



Massachusetts Department of  
**ELEMENTARY & SECONDARY  
EDUCATION**

## **Lynn Public Schools**

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

**Dates of Onsite Visit: May 21-June 3, 2008**

**Date of Draft Report: October 7, 2008**

**Date of Final Report: November 21, 2008**

**Action Plan Due: December 30, 2008**

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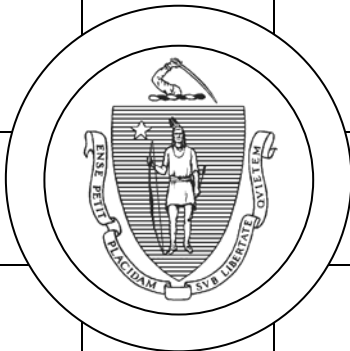
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**MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION  
COORDINATED PROGRAM REVIEW REPORT**

**Lynn Public Schools**

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**MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION  
COORDINATED PROGRAM REVIEW REPORT  
Lynn Public Schools**

**SCOPE OF COORDINATED PROGRAM REVIEWS**

As one part of its accountability system, the Department of Elementary and Secondary Education oversees local compliance with education requirements through the Coordinated Program Review (CPR). All reviews cover selected requirements in the following areas:

**Special Education (SE)**

- selected requirements from the federal Individuals with Disabilities Education Act (IDEA-2004), the federal regulations promulgated under that Act at 34 CFR Part 300, M.G.L. c. 71B (Chapter 766 of the Acts of 1972), and the Massachusetts Board of Education's Special Education regulations (603 CMR 28.00), as amended effective July 1, 2005. Federal requirements selected for the 2007-2008 reviews include, among others, the requirements specified by the federal Office for Special Education Programs (OSEP) and the requirements revised by IDEA-2004 and described in the Department's Special Education Advisories.

**Civil Rights Methods of Administration and Other General Education Requirements (CR)**

- selected 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 selected state requirements under M.G.L. c. 76, Section 5 (Chapter 622 of the Acts of 1971) and other Massachusetts General Laws.
- selected requirements from the Massachusetts Board of Education's Physical Restraint regulations (603 CMR 46.00).
- selected requirements from the Massachusetts Board of Education's Student Learning Time regulations (603 CMR 27.00).

**English Learner Education (ELE) in Public Schools**

- selected requirements from M.G.L. c. 71A, the state law that governs the provision of education to limited English proficient students, and 603 CMR 14.00, as well as the No Child Left Behind Act of 2001 and Title VI of the Civil Rights Act of 1964. During the 2007-2008 school year, all districts that enroll limited English proficient students will be reviewed using a combination of updated standards and a self-assessment instrument overseen by the Department's Office of Language Acquisition and Academic Achievement (OLAAA), including a request for information regarding ELE programs and staff qualifications.

Some reviews also cover selected requirements in:

**Career/Vocational Technical Education (CVTE)**

- career/vocational technical education programs under the federal Carl D. Perkins Vocational and Technical Education Act of 1998 and M.G.L. c. 74.

Districts providing Title I services participate in Title I program monitoring during the same year they are scheduled for a Coordinated Program Review. Details regarding the Title I program monitoring process are available at: <http://www.doe.mass.edu/titlei/monitoring>.

## COORDINATED PROGRAM REVIEW ELEMENTS

**Team:** Depending upon the size of a school district and the number of programs 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.

**Timing:** 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-five school districts and charter schools are scheduled for Coordinated Program Reviews in 2007-2008. The Department's 2007-2008 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, including the Department's Mid-cycle follow-up monitoring schedule, is posted at <<<http://www.doe.mass.edu/pqa/review/cpr/6yrcycle.html>>>.

**Criteria:** The Program Review criteria for each program encompass the requirements that have been selected for review. The requirements selected for review in all of the regulated programs are those that are most closely aligned with the goals of the Massachusetts Education Reform Act of 1993 to promote student achievement and high standards for all students.

**Methods:** Methods used in reviewing programs include:

- Review of documentation about the operation of the charter school or district's programs.
- Interviews of administrative, instructional, and support staff across all grade levels.
- Interviews of parent advisory council (PAC) representatives and other interviews as requested by other parents or members of the general public.
- Review of student records for special education (and for student accommodation plans under Section 504), English learner education, and career/vocational technical education. The Department selects a representative sample of student records for the onsite team to review, using standard Department procedures, to determine whether procedural and programmatic requirements have been implemented.
- Surveys of parents of students with disabilities and parents of English learners. 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 English learners 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.
- Observation of classrooms and other facilities. The onsite team visits a sample of classrooms and other school facilities used in the delivery of programs and services to determine general levels of compliance with program requirements.

*Note on collaborative programs and services.* Where the district is a member of a collaborative approved by the Department of Elementary and Secondary Education and is a site for programs or services operated by the collaborative, interviews, student record review, and observation of classrooms are conducted for the collaborative.

**Report: Preparation:**

At the end of the onsite visit, the onsite team will hold an informal exit meeting to summarize its preliminary findings for the Superintendent or Charter School Leader and anyone else he or she chooses. Within approximately 45 business days of the onsite visit, the Onsite Chairperson will forward to the Superintendent or Charter School Leader (and Collaborative Director where applicable) a Draft Report containing specific findings from the Program Review. The district (and collaborative) will then have 10 business days to review the report for factual accuracy before the publication of a Final Report. The Final Report will be issued within approximately 60 business days of the conclusion of the onsite visit and posted on the Department's website at <<http://www.doe.mass.edu/pqa/review/cpr/reports/>>.

**Content:**

*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," used for criteria containing new legal requirements, means that the district has implemented any old requirements contained in the criterion and is 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.

**Response:** Where criteria are found "Partially Implemented" or "Not Implemented", the district or charter school must propose corrective action to bring those areas into compliance with the relevant statutes and regulations. This corrective action plan will be due to the Department within 20 business days after the issuance of the Final Report and is subject to the Department's review and approval.

As the school or district is implementing the approved corrective action, Department staff will provide ongoing technical assistance. To assist in the implementation of corrective action related to the area of special education, schools and districts may apply for limited special education technical assistance funds. **School districts and charter schools must demonstrate effective resolution of noncompliance identified by the Department as soon as possible but in no case later than one year from the issuance of the Department's Final Program Review Report.**

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

## REPORT INTRODUCTION

A twelve-member Massachusetts Department of Elementary and Secondary Education team visited Lynn Public Schools during the week of May 27, 2008 to evaluate the implementation of selected criteria in the program areas of special education, civil rights and other related general education requirements, English learner education, and career/vocational technical education. 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 Lynn Public Schools. These areas are as follows:

*The district makes great efforts to involve parents in their children's education. To ensure participation in Team meetings, examples were cited of conference calls, arrangements for transportation, and flexible scheduling of Team meetings. Reaching out to limited English proficient parents, there is a program at Ford Elementary School that offers English instruction for adults. The vegetable garden behind the Ingalls School and programs related to the Ford School's NASA grant enrich the education of all students and encourage community involvement. A Family Fair is conducted to inform parents of young children of services that are available for eligible students and to inform them of the programs for peer models.*

*The district has strong procedures in place to evaluate students referred to determine eligibility for special education. Qualified individuals use a wide range of assessments tools. The district works closely with agencies providing Early Intervention to ensure that services are in place by a child's third birthday.*

*There are a wide range of professional development opportunities offered to all teachers. The district has hired professionals from the May Center to work with teachers and provide training for those who work with students with Autism.*

*The Student Information Center provides an effective system of identifying students at registration who may be in need of supports as English language learners.*

*Girls who are pregnant are encouraged to stay in school and the district is commended for the support that is provided. Girls are provided with services or with information on parenting classes for mothers and fathers, child health care services, child care, home tutoring, agencies that provide pre and post natal care for mother and child, and homeless services when required.*

*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 the following Department program review methods:

- Interviews of 43 administrative staff.
- Interviews of 157 teaching and support services staff across all levels.
- Interviews of four parent advisory council (PAC) representatives and for CVTE three advisory committee members and three parents.

- Interviews as requested by persons from the general public.
- Student record reviews: A sample of 50 special education records, 25 ELE records and 35 CVTE 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 Elementary and Secondary Education student record review procedures to make determinations regarding the implementation of procedural and programmatic requirements.
- Surveys of parents of students with disabilities: Fifty parents of students with disabilities were sent surveys that solicited information about their experiences with the district's implementation of special education programs, related services and procedural requirements. Seven of these parent surveys were returned to the Department of Elementary and Secondary Education for review.
- Surveys of parents of ELE students: Twenty-five parents of ELE students were sent surveys that solicited information about their experiences with the district's implementation of English learner education programs, services, and procedural requirements. Three of these parent surveys were returned to the Department of Elementary and Secondary Education for review.
- Observation of classrooms and other facilities. A sample of 50 instructional classrooms and other school facilities used in the delivery of programs and services was visited to determine general levels of compliance with program requirements.

The report includes findings in the program areas reviewed organized under nine components. These components are:

- Component I: Assessment of Students**
- Component II: Student Identification and Program Placement**
- Component III: Parent and Community Involvement**
- Component IV: Curriculum and Instruction**
- Component V: Student Support Services**
- Component VI: Faculty, Staff and Administration**
- Component VII: Facilities**
- Component VIII: Program Evaluation**
- Component IX: Recordkeeping and Fund Use**

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 Compliance Ratings” 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” or “Implementation in Progress” but made a specific comment on the district’s implementation methods that also requires 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.

Lynn Public Schools

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

<b>Special Education</b>	<b>Civil Rights and Other General Education Requirements</b>	<b>English Learner Education</b>	<b>Career/Vocational Technical Education</b>
<u>SE 26</u>			

**SUMMARY OF COMPLIANCE CRITERIA INCLUDED IN THIS REPORT  
REQUIRING CORRECTIVE ACTION**

<b>PROGRAM AREA</b>	<b>PARTIALLY IMPLEMENTED</b>	<b>NOT IMPLEMENTED</b>	<b>OTHER CRITERIA REQUIRING RESPONSE</b>
<b>Special Education</b>	SE 4, SE 7, SE 8, SE 12, SE 13, SE 14, SE 18B, SE 20, SE 24, SE 29, SE 32, SE 34, SE 40, SE 46, SE 47, SE 48, SE 54, SE 55		
<b>Civil Rights and Other General Education Requirements</b>	CR 3, CR 6, CR 7, CR 7A, CR 10 A, CR 12A, CR 14, CR 16, CR 17A, CR 20, CR 21, CR 23	CR 7C	
<b>English Learner Education</b>	ELE 1, ELE 5, ELE 6, ELE 8, ELE 9, ELE 10, ELE 11, ELE 14, ELE 15, ELE 17, ELE 18	ELE 13	
<b>Career/Vocational Technical Education</b>	CVTE 1, CVTE 2, CVTE 3, CVTE 4, CVTE 5, CVTE 7, CVTE 8, CVTE 9, CVTE 11, CVTE 12, CVTE 13, CVTE 14, CVTE 15, CVTE 16, CVTE 17, CVTE 18,	CVTE 6, CVTE 10, CVTE 20, CVTE 25, CVTE 34, CVTE 35, CVTE 39,	



PROGRAM AREA	PARTIALLY IMPLEMENTED	NOT IMPLEMENTED	OTHER CRITERIA REQUIRING RESPONSE
	CVTE 19, CVTE 21, CVTE 22, CVTE 23, CVTE 24, CVTE 26, CVTE 27, CVTE 28, CVTE 29, CVTE 30, CVTE 31, CVTE 32, CVTE 33, CVTE 37, CVTE 38		

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

## DEFINITION OF COMPLIANCE RATINGS

<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 requirements that became effective with the federal regulations on October 13, 2006. The district or charter school has implemented any previous requirements included in 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 2007-2008 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.

**SPECIAL EDUCATION**

**LEGAL STANDARDS,  
COMPLIANCE RATINGS AND  
FINDINGS**

<b>CRITERION NUMBER</b>	<b>SPECIAL EDUCATION I. ASSESSMENT OF STUDENTS</b>
	<b>Legal Standard</b>
<b>SE 1</b>	<p><b>Assessments are appropriately selected and interpreted for students referred for evaluation</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> 603 CMR 28.04 603 CMR 28.05</p> <p style="text-align: right;"><b>Federal Requirements</b> 34 CFR 300.304; 300.305; 300.306(c)</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 2</b>	<p><b>Required and optional assessments</b></p> <ol style="list-style-type: none"> <li>1. <u>Required assessments</u>: The following assessments are completed by appropriately credentialed and trained specialists for each referred student: <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> </li> <li>2. <u>Optional assessments</u>: The Administrator of Special Education may recommend or the parent may request one or more of the following: <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, 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</li> </ol> </li> <li>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: <ol 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> </ol> </li> </ol>

<b>CRITERION NUMBER</b>			
	<b>Legal Standard</b>		
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><b>State Requirements</b> 603 CMR 28.04 (1) and (2)</td> <td style="width: 50%; border: none;"><b>Federal Requirements</b> 34 CFR 300.304; 300.305; 300.324(a)(2)(v)</td> </tr> </table>	<b>State Requirements</b> 603 CMR 28.04 (1) and (2)	<b>Federal Requirements</b> 34 CFR 300.304; 300.305; 300.324(a)(2)(v)
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<b>CRITERION NUMBER</b>			
	<b>Legal Standard</b>		
<b>SE 3</b>	<p><b>Special requirements for determination of specific learning disability</b> When a student suspected of having a specific learning disability is evaluated, the Team creates a written determination as to whether or not he or she has a specific learning disability, which is signed by all members of the Team, or if there is disagreement as to the determination, one or more Team members document their disagreement.</p> <p style="text-align: right;"><b>Federal Requirements</b> 34 CFR 300.8(c)(10); 300.311</p>		
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<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>SE 4</b>	<p><b>Reports of assessment results</b></p> <ol style="list-style-type: none"> <li>1. Each person conducting an assessment shall summarize in writing the procedures employed, the results, and the diagnostic impression, and shall define in detail and in educationally relevant and common terms, the student's needs, offering explicit means of meeting them. Assessors may recommend appropriate types of placements, but shall not recommend specific classrooms or schools.</li> <li>2. Summaries of assessments are completed prior to discussion by the Team and, upon request, are made available to the parent at least two days in advance of the Team discussion.</li> </ol>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	<b>State Requirements</b> 603 CMR 28.04(2)(c)
	<b>Rating: Partially Implemented</b> <b>District Response Required: Yes</b>

**Department of Elementary and Secondary Education Findings:**

*The record review indicated that some assessments are completed the day of or the day before the Team meeting, as a result these reports are not available to the parent two days in advance of the Team meeting, if requested.*

<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>1. All students with disabilities whose placements are funded by the district are included in the Massachusetts Comprehensive Assessment System (MCAS) and other district-wide assessment programs.</li> <li>2. The district’s IEP Teams designate how each student will participate and, if necessary, provide an alternate assessment.</li> <li>3. The superintendent of a school district--or, for a public school program that is not part of a school district, the equivalent administrator— <ol style="list-style-type: none"> <li>a. files an MCAS performance appeal for a student with a disability when the student’s parent or guardian or the student, if 18 or over, requests it, provided that the student meets the eligibility requirements for such an appeal;</li> <li>b. obtains the consent of the parent or guardian or the student, if 18 or over, for any MCAS performance appeal filed on behalf of a student with a disability;</li> <li>c. 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 style="text-align: right;"><b>Federal Requirements</b> 20 U.S.C. 1412(a)(16)</p>
	<b>Rating: Implemented</b> <b>District Response Required: No</b>

CRITERION NUMBER		
	Legal Standard	
SE 6	<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 and documents its discussion on the Transition Planning Form.</li> <li>2. The Team reviews the Transition Planning Form annually and updates information on the form and the IEP, as appropriate.</li> <li>3. Reserved</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. 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.</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> <p><b>State Requirements</b> M.G.L.c.71B, Sections 12A-C 603 CMR 28.05(4)(c)</p> <p><b>Federal Requirements</b> 34 CFR 300.320(b); 300.321(b); 300.322(b)(2); 300.324(c)</p>	
	<b>Rating: Implemented</b>	<b>District Response Required: No</b>

CRITERION NUMBER		
	Legal Standard	
SE 7	<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 18, 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 18, 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</li> </ol>	



CRITERION NUMBER		
	<b>Legal Standard</b>	
	<p>the parent will no longer have decision-making authority, except as provided below.</p> <p>(a) If the parent has sought and received guardianship from a court of competent jurisdiction, then the parent retains full decision-making authority. The parent does not have authority to override any decision or lack of decision made by the student who has reached the age of majority unless the parent has sought or received guardianship or other legal authority from a court of competent jurisdiction</p> <p>(b) The student, upon reaching the age of majority and in the absence of any court actions to the contrary, may choose to share decision-making with his or her parent (or other willing adult), including allowing the parent to co-sign the IEP. Such choice is made in the presence of the Team and is documented in written form. The student's choice prevails at any time that a disagreement occurs between the adult student and the parent or other adult with whom the student has shared decision-making</p> <p>(c) The student, upon reaching the age of majority and in the absence of any court actions to the contrary, may choose to delegate continued decision-making to his or her parent, or other willing adult. Such choice is made in the presence of at least one representative of the school district and one other witness and is documented in written form and maintained in the student record.</p>	
	<b>State Requirements</b>	<b>Federal Requirements</b>
	603 CMR 28.07(5)	34 CFR 300.320(c), 300.520
	<b>Rating: Partially Implemented</b>	<b>District Response Required: Yes</b>

**Department of Elementary and Secondary Education Findings:**

*The record review indicates that the information on the Administrative Data Sheet of the IEP regarding the age of majority decision was not always consistent with the signature on the IEP. It was indicated on some IEPs that the student would be acting in his own behalf; but the IEP was then signed by the parent or signed by the parent and the student.*

*The documentation review indicates that the district uses a form to record the age of majority decision, but the form does not require the signature of the representative of the school district and another witness when decision making is delegated.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>SE 8</b>	<p><b>IEP Team composition and attendance</b>  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. <ol style="list-style-type: none"> <li>a. If the student <i>may</i> be involved in a regular education program, a regular education teacher. If the student <i>is</i> involved in a regular education program, a regular education teacher of the student.</li> <li>b. If the student is participating in a special education program, a special education teacher of the student or, if appropriate, a special education provider for the student.</li> </ol> </li> <li>5. The student, if one purpose of the meeting is to discuss transition services or if otherwise appropriate and if he/she chooses.</li> <li>6. Other individuals at the request of the student's parents.</li> <li>7. Reserved</li> <li>8. An individual who is qualified to interpret the instructional implications of evaluation results, who may be any one of the persons identified in parts 2 – 4 above.</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. Reserved</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>a. <ol style="list-style-type: none"> <li>(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> </li> </ol> <p style="text-align: center;"><b>State Requirements</b> 603 CMR 28.02(21)</p> <p style="text-align: center;"><b>Federal Requirements</b> 34 CFR 300.116(a); 300.321;</p>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	300.328 See also, in the IDEA 97 regulations, 34 CFR Part 300, Appendix A, Question #22
	<b>Rating: Partially Implemented</b> <b>District Response Required: Yes</b>

**Department of Elementary and Secondary Education Findings:**

*Documentation indicates that Team chairs have the authority to commit the resources of the district; but interviews indicate that they do not always feel that they can make decisions without checking with a higher authority. The record review indicates that although the district provided data that indicates progress in this area, not all Team meetings had a regular education teacher in attendance when the student was in a regular education program or may be considered for a regular education program.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>SE 9</b>	<p><b>Timeline for determination of eligibility and provision of documentation to parent</b>  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>
	<b>Rating: Implemented</b> <b>District Response Required: No</b>

<b>CRITERION NUMBER</b>	
	<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> <p>1. To determine whether a student is eligible for special education, the school district:</p> <p style="padding-left: 20px;">a. provides an evaluation or re-evaluation</p>

CRITERION NUMBER	
	<b>Legal Standard</b>
	<p>b. convenes a Team meeting</p> <p>c. determines whether the student has one or more disabilities</p> <p>d. determines if the student is making effective progress in school</p> <p>e. determines if any lack of progress is a result of the student's disability</p> <p>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</p> <p>2. If a Team determines that a student is not eligible for special education but may be eligible for accommodation(s) for disability(ies) under Section 504, the student is referred for consideration by the district for eligibility under that regular education program.</p> <p>3. When the 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 mathematics 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</b> 34 CFR 300.8; 300.306</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 10</b>	<p><b>End of school year evaluations</b></p> <p>If consent is received between 30 and 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 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</b> 34 CFR 300.323</p>
	<p><b>Rating: Implemented</b> <span style="float: right;"><b>District Response Required: No</b></span></p>

CRITERION NUMBER	
	<b>Legal Standard</b>
SE 11	<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> <li>6. Within ten (10) school days from the time the school district receives the report of the independent educational evaluation, the Team reconvenes and considers the independent educational evaluation (which may be publicly or privately funded) and whether a new or amended IEP is appropriate.</li> </ol>

<b>CRITERION NUMBER</b>			
	<b>Legal Standard</b>		
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<b>CRITERION NUMBER</b>			
	<b>Legal Standard</b>		
<b>SE 12</b>	<p><b>Frequency of re-evaluation</b></p> <ol style="list-style-type: none"> <li>1. When the student’s needs warrant it or a parent or teacher requests it, the school district, with parental consent, conducts a full re-evaluation consistent with the requirements of federal law, provided that: <ol style="list-style-type: none"> <li>a. a re-evaluation is conducted every three years unless the parent and district agree that it is unnecessary and</li> <li>b. a re-evaluation is conducted no more frequently than once a year unless the parent and district agree otherwise.</li> </ol> </li> <li>2. The district implements re-evaluation procedures in all cases where it is suspected that a student is no longer eligible for special education, except that no re-evaluation is required before the termination of eligibility because a student has graduated with a regular high school diploma or exceeded the age of eligibility.</li> </ol> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><b>State Requirements</b> 603 CMR 28.04(3)</td> <td style="width: 50%;"><b>Federal Requirements</b> 34 CFR 300.303; 300.305(e)</td> </tr> </table>	<b>State Requirements</b> 603 CMR 28.04(3)	<b>Federal Requirements</b> 34 CFR 300.303; 300.305(e)
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<b>Rating: Partially Implemented</b>	<b>District Response Required: Yes</b>		

**Department of Elementary and Secondary Education Findings:**

*The record review indicates that when an annual review was late, the date of the reevaluation was changed to coincide with the date of the annual review so that the reevaluation would not then occur within three years.*

<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.</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> 34 CFR 300.305(e)(3); 300.320(a)(3)</p> <p><b>Rating: Partially Implemented</b>      <b>District Response Required: Yes</b></p>

**Department of Elementary and Secondary Education Findings:**

*The record review indicates that progress reports were not always written for all IEP goals. Interviews and parent surveys indicate that IEP progress reports have not been issued for IEP goals this school year for some students at Lynn English High School and Lynn Vocational Technical School.*

<b>CRITERION NUMBER</b>	
	<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 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. Amendments to the IEP. 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> 34 CFR 300.324(a)(4), (6) and (b)</p>

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

**Department of Elementary and Secondary Education Findings:**

*The record review indicates that IEPs are not always reviewed before the anniversary date.*

<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>  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> <li>6. clinical /health care agencies</li> <li>7. early intervention programs</li> <li>8. private/parochial schools</li> <li>9. other agencies/organizations</li> <li>10. the school or schools that are part of the district, including charter schools</li> <li>11. agencies serving migrant and/or homeless persons pursuant to the McKinney-Vento Education Act for Homeless Children</li> </ol>	
	<b>State Requirements</b>	<b>Federal Requirements</b> 34 CFR 300.111; 300.131; 300.209
	<b>Rating: Implemented</b>	<b>District Response Required: No</b>



<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>SE 16</b>	<p><b>Screening</b></p> <ol style="list-style-type: none"> <li>1. The school district conducts screening for three and four year olds and for all children who are of age to enter kindergarten. Such screening is designed to review a child’s development and to assist in identification of those children who should be referred for an evaluation to determine eligibility for special education services.</li> <li>2. Participation in the screening program for three and four year olds is optional on the part of the parents.</li> </ol> <p><b>State Requirements</b> 603 CMR 28.03(1)(d)</p> <p style="text-align: right;"><b>Federal Requirements</b></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 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 style="text-align: right;"><b>Federal Requirements</b> 34 CFR 300.101(b); 300.124; 300.323(b)</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. Upon determining that the student is eligible for special education, the Team, including the parent(s), develops an IEP at the Team meeting.</li> <li>2. The IEP is completed addressing all elements of the most current IEP format provided by the Department of Elementary and Secondary Education.</li> <li>3. The school district ensures that the IEP will not be changed at a higher administrative level within the district.</li> </ol> <p><b>State Requirements</b> 603 CMR 28.05(3)</p> <p><b>Federal Requirements</b> IDEA-97: 34 CFR Part 300, Appendix A, Question #22</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 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> <p><b>State Requirements</b> 603 CMR 28.05(6) and (7); 28.06(2)</p> <p><b>Federal Requirements</b> 34 CFR 300.116; 300.325</p>

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

**Department of Elementary and Secondary Education Findings:**

*The record review indicates that the questions on page two of the federally required written notice (N1 form) are not always addressed. Interviews, parent surveys and records indicate that students are not always educated in the least restrictive educational setting. Based on the procedures in place to consider students for Welcoming Elementary School, students with behavioral or social disabilities when identified as eligible for special education would be recommended for this day school program without first considering special education supports in a less restrictive educational setting.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>SE 19</b>	<p><b>Extended evaluation</b>  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, 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.</li> <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><b>Federal Requirements</b></p>
	<b>Rating: Implemented                      District Response Required: No</b>

CRITERION NUMBER	
	<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> <li>3. The district does not remove an eligible child from the general education classroom solely because of needed modification in the curriculum.</li> <li>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.</li> </ol> <p><b>State Requirements</b> M.G.L. c. 71B, § 3  603 CMR 28.06(2)</p> <p style="text-align: right;"><b>Federal Requirements</b> 34 CFR 300.114 – 120</p>
	<p><b>Rating: Partially Implemented</b>                      <b>District Response Required: Yes</b></p>

**Department of Elementary and Secondary Education Findings:**

*Student records indicate that non-participation justification statements in IEPs often are taken directly from the language of the regulation and are not specific to needs of the child. The statement does not articulate why modifications and accommodations can not be made in the classroom. Teachers identified a need for training on inclusive teaching practices and interviews indicated that there are many students in substantially separate classes, who have little opportunity to participate in activities with their non disabled peers. When inclusive opportunities are provided for students in substantially separate classes it is often the result of a special education teacher reaching out to regular education teachers to make arrangements.*

CRITERION NUMBER	
	<b>Legal Standard</b>
<b>SE 21</b>	<p><b>School day and school year requirements</b></p> <ol style="list-style-type: none"> <li>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,</li> </ol>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	<p>or year, and/or residential services and indicates on the IEP why the shorter or longer program is necessary.</p> <ol style="list-style-type: none"> <li>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 this case the Team specifies the daily duration of the program and states the reason for the different duration on the IEP.</li> <li>3. Specialized transportation schedules do not impede a student’s access to a full school day and program of instruction.</li> <li>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.</li> <li>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 reflect the comprehensive nature of the educational program required.</li> <li>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.</li> </ol> <p><b>State Requirements</b> M.G.L. c. 69, § 1G 603 CMR 28.05(4)(d) and (5)(c)</p> <p style="text-align: right;"><b>Federal Requirements</b> 34 CFR 300.106</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>SE 22</b>	<p><b>IEP implementation and availability</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. At the beginning of each school year, the district has an IEP in effect for each eligible student within its jurisdiction.</li> <li>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 and the</li> </ol>

<b>CRITERION NUMBER</b>					
	<b>Legal Standard</b>				
	<p>specific accommodations, modifications, and supports that must be provided for the student under it.</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 the accepted IEP. Upon agreement of the parents, the school district implements alternative methods immediately until the lack of space or personnel issues are resolved.</p>				
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><b>State Requirements</b></td> <td style="width: 50%;"><b>Federal Requirements</b></td> </tr> <tr> <td>603 CMR 28.05(7)(b); 28.06(2)(d)(2)</td> <td>34 CFR 300.323</td> </tr> </table>	<b>State Requirements</b>	<b>Federal Requirements</b>	603 CMR 28.05(7)(b); 28.06(2)(d)(2)	34 CFR 300.323
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<b>Rating: Implemented</b>	<b>District Response Required: No</b>				

<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> <ol style="list-style-type: none"> <li>1. A student may be referred for an evaluation by a parent or any person in a caregiving or professional position concerned with the student's development.</li> <li>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, along with the district's notice of procedural safeguards. The written notice meets all of the content requirements set forth in M.G.L. c.71B, §3, and in federal law, seeks the consent of the parent for the 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>3. For all other actions, the district gives notice complying with federal requirements within a reasonable time.</li> <li>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</li> <li>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</li> <li>6. The school district does not limit a parent's right to refer a student for timely</li> </ol>

CRITERION NUMBER	SPECIAL EDUCATION III. PARENTAL INVOLVEMENT
	<b>Legal Standard</b>
	<p>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> <p><b>State Requirements</b> M.G.L. c. 71B, § 3; 603 CMR 28.04(1)</p> <p style="text-align: right;"><b>Federal Requirements</b> 34 CFR 300.503; 300.504(a)(1)</p>
	<b>Rating: Partially Implemented</b> <b>District Response Required: Yes</b>

**Department of Elementary and Secondary Education Findings:**

*The record review indicates that N1 forms are not always issued when proposing an IEP. All of the questions, which are required by federal regulation for written notice (Page 2 of N1 form), are not always addressed.*

CRITERION NUMBER	Legal Standard
<b>SE 25</b>	<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</li> </ol>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	<p>notices sent by certified mail, electronic mail (e-mail), telephone calls, or, if appropriate, TTY communications to the home, and home visits at such time as the parent is likely to be home. Efforts may include seeking assistance from a community service agency to secure parental participation.</p> <p>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.</p> <p><b>State Requirements</b> 603 CMR 28.07(1)</p> <p><b>Federal Requirements</b> 34 CFR 300.300</p>
	<b>Rating: Implemented</b> <b>District Response Required: No</b>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>SE 25A</b>	<p><b>Sending of copy of notice to Special Education Appeals</b> Within five calendar days of receiving a notice that a parent is requesting a hearing or has rejected an IEP, proposed placement, or finding of no eligibility for special education, the school district sends a copy of the notice to Special Education Appeals.</p> <p><b>State Requirements</b> 603 CMR 28.08(3)(b)</p> <p><b>Federal Requirements</b></p>
	<b>Rating: Implemented</b> <b>District Response Required: No</b>



<b>CRITERION NUMBER</b>	
	<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> <p><b>State Requirements</b></p> <p style="text-align: right;"><b>Federal Requirements</b> 34 CFR 300.510</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>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> <p><b>State Requirements</b> 603 CMR 28.02(21)</p> <p style="text-align: right;"><b>Federal Requirements</b> 34 CFR 300.322; 300.501</p>

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

**Department of Elementary and Secondary Education Findings:**

*Records and interviews indicate that the district goes to great lengths to ensure parents' participation in Team meetings. Telephone calls were often made in advance to find a date that would work for parents and flexibility in scheduling was noted. District personnel have arranged conference calls to meet a parent's needs when a parent could not be there in person and special arrangements have been made to transport parents to meetings when necessary.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>SE 27</b>	<p><b>Content of Team meeting notice to parents</b> The parent notice of any Team meeting states the purpose, time and location of the meeting as well as who will be in attendance.</p> <p><b>State Requirements</b> <span style="float: right;"><b>Federal Requirements</b></span>  <span style="float: right;">34 CFR 300.322(b)(1)(i)</span></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>SE 29</b>	<p><b>Communications are in English and primary language of home</b></p> <p>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 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>

CRITERION NUMBER	
	<b>Legal Standard</b>
	<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</b> 34 CFR 300.322(e); 300.503(c)</p>
	<p><b>Rating: Partially Implemented</b>                      <b>District Response Required: Yes</b></p>

**Department of Elementary and Secondary Education Findings:**

*Although the record review and interviews indicate that interpreters are often present at Team meetings when the parent’s primary language is other than English, the record review indicated that translated copies of the IEP were not always evident in the record. In some records, the only translated special education document in the record was the consent for an evaluation.*

CRITERION NUMBER	
	<b>Legal Standard</b>
<p><b>SE 32</b></p>	<p><b>Parent advisory council for special education</b></p> <ol style="list-style-type: none"> <li>1. The school district has established a district-wide parent advisory council on special education.</li> <li>2. Membership on the council is offered to all parents of children with disabilities and other interested parties.</li> <li>3. The parent advisory council duties include but are not limited to: advising the district on matters that pertain to the education and safety of students with disabilities; meeting regularly with school officials to participate in the planning, development, and evaluation of the school district’s special education programs.</li> <li>4. The parent advisory council has established by-laws regarding officers and operational procedures.</li> <li>5. The parent advisory council receives assistance from the school committee without charge, upon reasonable notice, and subject to the availability of staff and resources.</li> <li>6. The school district conducts, in cooperation with the parent advisory council, at least one workshop annually within the district on the rights of students and their parents and guardians under the state and federal special education laws.</li> </ol> <p><b>State Requirements</b> M.G.L. c. 71B, § 3;</p> <p><b>Federal Requirements</b></p>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	603 CMR 28.03(1)(a)(4); 28.07(4)
	<b>Rating: Partially Implemented</b> <b>District Response Required: Yes</b>

**Department of Elementary and Secondary Education Findings:**

*Interviews and documentation indicate that the district has a parent advisory council for special education, but the PAC has not been involved in advising the district on matters that pertain to the education and safety of students with disabilities and the planning and development of special education programs.*

<b>CRITERION NUMBER</b>	<b>SPECIAL EDUCATION IV. CURRICULUM AND INSTRUCTION</b>	
	<b>Legal Standard</b>	
<b>SE 33</b>	<p><b>Involvement in the general curriculum</b></p> <ol style="list-style-type: none"> <li>1. District personnel understand the connection between the Massachusetts Curriculum Frameworks and the expectations of the state for student performance as well as understanding the rights of students with disabilities to be full participants in the general curriculum.</li> <li>2. The district has taken steps to provide students (including all students with disabilities) with essential learning opportunities that prepare the students to reach the state graduation standards.</li> <li>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.</li> <li>4. In the IEP the district documents the student's participation in the general curriculum.</li> </ol>	
	<p><b>State Requirements</b> 603 CMR 28.05(4)(a) and (b)</p>	<p><b>Federal Requirements</b> 34 CFR 300.320(a)(1)(i) and a(2)(i)(A); 300.321(a)(4)(ii)</p>
	<b>Rating: Implemented</b>	<b>District Response Required: No</b>

CRITERION NUMBER	
	<b>Legal Standard</b>
SE 34	<p><b>Continuum of alternative services and placements</b>  The district provides or arranges for the provision of each of the elements of the IEPs of students in need of special education from the ages of three through twenty-one, ensuring that a continuum of services and alternative placements is available to meet the needs of all students with disabilities, and takes all steps necessary to ensure compliance with all elements of the IEPs, including vocational education.</p> <p><b>State Requirements</b> 603 CMR 28.05(7)(b)</p> <p><b>Federal Requirements</b> 34 CFR 300.109; 300.110; 300.115</p>
	<b>Rating: Partially Implemented</b> <b>District Response Required: Yes</b>

**Department of Elementary and Secondary Education Findings:**

*Interviews indicate that there is an over reliance on substantially separate and pull out services and there are not sufficient programs and supports in place to support children in full inclusion and partial inclusion classes. See SE 20.*

CRITERION NUMBER	
	<b>Legal Standard</b>
SE 35	<p><b>Assistive technology: specialized materials and equipment</b></p> <ol style="list-style-type: none"> <li>1. Specialized materials and equipment specified in IEPs are provided.</li> <li>2. The school district provides evidence that assistive technology is considered for each eligible student and—if the student needs it in order to receive a free, appropriate public education--described in the IEP and provided by the district.</li> </ol> <p><b>State Requirements</b></p> <p><b>Federal Requirements</b> 34 CFR 300.105; 300.324(a)(2)(v)</p>
	<b>Rating: Implemented</b> <b>District Response Required: No</b>

CRITERION NUMBER	
	<b>Legal Standard</b>
SE 36	<p><b>IEP implementation, accountability and financial responsibility</b></p> <ol style="list-style-type: none"> <li>1. Reserved.</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. Reserved.</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> <p><b>State Requirements</b> 603 CMR 28.06(3)</p> <p style="text-align: right;"><b>Federal Requirements</b> 34 CFR 300.17(a); 300.101-104; 300.154</p>
	<p><b>Rating: Implemented</b> <span style="float: right;"><b>District Response Required: No</b></span></p>

CRITERION NUMBER	
	<b>Legal Standard</b>
SE 37	<p><b>Procedures for approved and unapproved out-of-district placements</b></p> <ol style="list-style-type: none"> <li>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 Elementary and Secondary Education, or to the out-of-district placement.</li> <li>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</li> </ol>

CRITERION NUMBER	
	<b>Legal Standard</b>
	<p>coordination with the out-of-district placement.</p> <p>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.</p> <p>4. <u>Written contracts</u>: The school district enters into written contracts with all public and private out-of-district placements. At a minimum, such contracts meet the content requirements of 28.06(3)(f)(1-5).</p> <p>5. <u>Use of unapproved programs</u>: A school district that places a student in a program that has not been approved by the Department according to the requirements under 603 CMR 28.09 ensures that such programs and services are provided in appropriate settings by appropriately credentialed staff able to deliver the services on the student's IEP. Students placed by the school district in such programs are entitled to the full protections of state and federal special education law and regulation.</p> <p>6. <u>Placement documentation</u>: The following documentation is maintained by the school district pursuant to its placement of children in unapproved out-of-district programs:</p> <ol style="list-style-type: none"> <li>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>b. <u>Evaluation of facility</u>: The Administrator of Special Education or his/her designee thoroughly evaluates the appropriateness of any unapproved facility prior to placement of the student in such program. Such evaluation determines whether the unapproved facility can appropriately implement the student's IEP in a safe and educationally appropriate environment. Such evaluation additionally determines whether the unapproved facility can and will provide the student with all the rights that are accorded to the student under state and federal special education law. Such evaluation is documented in detail and placed in the student record for review. To the extent that this evaluation requires a site visit, such site visits are documented and placed in the student record for review. The duty to evaluate the appropriateness of any unapproved facility is not delegated to the parents or their agents or the proposed unapproved facility.</li> <li>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.</li> </ol>

<b>CRITERION NUMBER</b>	
	<p style="text-align: center;"><b>Legal Standard</b></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 Elementary and Secondary Education</u>: Prior to placement, if the Team determines that placement in such facility is appropriate, the Administrator notifies the Department of the intent to place the student and the name and location of the proposed placement. In addition, the Administrator forwards the notice of proposed placement and completed pricing forms to the Department along with the information on the proposed terms of the contract that will govern such placement and documentation of a monitoring plan pursuant to 603 CMR 28.06(3)(b). The district maintains any documentation of the Department’s objections to such placement and the steps the district has taken in regard to such objection. The district maintains documentation of the approved price for publicly funded students as set by the state agency responsible for setting program prices.</p> <p>f. <u>Out of state programs</u>: If out-of-district programs are provided in a placement outside of Massachusetts, and such school has not received approval by the Department under 603 CMR 28.09, the Administrator of Special Education ensures that such school has received approval from the host state.</p> <p><b>State Requirements</b> M.G.L. c. 76, s. 1 603 CMR 18.00; 28.02(14); 28.06(2)(f) and (3); 28.09 808 CMR 1.00</p> <p style="text-align: right;"><b>Federal Requirements</b> 34 CFR 300.2(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 38</b>	<p><b>Educational services in institutional settings (ESIS)</b>            Department of Elementary and Secondary Education responsibility: 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> <p><b>State Requirements</b> 603 CMR 28.06(9)</p> <p><b>Federal Requirements</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>SE 39A</b>	<p><b>Procedures used to provide services to eligible students enrolled in private schools at private expense whose parents reside in the district</b></p> <ol style="list-style-type: none"> <li>1. The district conducts child find activities--comparable to those for public school students--for all students enrolled at private expense in private schools in the district.</li> <li>2. The district consults with private schools in accordance with federal requirements.</li> <li>3. The district provides or arranges for the provision of an evaluation for any private school child whose parent resides in the district who is referred for</li> </ol>

<b>CRITERION NUMBER</b>			
	<b>Legal Standard</b>		
	<p>evaluation. The evaluation may take place in the public school, the private school, or an appropriate contracted facility; as part of its consultation with the private school, the 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. The district provides an IEP for any such private school child who is found eligible for special education and/or related services.</p> <ol style="list-style-type: none"> <li>4. 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 district, and does so according to a properly developed IEP. The district provides to such children genuine opportunities to participate in a public school special education program consistent with state constitutional limitations.</li> <li>5. In providing or arranging for the provision of the special education and/or related services described by the child's IEP, 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. When the child attends a private school located outside of the district, the district makes reasonable efforts to provide or arrange for the provision of services for the child in the community where the school is located.</li> <li>6. The district does not withdraw or withhold services from a child whose parents reside in the district solely because the district has met the spending requirements of federal law.</li> <li>7. Special education services and/or related services for a private school child whose parents reside in the district are comparable in quality, scope, and opportunity for participation to those provided to public school children with needs of equal importance.</li> <li>8. 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 services provided to eligible students whose parents reside in the district within 15 calendar days of the district's receipt of the child's physician statement.</li> <li>9. The district calculates the proportionate share of Federal Special Education Entitlement funds (Fund Code 240) required to be spent on eligible private school students (including all eligible students attending private school in the district whether their parents reside in the district, in another Massachusetts district, or out of state) and documents the spending of at least this amount of federal entitlement funds (Fund Code 240) on one or more of the eligible private school students attending private school in the district whose parents reside in the district or out of state.</li> </ol> <p style="text-align: center;"> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <b>State Requirements</b>  M.G.L. c. 71B, section 2  603 CMR 28.03(1)(e) </td> <td style="width: 50%; vertical-align: top;"> <b>Federal Requirements</b>  34 CFR 300.130-144; 300.300(d)(4) </td> </tr> </table> </p>	<b>State Requirements</b> M.G.L. c. 71B, section 2 603 CMR 28.03(1)(e)	<b>Federal Requirements</b> 34 CFR 300.130-144; 300.300(d)(4)
<b>State Requirements</b> M.G.L. c. 71B, section 2 603 CMR 28.03(1)(e)	<b>Federal Requirements</b> 34 CFR 300.130-144; 300.300(d)(4)		

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	<b>Rating: Implemented</b> <b>District Response Required: No</b>

<b>CRITERION NUMBER</b>	
<b>SE 39B</b>	<p><b>Procedures used to provide services to eligible students who are enrolled at private expense in private schools in the district and whose parents reside out of state</b></p> <ol style="list-style-type: none"> <li>1. The district conducts child find activities--comparable to those for public school students--for all students enrolled at private expense in private schools in the district.</li> <li>2. For students enrolled at private expense in private schools in the district and whose parents reside out of state, the district consults with the private schools in accordance with federal requirements. It conducts evaluations and determines eligibility in accordance with state and federal requirements.</li> <li>3. The district calculates the proportionate share of Federal Special Education Entitlement funds (Fund Code 240) required to be spent on eligible private school students (including all eligible students attending private school in the district whether their parents reside in the district, in another Massachusetts district, or out of state) and documents the spending of at least this amount of federal entitlement funds (Fund Code 240) on one or more of the eligible private school students attending private school in the district whose parents reside in the district or out of state.</li> <li>4. If the district provides services to any eligible private school student from out of state, it does so using an individual services plan.</li> </ol> <p><b>State Requirements</b> 603 CMR 28.02(7); 28.04; 28.05(2)</p> <p><b>Federal Requirements</b> 34 CFR 300.130-144; 300.301-311</p>
	<b>Rating: Implemented</b> <b>District Response Required: No</b>

<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 <ul style="list-style-type: none"> <li>• 8 students with a certified special educator,</li> <li>• 12 students if the certified special educator is assisted by 1 aide, and</li> <li>• 16 students if the certified special educator is assisted by 2 aides.</li> </ul> </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 <ul style="list-style-type: none"> <li>• 8 students to 1 certified special educator or</li> <li>• 12 students to 1 certified special educator and 1 aide.</li> </ul> </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> <p style="text-align: center; margin-top: 20px;"> <span data-bbox="401 1661 654 1724"><b>State Requirements</b> 603 CMR 28.06(6)</span> <span data-bbox="883 1661 1166 1692" style="margin-left: 200px;"><b>Federal Requirements</b></span> </p>

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

**Department of Elementary and Secondary Education Findings:**

*Documentation and interviews indicate that classes at Lynn English High School, referred to as CP3, have a majority of students on IEPs and are taught by a special education licensed teacher, but the number of students assigned to the classes are not always consistent with the class size requirements for a substantially separate class.*

<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 48 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 Elementary and Secondary Education.</p> <p><b>State Requirements</b>                                      <b>Federal Requirements</b> 603 CMR 28.06(6)(f)</p>
	<b>Rating: Implemented</b> <b>District Response Required: No</b>

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

CRITERION NUMBER		
	Legal Standard	
	<p>3. Where appropriate, the school district elects, consistent with federal requirements to use the format and services of the Individualized Family Service Plan (IFSP), if appropriate, for an additional year as a means of transitioning eligible children to public school services.</p> <p>4. Where appropriate the Team allows a child to remain in a program designed for three and four year old children for the duration of the school year in which the child turns five years old (including the summer following the date of the child's fifth birthday).</p> <p><u>Types of Settings:</u></p> <p>5. <u>Inclusionary programs</u> for young children are located in a setting that includes children with and without disabilities and meet the following standards:</p> <ul style="list-style-type: none"> <li>a. Services in such programs are provided in the home, the public school, Head Start, or a licensed childcare setting.</li> <li>b. For public school programs that integrate children with and without disabilities, the class size does not exceed 20 with 1 teacher and 1 aide and no more than 5 students with disabilities. If the number of students with disabilities is 6 or 7 then the class size does not exceed 15 students with 1 teacher and 1 aide.</li> </ul> <p>6. <u>Substantially separate programs</u> for young children are located in a public school classroom or facility that serves primarily or solely children with disabilities. Substantially separate programs adhere to the following standards:</p> <ul style="list-style-type: none"> <li>a. Substantially separate programs are programs in which more than 50% of the children have disabilities.</li> <li>b. Substantially separate programs operated by the district limit class sizes to 9 students with 1 teacher and 1 aide.</li> </ul> <p><b>State Requirements</b> 603 CMR 28.06(7)</p> <p><b>Federal Requirements</b> 34 CFR 300.101(b); 300.124(b); 300.323(b)</p>	
	<b>Rating: Implemented</b>	<b>District Response Required: No</b>

CRITERION NUMBER	SPECIAL EDUCATION V. STUDENT SUPPORT SERVICES	
	Legal Standard	
SE 43	<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</p>	

<b>CRITERION NUMBER</b>	<b>SPECIAL EDUCATION V. STUDENT SUPPORT SERVICES</b>	
	<b>Legal Standard</b>	
	and the possible need for a functional behavioral assessment.	
	<b>State Requirements</b>	<b>Federal Requirements</b> 34 CFR 300.324(a)(2)(i)
	<b>Rating: Implemented</b>	<b>District Response Required: No</b>

<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 from any part of the student’s program, including suspensions from special transportation prescribed by the IEP.</p>	
	<b>State Requirements</b>	<b>Federal Requirements</b> 34 CFR 300.530 IDEA 2004 Final Regulations, Analysis of Comments and Changes, Federal Register 71 (14 August 2006): 46715
	<b>Rating: Implemented</b>	<b>District Response Required: No</b>

<b>CRITERION NUMBER</b>		
	<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</li> </ol>	

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	<p>services for the student to continue to receive a free and appropriate public education.</p> <p>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.</p> <p><b>State Requirements</b> M.G.L. c. 76, §§ 16-17</p> <p><b>Federal Requirements</b> 34 CFR 300.530-300.537</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>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 determine that the behavior is <u>NOT</u> a manifestation of the disability, then the district may suspend or expel the student consistent with policies applied to any student without disabilities, except that the district must still offer: <ol style="list-style-type: none"> <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> </li> <li>4. <u>Interim alternative educational setting</u>. Regardless of the manifestation determination, the district may place the student in an interim alternative</li> </ol>



CRITERION NUMBER	
	<b>Legal Standard</b>
	<p>educational setting (as determined by the Team) for up to 45 school days</p> <ul 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> </ul> <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>  <span style="float: right;">34 CFR 300.530-537</span></p>
	<p><b>Rating: Partially Implemented</b> <span style="float: right;"><b>District Response Required: Yes</b></span></p>

**Department of Elementary and Secondary Education Findings:**

*Although interviews and student records indicate that the district has procedures in place that are consistent with the requirements, documentation indicates that neither the Lynn Public Schools’ Student Discipline Code nor the discipline codes contained in student handbooks contain information regarding appropriate procedures for the discipline of students with disabilities.*

CRITERION NUMBER	
	Legal Standard
SE 47	<p><b>Procedural requirements applied to students not yet determined to be eligible for special education</b></p> <ol style="list-style-type: none"> <li>1. If, prior to the disciplinary action, a district had knowledge that the student may be a student with a disability, then the district makes all protections available to the student until and unless the student is subsequently determined not to be eligible. The district may be considered to have prior knowledge if:             <ol style="list-style-type: none"> <li>a. The parent had expressed concern in writing; or</li> <li>b. The parent had requested an evaluation; or</li> <li>c. District staff had expressed directly to the special education director or other supervisory personnel specific concerns about a pattern of behavior demonstrated by the student.</li> </ol> <p>The district may not be considered to have had prior knowledge if the parent has not consented to evaluation of the student or has refused special education services, or if an evaluation of the student has resulted in a determination of ineligibility.</p> </li> <li>2. If the district had no reason to consider the student disabled, and the parent requests an evaluation subsequent to the disciplinary action, the district must have procedures consistent with federal requirements to conduct an expedited evaluation to determine eligibility.</li> <li>3. If the student is found eligible, then he/she receives all procedural protections subsequent to the finding of eligibility.</li> </ol> <p style="margin-top: 20px;"> <b>State Requirements</b> <span style="float: right;"><b>Federal Requirements</b></span>  <span style="float: right;">34 CFR 300.534</span> </p>
	<p><b>Rating: Partially Implemented</b> <span style="float: right;"><b>District Response Required: Yes</b></span></p>

**Department of Elementary and Secondary Education Findings:**

*Although interviews indicate that the district has procedures in place that are consistent with the requirements, documentation indicates that codes of conduct do not include procedural requirements for students not yet determined to be eligible for special education.*

CRITERION NUMBER	
	Legal Standard
SE 48	<p><b>FAPE (Free, appropriate, public education): Equal opportunity to participate in educational, nonacademic, extracurricular and ancillary programs, as well as participation in regular education</b></p> <p>All students receiving special education, regardless of placement, shall have an equal</p>

CRITERION NUMBER	
	<b>Legal Standard</b>
	<p>opportunity to participate in and, if appropriate, receive credit for the vocational, supportive, or remedial services that may be available as part of the general education program as well as the non-academic and extracurricular programs of the school.</p> <p>Programs, services and activities include, but are not limited to:</p> <ol style="list-style-type: none"> <li>1. art and music</li> <li>2. vocational education, industrial arts, and consumer and homemaking education</li> <li>3. work study and employment opportunities</li> <li>4. counseling services available at all levels in the district</li> <li>5. health services</li> <li>6. transportation</li> <li>7. recess and physical education, including adapted physical education</li> <li>8. athletics and recreational activities</li> <li>9. school-sponsored groups or clubs</li> <li>10. meals</li> </ol> <p><b>State Requirements</b> 603 CMR 28.06(5)</p> <p><b>Federal Requirements</b> 34 CFR 300.101 – 300.113</p>
	<p><b>Rating: Partially Implemented</b>                      <b>District Response Required: Yes</b></p>

**Department of Elementary and Secondary Education Findings:**

*Interviews indicate that not all students with disabilities receive information regarding the admission to Lynn Vocational Technical School. Students in the substantially separate classrooms at Lynn Vocational Technical School do not have access to the Chapter 74 Perkins programs in the school. (See CR 3)*

CRITERION NUMBER	
	<b>Legal Standard</b>
<b>SE 49</b>	<p><b>Related services</b></p> <p>For each student with special education needs found to require related services, the school district provides or arranges for the provision of transportation and such developmental, corrective, and other supportive services as are required to assist a student to benefit from special education or to access the general curriculum, and includes:</p> <ol style="list-style-type: none"> <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> </ol>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	<p>6. early identification and assessment of disabilities in children  7. counseling services, including rehabilitation counseling  8. orientation and mobility services (peripatology)  9. medical services for diagnostic or evaluation purposes  10. school health services, including school nurse services  11. social work services in schools  12. parent counseling and training, and  13. interpreting services.</p> <p><b>State Requirements</b> 603 CMR 28.02(18)</p> <p><b>Federal Requirements</b> 34 CFR 300.34; 300.323(c)</p>
	<b>Rating: Implemented</b> <b>District Response Required: No</b>

<b>CRITERION NUMBER</b>	<b>SPECIAL EDUCATION VI. FACULTY, STAFF AND ADMINISTRATION</b>		
	<b>Legal Standard</b>		
<b>SE 50</b>	<p><b>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. The Administrator of Special Education is appropriately licensed or holds a current waiver for an appropriate license or otherwise demonstrates that he or she has the qualifications to perform all of the duties of the Administrator. 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> <p><b>State Requirements</b> M.G.L. c. 71B, § 3A; 603 CMR 28.03(2)</p> <p><b>Federal Requirements</b></p>		
	<b>Rating: Implemented</b>	<b>District Response Required:</b>	<b>No</b>

<b>CRITERION NUMBER</b>			
	<b>Legal Standard</b>		
<b>SE 51</b>	<p><b>Appropriate special education teacher licensure</b>  Except at Commonwealth charter schools, individuals who design and/or provide direct special education services described in IEPs are appropriately licensed.</p> <p><b>State Requirements</b>  M.G.L. c. 71, s. 38G; s. 89(qq);  603 CMR 1.07; 7.00; 28.02(3)</p> <p><b>Federal Requirements</b>  34 CFR 300.18; 300.156</p>		
	<b>Rating: Implemented</b>	<b>District Response Required:</b>	<b>No</b>

<b>CRITERION NUMBER</b>			
	<b>Legal Standard</b>		
<b>SE 52</b>	<p><b>Appropriate certifications/licenses or other credentials -- related service providers</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> <p><b>State Requirements</b>  603 CMR 28.02(3),(18)</p> <p><b>Federal Requirements</b>  34 CFR 300.34; 300.156(b)</p> <p><i>Note: The definition of related services under IDEA 2004, at 34 CFR 300.34, now covers interpreting services, as defined in 300.34(c)(4), for students who are deaf or hard of hearing. Those who provide these kinds of related services must be registered with the Massachusetts Commission for the Deaf and Hard of Hearing. See the Memorandum on New Requirements for Registration of Sign Language Interpreters Who Work in Educational Settings at <a href="http://www.doe.mass.edu/news/news.asp?id=3416">http://www.doe.mass.edu/news/news.asp?id=3416</a>.</i></p>		
	<b>Rating: Implemented</b>	<b>District Response Required:</b>	<b>No</b>



<b>CRITERION NUMBER</b>			
	<b>Legal Standard</b>		
	<p>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 style="text-align: center;"><b>State Requirements</b> <span style="float: right;"><b>Federal Requirements</b></span>  M.G.L. c. 71, §§ 38G , 38Q and 38Q ½  603 CMR 28.03(1)(a); 28.06(8)(b) and (c)</p>		
	<b>Rating: Partially Implemented</b>	<b>District Response Required:</b>	<b>Yes</b>

**Department of Elementary and Secondary Education Findings:**

*Documentation and interviews indicate that staff members are offered a wide range of topics to choose from for professional development that are related to special education.*

*Interviews also indicate however, that regular education staff and special educators have not all been trained in the following: state and federal special education requirements and related local special education policies and procedures; 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; and methods of collaboration among teachers, paraprofessionals and teacher assistants to accommodate diverse learning styles of all students in the regular classroom.*

*Many staff members indicated that they would benefit from additional training in inclusive teaching methods.*

<b>CRITERION NUMBER</b>	<b>SPECIAL EDUCATION VII. SCHOOL FACILITIES</b>		
	<b>Legal Standard</b>		
<b>SE 55</b>	<p><b>Special education facilities and classrooms</b>  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;</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; and</li> <li>5. are not identified by signs or other means that stigmatize such students.</li> </ol> <p style="text-align: center;"><b>State Requirements</b> <span style="float: right;"><b>Federal Requirements</b></span></p>		

<b>CRITERION NUMBER</b>	<b>SPECIAL EDUCATION VII. SCHOOL FACILITIES</b>		
	<b>Legal Standard</b>		
	603 CMR 28.03(1)(b)	Section 504 of the Rehabilitation Act of 1973	
	<b>Rating: Partially implemented</b>	<b>District Response Required:</b>	<b>Yes</b>

**Department of Elementary and Secondary Education Findings:**

*Based on school visits and the self-evaluations submitted by district, many substantially separate classes are located in basements, which would be stigmatizing to students with disabilities unless regular education classes are also located in the same area.*

*Documentation, interviews, and school visits indicate that some special education services are provided in places such as the end of hallways, kitchen area, projection room, and closet. Some of these locations are very small for the number of students, do not provide for confidentiality and may compromise the quality of the services. The team identified the following spaces as being inadequate:*

- *Connery School: the space located in back of the gymnasium used for pull-out services.*
- *Lynn Woods: the closet used by the school adjustment counselor.*
- *Curwin Circle School: the kitchen area used for ancillary services.*
- *Drewicz School: the spaces located in the basement used as resource rooms.*
- *Fallon School: the stage, end of hallway and closet space used for ancillary services.*
- *Callahan School: the office behind the gym used by the school adjustment counselor and the resource rooms in the basement.*
- *Ford School: the projection room used for speech and language services.*
- *Pickering Middle School: the self contained class located in the basement.*
- *Ingalls School: the self contained class located in the basement away from other classes.*
- *Marshall Middle School: special education classes are clustered and located in the basement and located only with classes serving LEP students.*
- *Lynn Vocational Technical Institute: substantially separate special education classes are small for the number of students and are not located with regular education classes.*

<b>CRITERION NUMBER</b>	<b>SPECIAL EDUCATION VIII. PROGRAM PLAN AND EVALUATION</b>		
	<b>Legal Standard</b>		
<b>SE 56</b>	<b>Special education programs and services are evaluated</b> Special education programs and services are regularly evaluated.		
	<b>State Requirements</b> M.G.L. c. 71B, section 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 59</b>	<p><b>Transfer of student records</b>  When a student with an IEP transfers from school district to school district, whether both of those districts are within the Commonwealth of Massachusetts or not,</p> <ol style="list-style-type: none"> <li>1. any Massachusetts school to which the student is transferring takes reasonable steps to promptly obtain the student's records, including the IEP, from the former school, and</li> <li>2. any Massachusetts school from which the student is transferring takes reasonable steps to promptly respond to the new school's request for records.</li> </ol> <p><b>State Requirements</b> <span style="float: right;"><b>Federal Requirements</b></span>  <span style="float: right;">34 CFR 300.323(g)</span></p>
	<p><b>Rating: Implemented</b> <span style="float: right;"><b>District Response Required: No</b></span></p>

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

**LEGAL STANDARDS,  
COMPLIANCE RATINGS AND  
FINDINGS**

CRITERION NUMBER	CIVIL RIGHTS METHODS OF ADMINISTRATION (CR) AND OTHER RELATED GENERAL EDUCATION REQUIREMENTS II. STUDENT IDENTIFICATION AND PLACEMENT
	<b>Legal Standard</b>
<b>CR 3</b>	<p><b>Access to a full range of education programs</b> All students, regardless of race, color, sex, religion, national origin, sexual orientation, disability, or homelessness, have equal access 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 2004: 20 U.S.C. 1400; 34 CFR 300.110; 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>
	<p><b>Rating: Partially Implemented</b>                      <b>District Response Required: Yes</b></p>

**Department of Elementary and Secondary Education Findings:**

*Interviews indicate that students in substantially separate classrooms at Lynn Vocational Technical School do not have access to the Chapter 74 Perkins vocational programs in the school. Interviews indicate that not all students with disabilities receive information regarding the admission to Lynn Vocational Technical School. (See SE 48)*

*The district is commended for the efforts that were made in the preschool class at LVTI for providing a ramp so that a student with a walker has access to the playground equipment.*

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

<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>CR 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>
	<b>Rating: Partially Implemented</b> <span style="float: right;"><b>District Response Required: Yes</b></span>

**Department of Elementary and Secondary Education Findings:**

*Documentation indicates that the district has a policy that would require a pregnant student to obtain the certification of a doctor to remain in school when it is not required for all students for other physical or emotional conditions requiring the attention of a physician. In practice a physician's certification is not required as a condition for a student to stay in school. The district is commended for the supports that are provided to girls who become pregnant to allow them to remain in school and complete their education.*

<b>CRITERION NUMBER</b>	<b>CIVIL RIGHTS METHODS OF ADMINISTRATION (CR) AND OTHER RELATED GENERAL EDUCATION REQUIREMENTS III. PARENTAL INVOLVEMENT</b>
	<b>Legal Standard</b>
<b>CR 7</b>	<p><b>Information to be translated into languages other than English</b></p> <ol style="list-style-type: none"> <li>1. Important information and documents, e.g. handbooks and codes of conduct, being distributed to parents are translated into the major languages spoken by parents or guardians with limited English skills; the district has established a system of oral interpretation to assist parents/guardians with</li> </ol>

CRITERION NUMBER	<b>CIVIL RIGHTS METHODS OF ADMINISTRATION (CR) AND OTHER RELATED GENERAL EDUCATION REQUIREMENTS III. PARENTAL INVOLVEMENT</b>
	<b>Legal Standard</b>
	<p>limited English skills, including those who speak low-incidence languages.</p> <p>2. School or program recruitment and promotional materials being disseminated to residents in the area served by the school or program are translated into the major languages spoken by residents with limited English skills.</p> <p><b>Title VI; EEOA: 20 U.S.C. 1703(f); M.G.L. c. 76, s. 5; 603 CMR 26.02(2)</b></p>
	<b>Rating: Partially Implemented</b> <b>District Response Required: Yes</b>

**Department of Elementary and Secondary Education Findings:**

*Documentation and interviews indicate that information regarding career and vocational technical education programs are available in English only.*

CRITERION NUMBER	<b>CIVIL RIGHTS METHODS OF ADMINISTRATION (CR) AND OTHER RELATED GENERAL EDUCATION REQUIREMENTS IV. CURRICULUM AND INSTRUCTION</b>
	<b>Legal Standard</b>
<b>CR 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><b>M.G.L. c. 69, § 1G; 603 CMR 27.03, 27.04</b></p>

<b>CRITERION NUMBER</b>	<b>CIVIL RIGHTS METHODS OF ADMINISTRATION (CR) AND OTHER RELATED GENERAL EDUCATION REQUIREMENTS IV. CURRICULUM AND INSTRUCTION</b>
	<b>Legal Standard</b>
	<b>Rating: Partially Implemented                      District Response Required: Yes</b>

**Department of Elementary and Secondary Education Findings:**

*Documentation and interviews indicate that some students at the Ingalls and Shoemaker schools receive fewer than the required 900 hours of structured learning time because they are released from school early on days that their teachers receive training from the May Company.*

*Documentation indicates that Lynn Alternative High School, Career Development Center and Multi Agency Student Transitional School have fewer than the required 990 hours of structured learning.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>CR 7B</b>	<p><b>Structured learning time</b></p> <ol style="list-style-type: none"> <li>1. The school district ensures that its structured learning time is time during which students are engaged in regularly scheduled instruction, learning, or assessments within the curriculum of core subjects and other subjects as defined in 603 CMR 27.02 (including physical education, required by M.G.L. c. 71, s. 3). The district’s structured learning time may include directed study (activities directly related to a program of studies, with a teacher available to assist students), independent study (a rigorous, individually designed program under the direction of a teacher, assigned a grade and credit), technology-assisted learning, presentations by persons other than teachers, school-to-work programs, and statewide student performance assessments.</li> <li>2. The district ensures that its structured learning time does not include time at breakfast or lunch, passing between classes, in homeroom, at recess, in non-directed study periods (study halls), participating in optional school programs, or receiving school services such as health screening, speech, or physical and occupational therapy, except where those services are prescribed by a student’s IEP or Section 504 Accommodation Plan.</li> <li>3. The hours spent in any type of structured learning time are verified by the school district. Where the school district counts independent study or a school-to-work program as structured learning time, it has guidelines that explain clearly how hours spent by students are verified.</li> </ol>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	M.G.L. c. 69, § 1G; 603 CMR 27.02, 27.04
	<b>Rating: Implemented</b> <span style="float: right;"><b>District Response Required: Yes</b></span>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>CR 7C</b>	<p><b>Early release of high school seniors</b>  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 a way 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, § 1G; 603 CMR 27.05</p>
	<b>Rating: Not Implemented</b> <span style="float: right;"><b>District Response Required: Yes</b></span>

**Department of Elementary and Secondary Education Findings:**

*Documentation notes that high school seniors were released more than 12 days before the regularly scheduled closing date of their schools.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>CR 8</b>	<p><b>Accessibility of extracurricular activities</b>  Extracurricular activities sponsored by the district are nondiscriminatory in that:</p> <ol style="list-style-type: none"> <li>1. the school provides equal opportunity for all students to participate in intramural and interscholastic sports;</li> <li>2. extracurricular activities or clubs sponsored by the school do not exclude students on the basis of race, sex, color, religion, national origin, sexual orientation, disability, or homelessness.</li> </ol>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	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, § 5; 603 CMR 26.06
	<b>Rating: Implemented</b> <span style="float: right;"><b>District Response Required: No</b></span>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>CR 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, § 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 (CR) AND OTHER RELATED GENERAL EDUCATION REQUIREMENTS V. STUDENT SUPPORT SERVICES</b>
	<b>Legal Standard</b>
<b>CR 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 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.</li> </ol>



<b>CRITERION NUMBER</b>	<b>CIVIL RIGHTS METHODS OF ADMINISTRATION (CR) AND OTHER RELATED GENERAL EDUCATION REQUIREMENTS V. STUDENT SUPPORT SERVICES</b>
	<b>Legal Standard</b>
	<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, § 37H; 603 CMR 26.08</p>
	<b>Rating: Partially Implemented</b> <b>District Response Required: Yes</b>

**Department of Elementary and Secondary Education Findings:**

*Documentation indicates that student handbooks do not contain appropriate procedures for the discipline of students with special needs, procedural requirements for students not yet determined to be eligible for special education and requirements for students with Section 504 Accommodation Plans.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>CR 11A</b>	<p><b>Designation of coordinator(s); grievance procedures</b></p> <p>1. The district has designated one or more staff persons to serve as coordinator(s) for compliance with its responsibilities under Title IX, Section 504, and (if it employs 50 or more persons) Title II.</p> <p>2. The district has adopted and published grievance procedures for students and for employees providing for prompt and equitable resolution of complaints alleging discrimination based on sex or disability.</p> <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</p>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	<b>Rating: Implemented</b> <b>District Response Required: No</b>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>CR 12A</b>	<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 CR 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 CR 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, § 5; 603 CMR 26.02(2)</p>
	<b>Rating: Partially Implemented</b> <b>District Response Required: Yes</b>

**Department of Elementary and Secondary Education Findings:**

*Documentation indicates that the district has designated the Superintendent of Schools and the Director of Equity/Program Support as responsible for oversight of compliance with Title IX and Section 504. The name, address and phone number of the Director of Equity is included in the student handbook in reference to compliance under Title IX but not Section 504. The nondiscrimination statement published in the Program of Study refers to nondiscrimination based on handicap, rather than disability.*

CRITERION NUMBER	
	<b>Legal Standard</b>
<b>CR 13</b>	<p><b>Availability of information and academic counseling on general curricular and 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 academic 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, § 7; c. 76, § 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>CR 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 guidance and counseling in a language they understand;</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 104.4, 104.37; Title II: 42 U.S.C. 12132; 28 CFR 35.130, 35.160; NCLB: Title III,</p>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	Part A, Sec. 3121(c)(1)(C); Title X, Part C, Sec. 721; Mass. Const. amend. art. 114; M.G.L. c. 71A, § 7; c. 76, § 5; 603 CMR 26.04, 26.07(8)
	<b>Rating: Partially Implemented</b> <b>District Response Required: Yes</b>

**Department of Elementary and Secondary Education Findings:**

*The district provided documentation of translated counseling materials and interviews indicate that there are bilingual guidance counselors. Interviews and documentation however, indicated that students in vocational programs receive materials and information on admissions, guidance and counseling in English only.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>CR 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, § 5; 603 CMR 26.07(7)</p>
	<b>Rating: Implemented</b> <b>District Response Required: No</b>

CRITERION NUMBER	
	<b>Legal Standard</b>
<p><b>CR 16</b></p>	<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 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>3. Any district serving students in high school grades sends annual written notice to former students who have not yet earned their competency determination and who have not transferred to another school</p> <p>a) to inform them of the availability of publicly funded post-high school academic support programs and</p> <p>b) to encourage them to participate in those programs.</p> <p>At a minimum, the district sends annual written notice by first class mail to the last known address of each such student who attended a high school in the district within the past two years.</p> <p>M.G.L. c. 76, §§ 5, 18; St. 1965, c. 741</p>
	<p><b>Rating: Partially Implemented</b>                      <b>District Response Required: Yes</b></p>

**Department of Elementary and Secondary Education Findings:**

*Documentation indicated that a letter is sent to parents of a student about to leave school without a diploma but not the student. The letter does not indicate 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 nor does it inform the parent or guardian that the district may consent to an extension of the time for the meeting of not longer than fourteen days upon request. The letter references the requirements of Chapter 766 rather than M.G.L. c. 76 s.18.*

CRITERION NUMBER	
	<b>Legal Standard</b>
<b>CR 17</b>	<p><b>Screening for vision, hearing and posture</b>            Provision is made for ongoing and periodic screening of all students as required by the Department of Public Health (vision, hearing, and posture).</p> <p>M.G.L. c. 71, s. 57</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>CR 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 Elementary and Secondary 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 Elementary and Secondary 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><b>M.G.L. c. 71, § 37G; 603 CMR 46.00</b></p>

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

**Department of Elementary and Secondary Education Findings:**

*Interviews indicate that teachers did not receive restraint training within the first 30 days of the school year and many staff members did not know who the resource persons were in their school.*

<b>CRITERION NUMBER</b>	<b>CIVIL RIGHTS METHODS OF ADMINISTRATION (CR) AND OTHER RELATED GENERAL EDUCATION REQUIREMENTS VI. FACULTY, STAFF AND ADMINISTRATION</b>
	<b>Legal Standard</b>
<b>CR 18</b>	<p><b>Responsibilities of the school principal</b></p> <ol style="list-style-type: none"> <li>1. Instructional support. The principal in each of the district’s schools promotes instructional practices responsive to student needs and ensures that adequate instructional support is available for students and teachers. Instructional support includes remedial instruction for students, consultative services for teachers, availability of reading instruction at the elementary level, appropriate services for linguistic minority students, and other services consistent with effective educational practices and the requirements of M.G.L. c. 71B, §2. The principal consults with the Administrator of Special Education regarding accommodations and interventions for students. Such efforts and their results are documented and placed in the student record. Additionally, when an individual student is referred for an evaluation to determine eligibility for special education, the principal ensures that documentation on the use of instructional support services for the student is provided as part of the evaluation information reviewed by the Team when determining eligibility.</li> <li>2. Curriculum Accommodation Plan. The principal implements a curriculum accommodation plan developed by the district’s general education program to ensure that all efforts have been made to meet the needs of diverse learners in the general education program. The plan assists the regular classroom teacher in analyzing and accommodating diverse learning styles of all children in the regular classroom and in providing appropriate services and support within the general education program including, but not limited to, direct and systematic instruction in reading and provision of services to address the needs of children whose behavior may interfere with learning. The plan includes provisions encouraging teacher mentoring and collaboration and parental involvement. <i>(The plan may be part of a multi-year strategic plan.)</i></li> <li>3. Coordination with special education. The principal with the assistance of the Administrator of Special Education coordinates the delivery and supervision of special education services within each school building.</li> <li>4. Educational services in home or hospital. Upon receipt of a physician’s written</li> </ol>

<b>CRITERION NUMBER</b>	<b>CIVIL RIGHTS METHODS OF ADMINISTRATION (CR) AND OTHER RELATED GENERAL EDUCATION REQUIREMENTS VI. FACULTY, STAFF AND ADMINISTRATION</b>
	<b>Legal Standard</b>
	<p>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 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, § 38Q ½; 603 CMR 28.03(3)</p>
	<p><b>Rating: Implemented</b> <span style="float: right;"><b>District Response Required: No</b></span></p>

<b>CRITERION NUMBER</b>	<b>CIVIL RIGHTS METHODS OF ADMINISTRATION (CR) AND OTHER RELATED GENERAL EDUCATION REQUIREMENTS VI. FACULTY, STAFF AND ADMINISTRATION</b>
	<b>Legal Standard</b>
<b>CR 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>
	<p><b>Rating: Implemented</b> <span style="float: right;"><b>District Response Required: No</b></span></p>



CRITERION NUMBER			
	Legal Standard		
CR 20	<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, § 34H; 603 CMR 23.00, esp. 23.05(3)</p>		
	<b>Rating: Partially Implemented</b>	<b>District Response Required:</b>	<b>Yes</b>

**Department of Elementary and Secondary Education Findings:**

*Documentation indicates that training was done at the administration level with the expectation that the administrator would train all staff members on the required topics. Interviews, however, indicated that not all staff members have received the training or information.*

CRITERION NUMBER			
	Legal Standard		
CR 21	<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, § 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 Elementary and Secondary Education Findings:**

*Documentation indicates that training was done at the administration level with the expectation that the administrator would train all staff members on the required topics. Interviews, however, indicated that not all staff members have received the training or information.*

<b>CRITERION NUMBER</b>	<b>CIVIL RIGHTS METHODS OF ADMINISTRATION (CR) AND OTHER RELATED GENERAL EDUCATION REQUIREMENTS VII. SCHOOL FACILITIES</b>		
	<b>Legal Standard</b>		
<b>CR 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 CFR 35.149, 35.150; Mass. Const. amend. art. 114; 603 CMR 28.03(1)(b)(1)</p>		
	<b>Rating: Implemented</b>	<b>District Response Required:</b>	<b>No</b>

<b>CRITERION NUMBER</b>			
	<b>Legal Standard</b>		
<b>CR 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 Elementary and Secondary Education Findings:**

*Based on school visits and the self-evaluations submitted by the district, many special education classes are located in basements, which would be stigmatizing to students with disabilities unless regular education classes are also located in the same area.*

*Documentation, interviews, and school visits indicate that some special education services are provided in places such as the end of hallways, kitchen area, projection room, and a closet. Some of these locations are very small for the number of students, do not provide for confidentiality and may compromise the quality of the services. Please see SE 55.*

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

<b>CRITERION NUMBER</b>		
	<b>Legal Standard</b>	
<b>CR 25</b>	<p><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.</p> <p>Title VI: 42 U.S.C. 2000d; 34 CFR 100.3(b)(2); EEOA: 20 U.S.C. 1703(f); Section 504: 29 U.S.C. 794; 34 CFR 104.4(b)(4); Title II: 42 U.S.C. 12132; 28 CFR 35.130(b)(3); NCLB: Title III, Part A, Sec. 3121(c)(1)(C); Title X, Part C, Sec. 722(g)(1)(J)(i), 722(g)(7); Mass. Const. amend. art. 114; M.G.L. c. 71A, § 7; c. 76, § 5; 603 CMR 26.07(1),(4)</p>	
	<b>Rating: Implemented</b>	<b>District Response Required: No</b>

<b>CRITERION NUMBER</b>	<b>CIVIL RIGHTS METHODS OF ADMINISTRATION (CR) AND OTHER RELATED GENERAL EDUCATION REQUIREMENTS IX. RECORD KEEPING</b>	
	<b>Legal Standard</b>	
<b>CR 26A</b>	<p><b>Confidentiality and student records</b>  1. In accordance with federal and state requirements, the district protects the confidentiality of any personally identifiable information that it collects, uses</p>	

<b>CRITERION NUMBER</b>	<b>CIVIL RIGHTS METHODS OF ADMINISTRATION (CR) AND OTHER RELATED GENERAL EDUCATION REQUIREMENTS IX. RECORD KEEPING</b>
	<b>Legal Standard</b>
	<p>or maintains.</p> <p>2. The district maintains and provides access to student records in accordance with federal and state requirements.</p> <p>FERPA: 20 U.S.C. § 1232g; 34 CFR Part 99; M.G.L. c. 71, § 34H; 603 CMR 23.05, 23.07</p>
	<p><b>Rating: Implemented</b> <span style="float: right;"><b>District Response Required: No</b></span></p>

**ENGLISH LEARNER EDUCATION**

**LEGAL STANDARDS,  
COMPLIANCE RATINGS AND  
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:               <ol style="list-style-type: none"> <li>(a) the Massachusetts Comprehensive Assessment System (MCAS) in grades 3-12; 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> </ol> </li> </ol> <p style="text-align: center;">Authority: NCLB, Title I and Title III; M.G.L. c. 71A, § 7; 603 CMR 14.02</p>
	<p><b>Rating: Partially Implemented</b>                      <b>District Response Required: Yes</b></p>

**Department of Elementary and Secondary Education Findings:**

*The record review and documentation indicates that the district administers the MELA-O more than the required one time a year. The documentation of this assessment, however, does not include the assessor’s comments.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>ELE 2</b>	<p><b>MCAS</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 style="text-align: center;">Authority: NCLB, Title I, Title VI; M.G.L. c. 69, § 1I; c. 71A, § 7</p>
	<p><b>Rating: Implemented</b>                                      <b>District Response Required: No</b></p>

CRITERION NUMBER	ENGLISH LEARNER EDUCATION II. STUDENT IDENTIFICATION AND PLACEMENT	
	<b>Legal Standard</b>	
<b>ELE 3</b>	<p><b>Initial Identification</b> The district uses qualified staff and appropriate procedures and assessments to identify students who are limited-English-proficient and to assess their level of English proficiency in reading, writing, speaking, and listening.</p> <p style="text-align: right;">Authority: Title VI; EEOA; M.G.L. c. 71A, §§ 4, 5; 603 CMR 14.02; M.G.L. c. 76, § 5; 603 CMR 26.03</p>	
	<b>Rating: Implemented</b>	<b>District Response Required: No</b>

CRITERION NUMBER		
	<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 an educationally recognized and legally permitted English language learner program other than a sheltered English immersion or two-way bilingual program. See 603 CMR 14.04 and ELE 5.</li> </ol> <p style="text-align: right;">Authority: M.G.L. c. 71A, § 5; 603 CMR 14.04(3)</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>ELE 5</b>	<p><b>Program Placement and Structure</b></p> <p>1. <i>The district places LEP students in</i></p> <ul style="list-style-type: none"> <li>a. “sheltered English immersion” (SEI) classrooms (SEI has two components, English as a Second Language (ESL)/English Language Development (ELD) instruction and sheltered content instruction as described in M.G.L. c. 71A, §§ 2 and 4); 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, ESL; or</li> <li>d. (as a result of an approved waiver) bilingual education or another educationally recognized and legally permitted English language learner program, in which the students are taught all courses required by law and by the school district.</li> </ul> <p>2. Regardless of the program model, districts provide LEP students with content instruction that is based on the Massachusetts Curriculum Frameworks.</p> <p>3. Regardless of the program model, districts provide ESL/ELD instruction that is based on the English Language Proficiency Benchmarks and Outcomes.</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;">Authority: Title VI; EEOA; M.G.L. c. 71A, §§ 2, 4, 7</p>
	<b>Rating: Partially Implemented</b> <span style="float: right;"><b>District Response Required: Yes</b></span>

**Department of Elementary and Secondary Education Findings:**

*District documents and interviews describe a sheltered English immersion (SEI) program model where limited English proficient (LEP) students receive sheltered content instruction that is based on the appropriate Massachusetts Curriculum Framework.*



*At the high school level, when LEP students are enrolled in program schools, i.e. schools where an SEI program exists, LEP students, at all proficiency levels, receive direct English as a second language (ESL) instruction.*

*However, at program schools at the elementary and middle school level, LEP students receive direct ESL instruction if the LEP students are at a beginning or early intermediate proficiency level. Elementary and middle school students who are at the intermediate or transitioning level receive no direct ESL instruction.*

*If an LEP student is at a non-program school, irrespective of grade level or English proficiency level, that LEP student does not receive ESL instruction nor does that student receive content instruction from a teacher who has been trained in all four categories of skills and has the knowledge needed to shelter content instruction, as described in the June 2004 Commissioner’s Memorandum.*

*Documents submitted by the district indicate that of the over 3000 LEP students reported by Lynn on the Student Information Management System (SIMS), over 1900 LEP students receive zero hours of direct ESL instruction.*

*With the exception of MELA-O data, interviews indicate that LEP data is not systematically shared with teachers, thereby rendering it difficult to make data-based decisions about instructional programming for LEP students.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>ELE 6</b>	<p><b>Program Exit and Readiness</b></p> <ol style="list-style-type: none"> <li>1. The district does not re-designate a student from Limited English Proficient (LEP) to Formerly Limited English Proficient (FLEP) until he or she is deemed English proficient and can participate meaningfully in all aspects of the district’s general education program without the use of adapted or simplified English materials.</li> <li>2. Districts do not limit or cap the amount of time in which an LEP student can remain in a language support program. An LEP student only exits from such a program after he or she is determined to be proficient in English.</li> </ol> <p style="text-align: center;">Authority: Title VI; EEOA; M.G.L. c. 71A, § 4</p>

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

**Department of Elementary and Secondary Education Findings:**

*District document review indicates that Lynn does not limit or cap the amount of time in which an LEP student can remain in a language support program. However, interviews and documentation indicate that intermediate and transitioning proficiency level students at elementary program schools receive no ESL instruction and that these students are still designated as LEP. We therefore conclude that the elementary and middle school students at intermediate and transitioning proficiency levels are, thereby, de facto exited from a language support program and, as such, limited in the amount of time in which they can remain in the language support program.*

*The district submitted a clear written procedure for redesignating students from LEP status to formerly limited English proficient (FLEP) status. Additionally, when reviewing the submitted district documents, the district also included particular forms that would indicate at which point, and under whose recommendations, students ought to be redesignated (i.e. reference made to “Partial Mainstreaming Record” form and the “ELL Reclassification” form). However, student record review showed no evidence of the use of Lynn’s redesignation/reclassification forms. Additionally, interviews suggested that many faculty and staff are unaware of the procedure for redesignating from LEP status to FLEP status. Furthermore, ESL teachers are often not involved in redesignation/reclassification decisions.*

<b>CRITERION NUMBER</b>	<b>ENGLISH LEARNER EDUCATION III. PARENTAL INVOLVEMENT</b>
	<b>Legal Standard</b>
<b>ELE 7</b>	<p><b>Parent Involvement</b> The district develops ways to include parents or guardians of LEP students in matters pertaining to their children’s education.</p> <p style="text-align: center;">Authority: Title VI; EEOA</p>
	<b>Rating: Implemented</b> <b>District Response Required: No</b>

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> 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 style="text-align: center;">Authority: Title VI; EEOA; M.G.L. c. 71, §38Q1/2</p>
	<p><b>Rating: Partially Implemented</b>                      <b>District Response Required: Yes</b></p>

**Department of Elementary and Secondary Education Findings:**

*Students in non-program schools are not receiving sufficient English language support.*

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 LEP 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 that ESL/ELD instruction is at the appropriate proficiency level and based on the English Language Proficiency Benchmarks and Outcomes.</li> </ol> <p style="text-align: center;">Authority: Title VI; EEOA; M.G.L. c. 71A, § 4</p>
	<p><b>Rating: Partially Implemented</b>                      <b>District Response Required: Yes</b></p>

**Department of Elementary and Secondary Education Findings:**

*District documents indicate that limited English proficient (LEP) students are grouped by appropriate grade levels for sheltered content instruction. However, no content teachers have completed all of the sheltered English immersion professional development as described in the June 2004 Commissioner’s memorandum (see ELE 14). Therefore, LEP students do not receive effective content instruction from teachers qualified to shelter content.*

*LEP students that do receive ESL instruction are grouped at the appropriate proficiency level and are provided instruction based on the English Language Proficiency Benchmarks and Outcomes (ELPBO). However, because many LEP students are receiving no direct ESL instruction (approximately 1900 out of the approximate 3000 plus LEP students in Lynn) these students are not receiving either ESL/ELD instruction at the appropriate proficiency level or ESL/ELD instruction based on the ELPBO.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>ELE 10</b>	<p><b>Parental Notification</b></p> <ol style="list-style-type: none"> <li>1. Upon placement in any ELE program, and annually thereafter, 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 8).</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 style="text-align: center;">Authority: NCLB, Title III; M.G.L. c. 71A, § 7; 603 CMR 14.02</p>
	<p><b>Rating: Partially Implemented</b>                      <b>District Response Required: Yes</b></p>

**Department of Elementary and Secondary Education Findings:**

*The record review and documentation indicates that the parent notice is sent only at initial identification and is not sent annually. The notice does not include a description of how the program will meet the educational strengths and needs of the student or a description of how the program will specifically help the child learn English..*

<b>CRITERION NUMBER</b>	<b>ENGLISH LEARNER EDUCATION V. STUDENT SUPPORT SERVICES</b>
	<b>Legal Standard</b>
<b>ELE 11</b>	<p><b>Equal Access to Academic Programs and Services</b></p> <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 support services, such as guidance and counseling, in a language that the student understands.</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. Reserved</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> <li>8. Information in notices such as activities, responsibilities, and academic standards provided to all students is provided to LEP students in a language and mode of communication that they understand.</li> </ol> <p><b>Authority: Title VI; EEOA; M.G.L. c. 71, § 38Q1/2; 603 CMR 28.03(3)(a); c. 71A, § 7; c. 76, § 5; 603 CMR 26.03; 603 CMR 26.07(8)</b></p>
	<p><b>Rating: Partially Implemented</b>                      <b>District Response Required: Yes</b></p>

**Department of Elementary and Secondary Education Findings:**

*Interviews and school tours indicate that ELE Classes for students at Marshall Middle School are clustered and located in the basement and located only with classes serving students with disabilities.*

<b>CRITERION NUMBER</b>			
	<b>Legal Standard</b>		
<b>ELE 12</b>	<p><b>Equal Access to Nonacademic and Extracurricular Programs</b></p> <ol style="list-style-type: none"> <li>1. 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.</li> <li>2. Information provided to students about extracurricular activities and school events is provided to LEP students in a language they understand.</li> </ol> <p>Authority: Title VI; EEOA; M.G.L. c. 76, § 5; 603 CMR 26.06(2)</p>		
	<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> <p>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.</p> <p><b>Authority: Title VI; EEOA; NCLB, Title III</b></p>		
	<b>Rating: Not Implemented</b>	<b>District Response Required:</b>	<b>Yes</b>

**Department of Elementary and Secondary Education Findings:**

*Documentation and student records indicate that the district is not actively monitoring students two years after exiting from an ELE program.*

CRITERION NUMBER	ENGLISH LEARNER EDUCATION VI. FACULTY, STAFF AND ADMINISTRATION		
	Legal Standard		
<b>ELE 14</b>	<p><b>Licensure Requirements</b></p> <ol style="list-style-type: none"> <li>1. Reserved.</li> <li>2. Teachers and educational staff who teach limited English proficient students hold the appropriate licenses or current waivers issued by the Department of Elementary and Secondary 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 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.</li> </ol> <p><b>Authority: Title VI; EEOA; M.G.L. c. 71, § 38G; St. 2002, c. 218, § 25</b></p>		
	<b>Rating: Partially Implemented</b>	<b>District Response Required:</b>	<b>Yes</b>

**Department of Elementary and Secondary Education Findings:**

*The majority of teachers assigned to teach ESL hold the appropriate license or waiver. There are, however, four teachers in grades K-12 who are assigned to teach ESL, who are not currently licensed in ESL/ELL, or do not have an appropriate waiver. Content teachers of LEP students in grades K-12 have appropriate licenses. However, no content teachers of LEP students have completed all four categories of Sheltered English Immersion Professional Development (SEI PD) as outlined in the June 2004 Commissioner's memorandum.*

CRITERION NUMBER	ENGLISH LEARNER EDUCATION VI. FACULTY, STAFF AND ADMINISTRATION		
	Legal Standard		
<b>ELE 15</b>	<p><b>Professional Development Requirements</b></p> <p>District schools with LEP students implement a professional development plan that provides teachers and administrators with high quality training, as prescribed by the Department, 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</p>		

<b>CRITERION NUMBER</b>			
	<b>Legal Standard</b>		
	English, and in meeting academic standards.  Authority: NCLB, Title III		
	<b>Rating: Partially Implemented</b>	<b>District Response Required:</b>	<b>Yes</b>

**Department of Elementary and Secondary Education Findings:**

*The district has submitted a professional development plan that provides for training in the skills and knowledge as described in the June 2004 Commissioner’s Memorandum. However, although the plan includes a specific timeline for implementation, the trainings indicated for Categories 1 and 4 have been reviewed by the Department of Elementary and Secondary Education’s Office of Language Acquisition and Academic Achievement and have not been found to be in alignment with the skills and knowledge described in the June 2004 Commissioner’s Memorandum.*

<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 comparable to those provided to the overall student population.  Authority: Title VI; EEOA; M.G.L. c. 76, § 5; 603 CMR 26.07		
	<b>Rating: Implemented</b>	<b>District Response Required:</b>	<b>No</b>

<b>CRITERION NUMBER</b>	<b>ENGLISH LEARNER EDUCATION VIII. PROGRAM PLAN AND EVALUATION</b>		
	<b>Legal Standard</b>		
<b>ELE 17</b>	<b>Program Evaluation</b> The district conducts periodic evaluations of the effectiveness of its ELE program in developing students’ English language skills and increasing their 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.		



<b>CRITERION NUMBER</b>	<b>ENGLISH LEARNER EDUCATION VIII. PROGRAM PLAN AND EVALUATION</b>
	<b>Legal Standard</b>
	Authority: Title VI; EEOA
	<b>Rating: Partially Implemented                      District Response Required: Yes</b>

**Department of Elementary and Secondary Education Findings:**

*Documentation indicates that the district has conducted walk through observations of ELL programs and has analyzed MCAS results. There was no evidence, however, that steps were taken to adjust or change programs in response to evaluation activities.*

<b>CRITERION NUMBER</b>	<b>ENGLISH LEARNER EDUCATION IX. RECORD KEEPING</b>
	<b>Legal Standard</b>
<b>ELE 18</b>	<p><b>Records of LEP Students</b> LEP student records include:</p> <ul 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, if applicable;</li> <li>(g) waiver documentation, if applicable; and</li> <li>(h) Individual Student Success Plans for students who have failed MCAS, if the district is required to complete plans for non-LEP students.</li> </ul> <p>Authority: Title VI; EEOA; M.G.L. c. 69, § 1I; c. 71A, §§ 5, 7; 603 CMR 14.02, 14.04</p>
	<b>Rating: Partially Implemented                      District Response Required: Yes</b>

**Department of Elementary and Secondary Education Findings:**

*The record review indicated that the student record did not always contain all required elements. Many records were missing the results of the initial identification.*

**CAREER/VOCATIONAL TECHNICAL  
EDUCATION**

**LEGAL STANDARDS,  
COMPLIANCE RATINGS AND  
FINDINGS**

CRITERION NUMBER	CAREER/VOCATIONAL TECHNICAL EDUCATION I. ASSESSMENT OF STUDENTS
	<b>Legal Standard</b>
<b>CVTE 1</b>	Appropriate career assessments are administered to students who are admitted to career/vocational technical education programs during the early part of their first year in the program. <i>Perkins Section 135, Vocational Technical Education Regulations 603 CMR 4.03(4)</i>
	<b>Rating: Partially Implemented</b> <b>District Response Required: Yes</b>

**Department of Elementary and Secondary Education Findings:**

*Although the district administers the SAGE Career Assessment, students enrolled in substantially separate programs and in the district's alternative programs do not participate. Further, there are no provisions made to assist students whose primary language is other than English with understanding the assessment.*

CRITERION NUMBER	CAREER/VOCATIONAL TECHNICAL EDUCATION I. ASSESSMENT OF STUDENTS
	<b>Legal Standard</b>
<b>CVTE 2</b>	MCAS and/or other appropriate academic assessment results, as well as career assessment results are used to tailor instructional and support services and improve programs. <i>Perkins Section 135, Vocational Technical Education Regulations 603 CMR 4.03(4)</i>
	<b>Rating: Partially Implemented</b> <b>District Response Required: Yes</b>

**Department of Elementary and Secondary Education Findings:**

*Academic and career assessments are administered to most students; however no documentation exists that showed the results are used to improve programs or tailor instruction. In addition, there are no provisions made to assist students and their families whose primary language is other than English with understanding the assessment results.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>CVTE 3</b>	Methods of measuring the acquisition by students of safety & health, technical, academic (including embedded academic), employability, management & entrepreneurship, and technological knowledge and skills are appropriate. <i>Perkins Section 135, M.G.L. c.74 Section 2, Vocational Technical Education Regulations 603 CMR 4.03 (4)</i>
	<b>Rating: Partially Implemented</b> <b>District Response Required: Yes</b>

**Department of Elementary and Secondary Education Findings:**

*Documentation and interviews indicate that most career/vocational technical education programs utilize teacher-developed competency checklists, however not all teacher-developed checklists are inclusive of all safety & health, academic (including embedded academic), employability, management & entrepreneurship and technological knowledge and skills, nor are student or parents/guardians routinely provided with documentation of their child’s acquisition of knowledge and skills. No system exists to measure the technical knowledge and skills of students participating in the cooperative education or other work-based learning.*

<b>CRITERION NUMBER</b>	<b>CAREER/VOCATIONAL TECHNICAL EDUCATION II. STUDENT IDENTIFICATION AND PROGRAM PLACEMENT</b>
	<b>Legal Standard</b>
<b>CVTE 4</b>	Information concerning career/vocational technical education programs is provided to students and to their parents/guardians. Such information shall include admission requirements for career/vocational technical programs; specific programs/courses that are available; employment and/or further education and registered apprenticeship opportunities. <i>Perkins Section 135, Vocational Technical Education Regulations 603 CMR 4.03 (4) (6).</i>
	<b>Rating: Partially Implemented</b> <b>District Response Required: Yes</b>

**Department of Elementary and Secondary Education Findings:**

*Documentation and interviews indicate that information regarding admission requirements for career/vocational technical programs, registered apprenticeships, and cooperative education are not provided to students and parents/guardians. Information regarding career/vocational technical education programs, further education, employment, the admission application, and policy are available in English only. Not all recruitment and admissions materials contained the required notice of nondiscrimination. The notice of nondiscrimination and the sexual harassment policy in the Program of Study and Student Handbook do not reflect the languages in the community, and do not contain the name, office address and telephone number of the designated employee(s). The nondiscrimination statement published in the Program of Study contained a reference to “handicap”, rather than disability.*

*Interviews revealed that not all students have equal access to Lynn Vocational Technical Institute.*

*Some middle schools deny Lynn Vocational Technical Institute access to all grade eight students, therefore not all students and parents/guardians are provided with equal opportunities to participate in recruitment and outreach activities. Additionally, some middle school administrators, counselors and instructors target specific grade eight students to participate in recruitment activities, rather than allowing all grade eight students and their parents/guardians to have access to information and activities.*

CRITERION NUMBER	
	<b>Legal Standard</b>
<b>CVTE 5</b>	All individuals including those who are members of special populations are provided with equal access to career/vocational technical education programs, services and activities and are not discriminated against on the basis of their status as members of special populations or race, color, gender, religion, national origin, English language proficiency, disability, or sexual orientation. <i>Perkins Sections 122 &amp; 135, Vocational Technical Education Regulations 603 CMR 4.03(4) (6 (7), M.G.L.c.76, Section 5.</i>
	<b>Rating: Partially Implemented</b> <b>District Response Required: Yes</b>

**Department of Elementary and Secondary Education Findings:**

*Interviews, student records and review of documentation provided by the district indicates that some students, particularly special populations, do not have the same level of access to the district’s full range of career/vocational technical education courses, programs, services and activities as all other students. Specifically, reviewers noted the following:*

- *Although half of the district’s student population is identified as having their first language other than English, and despite the fact that the Lynn Vocational Technical Institute employs bilingual guidance counselors, recruitment efforts, admissions practices, guidance and counseling materials are conducted and made available solely in English.*
- *Students in the district’s substantially separate programs do not have access to the full range of career/vocational technical education programs. Students’ program choices are often limited based upon the student’s disability type (e.g. autism, physical, emotional, etc.) and level of special education need as described in the Individual Education Program (IEP). Consequently, some students with certain disabilities are not afforded equal opportunity to participate in the district’s career/vocational technical education courses.*
- *Students with limited English proficiency are not provided with appropriate supports while in their career/vocational technical education program. For example, technical teachers rely upon the assistance of students in the program who are multilingual and can communicate in the same language as students who are non-English speaking to translate instructional material, including the administration of the technical program’s safety assessment.*
- *The district provides inadequate support in technical classes and programs for students participating in the district’s English language learner and special education programs. For example, students are routinely removed from their related class, and required to participate in Massachusetts Comprehensive Assessment System (MCAS) Prep class and/or mathematics remediation, resulting in reduced or no instructional related time during grade 10 and often during grade 11 for many special populations.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>CVTE 6</b>	Individuals are appropriately admitted to the /district/school (if applicable) and/or to career/vocational technical education programs within the district/school. <i>Perkins Section 122, Vocational Technical Education Regulations 603 CMR 4.03(4). M.G.L. c. 76 Section 5.</i>
	<b>Rating: Not Implemented</b> <b>District Response Required: Yes</b>

**Department of Elementary and Secondary Education Findings:**

*Documentation and interviews indicated that the district is not implementing any section of their Department approved admission policy. Student applications located in most student records were not evaluated based on the selection criteria contained in the policy nor does an admission scoring process exist. Interviews revealed that the district “enrolls any student that applies”; however, no documentation exists to evidence this.*

*Although the Department recognizes the district’s stated effort to offer equal access to all, students are enrolled into career/vocational technical programs even though teacher-student ratios in many programs are well beyond the Chapter 74 recommended minimum ratios for state-approved vocational technical education programs, creating serious safety concerns. The student applications reviewed were not in compliance with the Vocational Technical Education Regulations/guidelines, as the application requests Student Assigned Identification Numbers (SASID) and requests “... any other pertinent information that may be required”. See CVTE 31.*

*Students with disabilities exclusively, rather than all students, are required to participate in an interview as part of the application process for the Lynn Vocational Technical Institute. Further, guidance counselors create their own informal questions, and there was no evidence of a formal interview questionnaire used by all counselors to interview students.*

*Lynn Vocational Technical Institute is not placing students into career/vocational technical education programs according to the Department approved policy, nor is the exploratory program being implemented according to the policy. The district does not have a universal scoring rubric that all technical teachers utilize to evaluate students during exploratory. Some technical teachers reported that they provided grade point averages and recommendations for program placement, yet other interviews indicated that students are scored on a pass/fail marking system and are recommended or not recommended by the technical teacher. The criteria technical teachers utilize to recommend or not recommend a student is ambiguous.*

*Documentation and interviews indicated that students enrolled in the district’s alternative education programs do not have equal access to participate in the district’s career/vocational technical education programs offered at Lynn Vocational Technical Institute.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>CVTE 7</b>	The programs in which students are enrolled meet the Perkins IV definition of career and technical education. <i>Perkins Sections 3 &amp; 135</i>
	<b>Rating: Partially Implemented                      District Response Required:      Yes</b>

**Department of Elementary and Secondary Education Findings:**

*Documentation and interviews indicated that labor market demand for each career/vocational technical education program has not been recently verified and the knowledge and skills to be acquired by students in each career/vocational technical education program are not published or disseminated to students and parents/guardians.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>CVTE 8</b>	The district accurately reports students enrolled in career/vocational technical education programs in the Department of Education’s Student Information Management System (SIMS). <i>Perkins Section 113, Vocational Technical Education Regulations 603 CMR 4.05</i>
	<b>Rating: Partially Implemented                      District Response Required:      Yes</b>

**Department of Elementary and Secondary Education Findings:**

*Interviews and documentation reveal that students in substantially separate programs at Lynn Vocational Technical Institute are being reported in Student Information Management System (SIMS) as enrolled in a non-Chapter 74 exploratory program; however, these programs do not meet the Perkins definition of a career and technical program.*

CRITERION NUMBER	CAREER/VOCATIONAL TECHNICAL EDUCATION III. PARENT AND COMMUNITY INVOLVEMENT
	Legal Standard
CVTE 9	Representatives of local business/industry, organized labor, registered apprenticeship programs, postsecondary institutions (including registered apprenticeship programs), special populations, parents/guardians, students, teachers and other appropriate individuals are involved in the development, implementation, and review of career/vocational technical programs. <i>Perkins Section 135, M.G.L. c.74 Section 6, Vocational Technical Education Regulations 603 CMR 4.03 (1)</i>
	<b>Rating: Partially Implemented</b> <b>District Response Required: Yes</b>

**Department of Elementary and Secondary Education Findings:**

*Documentation and interviews indicate that not all of the program advisory committees for Chapter 74-approved vocational technical education programs have the required representation, including postsecondary education, persons with disabilities, minority representation, and members for whom that technical area is nontraditional for their gender. Interviews suggested that no formal recruitment process exists, and not all parents/guardians are made aware of the opportunity to serve on these committees.*

CRITERION NUMBER	CAREER/VOCATIONAL TECHNICAL EDUCATION IV. CURRICULUM AND INSTRUCTION
	Legal Standard
CVTE 10	A Career Plan for each student enrolled in a career/vocational technical education programs is developed with the involvement of parents/guardians. <i>Perkins Sections 3 &amp; 118, Vocational Technical Education Regulations 603 CMR 4.03(4)</i>
	<b>Rating: Not Implemented</b> <b>District Response Required: Yes</b>

**Department of Elementary and Secondary Education Findings:**

*Although the district utilizes the SAGE Career Assessment, and has created a Career Plan template, the district does not develop a Career Plan for each student enrolled in a career/vocational technical education program. It was reported that students are allowed to withdraw from core academic courses and change career/vocational technical education programs without parental consent.*

CRITERION NUMBER	CAREER/VOCATIONAL TECHNICAL EDUCATION IV. CURRICULUM AND INSTRUCTION
	Legal Standard
CVTE 11	Programs are structured so that students acquire occupational safety & health knowledge and skills. <i>Perkins Section 135, M.G.L. c. 74 Section 2, Vocational Technical Education Regulations 603 CMR 4.03 (4) 4.06</i>



CRITERION NUMBER	CAREER/VOCATIONAL TECHNICAL EDUCATION IV. CURRICULUM AND INSTRUCTION
	<b>Legal Standard</b>
	<b>Rating: Partially Implemented      District Response Required:      Yes</b>

**Department of Elementary and Secondary Education Findings:**

*Documentation and interviews indicated that the district recently implemented the Occupational Safety & Health Administration (OSHA) 10-hour training program for some teachers and students. However, not all programs are structured so that students acquire occupational safety & health knowledge and skills. Some career/vocational technical education programs lack documentation of shop specific safety tests (written and performance) administered to all students annually and not all programs had complete Health and Safety Plans.*

CRITERION NUMBER	Legal Standard
<b>CVTE 12</b>	Programs are structured so that students acquire technical knowledge and skills. <i>Perkins Section 135, M.G.L. c. 74 Section 2, Vocational Technical Education Regulations 603 CMR 4.03 (4) 4.06</i>
	<b>Rating: Partially Implemented      District Response Required:      Yes</b>

**Department of Elementary and Secondary Education Findings:**

*Documentation, interviews and observations revealed that the district is in the process of aligning curricula with the Vocational Technical Education Frameworks. The equipment in most career/vocational technical education programs are outdated or dysfunctional and therefore the programs are not structured and delivered to ensure that students acquire technical knowledge and skills. For example, the Cosmetology Program cannot fully implement the curriculum because all but one sink is not functional, and the one operational sink in the salon was clogged during the time of the review.*

*The district provides inadequate support in technical classes and shops for students participating in the district's English language learner and special education programs. For example, the accommodations and modifications outlined in a student's Individualized Education Program (IEP) are not being implemented in the students' technical programs and interviews revealed that technical teachers have limited participation in the Individualized Education Program (IEP) team meetings.*

CRITERION NUMBER	
	<b>Legal Standard</b>
<b>CVTE 13</b>	Programs are structured so that students acquire academic (including embedded academic) knowledge and skills. <i>Perkins Section 135, M.G.L. c. 74 Section 2, Vocational Technical Education Regulations 603 CMR 4.03 (4) 4.06</i>
	<b>Rating: Partially Implemented                      District Response Required:      Yes</b>

**Department of Elementary and Secondary Education Findings:**

*Documentation and interviews indicate that while some programs include embedded academics, there is no evidence of a formal system to support academic and technical integration. Although interviews indicated that some technical teachers were receiving assistance with the development of integrated Collins Writing assignments from the Perkins-funded Integration Specialist and professional development on teaching reading strategies from the reading specialist, overall only sporadic integration activities and supports were observed.*

*Interviews with staff, students, and parents/guardians indicated that little (if any) homework is assigned by technical teachers. The amount of core academic course homework varies greatly with many students reporting having “plenty of time in school to get it done”. Parents/guardians questioned how and why students are allowed to “complete homework during the school day”, and reported “never seeing their children bring home text books”. It was reported that students are allowed to withdraw from core academic courses and change career/vocational technical education programs without parental consent. The district’s policy of issuing report cards directly to students, rather than mailing them home to parents/guardians was another concern. Additionally administrators, staff and students indicated that Lynn Public Schools “socially promote” over-age students from the middle schools to be enrolled at Lynn Vocational Technical Institute, therefore, compromising the integrity of the district’s promotion/graduation requirements.*

*Lynn Public Schools publishes one Program of Studies for Secondary Schools grade 9 – 12 that includes course offerings and descriptions. Documentation and interviews revealed that students enrolled in Lynn Vocational Technical Institute do not have access to the same higher level honors and advanced placement mathematics courses and computer classes that are offered to students enrolled at Classical or English High Schools. Also see CVTE 10.*

CRITERION NUMBER	
	<b>Legal Standard</b>
<b>CVTE 14</b>	Programs are structured so that students acquire employability knowledge and skills. <i>Perkins Section 135, M.G.L. c. 74 Section 2, Vocational Technical Education Regulations 603 CMR 4.03 (4) 4.06</i>

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

**Department of Elementary and Secondary Education Findings:**

*Not all programs are structured so that students acquire employability knowledge and skills. Not all career/vocational technical program competency checklists address employability knowledge and skills. Observations indicated that some students enrolled in career/vocational technical education programs in the service occupations industry lacked customer service skills.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>CVTE 15</b>	Programs are structured so that students acquire management & entrepreneurship knowledge and skills. <i>Perkins Section 135, M.G.L. c. 74 Section 2, Vocational Technical Education Regulations 603 CMR 4.03 (4) 4.06</i>
	<b>Rating: Partially Implemented      District Response Required:      Yes</b>

**Department of Elementary and Secondary Education Findings:**

*Not all programs are structured so that students acquire management & entrepreneurship knowledge and skills. Not all career/vocational technical program competency checklists address management and entrepreneurship knowledge and skills.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>CVTE 16</b>	Programs are structured so that students acquire technological (computer, etc.) knowledge and skills. <i>Perkins Section 135, M.G.L. c. 74 Section 2, Vocational Technical Education Regulations 603 CMR 4.03 (4) 4.06</i>
	<b>Rating: Partially Implemented      District Response Required:      Yes</b>

**Department of Elementary and Secondary Education Findings:**

*Observations and interviews indicated that not all programs are structured so that students can acquire the necessary technological knowledge and skills. At the time of the visit the Main Building's computer lab was being utilized as a storage area and was not operational. The only available computer lab was located in the Library of the Main Building. Additionally, some career/vocational technical education programs do not have computers available in the career/vocational technical education programs or during related class. It is unclear to the review team how the district determines which career/vocational technical programs receive technological upgrades and if the district ensures the equitable distribution of technology.*

CRITERION NUMBER	
	<b>Legal Standard</b>
<b>CVTE 17</b>	Linkages between secondary and postsecondary education including registered apprenticeship programs exist and are accessed by students. <i>Perkins Title II, M.G.L.c.74 Sections 1 &amp; 24B, Vocational Technical Education Regulations 603 CMR 4.03 (4)</i>
	<b>Rating: Partially Implemented      District Response Required:      Yes</b>

**Department of Elementary and Secondary Education Findings:**

*Although interviews indicated that services such as academic counseling and career guidance are being implemented to facilitate transition from high school to employment or further education, no documentation exists to support this, and no linkages exist with registered apprenticeship programs. Not all programs have current articulation agreements, nor does a process exist for students to access agreements, or for the regular review and revision of agreements. There is no evidence that information is disseminated to parents/guardians and students regarding the process for earning articulated credits.*

*While the district has bulletin boards and several displays primarily around the Guidance Department promoting postsecondary education, financial assistance options, awards and competitive scholarships available for students to apply, there was no evidence of postings in languages other than English.*

CRITERION NUMBER	
	<b>Legal Standard</b>
<b>CVTE 18</b>	Cooperative Education is implemented in accordance with applicable laws, regulations and policies. <i>Child Labor Bulletin 101 – Child Labor Requirements in Nonagricultural Occupations under the Fair Labor Standards Act WH – Revised March 2001, Code of Federal Regulations Title 29 (CFR 29) Parts 570.50 (c) (1) &amp; 570.51-570.68, M.G.L. c. 74 Sections 1 &amp; 2A, M.G.L. c.149, Sections 1, 62 &amp; 62A, M.G.L. c. 152, Vocational Technical Education Regulations 603 CMR 4.03(7) 4.10(3), (Chapter 385 of the Acts of 2002)</i>
	<b>Rating: Partially Implemented      District Response Required:      Yes</b>

**Department of Elementary and Secondary Education Findings:**

*Interviews and a review of cooperative education records revealed a lack of documentation of skills to be acquired. Some cooperative education records documented that students were placed at the site prior to receiving notification of the completed Criminal Offender Record Information (CORI) check. Information pertaining to the cooperative education program is not currently available in languages other than English.*

While the district has some students with disabilities participating in cooperative education, there are no procedures or a system in place to ensure that accommodations and modifications as outlined in a student's Individualized Education Program (IEP) are provided, where appropriate, for students with disabilities participating in the cooperative education program.

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>CVTE 19</b>	Non-cooperative education (unpaid) work-based learning such as internships and job-shadowing is implemented in accordance with applicable laws, regulations and policies. <i>Perkins Section 135, M.G.L. c. 74 Section 2A, M.G.L. c. 152, Vocational Technical Education Regulations 603 CMR 4.03(4), Chapter 385 of the Acts of 2002</i>
	<b>Rating: Partially Implemented                      District Response Required:      Yes</b>

**Department of Elementary and Secondary Education Findings:**

*The district has no documented Criminal Offender Record Information (CORI) policy for the Early Education and Care externship program. There was no evidence that the district's current practice includes employers of those students with significant disabilities participating in the district's supportive, school to work programs. Only students who are "able to communicate in English" can participate in the clinical hospital rotation, a required component in the district's Health Occupations program. Further, there was no information indicating the district has a system in place used to track the acquisition of knowledge and skills learned during non-cooperative education (unpaid) work-based learning.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>CVTE 20</b>	Unpaid off-campus construction and maintenance projects are appropriately implemented. <i>Vocational Technical Education Regulations 603 CMR 4.06; M.G.L.c.142, Section 3A.</i>
	<b>Rating: Not Implemented                      District Response Required:      Yes</b>

**Department of Elementary and Secondary Education Findings:**

*Although the district's Plumbing Program offers an unpaid off-campus construction and maintenance project, the district did not provide adequate documentation to determine compliance with this criterion.*

CRITERION NUMBER	
	<b>Legal Standard</b>
<b>CVTE 21</b>	The needs of students in alternative education are adequately addressed (if applicable). Alternative Education is an instructional approach under the control of a school committee that is offered to "at-risk" students in a nontraditional setting. "At-risk" students may include those who are pregnant/parenting teens, truant students, and suspended or expelled students, returned dropouts, delinquent youth, or other students who are not meeting local promotional requirements. Alternative Education may operate as a program or as a separate self-contained school. Alternative Education does not include private schools, home schooling, school choice, General Educational Development (GED), or gifted and talented programs. Alternative Education also does not include programs exclusively serving students receiving special education services or career/vocational technical education. Perkins Section 122
	<b>Rating: Partially Implemented      District Response Required:      Yes</b>

**Department of Elementary and Secondary Education Findings:**

*Documentation and interviews indicated that students enrolled in the district's alternative education programs do not have equal access to participate in the career/vocational technical education programs offered at Lynn Vocational Technical Institute. Further, the district's location and facilities for career and technical education programs for students enrolled in the district's alternative programs, which are primarily comprised of students with disabilities, is substandard and not comparable to the facilities of the general population and has the effect of excluding and segregating.*

CRITERION NUMBER	CAREER/VOCATIONAL TECHNICAL EDUCATION V. STUDENT SUPPORT SERVICES
	<b>Legal Standard</b>
<b>CVTE 22</b>	Services including career guidance are provided to assist each student with a disability in the successful completion of a career/vocational technical education program, and the transition to employment and/or further education including registered apprenticeship programs. Perkins Section 135; Vocational Technical Education Regulations 603 CMR 4.03(4).
	<b>Rating: Partially Implemented      District Response Required:      Yes</b>

**Department of Elementary and Secondary Education Findings:**

*In addition to the applicable comments noted in criterion 21, interviews and review of documentation provided by the district, the following were noted by the onsite team:*

- *During the recruitment and outreach activities, students enrolled in the district's substantially separate special education programs are not afforded the same level of access to career/vocational technical education programs as their peers.*

- *Students in the district’s substantially separate special education programs, such as Life Skills, do not have the same opportunities to participate in the ninth grade Chapter 74 exploratory, as all other students.*
- *The location and facilities for students enrolled in the district’s substantially separate special education programs is not comparable to the facilities of the general population and has the effect of excluding and segregating.*
- *Lynn Vocational Technical Institute administers the SAGE System, a vocational interest assessment, in the early part of the student’s first year. However, students enrolled in the district’s substantially separate programs, comprised entirely of students with low incidence disabilities, are not included.*
- *The accommodations and modifications outlined in a student’s Individualized Education Program (IEP) are not being implemented in the students’ technical programs and interviews revealed that technical teachers have limited participation in the Individualized Education Program (IEP) team meetings. Further, technical teachers are usually not able to attend Individualized Education Program (IEP) meetings due to lack of substitutes or schedule conflicts.*
- *Younger students in the substantially separate special education programs are assigned to work daily making coffee for school personnel in The Coffee Shoppe, a small kitchenette within their small classroom at Lynn Vocational Technical Institute (Main building) similar to the Chapter 74-approved Culinary Arts (Annex building); however, the facilities are not comparable.*
- *Career guidance and planning for students participating in the district’s substantially separate special education programs at Lynn Vocational Technical Institute is conducted solely by special education staff and does not routinely include counseling services provided by the Lynn Vocational Technical Institute guidance department, like all other students.*

See CVTE 10, 17 and 24.

CRITERION NUMBER	
	<b>Legal Standard</b>
<b>CVTE 23</b>	Services including career guidance are provided to assist each student from an economically disadvantaged family (including foster children) in the successful completion of a career/vocational technical education program, and the transition to employment and/or further education including registered apprenticeship programs. <i>Perkins Section 135; Vocational Technical Education Regulations 603 CMR 4.03(4).</i>
	<b>Rating: Partially Implemented</b> <b>District Response Required: Yes</b>

**Department of Elementary and Secondary Education Findings:**

*Documentation and interviews indicated that some career/vocational technical education programs require students to purchase tools for use while in the program. Interviews indicated that this financial requirement greatly influenced the career/vocational technical education program chosen as a career major. While the district makes financial assistance available to some students (e.g., tool/uniform purchases, summer school), the availability of funds is not publicized to all students and is not made available in the languages of the community.*

*Interviews indicated that services such as academic counseling and career guidance are being implemented to facilitate transition from high school to employment or further education, although no documentation exist to support this, and no linkages exist with registered apprenticeship programs. The district does not develop a Career Plan for each student enrolled in a career/vocational technical education program.  
See CVTE 10 and 17.*

CRITERION NUMBER	
	<b>Legal Standard</b>
<b>CVTE 24</b>	Services including career guidance are provided to assist each student with limited English proficiency in the successful completion of a career/vocational technical education program, and the transition to employment and/or further education including registered apprenticeship programs. <i>Perkins Section 135 Vocational Technical Education Regulations 603 CMR 4.03(4).</i>
	<b>Rating: Partially Implemented</b> <b>District Response Required: Yes</b>

**Department of Elementary and Secondary Education Findings:**

*Although Lynn Vocational Technical Institute employs bilingual counselors, recruitment, admissions, guidance and counseling materials are available in English only. The district currently provides inappropriate support to students with limited English proficiency while in their career/vocational technical education program, which compromises the district’s ability to assist all students in the successful completion of a career/vocational technical education program, and the transition to employment and/or further education.*

*Students receiving language support services have limited access to the district’s full range of career planning and guidance counseling activities and services due to information being made available solely in English.*

See CVTE 10 and 17

CRITERION NUMBER	
	<b>Legal Standard</b>
<b>CVTE 25</b>	Services including career guidance are provided to assist each student that is preparing for a career that would be nontraditional for their gender in the successful completion of a career/vocational technical education program, and the transition to employment and/or further education including registered apprenticeship programs. <i>Perkins Section 135; Vocational Technical Education Regulations 603 CMR 4.03(4).</i>



<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	<b>Rating: Not Implemented                      District Response Required:      Yes</b>

**Department of Elementary and Secondary Education Findings:**

*Documentation and interviews indicated that no support services exist for students preparing for a career that is nontraditional for their gender and no linkages exist with registered apprenticeship programs. Incidences of hazing were reported during interviews. See CVTE 10 and 17*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>CVTE 26</b>	Services including career guidance are provided to assist each student that is a single parent (including a single pregnant student) in the successful completion of a career/vocational technical education program, and the transition to employment and/or further education including registered apprenticeship programs. <i>Perkins Section 135; Vocational Technical Education Regulations 603 CMR 4.03(4)</i>
	<b>Rating: Partially Implemented                      District Response Required:      Yes</b>

**Department of Elementary and Secondary Education Findings:**

*Interviews and observations indicated that students who are pregnant are not allowed to continue participation in certain career/vocational technical education programs. Also see CVTE 10 and 17.*

<b>CRITERION NUMBER</b>	<b>CAREER/VOCATIONAL TECHNICAL EDUCATION VI. FACULTY, STAFF AND ADMINISTRATION</b>
	<b>Legal Standard</b>
<b>CVTE 27</b>	All staff in career/vocational technical education programs are appropriately licensed. <i>Perkins Section 135, M.G.L. c. 74 Section 18, Vocational Technical Education Regulations 603 CMR 4.03 (5) 4.07 and M.G.L. c. 71 Section 38G, Regulations for Educator Licensure and Preparation Program Approval 603 CMR 7.00</i>
	<b>Rating: Partially Implemented                      District Response Required:      Yes</b>

**Department of Elementary and Secondary Education Findings:**

*Not all staff are appropriately licensed. At times, non-licensed substitute teachers serve in a shop without being supervised by an appropriately licensed technical teacher.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>CVTE 28</b>	All staff in career/vocational technical education programs acquire appropriate professional development. <i>Perkins Section 135, Vocational Technical Education Regulations 603 CMR 4.03 (5) 4.07 and M.G.L. c. 71 Section 38G, Regulations for Educator Licensure and Preparation Program Approval 603 CMR 7.00.</i>
	<b>Rating: Partially Implemented                      District Response Required:      Yes</b>

**Department of Elementary and Secondary Education Findings:**

*Documentation and interviews indicated that not all staff in career/vocational technical education programs acquire appropriate professional development. It was reported that the district denies requests to participate in professional development activities and the issuance of professional development points for submitted projects. Through investigation the Department revealed that the district does not utilize a scoring rubric to assess professional development requests or projects, so it is unclear how the determination is made to authorize activities and award professional development points.*

<b>CRITERION NUMBER</b>	<b>CAREER/VOCATIONAL TECHNICAL EDUCATION VII. SCHOOL &amp; WORK-BASED FACILITIES AND EQUIPMENT</b>
	<b>Legal Standard</b>
<b>CVTE 29</b>	Career/vocational technical education instructional facilities on-campus, and off -campus (cooperative education, internship, and unpaid off-campus construction & maintenance sites) meet current occupational standards. <i>Perkins Section 135; Vocational Technical Education Regulations 603 CMR 4.03 (3) (4) (7)(8)</i>
	<b>Rating: Partially Implemented                      District Response Required:      Yes</b>

**Department of Elementary and Secondary Education Findings:**

*A safety expert from the Massachusetts Department of Labor – Division of Occupational Safety (DOS) inspected the school facilities and shop equipment. This inspection was part of the Coordinated Program Review conducted by the Department of Elementary and Secondary Education. The State Director of Career/Vocational Technical Education sent the safety report on the inspections to Superintendent Kostan on June 2, 2008. There were 79 safety hazards identified in the report. Fifty-one (51) of the 79 safety hazards are deemed **critical**, and thus need to be addressed immediately (Items 01, 02, 03, 04, 05, 06, 07, 08, 10, 11, 14, 15, 16, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 30, 31, 32, 33, 34, 38, 44, 45, 47, 48, 49, 50, 51, 52, 53, 54, 57, 58, 63, 64, 66, 71, 72, 74, 75, 76, 77, and 79).*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>CVTE 30</b>	Career/vocational technical education instructional equipment on-campus, and off - campus (at cooperative education, internship and unpaid off-campus construction & maintenance sites) meet current occupational standards. <i>Perkins Section 135, Vocational Technical Education Regulations 603 CMR 4.03 (3)(4)(7)(8)</i>
	<b>Rating: Partially Implemented                      District Response Required:      Yes</b>

**Department of Elementary and Secondary Education Findings:**

*Equipment in many career/vocational technical programs is not properly maintained on a regular basis. A safety expert from the Massachusetts Department of Labor – Division of Occupational Safety (DOS) inspected the school facilities and shop equipment. Most equipment at Lynn Vocational Technical Institute does not meet current occupational standards. See CVTE 12 and 29.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>CVTE 31</b>	Career/vocational technical education instructional facilities on-campus and off-campus (cooperative education, internship, and unpaid off-campus construction & maintenance sites) meet current occupational <b>safety and health</b> standards. <i>Perkins Section 135, Vocational Technical Education Regulations 603 CMR 4.03 (3)(4)(7)(8)</i>
	<b>Rating: Partially Implemented                      District Response Required:      Yes</b>

**Department of Elementary and Secondary Education Findings:**

*Not all career/vocational technical education programs have a comprehensive safety and health plan. A safety expert from the Massachusetts Department of Labor – Division of Occupational Safety (DOS) inspected the school facilities and shop equipment.*

*Documentation and interviews revealed that in most of the career/vocational technical education programs student enrollments exceed the “Maximum Teacher-Student Ratios” recommend in the Chapter 74 Manual for Vocational Technical Education Programs. For example, the Cosmetology Program’s enrollment was reported in September 2007 at a total of forty-four (44) students during the same cycle; (twenty-six grade nine students and eighteen grade ten students). As of June 2, 2008 the enrollment was reported at a total of 38 students during the same cycle (twenty-one grade nine students and seventeen grade ten students). Department staff observed students waiting to use workstations that were being shared by other students. All forty-four students share the ten lockers available in the program.*

*Department staff observed students roaming the hallways in the Annex Building (without passes) and entering a career/vocational technical education program to socialize with other students, without acknowledgement or intervention from the program’s technical teacher(s). Several students were observed*

smoking while crossing between the Main Building and the Annex during the school day. On most occasions, there were no school personnel monitoring the entrances (Main Building and Annex Building), or the crossing area. Groups of students were observed frequently congregating in the courtyard in the Main building during instructional time.

Most instructional facilities at Lynn Vocational Technical Institute do not meet current occupational safety and health standards. Interviews and observations revealed that the ventilation system in the Carpentry Program was operating improperly and created a high level of noise that may have the potential to cause hearing issues for students and staff.

While there are working elevators in the Annex and Main buildings, there is no access to Automotive Collision and Repair or Automotive Technology for students with mobility related disabilities since the lift is not operational.  
See CVTE 6 and 29.

CRITERION NUMBER	
	<b>Legal Standard</b>
<b>CVTE 32</b>	Career/vocational technical education instructional equipment on-campus, and off - campus (at cooperative education, internship and unpaid off-campus construction & maintenance sites) meet current occupational <b>safety and health</b> standards. <i>Perkins Section 135, Vocational Technical Education Regulations 603 CMR 4.03 (3)(4)(7)(8)</i>
	<b>Rating: Partially Implemented</b> <b>District Response Required: Yes</b>

**Department of Elementary and Secondary Education Findings:**

Most career/vocational technical education instructional equipment does not meet current occupational safety and health standards. A safety expert from the Massachusetts Department of Labor – Division of Occupational Safety (DOS) inspected the school facilities and instructional equipment. See CVTE 29.

CRITERION NUMBER	CAREER/VOCATIONAL TECHNICAL EDUCATION VIII. PROGRAM EVALUATION
	<b>Legal Standard</b>
<b>CVTE 33</b>	The district meets the Final Agreed-Upon Performance Level (FAUPL) for each Perkins IV Core Indicator of Performance, and the required Chapter 74 outcomes for each Chapter 74-approved vocational technical education programs. <i>Perkins Section 113, Vocational Technical Education Regulations 603 CMR 4.05</i>
	<b>Rating: Partially Implemented      District Response Required:      Yes</b>

**Department of Elementary and Secondary Education Findings:**

*The new Perkins IV Final Agreed-Upon Performance Levels for the Perkins IV core indicators have not as yet been negotiated with the district because the development of the new system under Perkins IV is still underway. However, under Perkins III, the district performed as follows in terms of the Perkins III core indicators:*

*Perkins III Core Indicator I: MCAS results for the class of 2007 First Time 10<sup>th</sup> Grade Test Takers*

*For fiscal year 2007-2008, the district did not meet the state goal of 51.44% for Core Indicator I for the following population:*

*Students with disabilities enrolled in career/vocational technical education programs at 40.74%%.*

*Perkins III Core Indicator II: Attainment of a Secondary School Diploma*

*The district did not meet the state goal of 93.15% for Core Indicator II for each population as follows:*

*Students with Disabilities at 70.83%.*

*Students with limited English proficiency at 74.29%.*

*In addition, the district did not meet Chapter 74 Placement Outcomes for the following programs:*

*Automotive Collision Repair & Refinishing 16.67%, Automotive Technology 50%, Carpentry 37.5%, Graphic Communications 0%, Machine Tool Technology 0%, and Plumbing 66.67%.*

CRITERION NUMBER	
	<b>Legal Standard</b>
<b>CVTE 34</b>	The district uses the Perkins Act Core Indicator of Performance outcomes and Chapter 74 outcomes to improve programs and outcomes for students. <i>Perkins Section 113, Vocational Technical Education Regulations 603 CMR 4.05</i>
	<b>Rating: Not Implemented      District Response Required:      Yes</b>

**Department of Elementary and Secondary Education Findings:**

*No evidence exists that the district uses Perkins Act Core Indicator of Performance outcomes and Chapter 74 outcomes to improve programs and outcomes for students.*

CRITERION NUMBER	CAREER/VOCATIONAL TECHNICAL EDUCATION IX. RECORDKEEPING AND FUND USE
	<b>Legal Standard</b>
<b>CVTE 35</b>	Student records contain the items listed in the Student Record Review Checklist. <i>Perkins Sections 5 &amp; 113, Vocational Technical Education Regulations 603 CMR 4.03 (4) (c) (d), MA Student Records Regulations 603 CMR 23.00.</i>
	<b>Rating: Not Implemented</b> <b>District Response Required: Yes</b>

**Department of Elementary and Secondary Education Findings:**

*Most student records lacked evidence of assessment results and guidance activities used in planning the student's program of study and knowledge and skill acquisition, and some records lacked evidence of assessment used in each exploratory program. Beyond Individual Education Programs, there was little documented evidence of support services for members of special populations. Student records contained school application forms that were out of compliance.*

CRITERION NUMBER	
	<b>Legal Standard</b>
<b>CVTE 36</b>	The district submits accurate Career/Vocational Technical Education Graduate One-Year Follow-up Reports and has appropriate back-up documentation. <i>Perkins Section 113, Vocational Technical Education Regulations 603 CMR 4.05</i>
	<b>Rating: Implemented</b> <b>District Response Required: No</b>

CRITERION NUMBER	
	<b>Legal Standard</b>
<b>CVTE 37</b>	Perkins Local Plans/Updates/Standard Contract Forms and Application for Program Grants are appropriately designed, amended and locally monitored. <i>Perkins Sections 13 and 201</i>
	<b>Rating: Partially Implemented</b> <b>District Response Required: Yes</b>

**Department of Elementary and Secondary Education Findings:**

*Although the Integration Specialist is paid 100% from Perkins Funds, interviews and observations revealed that the job duties include substituting, teaching several sections of English and supervising students as they crossed between the Main Building and the Annex.*

Line item amounts for the fiscal year 2007 Perkins allocation grant were traced to the district's accounting records and the budget with one exception. The district did not record an adjustment for the on-behalf payment made by the Commonwealth to the Massachusetts Teacher's Retirement System (MTRS), thus the district's accounting records for both revenues and expenditures were less than the correct amount by \$9,776.

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>CVTE 38</b>	The district uses Perkins funds in accordance with statutory fund-use rules, including supplement not supplant provisions. <i>Perkins Sections 135</i>
	<b>Rating: Partially Implemented                      District Response Required:      Yes</b>

**Department of Elementary and Secondary Education Findings:**  
See CVTE 37.

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>CVTE 39</b>	The district has adequate financial resources to enable the programs to meet current industry and Occupational Safety and Health Administration (OSHA) standards with respect to facilities, safety, equipment, and supplies. <i>Vocational Technical Education Regulations 603 CMR 4.03 (8)</i>
	<b>Rating: Not Implemented                      District Response Required:      Yes</b>

**Department of Elementary and Secondary Education Findings:**  
*Documentation, interviews and observations indicated that the district is not providing Lynn Vocational Technical Institute with adequate financial resources to enable programs to meet current industry and Occupational Safety and Health Administration standards with respect to facilities, safety, equipment, and supplies.*

This Coordinated Program Review Final Report is also available at:  
<http://www.doe.mass.edu/pqa/review/cpr/reports/>.  
Profile information supplied by each charter school and school district, including information for  
individual schools within districts, is available at  
<http://profiles.doe.mass.edu/>.

SE, MOA, ELE, CVTE – 2008.doc

File Name: Lynn Public Schools Coordinated Program Review Report 2008

Last Revised on: November 21, 2008

Prepared by: NH/RT