



Massachusetts Department of
**ELEMENTARY & SECONDARY
EDUCATION**

Pathfinder Regional Vocational Technical School

COORDINATED PROGRAM REVIEW REPORT OF FINDINGS

Dates of Onsite Visit: May 13-15, 2009

Date of Draft Report: August , 2009

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Action Plan Due: October 29, 2009

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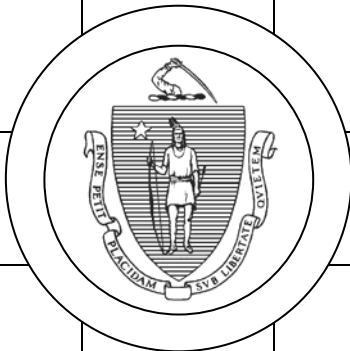
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**MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
COORDINATED PROGRAM REVIEW REPORT**

Pathfinder Regional Vocational Technical School

SCOPE OF COORDINATED PROGRAM REVIEWS 3

COORDINATED PROGRAM REVIEW ELEMENTS 4

REPORT INTRODUCTION 7

DEFINITION OF COMPLIANCE RATINGS 10

LEGAL STANDARDS AND COMMENTS..... 11

SPECIAL EDUCATION 11

CIVIL RIGHTS AND OTHER RELATED GENERAL EDUCATION REQUIREMENTS..... 36

ENGLISH LEARNER EDUCATION 54

CAREER/VOCATIONAL TECHNICAL EDUCATION 66

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

Pathfinder 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. Based on feedback, the Department agreed to add an additional 28 criteria to those Coordinated Program Reviews conducted during the period of March to June 2009. 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 six-member Massachusetts Department of Elementary and Secondary Education team visited Pathfinder Regional Vocational School during the week of May 13, 2009 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 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 15 administrative staff.
- Interviews of 45 teaching and support services staff across all levels.
- Interviews as requested by persons from the general public.
- Student record reviews: Samples of 20 special education student records, 20 career/vocational student records and 3 English learner education student records were selected by the Department. These student records were first examined by local staff, whose Findings were then verified by the onsite team using standard Department record review procedures.
- Surveys of parents of students with disabilities: 20 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. 10 of these parent surveys were returned to the Department of Elementary and Secondary Education for review.
- Observation of classrooms and other facilities. A sample of 3 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.

Pathfinder Regional Vocational Technical School

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

| PROGRAM AREA | PARTIALLY IMPLEMENTED | NOT IMPLEMENTED | OTHER CRITERIA REQUIRING RESPONSE |
|--|---|----------------------------------|--|
| Special Education | SE 5, SE 9, SE 9A, SE 12, SE 13, SE 14, SE 18A, SE 18B, SE 20, SE 22, SE 24, SE 25, SE 33, SE 34, SE 48 | SE 1, SE 3, SE 19, SE 43 | |
| Civil Rights and Other General Education Requirements | CR 3, CR 7, CR 13, CR 17A, CR 18, CR 20, CR 21, CR 25 | CR 12A, CR 14, CR 15, CR 16 | |
| English Learner Education | ELE 5, ELE 11, ELE 15 | | |
| Career/Vocational Technical Education | CVTE 2, CVTE 3, CVTE 4, CVTE 5, CVTE 6, CVTE 7, CVTE 9, CVTE 10, CVTE 11, CVTE 12, CVTE 13, CVTE 14, CVTE 15, CVTE 16, CVTE 17, CVTE 18, CVTE 22, CVTE 23, CVTE 24, CVTE 25, CVTE 27, CVTE 28, CVTE 29, CVTE 30, CVTE 31, CVTE 32, CVTE 33, CVTE 34, CVTE 36, CVTE 37 | CVTE 1, CVTE 8, CVTE 19, CVTE 35 | |

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

DEFINITION OF COMPLIANCE RATINGS

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

SPECIAL EDUCATION

**LEGAL STANDARDS AND
FINDINGS**

| CRITERION NUMBER | | | |
|-------------------------|---|------------------------------------|------------|
| | Legal Standard | | |
| SE 5 | <p>Participation in general State and district-wide assessment programs</p> <ol style="list-style-type: none"> 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. 2. The district’s IEP Teams designate how each student will participate and, if necessary, provide an alternate assessment. 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"> 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; 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; c. includes in the MCAS performance appeal, to the extent possible, the required evidence of the student’s knowledge and skills in the subject at issue. <p>State Requirements St. 2003, c. 140, s. 119; 603 CMR 30.05(2),(3),(5)</p> <p>Federal Requirements 20 U.S.C. 1412(a)(16)</p> | | |
| | Rating: Partially Implemented | District Response Required: | Yes |

Department of Elementary and Secondary Education Findings:

Interviews indicate that there was little or no evidence that IEP team members contribute regarding the determination of how each student will participate in the Massachusetts Comprehensive Assessment System (MCAS) and, if necessary, provide an alternate assessment as is the case for all students enrolled in the Modified Vocational Instruction at Pathfinder (MVIP) program. Please SE 18A

| CRITERION NUMBER | SPECIAL EDUCATION II. STUDENT IDENTIFICATION AND PLACEMENT | | |
|-------------------------|---|--|--|
| | Legal Standard | | |
| SE 15 | <p>Outreach by the School District (Child Find)</p> <p>The district has annual or more frequent outreach and continuous liaison with those groups below from which promotion or transfer of students in need of special education may be expected, or which would include students in need of special education:</p> | | |

| CRITERION NUMBER | SPECIAL EDUCATION II. STUDENT IDENTIFICATION AND PLACEMENT | | |
|------------------|---|---|-----------|
| | Legal Standard | | |
| | <ol style="list-style-type: none"> 1. professionals in community 2. private nursery schools 3. day care facilities 4. group homes 5. parent organizations 6. clinical /health care agencies 7. early intervention programs 8. private/parochial schools 9. other agencies/organizations 10. the school or schools that are part of the district, including charter schools 11. agencies serving migrant and/or homeless persons pursuant to the McKinney-Vento Education Act for Homeless Children | | |
| | State Requirements | Federal Requirements 34 CFR 300.111; 300.131; 300.209 | |
| | Rating: Implemented | District Response Required: | No |

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

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| CRITERION NUMBER | | | |
| | Legal Standard | | |
| | State Requirements G.L. c. 71B, § 3; 603 CMR 28.06(2) | Federal Requirements 34 CFR 300.114 – 120 | |
| | Rating: Partially Implemented | District Response Required: | Yes |

Department of Elementary and Secondary Education Findings:

Document review and interviews indicate that the district has moved to an inclusion model as a way to deliver services to all students needing specialized instruction except for those students placed in the substantially separate MVIP program. This reliance on the inclusion model does not adequately meet the needs of all of the district’s disabled students. Student record review and interviews indicate that some students are either under or over served by special education providers, without consideration given to any potential harmful effect on the student or on the quality of services that he or she needs. Student record review and interviews also indicate that there was little or no evidence to support that the IEP Team considered how students in the MVIP program may be placed in a less restrictive environment, with the use of supplementary aids and services. Please see SE 18B.

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

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

Department of Elementary and Secondary Education Findings:

Student record review and interviews indicate that most student records do not contain consented to IEPs. The ESE reviewers only found copies of the signed Placement page. There was little or no indication that each eligible student in the district has an IEP in effect at the beginning of the school year. Interviews indicate that the district has no process in effect to actively inform teachers and providers of their responsibilities related to the implementation of the student’s IEP and the specific accommodations, modifications, and supports. The district does not have a process that ensures full implementation of IEPs.

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| CRITERION NUMBER | SPECIAL EDUCATION III. PARENTAL INVOLVEMENT |
| | Legal Standard |
| SE 24 | <p>Notice to parent regarding proposal or refusal to initiate or change the identification, evaluation, or educational placement of the child or the provision of FAPE</p> <ol style="list-style-type: none"> 1. A student may be referred for an evaluation by a parent or any person in a caregiving or professional position concerned with the student's development. 2. When a student is referred for an evaluation to determine eligibility for special education, the school district sends written notice to the child's parent(s) within 5 school days of receipt of the referral, along with the district’s notice of procedural safeguards. The written notice meets all of the content requirements set forth in M.G.L. c.71B, §3, and in federal law, seeks the consent of the parent for the evaluation to occur, and provides the parent with the opportunity to express any concerns or provide information on the student’s skills or abilities and to consult regarding the evaluators to be used. 3. For all other actions, the district gives notice complying with federal requirements within a reasonable time. 4. The school district provides the student's parent(s) with an opportunity to consult with the special education administrator or his/her designee to discuss the reasons for the referral and the nature of the proposed evaluation 5. The district provides parents with an opportunity to consult with the administrator of special education or his/her designee regarding the evaluators to be used and the proposed content of all required and optional assessments 6. The school district does not limit a parent’s right to refer a student for timely special education evaluation because the district has not fully explored and/or attempted some or all of the available instructional support programs or other interventions available in general education that may be described in the district’s curriculum accommodation plan, including any pre-referral program. 7. The school district refuses to conduct an initial evaluation only when the |

| CRITERION NUMBER | SPECIAL EDUCATION III. PARENTAL INVOLVEMENT | | |
|------------------|--|--|------------|
| | Legal Standard | | |
| | 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. | | |
| | State Requirements G.L. c. 71B, § 3; 603 CMR 28.04(1) | Federal Requirements 34 CFR 300.503; 300.504(a)(1) | |
| | Rating: Partially Implemented | District Response Required: | Yes |

Department of Elementary and Secondary Education Findings:

Student record review indicates that the district does not send 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 district does not provide a written notice that includes seeking consent of the parent for the evaluation to occur, and providing 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. Student record review and interviews indicate that the school district does not provide 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.

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

| CRITERION NUMBER | | | |
|------------------|--|---|---|
| | Legal Standard | | |
| | <p>6. 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>If, subsequent to initial evaluation and initial placement and after following the procedures required by the regulations, the school district is unable to obtain parental consent to a reevaluation or to placement in a special education program subsequent to the initial placement, or the parent revokes consent to such reevaluation or placement, the school district considers with the parent whether such action will result in the denial of a free appropriate public education to the child. If, after consideration, the school district determines that the parent's failure or refusal to consent will result in a denial of a free appropriate public education to the student, it seeks resolution of the dispute through Special Education Appeals.</p> | <p>State Requirements 603 CMR 28.07(1)</p> | <p>Federal Requirements 34 CFR 300.300</p> |
| | Rating: Partially Implemented | District Response Required: | Yes |

Department of Elementary and Secondary Education Findings:

Student record review indicates that there is little or no evidence in the student record to support that the district obtains written parental consent before conducting a reevaluation and before placing a student in a special education placement. Student record review indicates that the district does not obtain consent to the services proposed on a student's IEP before providing such services as evidenced by the lack of signed IEPs in the student record. The record review also indicates that evaluations are conducted prior to obtaining parent consent with, at times, the parent providing written consent during the team meeting, after the evaluation was conducted.

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

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| CRITERION NUMBER | | | | |
| | Legal Standard | | | |
| | <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>State Requirements 603 CMR 28.02(21)</p> <p style="text-align: right;">Federal Requirements 34 CFR 300.322; 300.501</p> | | | |
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| Rating: Implemented | District Response Required: | No | | |

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|----------------------------|---|----------------------------|------------------------------------|-----------|
| CRITERION NUMBER | | | | |
| | Legal Standard | | | |
| SE 27 | <p>Content of Team meeting notice to parents The parent notice of any Team meeting states the purpose, time and location of the meeting as well as who will be in attendance.</p> <p>State Requirements</p> <p style="text-align: right;">Federal Requirements 34 CFR 300.322(b)(1)(i)</p> | | | |
| | <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">Rating: Implemented</td> <td style="width: 25%;">District Response Required:</td> <td style="width: 25%;">No</td> </tr> </table> | Rating: Implemented | District Response Required: | No |
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| CRITERION NUMBER | |
| | Legal Standard |
| SE 29 | <p>Communications are in English and primary language of home</p> <p>1. Communications with parents are in simple and commonly understood words and are in both English and the primary language of the home if such primary language is other than English. Any interpreter used in fulfilling these requirements is fluent in the primary language of the home and familiar with special education procedures, programs and services. If the parents or the student are unable to read in any language or are blind or deaf, communications required by these regulations are made orally in English with the use of a foreign language interpreter, in Braille, in sign language, via TTY, or in writing, whichever is appropriate, and all such communications are documented.</p> <p>2. If the district provides notices orally or in some other mode of communication that is not written language, the district keeps written</p> |

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| CRITERION NUMBER | | | |
| | Legal Standard | | |
| | documentation (1) that it has provided such notice in an alternate manner, (2) of the content of the notice and (3) of the steps taken to ensure that the parent understands the content of the notice. | | |
| | State Requirements 603 CMR 28.07(8) | Federal Requirements 34 CFR 300.322(e); 300.503(c) | |
| | Rating: Implemented | District Response Required: | No |

| | | | |
|-------------------------|--|------------------------------------|-----------|
| CRITERION NUMBER | | | |
| | Legal Standard | | |
| SE 32 | <p>Parent advisory council for special education</p> <ol style="list-style-type: none"> 1. The school district has established a district-wide parent advisory council on special education. 2. Membership on the council is offered to all parents of children with disabilities and other interested parties. 3. The parent advisory council duties include but are not limited to: advising the district on matters that pertain to the education and safety of students with disabilities; meeting regularly with school officials to participate in the planning, development, and evaluation of the school district's special education programs. 4. The parent advisory council has established by-laws regarding officers and operational procedures. 5. The parent advisory council receives assistance from the school committee without charge, upon reasonable notice, and subject to the availability of staff and resources. 6. The school district conducts, in cooperation with the parent advisory 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. | | |
| | State Requirements G.L. c. 71B, § 3; 603 CMR 28.03(1)(a)(4); 28.07(4) | Federal Requirements | |
| | Rating: Implemented | District Response Required: | No |

| CRITERION NUMBER | SPECIAL EDUCATION IV. CURRICULUM AND INSTRUCTION | | |
|------------------|--|------------------------------------|------------|
| | Legal Standard | | |
| SE 33 | <p>Involvement in the general curriculum</p> <ol style="list-style-type: none"> 1. Reserved. 2. Reserved. 3. At least one member of all IEP Teams is familiar with the general curriculum and is able to discuss an eligible student's appropriate access to the general curriculum. 4. In the IEP the district documents the student's participation in the general curriculum. <p>State Requirements 603 CMR 28.05(4)(a) and (b)</p> <p style="text-align: right;">Federal Requirements 34 CFR 300.320(a)(1)(i) and a(2)(i)(A); 300.321(a)(4)(ii)</p> | | |
| | Rating: Partially Implemented | District Response Required: | Yes |

Department of Elementary and Secondary Education Findings:

There is not always a person on the IEP Team familiar with the general curriculum to discuss the student's appropriate access to the curriculum.

| CRITERION NUMBER | Legal Standard | | |
|------------------|--|------------------------------------|------------|
| SE 34 | <p>Continuum of alternative services and placements</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>State Requirements 603 CMR 28.05(7)(b)</p> <p style="text-align: right;">Federal Requirements 34 CFR 300.109; 300.110; 300.115</p> | | |
| | Rating: Partially Implemented | District Response Required: | Yes |

Department of Elementary and Secondary Education Findings:

Document and student record review and interviews indicate that the district has moved to a continuum of service model that includes only inclusion and the substantially separate program (MVIP). There is no provision to provide specialized instruction in a small group setting for students who may need a placement or service beyond what is currently offered.

| CRITERION NUMBER | |
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| | Legal Standard |
| SE 37 | <p>Procedures for approved and unapproved out-of-district placements</p> <ol style="list-style-type: none"> 1. <u>Individual student program oversight</u>: The school district monitors the provision of services to and the programs of individual students placed in public and private out-of-district programs. Documentation of monitoring 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. 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. 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. 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). 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. 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"> 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. b. <u>Evaluation of facility</u>: The administrator of special education or his/her |

| CRITERION NUMBER | |
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| | Legal Standard |
| | <p>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> <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</p> |

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| CRITERION NUMBER | | | | |
| | Legal Standard | | | |
| | <p style="text-align: center;">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> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>State Requirements 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> </td> <td style="width: 50%; vertical-align: top;"> <p>Federal Requirements 34 CFR 300.2(c)</p> </td> </tr> </table> | <p>State Requirements 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>Federal Requirements 34 CFR 300.2(c)</p> | |
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| Rating: Not Applicable | District Response Required: | No | | |

Department of Elementary and Secondary Education Findings:

This criterion does not apply to Pathfinder Regional Vocational Technical High School.

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| CRITERION NUMBER | | | | |
| | Legal Standard | | | |
| SE 45 | <p>Procedures for suspension up to 10 days and after 10 days: General requirements</p> <ol style="list-style-type: none"> 1. Any eligible student may be suspended up to 10 days in any school year without implementation of procedures described in criterion SE 46 below. 2. After a student with special needs has been suspended for 10 days in any school year, during any subsequent removal the public school provides sufficient services for the student to continue to receive a free and appropriate public education. 3. The school provides additional procedural safeguards for students with disabilities prior to any suspension beyond 10 consecutive days or more than 10 cumulative days (if there is a pattern of suspension) in any school year. <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>State Requirements G.L. c. 76, §§ 16-17</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Federal Requirements 34 CFR 300.530-300.537</p> </td> </tr> </table> | <p>State Requirements G.L. c. 76, §§ 16-17</p> | <p>Federal Requirements 34 CFR 300.530-300.537</p> | |
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| | <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">Rating: Implemented</td> <td style="width: 33%;">District Response Required:</td> <td style="width: 33%;">No</td> </tr> </table> | Rating: Implemented | District Response Required: | No |
| Rating: Implemented | District Response Required: | No | | |

| CRITERION NUMBER | |
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| | Legal Standard |
| SE 46 | <p>Procedures for suspension of students with disabilities when suspensions exceed 10 consecutive school days or a pattern has developed for suspensions exceeding 10 cumulative days; responsibilities of the Team; responsibilities of the district</p> <ol style="list-style-type: none"> 1. A suspension of longer than 10 consecutive days or a series of suspensions that are shorter than 10 consecutive days but constitute a pattern are considered to represent a change in placement. 2. 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.” 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"> a. services to enable the student, although in another setting, to continue to participate in the general education curriculum and to progress toward IEP goals; and b. as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, to address the behavior so that it does not recur. 4. <u>Interim alternative educational setting.</u> Regardless of the manifestation determination, the district may place the student in an interim alternative educational setting (as determined by the Team) for up to 45 school days <ol style="list-style-type: none"> a. on its own authority if the behavior involves weapons or illegal drugs or another controlled substance or the infliction of serious bodily injury on another person while at school or a school function or, considered case by case, unique circumstances; or b. on the authority of a hearing officer if the officer orders the alternative placement after the district provides evidence that the student is “substantially likely” to injure him/herself or others. <p><u>Characteristics.</u> In either case, the interim alternative education setting enables the student to continue in the general curriculum and to continue receiving services identified on the IEP, and provides services to address the problem behavior.</p> 5. If district personnel, the parent, and other relevant members of the Team determine that the behavior <u>IS</u> a manifestation of the disability, then the Team completes a functional behavioral assessment and behavioral intervention plan if it has not already done so. If a behavioral intervention plan is already in place, the Team reviews it and modifies it, as necessary, to address the behavior. Except when he or she has been placed in an interim alternative educational |

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| CRITERION NUMBER | | | | |
| | Legal Standard | | | |
| | <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">State Requirements 603 CMR 28.06(5)</td> <td style="width: 50%; border: none;">Federal Requirements 34 CFR 300.101 – 300.113</td> </tr> </table> | State Requirements 603 CMR 28.06(5) | Federal Requirements 34 CFR 300.101 – 300.113 | |
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| Rating: Partially Implemented | District Response Required: | Yes | | |

Department of Elementary and Secondary Education Findings:

Review of documentation and interviews indicate that since the current scheduling of the MVIP program students is not synchronized with the other vocational and academic programs offered by the district, these students do not have access to all of the offerings of the school including, but not limited to, the remedial reading program. Additionally, according to the district’s MVIP program description in its brochure, students placed in this program are only expected to receive a “...certificate when they leave the program. This is not a diploma but rather a certificate indicating what shop area they have been trained ... the number of hours of attendance.” The brochure further explains “Students may only have access to a diploma if the TEAM recommends it...” Please see CR 3.

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| CRITERION NUMBER | | | | |
| | Legal Standard | | | |
| SE 52A | <p>Registration of educational interpreters 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> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">State Requirements 603 CMR 28.02(3),(18)</td> <td style="width: 50%; border: none;">Federal Requirements 34 CFR 300.34; 300.156(b)</td> </tr> </table> | State Requirements 603 CMR 28.02(3),(18) | Federal Requirements 34 CFR 300.34; 300.156(b) | |
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| Rating: Implemented | District Response Required: | No | | |

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| CRITERION NUMBER | |
| | Legal Standard |
| SE 53 | <p>Use of paraprofessionals</p> <ol style="list-style-type: none"> 1. Reserved. 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 proximate and readily available to provide such supervision. |

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| CRITERION NUMBER | | | |
| | Legal Standard | | |
| | State Requirements | Federal Requirements 34 CFR 300.156 | |
| | Rating: Implemented | District Response Required: | No |

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

Additional Criterion Reviewed for this CPR

| CRITERION NUMBER | SPECIAL EDUCATION I. ASSESSMENT OF STUDENTS | | |
|------------------|---|------------------------------------|------------|
| | Legal Standard | | |
| SE 1 | <p>Assessments are appropriately selected and interpreted for students referred for evaluation</p> <ol style="list-style-type: none"> 1. Tests and other evaluation materials are: <ol style="list-style-type: none"> a. validated b. administered and interpreted by trained individuals c. tailored to assess specific areas of educational need and related developmental needs d. selected and administered to reflect aptitude and achievement levels and related developmental needs e. as free as possible from cultural and linguistic bias f. provided and administered in the language and form most likely to yield accurate information on what the student knows and can do academically, developmentally, and functionally g. not the sole criterion for determining an appropriate educational program h. not only those designed to provide a single general intelligence quotient i. are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or the other factors the test purports to measure j. technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors 2. In interpreting evaluation data and making decisions, the district: <ol style="list-style-type: none"> a. uses information from a variety of sources to gather relevant functional and developmental information, including information provided by the parent b. ensures that information obtained from these sources is considered c. ensures that the placement decision conforms with placement in the least restrictive environment d. includes information related to enabling the student to be involved in and progress in the general curriculum <p>State Requirements 603 CMR 28.04 603 CMR 28.05</p> <p>Federal Requirements 34 CFR 300.304; 300.305; 300.306(c)</p> | | |
| | Rating: Not Implemented | District Response Required: | Yes |

Department of Elementary and Secondary Education Findings:

Student record review indicates that assessments are not tailored to meet the specific needs of the student nor does the IEP Team consider the information gathered through those assessments, and other means, as a basis to make decisions on placement or the student's involvement in the general curriculum.

| CRITERION NUMBER | | | |
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| | Legal Standard | | |
| SE 3 | <p>Special requirements for determination of specific learning disability When a student suspected of having a specific learning disability is evaluated, the Team creates a written determination as to whether or not he or she has a specific learning disability, which is signed by all members of the Team, or if there is disagreement as to the determination, one or more Team members document their disagreement.</p> <p style="text-align: right;">Federal Requirements 34 CFR 300.8(c)(10); 300.311</p> | | |
| | Rating: Not Implemented | District Response Required: | Yes |

Department of Elementary and Secondary Education Findings:

Student record review indicates that the district does not create a written determination as to whether or not the student has a specific learning disability, which is signed by all Team members and which documents any Team member's disagreement.

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

Department of Elementary and Secondary Education Findings:

Student record review and interviews indicates that the district's practice is to have the parent sign the placement page of the IEP at the meeting. Student records did not contain clear evidence that all proposed IEPs are sent out or even provided to the parents.

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

Department of Elementary and Secondary Education Findings:

Student record review and interviews indicate that in many instances the district does not determine if the student requires special education and/or related services in order to make effective progress, or if the student requires related services in order to access the general curriculum. If a student is found not eligible for special education, the Team does not discuss whether the student should be referred for consideration of eligibility under 504. Interviews revealed that even when a student no longer needs direct services, the Team does not make a finding of no eligibility, but rather continues to extend the IEP. Student record review and interviews indicate that some students are placed on IEPs to receive supportive services even when the student's lack of progress is due to a lack of instruction in reading and mathematics, or lack of access to instructional supports

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

Department of Elementary and Secondary Education Findings:

Student record review and interviews indicate that the district does not consistently complete re-evaluations on or before the three- year anniversary date.

| CRITERION NUMBER | | | |
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| | Legal Standard | | |
| SE 13 | <p>Progress Reports and content</p> <ol style="list-style-type: none"> 1. Parents receive reports on the student's progress toward reaching the goals set in the IEP at least as often as parents are informed of the progress of non-disabled students. 2. Progress report information sent to parents includes written information on the student's progress toward the annual goals in the IEP. 3. Where a student's eligibility terminates because the student has graduated from secondary school or exceeded the age of eligibility, the school district provides the student with a summary of his or her academic achievement and functional performance, including recommendations on how to assist the student in meeting his or her postsecondary goals. <p>State Requirements 603 CMR 28.07(3)</p> <p>Federal Requirements 34 CFR 300.305(e)(3); 300.320(a)(3)</p> | | |

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

Department of Elementary and Secondary Education Findings:

Student record review indicates that several of the IEPs did not contain any goals; yet students were provided services in the service delivery grid. Consequently, in those situations there was no opportunity to provide parents with information concerning the student's progress as required.

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| CRITERION NUMBER | | | |
| | Legal Standard | | |
| SE 14 | <p>Review and revision of IEPs</p> <ol style="list-style-type: none"> 1. At least annually, on or before the anniversary date of the IEP, a Team meeting is held to consider the student's progress and to review, revise, or develop a new IEP or refer the student for a re-evaluation, as appropriate. 2. Amendments to the IEP. In between annual IEP meetings the district and parent may agree to make changes to a student's IEP, documented in writing, without convening a meeting of the Team. Upon request, a parent is provided with a revised copy of the IEP with the amendments incorporated. | | |
| | <p>State Requirements 603 CMR 28.04(3)</p> | <p>Federal Requirements 34 CFR 300.324(a)(4), (6) and (b)</p> | |
| | Rating: Partially Implemented | District Response Required: | Yes |

Department of Elementary and Secondary Education Findings:

Student record review and interviews indicate that the district does not always conduct a Team meeting at least annually, on or before the anniversary date of the IEP, to consider the student's progress and to review, revise, or develop a new IEP or refer the student for a re-evaluation, as appropriate, and in a timely manner. Student record review and interviews further indicated that the Team Chairpersons do not have a full understanding of the use and implementation of amendments to the IEP.

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| | Legal Standard | | |
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| SE 18A | IEP development and content | | |
| | <ol style="list-style-type: none"> 1. Upon determining that the student is eligible for special education, the Team, including the parent(s), develops an IEP at the Team meeting. 2. The IEP is completed addressing all elements of the most current IEP format provided by the Department of Elementary and Secondary Education. 3. The school district ensures that the IEP will not be changed at a higher administrative level within the district. | | |
| | State Requirements 603 CMR 28.05(3) | Federal Requirements IDEA-97: 34 CFR Part 300, Appendix A, Question #22 | |
| | Rating: Partially Implemented | District Response Required: | Yes |

Department of Elementary and Secondary Education Findings:

Based on the review of records and input from interviews, there are significant problems with district practices regarding determination of student eligibility for special education and the subsequent development of the IEP. Although the appropriate forms are used, there is no adherence to the standards for developing an appropriate IEP based on a variety of data relative to the student's disability that include:

- a. *Development of appropriate goals, as mentioned in SE 13 where several records reviewed did not have any goals listed at all,*
- b. *Development of the types of specialized instruction needed*
- c. *Appropriate development of the service delivery grid. In some cases, Title I was listed as a service and in other cases there were no services listed in the grid or they did not have goals associated with them*
- d. *A person familiar with the general curriculum to discuss the student's appropriate access to the curriculum based on the student's needs and methods for meeting these needs. Please see SE 33.*

| CRITERION NUMBER | Legal Standard |
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| SE 18B | <p>Determination of placement; provision of IEP to parent</p> <ol style="list-style-type: none"> 1. At the Team meeting, after the IEP has been fully developed, the Team determines the appropriate placement to deliver the services on the student's IEP. 2. Unless the student's IEP requires some other arrangement, the student is educated in the school that he or she would attend if the student did not require special education. 3. The decision regarding placement is based on the IEP, including the types of related services that are to be provided to the child, the type of settings in which those services are to be provided, the types of service providers, and the location at which the services are to be provided. 4. Reserved. |

| CRITERION NUMBER | | | |
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| | Legal Standard | | |
| | <p>5. Immediately following the development of the IEP, the district provides the parent with two (2) copies of the proposed IEP and proposed placement along with the required notice, except that the proposal of placement may be delayed according to the provisions of 603 CMR 28.06(2)(e) in a limited number of cases.</p> | | |
| | <p>State Requirements 603 CMR 28.05(6) and (7); 28.06(2)</p> | <p>Federal Requirements 34 CFR 300.116; 300.325</p> | |
| | <p>Rating: Partially Implemented</p> | <p>District Response Required:</p> | <p>Yes</p> |

Department of Elementary and Secondary Education Findings:

Student record reviews and interviews indicated (as cited in 18A) that there are significant problems with the district practice regarding determination of student eligibility for special education and the subsequent development of the IEP. Decision making regarding the appropriate placement of students is affected by these problems, and is further impacted by a limited continuum of services or placement options available to students in the district (See SE 20). Additionally, student record reviews revealed that the district routinely has the parent(s) sign the placement page at the Team meeting before the IEP has been agreed to or signed.

| CRITERION NUMBER | | | |
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| | Legal Standard | | |
| <p>SE 19</p> | <p>Extended evaluation If the Team finds a student eligible for special education and finds the evaluation information insufficient to develop a full or partial IEP, the Team, with the parents' consent, agrees to an extended evaluation period.</p> <ol style="list-style-type: none"> 1. The extended evaluation period is not used to deny programs or services determined to be necessary by the Team. If, prior to the extended evaluation, the Team determines that sufficient information is available to determine, in part, necessary annual goals and services, the Team writes a partial IEP that, if accepted by the parent, is immediately implemented by the district while the extended evaluation is occurring. 2. The extended evaluation period is not used to allow additional time to complete the required assessments. 3. If the parent consents to an extended evaluation, the Team documents their findings and determines what evaluation time period is necessary and the types of information needed to develop an IEP. The Team may decide to meet at intervals during the extended evaluation, but in all cases reconvenes promptly to develop an IEP when the evaluation is complete. 4. The extended evaluation may extend longer than one week, but does not exceed eight school weeks. 5. The extended evaluation is not considered a placement. | | |

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| CRITERION NUMBER | | | |
| | Legal Standard | | |
| | State Requirements 603 CMR 28.05(2)(b) | Federal Requirements | |
| | Rating: Not Implemented | District Response Required: | Yes |

Department of Elementary and Secondary Education Findings:

Student record review and interviews indicate that the district chairpersons do not have an understanding of the extended evaluation process.

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| CRITERION NUMBER | SPECIAL EDUCATION V. STUDENT SUPPORT SERVICES | | |
| | Legal Standard | | |
| SE 43 | Behavioral interventions For a student whose behavior impedes their learning or the learning of others, the Team considers the student’s behavior including positive behavioral interventions and the possible need for a functional behavioral assessment. | | |
| | State Requirements | Federal Requirements 34 CFR 300.324(a)(2)(i) | |
| | Rating: Not Implemented | District Response Required: | Yes |

Department of Elementary and Secondary Education Findings:

Review of student records for students with behavioral issues indicated that the Team does not consider behavior intervention plans (BIP), goals, or supportive services.

**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 | | |
|------------------|---|------------------------------------|------------|
| | Legal Standard | | |
| CR 3 | <p>Access to a full range of education programs All students, regardless of race, color, sex, religion, national origin, sexual orientation, disability, or homelessness, have equal access to the general education program and the full range of any occupational/vocational education programs offered by the district.</p> <p>Title VI: 42 U.S.C. 2000d; 34 CFR 100.3(a),(b); EEOA: 20 U.S.C. 1703(f); Title IX: 20 U.S.C. 1681; 34 CFR 106.31, 106.34, 106.35; Section 504: 29 U.S.C. 794; 34 CFR 104.4; Title II: 42 U.S.C. 12132; 28 CFR 35.130; IDEA 2004: 20 U.S.C. 1400; 34 CFR 300.110; NCLB: Title III, Part A, Sec. 3121(c)(1)(C); Title X, Part C, Secs. 721, 722(g)(4); Mass. Const. amend. art. 114; G.L. c. 71A, s. 7; c. 76, s. 5; 603 CMR 26.03</p> | | |
| | Rating: Partially Implemented | District Response Required: | Yes |

Department of Elementary and Secondary Education Findings:

Documentation and interviews indicated that given the current structure of the MVIP program with half day academics and half day shop, students who might benefit from a less restrictive environment are unable to participate in the full range of academic programs since all other programs operate with an alternating weekly schedule of academics and shop. Additionally, according to the MVIP program description in the program’s brochure, students placed in this program are only expected to receive a “...certificate when they leave the program. This is not a diploma but rather a certificate indicating what shop area they have been trained ... the number of hours of attendance.” The brochure further explains “Students may only have access to a diploma if the TEAM recommends it...” Please see SE 48.

| CRITERION NUMBER | | | |
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| | Legal Standard | | |
| <p>CR 4</p> | <p>Placement of female students, male students, homeless students, students with disabilities, and students from linguistic and racial/ethnic groups Patterns of placement in district programs and services for female students, male students, homeless students, students with disabilities, and students from various linguistic and racial/ethnic groups are consistent with patterns of placement for other students. If these patterns of placement are not consistent, the district is able to demonstrate that placements have been made for valid educational reasons.</p> <p>Title VI: 42 U.S.C. 2000d; 34 CFR 100.3(a),(b); EEOA: 20 U.S.C. 1703(f); Title IX: 20 U.S.C. 1681; 34 CFR 106.31, 106.34, 106.35, 106.36; Section 504: 29 U.S.C. 794; 34 CFR 104.4; Title II: 42 U.S.C. 12132; 28 CFR 35.130; NCLB: Title III, Part A, Sec. 3121(c)(1)(C); Title X, Part C, Secs. 721, 722(g)(4); Mass. Const. amend. art. 114; G.L. c. 71A, s. 7; c. 71B, s. 6; c. 76, s. 5; 603 CMR 26.03</p> | | |
| | Rating: Implemented | District Response Required: | No |

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

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

Department of Elementary and Secondary Education Findings:

Acknowledging the low incidence of limited English speaking parents who have children attending Pathfinder, the district does not have any articulated procedures in place to translate important information and documents. Additionally, a review of all promotional materials and the web site did not reveal any effort by the district to reach out to limited English speaking parents who have middle school children attending Pathfinder's sending districts.

| CRITERION NUMBER | CIVIL RIGHTS METHODS OF ADMINISTRATION (CR) AND OTHER RELATED GENERAL EDUCATION REQUIREMENTS IV. CURRICULUM AND INSTRUCTION | | |
|-------------------------|---|--|--|
| | Legal Standard | | |
| CR 7A | <p>School year schedules</p> <ol style="list-style-type: none"> 1. Before the beginning of each school year, the school district sets a school year schedule for each school. The school year includes at least 185 school days for students in grades 1-12 at each elementary, middle, and secondary school in the district, and these schools are in operation for at least 180 days a year for these students. 2. The school district ensures that unless his or her IEP or Section 504 Accommodation Plan provides otherwise, each elementary school student is scheduled for at least 900 hours of structured learning time a year and each secondary school student is scheduled for at least 990 hours of structured learning time a year, within the required school year schedule. Where the school district operates separate middle schools, it designates each one as either elementary or | | |

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| CRITERION NUMBER | CIVIL RIGHTS METHODS OF ADMINISTRATION (CR) AND OTHER RELATED GENERAL EDUCATION REQUIREMENTS IV. CURRICULUM AND INSTRUCTION | | |
| | Legal Standard | | |
| | <p>secondary.</p> <p>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.</p> <p>G.L. c. 69, § 1G; 603 CMR 27.03, 27.04</p> | | |
| | Rating: Implemented | District Response Required: | No |

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| CRITERION NUMBER | | | |
| | Legal Standard | | |
| CR 7B | <p>Structured learning time</p> <ol style="list-style-type: none"> 1. The school district ensures that its structured learning time is time during which students are engaged in regularly scheduled instruction, learning, or assessments within the curriculum of core subjects and other subjects as defined in 603 CMR 27.02 (including physical education, required by G.L. c. 71, s. 3). The district's structured learning time may include directed study (activities directly related to a program of studies, with a teacher available to assist students), independent study (a rigorous, individually designed program under the direction of a teacher, assigned a grade and credit), technology-assisted learning, presentations by persons other than teachers, school-to-work programs, and statewide student performance assessments. 2. The district ensures that its structured learning time does not include time at breakfast or lunch, passing between classes, in homeroom, at recess, in non-directed study periods (study halls), participating in optional school programs, or receiving school services such as health screening, speech, or physical and occupational therapy, except where those services are prescribed by a student's IEP or Section 504 Accommodation Plan. 3. The hours spent in any type of structured learning time are verified by the school district. Where the school district counts independent study or a school-to-work program as structured learning time, it has guidelines that explain clearly how hours spent by students are verified. <p>G.L. c. 69, § 1G; 603 CMR 27.02, 27.04</p> | | |
| | Rating: Implemented | District Response Required: | No |

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| CRITERION NUMBER | | | | |
| | Legal Standard | | | |
| CR 7C | <p>Early release of high school seniors When the school district schedules the early release at the end of the year of the senior class of a high school, it does so in a way that conforms with Board of 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> | | | |
| | <table border="1" style="width: 100%;"> <tr> <td style="width: 33%;">Rating: Implemented</td> <td style="width: 33%;">District Response Required:</td> <td style="width: 33%;">No</td> </tr> </table> | Rating: Implemented | District Response Required: | No |
| Rating: Implemented | District Response Required: | No | | |

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| CRITERION NUMBER | | | | |
| | Legal Standard | | | |
| CR 8 | <p>Accessibility of extracurricular activities Extracurricular activities sponsored by the district are nondiscriminatory in that:</p> <ol style="list-style-type: none"> 1. the school provides equal opportunity for all students to participate in intramural and interscholastic sports; 2. extracurricular activities or clubs sponsored by the school do not exclude students on the basis of race, sex, color, religion, national origin, sexual orientation, disability, or homelessness. <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> | | | |
| | <table border="1" style="width: 100%;"> <tr> <td style="width: 33%;">Rating: Implemented</td> <td style="width: 33%;">District Response Required:</td> <td style="width: 33%;">No</td> </tr> </table> | Rating: Implemented | District Response Required: | No |
| Rating: Implemented | District Response Required: | No | | |

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| CRITERION NUMBER | | | | |
| | Legal Standard | | | |
| CR 9 | <p>Hiring and employment practices of prospective employers of students</p> <ol style="list-style-type: none"> 1. The district requires employers recruiting at the school to sign a statement that the employer complies with applicable federal and state laws prohibiting discrimination in hiring or employment practices. 2. Prospective employers to whom this criterion applies include those participating in career days and work-study and apprenticeship training programs, as well as those offering cooperative work experience. <p>Title VI: 42 U.S.C. 2000d; 34 CFR 100.3(b)(1),(2); Title IX: 20 U.S.C. 1681; 34 CFR 106.38; Section 504: 29 U.S.C. 794; 34 CFR 104.4(b)(1)(v), 104.37(a); Title II: 42 U.S.C. 12132; 28 CFR 35.130(b)(1)(v); G.L. c. 76, § 5; 603 CMR 26.07(5)</p> | | | |
| | <table border="1" style="width: 100%;"> <tr> <td style="width: 33%;">Rating: Implemented</td> <td style="width: 33%;">District Response Required:</td> <td style="width: 33%;">No</td> </tr> </table> | Rating: Implemented | District Response Required: | No |
| Rating: Implemented | District Response Required: | No | | |

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

| CRITERION NUMBER | CIVIL RIGHTS METHODS OF ADMINISTRATION (CR) AND OTHER RELATED GENERAL EDUCATION REQUIREMENTS V. STUDENT SUPPORT SERVICES | | |
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| | Legal Standard | | |
| | c) the disciplinary measures that the school may impose if it determines that harassment or discrimination has occurred. Section 504; G.L. c. 71, § 37H; 603 CMR 26.08 | | |
| | Rating: Implemented | District Response Required: | No |

| CRITERION NUMBER | | | |
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| | Legal Standard | | |
| CR 11A | Designation of coordinator(s); grievance procedures 1. The district has designated one or more staff persons to serve as coordinator(s) for compliance with its responsibilities under Title IX, Section 504, and (if it employs 50 or more persons) Title II. 2. The district has adopted and published grievance procedures for students and for employees providing for prompt and equitable resolution of complaints alleging discrimination based on sex or disability. 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 | | |
| | Rating: Implemented | District Response Required: | No |

| CRITERION NUMBER | | | |
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| | Legal Standard | | |
| CR 12A | Annual and continuous notification concerning nondiscrimination and coordinators 1. If the district offers vocational education programs, it advises students, parents, employees and the general public before the beginning of each school year that all vocational opportunities will be offered regardless of race, color, national origin, sex or disability. The notice includes a brief summary of program offerings and admission criteria and the name(s), office address(es), and phone number(s) of the person(s) designated under CR 11A to coordinate compliance under Title IX and Section 504. 2. In all cases, the district takes continuing steps to notify applicants, students, parents, and employees (including those with impaired vision or hearing), as | | |

| CRITERION NUMBER | | | |
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| | Legal Standard | | |
| | <p>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.</p> <p>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.</p> <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> | | |
| | Rating: Not Implemented | District Response Required: | Yes |

Department of Elementary and Secondary Education Findings:

Documentation provided indicates that the Civil Rights coordinator is simply listed as the Director of Guidance without including 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

| CRITERION NUMBER | | | |
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| | Legal Standard | | |
| CR 13 | <p>Availability of information and academic counseling on general curricular and occupational/vocational opportunities</p> <p>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> | | |
| | Rating: Partially Implemented | District Response Required: | Yes |

Department of Elementary and Secondary Education Findings:

Although the district has a low incidence linguistic minority population, review of documentation and interviews indicate that there is no process in place to address this concern should the need arise.

| CRITERION NUMBER | | | |
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| | Legal Standard | | |
| <p>CR 14</p> | <p>Counseling and counseling materials free from bias and stereotypes To ensure that counseling and counseling materials are free from bias and stereotypes on the basis of race, color, sex, religion, national origin, sexual orientation, disability, and homelessness, all counselors:</p> <ol style="list-style-type: none"> 1. encourage students to consider programs of study, courses, extracurricular activities, and occupational opportunities on the basis of individual interests, abilities, and skills; 2. examine testing materials for bias and counteract any found bias when administering tests and interpreting test results; 3. communicate effectively with limited-English-proficient and disabled students and facilitate their access to all programs and services offered by the district; 4. provide limited-English-proficient students with the opportunity to receive guidance and counseling in a language they understand; 5. support students in educational and occupational pursuits that are nontraditional for their gender. <p>Title VI: 42 U.S.C. 2000d; 34 CFR 100.3(a), (b); EEOA: 20 U.S.C. 1703(f); Title IX: 20 U.S.C. 1681; 34 CFR 106.31, 106.36; Section 504: 29 U.S.C. 794; 34 CFR 104.4, 104.37; Title II: 42 U.S.C. 12132; 28 CFR 35.130, 35.160; NCLB: Title III, Part A, Sec. 3121(c)(1)(C); Title X, Part C, Sec. 721; Mass. Const. amend. art. 114; G.L. c. 71A, § 7; c. 76, § 5; 603 CMR 26.04, 26.07(8)</p> | | |
| | Rating: Not Implemented | District Response Required: | Yes |

Department of Elementary and Secondary Education Findings:

Review of documentation and interviews indicate that the district does not have processes in place to provide limited-English-proficient students with the opportunity to receive guidance and counseling in a language they understand.

| CRITERION NUMBER | | | |
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| | Legal Standard | | |
| <p>CR 15</p> | <p>Non-discriminatory administration of scholarships, prizes and awards Scholarships, prizes and awards sponsored or administered by the district are free of restrictions based upon race, color, sex, religion, national origin, sexual orientation or disability. Schools may post or print information regarding private restricted scholarships as long as no preferential treatment is given to any particular scholarship offered and as long as the school does not endorse or recommend any such scholarship nor advise</p> | | |

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| CRITERION NUMBER | | | | |
| | Legal Standard | | | |
| | <p>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> | | | |
| | <table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">Rating: Not Implemented</td> <td style="width: 30%;">District Response Required:</td> <td style="width: 20%;">Yes</td> </tr> </table> | Rating: Not Implemented | District Response Required: | Yes |
| Rating: Not Implemented | District Response Required: | Yes | | |

Department of Elementary and Secondary Education Findings:

The district did not provide any documentation for this criterion.

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| CRITERION NUMBER | |
| | Legal Standard |
| CR 16 | <p>Notice to students 16 or over leaving school without a high school diploma, certificate of attainment, or certificate of completion</p> <p>1. Within ten days from a student’s fifteenth consecutive unexcused absence, the school provides written notice to students age 16 or over and their parents or guardians. The notice is in English and the family’s native language and states that the student and the parent or guardian may meet with a representative of the district within ten days from the date the notice was sent. At the request of the parent or guardian, the district may consent to an extension of the time for the meeting of not longer than fourteen days.</p> <p>2. At the meeting the participants discuss the reasons that the student is leaving school and alternative educational or other placements. The student and parent or guardian are told that attendance is voluntary after the student turns 16 but are also informed of the student’s right to return to school.</p> <p>3. Any district serving students in high school grades sends annual written notice to former students who have not yet earned their competency determination and who have not transferred to another school</p> <p>a) to inform them of the availability of publicly funded post-high school academic support programs and</p> <p>b) to encourage them to participate in those programs.</p> <p>At a minimum, the district sends annual written notice by first class mail to the last known address of each such student who attended a high school in the district within the past two years.</p> <p>G.L. c. 76, §§ 5, 18; St. 1965, c. 741</p> |

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

Department of Elementary and Secondary Education Findings:

Although the district does send out notification after the student's fifteenth consecutive unexcused absence, there was no documentation to support that there are any articulated processes in place to discuss the reasons that the student is leaving school and alternative educational or other placements. There was no documentation to indicate that 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. Neither was there any evidence to support that the district sends an annual written notice to former students who have not yet earned their competency determination and who have not transferred to another school to inform them of the availability of publicly funded post-high school academic support programs and to encourage them to participate in those programs.

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| CRITERION NUMBER | |
| | Legal Standard |
| CR 17A | <p>Use of physical restraint on any student enrolled in a publicly-funded education program</p> <ol style="list-style-type: none"> 1. <ol style="list-style-type: none"> 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. G.□. 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). 2. The district administers physical restraint on students only when needed to protect a student and/or a member of the school community from imminent, serious, physical harm. The district implements restraint procedures consistent with Department of Elementary and Secondary Education regulations in order to prevent or minimize any harm to the student as a result of the use of physical restraint. 3. The district has developed written procedures regarding appropriate responses to student behavior that may require immediate intervention. Such procedures are annually reviewed and provided to school staff and made available to parents of enrolled students. 4. The district has developed and implemented reporting requirements and |

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| CRITERION NUMBER | | | |
| | Legal Standard | | |
| | <p>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>G.L. c. 71, s. 37G; 603 CMR 46.00</p> | | |
| | Rating: Partially Implemented | District Response Required: | Yes |

Department of Elementary and Secondary Education Findings:

Other than a paragraph on physical restraint printed in the student handbook, the district did not provide any other documentation to demonstrate its compliance in the use of physical restraint, staff training, identification of staff authorized to serve as school-wide resources to help ensure the proper administration of physical restraint, written procedures regarding appropriate responses to student behavior that may require immediate attention, reporting requirements and procedures, and individual waiver procedures.

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| CRITERION NUMBER | CIVIL RIGHTS METHODS OF ADMINISTRATION (CR) AND OTHER RELATED GENERAL EDUCATION REQUIREMENTS VI. FACULTY, STAFF AND ADMINISTRATION | | |
| | Legal Standard | | |
| CR 18 | <p>Responsibilities of the school principal</p> <p>1. Instructional support. The principal in each of the district’s schools promotes instructional practices responsive to student needs and ensures that adequate instructional support is available for students and teachers. Instructional support includes remedial instruction for students, consultative services for teachers, availability of reading instruction at the elementary level, appropriate services for linguistic minority students, and other services consistent with effective educational practices and the requirements of M.G.L. c. 71B, §2. The principal consults with the administrator of special education regarding accommodations and interventions for students. Such efforts and their results are documented and placed in the student record. Additionally, when an individual student is referred for an evaluation to determine eligibility for special education, the principal ensures that documentation on the use of instructional support services for the student is provided as part of the evaluation information reviewed by the Team when determining eligibility.</p> <p>2. Curriculum Accommodation Plan. The principal implements a curriculum accommodation plan developed by the district’s general education program to ensure that all efforts have been made to meet the needs of diverse learners in the general education program. The plan assists the regular classroom teacher in analyzing and accommodating diverse learning styles of all children in the</p> | | |

| CRITERION NUMBER | CIVIL RIGHTS METHODS OF ADMINISTRATION (CR) AND OTHER RELATED GENERAL EDUCATION REQUIREMENTS VI. FACULTY, STAFF AND ADMINISTRATION | | |
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| | Legal Standard | | |
| | <p>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> | | |
| | Rating: Partially Implemented | District Response Required: | Yes |

Department of Elementary and Secondary Education Findings:

Review of documentation and interviews indicate that although the district does have a curriculum accommodation plan that was last revised 3 years ago, there is no formal mechanism in place to insure that instructional supports are discussed, documented and provided that are responsive to student needs. Interviews indicate that staff do not have a working knowledge of the DCAP to meet the needs of diverse learners in the general education program.

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| | Legal Standard | | |
| CR 18A | <p>School district employment practices 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</p> | | |

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| | Legal Standard | | | |
| | <p>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> | | | |
| | <table border="1" style="width: 100%;"> <tr> <td style="width: 33%;">Rating: Implemented</td> <td style="width: 33%;">District Response Required:</td> <td style="width: 33%;">No</td> </tr> </table> | Rating: Implemented | District Response Required: | No |
| Rating: Implemented | District Response Required: | No | | |

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| CRITERION NUMBER | | | | |
| | Legal Standard | | | |
| CR 20 | <p>Staff training on confidentiality of student records The district trains school personnel on the provisions of the Family Educational Rights and Privacy Act, M.G.L. c. 71, s. 34H, and 603 CMR 23.00 and on the importance of information privacy and confidentiality.</p> <p>FERPA: 20 U.S.C. § 1232g; 34 CFR Part 99; G.L. c. 71, § 34H; 603 CMR 23.00, esp. 23.05(3)</p> | | | |
| | <table border="1" style="width: 100%;"> <tr> <td style="width: 33%;">Rating: Partially Implemented</td> <td style="width: 33%;">District Response Required:</td> <td style="width: 33%;">Yes</td> </tr> </table> | Rating: Partially Implemented | District Response Required: | Yes |
| Rating: Partially Implemented | District Response Required: | Yes | | |

Department of Elementary and Secondary Education Findings:

Review of documentation and interviews indicate that not all staff received training on confidentiality of student records.

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| CRITERION NUMBER | | | | |
| | Legal Standard | | | |
| CR 21 | <p>Staff training regarding civil rights responsibilities The district provides in-service training for all school personnel at least annually regarding civil rights responsibilities, including the prevention of discrimination and harassment on the basis of students' race, color, sex, religion, national origin and sexual orientation and the appropriate methods for responding to it in the school setting.</p> <p>Title VI: 42 U.S.C. 2000d; 34 CFR 100.3; EEOA: 20 U.S.C. 1703(f); Title IX: 20 U.S.C. 1681; 34 CFR 106.31-106.42; G.L. c. 76, § 5; 603 CMR 26.00, esp. 26.07(2), (3)</p> | | | |
| | <table border="1" style="width: 100%;"> <tr> <td style="width: 33%;">Rating: Partially Implemented</td> <td style="width: 33%;">District Response Required:</td> <td style="width: 33%;">Yes</td> </tr> </table> | Rating: Partially Implemented | District Response Required: | Yes |
| Rating: Partially Implemented | District Response Required: | Yes | | |

Department of Elementary and Secondary Education Findings:

Review of documentation and interviews indicate that not all staff received training regarding civil rights responsibilities.

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

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

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| CRITERION NUMBER | CIVIL RIGHTS METHODS OF ADMINISTRATION (CR) AND OTHER RELATED GENERAL EDUCATION REQUIREMENTS VIII. PROGRAM PLAN AND EVALUATION | | |
| | Legal Standard | | |

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

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| | Legal Standard | | |
| CR 25 | <p>Institutional self-evaluation The distr <i>Review of documentation and interviews indicate that not all staff received training regarding civil rights responsibilities</i> ict 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> | | |
| | Rating: Partially Implemented | District Response Required: | Yes |

Department of Elementary and Secondary Education Findings:

Review of documentation and interviews indicate that the district does not evaluate all aspects of its 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.

| CRITERION NUMBER | CIVIL RIGHTS METHODS OF ADMINISTRATION (CR) AND OTHER RELATED GENERAL EDUCATION REQUIREMENTS IX. RECORD KEEPING | | |
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| | Legal Standard | | |
| CR 26A | <p>Confidentiality and student records</p> <ol style="list-style-type: none"> 1. In accordance with federal and state requirements, the district protects the confidentiality of any personally identifiable information that it collects, uses or maintains. 2. The district maintains and provides access to student records in accordance with federal and state requirements. <p>FERPA: 20 U.S.C. § 1232g; 34 CFR Part 99; G.L. c. 71, § 34H; 603 CMR 23.05, 23.07</p> | | |
| | Rating: Implemented | District Response Required: | No |

ENGLISH LEARNER EDUCATION

**LEGAL STANDARDS AND
FINDINGS**

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

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

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

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

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

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

Department of Elementary and Secondary Education Findings:

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.

The district did not indicate the number of direct instructional hours of ESL provided to students with limited English proficiency at Pathfinder, therefore the district is not providing direct ESL instruction as outlined in the Department’s June 2005 guidance document: “Guidelines for Using MEPA Results to Plan Sheltered English Immersion (SEI) Instructional Programming and Make Classification Decisions for Limited English Proficient (LEP) Students.

The district did not provide any indication that is currently has or is working on an ESL curriculum for

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| CRITERION NUMBER | |
| | Legal Standard |

its students with limited English proficiency.

Because only three staff members have completed any of the Category trainings (Category 1), the Department can state with certainty that English Language learners are not receiving effective sheltered content instruction at appropriate academic levels

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| CRITERION NUMBER | | | | |
| | Legal Standard | | | |
| ELE 6 | <p>Program Exit and Readiness</p> <p>1. The district does not re-designate a student from Limited English Proficient (LEP) to Formerly Limited English Proficient (FLEP) until he or she is deemed English proficient and can participate meaningfully in all aspects of the district's general education program without the use of adapted or simplified English materials.</p> <p>2. Districts do not limit or cap the amount of time in which an LEP student can remain in a language support program. An LEP student only exits from such a program after he or she is determined to be proficient in English.</p> <p style="text-align: center;">Authority: Title VI; EEOA; G.L. c. 71A, § 4</p> | | | |
| | <table border="1" style="width: 100%;"> <tr> <td style="width: 33%;">Rating: Implemented</td> <td style="width: 33%;">District Response Required:</td> <td style="width: 33%;">No</td> </tr> </table> | Rating: Implemented | District Response Required: | No |
| Rating: Implemented | District Response Required: | No | | |

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

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

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

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| | Legal Standard | | |
| ELE 10 | <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> (a) the reasons for identification of the student as LEP; (b) the child's level of English proficiency; (c) program placement and/or the method of instruction used in the program; (d) how the program will meet the educational strengths and needs of the student; (e) how the program will specifically help the child learn English; | | |

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| | Legal Standard | | |
| | <p>(f) the specific exit requirements; and (g) the parents’ right to apply for a waiver (see ELE 4), or to decline to enroll their child in the program (see ELE 8). (All districts need to comply with a-c and g. Title III districts must comply with a-g. Title III districts must send parental notification no later than 30 days after the beginning of the school year.)</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> | | |
| | Rating: Implemented | District Response Required: | No |

| CRITERION NUMBER | ENGLISH LEARNER EDUCATION V. STUDENT SUPPORT SERVICES | | |
|------------------|--|--|--|
| | Legal Standard | | |
| ELE 11 | <p>Equal Access to Academic Programs and Services</p> <ol style="list-style-type: none"> 1. The district does not segregate LEP students from their English-speaking peers, except where programmatically necessary, to implement an English learner education program. 2. The district ensures that LEP students participate fully with their English-speaking peers and are provided support in non-core academic courses. 3. The district ensures that LEP students have the opportunity to receive support services, such as guidance and counseling, in a language that the student understands. 4. The district ensures that LEP students are taught to the same academic standards and curriculum as all students, and provides the same opportunities to master such standards as other students, including the opportunity to enter academically advanced classes, receive credit for work done, and have access to the full range of programs. 5. The district uses grade appropriate content objectives for LEP students that are based on the district curricula in English language arts, history and social science, mathematics, and science and technology/engineering, taught by qualified staff members. 6. Reserved 7. The district provides access to the full range of academic opportunities | | |

| CRITERION NUMBER | ENGLISH LEARNER EDUCATION V. STUDENT SUPPORT SERVICES | | |
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| | Legal Standard | | |
| | <p>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.</p> <p>8. Information in notices such as activities, responsibilities, and academic standards provided to all students is provided to LEP students in a language and mode of communication that they understand.</p> <p>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)</p> | | |
| | Rating: Partially Implemented | District Response Required: | Yes |

Department of Elementary and Secondary Education Findings:

Since only three staff members have completed any of the Category trainings (Category 1) English Language learners are not receiving effective sheltered content instruction at appropriate academic levels which restricts their access to academic programs and services. Please see ELE 5.

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| | Legal Standard | | |
| ELE 12 | <p>Equal Access to Nonacademic and Extracurricular Programs</p> <p>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.</p> <p>2. Information provided to students about extracurricular activities and school events is provided to LEP students in a language they understand.</p> <p>Authority: Title VI; EEOA; G.L. c. 76, § 5; 603 CMR 26.06(2)</p> | | |
| | Rating: Implemented | District Response Required: | No |

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| CRITERION NUMBER | | | |
| | Legal Standard | | |
| ELE 13 | <p>Follow-up Support The district actively monitors students who have exited an English learner education program for two years and provides language support services to those students, if needed.</p> <p>Authority: Title VI; EEOA; NCLB, Title III</p> | | |
| | Rating: Implemented | District Response Required: | No |

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| CRITERION NUMBER | ENGLISH LEARNER EDUCATION VI. FACULTY, STAFF AND ADMINISTRATION | | |
| | Legal Standard | | |
| ELE 14 | <p>Licensure Requirements</p> <ol style="list-style-type: none"> 1. Reserved. 2. (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.) (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. (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 http://www.doe.mass.edu/ell/sei/qualifications.pdf) 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. 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 | | |

| CRITERION NUMBER | ENGLISH LEARNER EDUCATION VI. FACULTY, STAFF AND ADMINISTRATION | | |
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| | Legal Standard | | |
| | <p>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> | | |
| | Rating: Implemented | District Response Required: | No |

| CRITERION NUMBER | | | |
|------------------|---|------------------------------------|------------|
| | Legal Standard | | |
| ELE 15 | <p>Professional Development Requirements</p> <p>District schools with LEP students implement a professional development plan that provides teachers and administrators with high quality training, as prescribed by the Department, in (1) second language learning and teaching; (2) sheltering content instruction; (3) assessment of speaking and listening; and (4) teaching reading and writing to limited English proficient students. The school provides training opportunities to teachers of LEP students that ensure the progress of LEP students in developing oral comprehension, speaking, reading, and writing of English, and in meeting academic standards.</p> <p>Authority: NCLB, Title III</p> | | |
| | Rating: Partially Implemented | District Response Required: | Yes |

Department of Elementary and Secondary Education Findings:

Because only three staff members have completed any of the Category trainings (Category 1), the Department can state with certainty that English Language learners are not receiving effective sheltered content instruction at appropriate academic levels.

The district indicates that it plans to use the Center for English Language Education at the Hampshire Educational Collaborative to provide SEI PD for staff but provided no specific strategic plan to the Department for doing so.

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

| CRITERION NUMBER | ENGLISH LEARNER EDUCATION VIII. PROGRAM PLAN AND EVALUATION | | |
|-------------------------|--|------------------------------------|-----------|
| | Legal Standard | | |
| ELE 17 | <p>Program Evaluation The district conducts periodic evaluations of the effectiveness of its ELE program in developing students' English language skills and increasing their ability to participate meaningfully in the educational program. Where the district documents that the program is not effective, it takes steps to make appropriate program adjustments or changes that are responsive to the outcomes of the program evaluation.</p> <p style="text-align: center;">Authority: Title VI; EEOA</p> | | |
| | Rating: Implemented | District Response Required: | No |

| CRITERION NUMBER | ENGLISH LEARNER EDUCATION IX. RECORD KEEPING | | |
|-------------------------|--|------------------------------------|-----------|
| | Legal Standard | | |
| ELE 18 | <p>Records of LEP Students LEP student records include:</p> <ul style="list-style-type: none"> (a) home language survey; (b) results of identification and proficiency tests and evaluations, including MELA-O, MEPA, MCAS, or other tests chosen by the Board of Education and the district; (c) information about students' previous school experiences; (d) copies of parent notification letters, progress reports and report cards (in the native language, if necessary); (e) evidence of follow-up monitoring (if applicable); (f) documentation of a parent's consent to "opt-out" of English learner education, if applicable; (g) waiver documentation, if applicable; and (h) Individual Student Success Plans for students who have failed MCAS, if the district is required to complete plans for non-LEP students. <p>Authority: Title VI; EEOA; G.L. c. 69, § 1I; c. 71A, §§ 5, 7; 603 CMR 14.02, 14.04</p> | | |
| | Rating: Implemented | District Response Required: | No |

**CAREER/VOCAIONAL TECHNICAL
EDUCATION**

**LEGAL STANDARDS
AND
FINDINGS**

| CRITERION NUMBER | CAREER/VOCATIONAL TECHNICAL EDUCATION I. ASSESSMENT OF STUDENTS | | |
|------------------|---|------------------------------------|------------|
| | Legal Standard | | |
| CVTE 1 | Appropriate career assessments are administered to students who are admitted to career/vocational technical education programs during the early part of their first year in the program. <i>Perkins Section 135, Vocational Technical Education Regulations 603 CMR 4.03(4)</i> | | |
| | Rating: Not Implemented | District Response Required: | Yes |

Department of Elementary and Secondary Education Findings:

Interviews and documentation review revealed that the district does not administer career assessments

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

Department of Elementary and Secondary Education Findings:

Interviews and documentation review revealed that the district uses academic assessment results for course placement; however, the district does not administer or use career assessment results to tailor instructional and support services and improve programs.

Interviews and documentation review revealed that the district does not have procedures and structures in place in order to assist students and their families whose primary language is other than English with understanding academic assessment results.

Also see CR 4.

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

Department of Elementary and Secondary Education Findings:

Documentation and interviews indicate the following:

- *The district's system to document student acquisition of knowledge and skills contained in the Vocational Technical Education Frameworks varies by Chapter 74-approved vocational technical education program.*
- *Neither students nor parents/guardians are provided with documentation of student acquisition of knowledge and skills contained in the Vocational Technical Education Frameworks.*

Also see CVTE 18 and CVTE 19.

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

Department of Elementary and Secondary Education Findings:

Interviews and documentation review (including review of student records) revealed the following:

- *Prospective students and their parents/guardians are not provided a copy of the district's Department-approved Admission Policy, or any information on how to obtain the Department-approved Admission Policy.*
- *Not all of the district's promotional and recruitment materials used to publicize the district's Chapter 74-approved vocational technical education programs contain the required notice of*

nondiscrimination.

- *Information regarding the district’s Chapter 74-approved vocational technical education programs is not available in the dominant languages of the sending communities.*
- *The “Tech Prep” program description in the “Reach Your Goals” brochure is not current and it does not include registered apprenticeship opportunities.*

Also see CVTE 6 and CR 4.

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

Department of Elementary and Secondary Education Findings:

Interview and documentation review revealed that students that are members of special populations generally do not have the same level of access to the full range of courses, services, and activities in the district’s Chapter 74-approved vocational technical education programs as all other students. Specifically, reviewers noted the following:

- *Information on the full range of courses, services, and activities in the district’s Chapter 74-approved vocational technical education programs as well as assessment results, and career/vocational technical student organizations, and postsecondary education opportunities are only provided in English.*
- *Students placed into the district's Modified Vocational Instructional Program (MVIP) are not provided with equal opportunities to participate in the district's Chapter 74-approved vocational technical education programs.*
- *The district does not have a process in place to regularly review the descriptions or recruitment materials regarding the district’s Chapter 74-approved vocational technical education programs for bias and/or stereotyping.*

Also see CVTE 4, SE 48, CR 3, CR 7, CR25, ELE 11

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

Department of Elementary and Secondary Education Findings:

Interviews and documentation review revealed the following:

- *The district recently revised its Admission Policy and application to the high school, and submitted it to the Department for review; however, the district implements practices that are in conflict with the current Department-approved Admission Policy.*
- *There is no process in place to identify and accommodate the applicants and their parents/guardians who may require language support services during the recruitment and admission process.*
- *Some, but not all students are required to participate in an interview in order to complete the application process.*
- *While the Interview Questions Form is intended to be used as verbal interview questions conducted by district staff, some student records included Interview Question Forms filled out (written) by the student applicant, which is not in line with the district’s Department-approved Admission Policy.*
- *Students enrolled in the district’s Modified Vocational Instructional Program (MVIP) are often “accepted” on a trial basis, and are not afforded the same opportunities to access to the district’s Chapter 74-approved vocational technical education programs.*
- *The Exploratory Shop Evaluation Rating Form allows for bonus points, and includes subjective assessment criteria that may have the effect of excluding students with disabilities from programs. In addition, accommodations and modifications in a student’s Individualized Education Program (IEP) are not provided in exploratory.*
- *Interviews indicated that the district allowed an international exchange student to participate in a Chapter 74-approved vocational technical education program temporarily (e.g. one semester); not in accordance with the Department-approved Admission Policy.*
- *Some student records contained a letter sent to families regarding the final shop (program) selection at the conclusion of the exploratory process. These letters include statements and reveal district practices that are in conflict with the district’s Department-approved Admission Policy. For example, in part: “...your child’s shop placement is an area where he/she did not receive the minimum score.....we do have concerns that your child’s interest and/or skill level does not seem conducive to success in their placement area. As a result, we would like to establish a provisional period in the shop....”*

Also see CR 3.

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

Department of Elementary and Secondary Education Findings:

Interviews and documentation review revealed that the district's Office Technology "program," which enrolls only students with disabilities, does not meet the Perkins IV definition of career and technical education and thus students enrolled in the program should not be reported in the Department's Student Management Information System (SIMS) as enrolled in a Chapter 74-approved vocational technical education program or a non-Chapter 74 career and technical education program.

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| CRITERION NUMBER | | | |
| | Legal Standard | | |
| CVTE 8 | The district accurately reports students enrolled in career/vocational technical education programs in the Department of Elementary and Secondary Education's Student Information Management System (SIMS). <i>Perkins Section 113, Vocational Technical Education Regulations 603 CMR 4.05</i> | | |
| | Rating: Not Implemented | District Response Required: | Yes |

Department of Elementary and Secondary Education Findings:

Interview and documentation review revealed that certain data submitted by the district in the Department's Student Information Management System (SIMS) is incorrect. The district has been inappropriately reporting students in the district's Modified Vocational Instructional Program (MVIP), a substantially separate program serving only students with disabilities, as enrolled in Chapter-74 vocational technical education programs. Interviews confirmed that while the district has been aware of the misreporting, steps to remedy the situation have yet to occur.
See also CVTE 7

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

Department of Elementary and Secondary Education Findings:

Interviews and documentation review revealed the following:

- *From the documentation provided by the district, reviewers were not able to determine if the Program Advisory Committees for the Chapter 74-approved vocational technical education programs have complete 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 that 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.*
- *Interviews confirmed that the district’s General Advisory Committee includes members of the school committee and has not met this year.*
- *Interviews indicated that while some of the Program Advisory Committees meet twice yearly, most programs struggle with low (or no) member enrollment and inconsistent involvement.*

There was no evidence that Program Advisory Committees review the district’s Chapter 74-approved vocational technical education programs as required.

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

Department of Elementary and Secondary Education Findings:

Interviews and documentation review revealed that career planning is inconsistently implemented and monitored in programs, not well documented in student records and there was no evidence of parental/guardian involvement. Further, the career portfolio is neither considered nor developed for students participating in the district’s Modified Vocational Instructional Program (MVIP).

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

Department of Elementary and Secondary Education Findings:

Interviews and documentation review revealed that the not all programs are structured so that all students can acquire occupational safety & health knowledge and skills.

- *There is no uniform process in place to measure the occupational safety & health knowledge and skills acquired by students, including those participating in cooperative education and other work-based learning activities.*
- *There are no procedures in place to ensure that students who may be limited English proficient understand the safety assessments and successfully complete the safety requirements in a language they can understand.*

Also see CVTE 3, CVTE 12, CVTE 18 and CVTE 32.

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

Department of Elementary and Secondary Education Findings:

Interviews and documentation review revealed that not all programs are structured so that all students acquire technical knowledge and skills.

- *There is no uniform process in place to measure the technical knowledge and skills acquired by students, including those participating in cooperative education and other work-based learning activities.*
- *Information regarding knowledge and skill acquisition is not routinely shared with students or parents/guardians.*
- *Although teaching schedules and interviews revealed common planning time for academic departments, none exists for technical teachers and there was no indication that the district plans to adjust the master schedule to provide technical teachers with opportunities to collaborate and participate in integration activities with academic departments.*

Also see CVTE 3, CVTE 18 and CVTE 23

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

Department of Elementary and Secondary Education Findings:

Interviews and documentation review revealed that not all programs are structured so that all students can acquire academic (including embedded academic) knowledge and skills.

- *There is no formal system or plans in place to support academic and technical integration.*
- *The district has recently implemented a portfolio requirement for all students; however several programs are inconsistent in maintaining the portfolio and some teachers provide students with more guidance and higher expectations than others.*
- *The district requires all programs to implement a specific math curriculum (unrelated to the specific technical program) three times per week in the related/theory class. However, not all programs have a separate, related/theory classes during the academic week, making it unclear how all students' access this required component of the math curriculum.*
- *There was no evidence that the teachers in the Modified Vocational Instructional Program (MVIP) plan, communicate or collaborate with technical teachers in the applicable Chapter 74 approved vocational technical education program on integration activities.*

Also see CVTE 3, CVTE 16, CVTE 18 and SE 48.

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

Department of Elementary and Secondary Education Findings:

Interviews and documentation review revealed that not all programs are structured so that all students can acquire employability knowledge and skills as indicated by the following:

- *The district does not have a formal system for measuring and documenting student acquisition of employability knowledge and skills, including for students participating in cooperative education and other work-based learning activities.*
- *Although the district offers Business Management and All Aspects of the Industry courses, intended to address employability, technology, and management & entrepreneurship topics, not all students take these elective courses.*
- *Students enrolled in the district’s Modified Vocational Instructional Program (MVIP) do not have the opportunity to participate in the Business Management and All Aspects of the Industry courses.*
- *There was no evidence that the district’s Modified Vocational Instructional Program (MVIP) is structured so that students acquire the necessary employability knowledge and skills.*

Also see CVTE 3, CVTE 18 and CVTE 19.

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

Department of Elementary and Secondary Education Findings:

Interviews and documentation review revealed that not all programs are structured so that all students, particularly special populations, can acquire management & entrepreneurship knowledge and skills.

- *The district offers two Business Management and All Aspects of the Industry courses, but not all students take these electives.*
- *Students with disabilities and those requiring other support services are not always able to select the All Aspects of the Industry course because of conflicts when being assigned to supplementary courses (e.g. Study Skills, Title I/Read 180).*

- *Students enrolled in the district’s Modified Vocational Instructional Program (MVIP) do not have the opportunity to participate in the Business Management and All Aspects of the Industry courses.*
- *There was no evidence that the district’s Modified Vocational Instructional Program (MVIP) is structured so that students acquire management & entrepreneurship knowledge and skills.*

Also see CVTE 3, CVTE 18 and CVTE 19.

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

Department of Elementary and Secondary Education Findings:

Interviews and documentation review revealed that not all programs are structured so that all students can acquire technological (computer, etc.) knowledge and skills:

- *While most programs have access to computers, each program’s curriculum varies and there is no system in place to document technological knowledge and skills acquired by students. Consequently, the district does not ensure all programs are structured for all students to acquire technological (computer, etc.) knowledge and skills.*
- *The district offers Business Management and All Aspects of the Industry courses, intended to address employability, technology, and management & entrepreneurship knowledge and skills , but not all students take the courses, as they are electives ,and are not accessible to some students with disabilities and to students participating in the Modified Vocational Instructional Program (MVIP).*
- *The district does not fully implement its Five-Year Technology Plan.*
- *There is no structured system to provide extra help for students to gain technological skills. For example, the district recently established a student server with individual passwords and makes the library available 7:00 AM – 3:00 PM daily. However, the district has not developed policies and procedures regarding computer use and does not provide adult supervision in the library before or after school.*

The district’s most recent School Improvement Plan (2006) reflects plans to integrate technology into all new/existing curricula and support services, assess the current level of staff computer skills, and establish a baseline by completing and implementing a Technology Self-Assessment Tool; however, there was no evidence that these activities have occurred

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

Department of Elementary and Secondary Education Findings:

Interviews and documentation review revealed that following:

- *Once students are enrolled in the Modified Vocational Instructional Program (MVIP), students are considered by district staff to be on the “non-diploma track” and are deemed not eligible for a Pathfinder high school diploma. As a result, these groups of students do not have any opportunity to participate in secondary and postsecondary education activities.*
- *The district has limited articulation agreements in place, and no evidence of articulation agreements with registered apprenticeship programs.*
- *There is no system in place to monitor student use and access of articulated credits.*
- *There is no system in place to review and update current articulation agreements.*
- *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.*
- *The description of the district’s “Tech Prep” program outlined in the Reach Your Goals view book contains outdated language (e.g. sophomore registration forms), and does not reflect current career/vocational technical education postsecondary linkages language and revised requirements.*
- *Interviews with staff and students revealed that the district asks students enrolled in the MVIP to prepare "wish lists", which includes students desires to participate in specific courses or programs (i.e.: foreign language courses, etc.), which are opportunities available to all Pathfinder students not enrolled in the MVIP program.*

Also see SE 18A, SE 48, and CR 3.

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

Department of Elementary and Secondary Education Findings:

Interviews and documentation review revealed that the following:

- *While there was some evidence of general employability skills to be attained, the measurement of program-specific technical knowledge and skills for students participating in cooperative education is not recorded.*
- *At this time the district does not provide for sufficient supervision between the school, student and cooperative education employer. Specifically, visits by technical teachers are voluntary and beyond the initial placement activities, and the district does not routinely conduct follow-up monitoring activities (e.g. regularly scheduled worksite visits), thus compromising the district’s ability to ensure appropriate learning.*
- *Cooperative education agreements for employers state that the employer/supervisor must agree to submit a Criminal Offender Information Record (CORI) application, yet there was no evidence indicating that the CORI was actually conducted for each supervisor, where appropriate.*
- *Cooperative education agreements for employers state that the employer must provide safety training specific to the work performed by the student prior to starting, however there was no evidence that safety training had occurred for each student.*
- *For the few students with disabilities participating in the cooperative education, accommodations and modifications as described in a student’s Individualized Education Program (IEP) are not routinely provided while participating in cooperative education, where appropriate. Further, there is no formal process in place (e.g. structured communication between special education and cooperative education) to ensure that accommodations and modifications are provided, if necessary.*
- *While the district has ample descriptions of the district’s cooperative education policies, procedures, and eligibility requirements, this information is currently available only in English.*
- *Some student records contained expired Workers Compensation insurance verification forms.*
- *A few student records revealed that students frequently exceeded the 40 hours per week limit.*

Also CR 7.

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

Department of Elementary and Secondary Education Findings:

Interviews and documentation review revealed that the district's Health Occupations program requires students in grades 9 and 10 to participate in externships twice weekly, with 11th and 12th graders participating three times per week. The onsite team noted the following concerns:

- *The district does not have written policies, procedures or forms to demonstrate compliance with the applicable laws and regulations concerning non-cooperative education (unpaid) work-based learning.*
- *Students participating in the district's Modified Vocational Instructional Program (MVIP) program do not have access to the district's work-based learning opportunities as do their nondisabled peers participating in the Chapter 74-approved vocational technical education programs.*

Also see CR 3, SE 18A and SE 48.

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| CRITERION NUMBER | |
| | Legal Standard |
| CVTE 20 | Unpaid off-campus construction and maintenance projects are appropriately implemented. <i>Vocational Technical Education Regulations 603 CMR 4.06; M.G.L.c.142, Section 3A.</i> |
| | Rating: Implemented District Response Required: No |

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| CRITERION NUMBER | |
| | Legal Standard |
| CVTE 21 | 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 |

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| CRITERION NUMBER | | | | |
| | Legal Standard | | | |
| | suspended or expelled students, returned dropouts, delinquent youth, or other students who are not meeting local promotional requirements. Alternative Education may operate as a program or as a separate self-contained school. Alternative Education does not include private schools, home schooling, school choice, General Educational Development (GED), or gifted and talented programs. Alternative Education also does not include programs exclusively serving students receiving special education services or career/vocational technical education. Perkins Section 122 | | | |
| | <table border="1" style="width: 100%;"> <tr> <td style="width: 33%;">Rating: Implemented</td> <td style="width: 33%;">District Response Required:</td> <td style="width: 33%;">No</td> </tr> </table> | Rating: Implemented | District Response Required: | No |
| Rating: Implemented | District Response Required: | No | | |

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| CRITERION NUMBER | CAREER/VOCATIONAL TECHNICAL EDUCATION | | |
| | V. STUDENT SUPPORT SERVICES | | |
| | Legal Standard | | |
| CVTE 22 | 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> | | |
| | Rating: Partially Implemented | District Response Required: | Yes |

Department of Elementary and Secondary Education Findings:

Interviews and documentation review revealed that the district’s ability to ensure sufficient services are provided to assist each student with a disability in the successful completion of a career/vocational technical education program is hindered. Specifically, the onsite team noted the following:

- *Students enrolled in the district’s Modified Vocational Instructional Program (MVIP) do not have the same opportunities as their peers to participate in the district’s programs, services and activities including the career planning services, exploratory or cooperative education programs as offered to all other students. For example, this group of students is typically placed in specific Chapter 74-approved vocational technical education programs outside of the exploratory process and without documentation of the criteria used to determine program placement.*
- *Students enrolled in the district’s Modified Vocational Instructional Program (MVIP) are only eligible to receive a certificate of attainment from Pathfinder, rather than a high school diploma. As required by Massachusetts Education Reform Law, any student who successfully passes the Massachusetts Comprehensive Assessment System (MCAS), or the MCAS Alternate Assessment (MCAS-Alt), and who has fulfilled local requirements is eligible to receive a high school diploma.*

- Accommodations and modifications, where appropriate, are not provided in a student' technical program and curriculum, including exploratory.
- At the time of the onsite visit, linkages with registered apprenticeship programs did not exist.

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

Department of Elementary and Secondary Education Findings:

Interviews and documentation review revealed that the district's ability to ensure sufficient services 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 is hindered. Specifically, the onsite team noted the following:

- *Some programs require students to purchase specific tools, boots and/or uniforms. Although the district provides financial assistance to some students in need, the process for applying for such assistance is not documented and financial assistance information is not publicized to students or their families.*
- *Students participating in the district's Title I program are removed exclusively from their program three times per week in order to receive support services. As a result, some students may not have sufficient time in their program to attain the knowledge and skills contained in the applicable Vocational Technical Education Framework.*

Also see CVTE 3, CVTE 5, CVTE 11 and CVTE 17.

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

Department of Elementary and Secondary Education Findings:

Interviews and documentation review revealed that the district’s ability to ensure sufficient services are provided to assist each student with limited English proficiency in the successful completion of a career/vocational technical education program is hindered. Specifically, the onsite team noted the following:

- *The district recently appointed an English Language Education Coordinator and provides some support for students with limited English proficiency in their technical program. However, none of the technical teachers have been trained in Sheltered English Immersion (SEI) instruction, therefore unable to provide an appropriate level of support for students in their technical program area.*
- *Although the district collects Home Language Surveys from applicants after formal notice of acceptance, the surveys found in student records were made available only in English, rather than in the languages of the sending communities.*
- *Some student records reflected information identifying the student’s primary language in the home was other than English; however there was no evidence in the record indicating that the district considered or provided language assistance.*
- *Students receiving language support services may have limited access to the district’s full range of career planning and guidance counseling activities and services due to information being made available solely in English.*

Also see CR 7 and ELE 11.

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

Department of Elementary and Secondary Education Findings:

Interviews and documentation review revealed that the district's ability to ensure sufficient services 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 is hindered. Specifically, the onsite team noted the following:

- *There are currently no structured support services in place to assist students preparing for careers that would be nontraditional for their gender.*
- *There was no evidence indicating that the district supports males in programs nontraditional for their gender in any manner.*

Also see CVTE 34.

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

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

Department of Elementary and Secondary Education Findings:

Interviews and documentation review revealed that the district does not have an individual licensed as a Vocational Technical Principal in the Principal position or an individual working as a Vocational Technical Principal under a current waiver issued to the district by the Department. In addition, one administrator is neither appropriately licensed nor working under a current waiver issued to the district by the Department.

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

Department of Elementary and Secondary Education Findings:

Interviews and documentation review revealed that staff are expected to maintain five-year professional development plans, and some professional development is made available to staff. However, because several of the five-year professional development plans submitted were outdated and most did not contain supervisor signatures, it is unclear who monitors the five-year professional development plans of technical staff and whether or not all staff in career/vocational technical education programs have access to opportunities to acquire appropriate professional development. Further, there was no evidence indicating civil rights and sexual harassment training is required annually

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

Department of Elementary and Secondary Education Findings:

*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 Department's Office for Career/Vocational Technical Education sent the safety report on the inspections to Superintendent Paist on June 19 2009. There are forty-eight (48) safety hazards identified in the report. Note that twenty-six (26) of the forty-eight (48) safety hazards are deemed **items of immediate concern** and thus need to be addressed immediately. The twenty-six (26) are item #'s 01, 02, 03, 05, 08, 10, 13, 14, 16, 19, 20, 21, 28, 29, 31, 34, 35, 36, 37, 39, 42, 43, 44, 45, 47 and 48. Corrective action on the remaining twenty-two (22) safety hazards should also begin.*

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

Department of Elementary and Secondary Education Findings:

Same as CVTE 29.

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

Department of Elementary and Secondary Education Findings:
Same as CVTE 29.

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

Department of Elementary and Secondary Education Findings:
Same as CVTE 29.

In addition, the district recently established a Safety Committee. However, interviews indicated that the committee meets intermittently and participation of relevant staff is inconsistent.

Interviews also indicated that since the district has a nurse on duty, technical programs typically do not have first aid kits.

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

Department of Elementary and Secondary Education Findings:

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%), Carpentry (actual = 66.67%), Electricity (actual = 60%) and Machine Tool Technology (actual = 60.00%).

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%):

Total – actual = 37.84%

Male – actual = 35.92%

White – actual = 37.86%

Student with disabilities - actual = 19.57%

Students with economic disadvantages – actual = 37.78%

1S2 - Academic Attainment Mathematics Core Indicator (required = 40.06%):

Female – actual = 26.09%

Students with disabilities – actual = 13.04%

Students with economic disadvantages – actual = 31.11%

Nontraditional enrollees – actual = 22.22%

3S1 – Completion Core Indicator (required = 89.48%):

Student with disabilities - actual = 68.42%

Nontraditional enrollees – actual = 77.42%

4S1 – Graduation Rate Core Indicator (required = 83.00%):

Student with disabilities - actual = 57.14%

Students with economic disadvantages – actual = 64.81%

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| CRITERION NUMBER | | | |
| | Legal Standard | | |
| CVTE 34 | The district uses the Perkins Act Core Indicator of Performance outcomes and Chapter 74 outcomes to improve programs and outcomes for students. <i>Perkins Section 113, Vocational Technical Education Regulations 603 CMR 4.05</i> | | |
| | Rating: Partially Implemented | District Response Required: | Yes |

Department of Elementary and Secondary Education Findings:

Interviews and documentation review revealed that there was no evidence that staff or administrators are aware of disproportionately data showing achievement gaps. For example, the drop out rate for females is twice that of males in the district, but there was no evidence that the district uses performance data to improve programs and outcomes for females, in particular.

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

Department of Elementary and Secondary Education Findings:

None of the student records contained all of the required items listed in the Student Record Review Checklist.

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| CRITERION NUMBER | | | |
| | Legal Standard | | |
| CVTE 36 | 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> | | |
| | Rating: Partially Implemented | District Response Required: | Yes |

Department of Elementary and Secondary Education Findings:

Back-up documentation for two graduates did not match the follow-up report submitted to the Department

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| CRITERION NUMBER | | | |
| | Legal Standard | | |
| CVTE 37 | 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> | | |
| | Rating: Partially Implemented | District Response Required: | Yes |

Department of Elementary and Secondary Education Findings:

Interviews and documentation review revealed that no system exists for the district to identify and prioritize the allocation of Perkins dollars. It is unclear to reviewers how resources are appropriately distributed amongst technical programs and services. In addition, there was no MTRS payment recorded on the general ledger.

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

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

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

File Name: Pathfinder CPR Final Report 2009

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