



Massachusetts Department of
**ELEMENTARY & SECONDARY
EDUCATION**

Quincy Public School District

COORDINATED PROGRAM REVIEW REPORT OF FINDINGS

Dates of Onsite Visit: March 24-28, 2008

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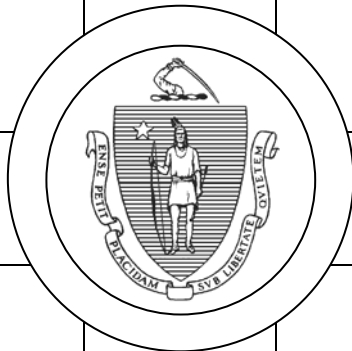
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**MASSACHUSETTS DEPARTMENT OF ELEMENTARY
AND SECONDARY EDUCATION
COORDINATED PROGRAM REVIEW

QUINCY PUBLIC SCHOOL DISTRICT**

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**MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY
EDUCATION**

COORDINATED PROGRAM REVIEW REPORT

QUINCY PUBLIC SCHOOL DISTRICT

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 Elementary and Secondary 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 Elementary and Secondary Education's Physical Restraint regulations (603 CMR 46.00).
- selected requirements from the Massachusetts Board of Elementary and Secondary 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 scheduled for Title I program monitoring during the 2007-2008 school year will receive separate notice from the Office of Accountability and Targeted assistance (ATA) detailing the review process that will apply to the district. The methods of Title I program monitoring that will be used this year will vary, district to district, depending on the size of the district's Title I grant award, the nature of the Title I program being implemented (targeted assistance or schoolwide), and the district's 2007 AYP accountability status. All reviews will include monitoring for compliance with Title I fund use requirements (fund allocation and student eligibility rules, supplement not supplant and comparability requirements, any required set-asides for school choice transportation, supplemental services and professional development).

Significant aspects of this year's Title I monitoring will be accomplished through desk audit of available data and documents. Districts and charter schools *identified for improvement or corrective action* will be required to submit, for review, their written plans to improve student performance. Districts and charter schools that are in *identified for improvement or corrective action* status, for students in the aggregate or for student subgroups, and all districts with grant awards of \$300,000 or more, may have an onsite visit during the 2007-2008 school year as part of the monitoring process. Visits will be for the dual purposes of determining compliance and providing technical assistance, as needed, to improve program quality.

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 30 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 seven-member Massachusetts Department of Elementary and Secondary Education team visited the Quincy Public Schools during the week of March 24, 2008 to evaluate the implementation of selected criteria in the program areas of special education, civil rights and other related general education requirements, and English learner 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 Quincy Public Schools. These areas are as follows:

Transition planning is conducted at all levels. At the preschool level, the early childhood coordinator attends transition meetings, participates in home visits, and conducts observations of all students during Early Intervention (EI) playgroups. A brunch is held in conjunction with EI so that parents have opportunities to meet with Quincy school staff. EI attends all eligibility meetings and assists in eligibility determination, as well as development of the IEP, if appropriate. Many students receive both district services and EI services for short periods of time prior to turning three during the summer to ensure a smooth transition. The district has a summer diagnostic team to assess students turning three during the summer and early fall to ensure that services are received on the student's third birthday, if determined eligible for special education.

At the high school level, transition plans consistently address areas of interest, employment, and post-school living arrangements. Vision statements focus on the student. The district offers an extensive array of vocational programs and school-to-work programs which are individualized, based upon student interests. All students in the ninth grade take an exploratory vocational course. Vision statements, IEP goals, and transition plans are student driven and aligned. The district also has a partnership with Bunker Hill Community College to ensure that students with disabilities have post-school educational opportunities.

The district has extensive interpreter services. All schools in the district have many staff that are multilingual in the district's three high frequency languages: Chinese, Cantonese and Vietnamese. Translated documents and information is extensive and can be found on the district's website. The district also has many training and safety video tapes in several languages. The district utilizes an instant alert phone message system which allows parents to receive important district and school information through phone messages in their native language. At the elementary level, all report cards are reviewed during parent conferences and interpreters are provided. At all levels, interpreters are available to review progress reports in the parents' native language. Interpreters are also provided to students for all special education assessments. Evaluation reports, IEPs and notices are translated upon request. The district also has information regarding the special education referral and eligibility process translated into many languages and available on the district's website.

The Quincy Public Schools has an established parent advisory committee (QPAC). The QPAC meets monthly, and provides extensive workshops and trainings. The QPAC holds two seats on the school committee, as well as on several principal's advisory councils and subcommittees. The QPAC assists the district in program evaluation. The district supports the QPAC by paying for annual MASSPAC dues, printing, and cost-sharing workshops. Lastly, the QPAC has an extensive website with information that is translated in many languages.

The district has an extensive continuum of services for special education students. The district has general education literacy and math tutors. The district's full-day kindergarten supports special education students and creates more opportunities for inclusion and success in the general curriculum. At the middle school and high school, the district initiated re-teaching classes so that students have opportunities to have skills in the mainstream classes retaught three to four days a week. The district has building-based support teams that develop individualized student accommodation plans, as well as extensive district-wide and school-wide accommodation plans.

Guidance counselors and psychologists in all schools run extensive therapeutic and social skills groups at all levels. The district also partners with community mental health services who conduct counseling services in the school, in addition to services the school district provides. The district conducts in-school suspensions for students with behavioral infractions so that students continue to receive educational services and are not removed from school. The district provides adaptive physical education classes for those students who require team building and social skills development. The district has extensive academic summer school and summer programs, as well as enrichment activities and before and after-school programs. The district has Saturday school, night school, winter school and spring school that provide additional educational opportunities. The district provides an extensive array of programs and services, including music and art therapy. Adaptive physical education, ice skating and swimming are provided to students in the behavior growth and development program for the purpose of team building and social skills. The district conducts three Special Olympics each year to ensure that students with disabilities have multiple and equal opportunities to participate in athletic sports teams and events that coincide with fall, winter and spring sports programs.

Several nurses have developed a healthy habits program for special needs students that addresses nutrition, exercise and good health. Nurses frequently attend field trips to ensure that students with health impairments and medical needs participate safely in field trips and outings with their peers.

School nurses are involved in the early childhood and early elementary substantially separate special needs classrooms. Through their frequent visits, consultation, and classroom health lessons, relationships with students are established. As a result, nurses are able to conduct and accurately assess students' vision, hearing and posture, that otherwise would be problematic due to the nature of the disabilities and the physical and sensory demands of the screenings.

The district has an exemplary program for pregnant students. In addition to having full access to academic and extracurricular activities, this program provides options for students to have onsite childcare until the age of two, attend family life education and parenting classes in the

onsite nursery and receive weekly monitoring from a nurse. Students have the option of attending academic, vocational and school to work programs.

The district does an exemplary job of evaluating its' programs and services. The district relies on data and collects data from a variety of sources to make programmatic changes. As a result of the district's extensive special education program evaluation data, the district has targeted areas of need, developed a task force and has initiated several changes. For example, a new program will be implemented at the middle/high school level for students with emotional/anxiety issues during the 2008-2009 school year, Quincy High School reduced its drop out rate from 120 to 62 within one year by adding an alternative night school program, the district decreased its special education referrals by adding a full-day kindergarten, the district integrated learning teams and literacy programs at the elementary levels, and at the middle and high school levels the district has increased its subgroups of special education students passing MCAS by increasing co-taught inclusion classes and creating instructional blocks three times a week for content area reteaching. Due to the district's concern for LEP students, the district received a Century 21 grant to ensure that non and limited English speaking students have opportunities to practice English in social/nonacademic settings, and as a result has established before and after school clubs, activities and programs at all levels. In addition, based on the district's self-evaluation, it identified an area of programmatic need for a general education emotional program at the middle school and high school level that is targeted to start in the 2008-2009 SY.

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 30 administrative staff.
- Interviews of 126 teaching and support services staff across all levels.
- Interviews of 13 students at the high school level.
- Interview of one parent advisory council (PAC) representative.
- Seven interviews as requested by persons from the general public.
- Student record reviews: A sample of 32 special education and 12 ELL student records was selected by the Department. A sample of 35 CVTE student records was also reviewed. 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: 50 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. Thirty-one of these parent surveys were returned to the Department of Elementary and Secondary Education for review.
- Surveys of parents of ELE students: 30 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. Eight 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 78 instructional classrooms, shops 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: School 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.

QUINCY PUBLIC SCHOOL DISTRICT

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

Special Education		Civil Rights and Other General Education Requirements	
SE 6	SE 32	CR 6	CR 18
SE 9	SE 34	CR 7	CR 25
SE 17	SE 48	CR 17	
SE 29			

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

PROGRAM AREA	PARTIALLY IMPLEMENTED	NOT IMPLEMENTED	OTHER CRITERIA REQUIRING RESPONSE
Special Education	SE 24 SE 42		
Civil Rights and Other General Education Requirements	CR 10A CR 26A		
English Learner Education	ELE 4 ELE 10 ELE 5 ELE 11 ELE 6 ELE 14 ELE 8 ELE 18	ELE 13 ELE 17	
Career Vocational Technical Education	CVTE 3, CVTE 5, CVTE 6, CVTE 8, CVTE 9, CVTE 10, CVTE 16, CVTE 17, CVTE 22, CVTE 25, CVTE 27, CVTE 29, CVTE 30, CVRE 31, CVTE 32, CVTE 33, CVTE 34, CVTE 35, CVTE 38, CVTE 39	CVTE 18 CVTE 19 CVTE 20	

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

Commendable	Any requirement or aspect of a requirement implemented in an exemplary manner significantly beyond the requirements of law or regulation.
Implemented	The requirement is substantially met in all important aspects.
Implementation in Progress	The requirement includes one or more new federal special education 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.
Partially Implemented	The requirement, in one or several important aspects, is not entirely met.
Not Implemented	The requirement is totally or substantially not met.
Not Applicable	The requirement does not apply to the school district or charter school.

SPECIAL EDUCATION

**LEGAL STANDARDS,
COMPLIANCE RATINGS AND
FINDINGS**

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

CRITERION NUMBER	SPECIAL EDUCATION I. ASSESSMENT OF STUDENTS	
	Legal Standard	
	State Requirements 603 CMR 28.04 300.306(c) 603 CMR 28.05	Federal Requirements 34 CFR 300.304; 300.305;
	Rating: Implemented	District Response Required: No

CRITERION NUMBER		
	Legal Standard	
SE 2	<p>Required and optional assessments</p> <p>1. <u>Required assessments</u>: The following assessments are completed by appropriately credentialed and trained specialists for each referred student:</p> <ul style="list-style-type: none"> 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. b. Educational assessment by a representative of the school district, including a history of the student’s educational progress in the general curriculum. 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. 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. <p>2. <u>Optional assessments</u>: The Administrator of Special Education may recommend or the parent may request one or more of the following:</p>	

CRITERION NUMBER		
	Legal Standard	
	<p>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.</p> <p>b. A psychological assessment by a certified school psychologist, licensed psychologist, or licensed educational psychologist, including an individual psychological examination.</p> <p>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</p> <p>3. At the re-evaluation of a student, if no additional assessments are needed to determine whether the student continues to be eligible for special education, the school district recommends to the student's parents the following:</p> <p>a. that no further assessments are needed and the reasons for this; and</p> <p>b. the right of such parents to request an assessment.</p> <p>State Requirements 603 CMR 28.04 (1) and (2) 300.324(a)(2)(v)</p> <p>Federal Requirements 34 CFR 300.304; 300.305;</p>	
	Rating: Implemented	District Response Required: No

CRITERION NUMBER		
	Legal Standard	
SE 3	<p>Special requirements for determination of specific learning disability 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</p>	

CRITERION NUMBER	
	Legal Standard
	document their disagreement. Federal Requirements 34 CFR 300.8(c)(10); 300.311
	Rating: Implemented District Response Required: No

CRITERION NUMBER	
	Legal Standard
SE 4	<p>Reports of assessment results</p> <ol style="list-style-type: none"> 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. Summaries of assessments are completed prior to discussion by the Team and, upon request, are made available to the parent at least two days in advance of the Team discussion. <p>State Requirements 603 CMR 28.04(2)(c)</p>
	Rating: Implemented District Response Required: No

CRITERION NUMBER	
	Legal Standard
SE 5	<p>Participation in general State and district-wide assessment programs</p> <ol style="list-style-type: none"> 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. The district’s IEP Teams designate how each student will participate and, if necessary, provide an alternate assessment. The superintendent of a school district--or, for a public school program that is not part of a school district, the equivalent administrator—

CRITERION NUMBER	
	Legal Standard
	<p>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;</p> <p>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;</p> <p>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.</p> <p>State Requirements St. 2003, c. 140, s. 119; 603 CMR 30.05(2),(3),(5)</p> <p>Federal Requirements 20 U.S.C. 1412(a)(16)</p>
	Rating: Implemented District Response Required: No

CRITERION NUMBER	
	Legal Standard
SE 6	<p>Determination of transition services</p> <p>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.</p> <p>2. The Team reviews the Transition Planning Form annually and updates information on the form and the IEP, as appropriate.</p> <p>3. Reserved</p> <p>4. For any student approaching graduation or the age of twenty-two, the Team determines whether the student is likely to require continuing services from adult human service agencies. In such circumstances, the Administrator of Special Education makes a referral to the Bureau of Transitional Planning in the Executive Office of Health and Human Services in accordance with the requirements of M.G.L. c. 71B, §§12A-12C (known as Chapter 688).</p> <p>5. 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</p>

CRITERION NUMBER			
	Legal Standard		
	<p>transition objectives.</p> <p>6. The district ensures that students are invited to and encouraged to attend part or all of Team meetings at which transition services are discussed or proposed.</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>State Requirements M.G.L.c.71B, Sections 12A-C 300.321(b); 603 CMR 28.05(4)(c)</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Federal Requirements 34 CFR 300.320(b); 300.322(b)(2); 300.324(c)</p> </td> </tr> </table>	<p>State Requirements M.G.L.c.71B, Sections 12A-C 300.321(b); 603 CMR 28.05(4)(c)</p>	<p>Federal Requirements 34 CFR 300.320(b); 300.322(b)(2); 300.324(c)</p>
<p>State Requirements M.G.L.c.71B, Sections 12A-C 300.321(b); 603 CMR 28.05(4)(c)</p>	<p>Federal Requirements 34 CFR 300.320(b); 300.322(b)(2); 300.324(c)</p>		
	<p>Rating: Commendable District Response Required: No</p>		

Department of Elementary and Secondary Education Findings:

Student records, documentation and interviews indicate that at the high school level, transition plans consistently address areas of interest, employment, post-school living arrangements and community experiences. Vision statements are student-centered. The district offers an extensive array of vocational programs and school-to-work programs, which are individualized based upon student interests. All students in ninth grade take an exploratory vocational course. Vision statements, IEP goals, and transition plans are student driven and aligned. In addition, the district has a partnership with Bunker Hill Community College to ensure that students with disabilities have post-school educational opportunities.

CRITERION NUMBER	
	Legal Standard
SE 7	<p>Transfer of parental rights at age of majority and student participation and consent at the age of majority</p> <ol style="list-style-type: none"> 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. 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. 3. The district continues to send the parent written notices and information the parent will no longer have decision-making authority, except as provided below. <ol style="list-style-type: none"> (a) If the parent has sought and received guardianship from a court

CRITERION NUMBER	
	Legal Standard
	<p>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> <p>State Requirements 603 CMR 28.07(5)</p> <p>Federal Requirements 34 CFR 300.320(c), 300.520</p>
	<p>Rating: Implemented District Response Required: No</p>

CRITERION NUMBER	
	Legal Standard
SE 8	<p>IEP Team composition and attendance The following persons are members of the IEP Team and may serve in multiple roles:</p> <ol style="list-style-type: none"> 1. The child's parents. 2. A representative of the school district who acts as Chairperson and who is (1) qualified to supervise or provide special education; (2) is knowledgeable about the general curriculum; and (3) is knowledgeable about the availability of resources of the district.

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	Legal Standard
	<p>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).</p> <p>4. 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.</p> <p>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.</p> <p>5. The student, if one purpose of the meeting is to discuss transition services or if otherwise appropriate and if he/she chooses.</p> <p>6. Other individuals at the request of the student's parents.</p> <p>7. Reserved</p> <p>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.</p> <p>9. Other individuals who may be necessary to write an IEP for the child, as determined by the Administrator of Special Education.</p> <p>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.</p> <p>11. Reserved</p> <p>12. When one purpose of the Team meeting is to discuss placement, a person knowledgeable about placement options is present at the meeting.</p> <p>13. Members of the Team attend Team meetings unless:</p> <p>a. the parent and district agree to use alternative means, such as a video conference or a conference call, for any Team meeting</p> <p>OR</p> <p>a. (i) the school district and parent agree that the member's attendance is not necessary or consent to the member's excusal</p> <p>AND</p> <p>(ii) the parent's agreement or consent is in writing AND</p> <p>(iii) the member submits in writing any input he or she has related to the IEP's development.</p> <p>State Requirements 603 CMR 28.02(21)</p> <p>Federal Requirements 34 CFR 300.116(a); 300.321; 300.328</p>

CRITERION NUMBER	
	Legal Standard
	See also, in the IDEA 97 regulations, 34 CFR Part 300, Appendix A, Question #22
	Rating: Implemented District Response Required: No

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

Department of Elementary and Secondary Education Findings:

A review of student records and interviews indicate that students referred at the end of the school year are assessed, have eligibility meetings, and, if appropriate, IEPs are developed prior to the start of the school year to ensure that students have minimal transitions in September. The district has summer evaluation teams for referrals that come in during the summer. In addition, reevaluations are consistently expedited for students with patterns of disciplinary infractions and suspensions close to 10 days. IEPs are provided to parents at the eligibility meeting, giving parents opportunities to sign IEPs and have services implemented the following day.

CRITERION NUMBER	
	Legal Standard
SE 9A	<p>Elements of the eligibility determination; general education accommodations and services for ineligible students</p> <ol style="list-style-type: none"> 1. To determine whether a student is eligible for special education, the school district: <ol style="list-style-type: none"> a. provides an evaluation or re-evaluation b. convenes a Team meeting c. determines whether the student has one or more disabilities d. determines if the student is making effective progress in school e. determines if any lack of progress is a result of the student's disability f. determines if the student requires special education and/or related services in order to make effective progress or if the student requires related services in order to access the general curriculum 2. If a Team determines that a student is not eligible for special education but may be eligible for accommodation(s) for disability(ies) under Section 504, the student is referred for consideration by the district for eligibility under that regular education program. 3. When the student does not need any direct services, the Team makes a finding of no eligibility and appropriate services are provided through the district's general education program. 4. When the student's lack of progress is due to a lack of instruction in reading or 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>State Requirements 603 CMR 28.05(1) and (2)</p> <p>Federal Requirements 34 CFR 300.8; 300.306</p>
	<p>Rating: Implemented District Response Required: No</p>

CRITERION NUMBER	
	Legal Standard
SE 10	<p>End of school year evaluations 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>State Requirements 603 CMR 28.05(1)</p> <p>Federal Requirements 34 CFR 300.323</p>
	Rating: Implemented District Response Required: No

CRITERION NUMBER	
	Legal Standard
SE 11	<p>School district response to parental request for independent educational evaluation If a parent disagrees with an initial evaluation or re-evaluation completed by the school district, and the parent requests an independent educational evaluation, the district implements the following requirements:</p> <ol style="list-style-type: none"> 1. All independent educational evaluations funded by the district are conducted by qualified persons who are registered, certified, licensed or otherwise approved and who abide by the rates set by the state agency responsible for setting such rates. Unique circumstances of the child are justified when an individual assessment rate is higher than that normally allowed. 2. The school district has procedures to offer parents the option of participating in an income eligibility program for free or reduced cost independent educational evaluations that are equivalent to the types of assessments done by the school district. 3. The district extends the right to a publicly funded independent educational evaluation (only if cost shared or funded for state wards or for students receiving free or reduced cost lunch) for sixteen (16) months from the date of the evaluation with which the parent disagrees. 4. If the parent is requesting an evaluation in an area not assessed by the

CRITERION NUMBER			
	Legal Standard		
	<p>a. a re-evaluation is conducted every three years unless the parent and district agree that it is unnecessary and</p> <p>b. a re-evaluation is conducted no more frequently than once a year unless the parent and district agree otherwise.</p> <p>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.</p>		
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">State Requirements 603 CMR 28.04(3)</td> <td style="width: 50%;">Federal Requirements 34 CFR 300.303; 300.305(e)</td> </tr> </table>	State Requirements 603 CMR 28.04(3)	Federal Requirements 34 CFR 300.303; 300.305(e)
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Rating: Implemented	District Response Required: No		

CRITERION NUMBER			
	Legal Standard		
SE 13	<p>Progress Reports and content</p> <ol style="list-style-type: none"> 1. Parents receive reports on the student's progress toward reaching the goals set in the IEP at least as often as parents are informed of the progress of non-disabled students. 2. Progress report information sent to parents includes written information on the student's progress toward the annual goals in the IEP. 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. 		
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">State Requirements 603 CMR 28.07(3)</td> <td style="width: 50%;">Federal Requirements 34 CFR 300.305(e)(3); 300.320(a)(3)</td> </tr> </table>	State Requirements 603 CMR 28.07(3)	Federal Requirements 34 CFR 300.305(e)(3); 300.320(a)(3)
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Rating: Implemented	District Response Required: No		

CRITERION NUMBER	
	Legal Standard
SE 14	<p>Review and revision of IEPs</p> <ol style="list-style-type: none"> 1. At least annually, on or before the anniversary date of the IEP, a Team meeting is held to consider the student’s progress and to review, revise, or develop a new IEP or refer the student for a re-evaluation, as appropriate. 2. 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. <p>State Requirements 603 CMR 28.04(3)</p> <p>Federal Requirements 34 CFR 300.324(a)(4), (6) and (b)</p>
	<p>Rating: Implemented District Response Required: No</p>

CRITERION NUMBER	SPECIAL EDUCATION II. STUDENT IDENTIFICATION AND PLACEMENT
	Legal Standard
SE 15	<p>Outreach by the School District (Child Find)</p> <p>The district has annual or more frequent outreach and continuous liaison with those groups below from which promotion or transfer of students in need of special education may be expected, or which would include students in need of special education:</p> <ol style="list-style-type: none"> 1. professionals in community 2. private nursery schools 3. day care facilities 4. group homes 5. parent organizations 6. clinical /health care agencies 7. early intervention programs 8. private/parochial schools 9. other agencies/organizations 10. the school or schools that are part of the district, including charter schools

CRITERION NUMBER	SPECIAL EDUCATION II. STUDENT IDENTIFICATION AND PLACEMENT	
	Legal Standard	
	11. agencies serving migrant and/or homeless persons pursuant to the McKinney-Vento Education Act for Homeless Children	
	State Requirements	Federal Requirements 34 CFR 300.111; 300.131; 300.209
	Rating: Implemented	District Response Required: No

CRITERION NUMBER		
	Legal Standard	
SE 16	<p>Screening</p> <p>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.</p> <p>2. Participation in the screening program for three and four year olds is optional on the part of the parents.</p>	
	State Requirements 603 CMR 28.03(1)(d)	Federal Requirements
	Rating: Implemented	District Response Required: No

CRITERION NUMBER		
	Legal Standard	
SE 17	<p>Initiation of services at age three and Early Intervention transition procedures</p> <ol style="list-style-type: none"> 1. The school district encourages referrals from the Department of Public Health, other agencies, and individuals for young children when or before the child turns two-and-one-half years old in order to ensure continuity of services and to ensure the development and implementation of an IEP for eligible children by the date of the child's third birthday in accordance with federal requirements. 2. The district implements procedures to ensure the effective transition of young children with disabilities from Early Intervention Programs through participation in transition planning conferences arranged by such programs. <p>State Requirements 603 CMR 28.06(7)(b)</p> <p>Federal Requirements 34 CFR 300.101(b); 300.124; 300.323(b)</p>	
	Rating: Commendable	District Response Required: No

Department of Elementary and Secondary Education Findings:

A review of student records, documents and interviews indicate that the early childhood coordinator attends transition meetings, participates in home visits, and conducts observations of all students during Early Intervention playgroups. A brunch is held in conjunction with EI so that parents have opportunities to meet with Quincy school staff. EI attends all eligibility meetings and assists in eligibility determination and development of the IEP. Many students receive both district services and EI services for short periods of time prior to turning three during the summer to ensure a smooth transition. The district has a summer diagnostic team to assess students turning three during the summer and early fall to ensure that services begin on the student's third birthday.

CRITERION NUMBER		
	Legal Standard	
SE 18A	<p>IEP development and content</p> <ol style="list-style-type: none"> 1. Upon determining that the student is eligible for special education, the Team, including the parent(s), develops an IEP at the Team meeting. 2. The IEP is completed addressing all elements of the most current IEP format provided by the Department of Elementary and Secondary 	

CRITERION NUMBER			
	Legal Standard		
	<p>Education.</p> <p>3. The school district ensures that the IEP will not be changed at a higher administrative level within the district.</p>		
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> State Requirements 603 CMR 28.05(3) </td> <td style="width: 50%; vertical-align: top;"> Federal Requirements IDEA-97: 34 CFR Part 300, Appendix A, Question #22 </td> </tr> </table>	State Requirements 603 CMR 28.05(3)	Federal Requirements IDEA-97: 34 CFR Part 300, Appendix A, Question #22
State Requirements 603 CMR 28.05(3)	Federal Requirements IDEA-97: 34 CFR Part 300, Appendix A, Question #22		
	Rating: Implemented District Response Required: No		

CRITERION NUMBER			
	Legal Standard		
SE 18B	<p>Determination of placement; provision of IEP to parent</p> <ol style="list-style-type: none"> 1. At the Team meeting, after the IEP has been fully developed, the Team determines the appropriate placement to deliver the services on the student's IEP. 2. Unless the student's IEP requires some other arrangement, the student is educated in the school that he or she would attend if the student did not require special education. 3. The decision regarding placement is based on the IEP, including the types of related services that are to be provided to the child, the type of settings in which those services are to be provided, the types of service providers, and the location at which the services are to be provided. 4. The placement selected by the Team is the least restrictive environment consistent with the needs of the student. 5. Immediately following the development of the IEP, the district provides the parent with two (2) copies of the proposed IEP and proposed placement along with the required notice, except that the proposal of placement may be delayed according to the provisions of 603 CMR 28.06(2)(e) in a limited number of cases. 		
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> State Requirements 603 CMR 28.05(6) and (7); 28.06(2) </td> <td style="width: 50%; vertical-align: top;"> Federal Requirements 34 CFR 300.116; 300.325 </td> </tr> </table>	State Requirements 603 CMR 28.05(6) and (7); 28.06(2)	Federal Requirements 34 CFR 300.116; 300.325
State Requirements 603 CMR 28.05(6) and (7); 28.06(2)	Federal Requirements 34 CFR 300.116; 300.325		
	Rating: Implemented District Response Required: No		

CRITERION NUMBER	
	Legal Standard
<p style="text-align: center;">SE 19</p>	<p>Extended evaluation 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"> 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. 2. The extended evaluation period is not used to allow additional time to complete the required assessments. 3. If the parent consents to an extended evaluation, the Team documents their findings and determines what evaluation time period are 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. 4. The extended evaluation may extend longer than one week, but does not exceed eight school weeks. 5. The extended evaluation is not considered a placement. <p>State Requirements 603 CMR 28.05(2)(b)</p> <p style="text-align: right;">Federal Requirements</p>
	<p>Rating: Implemented District Response Required: No</p>

CRITERION NUMBER	
	Legal Standard
<p style="text-align: center;">SE 20</p>	<p>Least restrictive program selected</p> <ol style="list-style-type: none"> 1. The program selected is the least restrictive environment for students, with consideration given to any potential harmful effect on the student or on the quality of services that he or she needs. 2. If the student is removed from the general education classroom at any time, the Team states why the removal is considered critical to the student's program and the basis for its conclusion that education of the student in a less restrictive environment, with the use of supplementary

CRITERION NUMBER	
	Legal Standard
	<p>aids and services, could not be achieved satisfactorily.</p> <p>3. The district does not remove an eligible child from the general education classroom solely because of needed modification in the curriculum.</p> <p>4. If a student’s IEP necessitates special education services in a day or residential facility or an out-of-district educational collaborative program, the IEP Team considers whether the student requires special education services and support to promote the student’s transition to placement in a less restrictive program.</p> <p>State Requirements M.G.L. c. 71B, § 3 603 CMR 28.06(2)</p> <p style="text-align: right;">Federal Requirements 34 CFR 300.114 – 120</p>
	Rating: Implemented District Response Required: No

CRITERION NUMBER	
	Legal Standard
SE 21	<p>School day and school year requirements</p> <ol style="list-style-type: none"> 1. The Team routinely considers the need for an educational program that is less than or more than the regular school day or school year, including extended day, or year, and/or residential services and indicates on the IEP why the shorter or longer program is necessary. 2. The daily duration of the child’s program is equal to that of the regular school day unless the Team states that a different duration is necessary to provide a free appropriate public education to the child. In this case the Team specifies the daily duration of the program and states the reason for the different duration on the IEP. 3. Specialized transportation schedules do not impede a student’s access to a full school day and program of instruction. 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. 5. If residential services are required, the IEP clearly specifies the reasons for such determination and how such services will be coordinated with the

CRITERION NUMBER	
	Legal Standard
	<p>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.</p> <p>6. Camping or recreation programs provided solely for recreational purposes and with no corresponding IEP goals or specially designed instruction are not to be considered for extended year programs.</p> <p>State Requirements M.G.L. c. 69, § 1G 603 CMR 28.05(4)(d) and (5)(c)</p> <p style="text-align: right;">Federal Requirements 34 CFR 300.106</p>
	Rating: Implemented District Response Required: No

CRITERION NUMBER	
	Legal Standard
SE 22	<p>IEP implementation and availability</p> <ol style="list-style-type: none"> 1. Where the IEP of the student in need of special education has been accepted in whole or in part by that student's parent, the school district provides the mutually agreed upon services without delay. 2. At the beginning of each school year, the district has an IEP in effect for each eligible student within its jurisdiction. 3. Each teacher and provider described in the IEP is informed of his or her specific responsibilities related to the implementation of the student’s IEP and the specific accommodations, modifications, and supports that must be provided for the student under it. 4. The school district does not delay implementation of the IEP due to lack of classroom space or personnel, provides as many of the services on the accepted IEP as possible and immediately informs parents in writing of any delayed services, reasons for delay, actions that the school district is taking to address the lack of space or personnel and offers alternative methods to meet the goals on the accepted IEP. Upon agreement of the parents, the school district implements alternative methods immediately until the lack of space or personnel issues are resolved. <p>State Requirements 603 CMR 28.05(7)(b); 28.06(2)(d)(2)</p> <p style="text-align: right;">Federal Requirements 34 CFR 300.323</p>

CRITERION NUMBER	
	Legal Standard
	Rating: Implemented District Response Required: No

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

CRITERION NUMBER	SPECIAL EDUCATION III. PARENTAL INVOLVEMENT		
	Legal Standard		
	<p style="text-align: center;">disability and that there is no concern about the student’s development.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> State Requirements M.G.L. c. 71B, § 3; 300.504(a)(1) 603 CMR 28.04(1) </td> <td style="width: 50%; vertical-align: top;"> Federal Requirements 34 CFR 300.503; </td> </tr> </table>	State Requirements M.G.L. c. 71B, § 3; 300.504(a)(1) 603 CMR 28.04(1)	Federal Requirements 34 CFR 300.503;
State Requirements M.G.L. c. 71B, § 3; 300.504(a)(1) 603 CMR 28.04(1)	Federal Requirements 34 CFR 300.503;		
	Rating: Partially Implemented District Response Required: Yes		

Department of Elementary and Secondary Education Findings:

A review of student records and interviews indicate that while students are assessed and services begin by age three at the preschool level, the district is not sending out evaluation consent forms within five days of receiving referrals from EI. In addition, at the middle and high school levels, NI notices are not complete. Notices do not always provide a description of the evaluation procedures or address other options that were considered and why those options were rejected.

CRITERION NUMBER	Legal Standard
SE 25	<p>Parental consent In accordance with state and federal law, the school district obtains informed parental consent as follows:</p> <ol style="list-style-type: none"> 1. The school district obtains written parental consent before conducting an initial evaluation and before making an initial placement of a student in a special education program. Written parental consent is obtained before conducting a reevaluation and before placing a student in a special education placement subsequent to the initial placement in special education. 2. The school district obtains consent before initiating extended evaluation services. 3. The school district obtains consent to the services proposed on a student’s IEP before providing such services. 4. A parent is informed that consent may be revoked at any time. Except for initial evaluation and initial placement, consent may not be required as condition of any benefit to the child. 5. When the participation or consent of the parent is required and the parent fails or refuses to participate, the attempts to secure the consent

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

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

CRITERION NUMBER	
	Legal Standard
SE 25B	<p>Resolution of disputes</p> <ol style="list-style-type: none"> 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. 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. <p>State Requirements Federal Requirements 34 CFR 300.510</p>
	Rating: Implemented District Response Required: No

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

CRITERION NUMBER			
	Legal Standard		
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">State Requirements 603 CMR 28.02(21)</td> <td style="width: 50%; border: none;">Federal Requirements 34 CFR 300.322; 300.501</td> </tr> </table>	State Requirements 603 CMR 28.02(21)	Federal Requirements 34 CFR 300.322; 300.501
State Requirements 603 CMR 28.02(21)	Federal Requirements 34 CFR 300.322; 300.501		
	Rating: Implemented District Response Required: No		

CRITERION NUMBER			
	Legal Standard		
SE 27	<p>Content of Team meeting notice to parents 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> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">State Requirements</td> <td style="width: 50%; border: none;">Federal Requirements 34 CFR 300.322(b)(1)(i)</td> </tr> </table>	State Requirements	Federal Requirements 34 CFR 300.322(b)(1)(i)
State Requirements	Federal Requirements 34 CFR 300.322(b)(1)(i)		
	Rating: Implemented District Response Required: No		

CRITERION NUMBER	
	Legal Standard
SE 29	<p>Communications are in English and primary language of home</p> <ol style="list-style-type: none"> 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. 2. If the district provides notices orally or in some other mode of communication that is not written language, the district keeps written

CRITERION NUMBER	
	Legal Standard
	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. <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>State Requirements 603 CMR 28.07(8)</p> </div> <div style="width: 45%;"> <p>Federal Requirements 34 CFR 300.322(e); 300.503(c)</p> </div> </div>
	Rating: Commendable District Response Required: No

Department of Elementary and Secondary Education Findings:

A review of documents, student records and interviews indicate that the district has extensive interpreter services. All schools in the district have many staff that are multilingual in the district's three high frequency languages: Chinese, Cantonese and Vietnamese. At the elementary level, all report cards are reviewed during parent conferences and interpreters are provided. At all levels, interpreters are available to review all progress reports. Interpreters are also provided to students for special education assessments. In addition, the district has information regarding the special education referral and eligibility process translated into many languages on its website.

CRITERION NUMBER	
	Legal Standard
SE 32	<p>Parent advisory council for special education</p> <ol style="list-style-type: none"> 1. The school district has established a district-wide parent advisory council on special education. 2. Membership on the council is offered to all parents of children with disabilities and other interested parties. 3. The parent advisory council duties include but are not limited to: advising the district on matters that pertain to the education and safety of students with disabilities; meeting regularly with school officials to participate in the planning, development, and evaluation of the school district's special education programs. 4. The parent advisory council has established by-laws regarding officers and operational procedures. 5. The parent advisory council receives assistance from the school committee without charge, upon reasonable notice, and subject to the availability of staff and resources. 6. The school district conducts, in cooperation with the parent advisory

CRITERION NUMBER	
	Legal Standard
	<p>council, at least one workshop annually within the district on the rights of students and their parents and guardians under the state and federal special education laws.</p> <p>State Requirements M.G.L. c. 71B, § 3; 603 CMR 28.03(1)(a)(4); 28.07(4)</p> <p style="text-align: right;">Federal Requirements</p>
	Rating: Commendable District Response Required: No

Department of Elementary and Secondary Education Findings:

A review of documentation, as well as staff and parent interviews, indicate that Quincy has an established parent advisory committee (QPAC). The QPAC meets monthly, and provides extensive workshops and trainings. The QPAC holds two seats on the school committee, as well as seats on several principal’s advisory councils and subcommittees. The QPAC developed a transportation booklet for all students receiving special education transportation and developed a First Response form. This voluntary form provides transportation drivers with specific individualized information, de-escalation strategies and phone contact information for students they transport. The QPAC also assists the district in its program evaluation. The district supports the QPAC by paying for annual MASSPAC dues, printing, and cost-sharing workshops. Lastly, the QPAC has an extensive website with information that is translated into many languages.

CRITERION NUMBER	SPECIAL EDUCATION IV. CURRICULUM AND INSTRUCTION
	Legal Standard
SE 33	<p>Involvement in the general curriculum</p> <ol style="list-style-type: none"> 1. District personnel understand the connection between the Massachusetts Curriculum Frameworks and the expectations of the state for student performance as well as understanding the rights of students with disabilities to be full participants in the general curriculum. 2. The district has taken steps to provide students (including all students with disabilities) with essential learning opportunities that prepare the students to reach the state graduation standards. 3. At least one member of all IEP Teams is familiar with the general curriculum and is able to discuss an eligible student’s appropriate access to the general curriculum. 4. In the IEP the district documents the student’s participation in the general

CRITERION NUMBER	SPECIAL EDUCATION IV. CURRICULUM AND INSTRUCTION	
	Legal Standard	
	curriculum. State Requirements 603 CMR 28.05(4)(a) and (b) and	Federal Requirements 34 CFR 300.320(a)(1)(i) a(2)(i)(A); 300.321(a)(4)(ii)
	Rating: Implemented	District Response Required: No

CRITERION NUMBER		
	Legal Standard	
SE 34	Continuum of alternative services and placements The district provides or arranges for the provision of each of the elements of the IEPs of students in need of special education from the ages of three through twenty-one, ensuring that a continuum of services and alternative placements is available to meet the needs of all students with disabilities, and takes all steps necessary to ensure compliance with all elements of the IEPs, including vocational education.	
	State Requirements 603 CMR 28.05(7)(b) 300.115	Federal Requirements 34 CFR 300.109; 300.110;
	Rating: Commendable	District Response Required: No

Department of Elementary and Secondary Education Findings:

A review of documents, student records, and staff and parent interviews indicate that the district has an extensive continuum of services and placements for special education students. The district offers programs for students with emotional, autistic, intellectual, and language based learning disorders, as well as for students with multiple disabilities, K-12. Within the last three years, five programs were added at the middle school level to accommodate students with language based learning disabilities, behavioral and emotional disabilities and autism.

The district offers two special education vocational programs at the high school. The district creates individualized community-based volunteer and work related opportunities. The district offers an extended vocational alternative program for students with language based opportunities. An evening high school was created in coordination with the South Coastal

Workforce Investment Board for students on IEPs or Section 504 Accommodation Plans to assist students who are at high risk for dropping out, but have passed MCAS, thus increasing the graduation rate for students with disabilities.

The district’s GOALS program, a special education program for middle and high school students, provides students with an interim alternative placement for students who commit drugs or weapon offenses, or a felony. This program provides extensive therapeutic, academic and behavioral supports, as well as opportunities for inclusion in both the middle and high school settings.

The district’s general education literacy and math tutors, as well as its literacy initiatives and recent full day kindergarten, support special education students and create more opportunities for inclusion and success in the general curriculum. At the middle school and high school, the district initiated re-teaching classes so that students have opportunities to have skills in the mainstream classes retaught three to four days a week. The district has building-based support teams that develop individualized student accommodation plans, as well as extensive district-wide and school-wide accommodation plans. Guidance counselors and psychologists in all schools run extensive therapeutic and social skills groups at all levels. The district also partners with community mental health services, who conduct counseling services in the school, in addition to services the school district provides. The district provides adaptive physical education classes for those students who require team building and social skills development. The district has extensive academic summer school and summer programs, as well as enrichment activities and before and after school programs. The district has Saturday school, night school, winter school and spring school that provide additional educational opportunities. Transportation for special needs students is provided by the district to ensure their participation. The district also provides instruction during in-school suspensions so that students continue to receive educational services during periods of discipline.

Lastly, as a result of the district’s extensive special education program evaluation data, the district has targeted an area of need, developed a task force and will initiate a new program at the middle/high school level for students with emotional/anxiety issues during the 2008-2009 school year.

CRITERION NUMBER	
	Legal Standard
SE 35	<p>Assistive technology: specialized materials and equipment</p> <ol style="list-style-type: none"> 1. Specialized materials and equipment specified in IEPs are provided. 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.

CRITERION NUMBER					
	Legal Standard				
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">State Requirements</td> <td style="width: 50%;">Federal Requirements</td> </tr> <tr> <td>300.324(a)(2)(v)</td> <td>34 CFR 300.105;</td> </tr> </table>	State Requirements	Federal Requirements	300.324(a)(2)(v)	34 CFR 300.105;
State Requirements	Federal Requirements				
300.324(a)(2)(v)	34 CFR 300.105;				
	Rating: Implemented District Response Required: No				

CRITERION NUMBER					
	Legal Standard				
SE 36	<p>IEP implementation, accountability and financial responsibility</p> <ol style="list-style-type: none"> 1. Reserved. 2. The district oversees in an ongoing manner the full implementation of each in-district and each out-of-district IEP it proposes which has been consented to by a child’s parents. 3. Reserved. 4. The district provides all programs and services without expense to the child’s parents. 5. Each time the school district proposes to access the parent’s private insurance to support the costs of IEP implementation, the school district obtains the parent’s consent and informs the parents that their refusal to permit the school district to access their private insurance does not relieve the district of its responsibility to ensure that all required services are provided at no cost to the parents. <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">State Requirements</td> <td style="width: 50%;">Federal Requirements</td> </tr> <tr> <td>603 CMR 28.06(3)</td> <td>34 CFR 300.17(a); 300.101-104; 300.154</td> </tr> </table>	State Requirements	Federal Requirements	603 CMR 28.06(3)	34 CFR 300.17(a); 300.101-104; 300.154
State Requirements	Federal Requirements				
603 CMR 28.06(3)	34 CFR 300.17(a); 300.101-104; 300.154				
	Rating: Implemented District Response Required: No				

CRITERION NUMBER	
	Legal Standard
SE 37	<p>Procedures for approved and unapproved out-of-district placements</p> <ol style="list-style-type: none"> 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

CRITERION NUMBER	
	Legal Standard
	<p>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.</p> <ol style="list-style-type: none"> <li data-bbox="407 611 1398 863">2. <u>Student right to full procedural protections</u>: The school district retains full responsibility for ensuring that the student is receiving all special education and related services in the student's IEP, as well as all procedural protections of law and regulation. Any Team meetings conducted during the time that a student is enrolled in the out-of-district program are initiated by the school district in coordination with the out-of-district placement. <li data-bbox="407 869 1398 1192">3. <u>Preference to approved programs</u>: The school district, in all circumstances, first seeks to place a student in a program approved by the Department pursuant to the requirements of 603 CMR 28.09. Preference is also given to approved programs located within the Commonwealth of Massachusetts if the choice of such program is consistent with the needs of the student and the choice of such program complies with LRE requirements. When an approved program is available to provide the services on the IEP, the district makes such placement in the approved program in preference to any program not approved by the Department. <li data-bbox="407 1199 1398 1304">4. <u>Written contracts</u>: The school district enters into written contracts with all public and private out-of-district placements. At a minimum, such contracts meet the content requirements of 28.06(3)(f)(1-5). <li data-bbox="407 1310 1398 1562">5. <u>Use of unapproved programs</u>: A school district that places a student in a program that has not been approved by the Department according to the requirements under 603 CMR 28.09 ensures that such programs and services are provided in appropriate settings by appropriately credentialed staff able to deliver the services on the student's IEP. Students placed by the school district in such programs are entitled to the full protections of state and federal special education law and regulation. <li data-bbox="407 1568 1398 1850">6. <u>Placement documentation</u>: The following documentation is maintained by the school district pursuant to its placement of children in unapproved out-of-district programs: <ol style="list-style-type: none"> <li data-bbox="505 1673 1398 1808">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 data-bbox="505 1814 1398 1850">b. <u>Evaluation of facility</u>: The Administrator of Special Education or

CRITERION NUMBER	
	Legal Standard
	<p>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.</p> <p>c. <u>School district approval to operate a private school in Massachusetts</u>: If services in an unapproved program are provided in a school setting, the Administrator of Special Education ensures that such school has received approval from the local school committee under M.G.L. c.76, §1 and a copy of such approval is retained in the student record.</p> <p>d. <u>Pricing</u>: Pursuant to the requirements for Compliance, Reporting and Auditing for Human and Social Services at 808 CMR 1.00, the Administrator obtains pricing forms required to set program prices for programs receiving publicly funded students. Such pricing forms are completed by the proposed placement and document that the price proposed for the student’s tuition is the lowest price charged for similar services to any student in that program.</p> <p>e. <u>Notification of the Department of 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</p>

CRITERION NUMBER	
	Legal Standard
	<p>publicly funded students as set by the state agency responsible for setting program prices.</p> <p>f. <u>Out of state programs</u>: If out-of-district programs are provided in a placement outside of Massachusetts, and such school has not received approval by the Department under 603 CMR 28.09, the Administrator of Special Education ensures that such school has received approval from the host state.</p> <p>State Requirements 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;">Federal Requirements 34 CFR 300.2(c)</p>
	Rating: Implemented District Response Required: No

CRITERION NUMBER	
	Legal Standard
SE 38	<p>Educational services in institutional settings (ESIS) 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.</p> <p><u>School district responsibility:</u></p> <ol style="list-style-type: none"> 1. The district implements its responsibilities to students in institutional settings by acting on requests for evaluation, issuing proposed IEPs in a timely manner, and providing special education and/or related services in accordance with state and federal law. 2. Where a student's IEP requires a type or amount of service that the facility does not provide, it remains the responsibility of the parent's school district to implement the student's IEP by arranging and paying for the provision of such service(s). 3. The parent's school district coordinates with the state agency to ensure that the student receives an evaluation, an annual review, and special education services as identified at a Team meeting convened by the

CRITERION NUMBER			
	Legal Standard		
	parent's school district.		
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">State Requirements 603 CMR 28.06(9)</td> <td style="width: 50%; text-align: right;">Federal Requirements</td> </tr> </table>	State Requirements 603 CMR 28.06(9)	Federal Requirements
State Requirements 603 CMR 28.06(9)	Federal Requirements		
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Rating: Implemented</td> <td style="width: 50%; text-align: right;">District Response Required: No</td> </tr> </table>	Rating: Implemented	District Response Required: No
Rating: Implemented	District Response Required: No		

CRITERION NUMBER	
	Legal Standard
SE 39A	<p>Procedures used to provide services to eligible students enrolled in private schools at private expense whose parents reside in the district</p> <ol style="list-style-type: none"> 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. 2. The district consults with private schools in accordance with federal requirements. 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 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. 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. 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

CRITERION NUMBER	
	Legal Standard
	<p>arrange for the provision of services for the child in the community where the school is located.</p> <ol style="list-style-type: none"> 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. 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. 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. 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. <p>State Requirements M.G.L. c. 71B, section 2 300.300(d)(4) 603 CMR 28.03(1)(e)</p> <p style="text-align: right;">Federal Requirements 34 CFR 300.130-144;</p>
	<p>Rating: Implemented District Response Required: No</p>

CRITERION NUMBER	
SE 39B	<p>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</p> <ol style="list-style-type: none"> 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.

CRITERION NUMBER		
	Legal Standard	
	<p>4. For eligible students served in settings that are substantially separate, serving solely students with disabilities for <u>more than 60% of the students' school schedule</u>, the district provides instructional groupings that do not exceed</p> <ul style="list-style-type: none"> • 8 students to 1 certified special educator or • 12 students to 1 certified special educator and 1 aide. <p>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.</p> <p>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.</p> <p>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.</p>	
	<p>State Requirements 603 CMR 28.06(6)</p>	<p>Federal Requirements</p>
	<p>Rating: Implemented</p>	<p>District Response Required: No</p>

CRITERION NUMBER		
	Legal Standard	
<p>SE 41</p>	<p>Age span requirements 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>	

CRITERION NUMBER			
	Legal Standard		
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">State Requirements 603 CMR 28.06(6)(f)</td> <td style="width: 50%;">Federal Requirements</td> </tr> </table>	State Requirements 603 CMR 28.06(6)(f)	Federal Requirements
State Requirements 603 CMR 28.06(6)(f)	Federal Requirements		
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Rating: Implemented</td> <td style="width: 50%;">District Response Required: No</td> </tr> </table>	Rating: Implemented	District Response Required: No
Rating: Implemented	District Response Required: No		

CRITERION NUMBER	
	Legal Standard
SE 42	<p>Programs for young children three and four years of age <u>General requirements:</u></p> <ol style="list-style-type: none"> 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. 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. 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. 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><u>Types of Settings:</u></p> <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> a. Services in such programs are provided in the home, the public school, Head Start, or a licensed childcare setting. 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

CRITERION NUMBER				
	Legal Standard			
	<p style="text-align: center;">7 then the class size does not exceed 15 students with 1 teacher and 1 aide.</p> <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> <p>a. Substantially separate programs are programs in which more than 50% of the children have disabilities.</p> <p>b. Substantially separate programs operated by the district limit class sizes to 9 students with 1 teacher and 1 aide.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> State Requirements 603 CMR 28.06(7) 300.323(b) </td> <td style="width: 50%; vertical-align: top;"> Federal Requirements 34 CFR 300.101(b); 300.124(b); </td> </tr> </table>		State Requirements 603 CMR 28.06(7) 300.323(b)	Federal Requirements 34 CFR 300.101(b); 300.124(b);
State Requirements 603 CMR 28.06(7) 300.323(b)	Federal Requirements 34 CFR 300.101(b); 300.124(b);			
	Rating: Partially Implemented	District Response Required: Yes		

Department of Elementary and Secondary Education Findings:

A review of student records, documentation and interviews indicate that several integrated preschool programs have an enrollment of more than 50% of children with disabilities.

CRITERION NUMBER	SPECIAL EDUCATION V. STUDENT SUPPORT SERVICES			
	Legal Standard			
SE 43	<p>Behavioral interventions For a student whose behavior impedes their learning or the learning of others, the Team considers the student’s behavior including positive behavioral interventions and the possible need for a functional behavioral assessment.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> State Requirements </td> <td style="width: 50%; vertical-align: top;"> Federal Requirements 34 CFR 300.324(a)(2)(i) </td> </tr> </table>		State Requirements	Federal Requirements 34 CFR 300.324(a)(2)(i)
State Requirements	Federal Requirements 34 CFR 300.324(a)(2)(i)			
	Rating: Implemented	District Response Required: No		

CRITERION NUMBER	
	Legal Standard
SE 44	<p>Procedure for recording suspensions The district has a procedure to record the number and duration of suspensions from any part of the student’s program, including suspensions from special transportation prescribed by the IEP.</p> <p>State Requirements</p> <p style="text-align: right;">Federal Requirements 34 CFR 300.530 IDEA 2004 Final Regulations, Analysis of Comments and Changes, Federal Register 71 (14 August 2006): 46715</p>
	Rating: Implemented District Response Required: No

CRITERION NUMBER	
	Legal Standard
SE 45	<p>Procedures for suspension up to 10 days and after 10 days: General requirements</p> <ol style="list-style-type: none"> 1. Any eligible student may be suspended up to 10 days in any school year without implementation of procedures described in criterion SE 46 below. 2. After a student with special needs has been suspended for 10 days in any school year, during any subsequent removal the public school provides sufficient services for the student to continue to receive a free and appropriate public education. 3. The school provides additional procedural safeguards for students with disabilities prior to any suspension beyond 10 consecutive days or more than 10 cumulative days (if there is a pattern of suspension) in any school year. <p>State Requirements M.G.L. c. 76, §§ 16-17</p> <p style="text-align: right;">Federal Requirements 34 CFR 300.530-300.537</p>
	Rating: Implemented District Response Required: No

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

CRITERION NUMBER		
	Legal Standard	
	6. transportation 7. recess and physical education, including adapted physical education 8. athletics and recreational activities 9. school-sponsored groups or clubs 10. meals	State Requirements 603 CMR 28.06(5)
		Federal Requirements 34 CFR 300.101 – 300.113
	Rating: Commendable	District Response Required: No

Department of Elementary and Secondary Education Findings:

The district provides an extensive array of extended school day services as described in SE 34, including music and art therapy. The district conducts three Special Olympics each year to ensure that students with disabilities have multiple and equal opportunities to participate in athletic sports teams and events that coincide with fall, winter and spring sports programs. In addition, nurses frequently attend field trips to ensure that students with health impairments and medical needs can participate safely in field trips and outings with their peers.

CRITERION NUMBER		
	Legal Standard	
SE 49	Related services 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: <ol style="list-style-type: none"> 1. speech-language pathology and audiology services 2. psychological services 3. physical therapy 4. occupational therapy 5. recreation, including therapeutic recreation 6. early identification and assessment of disabilities in children 7. counseling services, including rehabilitation counseling 8. orientation and mobility services (peripatology) 9. medical services for diagnostic or evaluation purposes 10. school health services, including school nurse services 	

CRITERION NUMBER	
	Legal Standard
	<p>11. social work services in schools 12. parent counseling and training, and 13. interpreting services.</p> <p>State Requirements 603 CMR 28.02(18)</p> <p>Federal Requirements 34 CFR 300.34; 300.323(c)</p>
	Rating: Implemented District Response Required: No

CRITERION NUMBER	SPECIAL EDUCATION VI. FACULTY, STAFF AND ADMINISTRATION		
	Legal Standard		
SE 50	<p>Administrator of Special Education 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>State Requirements M.G.L. c. 71B, § 3A; 603 CMR 28.03(2)</p> <p>Federal Requirements</p>		
	Rating: Implemented	District Response Required:	No

CRITERION NUMBER	
	Legal Standard
SE 51	<p>Appropriate special education teacher licensure Except at Commonwealth charter schools, individuals who design and/or provide direct special education services described in IEPs are appropriately licensed.</p>

CRITERION NUMBER			
	Legal Standard		
	State Requirements M.G.L. c. 71, s. 38G; s. 89(qq); 603 CMR 1.07; 7.00; 28.02(3)	Federal Requirements 34 CFR 300.18; 300.156	
	Rating: Implemented	District Response Required:	No

CRITERION NUMBER			
	Legal Standard		
SE 52	Appropriate certifications/licenses or other credentials -- related service providers 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.		
	State Requirements 603 CMR 28.02(3),(18)	Federal Requirements 34 CFR 300.34; 300.156(b)	
	<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 http://www.doe.mass.edu/news/news.asp?id=3416.</i>		
	Rating: Implemented	District Response Required:	No

CRITERION NUMBER			
	Legal Standard		
	<p>difficulties, along with information on appropriate emergency measures. Transportation providers include drivers of regular and special education vehicles and any attendants or aides identified by a Team for either type of vehicle.</p> <p>State Requirements Federal Requirements M.G.L. c. 71, §§ 38G , 38Q and 38Q ½ 603 CMR 28.03(1)(a); 28.06(8)(b) and (c)</p>		
	Rating: Implemented	District Response Required:	No

CRITERION NUMBER	SPECIAL EDUCATION VII. SCHOOL FACILITIES		
	Legal Standard		
SE 55	<p>Special education facilities and classrooms The school district provides facilities and classrooms for eligible students that</p> <ol style="list-style-type: none"> 1. maximize the inclusion of such students into the life of the school; 2. provide accessibility in order to implement fully each child’s IEP; 3. are at least equal in all physical respects to the average standards of general education facilities and classrooms; 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 5. are not identified by signs or other means that stigmatize such students. <p>State Requirements Federal Requirements 603 CMR 28.03(1)(b) Section 504 of the Rehabilitation Act of 1973</p>		
	Rating: Implemented	District Response Required:	No

**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
	Legal Standard
CR 3	<p>Access to a full range of education programs 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>Rating: Implemented District Response Required: No</p>

CRITERION NUMBER	
	Legal Standard
CR 4	<p>Placement of female students, male students, homeless students, students with disabilities, and students from linguistic and racial/ethnic groups 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>
	<p>Rating: Implemented District Response Required: No</p>

CRITERION NUMBER	
	Legal Standard
CR 6	<p>Availability of in-school programs for pregnant students</p> <ol style="list-style-type: none"> 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. 2. The district does not require a pregnant student to obtain the certification of a physician that the student is physically and emotionally able to continue in school unless it requires such certification for all students for other physical or emotional conditions requiring the attention of a physician. <p>Title IX: 20 U.S.C. 1681; 34 CFR 106.40(b)</p>
	<p>Rating: Commendable District Response Required: No</p>

Department of Elementary and Secondary Education Findings:

A review of documents and interviews indicate that the district has an exemplary program for pregnant students. In addition to having full access to academic and extracurricular activities, this program provides options for students to have onsite childcare until the age of two, attend family life education and parenting classes in the onsite nursery and receive weekly monitoring from a nurse. Students have the option of attending academic, vocational and school to work programs.

CRITERION NUMBER	CIVIL RIGHTS METHODS OF ADMINISTRATION (CR) AND OTHER RELATED GENERAL EDUCATION REQUIREMENTS III. PARENTAL INVOLVEMENT
	Legal Standard
CR 7	<p>Information to be translated into languages other than English</p> <ol style="list-style-type: none"> 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 limited English skills, including those who speak low-incidence languages.

CRITERION NUMBER	CIVIL RIGHTS METHODS OF ADMINISTRATION (CR) AND OTHER RELATED GENERAL EDUCATION REQUIREMENTS III. PARENTAL INVOLVEMENT
	Legal Standard
	<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>Title VI; EEOA: 20 U.S.C. 1703(f); M.G.L. c. 76, s. 5; 603 CMR 26.02(2)</p>
	Rating: Commendable District Response Required: No

Department of Elementary and Secondary Education Findings:

A review of student records, documentation and interviews indicate that the district provides extensive interpreting services; several staff members are multilingual in the three highest frequency languages in the district. Translated documents and information is extensive and can be found on the district’s website. The district also has training and safety video tapes available in several languages. Lastly, the district utilizes an instant alert phone message system, which allows parents to receive important district and school information through phone messages in their native language.

CRITERION NUMBER	CIVIL RIGHTS METHODS OF ADMINISTRATION (CR) AND OTHER RELATED GENERAL EDUCATION REQUIREMENTS IV. CURRICULUM AND INSTRUCTION
	Legal Standard
CR 7A	<p>School year schedules</p> <ol style="list-style-type: none"> 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. 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. 3. Where the school district sets a separate school year and school day schedule for kindergarten programs, it provides at least 425 hours of

CRITERION NUMBER	CIVIL RIGHTS METHODS OF ADMINISTRATION (CR) AND OTHER RELATED GENERAL EDUCATION REQUIREMENTS IV. CURRICULUM AND INSTRUCTION	
	Legal Standard	
	structured learning time a year. If the district schedules two sessions of kindergarten a day, it ensures equal instructional time for all kindergarten students. M.G.L. c. 69, § 1G; 603 CMR 27.03, 27.04	
	Rating: Implemented	District Response Required: No

CRITERION NUMBER	
	Legal Standard
CR 7B	<p>Structured learning time</p> <ol style="list-style-type: none"> 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. 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. 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

CRITERION NUMBER	
	Legal Standard
	spent by students are verified. M.G.L. c. 69, § 1G; 603 CMR 27.02, 27.04
	Rating: Implemented District Response Required: No

CRITERION NUMBER	
	Legal Standard
CR 7C	Early release of high school seniors When the school district schedules the early release at the end of the year of the senior class of a high school, it does so in a way that conforms with Board of Elementary and Secondary 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. M.G.L. c. 69, § 1G; 603 CMR 27.05
	Rating: Implemented District Response Required: No

CRITERION NUMBER	
	Legal Standard
CR 8	Accessibility of extracurricular activities Extracurricular activities sponsored by the district are nondiscriminatory in that: 1. the school provides equal opportunity for all students to participate in intramural and interscholastic sports; 2. extracurricular activities or clubs sponsored by the school do not exclude students on the basis of race, sex, color, religion, national origin, sexual

CRITERION NUMBER	
	Legal Standard
	<p>orientation, disability, or homelessness.</p> <p>Title VI: 42 U.S.C. 2000d; 34 CFR 100.3(a), (b); Title IX: 20 U.S.C. 1681; 34 CFR 106.31, 106.41; Section 504: 29 U.S.C. 794; 34 CFR 104.4, 104.37(a), (c); Title II: 42 U.S.C. 12132; 28 CFR 35.130; NCLB: Title X, Part C, Sec. 721; Mass. Const. amend. art 114; M.G.L. c. 76, § 5; 603 CMR 26.06</p>
	<p>Rating: Implemented District Response Required: No</p>

CRITERION NUMBER	
	Legal Standard
CR 9	<p>Hiring and employment practices of prospective employers of students</p> <ol style="list-style-type: none"> 1. The district requires employers recruiting at the school to sign a statement that the employer complies with applicable federal and state laws prohibiting discrimination in hiring or employment practices. 2. Prospective employers to whom this criterion applies include those participating in career days and work-study and apprenticeship training programs, as well as those offering cooperative work experience. <p>Title VI: 42 U.S.C. 2000d; 34 CFR 100.3(b)(1),(2); Title IX: 20 U.S.C. 1681; 34 CFR 106.38; Section 504: 29 U.S.C. 794; 34 CFR 104.4(b)(1)(v), 104.37(a); Title II: 42 U.S.C. 12132; 28 CFR 35.130(b)(1)(v); M.G.L. c. 76, § 5; 603 CMR 26.07(5)</p>
	<p>Rating: Implemented District Response Required: No</p>

CRITERION NUMBER	CIVIL RIGHTS METHODS OF ADMINISTRATION (CR) AND OTHER RELATED GENERAL EDUCATION REQUIREMENTS V. STUDENT SUPPORT SERVICES
	Legal Standard
CR 10A	<p>Student handbooks and codes of conduct</p> <ol style="list-style-type: none"> 1. <ol style="list-style-type: none"> a) The district has a code of conduct for students and one for teachers. b) The principal of every school containing grades 9-12 prepares, in consultation with the school council, a student handbook containing the student code of conduct and distributes it to each student annually, as well as to parents and school personnel; the school council reviews and revises the student code of conduct every year. c) The principal of every school containing other grades distributes the district’s student code of conduct to students, parents, and personnel annually. d) At the request of a parent or student whose primary language is not English, a student handbook or student code of conduct is translated into that language. 2. Student codes of conduct contain: <ol style="list-style-type: none"> a) procedures assuring due process in disciplinary proceedings and b) appropriate procedures for the discipline of students with special needs and students with Section 504 Accommodation Plans. 3. Student handbooks and codes of conduct reference M.G.L. c. 76, s. 5 and contain: <ol style="list-style-type: none"> a) a nondiscrimination policy that is consistent with M.G.L. c. 76, s. 5, and affirms the school’s non-tolerance for harassment based on race, color, national origin, sex, religion, or sexual orientation, or discrimination on those same bases; b) the school’s procedure for accepting, investigating and resolving complaints alleging discrimination or harassment; and c) the disciplinary measures that the school may impose if it determines that harassment or discrimination has occurred. <p>Section 504; M.G.L. c. 71, § 37H; 603 CMR 26.08</p>
	<p>Rating: Partially Implemented District Response Required: Yes</p>

Department of Elementary and Secondary Education Findings:

A review of documents indicates that the district does not have a code of conduct for teachers. While the district handbooks contain procedures for the discipline of special needs students, disciplinary procedures for students on Section 504 Accommodation Plans were not included in the codes of conduct.

CRITERION NUMBER	
	Legal Standard
CR 11A	<p>Designation of coordinator(s); grievance procedures</p> <ol style="list-style-type: none"> 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. 2. The district has adopted and published grievance procedures for students and for employees providing for prompt and equitable resolution of complaints alleging discrimination based on sex or disability. <p>Title IX: 20 U.S.C. 1681; 34 CFR 106.8; Section 504: 29 U.S.C. 794; 34 CFR 104.7; Title II: 42 U.S.C. 12132; 28 CFR 35.107</p>
	<p>Rating: Implemented District Response Required: No</p>

CRITERION NUMBER	
	Legal Standard
CR 12A	<p>Annual and continuous notification concerning nondiscrimination and coordinators</p> <ol style="list-style-type: none"> 1. If the district offers vocational education programs, it advises students, parents, employees and the general public before the beginning of each school year that all vocational opportunities will be offered regardless of race, color, national origin, sex or disability. The notice includes a brief summary of program offerings and admission criteria and the name(s), office address(es), and phone number(s) of the person(s) designated under CR 11A to coordinate compliance under Title IX and Section 504. 2. In all cases, the district takes continuing steps to notify applicants, students, parents, and employees (including those with impaired vision or hearing), as well as unions or professional organizations holding collective bargaining or professional agreements with the district, that it does not discriminate on the basis of race, color, national origin, sex, or disability. This notice, also, includes the name(s), office address(es), and phone number(s) of the person(s) designated under CR 11A to coordinate compliance under Title IX and Section 504. 3. Written materials and other media used to publicize a school include a notice that the school does not discriminate on the basis of race, color, national origin, sex, disability, religion, or sexual orientation.

CRITERION NUMBER	
	Legal Standard
	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)
	Rating: Implemented District Response Required: No

CRITERION NUMBER	
	Legal Standard
CR 13	<p>Availability of information and academic counseling on general curricular and occupational/vocational opportunities Students from linguistic, racial, and ethnic minorities; males; females; homeless students; and students with disabilities all receive, in grades 7-12, the same information and 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>
	Rating: Implemented District Response Required: No

CRITERION NUMBER	
	Legal Standard
CR 14	<p>Counseling and counseling materials free from bias and stereotypes To ensure that counseling and counseling materials are free from bias and stereotypes on the basis of race, color, sex, religion, national origin, sexual orientation, disability, and homelessness, all counselors:</p> <ol style="list-style-type: none"> 1. encourage students to consider programs of study, courses,

CRITERION NUMBER				
	Legal Standard			
	<p>extracurricular activities, and occupational opportunities on the basis of individual interests, abilities, and skills;</p> <ol style="list-style-type: none"> 2. examine testing materials for bias and counteract any found bias when administering tests and interpreting test results; 3. communicate effectively with limited-English-proficient and disabled students and facilitate their access to all programs and services offered by the district; 4. provide limited-English-proficient students with the opportunity to receive guidance and counseling in a language they understand; 5. support students in educational and occupational pursuits that are nontraditional for their gender. <p>Title VI: 42 U.S.C. 2000d; 34 CFR 100.3(a), (b); EEOA: 20 U.S.C. 1703(f); Title IX: 20 U.S.C. 1681; 34 CFR 106.31, 106.36; Section 504: 29 U.S.C. 794; 34 CFR 104.4, 104.37; Title II: 42 U.S.C. 12132; 28 CFR 35.130, 35.160; NCLB: Title III, Part A, Sec. 3121(c)(1)(C); Title X, Part C, Sec. 721; Mass. Const. amend. art. 114; M.G.L. c. 71A, § 7; c. 76, § 5; 603 CMR 26.04, 26.07(8)</p>			
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Rating: Implemented</td> <td style="width: 25%; text-align: center;">District Response Required:</td> <td style="width: 25%; text-align: center;">No</td> </tr> </table>	Rating: Implemented	District Response Required:	No
Rating: Implemented	District Response Required:	No		

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

CRITERION NUMBER	
	Legal Standard
	Rating: Implemented District Response Required: No

CRITERION NUMBER	
	Legal Standard
CR 16	<p>Notice to students 16 or over leaving school without a high school diploma, certificate of attainment, or certificate of completion</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>
	Rating: Implemented District Response Required: No

CRITERION NUMBER	
	Legal Standard
CR 17	<p>Screening for vision, hearing and posture 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>Rating: Commendable District Response Required: No</p>

Department of Elementary and Secondary Education Findings:

A review of documentation and interviews indicate that school nurses are programmatically involved in the early childhood and early elementary substantially separate special needs classrooms. Through their frequent visits, consultation, and classroom health lessons, relationships with students are established. As a result, nurses are able to conduct and accurately assess students' vision, hearing and posture that would otherwise be problematic due to the nature of the disabilities and the physical and sensory demands of the screenings.

CRITERION NUMBER	
	Legal Standard
CR 17A	<p>Use of physical restraint on any student enrolled in a publicly-funded education program</p> <ol style="list-style-type: none"> 1. The district has developed and implemented staff training at least annually on the use of restraint consistent with regulatory requirements. Such training occurs within the first month of each school year and, for employees hired after the school year begins, within a month of their employment. 2. The district administers physical restraint on students only when needed to protect a student and/or a member of the school community from imminent, serious, physical harm. The district implements restraint procedures consistent with Department of 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. 3. The district has developed written procedures regarding appropriate responses to student behavior that may require immediate intervention. Such procedures are annually reviewed and provided to school staff and made available to parents of enrolled students. 4. The district has developed and implemented reporting requirements

CRITERION NUMBER	
	Legal Standard
	<p>and procedures for administrators, parents and the Department of Elementary and Secondary Education consistent with the regulations.</p> <p>5. The district has developed and implemented any applicable individual waiver procedures consistent with the regulations.</p> <p style="text-align: center;">M.G.L. c. 71, § 37G; 603 CMR 46.00</p>
	<p>Rating: Implemented District Response Required: No</p>

CRITERION NUMBER	CIVIL RIGHTS METHODS OF ADMINISTRATION (CR) AND OTHER RELATED GENERAL EDUCATION REQUIREMENTS VI. FACULTY, STAFF AND ADMINISTRATION
	Legal Standard
CR 18	<p>Responsibilities of the school principal</p> <p>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.</p> <p>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</p>

CRITERION NUMBER	CIVIL RIGHTS METHODS OF ADMINISTRATION (CR) AND OTHER RELATED GENERAL EDUCATION REQUIREMENTS VI. FACULTY, STAFF AND ADMINISTRATION
	Legal Standard
	<p>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></p> <p>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.</p> <p>4. Educational services in home or hospital. Upon receipt of a physician's written order verifying that any student enrolled in a public school or placed by the public school in a private setting must remain at home or in a hospital on a day or overnight basis, or any combination of both, for medical reasons and for a period of not less than fourteen school days in any school year, the principal arranges for provision of educational services in the home or hospital. Such services are provided with sufficient frequency to allow the 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>Rating: Commendable District Response Required: No</p>

Department of Elementary and Secondary Education Findings:

A review of student records, documents and interviews indicate that all principles extensively promote instructional practices responsive to student needs and ensure that comprehensive instructional supports are available for students and teachers. The district has implemented a three-tier literacy model with integrated learning teams, and has literacy tutors in reading and math. DCAPS are implemented and building-based support teams meet weekly to identify and write individualized accommodation plans. Principals have monthly meetings with the administrator of special education and the superintendent to review individual student placements, as well as level meetings to individualize accommodations for students. Principals are student-centered and have systems in place to monitor the implementation of DCAPS and ICAPS.

CRITERION NUMBER			
	Legal Standard		
CR 20	<p>Staff training on confidentiality of student records The district trains school personnel on the provisions of the Family Educational Rights and Privacy Act, M.G.L. c. 71, s. 34H, and 603 CMR 23.00 and on the importance of information privacy and confidentiality.</p> <p>FERPA: 20 U.S.C. § 1232g; 34 CFR Part 99; M.G.L. c. 71, § 34H; 603 CMR 23.00, esp. 23.05(3)</p>		
	Rating: Implemented	District Response Required:	No

CRITERION NUMBER			
	Legal Standard		
CR 21	<p>Staff training regarding civil rights responsibilities The district provides in-service training for all school personnel at least annually regarding civil rights responsibilities, including the prevention of discrimination and harassment on the basis of students’ race, color, sex, religion, national origin and sexual orientation and the appropriate methods for responding to it in the school setting.</p> <p>Title VI: 42 U.S.C. 2000d; 34 CFR 100.3; EEOA: 20 U.S.C. 1703(f); Title IX: 20 U.S.C. 1681; 34 CFR 106.31-106.42; M.G.L. c. 76, § 5; 603 CMR 26.00, esp. 26.07(2), (3)</p>		
	Rating: Implemented	District Response Required:	No

CRITERION NUMBER	CIVIL RIGHTS METHODS OF ADMINISTRATION (CR) AND OTHER RELATED GENERAL EDUCATION REQUIREMENTS VII. SCHOOL FACILITIES		
	Legal Standard		
CR 22	<p>Accessibility of district programs and services for students with disabilities In at least one facility within the district, the district makes available and entirely accessible to students with disabilities all educational and vocational programs and services offered at each level (preschool, elementary and secondary).</p> <p>Section 504: 29 U.S.C. 794; 34 CFR 104.21,104.22; Title II: 42 U.S.C. 12132; 28 CFR 35.149, 35.150; Mass. Const. amend. art. 114; 603 CMR 28.03(1)(b)(1)</p>		
	Rating: Implemented	District Response Required:	No

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

CRITERION NUMBER	CIVIL RIGHTS METHODS OF ADMINISTRATION (CR) AND OTHER RELATED GENERAL EDUCATION REQUIREMENTS VIII. PROGRAM PLAN AND EVALUATION
	Legal Standard
CR 24	<p>Curriculum review 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>
	<p>Rating: Implemented District Response Required: No</p>

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

Department of Elementary and Secondary Education Findings:

A review of documentation and interviews indicate that the district does an exemplary job of evaluating its programs and services. The district is data driven and collects data from a variety of sources (MCAS scores, drop out rates, attendance data, promotion and retention, disciplinary data). Based on the district’s ongoing institutional evaluation it has made

programmatic changes; Quincy High School reduced its drop out rate from 120 students to 62 students within one year of initiating the alternative night school program. The district decreased its special education referrals by adding a full day kindergarten, and implementing an integrated learning team and literacy program. At the middle and high school levels the district has increased its subgroups of special education students passing MCAS by increasing co-teaching inclusion classes and creating instructional blocks three times a week for content area re-teaching. Based on the district's self evaluation it has identified an area of programmatic need for a general education program at the middle school and high school level. A new program is targeted to start during the 2008-2009 school year for students with emotional and mental health issues.

Due to the district's concern for LEP students, the district received a Century 21 grant to ensure that non and limited English speaking students have opportunities to practice English in social settings and have established before and after school clubs, activities and programs at all levels.

CRITERION NUMBER	CIVIL RIGHTS METHODS OF ADMINISTRATION (CR) AND OTHER RELATED GENERAL EDUCATION REQUIREMENTS IX. RECORD KEEPING
	Legal Standard
CR 26A	<p>Confidentiality and student records</p> <ol style="list-style-type: none"> 1. In accordance with federal and state requirements, the district protects the confidentiality of any personally identifiable information that it collects uses or maintains. 2. The district maintains and provides access to student records in accordance with federal and state requirements. <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>Rating: Partially Implemented District Response Required: Yes</p>

Department of Elementary and Secondary Education Findings:
See ELE 18 below.

ENGLISH LEARNER EDUCATION

**LEGAL STANDARDS,
COMPLIANCE RATINGS AND
FINDINGS**

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

CRITERION NUMBER	
	Legal Standard
ELE 2	<p>MCAS</p> <p>Limited English proficient students participate in the annual administration of the MCAS (Massachusetts Comprehensive Assessment System) exam as required and in accordance with Department guidelines.</p> <p style="text-align: right;">Authority: NCLB, Title I, Title VI; M.G.L. c. 69, § 1I; c. 71A, § 7</p>
	<p>Rating: Implemented District Response Required: No</p>

CRITERION NUMBER	ENGLISH LEARNER EDUCATION II. STUDENT IDENTIFICATION AND PLACEMENT	
	Legal Standard	
ELE 3	<p>Initial Identification 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: center;">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>	
	Rating: Implemented	District Response Required: No

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

CRITERION NUMBER	
	Legal Standard
	<p>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.</p> <p>Authority: M.G.L. c. 71A, § 5; 603 CMR 14.04(3)</p>
	<p>Rating: Partially Implemented District Response Required: Yes</p>

Department of Elementary and Secondary Education Findings:

A review of documentation indicates that while the district has a waiver form, the district does not inform parents of their right to apply for a waiver.

CRITERION NUMBER	
	Legal Standard
ELE 5	<p>Program Placement and Structure</p> <p>1. <i>The district places LEP students in</i></p> <ul style="list-style-type: none"> 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 b. “two-way bilingual” classrooms, in which students develop language proficiency in two languages by receiving instruction in English and another language in a classroom that is usually comprised of an equal number of proficient English speakers and proficient speakers of the other language; or c. (for kindergarten students) either a sheltered English immersion, two-way bilingual, or an English-only language general education classroom with assistance in English language acquisition, including, but not limited to, ESL; or 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. <p>2. Regardless of the program model, districts provide LEP students with content instruction that is based on the Massachusetts Curriculum Frameworks.</p>

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

Department of Elementary and Secondary Education Findings:

A review of documentation indicates that at the elementary and secondary levels, LEP students receive ESL instruction, with the exception of transitioning students at the elementary level, who are placed in mainstream classrooms and do not receive ESL support.

The amount of time that LEP students at a particular proficiency receive ESL instruction is inconsistent. For example, of the two hundred LEP students at the early intermediate level in elementary school, half receive ten hours or more of ESL instruction per week, while the other half of these students receive only five to ten hours of ESL instruction weekly. The amount of ESL instruction provided to some students is not in accordance with the recommendations of the Commissioner’s memorandum of June 2004. This is the case at the elementary and middle schools, for students at the beginner, early intermediate, and intermediate proficiency levels. Likewise, at the high school, early intermediate and intermediate English Language Learners do not always receive ESL instruction in amounts that are in accordance with the Commissioner’s memorandum, which states that beginners and early intermediate-level students should receive at least 2.5 hours of ESL instruction per day, while intermediate-level students should receive from 1 to 2 hours of ESL instruction per day.

The district submitted a draft of its ESL curriculum.

Most LEP students do not receive sheltered content instruction, as many classroom teachers have not completed SEI professional development focused on the skills and knowledge necessary for sheltering instruction, described in the Commissioner’s memorandum of June 2004. (see ELE 14)

CRITERION NUMBER	
	Legal Standard
ELE 6	<p>Program Exit and Readiness</p> <p>1. The district does not re-designate a student from Limited English Proficient (LEP) to Formerly Limited English Proficient (FLEP) until 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.</p> <p>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.</p> <p style="text-align: center;">Authority: Title VI; EEOA; M.G.L. c. 71A, § 4</p>
	Rating: Partially Implemented District Response Required: Yes

Department of Elementary and Secondary Education Findings:

A review of documents indicates that the district has procedures for re-designation of LEP students to FLEP, including the use of assessment data such as the MEPA and MELA-O. However, it does not state the minimum scores on these assessments that are necessary to obtain in order for students to be considered for re-designation.

District documents for “Promotion Procedures and Exit Criteria” state that, “The Massachusetts Department of Elementary and Secondary Education recommends one year in the English Immersion Program.” This is not an accurate statement.

CRITERION NUMBER	ENGLISH LEARNER EDUCATION III. PARENTAL INVOLVEMENT
	Legal Standard
ELE 7	<p>Parent Involvement</p> <p>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>
	Rating: Implemented District Response Required: No

CRITERION NUMBER	ENGLISH LEARNER EDUCATION IV. CURRICULUM AND INSTRUCTION
	Legal Standard
ELE 8	<p>Declining Entry to a Program 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>
	Rating: Partially Implemented District Response Required: Yes

Department of Elementary and Secondary Education Findings:

A review of documents, student records and interviews indicate that the district is not notifying parents of their right to decline entry into the ELE program.

CRITERION NUMBER	
	Legal Standard
ELE 9	<p>Instructional Grouping</p> <ol style="list-style-type: none"> 1. The district only groups LEP students of different ages together in instructional settings if their levels of English proficiency are similar. 2. The district’s grouping of students ensures that LEP students receive effective content instruction at appropriate academic levels and that ESL/ELD instruction is at the appropriate proficiency level and based on the English Language Proficiency Benchmarks and Outcomes. <p style="text-align: center;">Authority: Title VI; EEOA; M.G.L. c. 71A, § 4</p>
	Rating: Implemented District Response Required: No

CRITERION NUMBER	
	Legal Standard
ELE 10	<p>Parental Notification</p> <ol style="list-style-type: none"> 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"> (a) the reasons for identification of the student as Limited English Proficient (LEP); (b) the child’s level of English proficiency; (c) program placement and/or the method of instruction used in the program; (d) how the program will meet the educational strengths and needs of the student; (e) how the program will specifically help the child learn English; (f) the specific exit requirements; and (g) the parents’ right to apply for a waiver (see ELE 4), or to decline to enroll their child in the program (see ELE 8). (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.) 2. The district provides to parents and guardians of LEP students, report cards, and progress reports in the same manner and with the same frequency as general education reporting. The reports are, to the maximum extent possible, written in a language understandable to the parent/guardian. <p style="text-align: center;">Authority: NCLB, Title III; M.G.L. c. 71A, § 7; 603 CMR 14.02</p>
	<p>Rating: Partially Implemented District Response Required: Yes</p>

Department of Elementary and Secondary Education Findings:

A review of documentation, student records and interviews indicate that parental notification is not sent annually and is provided only upon initial identification. The parent notification letter omits the required information listed in ELE 10 a-g above. Lastly, the district does not provide progress reports with the same frequency as general education reporting.

CRITERION NUMBER	ENGLISH LEARNER EDUCATION V. STUDENT SUPPORT SERVICES
	Legal Standard
ELE 11	<p>Equal Access to Academic Programs and Services</p> <ol style="list-style-type: none"> 1. The districts does not segregate LEP students from their English-speaking peers, except where programmatically necessary, to implement an English learner education program. 2. The district ensures that LEP students participate fully with their English-speaking peers and are provided support in non-core academic courses. 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. 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. 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. 6. Reserved 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. 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. <p style="text-align: center;">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)</p>

CRITERION NUMBER	ENGLISH LEARNER EDUCATION V. STUDENT SUPPORT SERVICES		
	Legal Standard		
	Rating: Partially Implemented	District Response Required:	Yes

Department of Elementary and Secondary Education Findings:

Review of documentation indicates that classroom teachers are not sufficiently trained in sheltering English content; therefore, limited English proficient students do not have access to the same content standards as their English-speaking peers. See also ELE 5 & ELE 14.

CRITERION NUMBER			
	Legal Standard		
ELE 12	<p>Equal Access to Nonacademic and Extracurricular Programs</p> <ol style="list-style-type: none"> 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. 2. Information provided to students about extracurricular activities and school events is provided to LEP students in a language they understand. <p>Authority: Title VI; EEOA; M.G.L. c. 76, § 5; 603 CMR 26.06(2)</p>		
	Rating: Implemented	District Response Required:	No

CRITERION NUMBER			
	Legal Standard		
ELE 13	<p>Follow-up Support 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 style="text-align: center;">Authority: Title VI; EEOA; NCLB, Title III</p>		
	Rating: Not Implemented	District Response Required:	Yes

Department of Elementary and Secondary Education Findings:

A review of student records, documents and interviews indicate that the district does not have a system in place for monitoring students who have exited the ELE program.

CRITERION NUMBER	ENGLISH LEARNER EDUCATION VI. FACULTY, STAFF AND ADMINISTRATION		
	Legal Standard		
ELE 14	<p>Licensure Requirements</p> <ol style="list-style-type: none"> 1. Reserved. 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. 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. 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. 		

CRITERION NUMBER	ENGLISH LEARNER EDUCATION VI. FACULTY, STAFF AND ADMINISTRATION		
	Legal Standard		
	Authority: Title VI; EEOA; M.G.L. c. 71, § 38G; St. 2002, c. 218, § 25		
	Rating: Partially Implemented	District Response Required:	Yes

Department of Elementary and Secondary Education Findings:

A review of documents indicates that of the 24 teachers who deliver ESL instruction, 20 are licensed in ESL.

Some teachers at both the elementary and secondary level have completed all four categories of SEI Professional Development described in the Commissioner's memorandum of June 2004. However, there are many teachers at all levels that still need to participate in this professional development.

CRITERION NUMBER			
	Legal Standard		
ELE 15	<p>Professional Development Requirements</p> <p>District schools with LEP students implement a professional development plan that provides teachers and administrators with high quality training, 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 English, and in meeting academic standards.</p> <p>Authority: NCLB, Title III</p>		
	Rating: Implemented	District Response Required:	No

CRITERION NUMBER	ENGLISH LEARNER EDUCATION VII. SCHOOL FACILITIES
	Legal Standard
ELE 16	<p>Equitable Facilities The district ensures that LEP students are provided facilities, materials and services comparable to those provided to the overall student population.</p> <p>Authority: Title VI; EEOA; M.G.L. c. 76, § 5; 603 CMR 26.07</p>
	<p>Rating: Implemented District Response Required: No</p>

CRITERION NUMBER	ENGLISH LEARNER EDUCATION VIII. PROGRAM PLAN AND EVALUATION
	Legal Standard
ELE 17	<p>Program Evaluation 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.</p> <p>Authority: Title VI; EEOA</p>
	<p>Rating: Not Implemented District Response Required: Yes</p>

Department of Elementary and Secondary Education Findings:

A review of documents and interviews indicate that the district has not conducted periodic evaluations of the effectiveness of its ELE program. Interviews indicate that administrators and teachers were unaware of any program evaluations with the exception of principals reviewing and evaluating MCAS data for the LEP subgroup.

CRITERION NUMBER	ENGLISH LEARNER EDUCATION IX. RECORD KEEPING	
	Legal Standard	
<p>ELE 18</p>	<p>Records of LEP Students LEP student records include:</p> <ul style="list-style-type: none"> (a) home language survey; (b) results of identification and proficiency tests and evaluations, including MELA-O, MEPA, MCAS, or other tests chosen by the Board of Elementary and Secondary Education and the district; (c) information about students' previous school experiences; (d) copies of parent notification letters, progress reports and report cards (in the native language, if necessary); (e) evidence of follow-up monitoring (if applicable); (f) documentation of a parent's consent to "opt-out" of English learner education, if applicable; (g) waiver documentation, if applicable; and (h) Individual Student Success Plans for students who have failed MCAS, if the district is required to complete plans for non-LEP students. <p>Authority: Title VI; EEOA; M.G.L. c. 69, § 1I; c. 71A, §§ 5, 7; 603 CMR 14.02, 14.04</p>	
	<p>Rating: Partially Implemented</p>	<p>District Response Required: Yes</p>

Department of Elementary and Secondary Education Findings:

A review of student records and interviews indicate that student records do not contain the following information: annual parent notification letters, information about students' previous school experiences, progress reports, monitoring activities for FLEP students, and documentation of parents' choice to opt out of ELE programs. In addition, ELE student records contained other students' confidential information through grade level DIBELS and MCAS scores.

**CAREER/VOCATIONAL TECHNICAL
EDUCATION**

**LEGAL STANDARDS,
COMPLIANCE RATINGS AND
FINDINGS**

CRITERION NUMBER	CAREER/VOCATIONAL TECHNICAL EDUCATION I. ASSESSMENT OF STUDENTS	
	Legal Standard	
CVTE 1	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>	
	Rating: Implemented	District Response Required: No

CRITERION NUMBER		
	Legal Standard	
CVTE 2	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>	
	Rating: Implemented	District Response Required: No

CRITERION NUMBER	
	Legal Standard
CVTE 3	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>
	Rating: Partially Implemented District Response Required: Yes

Department of Elementary and Secondary Education Findings

Documentation and interviews indicate that knowledge and skills acquired by students are not shared with parents/guardians on a regular basis. The technical competency portion of the cooperative education assessment form measures performance on tasks rather than acquisition of the skills and knowledge in the Vocational Technical Education Frameworks.

CRITERION NUMBER	CAREER/VOCATIONAL TECHNICAL EDUCATION II. STUDENT IDENTIFICATION AND PROGRAM PLACEMENT
	Legal Standard
CVTE 4	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>
	Rating: Implemented District Response Required: No

CRITERION NUMBER	
	Legal Standard
CVTE 5	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 & 135, Vocational Technical Education Regulations 603 CMR 4.03(4) (6 (7), M.G.L.c.76, Section 5.</i>
	Rating: Partially Implemented District Response Required: Yes

Department of Elementary and Secondary Education Findings:

Documentation review indicates that there are no written procedures regarding equal access to cooperative education placements. All six students placed in cooperative education are male and none are special population students. (See CVTE 18 and CVTE 22.)

CRITERION NUMBER	
	Legal Standard
CVTE 6	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>
	Rating: Partially Implemented District Response Required: Yes

Department of Elementary and Secondary Education Findings:

The district's nonresident application form requests information that cannot be used for admissions decisions including the applicant's standardized testing history, health record and IEP/504 plan.

CRITERION NUMBER	
	Legal Standard
CVTE 7	The programs in which students are enrolled meet the Perkins IV definition of career and technical education. <i>Perkins Sections 3 & 135</i>
	Rating: Implemented District Response Required: No

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

Department of Elementary and Secondary Education Findings:

Documentation indicates that one grade twelve student reported in Fashion Design is taking the first course in the sequence as an elective. The Program of Studies for North Quincy High School lists career and technical education majors in Early Education and Care, and Information Technology, but no students were reported in SIMS as enrolled in these areas.

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>
	Rating: Partially Implemented District Response Required: Yes

Department of Elementary and Secondary Education Findings:

Documentation indicates that the district's advisory committees lack individuals with disabilities and racial or linguistic minorities; many advisory committees lack postsecondary representatives, members of both genders and parents/guardians; three committees lack student representatives. The only postsecondary representative on the general advisory committee is a technical trainer at a university.

CRITERION NUMBER	
	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 & 118, Vocational Technical Education Regulations 603 CMR 4.03(4)</i>
	Rating: Partially Implemented District Response Required: Yes

Department of Elementary and Secondary Education Findings:

Interviews and documentation indicate that Career Plans are not developed with the involvement of parents/guardians. Some Career Plans included in the student records reviewed by the team lacked documentation of an annual update.

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>
	Rating: Implemented District Response Required: No

CRITERION NUMBER	
	Legal Standard
CVTE 12	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>
	Rating: Implemented District Response Required: No

CRITERION NUMBER	
	Legal Standard
CVTE 13	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>
	Rating: Implemented District Response Required: No

CRITERION NUMBER	
	Legal Standard
CVTE 14	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>
	Rating: Implemented District Response Required: No

CRITERION NUMBER			
	Legal Standard		
CVTE 15	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>		
	Rating: Implemented	District Response Required:	No

CRITERION NUMBER			
	Legal Standard		
CVTE 16	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>		
	Rating: Partially Implemented	District Response Required:	Yes

Department of Elementary and Secondary Education Findings:

Interviews and documentation indicated that students in some career vocational technical programs are seldom required to use computer application software. The Creative Technology Tools course is currently an elective, not a required course.

CRITERION NUMBER			
	Legal Standard		
CVTE 17	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& 24B, Vocational Technical Education Regulations 603 CMR 4.03 (4)</i>		

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

Department of Elementary and Secondary Education Findings:

Documentation and interviews indicate that the district does not collect data to track the number of students who access the college credit available through the district’s articulation agreements and does not identify barriers that might prevent students from accessing the credits. The district has no registered apprenticeship agreements.

CRITERION NUMBER	
	Legal Standard
CVTE 18	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) & 570.51-570.68, M.G.L. c. 74 Sections 1& 2A, M.G.L. c.149, Sections 1, 62 & 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>
	Rating: Not Implemented District Response Required: Yes

Department of Elementary and Secondary Education Findings:

The district’s cooperative education agreement does not contain the required equal opportunity statement and the technical knowledge and skills to be attained during the placement are written as tasks that are not easily matched to the Vocational Technical Education Frameworks. The cooperative education student assessment form does not include an assessment of technical knowledge and skills. The district does not have a written policy describing the situations in which a Criminal Offender Record Information search would be performed. The district documentation of the employer’s workers compensation coverage does not indicate the dates of coverage for the insurance policy. The district does not have a process for assuring that the site was reviewed for safety by the cooperative education coordinator or the technical teacher prior to the student starting work. Not all student cooperative education records reviewed included documentation of regularly scheduled visits by the cooperative education coordinator or a teacher.

Interviews and review of documentation indicates that there are no written procedures

explaining how students would access cooperative education and how cooperative education would contribute to mastery of the skills and knowledge in the Vocational Technical Education Frameworks. All six currently placed students are male and none are special population students. (See CVTE 5 and CVTE 22.)

CRITERION NUMBER	
	Legal Standard
CVTE 19	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>
	Rating: Not Implemented District Response Required: Yes

Department of Elementary and Secondary Education Findings:

Documentation and interviews indicate that the district does not have written guidelines for non-cooperative education work-based learning, does not verify workers compensation coverage or perform safety reviews of potential sites, does not require criminal offender record information (CORI) checks, and does not have a policy regarding the circumstances under which a criminal offender record information (CORI) check would be required. The district does not have written guidelines that outline the variety of work-based learning options available and explain the circumstances under which each of these options would be the most appropriate for students.

CRITERION NUMBER	
	Legal Standard
CVTE 20	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>
	Rating: Not Implemented District Response Required: Yes

Department of Elementary and Secondary Education Findings:

Review of documentation and interviews indicate that the only written procedure for unpaid off-campus construction and maintenance projects is a short statement in the student handbook. The statement is insufficient to assure student safety and relevance of the project to the skills and

knowledge in the applicable Vocational Technical Education Framework. The procedure does not include an assurance that the district has adequate liability coverage and that participating students have been provided with insurance coverage (either directly or through other acceptable alternatives such as municipal self-insurance) for medical benefits, loss of life, dismemberment or loss of sight, liability coverage for bodily injury, with assumption by the district of the cost of any deductible. The faculty handbook does not include guidelines for unpaid off-campus construction and maintenance projects.

CRITERION NUMBER	
	Legal Standard
CVTE 21	<p>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</p>
	<p>Rating: Implemented District Response Required: No</p>

CRITERION NUMBER	CAREER/VOCATIONAL TECHNICAL EDUCATION
	V. STUDENT SUPPORT SERVICES
	Legal Standard
CVTE 22	<p>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).</p>

CRITERION NUMBER	CAREER/VOCATIONAL TECHNICAL EDUCATION		
	V. STUDENT SUPPORT SERVICES		
	Legal Standard		
	Rating: Partially Implemented	District Response Required:	Yes

Department of Elementary and Secondary Education Findings:

Interviews and documentation indicate that there is no policy to assure that students with disabilities have equal access to cooperative education and internships. (See CVTE 5 and CVTE 18.)

CRITERION NUMBER			
	Legal Standard		
CVTE 23	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>		
	Rating: Implemented	District Response Required:	No

CRITERION NUMBER			
	Legal Standard		
CVTE 24	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>		
	Rating: Implemented	District Response Required:	No

CRITERION NUMBER	
	Legal Standard
CVTE 25	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>
	Rating: Partially Implemented District Response Required: Yes

Department of Elementary and Secondary Education Findings:

Documentation and interviews indicate that the district does not provide support services to all students preparing for a career that would be nontraditional for their gender.

CRITERION NUMBER	
	Legal Standard
CVTE 26	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>
	Rating: Implemented District Response Required: No

CRITERION NUMBER	CAREER/VOCATIONAL TECHNICAL EDUCATION VI. FACULTY, STAFF AND ADMINISTRATION
	Legal Standard
CVTE 27	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>
	Rating: Partially Implemented District Response Required: Yes

Department of Elementary and Secondary Education Findings:

Documentation and interviews indicate that some staff are not appropriately licensed and have not been granted waivers by the Department. The faculty handbook does not include a policy on supervision of persons with special expertise in Chapter 74-approved vocational technical education programs.

CRITERION NUMBER	
	Legal Standard
CVTE 28	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>
	Rating: Implemented District Response Required: No

CRITERION NUMBER	CAREER/VOCATIONAL TECHNICAL EDUCATION VII. SCHOOL & WORK-BASED FACILITIES AND EQUIPMENT
	Legal Standard
CVTE 29	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>
	Rating: Partially Implemented District Response Required: Yes

Department of Elementary and Secondary Education Findings:

General housekeeping and cleanliness issues at Quincy High School were noted by the visiting team, the fire department and some advisory committees. The Health Careers classroom at North Quincy High School does not provide sufficient space to comfortably accommodate hospital beds, student desks and adequate storage.

CRITERION NUMBER	
	Legal Standard
CVTE 30	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>
	Rating: Partially Implemented District Response Required: Yes

Department of Elementary and Secondary Education Findings:

Interviews and documentation indicate that equipment in some shops such as Culinary Arts do not meet current occupational standards. (See CVTE 39.)

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

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. Jeffrey Wheeler, State Director of Career/Vocational Technical Education, sent the safety report on the inspections to Superintendent DeCristofaro on May 5, 2008.

*There are five (5) safety hazards identified for North Quincy High School and fifty-one for Quincy High School. Three (3) of the five (5) safety hazards identified for North Quincy High School are deemed **critical** and thus need to be addressed immediately. (Items 01, 02, and 05). Corrective action on the remaining two (2) safety hazards should also begin.*

*Thirty-two of the fifty-one (51) safety hazards identified for Quincy High School are deemed **critical** and thus need to be addressed immediately. Corrective action on the remaining nineteen (19) safety hazards should also begin.*

CRITERION NUMBER	
	Legal Standard
CVTE 32	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 safety and health standards. <i>Perkins Section 135, Vocational Technical Education Regulations 603 CMR 4.03 (3)(4)(7)(8)</i>
	Rating: Partially Implemented District Response Required: Yes

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. Jeffrey Wheeler, State Director of Career/Vocational Technical Education, sent the safety report on the inspections to Superintendent DeCristofaro on May 5, 2008.

There are five (5) safety hazards identified for North Quincy High School and fifty-one for Quincy High School.

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Thirty-two of the fifty-one (51) safety hazards identified for Quincy High School are deemed **critical** and thus need to be addressed immediately. Corrective action on the remaining nineteen (19) safety hazards should also begin.

CRITERION NUMBER	CAREER/VOCATIONAL TECHNICAL EDUCATION VIII. PROGRAM EVALUATION
	Legal Standard
CVTE 33	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>
	Rating: Partially Implemented District Response Required: Yes

Department of Elementary and Secondary Education Findings:

The 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:

The district failed to meet or fall within 90% of the state goal for:

- 1. Perkins III Core Indicator III: Perkins Positive Placement as a % of Follow-up Survey Responses for students with limited English proficiency enrolled in career/vocational technical education programs (75%)*
- 2. Perkins III Core Indicator IV-A: Nontraditional Enrollment, enrollment of nontraditional students as a % of total enrollment in nontraditional programs (7.64%); and*
- 3. Perkins III Core Indicator IV-B: Nontraditional Completion, nontraditional graduates as a percent of total graduates from nontraditional programs (9.48%).*

The Chapter 74 positive placement rate for Metal Fabrication for the class of 2006 was 50%. The three-year average for the classes of 2004, 2005 and 2006 was 60%.

CRITERION NUMBER	
	Legal Standard
CVTE 34	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>
	Rating: Partially Implemented District Response Required: Yes

Department of Elementary and Secondary Education Findings:

Interviews and documentation indicate that the district has not developed an improvement plan or consulted with the advisory committee for Metal Fabrication based on the Chapter 74 positive placement rate of 50% of the class of 2006 and the three-year average positive placement rate of 60%. (See CVTE 33.)

CRITERION NUMBER	CAREER/VOCATIONAL TECHNICAL EDUCATION IX. RECORDKEEPING AND FUND USE
	Legal Standard
CVTE 35	Student records contain the items listed in the Student Record Review Checklist. <i>Perkins Sections 5 & 113, Vocational Technical Education Regulations 603 CMR 4.03 (4) (c) (d), MA Student Records Regulations 603 CMR 23.00.</i>
	Rating: Partially Implemented District Response Required: Yes

Department of Elementary and Secondary Education Findings:

Student records did not contain the following information:

1. *Documentation of identification of student population status for all economically disadvantaged students.*
2. *Documentation of identification of student population status for some students with disabilities.*
3. *Documentation of support services for many special population students.*
4. *Documentation of support services if a student is participating in a program to prepare her/him for a career that would be nontraditional for her/his gender.*
5. *Documentation of student assessments used in exploratory for most students.*

CRITERION NUMBER	
	Legal Standard
CVTE 39	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>
	Rating: Partially Implemented District Response Required: Yes

Department of Elementary and Secondary Education Findings:

Interviews and documentation indicate that some programs do not have adequate consumable supplies and some do not have up-to-date equipment. (See CVTE 30.)

Coordinated Program Review Final Reports are 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, CR, ELE, CVTE – 2008.doc

File Name: Quincy Public School District CPR Final Report 2007-2008.doc

Last Revised on: August 21, 2008

Prepared by: LAS/VRK