



Massachusetts Department of Elementary and Secondary Education

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April 8, 2008

Nathan Lee Levinson, Superintendent
Arlington Public Schools
869 Massachusetts Avenue
Arlington, MA 02476

Re: Mid-cycle Report

Dear Superintendent Levinson

Enclosed is the Department's Mid-cycle Report. This report contains findings based on onsite monitoring the Department conducted to determine the effectiveness of corrective action it approved or ordered to address noncompliance identified in your district's last Coordinated Program Review Report, dated June 29, 2005. The Mid-cycle Report also contains findings based on onsite monitoring of special education compliance criteria that have been created or substantially changed in response to IDEA 2004.

The Department will notify you of your district's next regularly scheduled CPR several months before it is to occur. At this time we anticipate that this CPR will occur sometime during the 2010 -- 2011 school year unless the Department determines that there is some reason to schedule this visit earlier.

While the Department of Elementary and Secondary Education found your district to have resolved certain noncompliance issues, others were partially corrected or not addressed at all, or the Department's onsite team identified new issues of noncompliance, including but not limited to noncompliance with special education criteria added or substantially changed in response to IDEA 2004. Where the district has failed to implement its Coordinated Program Review Corrective Action Plan, the Department views these findings to be serious. The Office of Special Education Programs of the U.S. Department of Elementary and Secondary Education requires that all special education noncompliance be corrected as soon as possible, but in no case later than one year from the time of identification; where the district has failed to implement its CPR Corrective Action Plan, this one-year period has long since passed. As such, the Department requests a meeting with you and the chairperson of your school committee to discuss the Department's continuing concerns. Please contact your liaison, Sandra Wellens to arrange a meeting date.

In all instances where noncompliance has been found, the Department has prescribed corrective action for the district that must be implemented without delay. (In the case of new findings of noncompliance, this corrective action must be corrected as soon as possible, but in no case later than a year from the date of this report.) You will find these requirements for corrective action

included in the enclosed report, along with requirements for progress reporting. Please provide the Department with your written assurance that all of the Department's requirements for corrective action will be implemented by your district within the timelines specified in the report. You must submit your statement of assurance to me by April 24, 2008.

Your staff's cooperation throughout this Mid-cycle Review is appreciated. Should you like clarification of any part of our report, please do not hesitate to contact me at 781-338-3716.

Sincerely,

Sandra J. Wellens, Ph.D., Mid-cycle Review Chairperson
Program Quality Assurance Services

Darlene A. Lynch, Director
Program Quality Assurance Services

c: Jeffrey Nellhaus, Acting Commissioner of Education
Susan Lovelace, Arlington School Committee Chairperson
Gerald Kopperschmidt, District Program Review Follow-up Coordinator

Encl.: Mid-cycle Report

**MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY
EDUCATION
MID-CYCLE REPORT**

Arlington Public Schools

Date of Coordinated Program Review (CPR) Final Report: June 29, 2005

Date Coordinated Program Review Corrective Action Approved or Ordered: August 19, 2005

Dates of Corrective Action Plan Progress Reports: December 16, 2005; May 26, 2006; September 7, 2007; November 9, 2007

Dates of this Mid-cycle Review Onsite Visit: March 5-6, 2008

Date of this Report: April 8, 2008

PLEASE NOTE THAT THIS REPORT IS IN SEVERAL SECTIONS.

Special Education Criteria Cited in CPR Report and Monitored in Mid-cycle

Current CPR criteria available by scrolling down to the monitoring instruments at <http://www.doe.mass.edu/pqa/review/cpr/default.html>

Criterion Number/Topic	Approved Corrective Action <u>Implemented and Effective</u> ✓	Method(s) of Verification	Basis of Determination that Corrective Action was Implemented and has been Effective	Corrective Action <u>Not Implemented</u> or <u>Not Effective</u> or <u>New Issues Identified</u> ✓	Basis of Determination that Implementation of Corrective Action was Incomplete or Ineffective or Basis of Finding of New Noncompliance	Required Corrective Action, Timelines for Implementation, and Progress Reporting
SE 1 Assessment Selection	✓	Review of student records and district documentation	The student record and documentation review indicated that assessments are appropriately selected and interpreted for students referred for an evaluation to determine special education eligibility.			

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SE 2 Required and Optional Assessments	✓	Review of student records and district documentation	A review of student records and staff interviews indicated that all required assessments and when necessary, optional assessments, are completed within the timelines.			
SE 4 Report of Assessments	✓	Review of student records and district documentation	Assessment reports are completed within all required timelines and available to parents at least two days prior to team meeting.			
SE 5 Participation in General and State and District-wide Programs	✓	Review of student records and district documentation	A review of documentation and student records indicates that all students with disabilities are included in the Massachusetts Comprehensive Assessment System (MCAS) and other district-wide assessment programs, including, if appropriate, alternate assessments. In addition, the district ensures that it provides any needed testing accommodations.			

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SE 9 Eligibility Determination and Timelines	Partial	Review of student records, staff interviews, and district documentation	Based on the documentation review and interviews, the district has policies and procedures in place to determine eligibility within 45 days.		The district does not always meet the timeline for conducting an IEP meeting to determine special education eligibility and issuing the IEP, where appropriate.	<p>The district needs to submit evidence of an internal monitoring system to ensure ongoing implementation of this requirement. Due to the Department by May 15, 2008.</p> <p>The district must conduct an internal review across all levels – preschool, elementary, middle and high school and report to the Department:</p> <ul style="list-style-type: none"> • The name of the person responsible for ongoing oversight and monitoring of this criterion • The name of the person responsible for monitoring at each school • The number of records reviewed at each level. • The number of records found in compliance • The number of records

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						found in non-compliance <ul style="list-style-type: none"> • For each record where timelines are not met, the district must identify and report the reason • The district must describe the steps, strategies, and actions taken to correct the identified problems <p>The district must provide the results of the internal monitoring and review to the Department by July 11, 2008.</p>
SE 15 Outreach by the School District (Child Find)	✓	Review of student records and district documentation	The district has implemented policies and procedures for frequent outreach and continuous liaison with a wide variety of professionals, community agencies, and/or organizations.			
SE 18A IEP Development and Content	Partial	Review of student records, staff interviews, and district	The district develops IEPs at the Team meeting and ensures that they will not be changed at a higher administrative level within the district.	Partial	As previously cited in the Coordinated Program Review Report (CPR) published June 29, 2005, the Mid-Cycle Report	The district will conduct training with all special education staff at the high school on the completion of IEPs, with particular attention

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		<p>documentation</p>			<p>published April 26, 2002, and the CPR published, December 22, 1998, current student records and documentation indicate that at the high school level, the district still fails to consider and support transition and the student's vision for post secondary planning. See SE 6 below.</p> <p>Furthermore, at the high school level, school personnel do not always fill out the form for Present Levels of Education Performance (PLEP B).</p>	<p>to the PLEP B form. The district must also submit to the Department an agenda, signed attendance sheet, and materials distributed by May 15, 2008.</p> <p>At the high school level, the district will conduct comprehensive training with all special education staff on transition planning and on the development and completion of the mandated transition forms required by the Department. The district must also submit to the Department an agenda, signed attendance sheet, and materials distributed by May 15, 2008.</p> <p>The district must conduct an internal review to monitor and address the root causes of non-compliance. The district must report to the Department:</p> <ul style="list-style-type: none"> • The name of the person responsible for ongoing monitoring of this criterion

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						<ul style="list-style-type: none"> • The number of records reviewed to ensure the completion of transition documents and the PLEP B. • The number of records found to be in compliance • The number of records in non-compliance • A narrative statement identifying the causes of noncompliance • The specific strategies used and actions taken to address the issues and correct noncompliance. <p>The district must provide the results of the internal review to the Department by July 11, 2008.</p>
SE 18B Placement and Provision of IEP	Partial	Review of student records, staff interviews, and district documentation	Based on the review of student records and staff interviews, placement determinations are appropriate and placement selected by the Team is the least restrictive environment	Partial	As previously cited in the Coordinated Program Review Report (CPR) published June 29, 2005, the Mid-Cycle Report published April 26, 2002,	The district must develop a uniformly reliable structure and process for providing parents with a summary of the decisions and agreements

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			<p>consistent with the needs of the student.</p>		<p>and the CPR published, December 22, 1998, current student records and documentation indicate that across all school levels the district does not consistently provide the IEP to parents immediately following the Team meeting as per regulatory requirements.</p>	<p>reached during the Team meeting or providing the actual IEP immediately following the Team meeting. This summary, which should be provided at the conclusion of the Team meeting, must include:</p> <p>(a) a completed IEP service delivery grid describing the types and amounts of special education and/or related services proposed by the district, and</p> <p>(b) a statement of the major goal areas associated with these services. Due to the Department by May 15, 2008.</p> <p>The district must conduct an internal review and report to the Department:</p> <ul style="list-style-type: none"> • The name of the person responsible for ongoing monitoring of this criterion • The number of records reviewed • The number of records found to be in compliance

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						with the requirement <ul style="list-style-type: none"> • The number of records with identified non-compliance • For each record not in compliance, the district must identify and report the reason • The district must describe the steps, strategies, and actions taken to correct the identified problems The district must provide the results of the internal review to the Department by July 11, 2008.
SE 19 Extended Evaluation	Partial	Review of student records, staff interviews, and district documentation	The extended evaluation period is not used to deny programs or services determined to be necessary by the Team.	Partial	Based on a review of student records, in some instances, school personnel inappropriately uses IEP amendments to extend timelines when the district seeks to conduct an extended evaluation for students already identified as eligible for special education services.	The district will conduct training with all Educational Team Leaders on the appropriate use and implementation of extended evaluations. The district must also submit to the Department an agenda, signed attendance sheet, and materials distributed by May 15, 2008.

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						<p>The district must conduct an internal review and report to the Department:</p> <ul style="list-style-type: none"> • The name of the person responsible for ongoing monitoring of this criterion • The number of records reviewed • The number of records found to be in compliance • The number of records in non-compliance • For each record not in compliance, the district must identify and report the reason • The district must describe the strategies and actions taken to correct the identified problems <p>The district must provide the results of the internal review to the Department by July 11, 2008.</p>
SE 20 Least Restrictive Environment	✓	Review of student records, staff	Based on a review of student records and staff interviews, the district selects the least			

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		interviews, and district documentation	restrictive environment for students and does not remove an eligible child from the general education classroom solely because of needed modification in the curriculum.			
SE 21 School /day and School Year Requirements	✓	Review of student records, staff interviews, and district documentation	Based on a review of student records and staff interviews, the district 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.			
SE 22 IEP Implementation and Availability	✓	Review of student records and district documentation	Student records indicate that where the IEP has been accepted in whole or in part, the school district provides the mutually agreed upon services without delay. At the beginning of each school year,			

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			the district has an IEP in effect for each eligible student within its jurisdiction, and staff are informed of their specific responsibilities related to the implementation of the student's IEP.			

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SE 24 Notice to Parent	Partial	Review of student records, staff interviews, and district documentation	See the Department's comments to the right.		Student records demonstrate that in some instances at the high school level, and for students in private schools at private expense, the district was unresponsive to parent requests for evaluations.	The district will conduct training with Education Team Leaders (ETL) on the appropriate procedures for processing referrals for evaluations in a timely manner. The district must also submit to the Department an agenda, signed attendance sheet, and a copy of the procedures distributed by May 15, 2008.

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						<p>The district needs to submit evidence of an internal monitoring system to ensure ongoing implementation of this requirement. The district must conduct an internal review and report to the Department:</p> <ul style="list-style-type: none"> • The name of the person responsible for ongoing monitoring of this criterion • The number of records reviewed at the high school and the number of records reviewed of those students attending private schools at private expense • The number of records found to be in compliance • The number of records in noncompliance • For each record not in compliance, the district must identify and report the reason • The district must describe the strategies and actions taken to correct the identified problems <p>The district must provide the results of the internal review to the Department by July 11,</p>

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						2008.
SE 25 Parental Consent	Partial	Review of student records and district documentation	See the Department's comments to the right.	Partial	The district does not always secure consent from parents before testing students. In addition, student records indicate numerous unsigned IEPs with no follow-up or documentation of multiple attempts to gain parental consent.	<p>The district will conduct training with all special education staff on the appropriate procedures for securing parental consent both prior to testing students and on the consent to IEPs. The district must also submit to the Department an agenda, signed attendance sheet, and materials distributed by May 15, 2008.</p> <p>The district needs to submit evidence of an internal monitoring system to ensure ongoing implementation of this requirement. The district must conduct an internal review and report to the Department:</p> <ul style="list-style-type: none"> • The name of the person responsible for ongoing monitoring of this criterion • The number of records reviewed • The number of records found to be in compliance • The number of records in non-compliance • For each record not in

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						<p>compliance, the district must identify and report the reason</p> <ul style="list-style-type: none"> The district must describe the steps, strategies, and actions taken to correct the identified problems <p>The district must provide the results of the internal review to the Department by July 11, 2008.</p>
SE 26 Parent Participation in Meetings	✓	Review of student records, staff interviews, and district documentation	Based on the review of student records and interviews, the district ensures that meeting invitations are sent on time and that one or both parents make decisions on the educational placement of their child			
SE 29 Communication	✓	Review of student records, staff interviews, and district documentation	The review of student records and interviews indicates that communications are in English and the primary language of the home.			
SE 32 Parent Advisory	✓	Review of student records, staff interviews,	The district has established the Arlington Special Education Parent Advisory			

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Council		and district documentation	Council, which has a set of by-laws and holds regular meetings.			
SE 34 Continuum of Services	✓	Review of student records, staff interviews, and district documentation	Based on the review of student records and interviews, the district provides a continuum of services and placements for students in need of special education.			
SE 36 IEP Implementation	Partial	Review of student records, staff interviews, and district documentation	Based on the review of student records and interviews, the district ensures that IEPs within the district are implemented without delay upon parent consent.		Records indicate that students in private schools at private expense often do not have IEPs or that there is a lapse of several years between IEPs. Records also indicate that IEPs for students in out-of-district placements are missing essential elements such as consent to evaluate and notice of team meeting. The district appears to have no policy and procedures in place for monitoring IEP development and implementation for students in private school at private expense and for	The district needs to submit evidence of an internal monitoring system to ensure ongoing implementation of this requirement. The district must designate someone to monitor and track specific data, such as the date of the last evaluation and the date of the most recent IEP for all students in private school at private expense and for all students in out-of-district placements. The district must also provide training and submit to the Department an agenda, signed attendance sheet, and materials distributed by May 15, 2008 . The district must conduct an

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					students in out-of-district placements. Also see SE 39A.	<p>internal review and report to the Department:</p> <ul style="list-style-type: none"> • The name of the person responsible for ongoing monitoring of this criterion • The number of records reviewed • The number of records found to be in compliance • The number of records in non-compliance • For each record not in compliance, the district must identify and report the reason • The district must describe the strategies and actions taken to correct the identified problems <p>The district must provide the results of the internal review to the Department by July 11, 2008.</p>
<p>SE 37 Procedures for Approved and Unapproved Out of District Placements</p>	✓	Review of student records, staff interviews, and district documentation	The district has appropriate procedures for the use and placement in approved and unapproved out-of-district programs.			

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SE 43 Behavior Interventions	✓	Review of student records, staff interviews, and district documentation	A review of student records and district policies indicates that the district is meeting all regulatory requirements related to behavioral interventions.			
SE 47 Procedural Requirements Applied to Students Not Yet Determined to be Eligible for Special Education	✓	Review of student records, staff interviews, and district documentation	A review of student records and district policies indicates that the district has developed procedures consistent with federal requirements regarding procedural protections and expedited evaluations.			

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SE 48 FAPE: Equal Opportunity to Participate in Educational, Nonacademic, Extracurricular, and Ancillary Programs as well as Participation in Regular Education	✓	Review of student records, staff interviews, and district documentation	A review of student records and district policies indicates that the district provides an equal opportunity for all students to participate in all educational, non-academic, and extra-curricular activities.			

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SE 49 Related Services	✓	Review of student records, staff interviews, and district documentation	A review of student records, interviews and district policies indicates that for each special needs student the district provides required related services as indicated in the student's IEP.			

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SE 50 (CR 18 Responsibilities of the Principal)	✓	Review of student records, staff interviews, and district documentation	Based on student records, district policies, and staff interviews, the district's principals fulfill their roles and responsibilities as outlined in this criterion. The Department notes that a Teacher Assistance Team (TAT) has been formed in each school, and the TAT process is in place.			
SE 54 Professional Development regarding Special Education	✓	Review of student records, staff interviews, and district documentation	Based on documentation and staff interviews, the district provides professional development in federal, state and local special education regulations, differentiated instruction, collaboration on diverse learning styles of all students, and additional training needs.			
SE 56 SPED Program Evaluation	Review of	Review of	A review of district documents and staff interviews indicates that the district has conducted a			

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	student records, staff interviews, and district documentation	documentation and staff interviews	formal Special Education Evaluation at the middle school level and plans to conduct evaluations at the elementary schools in 2008-09 and at the high school in 2009-10.			

Special Education Criteria Created or Revised in Response to IDEA-2004

Current CPR criteria available by scrolling down to the monitoring instruments at <http://www.doe.mass.edu/pqa/review/cpr/default.html>

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SE 3 Specific Learning	✓	Review of student records, staff interviews,	A review of student records and district policies indicates that the district has provided staff			

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Disability		and district documentation	guidance on the special requirements for determining a specific learning disability, and the certification forms are complete.			
SE 6 #1-3 Determination of Transition Services	Partial	Review of student records, staff interviews, and district documentation	A review of student records and district policies indicates that the district determines the need for adult service agencies.	Partial	The district indicates that it has provided professional development on transition planning and the appropriate transition forms. However, student records and staff interviews indicate that at the High School, the IEP Team is not considering transition planning and not using the state mandated transition forms.	The district needs to submit evidence of an internal monitoring system to ensure ongoing implementation of this requirement. The district will ensure that ETLs monitor transition planning and the use of the appropriate transition forms. Due to the Department by May 15, 2008 . The district must conduct an internal review and report to the Department: <ul style="list-style-type: none"> • The name of the person responsible for ongoing monitoring of this criterion • The number of records reviewed • The number of records found to be in compliance • The number of records in non-compliance • For each record not in

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						<p>compliance, the district must identify and report the reason</p> <ul style="list-style-type: none"> The district must describe the steps, strategies, and actions taken to correct the identified problems <p>The district must provide the results of the internal review to the Department by July 11, 2008.</p>
SE 8 IEP Team Composition and Attendance	✓	Review of student records and district documentation	Student records and documentation indicate that IEP Team composition and attendance are in compliance with regulations.			
SE 12 Frequency of Re-Evaluation	Partial	Review of student records and staff interviews	See the Department's comments to the right.	Partial	Student records indicate that the district is not routinely conducting a full re-evaluation consistent with regulatory requirements when necessary. In addition, the district is not consistently implementing re-evaluation procedures	The district will conduct training with Educational Team Leaders in the appropriate procedures for conducting re-evaluations. The district must also submit to the Department an agenda, signed attendance sheet, and materials distributed by May 15, 2008 .

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					where it is suspected that a student is no longer eligible for special education.	The district must conduct an internal review and report to the Department: <ul style="list-style-type: none"> • The name of the person responsible for ongoing monitoring of this criterion • The number of records reviewed • The number of records found to be in compliance • The number of records in non-compliance • For each record not in compliance, the district must identify and report the reason • The district must describe the strategies and actions taken to correct the identified problems • The district must provide the results of the internal review to the Department by July 11, 2008.
SE 13 Progress Reports and	✓	Review of student records, staff interviews,	Based on student records and staff interviews, the district provides progress reports at			

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Content		and district documentation	least as often as parents are informed of the progress of non-disabled students. Progress reports include information on the student's progress toward the annual goals and benchmarks in the IEP.			
SE 14 Review and Revision of IEPs	Partial	Review of student records and staff interviews	See the Department's comments to the right.	Partial	Student records indicate that the district is not holding annual IEP meetings before anniversary date of the IEP. In addition, in some instances the district also uses amendments to extend IEP timelines for evaluations.	<p>The district needs to submit evidence of an internal monitoring system to ensure ongoing implementation of this requirement. Due to the Department by May 15, 2008.</p> <p>The district must conduct an internal review and report to the Department:</p> <ul style="list-style-type: none"> • The name of the person responsible for ongoing monitoring of this criterion • The number of records reviewed • The number of records found to be in compliance • The number of records in non-compliance For each record not in compliance,

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						<p>the district must identify and report the reason</p> <ul style="list-style-type: none"> The district must describe the strategies and actions taken to correct the identified problems <p>The district must provide the results of the internal review to the Department by July 11, 2008.</p>
SE 25B Resolution of Disputes	✓	Review of student records, staff interviews, and district documentation	A review of student records and district policies indicates that the district resolves disputes within 15 calendar days of the district's receipt of notice that the parent has made an official hearing request to the Bureau of Special Education Appeals.			
SE 33 Involvement in the General Curriculum	✓	Review of student records, staff interviews, and district documentation	A review of student records and district policies indicates that the district has taken steps to provide all students with essential learning opportunities and that at least one member of the Team is familiar with the			

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<p>39A Procedures used to provide services to eligible students enrolled in private school at private expense whose parents reside in the district</p>	<p>Partial</p>	<p>Review of student records, staff interviews, and district documentation</p>	<p>general curriculum. A review of student records and district policies indicates that the district determines the number of eligible private school students.</p>	<p>Partial</p>	<p>Based on student records and staff interviews, for students in private school at private expense, the district does not consistently provide special education services and related services that are comparable in quality, scope, and opportunity for participation to that provided to public school children.</p> <p>Records and interviews indicate that for students in private school at private expense, the district provides an IEP that articulates services which can only be accessed during the school day, and which are contingent upon the student attending Arlington Public Schools.</p>	<p>The district will conduct training with all special education staff on services for special education students in private school at private expense. The district must also submit to the Department an agenda, signed attendance sheet, and materials distributed by May 15, 2008.</p> <p>The district needs to submit evidence of an internal monitoring system to ensure ongoing implementation of this requirement. The district must conduct an internal review and report to the Department:</p> <ul style="list-style-type: none"> • The name of the person responsible for ongoing monitoring of this criterion • The number of records reviewed • The number of records found to be in compliance • The number of records in non-compliance

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					<p>In accord with 603 CMR 28.03(1)(e) The district must provide 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 do 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.</p>	<ul style="list-style-type: none"> • For each record not in compliance, the district must identify and report the reason • The district must describe the steps, strategies and actions taken to correct the identified problems <p>The district must provide the results of the internal review to the Department by July 11, 2008.</p>
39B Procedures used to provide services to eligible students who are enrolled at	✓	Review of student records, staff interviews, and district documentation	A review of student records and district policies indicates that the district has policy and procedures in place, however the district indicated that it currently has no students in this			

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private expense in private schools in the district whose parents reside out of state			category.			
SE46 Procedures for suspension of students with disabilities more than 10 days	Partial	Review of student records, staff interviews, and district documentation	See the Department's comments to the right.	Partial	A review of student records and district policies indicates that the district does not consistently follow the guidelines for a manifestation determination, and in some instances, inappropriately places students in a 45 day IAES.	<p>The district will conduct training with principals and ETLs on the appropriate procedures for suspension of students with disabilities for more than 10 days. The district must also submit to the Department an agenda, signed attendance sheet, and materials distributed by May 15, 2008.</p> <p>The district needs to submit evidence of an internal monitoring system to ensure ongoing implementation of this requirement. The district must conduct an internal review and report to the Department:</p> <ul style="list-style-type: none"> • The name of the person responsible for ongoing monitoring of this criterion • The number of records reviewed

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						<ul style="list-style-type: none"> • The number of records found to be in compliance • The number of records in non-compliance • For each record not in compliance, the district must identify and report the reason • The district must describe the strategies and actions taken to correct the identified problems <p>The district must provide the results of the internal review to the Department by July 11, 2008.</p>
SE 52 Appropriate certifications or credentials - related service providers	✓	Review of student records and district documentation	A review of student records and district policies indicates that related service providers hold appropriate certifications/licenses, or credentials.			

Criteria from Other Regulated Programs Monitored During this Mid-cycle Review

Current CPR criteria available by scrolling down to the monitoring instruments at <http://www.doe.mass.edu/pqa/review/cpr/default.html>

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ELE 11 Equal Access to Academic Programs and Services	✓	Review of student records and district documentation	A review of student records and district policies indicates that the district does not segregate LEP students from their English-speaking peers and provides access to the full range of academic opportunities and supports afforded non-LEP students. The district provides English Language Development (ELD) and has both ESL teachers and teachers trained in SEI. The district continues to provide			

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			professional development in SEI to update current staff and ensure that new staff members receive proper training.			