



Massachusetts Department of  
**ELEMENTARY & SECONDARY  
EDUCATION**

**Blue Hills Regional Vocational Technical School**

**COORDINATED PROGRAM REVIEW  
REPORT OF FINDINGS**

**Dates of Onsite Visit: December 16-19, 2008**

**Date of Draft Report: July 2, 2009**

**Date of Final Report: September 1, 2009**

**Action Plan Due: October 8, 2009**

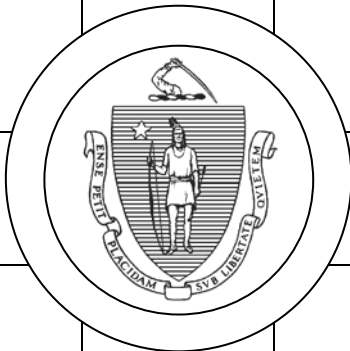
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**Lynn A. Summerill, Chairperson**

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**Commissioner of Elementary and Secondary Education**

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

**Blue Hills Regional Vocational Technical School**

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

**Blue Hills Regional Vocational Technical School**

**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, and the Massachusetts Board of Education's Special Education regulations (603 CMR 28.00), as amended effective March 1, 2007. The 2008-2009 reviews will focus primarily on criteria containing requirements that are highlighted in the Massachusetts State Performance Plan and reported on every year to the Office of Special Education Programs of the U.S. Department of Education.

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

- selected federal civil rights requirements, including 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.
- selected requirements from the Massachusetts Board of Education's Physical Restraint regulations (603 CMR 46.00).
- selected requirements from the Massachusetts Board of Education's Student Learning Time regulations (603 CMR 27.00).
- various requirements under other federal and state laws.

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 2008-2009 school year, all districts that enroll limited English proficient students will be reviewed using a combination of updated standards and a self-assessment instrument overseen by the Department's Office of Language Acquisition and Academic Achievement (OLAAA), including a request for information regarding ELE programs and staff qualifications.

Some reviews also cover selected requirements in:

Career/Vocational Technical Education (CVTE)

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

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

## COORDINATED PROGRAM REVIEW ELEMENTS

**Team:** Depending upon the size of a school district and the number of programs to be reviewed, a team of two to eight Department staff members 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 sixty school districts and charter schools are scheduled for Coordinated Program Reviews in 2008-2009. The Department's 2008-2009 schedule of Coordinated Program Reviews is posted on the Department's web site at <http://www.doe.mass.edu/pqa/review/cpr/cprschedule09.doc>. 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 selected for possible review. Within special education, reviews focus primarily on the 19 criteria marked by a triple asterisk (\*\*\*) in the School District Information Package for Special Education. These 19 criteria mostly contain requirements that are highlighted in the Massachusetts State Performance Plan. In any review, however, if circumstances warrant it, the Department may monitor additional special education criteria. For more details, please see the section on **Special Education Program Review Criteria** at the beginning of the School District Information Package for Special Education.

**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 telephone 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 comments 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 comments from the Program Review. These comments will, once the district has had a chance to respond, form the basis for any findings by the Department. The district (and collaborative) will then have 10 business days to review the report for accuracy before the publication of a Final Report with ratings and findings (see below). 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 of Final Report:**

*Ratings.* In the Final Report, the onsite team gives a rating for each compliance criterion it has reviewed; those ratings are "Commendable," "Implemented," "Implementation in Progress," "Partially Implemented," "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 in the Final Report 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 (CAP) will be due to the Department within 20 business days after the issuance of the Final Report and is subject to the Department's review and approval. Department staff will offer districts and charter schools technical assistance on the content and requirements for developing an approvable CAP.

Department staff will also provide ongoing technical assistance as the school or district is implementing the approved corrective action plan. **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.

## INTRODUCTION TO THE FINAL REPORT

A four-member Massachusetts Department of Elementary and Secondary Education team visited Blue Hills Regional Vocational Technical School during the week of December 16, 2008 to evaluate the implementation of selected criteria in the program areas of special education, civil rights and other related general education requirements, English learner education and career/vocational/technical education. The team appreciated the opportunity to interview staff and parents, to observe classroom facilities and to review the programs underway in the district. The onsite team would like to commend the following areas that were brought to its attention and that it believes have a significant and positive impact on the delivery of educational services for students enrolled in the Blue Hills Regional Vocational Technical School. These areas are as follows:

A review of student records, documentation, and interviews indicate that the district does an exemplary job of documenting students' participation in the general curriculum. Present Levels of Educational Performance (PLEP) B pages of IEPs are comprehensive and specifically address social and emotional supports for students. The district has several retired teachers who assist and support students with disabilities in their vocational areas of study. Their role ensures ongoing success in the general curriculum.

Secondly, the district has exemplary procedures for suspension of students with disabilities. The district is proactive and routinely holds manifestation determination meetings and Team meetings by the sixth day of suspension. Additional supports and services are routinely considered and implemented for students suspended over 10 days.

Lastly, the school nurse and district staff are involved extensively with pregnant students. The district arranges for pre-natal care, counseling, and childcare services. The district is very responsive to individual student needs and provides schedule modifications, educational supports, services, and tutoring, enabling students to graduate with their class.

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 six administrative staff.
- Interviews of 39 teaching and support services staff across all levels.
- Interviews of two parent advisory council (PAC) representatives.
- Interviews of five parents.
- Interviews of 26 students.
- Student record reviews: Samples of 25 special education student records, 10 English learner education student records, and 38 career/vocational technical education student records were selected by the Department. These student records were first examined by local staff, whose comments were then verified by the onsite team using standard Department record review procedures.
- 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. Eleven of these parent surveys were returned to the Department of Elementary and Secondary Education for review.

- Surveys of parents of ELE students: Seven 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. One of these parent surveys was returned to the Department of Elementary and Secondary Education for review.
- Observation of classrooms and other facilities. A sample of 37 instructional classrooms and other school facilities used in the delivery of programs and services was visited to examine 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.



**Blue Hills Regional Vocational Technical School**

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

<b>Special Education</b>	<b>Civil Rights and Other General Education Requirements</b>
SE 33, SE 45, SE 46, SE 53	CR 6

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

<b>PROGRAM AREA</b>	<b>PARTIALLY IMPLEMENTED</b>	<b>NOT IMPLEMENTED</b>	<b>OTHER CRITERIA REQUIRING RESPONSE</b>
<b>Special Education</b>	SE 20, SE 22, SE 34, SE 48		
<b>Civil Rights and Other General Education Requirements</b>	CR 7, CR 7B, CR 14, CR 16, CR 18		
<b>English Learner Education</b>	ELE 5, ELE 6, ELE 7, ELE 9, ELE 10, ELE 11, ELE 14, ELE 15, ELE 16, ELE 18	ELE 17	
<b>Career/Vocational Technical Education</b>	CVTE 2, CVTE 3, CVTE 4, CVTE 5, CVTE 6, CVTE 8, CVTE 9, CVTE 10, CVTE 11, CVTE 12, CVTE 13, CVTE 15, CVTE 16, CVTE 17, CVTE 18, CVTE 20, CVTE 22, CVTE 23, CVTE 24, CVTE 25, CVTE 27, CVTE 29, CVTE 30, CVTE 31, CVTE 32, CVTE 33, CVTE 35, CVTE 36, CVTE 37	CVTE 19	

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

## DEFINITION OF COMPLIANCE RATINGS

<b>Commendable</b>	Any requirement or aspect of a requirement implemented in an exemplary manner significantly beyond the requirements of law or regulation.
<b>Implemented</b>	The requirement is substantially met in all important aspects.
<b>Implementation in Progress</b>	The requirement includes one or more new federal special education requirements that became effective with the federal regulations on October 13, 2006. The district or charter school has implemented any previous requirements included in the criterion and is currently engaged in staff training and/or is beginning implementation practices for new requirements which the Department's onsite team anticipates will result in substantial compliance by the end of the 2007-2008 school year.
<b>Partially Implemented</b>	The requirement, in one or several important aspects, is not entirely met.
<b>Not Implemented</b>	The requirement is totally or substantially not met.
<b>Not Applicable</b>	The requirement does not apply to the school district or charter school.

**SPECIAL EDUCATION**

**LEGAL STANDARDS AND  
FINDINGS**

<b>CRITERION NUMBER</b>			
	<b>Legal Standard</b>		
<b>SE 5</b>	<p><b>Participation in general State and district-wide assessment programs</b></p> <ol style="list-style-type: none"> <li>1. All students with disabilities whose placements are funded by the district are included in the Massachusetts Comprehensive Assessment System (MCAS) and other district-wide assessment programs.</li> <li>2. The district’s IEP Teams designate how each student will participate and, if necessary, provide an alternate assessment.</li> <li>3. The superintendent of a school district--or, for a public school program that is not part of a school district, the equivalent administrator— <ol style="list-style-type: none"> <li>a. files an MCAS performance appeal for a student with a disability when the student’s parent or guardian or the student, if 18 or over, requests it, provided that the student meets the eligibility requirements for such an appeal;</li> <li>b. obtains the consent of the parent or guardian or the student, if 18 or over, for any MCAS performance appeal filed on behalf of a student with a disability;</li> <li>c. includes in the MCAS performance appeal, to the extent possible, the required evidence of the student’s knowledge and skills in the subject at issue.</li> </ol> </li> </ol> <p><b>State Requirements</b> St. 2003, c. 140, s. 119; 603 CMR 30.05(2),(3),(5)</p> <p style="text-align: right;"><b>Federal Requirements</b> 20 U.S.C. 1412(a)(16)</p>		
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"><b>Rating: Implemented</b></td> <td style="width: 50%;"><b>District Response Required: No</b></td> </tr> </table>	<b>Rating: Implemented</b>	<b>District Response Required: No</b>
<b>Rating: Implemented</b>	<b>District Response Required: No</b>		

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

CRITERION NUMBER	<b>SPECIAL EDUCATION II. STUDENT IDENTIFICATION AND PLACEMENT</b>		
	<b>Legal Standard</b>		
	8. private/parochial schools 9. other agencies/organizations 10. the school or schools that are part of the district, including charter schools 11. agencies serving migrant and/or homeless persons pursuant to the McKinney-Vento Education Act for Homeless Children  <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <b>State Requirements</b> </div> <div style="width: 45%;"> <b>Federal Requirements</b>            34 CFR 300.111; 300.131; 300.209         </div> </div>		
	<b>Rating: Implemented</b>	<b>District Response Required:</b>	<b>No</b>

CRITERION NUMBER			
	<b>Legal Standard</b>		
<b>SE 20</b>	<b>Least restrictive program selected</b> 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 aids and services, could not be achieved satisfactorily. 3. The district does not remove an eligible child from the general education classroom solely because of needed modification in the curriculum. 4. If a student's IEP necessitates special education services in a day or residential facility or an out-of-district educational collaborative program, the IEP Team considers whether the student requires special education services and support to promote the student's transition to placement in a less restrictive program.  <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <b>State Requirements</b>            G.L. c. 71B, § 3;            603 CMR 28.06(2)         </div> <div style="width: 45%;"> <b>Federal Requirements</b>            34 CFR 300.114 – 120         </div> </div>		
	<b>Rating: Partially Implemented</b>	<b>District Response Required:</b>	<b>Yes</b>

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

*A review of student records, documentation and interviews indicate that the program selected is not always the least restrictive environment for students, as special education students do not have an*

*opportunity to participate in general education classes. Co-taught classes are presented as general education classes in inclusive settings on IEP service delivery grids; however, these are self-contained special education classes with only special education students. In addition, IEP Nonparticipation Justification Statements do not consistently address why the removal is considered critical to the student's program and the basis for its conclusion that education of the student in a less restrictive environment with the use of supplementary aids and services, could not be achieved satisfactorily.*

CRITERION NUMBER			
	Legal Standard		
SE 22	<p><b>IEP implementation and availability</b></p> <ol style="list-style-type: none"> <li>1. Where the IEP of the student in need of special education has been accepted in whole or in part by that student's parent, the school district provides the mutually agreed upon services without delay.</li> <li>2. At the beginning of each school year, the district has an IEP in effect for each eligible student within its jurisdiction.</li> <li>3. Each teacher and provider described in the IEP is informed of his or her specific responsibilities related to the implementation of the student's IEP and the specific accommodations, modifications, and supports that must be provided for the student under it.</li> <li>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.</li> </ol> <p><b>State Requirements</b> 603 CMR 28.05(7)(b); 28.06(2)(d)(2)</p> <p><b>Federal Requirements</b> 34 CFR 300.323</p>		
	<b>Rating: Partially Implemented</b>	<b>District Response Required:</b>	<b>Yes</b>

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

*See SE 20 above regarding the co-taught inclusion classes.*

CRITERION NUMBER	SPECIAL EDUCATION III. PARENTAL INVOLVEMENT		
	Legal Standard		
SE 24	<b>Notice to parent regarding proposal or refusal to initiate or change the identification, evaluation, or educational placement of the child or the provision</b>		

CRITERION NUMBER	SPECIAL EDUCATION III. PARENTAL INVOLVEMENT		
	Legal Standard		
	<p><b>of FAPE</b></p> <ol style="list-style-type: none"> <li>1. A student may be referred for an evaluation by a parent or any person in a caregiving or professional position concerned with the student's development.</li> <li>2. When a student is referred for an evaluation to determine eligibility for special education, the school district sends written notice to the child's parent(s) within 5 school days of receipt of the referral, along with the district's notice of procedural safeguards. The written notice meets all of the content requirements set forth in M.G.L. c.71B, §3, and in federal law, seeks the consent of the parent for the evaluation to occur, and provides the parent with the opportunity to express any concerns or provide information on the student's skills or abilities and to consult regarding the evaluators to be used.</li> <li>3. For all other actions, the district gives notice complying with federal requirements within a reasonable time.</li> <li>4. The school district provides the student's parent(s) with an opportunity to consult with the special education administrator or his/her designee to discuss the reasons for the referral and the nature of the proposed evaluation</li> <li>5. The district provides parents with an opportunity to consult with the administrator of special education or his/her designee regarding the evaluators to be used and the proposed content of all required and optional assessments</li> <li>6. The school district does not limit a parent's right to refer a student for timely 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.</li> <li>7. The school district refuses to conduct an initial evaluation only when the circumstances of a student make clear that there is no suspicion of a disability and that there is no concern about the student's development.</li> </ol> <p><b>State Requirements</b> G.L. c. 71B, § 3; 603 CMR 28.04(1)</p> <p><b>Federal Requirements</b> 34 CFR 300.503; 300.504(a)(1)</p>		
	<b>Rating: Implemented</b>	<b>District Response Required:</b>	<b>No</b>

CRITERION NUMBER	SPECIAL EDUCATION III. PARENTAL INVOLVEMENT		
	Legal Standard		
SE 25	<p><b>Parental consent</b> In accordance with state and federal law, the school district obtains informed parental consent as follows:</p> <ol style="list-style-type: none"> <li>1. The school district obtains written parental consent before conducting an</li> </ol>		

CRITERION NUMBER			
	Legal Standard		
	<p>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.</p> <p>2. The school district obtains consent before initiating extended evaluation services.</p> <p>3. The school district obtains consent to the services proposed on a student's IEP before providing such services.</p> <p>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.</p> <p>5. When the participation or consent of the parent is required and the parent fails or refuses to participate, the attempts to secure the consent of the parent are implemented through multiple attempts using a variety of methods which are documented by the district. Such efforts may include letters, written notices sent by certified mail, electronic mail (e-mail), telephone calls, or, if appropriate, TTY communications to the home, and home visits at such time as the parent is likely to be home. Efforts may include seeking assistance from a community service agency to secure parental participation.</p> <p>6. If, subsequent to initial evaluation and initial placement and after following the procedures required by the regulations, the school district is unable to obtain parental consent to a reevaluation or to placement in a special education program subsequent to the initial placement, or the parent revokes consent to such reevaluation or placement, the school district considers with the parent whether such action will result in the denial of a free appropriate public education to the child. If, after consideration, the school district determines that the parent's failure or refusal to consent will result in a denial of a free appropriate public education to the student, it seeks resolution of the dispute through Special Education Appeals.</p> <p><b>State Requirements</b> 603 CMR 28.07(1)</p> <p><b>Federal Requirements</b> 34 CFR 300.300</p>		
	<b>Rating: Implemented</b>	<b>District Response Required:</b>	<b>No</b>

CRITERION NUMBER			
	Legal Standard		
<b>SE 26</b>	<p><b>Parent participation in meetings</b></p> <p>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.</p>		



<b>CRITERION NUMBER</b>			
	<b>Legal Standard</b>		
	<p>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.</p> <p>3. The district schedules the meeting at a mutually agreed upon time and place; and documents such efforts.</p> <p>4. If neither parent can attend, the district uses other methods to ensure parent participation, including individual or conference telephone calls, or video conferencing.</p> <p>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.</p> <p><b>State Requirements</b> 603 CMR 28.02(21)</p> <p><b>Federal Requirements</b> 34 CFR 300.322; 300.501</p>		
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<b>CRITERION NUMBER</b>			
	<b>Legal Standard</b>		
<b>SE 27</b>	<p><b>Content of Team meeting notice to parents</b> The parent notice of any Team meeting states the purpose, time and location of the meeting as well as who will be in attendance.</p> <p><b>State Requirements</b></p> <p><b>Federal Requirements</b> 34 CFR 300.322(b)(1)(i)</p>		
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<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>SE 29</b>	<p><b>Communications are in English and primary language of home</b></p> <p>1. Communications with parents are in simple and commonly understood words and are in both English and the primary language of the home if such primary language is other than English. Any interpreter used in fulfilling these requirements is fluent in the primary language of the home and</p>

<b>CRITERION NUMBER</b>				
	<b>Legal Standard</b>			
	<p>familiar with special education procedures, programs and services. If the parents or the student are unable to read in any language or are blind or deaf, communications required by these regulations are made orally in English with the use of a foreign language interpreter, in Braille, in sign language, via TTY, or in writing, whichever is appropriate, and all such communications are documented.</p> <p>2. If the district provides notices orally or in some other mode of communication that is not written language, the district keeps written documentation (1) that it has provided such notice in an alternate manner, (2) of the content of the notice and (3) of the steps taken to ensure that the parent understands the content of the notice.</p>			
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><b>State Requirements</b> 603 CMR 28.07(8)</td> <td style="width: 50%; border: none;"><b>Federal Requirements</b> 34 CFR 300.322(e); 300.503(c)</td> </tr> </table>	<b>State Requirements</b> 603 CMR 28.07(8)	<b>Federal Requirements</b> 34 CFR 300.322(e); 300.503(c)	
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<b>CRITERION NUMBER</b>				
	<b>Legal Standard</b>			
<b>SE 32</b>	<p><b>Parent advisory council for special education</b></p> <ol style="list-style-type: none"> <li>1. The school district has established a district-wide parent advisory council on special education.</li> <li>2. Membership on the council is offered to all parents of children with disabilities and other interested parties.</li> <li>3. The parent advisory council duties include but are not limited to: advising the district on matters that pertain to the education and safety of students with disabilities; meeting regularly with school officials to participate in the planning, development, and evaluation of the school district's special education programs.</li> <li>4. The parent advisory council has established by-laws regarding officers and operational procedures.</li> <li>5. The parent advisory council receives assistance from the school committee without charge, upon reasonable notice, and subject to the availability of staff and resources.</li> <li>6. The school district conducts, in cooperation with the parent advisory council, at least one workshop annually within the district on the rights of students and their parents and guardians under the state and federal special education laws.</li> </ol>			
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><b>State Requirements</b> G.L. c. 71B, § 3; 603 CMR 28.03(1)(a)(4); 28.07(4)</td> <td style="width: 50%; border: none;"><b>Federal Requirements</b></td> </tr> </table>	<b>State Requirements</b> G.L. c. 71B, § 3; 603 CMR 28.03(1)(a)(4); 28.07(4)	<b>Federal Requirements</b>	
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CRITERION NUMBER	SPECIAL EDUCATION IV. CURRICULUM AND INSTRUCTION		
	Legal Standard		
SE 33	<p><b>Involvement in the general curriculum</b></p> <ol style="list-style-type: none"> <li>1. Reserved.</li> <li>2. Reserved.</li> <li>3. At least one member of all IEP Teams is familiar with the general curriculum and is able to discuss an eligible student's appropriate access to the general curriculum.</li> <li>4. In the IEP the district documents the student's participation in the general curriculum.</li> </ol> <p><b>State Requirements</b> 603 CMR 28.05(4)(a) and (b)</p> <p><b>Federal Requirements</b> 34 CFR 300.320(a)(1)(i) and a(2)(i)(A); 300.321(a)(4)(ii)</p>		
	<b>Rating: Commendable</b>	<b>District Response Required:</b>	<b>No</b>

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

*A review of student records, documentation, and interviews indicate that the district does an exemplary job of documenting students' participation in the general curriculum. Present Levels of Educational Performance (PLEP) B pages of IEPs are comprehensive and specifically address social and emotional supports for students.*

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

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

*A review of student records, documentation and interviews indicate that the district does not provide a continuum of alternative services and placements, as special education students do not have opportunities to participate in classes with general education students as a result of the high school's class scheduling.*

CRITERION NUMBER	
	<b>Legal Standard</b>
SE 37	<p><b>Procedures for approved and unapproved out-of-district placements</b></p> <ol style="list-style-type: none"> <li>1. <u>Individual student program oversight</u>: The school district monitors the provision of services to and the programs of individual students placed in public and private out-of-district programs. Documentation of monitoring plans and all actual monitoring are placed in the files of every eligible student who has been placed out-of-district. To the extent that this monitoring requires site visits, such site visits are documented and placed in the students' files for review. The duty to monitor out-of-district placements is not delegated to parents or their agents, to the Department of Elementary and Secondary Education, or to the out-of-district placement.</li> <li>2. <u>Student right to full procedural protections</u>: The school district retains full responsibility for ensuring that the student is receiving all special education and related services in the student's IEP, as well as all procedural protections of law and regulation. Any Team meetings conducted during the time that a student is enrolled in the out-of-district program are initiated by the school district in coordination with the out-of-district placement.</li> <li>3. <u>Preference to approved programs</u>: The school district, in all circumstances, first seeks to place a student in a program approved by the Department pursuant to the requirements of 603 CMR 28.09. Preference is also given to approved programs located within the Commonwealth of Massachusetts if the choice of such program is consistent with the needs of the student and the choice of such program complies with LRE requirements. When an approved program is available to provide the services on the IEP, the district makes such placement in the approved program in preference to any program not approved by the Department.</li> <li>4. <u>Written contracts</u>: The school district enters into written contracts with all public and private out-of-district placements. At a minimum, such contracts meet the content requirements of 28.06(3)(f)(1-5).</li> <li>5. <u>Use of unapproved programs</u>: A school district that places a student in a program that has not been approved by the Department according to the requirements under 603 CMR 28.09 ensures that such programs and services are provided in appropriate settings by appropriately credentialed staff able to deliver the services on the student's IEP. Students placed by the school district in such programs are entitled to the full protections of state and federal special education law and regulation.</li> <li>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>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> </ol> </li> </ol>

CRITERION NUMBER	
	<b>Legal Standard</b>
	<p>b. <u>Evaluation of facility</u>: The administrator of special education or his/her designee thoroughly evaluates the appropriateness of any unapproved facility prior to placement of the student in such program. Such evaluation determines whether the unapproved facility can appropriately implement the student’s IEP in a safe and educationally appropriate environment. Such evaluation additionally determines whether the unapproved facility can and will provide the student with all the rights that are accorded to the student under state and federal special education law. Such evaluation is documented in detail and placed in the student record for review. To the extent that this evaluation requires a site visit, such site visits are documented and placed in the student record for review. The duty to evaluate the appropriateness of any unapproved facility is not delegated to the parents or their agents or the proposed unapproved facility.</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 before placing the student into the program by sending ESE a completed mandated 28M3 form titled “Notice of Intent to Seek Approval for Individual Student Program” and all the required supporting documentation (i.e., completed pricing forms, signed written contract that will govern such placement, and monitoring plan pursuant to 603 CMR 28.06(3)(b)). The district maintains copies of this documentation, as well as any documentation of the Department’s objections to such placement and the steps the district has taken in regard to such objection. The district maintains documentation of the approved price for publicly funded students as set by the state agency responsible for setting program prices. The district maintains documentation of actual monitoring of the unapproved placement, including any site visits made and other monitoring activities undertaken by the school district.</p>

CRITERION NUMBER			
	Legal Standard		
	<p>f. <u>Out of state programs</u>: If out-of-district programs are provided in a placement outside of Massachusetts, and such school has not received approval by the Department under 603 CMR 28.09, the administrator of special education ensures that such school has received approval from the host state.</p> <p><b>State Requirements</b> 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><b>Federal Requirements</b> 34 CFR 300.2(c)</p>		
	<b>Rating: Not Applicable</b>	<b>District Response Required:</b>	<b>No</b>

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

*This criterion is not applicable to this vocational high school.*

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

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

*A review of student records, documentation and interviews indicate that the district is proactive and routinely holds manifestation determination meetings and Team meetings by the sixth day of suspension. Additional supports and services are routinely considered and implemented for students suspended over 10 days.*

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





<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	<p>7. recess and physical education, including adapted physical education  8. athletics and recreational activities  9. school-sponsored groups or clubs  10. meals</p> <p><b>State Requirements</b> 603 CMR 28.06(5)</p> <p><b>Federal Requirements</b> 34 CFR 300.101 – 300.113</p>
	<b>Rating: Partially Implemented</b> <b>District Response Required:</b> <b>Yes</b>

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

*A review of student records, documentation, and interviews indicate that students who require academic supports as indicated on IEP service delivery grids do not have opportunities to participate in physical education classes or electives due to the constraints of the high school schedule.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>SE 52A</b>	<p><b>Registration of educational interpreters</b>  Providers of interpreting services for students who are deaf or hard of hearing must be registered with the Massachusetts Commission for the Deaf and Hard of Hearing.</p> <p><b>State Requirements</b> 603 CMR 28.02(3),(18)</p> <p><b>Federal Requirements</b> 34 CFR 300.34; 300.156(b)</p>
	<b>Rating: Implemented</b> <b>District Response Required:</b> <b>No</b>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>SE 53</b>	<p><b>Use of paraprofessionals</b></p> <ol style="list-style-type: none"> <li>1. Reserved.</li> <li>2. Persons employed as paraprofessionals and assistants do not design instruction for students with disabilities but are expected to implement instruction under the supervision of an appropriately certified or licensed professional who is Approximate and readily available to provide such supervision.</li> </ol>

<b>CRITERION NUMBER</b>			
	<b>Legal Standard</b>		
	<b>State Requirements</b>	<b>Federal Requirements</b> 34 CFR 300.156	
	<b>Rating: Commendable</b>	<b>District Response Required:</b>	<b>No</b>

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

*A review of student records, documentation, interviews and observations indicate that the district has several retired teachers who assist and support students with disabilities in their vocational areas of study. Their role ensures ongoing success in the general curriculum.*

<b>CRITERION NUMBER</b>	<b>SPECIAL EDUCATION VII. SCHOOL FACILITIES</b>		
	<b>Legal Standard</b>		
<b>SE 55</b>	<p><b>Special education facilities and classrooms</b> The school district provides facilities and classrooms for eligible students that</p> <ol style="list-style-type: none"> <li>1. maximize the inclusion of such students into the life of the school;</li> <li>2. provide accessibility in order to implement fully each child's IEP;</li> <li>3. are at least equal in all physical respects to the average standards of general education facilities and classrooms;</li> <li>4. are given the same priority as general education programs in the allocation of instructional and other space in public schools in order to minimize the separation or stigmatization of eligible students; and</li> <li>5. are not identified by signs or other means that stigmatize such students.</li> </ol>		
	<b>State Requirements</b> 603 CMR 28.03(1)(b)	<b>Federal Requirements</b> Section 504 of the Rehabilitation Act of 1973	
	<b>Rating: Implemented</b>	<b>District Response Required:</b>	<b>No</b>

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

**LEGAL STANDARDS AND  
FINDINGS**

CRITERION NUMBER	CIVIL RIGHTS METHODS OF ADMINISTRATION (CR) AND OTHER RELATED GENERAL EDUCATION REQUIREMENTS II. STUDENT IDENTIFICATION AND PLACEMENT		
	<b>Legal Standard</b>		
<p data-bbox="256 415 326 447"><b>CR 3</b></p> <p data-bbox="407 407 959 438"><b>Access to a full range of education programs</b></p> <p data-bbox="407 441 1373 569">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 data-bbox="407 606 1401 800">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; G.L. c. 71A, s. 7; c. 76, s. 5; 603 CMR 26.03</p>	<b>Rating: Implemented</b>	<b>District Response Required:</b>	<b>No</b>

CRITERION NUMBER			
	<b>Legal Standard</b>		
<p data-bbox="256 1150 326 1182"><b>CR 4</b></p> <p data-bbox="407 1121 1373 1184"><b>Placement of female students, male students, homeless students, students with disabilities, and students from linguistic and racial/ethnic groups</b></p> <p data-bbox="407 1186 1398 1350">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 data-bbox="407 1388 1401 1551">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; G.L. c. 71A, s. 7; c. 71B, s. 6; c. 76, s. 5; 603 CMR 26.03</p>	<b>Rating: Implemented</b>	<b>District Response Required:</b>	<b>No</b>

CRITERION NUMBER			
	Legal Standard		
CR 6	<p><b>Availability of in-school programs for pregnant students</b></p> <ol style="list-style-type: none"> <li>1. Pregnant students are permitted to remain in regular classes and participate in extracurricular activities with non-pregnant students throughout their pregnancy, and after giving birth are permitted to return to the same academic and extracurricular program as before the leave.</li> <li>2. The district does not require a pregnant student to obtain the certification of a physician that the student is physically and emotionally able to continue in school unless it requires such certification for all students for other physical or emotional conditions requiring the attention of a physician.</li> </ol> <p>Title IX: 20 U.S.C. 1681; 34 CFR 106.40(b)</p>		
	<b>Rating: Commendable</b>	<b>District Response Required:</b>	<b>No</b>

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

*A review of student records, documentation and interviews indicate that the school nurse and district staff are involved extensively with pregnant students. The district arranges for pre-natal care, counseling, and childcare services. The district is very responsive to individual student needs and provides schedule modifications, educational supports, services, and tutoring, enabling students to graduate with their class.*

CRITERION NUMBER	CIVIL RIGHTS METHODS OF ADMINISTRATION (CR) AND OTHER RELATED GENERAL EDUCATION REQUIREMENTS III. PARENTAL INVOLVEMENT		
	Legal Standard		
CR 7	<p><b>Information to be translated into languages other than English</b></p> <ol style="list-style-type: none"> <li>1. Important information and documents, e.g. handbooks and codes of conduct, being distributed to parents are translated into the major languages spoken by parents or guardians with limited English skills; the district has established a system of oral interpretation to assist parents/guardians with limited English skills, including those who speak low-incidence languages.</li> <li>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.</li> </ol> <p>Title VI; EEOA: 20 U.S.C. 1703(f); G.L. c. 76, s. 5; 603 CMR 26.02(2)</p>		
	<b>Rating: Partially Implemented</b>	<b>District Response Required:</b>	<b>Yes</b>

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

*A review of documents and interviews indicate that the guidance department does not have commonly used career information, scholarships, and forms translated into other languages.*

<b>CRITERION NUMBER</b>	<b>CIVIL RIGHTS METHODS OF ADMINISTRATION (CR) AND OTHER RELATED GENERAL EDUCATION REQUIREMENTS IV. CURRICULUM AND INSTRUCTION</b>		
	<b>Legal Standard</b>		
<b>CR 7A</b>	<p><b>School year schedules</b></p> <ol style="list-style-type: none"> <li>1. Before the beginning of each school year, the school district sets a school year schedule for each school. The school year includes at least 185 school days for students in grades 1-12 at each elementary, middle, and secondary school in the district, and these schools are in operation for at least 180 days a year for these students.</li> <li>2. The school district ensures that unless his or her IEP or Section 504 Accommodation Plan provides otherwise, each elementary school student is scheduled for at least 900 hours of structured learning time a year and each secondary school student is scheduled for at least 990 hours of structured learning time a year, within the required school year schedule. Where the school district operates separate middle schools, it designates each one as either elementary or secondary.</li> <li>3. Where the school district sets a separate school year and school day schedule for kindergarten programs, it provides at least 425 hours of structured learning time a year. If the district schedules two sessions of kindergarten a day, it ensures equal instructional time for all kindergarten students.</li> </ol> <p>G.L. c. 69, § 1G; 603 CMR 27.03, 27.04</p>		
	<b>Rating: Implemented</b>	<b>District Response Required:</b>	<b>No</b>

<b>CRITERION NUMBER</b>			
	<b>Legal Standard</b>		
<b>CR 7B</b>	<p><b>Structured learning time</b></p> <ol style="list-style-type: none"> <li>1. The school district ensures that its structured learning time is time during which students are engaged in regularly scheduled instruction, learning, or assessments within the curriculum of core subjects and other subjects as defined in 603 CMR 27.02 (including physical education, required by 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</li> </ol>		

<b>CRITERION NUMBER</b>				
	<b>Legal Standard</b>			
	<p>direction of a teacher, assigned a grade and credit), technology-assisted learning, presentations by persons other than teachers, school-to-work programs, and statewide student performance assessments.</p> <p>2. The district ensures that its structured learning time does not include time at breakfast or lunch, passing between classes, in homeroom, at recess, in non-directed study periods (study halls), participating in optional school programs, or receiving school services such as health screening, speech, or physical and occupational therapy, except where those services are prescribed by a student's IEP or Section 504 Accommodation Plan.</p> <p>3. The hours spent in any type of structured learning time are verified by the school district. Where the school district counts independent study or a school-to-work program as structured learning time, it has guidelines that explain clearly how hours spent by students are verified.</p> <p>G.L. c. 69, § 1G; 603 CMR 27.02, 27.04</p>			
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<b>Rating: Partially Implemented</b>	<b>District Response Required:</b>	<b>Yes</b>		

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

*A review of student schedules, documentation and interviews indicate that the district does not require physical education in grades 11 – 12. Students may access physical education as an elective if their schedule permits; however, the high school schedule currently prevents access to physical education for some students.*

<b>CRITERION NUMBER</b>				
	<b>Legal Standard</b>			
<b>CR 7C</b>	<p><b>Early release of high school seniors</b>  When the school district schedules the early release at the end of the year of the senior class of a high school, it does so in a way that conforms with Board of Education requirements under 603 CMR 27.05, ensuring that neither the conclusion of the seniors' school year nor graduation is more than 12 school days before the regular scheduled closing date of that school.</p> <p>G.L. c. 69, § 1G; 603 CMR 27.05</p>			
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CRITERION NUMBER			
	Legal Standard		
<p><b>CR 8</b></p>	<p><b>Accessibility of extracurricular activities</b>            Extracurricular activities sponsored by the district are nondiscriminatory in that:</p> <ol style="list-style-type: none"> <li>1. the school provides equal opportunity for all students to participate in intramural and interscholastic sports;</li> <li>2. extracurricular activities or clubs sponsored by the school do not exclude students on the basis of race, sex, color, religion, national origin, sexual orientation, disability, or homelessness.</li> </ol> <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; G.L. c. 76, § 5; 603 CMR 26.06</p>		
	<b>Rating: Implemented</b>	<b>District Response Required:</b>	<b>No</b>

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



<b>CRITERION NUMBER</b>	<b>CIVIL RIGHTS METHODS OF ADMINISTRATION (CR) AND OTHER RELATED GENERAL EDUCATION REQUIREMENTS V. STUDENT SUPPORT SERVICES</b>		
	<b>Legal Standard</b>		
<b>CR 10A</b>	<p><b>Student handbooks and codes of conduct</b></p> <ol style="list-style-type: none"> <li>1.               <ol style="list-style-type: none"> <li>a) The district has a code of conduct for students and one for teachers.</li> <li>b) The principal of every school containing grades 9-12 prepares, in consultation with the school council, a student handbook containing the student code of conduct and distributes it to each student annually, as well as to parents and school personnel; the school council reviews and revises the student code of conduct every year.</li> <li>c) The principal of every school containing other grades distributes the district's student code of conduct to students, parents, and personnel annually.</li> <li>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.</li> </ol> </li> <li>2. Student codes of conduct contain:               <ol style="list-style-type: none"> <li>a) procedures assuring due process in disciplinary proceedings and</li> <li>b) appropriate procedures for the discipline of students with special needs and students with Section 504 Accommodation Plans.</li> </ol> </li> <li>3. Student handbooks and codes of conduct reference M.G.L. c. 76, s. 5 and contain:               <ol style="list-style-type: none"> <li>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;</li> <li>b) the school's procedure for accepting, investigating and resolving complaints alleging discrimination or harassment; and</li> <li>c) the disciplinary measures that the school may impose if it determines that harassment or discrimination has occurred.</li> </ol> </li> </ol> <p>Section 504; G.L. c. 71, § 37H; 603 CMR 26.08</p>		
	<b>Rating: Implemented</b>	<b>District Response Required:</b>	<b>No</b>

<b>CRITERION NUMBER</b>			
	<b>Legal Standard</b>		
<b>CR 11A</b>	<p><b>Designation of coordinator(s); grievance procedures</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> </ol>		

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

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>CR 12A</b>	<p><b>Annual and continuous notification concerning nondiscrimination and coordinators</b></p> <ol style="list-style-type: none"> <li>1. If the district offers vocational education programs, it advises students, parents, employees and the general public before the beginning of each school year that all vocational opportunities will be offered regardless of race, color, national origin, sex or disability. The notice includes a brief summary of program offerings and admission criteria and the name(s), office address(es), and phone number(s) of the person(s) designated under CR 11A to coordinate compliance under Title IX and Section 504.</li> <li>2. In all cases, the district takes continuing steps to notify applicants, students, parents, and employees (including those with impaired vision or hearing), as well as unions or professional organizations holding collective bargaining or professional agreements with the district, that it does not discriminate on the basis of race, color, national origin, sex, or disability. This notice, also, includes the name(s), office address(es), and phone number(s) of the person(s) designated under CR 11A to coordinate compliance under Title IX and Section 504.</li> <li>3. Written materials and other media used to publicize a school include a notice that the school does not discriminate on the basis of race, color, national origin, sex, disability, religion, or sexual orientation.</li> </ol> <p>Title VI: 42 U.S.C. 2000d; 34 CFR 100.6(d); Title IX: 20 U.S.C. 1681; 34 CFR 106.8(a), 106.9; Section 504: 29 U.S.C. 794; 34 CFR 104.8; G.L. c. 76, § 5; 603 CMR 26.02(2)</p>
	<b>Rating: Implemented</b> <b>District Response Required:</b> <b>No</b>

CRITERION NUMBER			
	Legal Standard		
<p><b>CR 13</b></p>	<p><b>Availability of information and academic counseling on general curricular and occupational/vocational opportunities</b>  Students from linguistic, racial, and ethnic minorities; males; females; homeless students; and students with disabilities all receive, in grades 7-12, the same information and academic counseling as other students on the full range of general curricular and any occupational/vocational opportunities available to them.</p> <p>Title VI: 42 U.S.C. 2000d; 34 CFR 100.3(a), (b); Title IX: 20 U.S.C. 1681; 34 CFR 106.31, 106.36; Section 504: 29 U.S.C. 794; 34 CFR 104.4, 104.37(b); Title II: 42 U.S.C. 12132; 28 CFR 35.130; NCLB: Title III, Part A, Sec. 3121(c)(1)(C); Title X, Part C, Sec. 721; Mass. Const. amend. art. 114; G.L. c. 71A, § 7; c. 76, § 5; 603 CMR 26.03</p>		
	<b>Rating: Implemented</b>	<b>District Response Required:</b>	<b>No</b>

CRITERION NUMBER			
	Legal Standard		
<p><b>CR 14</b></p>	<p><b>Counseling and counseling materials free from bias and stereotypes</b>  To ensure that counseling and counseling materials are free from bias and stereotypes on the basis of race, color, sex, religion, national origin, sexual orientation, disability, and homelessness, all counselors:</p> <ol style="list-style-type: none"> <li>1. encourage students to consider programs of study, courses, extracurricular activities, and occupational opportunities on the basis of individual interests, abilities, and skills;</li> <li>2. examine testing materials for bias and counteract any found bias when administering tests and interpreting test results;</li> <li>3. communicate effectively with limited-English-proficient and disabled students and facilitate their access to all programs and services offered by the district;</li> <li>4. provide limited-English-proficient students with the opportunity to receive guidance and counseling in a language they understand;</li> <li>5. support students in educational and occupational pursuits that are nontraditional for their gender.</li> </ol> <p>Title VI: 42 U.S.C. 2000d; 34 CFR 100.3(a), (b); EEOA: 20 U.S.C. 1703(f); Title IX: 20 U.S.C. 1681; 34 CFR 106.31, 106.36; Section 504: 29 U.S.C. 794; 34 CFR 104.4, 104.37; Title II: 42 U.S.C. 12132; 28 CFR 35.130, 35.160; NCLB: Title III, Part A, Sec. 3121(c)(1)(C); Title X, Part C, Sec. 721; Mass. Const. amend. art. 114;</p>		

<b>CRITERION NUMBER</b>			
	<b>Legal Standard</b>		
	G.L. c. 71A, § 7; c. 76, § 5; 603 CMR 26.04, 26.07(8)		
	<b>Rating: Partially Implemented</b>	<b>District Response Required:</b>	<b>Yes</b>

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

*A review of documentation and interviews indicate that the district does not ensure that counseling and counseling materials are free from bias and stereotypes. While the district has recently developed curriculum checklist forms for examining bias and stereotypes, these forms have not been used with regard to counseling and counseling materials.*

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

<b>CRITERION NUMBER</b>			
	<b>Legal Standard</b>		
<b>CR 16</b>	<p><b>Notice to students 16 or over leaving school without a high school diploma, certificate of attainment, or certificate of completion</b>  1. Within ten days from a student’s fifteenth consecutive unexcused absence, the school provides written notice to students age 16 or over and their parents or</p>		

<b>CRITERION NUMBER</b>				
	<b>Legal Standard</b>			
	<p>guardians. The notice is in English and the family’s native language and states that the student and the parent or guardian may meet with a representative of the district within ten days from the date the notice was sent. At the request of the parent or guardian, the district may consent to an extension of the time for the meeting of not longer than fourteen days.</p> <p>2. At the meeting the participants discuss the reasons that the student is leaving school and alternative educational or other placements. The student and parent or guardian are told that attendance is voluntary after the student turns 16 but are also informed of the student’s right to return to school.</p> <p>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>G.L. c. 76, §§ 5, 18; St. 1965, c. 741</p>			
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"><b>Rating: Partially Implemented</b></td> <td style="width: 25%;"><b>District Response Required:</b></td> <td style="width: 25%;"><b>Yes</b></td> </tr> </table>	<b>Rating: Partially Implemented</b>	<b>District Response Required:</b>	<b>Yes</b>
<b>Rating: Partially Implemented</b>	<b>District Response Required:</b>	<b>Yes</b>		

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

*A review of student records, documentation and interviews indicate that while the district has letters translated into Spanish and conducts comprehensive exit surveys, the notice does not contain the following required information: the student’s right to return to school; the student, parent or guardian may meet with a representative of the district within ten days from the date the notice was sent; and 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. Lastly, the district uses a “school withdrawal request” form interchangeably for students 16 or over leaving school without a high school diploma and students who are “transferring” and returning to their home school.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>CR 17A</b>	<b>Use of physical restraint on any student enrolled in a publicly-funded education program</b>

CRITERION NUMBER			
	Legal Standard		
	<p>1. a) The district has developed and implemented staff training at least annually on the use of physical 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.</p> <p>b) At the beginning of each school year, each school identifies staff authorized to serve as schoolwide resources to help ensure the proper administration of physical restraint. Staff so identified have completed in-depth training in the use of physical restraint consistent with 603 CMR 46.03(3) and (4).</p> <p>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.</p> <p>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.</p> <p>4. The district has developed and implemented reporting requirements and procedures for administrators, parents and the Department consistent with the regulations.</p> <p>5. The district has developed and implemented any applicable individual waiver procedures consistent with the regulations.</p> <p><b>G.L. c. 71, s. 37G; 603 CMR 46.00</b></p>		
	<b>Rating: Implemented</b>	<b>District Response Required:</b>	<b>No</b>

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

CRITERION NUMBER	CIVIL RIGHTS METHODS OF ADMINISTRATION (CR) AND OTHER RELATED GENERAL EDUCATION REQUIREMENTS VI. FACULTY, STAFF AND ADMINISTRATION		
	Legal Standard		
	<p>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 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>G.L. c. 71, § 38Q ½; 603 CMR 28.03(3)</p>		
	<b>Rating: Partially Implemented</b>	<b>District Response Required:</b>	<b>Yes</b>

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

*A review of documentation and interviews indicate that while the district has a District Curriculum Accommodation Plan (DCAP), it is not utilized to assist the regular classroom teacher in analyzing and accommodating diverse learning styles of all children in the regular classroom and in providing appropriate services and supports within the general education program.*

<b>CRITERION NUMBER</b>				
	<b>Legal Standard</b>			
<b>CR 18A</b>	<p><b>School district employment practices</b>  District employment practices in general are free from discrimination on the basis of race, color, national origin, sex, or disability. In particular, the district's faculty salary scales are based on the conditions and responsibilities of employment without regard to race, color, national origin, sex, or disability, and the district's employee recruitment is aimed at reaching all groups, including members of linguistic, ethnic, and racial minorities, females and males, and persons with disabilities.</p> <p>Title VI: 42 U.S.C. 2000d; 34 CFR 100.3(c); EEOA: 20 U.S.C. 1703(d); Title IX: 20 U.S.C. 1681; 34 CFR 106.51-106.61; Section 504: 29 U.S.C. 794; 34 CFR 104.11-104.14; Title II: 42 U.S.C. 12132; 28 CFR 35.140; Mass. Const. amend. art 114</p>			
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<b>Rating: Implemented</b>	<b>District Response Required:</b>	<b>No</b>		

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

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>CR 21</b>	<p><b>Staff training regarding civil rights responsibilities</b>  The district provides in-service training for all school personnel at least annually regarding civil rights responsibilities, including the prevention of discrimination and harassment on the basis of students' race, color, sex, religion, national origin and sexual orientation and the appropriate methods for responding to it in the school setting.</p>



<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	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; G.L. c. 76, § 5; 603 CMR 26.00, esp. 26.07(2), (3)
	<b>Rating: Implemented</b> <b>District Response Required:</b> <b>No</b>

<b>CRITERION NUMBER</b>	<b>CIVIL RIGHTS METHODS OF ADMINISTRATION (CR) AND OTHER RELATED GENERAL EDUCATION REQUIREMENTS VII. SCHOOL FACILITIES</b>		
	<b>Legal Standard</b>		
<b>CR 22</b>	<b>Accessibility of district programs and services for students with disabilities</b> In at least one facility within the district, the district makes available and entirely accessible to students with disabilities all educational and vocational programs and services offered at each level (preschool, elementary and secondary).  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)		
	<b>Rating: Implemented</b>	<b>District Response Required:</b>	<b>No</b>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>CR 23</b>	<b>Comparability of facilities</b> Where the district provides separate facilities for members of a specific group, those facilities are comparable to those offered other students in the district, including:  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.  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)
	<b>Rating: Implemented</b> <b>District Response Required:</b> <b>No</b>

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

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

CRITERION NUMBER	CIVIL RIGHTS METHODS OF ADMINISTRATION (CR) AND OTHER RELATED GENERAL EDUCATION REQUIREMENTS IX. RECORD KEEPING		
	Legal Standard		
CR 26A	<b>Confidentiality and student records</b>		

<b>CRITERION NUMBER</b>	<b>CIVIL RIGHTS METHODS OF ADMINISTRATION (CR) AND OTHER RELATED GENERAL EDUCATION REQUIREMENTS IX. RECORD KEEPING</b>		
	<b>Legal Standard</b>		
	<ol style="list-style-type: none"> <li>1. In accordance with federal and state requirements, the district protects the confidentiality of any personally identifiable information that it collects, uses or maintains.</li> <li>2. The district maintains and provides access to student records in accordance with federal and state requirements.</li> </ol> <p>FERPA: 20 U.S.C. § 1232g; 34 CFR Part 99; G.L. c. 71, § 34H; 603 CMR 23.05, 23.07</p>		
	<b>Rating: Implemented</b>	<b>District Response Required:</b>	<b>No</b>

**ENGLISH LEARNER EDUCATION**

**LEGAL STANDARDS AND  
FINDINGS**

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

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

CRITERION NUMBER	<b>ENGLISH LEARNER EDUCATION II. STUDENT IDENTIFICATION AND PLACEMENT</b>		
	<b>Legal Standard</b>		
<b>ELE 3</b>	<p><b>Initial Identification</b></p> <p>The district 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>		

<b>CRITERION NUMBER</b>	<b>ENGLISH LEARNER EDUCATION II. STUDENT IDENTIFICATION AND PLACEMENT</b>		
	<b>Legal Standard</b>		
	Authority: Title VI; EEOA; G.L. c. 71A, §§ 4, 5; 603 CMR 14.02; G.L. c. 76, § 5; 603 CMR 26.03		
	<b>Rating: Implemented</b>	<b>District Response Required:</b>	<b>No</b>

<b>CRITERION NUMBER</b>	<b>Legal Standard</b>		
<b>ELE 4</b>	<p><b>Waiver Procedures</b></p> <ol style="list-style-type: none"> <li>1. Waivers may be considered based on parent request, providing the parent annually visits the school and provides written informed consent. Parents must be informed of their right to apply for a waiver and provided with program descriptions <i>in a language they can understand</i>.</li> <li>2. Students who are under age 10, may only be granted waivers if (a) the student has been placed in an English language classroom for at least 30 calendar days, (b) the school certifies in no less than 250 words that the student “has special and individual physical or psychological needs, separate from lack of English proficiency” that requires an alternative program, and (c) the waiver is authorized by both the school superintendent and principal. All waiver requests and school district responses (approved or disapproved waivers) must be placed in the student’s permanent school record. For students under age 10, both the superintendent and the principal must authorize the waiver, and it must be made under guidelines established by, and subject to the review of the local school committee. These guidelines may, but are not required to, contain an appeals process. Students who are over age 10 may be granted waivers when it is the informed belief of the school principal and educational staff that an alternative program would be better for the student’s overall educational progress. Students receiving waivers may be transferred to an educationally recognized and legally permitted English language learner program other than a sheltered English immersion or two-way bilingual program. See 603 CMR 14.04 and ELE 5.</li> </ol> <p style="text-align: center;">Authority: G.L. c. 71A, § 5; 603 CMR 14.04(3)</p>		
	<b>Rating: Implemented</b>	<b>District Response Required:</b>	<b>No</b>

<b>CRITERION NUMBER</b>	
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	<b>Legal Standard</b>		
<b>ELE 5</b>	<p><b>Program Placement and Structure</b></p> <ol style="list-style-type: none"> <li>1. The district places LEP students in               <ol style="list-style-type: none"> <li>a. “sheltered English immersion” (SEI) classrooms (SEI has two components, English as a Second Language (ESL)/English Language Development (ELD) instruction and sheltered content instruction as described in G.L. c. 71A, §§ 2 and 4); or</li> <li>b. “two-way bilingual” classrooms, in which students develop language proficiency in two languages by receiving instruction in English and another language in a classroom that is usually comprised of an equal number of proficient English speakers and proficient speakers of the other language; or</li> <li>c. (for kindergarten students) either a sheltered English immersion, two-way bilingual, or an English-only language general education classroom with assistance in English language acquisition, including, but not limited to, ESL; or</li> <li>d. (as a result of an approved waiver) bilingual education or another educationally recognized and legally permitted English language learner program, in which the students are taught all courses required by law and by the school district.</li> </ol> </li> <li>2. Regardless of the program model, districts provide LEP students with content instruction that is based on the Massachusetts Curriculum Frameworks.</li> <li>3. Regardless of the program model, districts provide ESL/ELD instruction that is based on the English Language Proficiency Benchmarks and Outcomes.</li> <li>4. The district uses assessment data to plan and implement educational programs for students at different instructional levels.</li> </ol> <p style="text-align: center;">Authority: Title VI; EEOA; G.L. c. 71A, §§ 2, 4, 7</p>		
	<b>Rating: Partially Implemented</b>	<b>District Response Required:</b>	<b>Yes</b>

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

*Sheltered English immersion (SEI) is a program model for limited English proficient (LEP) students composed of two parts—English as a second language (ESL) and sheltered content instruction. ESL is explicit, direct instruction about the English language, delivered to LEP students only and designed to promote the English language development of LEP students. Sheltered content instruction is an approach for teaching content to LEP students in strategic ways that make the subject matter concepts comprehensible while promoting the LEP students’ English language development.*

*A review of documentation indicates that students at Beginner through Intermediate levels are grouped together for 42 minutes of ESL instruction, 5 days per week. The Department has issued guidance with regard to hours of direct ESL instructional time (for recommended hours of direct ESL instruction, refer to the June 2005 Guidance Document at [http://www.doe.mass.edu/ell/sei/MEPA\\_guidelines.pdf](http://www.doe.mass.edu/ell/sei/MEPA_guidelines.pdf)). The district falls below the recommendations as described in “Guidelines for Using MEPA Results to Plan Sheltered English Immersion (SEI) Instructional Programming and Make Classification Decisions for Limited English Proficient (LEP) Students.”*

*Blue Hills Technical School indicates that several teachers have completed more than one of the Category trainings, but to this point, no teacher has completed all four of the trainings necessary to be considered “qualified” to shelter English language instruction, and none of the social studies teachers have participated in any of the Category trainings according to documentation submitted.*

*Categories 1 and 2 are designed for content teachers (e.g. math, science, history, etc.) who have LEP students in their classrooms, so that these teachers have the skills and knowledge to shelter their content. Since LEP students must be provided both direct ESL instruction and sheltered content instruction, sheltered content instruction must be delivered by teachers who have the skills and knowledge to shelter instruction as described in the June 2004 Commissioner’s Memorandum (see <http://www.doe.mass.edu/ell/sei/qualifications.pdf>).*

*Although the district submitted a well-researched and thoughtfully written narrative describing the focus of instruction on reading and writing skills (based on the ELPBO) for its English Language Learners, the Department recommends that the ESL curriculum be formalized for all of the four modalities so that when additional students enter the program from all proficiency levels, there would be a formalized ESL curriculum in writing upon which to base instruction.*

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

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

*A review of documentation indicates that although the district policy for exiting the student takes into consideration MEPA and MELA-O, specific scores on these assessments are not included as part of the district’s policy when making re-designation decisions. Additionally, the district indicates that follow-up monitoring of FLEP students will take place for up to one year, when in fact, up to two years of monitoring is required for FLEP students if necessary.*



CRITERION NUMBER	ENGLISH LEARNER EDUCATION III. PARENTAL INVOLVEMENT		
	Legal Standard		
ELE 7	<p><b>Parent Involvement</b> The district develops ways to include parents or guardians of LEP students in matters pertaining to their children’s education.</p> <p style="text-align: center;">Authority: Title VI; EEOA</p>		
	<b>Rating: Partially Implemented</b>	<b>District Response Required:</b>	<b>Yes</b>

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

*A review of documentation and interviews indicate that the district does not develop ways to include parents of LEP students in matters pertaining to their children’s education.*

CRITERION NUMBER	ENGLISH LEARNER EDUCATION IV. CURRICULUM AND INSTRUCTION		
	Legal Standard		
ELE 8	<p><b>Declining Entry to a Program</b> The district provides English language support to students whose parents have declined entry to a sheltered English immersion, two-way bilingual, or other ELE program.</p> <p style="text-align: center;">Authority: Title VI; EEOA; G.L. c. 71, §38Q1/2</p>		
	<b>Rating: Implemented</b>	<b>District Response Required:</b>	<b>No</b>

CRITERION NUMBER			
	Legal Standard		
ELE 9	<p><b>Instructional Grouping</b></p> <ol style="list-style-type: none"> <li>1. The district only groups LEP students of different ages together in instructional settings if their levels of English proficiency are similar.</li> <li>2. The district’s grouping of students ensures that LEP students receive effective content instruction at appropriate academic levels and that ESL/ELD instruction is at the appropriate proficiency level and based on the English Language Proficiency Benchmarks and Outcomes.</li> </ol> <p style="text-align: center;">Authority: Title VI; EEOA; G.L. c. 71A, § 4</p>		

<b>CRITERION NUMBER</b>				
	<b>Legal Standard</b>			
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"><b>Rating: Partially Implemented</b></td> <td style="width: 30%;"><b>District Response Required:</b></td> <td style="width: 20%;"><b>Yes</b></td> </tr> </table>	<b>Rating: Partially Implemented</b>	<b>District Response Required:</b>	<b>Yes</b>
<b>Rating: Partially Implemented</b>	<b>District Response Required:</b>	<b>Yes</b>		

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

*A review of documents indicates that since there are no teachers as of yet, “qualified” to shelter content for English language learners, as described in the June 2004 Commissioner’s Memorandum (see <http://www.doe.mass.edu/ell/sei/qualifications.pdf>), the Department concludes that LEP students are not receiving effective content instruction. See ELE 5 and ELE 15.*

<b>CRITERION NUMBER</b>				
	<b>Legal Standard</b>			
<b>ELE 10</b>	<p>1. Upon identification of a student as LEP, and annually thereafter, a notice is mailed to the parents or guardians written where practicable in the primary/home language as well as in English, that informs parents of:</p> <ul style="list-style-type: none"> <li>(a) the reasons for identification of the student as LEP;</li> <li>(b) the child’s level of English proficiency;</li> <li>(c) program placement and/or the method of instruction used in the program;</li> <li>(d) how the program will meet the educational strengths and needs of the student;</li> <li>(e) how the program will specifically help the child learn English;</li> <li>(f) the specific exit requirements; and</li> <li>(g) the parents’ right to apply for a waiver (see ELE 4), or to decline to enroll their child in the program (see ELE 8).</li> </ul> <p>(All districts need to comply with a-c and g. Title III districts must comply with a-g. Title III districts must send parental notification no later than 30 days after the beginning of the school year.)</p> <p>2. The district provides to parents and guardians of LEP students, report cards, and progress reports in the same manner and with the same frequency as general education reporting. The reports are, to the maximum extent possible, written in a language understandable to the parent/guardian.</p> <p>Authority: NCLB, Title III, Part C, Sec. 3302(a), (c); G.L. c. 71A, § 7; 603 CMR 14.02</p>			
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<b>Rating: Partially Implemented</b>	<b>District Response Required:</b>	<b>Yes</b>		

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

*A review of student records, documentation and interviews indicate that the district does not send out parent notification letters annually.*

CRITERION NUMBER	ENGLISH LEARNER EDUCATION V. STUDENT SUPPORT SERVICES		
	Legal Standard		
ELE 11	<p><b>Equal Access to Academic Programs and Services</b></p> <ol style="list-style-type: none"> <li>1. The district does not segregate LEP students from their English-speaking peers, except where programmatically necessary, to implement an English learner education program.</li> <li>2. The district ensures that LEP students participate fully with their English-speaking peers and are provided support in non-core academic courses.</li> <li>3. The district ensures that LEP students have the opportunity to receive support services, such as guidance and counseling, in a language that the student understands.</li> <li>4. The district ensures that LEP students are taught to the same academic standards and curriculum as all students, and provides the same opportunities to master such standards as other students, including the opportunity to enter academically advanced classes, receive credit for work done, and have access to the full range of programs.</li> <li>5. The district uses grade appropriate content objectives for LEP students that are based on the district curricula in English language arts, history and social science, mathematics, and science and technology/engineering, taught by qualified staff members.</li> <li>6. Reserved</li> <li>7. The district provides access to the full range of academic opportunities and supports afforded non-LEP students, such as special education services, Section 504 Accommodation Plans, Title I services, career and technical education, and the supports outlined in the district’s curriculum accommodation plan.</li> <li>8. Information in notices such as activities, responsibilities, and academic standards provided to all students is provided to LEP students in a language and mode of communication that they understand.</li> </ol> <p><b>Authority: Title VI; EEOA; G.L. c. 71, § 38Q1/2; 603 CMR 28.03(3)(a); c. 71A, § 7; c. 76, § 5; 603 CMR 26.03; 603 CMR 26.07(8)</b></p>		
	<b>Rating: Partially Implemented</b>	<b>District Response Required:</b>	<b>Yes</b>

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

*A review of student records, documentation and interviews indicate that as staff are not appropriately trained to provide sheltered content instruction, the district does not ensure that LEP students are taught to the same academic standards and curriculum as all students, and does not provide the same opportunities to master such standards as other students.*

<b>CRITERION NUMBER</b>				
	<b>Legal Standard</b>			
<b>ELE 12</b>	<p><b>Equal Access to Nonacademic and Extracurricular Programs</b></p> <ol style="list-style-type: none"> <li>1. The district provides appropriate support, where necessary, to limited English proficient students to ensure that they have equal access to the nonacademic programs and extracurricular activities available to their English-speaking peers.</li> <li>2. Information provided to students about extracurricular activities and school events is provided to LEP students in a language they understand.</li> </ol> <p>Authority: Title VI; EEOA; G.L. c. 76, § 5; 603 CMR 26.06(2)</p>			
	<table border="1" style="width: 100%;"> <tr> <td style="width: 33%;"><b>Rating: Implemented</b></td> <td style="width: 33%;"><b>District Response Required:</b></td> <td style="width: 33%;"><b>No</b></td> </tr> </table>	<b>Rating: Implemented</b>	<b>District Response Required:</b>	<b>No</b>
<b>Rating: Implemented</b>	<b>District Response Required:</b>	<b>No</b>		

<b>CRITERION NUMBER</b>				
	<b>Legal Standard</b>			
<b>ELE 13</b>	<p><b>Follow-up Support</b></p> <p>The district actively monitors students who have exited an English learner education program for two years and provides language support services to those students, if needed.</p> <p>Authority: Title VI; EEOA; NCLB, Title III</p>			
	<table border="1" style="width: 100%;"> <tr> <td style="width: 33%;"><b>Rating: Implemented</b></td> <td style="width: 33%;"><b>District Response Required:</b></td> <td style="width: 33%;"><b>No</b></td> </tr> </table>	<b>Rating: Implemented</b>	<b>District Response Required:</b>	<b>No</b>
<b>Rating: Implemented</b>	<b>District Response Required:</b>	<b>No</b>		

<b>CRITERION NUMBER</b>	<b>ENGLISH LEARNER EDUCATION VI. FACULTY, STAFF AND ADMINISTRATION</b>
	<b>Legal Standard</b>
<b>ELE 14</b>	<p><b>Licensure Requirements</b></p> <ol style="list-style-type: none"> <li>1. Reserved.</li> <li>2. (a) Every district, including every Commonwealth charter school, has at least one teacher who has an English as a Second Language, Transitional Bilingual Education, or English Language Learners license under G.L. c.71, § 38G and 603 CMR 7.04(3). (This requirement does not apply separately to Horace Mann charter schools.)</li> </ol>

CRITERION NUMBER	ENGLISH LEARNER EDUCATION VI. FACULTY, STAFF AND ADMINISTRATION		
	<b>Legal Standard</b>		
	<p>(b) Except at Commonwealth charter schools, <i>every</i> teacher or other educational staff member who teaches limited English proficient students holds an appropriate license or current waiver issued by the Department of Elementary and Secondary Education.</p> <p>(c) All teachers and other educational staff who teach LEP students, including those at Commonwealth charter schools, have received or are engaged in the professional development described in Attachment 1 to the commissioner’s memorandum of June 15, 2004. (See p. 8 at <a href="http://www.doe.mass.edu/ell/sei/qualifications.pdf">http://www.doe.mass.edu/ell/sei/qualifications.pdf</a>.)</p> <p>3. Except at Commonwealth charter schools, any director of English language learner programs who is employed in that role for one-half time or more has a Supervisor/Director license and an English as a Second Language, Transitional Bilingual Education, or English Language Learners license.</p> <p>4. If a district with 200 or more LEP students—including any Commonwealth charter school 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. (This requirement does not apply separately to Horace Mann charter schools.)</p> <p>Authority: Title VI; EEOA; G.L. c. 71, § 38G, §89(qq); St. 2002, c. 218, §§ 24, 25, 30; 603 CMR 7.04(3), 7.09(3)</p>		
	<b>Rating: Partially Implemented</b>	<b>District Response Required:</b>	<b>Yes</b>

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

*The district indicates that it has a highly qualified ESL teacher, but furnished no specific proof of licensure for this staff member.*

CRITERION NUMBER			
	<b>Legal Standard</b>		
<b>ELE 15</b>	<p><b>Professional Development Requirements</b></p> <p>District schools with LEP students implement a professional development plan that provides teachers and administrators with high quality training, as prescribed by the Department, in (1) second language learning and teaching; (2) sheltering content instruction; (3) assessment of speaking and listening; and (4) teaching reading and writing to limited English proficient students. The school provides training opportunities to teachers of LEP students that ensure the progress of LEP</p>		

<b>CRITERION NUMBER</b>			
	<b>Legal Standard</b>		
	students in developing oral comprehension, speaking, reading, and writing of English, and in meeting academic standards.  Authority: NCLB, Title III		
	<b>Rating: Partially Implemented</b>	<b>District Response Required:</b>	<b>Yes</b>

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

*The district does have a plan for continuing SEI professional development, which is a multi-year plan and explicitly addresses the specific skills and knowledge as described in the June 2004 Commissioner’s Memorandum (see <http://www.doe.mass.edu/ell/sei/qualifications.pdf>).*

*However, a review of documentation indicates that several teachers have completed more than one of the Category trainings, but to this point, no teacher has completed all four of the trainings necessary to be considered “qualified” to shelter English language instruction, and none of the social studies teachers have participated in any of the Category trainings according to documentation submitted. In addition, a review of documentation and interviews indicate that vocational teachers have not received Category trainings and are not able to provide an appropriate level of support in the technical programs.*

*Categories 1 and 2 are designed for content teachers (e.g. math, science, history, etc.) who have LEP students in their classrooms so that these teachers have the skills and knowledge to shelter their content. Since LEP students must be provided both direct ESL instruction and sheltered content instruction, sheltered content instruction must be delivered by teachers who have the skills and knowledge to shelter instruction as described in the June 2004 Commissioner’s Memorandum (see <http://www.doe.mass.edu/ell/sei/qualifications.pdf>).*

<b>CRITERION NUMBER</b>	<b>ENGLISH LEARNER EDUCATION VII. SCHOOL FACILITIES</b>		
	<b>Legal Standard</b>		
<b>ELE 16</b>	<b>Equitable Facilities</b> The district ensures that LEP students are provided facilities, materials and services comparable to those provided to the overall student population.  Authority: Title VI; EEOA; G.L. c. 76, § 5; 603 CMR 26.07		
	<b>Rating: Partially Implemented</b>	<b>District Response Required:</b>	<b>Yes</b>

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

*Interviews and observations indicate that while LEP students are instructed in an adequate space in a*

room adjacent to the library, the room is not comparable to other classrooms as it does not have books or instructional materials specifically for the LEP students taught in that class.

CRITERION NUMBER	ENGLISH LEARNER EDUCATION VIII. PROGRAM PLAN AND EVALUATION		
	Legal Standard		
<b>ELE 17</b>	<p><b>Program Evaluation</b> The district conducts periodic evaluations of the effectiveness of its ELE program in developing students' English language skills and increasing their ability to participate meaningfully in the educational program. Where the district documents that the program is not effective, it takes steps to make appropriate program adjustments or changes that are responsive to the outcomes of the program evaluation.</p> <p>Authority: Title VI; EEOA</p>		
	<b>Rating: Not Implemented</b>	<b>District Response Required:</b>	<b>Yes</b>

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

*A review of documentation and interviews indicate that the district has not conducted periodic evaluations of the effectiveness of its ELE program.*

CRITERION NUMBER	ENGLISH LEARNER EDUCATION IX. RECORD KEEPING		
	Legal Standard		
<b>ELE 18</b>	<p><b>Records of LEP Students</b> LEP student records include:</p> <ul style="list-style-type: none"> <li>(a) home language survey;</li> <li>(b) results of identification and proficiency tests and evaluations, including MELA-O, MEPA, MCAS, or other tests chosen by the Board of Education and the district;</li> <li>(c) information about students' previous school experiences;</li> <li>(d) copies of parent notification letters, progress reports and report cards (in the native language, if necessary);</li> <li>(e) evidence of follow-up monitoring (if applicable);</li> <li>(f) documentation of a parent's consent to "opt-out" of English learner education, if applicable;</li> <li>(g) waiver documentation, if applicable; and</li> <li>(h) Individual Student Success Plans for students who have failed MCAS, if the district is required to complete plans for non-LEP students.</li> </ul>		

<b>CRITERION NUMBER</b>	<b>ENGLISH LEARNER EDUCATION IX. RECORD KEEPING</b>		
	<b>Legal Standard</b>		
	Authority: Title VI; EEOA; G.L. c. 69, § 1I; c. 71A, §§ 5, 7; 603 CMR 14.02, 14.04		
	<b>Rating: Partially Implemented</b>	<b>District Response Required:</b>	<b>Yes</b>

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

*A review of student records and interviews indicate that the following documentation is not consistently found in student records: home language surveys; results of identification and proficiency tests and evaluations, including MELA-O, MEPA; copies of parent notification letters, and progress reports.*



**CAREER/VOCATIONAL TECHNICAL  
EDUCATION**

**LEGAL STANDARDS  
AND  
FINDINGS**

CRITERION NUMBER	CAREER/VOCATIONAL TECHNICAL EDUCATION I. ASSESSMENT OF STUDENTS		
	<b>Legal Standard</b>		
<b>CVTE 1</b>	Appropriate career assessments are administered to students who are admitted to career/vocational technical education programs during the early part of their first year in the program. <i>Perkins Section 135, Vocational Technical Education Regulations 603 CMR 4.03(4)</i>		
	<b>Rating: Implemented</b>	<b>District Response Required:</b>	<b>No</b>

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

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

*A review of documentation and interviews indicate that there are no provisions made to assist students and their families whose primary language is other than English with understanding Career Cruising online assessment results.*

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

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

*A review of documentation and interviews indicate that while the district is in the process of implementing the state Vocational Technical Competency Tracking System (VTCTS), the process to measure the technical knowledge and skills of students participating in the district's cooperative education program is not fully implemented.*

*While the technical teachers administer a general safety assessment in exploratory and ongoing program-specific safety assessments in the upper grades, there was no evidence of accommodations or modifications to ensure that students identified as limited English proficient participate and complete the safety assessments in a language they can understand.*

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

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

*Review of documentation submitted by the district indicated the following:*

- *Written recruitment, promotional materials and other media used to publicize the district do not always include the required notice of nondiscrimination.*
- *The district provides substantial information regarding the available career/vocational*

*technical education opportunities; however, this information is available only in English and does not reflect the language demographics of the sending communities.*

- *The information concerning career/vocational technical education programs provided to students and to their parents/guardians does not include the registered apprenticeship opportunities available in the district.*
- *The Student Handbook, which students receive after acceptance to the school, contains a statement on page 1 directing applicants who require information in other languages to call the Office of Special Services, but such notice is not contained in other general publications and recruitment material, and is solely in English, rather than in languages of the sending communities.*

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

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

*Interviews, student records and review of documentation submitted by the district indicated the following:*

- *The district does not routinely provide recruitment and promotional materials in the languages of the communities, including recruitment, admissions, participation requirements and competition opportunities in the district’s career/vocational technical student organization (CVTSO) and guidance and counseling materials. Consequently, equal access to information for language minority applicants and their families varies.*
- *Technical teachers often rely upon the assistance of students who can communicate in the same language as the non-English speaking students to translate instructional material.*
- *Students with limited English proficiency and students with Individualized Education Programs (IEPs), who are receiving support services, are removed only from their technical program in order to receive such support.*

*See also CR 14 with regard to the review of materials for bias and stereotype.*

<b>CRITERION NUMBER</b>			
	<b>Legal Standard</b>		
<b>CVTE 6</b>	Individuals are appropriately admitted to the /district/school (if applicable) and/or to career/vocational technical education programs within the district/school. <i>Perkins Section 122, Vocational Technical Education Regulations 603 CMR 4.03(4). M.G.L. c. 76 Section 5.</i>		
	<b>Rating: Partially Implemented</b>	<b>District Response Required:</b>	<b>Yes</b>

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

*Interviews, student records and review of documentation submitted by the district indicated the following:*

- *The Admission Policy on file with the Department contains outdated information, and must be revised to reflect recently updated requirements.*
- *The district’s admission application, also made available on the district’s website, must be revised to align with the current Admission Policy. For example, the deadline date to apply listed on the application to the school (February 1<sup>st</sup>) differs from that outlined in the Admission Policy (March 1<sup>st</sup>).*
- *Although the district provided sample translated applications and Admission Policy (in two additional languages) as part of the documentation, there was no indication that these templates are in fact used.*
- *At least one student record revealed that the applicant’s primary caregiver indicated the need for translation assistance during the admissions process in the voluntary section of the school’s application. However, there was no evidence reasonable accommodations were provided, nor a process in place to identify and accommodate, where necessary, the applicants and/or their parent/guardian who may require language support services during the recruitment and admissions process.*
- *Review of records indicated that for some students the initial acceptance letter details five criteria for final acceptance, such as requiring an IEP Team meeting to be held.*
- *The district’s application to the school also indicates that “only students from a state-approved Chapter 74 Vocational Technical School” may apply as a transfer student, which is misleading and not entirely accurate. The application must also be revised to communicate that students enrolled in a state-approved Chapter 74 career/vocational technical program are eligible to apply as a transfer applicant.*
- *The district requires all incoming students to complete an Equipment and Machinery Use Agreement form requiring the parent/guardian to sign releasing the school district, and its employees from any claim should an accident occur. Note that students/parents/guardians shall not be required to waive their legal rights as a condition of participation in public career/vocational technical education.*

*Students are not always placed in career/vocational technical programs according to the district’s current Admission Policy. The district’s exploratory teacher assessment form, used as part of the final*

*technical program placement process, includes criteria that are confusing and inconsistent. For example, at the end of every exploratory rotation, each student is awarded points by the technical teacher based on several criteria. One of the criteria has an option for the teacher to indicate 'Not Applicable', which lowers the student's total score and that reviewers found to be handled differently. The total score does not take the 'Not Applicable' into account when calculating the final score. Consequently, the assessment and evaluation of students during their vocational technical exploratory program varies by individual program and is not done with consistency.*

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

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

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

*The district did not report students participating in the district's non-Chapter 74 career and technical education program in engineering as enrolled in the non-Chapter 74 career and technical education program in the Department of Elementary and Secondary Education's October 1, 2008 Student Information Management System (SIMS).*

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

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

*The documentation provided by the district included a detailed Advisory Committee Guide, and meeting minutes for some of the district’s Chapter 74–approved vocational technical education programs. However, a Program Advisory Committee form for each Chapter 74-approved vocational technical education program was not included, resulting in insufficient information to determine if all Chapter 74-approved vocational technical education programs have the required representation (business/industry; organized labor (union); colleges(s); parent(s)/guardian(s); student(s); representative(s) from registered apprenticeship program(s) (only required if the occupational field of the program has a registered apprenticeship program).*

*Note: the district may meet the organized labor representation requirement on its Program Advisory Committees by including organized labor representation on the district’s General Advisory Committee.*

*There was no evidence that the General Advisory Committee meets at least twice per year, with one of the meetings being with the School Committee.*

*Based on interviews, the district’s General Advisory Committee and Program Advisory Committees are expected to complete a written annual program survey. However, there was no documentation indicating the surveys were actually completed, or any evidence that they were used by each Program Advisory Committee as part of reviewing the district’s Chapter 74-approved vocational technical education programs.*

CRITERION NUMBER			
	<b>Legal Standard</b>		
<b>CVTE 10</b>	A Career Plan for each student enrolled in a career/vocational technical education programs is developed with the involvement of parents/guardians. <i>Perkins Sections 3 &amp; 118, Vocational Technical Education Regulations 603 CMR 4.03(4)</i>		
	<b>Rating: Partially Implemented</b>	<b>District Response Required:</b>	<b>Yes</b>

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

*Based on documentation provided by the district and interviews, although the district recently began implementing Career Cruising online for all new incoming students, at this time a Career Plan does not exist for each student enrolled in a career/vocational technical education program.*

CRITERION NUMBER	CAREER/VOCATIONAL TECHNICAL EDUCATION IV. CURRICULUM AND INSTRUCTION		
	<b>Legal Standard</b>		
<b>CVTE 11</b>	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>		
	<b>Rating: Partially Implemented</b>	<b>District Response Required:</b>	<b>Yes</b>

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

*Documentation provided by the district and interviews indicate that the district is in the process of aligning curricula with the Vocational Technical Education Frameworks.*

*Documentation and interviews indicate that while the district has students participate in safety assessments in both exploratory and final technical program areas, there was no evidence indicating accommodations, modifications or special considerations to ensure that students identified as limited English proficient understand the assessment and successfully complete the safety requirements in a language they can understand.*

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

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

*Documentation provided by the district and interviews indicated the following:*

- *The district is in the process of aligning all curricula with the Vocational Technical Education Frameworks.*
- *While the district is phasing in the implementation of Skills Plus, the uniform process being developed to measure the technical knowledge and skills of students, including those*



*participating in cooperative education, is not yet fully implemented.*

- *Information regarding technical skill attainment is not routinely shared with students or parents/guardians.*
- *Interviews indicated that several technical teachers often rely upon the assistance of students in the program who are multilingual to communicate and translate instructional material. As a result, programs for students identified as limited English proficient are not appropriately structured so they may acquire the required technical knowledge and skills.*

*The district offers the Accelerated Articulated College Entrance Program (AACE), a collaborative arrangement with Massasoit Community College, where qualifying students in grade 12 can attend Massasoit full time during their senior year to earn college credit. Interviews indicated that students participating in the program are allowed to have their technical course of study “waived” for their senior year.*

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

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

*Documentation provided by the district and interviews indicate that the district is in the process of aligning curricula with the Vocational Technical Education Frameworks.*

*Interviews indicate that while the district has begun the process of mapping academic and technical curricula and some individual technical teachers work to include embedded academics, there is no formal system to support academic and technical integration.*

<b>CRITERION NUMBER</b>			
	<b>Legal Standard</b>		
<b>CVTE 14</b>	Programs are structured so that students acquire employability knowledge and skills. <i>Perkins Section 135, M.G.L. c. 74 Section 2, Vocational Technical Education Regulations 603 CMR 4.03 (4) 4.06</i>		
	<b>Rating: Implemented</b>	<b>District Response Required:</b>	<b>No</b>

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

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

*Documentation provided by the district and interviews indicate that the district is in the process of aligning curricula with the Vocational Technical Education Frameworks.*

*Although the district offers both a management and entrepreneurship course as an elective, students with disabilities, limited English proficiency and those requiring other support services are not always able to select these courses because of conflicts when being assigned to supplementary courses (e.g. P.A.S.S., Title I, ESL, and Wilson Reading). Additionally, students in MCAS remediation classes are not always able to access these courses because of scheduling conflicts. Consequently, the ability for some students, typically special populations, to acquire management & entrepreneurship knowledge and skills is significantly compromised.*

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

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

*Documentation provided by the district and interviews indicate that the district is in the process of aligning curricula with the Vocational Technical Education Frameworks.*

*Based on interviews, with the exception of some students with disabilities and limited English proficiency, ninth graders are required to take and pass the Introduction to Computer Skills course. However, the district's computer network has outdated wiring, consistently causing school-wide performance issues and system failures. Consequently, the access to the computer course is limited for some populations, and the ability for all students to acquire technological knowledge and skills is significantly compromised.*

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

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

*Based on interviews and documentation, the district is a member of the Massasoit Community College Consortium, and has several articulation agreements in place. However, most agreements were outdated and there was no evidence of a system in place to monitor student use and access, or to review and update articulation agreements. There was no evidence of articulation agreements with registered apprenticeship programs.*

*The district offers the Accelerated Articulated College Entrance Program (AACE), a collaborative arrangement with Massasoit Community College, where qualifying students in grade 12 can attend Massasoit full time during their senior year to earn college credit. Interviews indicated that students participating in the program are allowed to have their technical course of study “waived” for their senior year.*

*While the district has several displays and bulletin boards in the Guidance Office, promoting postsecondary and financial support options, including awards and competitive scholarships, there was no evidence of information available in languages reflective of the student population.*

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

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

*Based on documentation, student cooperative education records and interviews, the team noted several concerns including:*

- *While the district has cooperative education policies, procedures, and eligibility requirements published in both the Program of Study and Student Handbook, such information is currently available only in English.*
- *Although the district has hired a licensed full time cooperative education coordinator, who oversees a relatively small program, the cooperative education program does not provide for sufficient supervision between the school, student and employer in that the district currently has one staff member responsible for visiting worksites, thus limiting the district’s ability to ensure appropriate supervision.*
- *The nondiscrimination statement listed on the district’s Cooperative Education Course application must be revised to reflect all of the protected classes (race, color, sex, religion, national origin, sexual orientation, disability).*
- *Although most cooperative education agreements reflect an employer evaluation of general employability skills to be further developed by the student while at the worksite, the district has not yet fully implemented a system to document for each student participating in cooperative education the acquisition of knowledge and skills.*

*At least one student did not have Workers Compensation insurance verification in the student record.*

<b>CRITERION NUMBER</b>			
	<b>Legal Standard</b>		
<b>CVTE 19</b>	Non-cooperative education (unpaid) work-based learning such as internships and job-shadowing is implemented in accordance with applicable laws, regulations and policies. <i>Perkins Section 135, M.G.L. c. 74 Section 2A, M.G.L. c. 152, Vocational Technical Education Regulations 603 CMR 4.03(4), Chapter 385 of the Acts of 2002</i>		
	<b>Rating: Not Implemented</b>	<b>District Response Required:</b>	<b>Yes</b>

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

*Based upon documentation provided by the district and interviews, the following concerns were noted by the onsite team:*

- *Although the district has a few forms for the unpaid School-to-Career work-based learning program (job-shadow consent forms, the student externship contract), and some Memoranda of Agreement with participating area hospitals there was no evidence that district has written policies and procedures for participation (e.g. site supervision, student grades, attendance, CORIs, safety orientation, skills to be acquired, etc.) nor written agreements for all fourteen (14) participating area hospitals and child care centers.*
- *While the district indicates that all cooperative education supervisors are appropriately CORI checked, there was no evidence indicating that the district implements the CORI law for employers participating in the district’s internship, externships, and practicums.*
- *The district provided a sample clinical rotation sheet of primarily industry-related employability skills to be assessed while onsite at area hospitals. However, there was no evidence indicating*

that the district documents for each student participating in the unpaid School-to-Career work-based learning program the acquisition of knowledge and skills.

- Students in grades 9 and 10 are required to complete the Early Childhood practicum/externship at area children centers. However, this conflicts with the requirement for students to participate in such practicum/externship only when those students have demonstrated the acquisition of the knowledge and skills necessary for participation. Since the district has a 1/2 year exploratory program in which all students participate, this requirement may not be met for students in grade 9. It was unclear to the onsite team if the students go to the area centers accompanied by their program teacher, or if they are assigned to staff at the area centers.
- The job shadow consent and recommendation forms did not contain a nondiscrimination notice.
- The Early Childhood practicum/externship requires all students to pay a \$25.00 malpractice insurance fee, paid directly to the technical teacher. However, there is no provision for assistance with the fee for economically disadvantaged students.

<b>CRITERION NUMBER</b>			
	<b>Legal Standard</b>		
<b>CVTE 20</b>	Unpaid off-campus construction and maintenance projects are appropriately implemented. <i>Vocational Technical Education Regulations 603 CMR 4.06; M.G.L.c.142, Section 3A.</i>		
	<b>Rating: Partially Implemented</b>	<b>District Response Required:</b>	<b>Yes</b>

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

*During the 2008-2009 school year, the district does not have off-campus construction and maintenance projects. However, the district has written policies and procedures in place for the acquisition and implementation of unpaid off-campus construction and maintenance projects.*

*As noted above, the district requires all incoming students to complete an Equipment and Machinery Use Agreement form requiring the parent/guardian to sign releasing the school district, and its employees, from any claim should an accident occur, both on school premises and at off-site construction sites/projects. Note that students/parents/guardians shall not be required to waive their legal rights as a condition of participation in the district's unpaid off-campus construction and maintenance projects.*

<b>CRITERION NUMBER</b>			
	<b>Legal Standard</b>		
<b>CVTE 21</b>	The needs of students in alternative education are adequately addressed (if applicable). Alternative Education is an instructional approach under the control of a school committee that is offered to "at-risk" students in a nontraditional setting. "At-risk" students may include those who are pregnant/parenting teens, truant students, and suspended or expelled students, returned dropouts, delinquent youth, or other students who are not meeting local promotional requirements. Alternative Education may		

<b>CRITERION NUMBER</b>			
	<b>Legal Standard</b>		
	operate as a program or as a separate self-contained school. Alternative Education does not include private schools, home schooling, school choice, General Educational Development (GED), or gifted and talented programs. Alternative Education also does not include programs exclusively serving students receiving special education services or career/vocational technical education. Perkins Section 122		
	<b>Rating: Not Applicable</b>	<b>District Response Required:</b>	<b>Yes</b>

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

*At the time of the review, the district did not have any alternative education programs*

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

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

*Based on interviews and review of documentation provided by the district, linkages with registered apprenticeship programs did not exist.*

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

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

*Based on interviews, the district’s website and documentation provided by the district, some career/vocational technical programs require students to purchase specific tools, boots and/or uniforms. Although the district makes an effort to inform students at the start of the school year regarding how to obtain financial assistance (via school morning announcement), this information is not publicized to students/families and is not available in the languages of the community.*

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

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

*Interviews and a review of documentation provided by the district indicated the following:*

- *Several technical teachers often rely upon the assistance of students in the program who are multilingual to communicate and translate instructional material. Therefore, the district’s ability to assist students with limited English proficiency in the successful completion of their career/vocational technical education program, and the transition to employment and/or further education is significantly compromised.*
- *Limited English proficient students are removed exclusively from their technical theory/related classes and/or shop to receive language support services.*
- *The district does not routinely provide limited English proficient students and their families with*

guidance and counseling services and information in a language they understand. For example, while there is substantial information in the Guidance Office regarding the available guidance and counseling services, postsecondary options and financial aid/scholarship information, materials are available solely in English.

- At the time of the onsite visit, linkages with registered apprenticeship programs did not exist.

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

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

*Interviews and documentation provided by the district indicate that the district has recently established a stipend position for a Nontraditional Coordinator, and has some structured support services in place to assist students preparing for careers that would be nontraditional for their gender. However, the support activities were limited and there was no evidence indicating support for males in programs nontraditional for their gender. Further, the Nontraditional Student Placement and Activities Chart included in the documentation provided by the district lists several students (8 out of 17) that are not in programs nontraditional for their gender (e.g., females in Health Assisting and Graphics; males in Culinary Arts).*

CRITERION NUMBER			
	<b>Legal Standard</b>		
<b>CVTE 26</b>	Services including career guidance are provided to assist each student that is a single parent (including a single pregnant student) in the successful completion of a career/vocational technical education program, and the transition to employment and/or further education including registered apprenticeship programs. <i>Perkins Section 135; Vocational Technical Education Regulations 603 CMR 4.03(4)</i>		
	<b>Rating: Implemented</b>	<b>District Response Required:</b>	<b>No</b>



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

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

*Based on a review of documentation provided by the district and verification of information at the Department, not all staff involved in career/vocational technical education programs are appropriately licensed or on a waiver.*

CRITERION NUMBER			
	<b>Legal Standard</b>		
<b>CVTE 28</b>	All staff in career/vocational technical education programs acquire appropriate professional development. <i>Perkins Section 135, Vocational Technical Education Regulations 603 CMR 4.03 (5) 4.07 and M.G.L. c. 71 Section 38G, Regulations for Educator Licensure and Preparation Program Approval 603 CMR 7.00.</i>		
	<b>Rating: Implemented</b>	<b>District Response Required:</b>	<b>No</b>

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

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

A safety expert from the Massachusetts Department of Labor - Division of Occupational Safety (DOS) inspected the career/vocational technical program facilities and shop equipment. This inspection was part of the Coordinated Program Review conducted by the Department of Elementary and Secondary Education. The Career/Vocational Technical Education unit sent the safety report on the inspections to Superintendent Ciccolo on November 26, 2008. There are sixty (60) safety hazards identified in the report, with nineteen (19) of the sixty (60) safety hazards deemed **critical** and thus need to be addressed immediately. The nineteen (19) critical hazards are detailed in Item #'s 01, 02, 04, 05, 11, 12, 13, 18, 19, 22, 23, 24, 28 and 29 (please note that each Item # typically identifies multiple hazards). Corrective action on the remaining forty-one (41) safety hazards should also begin.

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

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

A safety expert from the Massachusetts Department of Labor - Division of Occupational Safety (DOS) inspected the career/vocational technical program facilities and shop equipment. This inspection was part of the Coordinated Program Review conducted by the Department of Elementary and Secondary Education. The Career/Vocational Technical Education unit sent the safety report on the inspections to Superintendent Ciccolo on November 26, 2008. There are sixty (60) safety hazards identified in the report, with nineteen (19) of the sixty (60) safety hazards deemed **critical** and thus need to be addressed immediately. The nineteen (19) critical hazards are detailed in Item #'s 01, 02, 04, 05, 11, 12, 13, 18, 19, 22, 23, 24, 28 and 29 (please note that each Item # typically identifies multiple hazards). Corrective action on the remaining forty-one (41) safety hazards should also begin.

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

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

A safety expert from the Massachusetts Department of Labor - Division of Occupational Safety (DOS) inspected the career/vocational technical program facilities and shop equipment. This inspection was part of the Coordinated Program Review conducted by the Department of Elementary and Secondary Education. The Career/Vocational Technical Education unit sent the safety report on the inspections to Superintendent Ciccolo on November 26, 2008. There are sixty (60) safety hazards identified in the report, with nineteen (19) of the sixty (60) safety hazards deemed **critical** and thus need to be addressed immediately. The nineteen (19) critical hazards are detailed in Item #'s 01, 02, 04, 05, 11, 12, 13, 18, 19, 22, 23, 24, 28 and 29 (please note that each Item # typically identifies multiple hazards). Corrective action on the remaining forty-one (41) safety hazards should also begin.

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

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

*A safety expert from the Massachusetts Department of Labor - Division of Occupational Safety (DOS) inspected the career/vocational technical program facilities and shop equipment. This inspection was part of the Coordinated Program Review conducted by the Department of Elementary and Secondary Education. The Career/Vocational Technical Education unit sent the safety report on the inspections to Superintendent Ciccolo on November 26, 2008. There are sixty (60) safety hazards identified in the report, with nineteen (19) of the sixty (60) safety hazards deemed **critical** and thus need to be addressed immediately. The nineteen (19) critical hazards are detailed in Item #'s 01, 02, 04, 05, 11, 12, 13, 18, 19, 22, 23, 24, 28 and 29 (please note that each Item # typically identifies multiple hazards). Corrective action on the remaining forty-one (41) safety hazards should also begin.*

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

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

*For the Class of 2007, the district did not meet the required 70% performance level for positive placement under Chapter 74 in the following Chapter 74-approved vocational technical education programs:*

*Automotive Collision Repair & Refinishing (actual = 66.67%) and Carpentry (actual = 60%).*

*For Perkins Performance Year One (2007-2008), the district did not meet at least 90% of the performance level for the populations with 16 or more students for the following core indicators:*

1S1 - Academic Attainment English Language Arts Core Indicator (required = 45.25%):  
 Student with disabilities - actual = 21.28%

1S2 - Academic Attainment Mathematics Core Indicator (required = 40.06%):  
 Student with disabilities - actual = 23.40%

6S1 –Nontraditional Participation Core Indicator (required = 10.4%):  
 Male - actual = 4.07%; Student with disabilities – actual = 8.51%.

6S2 –Nontraditional Completion Core Indicator (required = 9.83%):  
 Male - actual = 5.41%; Student with disabilities – actual = 0.00%.

<b>CRITERION NUMBER</b>			
	<b>Legal Standard</b>		
<b>CVTE 34</b>	The district uses the Perkins Act Core Indicator of Performance outcomes and Chapter 74 outcomes to improve programs and outcomes for students. <i>Perkins Section 113, Vocational Technical Education Regulations 603 CMR 4.05</i>		
	<b>Rating: Implemented</b>	<b>District Response Required:</b>	<b>No</b>

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

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

*Review of student records and interviews with staff indicated that the Vocational and Guidance departments work collaboratively to organize and properly secure student records. However, during the onsite review, the interview team noted several records that did not contain the items listed in the Student Record Review Checklist, including:*

- *Most student records lacked evidence that career assessment results or guidance activities are used in planning students' program of study.*
- *Documentation of the acquisition of safety and health, technical, academic, employability, management & entrepreneurship and technological knowledge and skills, including during cooperative education, was limited and inconsistent.*

- *There was extremely limited documentation of activities and support services being provided for members of special populations (e.g. students with disabilities, students with limited English proficiency, students with economic disadvantages, students who are parenting/pregnant, students participating in programs to prepare her/him for a career that would be nontraditional for her/his gender).*
- *Some records lacked evidence of assessment used in each exploratory program.*
- *Some completed applications to the school found in student records reflected the applicant self-disclosed their special education or limited English proficient status, however, there was no documentation indicating that the district offered or provided accommodations during the admissions process.*
- *Initial acceptance letters found in some student records described five specific criteria to be met by the applicant in order to receive final acceptance (e.g. attend an IEP team meeting).*

<b>CRITERION NUMBER</b>			
	<b>Legal Standard</b>		
<b>CVTE 36</b>	The district submits accurate Career/Vocational Technical Education Graduate One-Year Follow-up Reports and has appropriate back-up documentation. <i>Perkins Section 113, Vocational Technical Education Regulations 603 CMR 4.05</i>		
	<b>Rating: Partially Implemented</b>	<b>District Response Required:</b>	<b>Yes</b>

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

*Student surveys and logs are maintained; however, only back-up records for years 2005-2007 were on hand.*

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

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

*Line item amounts for the Perkins Fund Code 400 allocation grant (FY2008) per the Final Financial Report were traced to the district's accounting records and the budget with one exception. There was no adjustment for the on-behalf payment to MTRS by State in revenues. Therefore, the accounting records*

(revenues) were under reported by \$7,344.

<b>CRITERION NUMBER</b>			
	<b>Legal Standard</b>		
<b>CVTE 38</b>	The district uses Perkins funds in accordance with statutory fund-use rules, including supplement not supplant provisions. <i>Perkins Sections 135</i>		
	<b>Rating: Implemented</b>	<b>District Response Required:</b>	<b>No</b>

<b>CRITERION NUMBER</b>			
	<b>Legal Standard</b>		
<b>CVTE 39</b>	The district has adequate financial resources to enable the programs to meet current industry and Occupational Safety and Health Administration (OSHA) standards with respect to facilities, safety, equipment and supplies. <i>Vocational Technical Education Regulations 603 CMR 4.03 (8)</i>		
	<b>Rating: Implemented</b>	<b>District Response Required:</b>	<b>No</b>

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/>.

Final Report FALL-WINTER SE CR ELE CVT – 2009

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