



Massachusetts Department of  
**ELEMENTARY & SECONDARY  
EDUCATION**

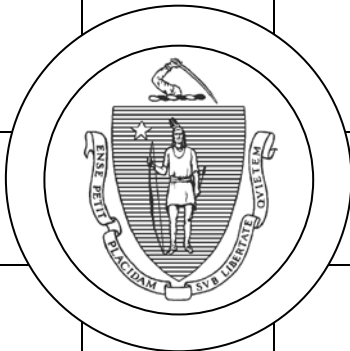
**Springfield Public Schools**

**COORDINATED PROGRAM REVIEW  
REPORT OF FINDINGS**

**Dates of Onsite Visit: May 6-10, 2013  
Date of Draft Report: November 14, 2013  
Date of Final Report: March 12, 2014  
Action Plan Due: April 14, 2014**

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

**Springfield Public Schools**

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

**SCOPE OF COORDINATED PROGRAM REVIEWS**

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

**Special Education (SE)**

- selected requirements from the federal Individuals with Disabilities Education Act (IDEA-2004); the federal regulations promulgated under that Act at 34 CFR Part 300; M.G.L. c. 71B, and the Massachusetts Board of Education's Special Education regulations (603 CMR 28.00), as amended effective March 1, 2007. The 2012 - 2013 Web-based Monitoring System (WBMS) districts conducted self-assessments across all criteria.

**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 as amended by Chapter 199 of the Acts of 2011 and M.G.L. c. 269 §§ 17 through 19.
- 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.
- The 2012 - 2013 Web-based Monitoring System (WBMS) districts conducted self-assessments across all criteria

**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 2012-2013 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 one to eight Department staff members conducts onsite activities over two to five days in a school district or charter school.

**Timing:** Each school district and charter school in the Commonwealth is scheduled to receive a Coordinated Program Review every six years and a mid-cycle special education follow-up visit three years after the Coordinated Program Review; about seventy school districts and charter schools are scheduled for Coordinated Program Reviews in 2012-2013, of which all districts participated in the Web-based Monitoring System (WBMS). The Department's 2012–2013 schedule of Coordinated Program Reviews is posted on the Department's web site at <<<http://www.doe.mass.edu/pqa/review/cpr/schedule.html>>>. The statewide six-year Program Review cycle, including the Department's Mid-cycle follow-up monitoring schedule, is posted at <<<http://www.doe.mass.edu/pqa/review/cpr/6yrcycle.html>>>.

**Criteria:** The Program Review criteria for each WBMS review, begins with the district/school conducting a self-assessment across all fifty-two current special education criteria. Program Quality Assurance through its Desk Review procedures examines the district/school's self-assessment submission and determines which criteria will be followed-up on through onsite verification activities. For more details, please see the section on **The Web-based Approach to Special Education and Civil Rights Monitoring** at the beginning of the School District Information Package for Special Education and Civil Rights.

The requirements selected for review in all of the regulated programs are those that are most closely aligned with the goals of the Massachusetts Education Reform Act of 1993 to promote student achievement and high standards for all students.

**WBMS Methods:** Methods used in reviewing special education and civil rights programs include:

Self-Assessment Phase:

- District/school review of special education and civil rights documentation for required elements including document uploads. Upon completion of this portion of the district/school's self-assessment, it is submitted to the Department for review.
- District/school review of a sample of special education student records selected across grade levels, disability categories and level of need. Additional requirements for the appropriate selection of the student record sample can be found in **Appendix II: Student Record Review Procedures** of the School District Information Package for Special Education.

Upon completion of this portion of the district/school's self-assessment, it is submitted to the Department for review.

On-site Verification Phase: Includes activities selected from the following;

- Interviews of administrative, instructional, and support staff consistent with those criteria selected for onsite verification.
- 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: The Department may select a sample of student records from those the district reviewed as part of its self-assessment, as well as records chosen by the Department from the special education student roster. The onsite team will conduct this review, using standard Department procedures, to determine whether procedural and programmatic requirements have been implemented.
- Surveys of parents of students with disabilities: 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.
- 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.
- Review of additional documents for special education or civil rights.

**Methods for all other programs in the Coordinated Program Review:**

- 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.
- Telephone interviews as requested by other parents or members of the general public.
- Review of student records for 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 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.

**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. The Draft Report comments for special education and civil rights are provided to the district/school on-line

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through the Web-based Monitoring System (WBMS). 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 or updated 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,” “Not Implemented,” or “Implementation in Progress,” explaining the basis for the rating. It may also include findings for other related 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.**

## INTRODUCTION TO THE FINAL REPORT

An 11-member Massachusetts Department of Elementary and Secondary Education team visited the Springfield School District during the week of May 6, 2013 to evaluate the implementation of selected criteria in the program areas of special education, civil rights and other related general education requirements, career vocational technical education, and English learner education. The team appreciated the opportunity to interview staff and parents, to observe classroom facilities and to review the programs underway in the district.

The 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 40 administrative staff.
- Interviews of 205 teaching and support services staff across all levels.
- Interview of one parent advisory council (PAC) representative.
- Interview of one program advisory committee representative.
- Interview of one English Learner Education parent.
- Interviews of two parent/guardians of CVTE students.
- Interviews of ten CVTE students.
- Telephone interviews as requested by persons from the general public.
- Student record reviews: Samples of 101 special education student records, 20 Career Vocational Technical Education student records and 20 English learner education student records were selected by the Department. These student records were first examined by local staff, whose comments were then verified by the onsite team using standard Department record review procedures.
- Surveys of parents of students with disabilities: Fifty parents of students with disabilities were sent surveys that solicited information about their experiences with the district's implementation of special education programs, related services and procedural requirements. Six of these parent surveys were returned to the Department of Elementary and Secondary Education for review.
- Surveys of parents of ELE students: Twenty parents of ELE students were sent surveys that solicited information about their experiences with the district's implementation of English learner education programs, services, and procedural requirements. Four of these parent surveys were returned to the Department of Elementary and Secondary Education for review.
- Observation of classrooms and other facilities. A sample of 50 instructional classrooms and other school facilities used in the delivery of programs and services was visited to 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: Facilities**

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**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. Districts are expected to incorporate the corrective action into their district and school improvement plans, including their professional development plans.



**SPRINGFIELD PUBLIC SCHOOLS**

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

<b>PROGRAM AREA</b>	<b>PARTIALLY IMPLEMENTED</b>	<b>NOT IMPLEMENTED</b>	<b>OTHER CRITERIA REQUIRING RESPONSE</b>
<b>Special Education</b>	SE 2, SE 3, SE 4, SE 6, SE 7, SE 8, SE 9, SE 10, SE 11, SE 13, SE 14, SE 17, SE 18A, SE 18B, SE 20, SE 24, SE 25, SE 26, SE 27, SE 29, SE 32, SE 37, SE 40, SE 41, SE 43, SE 45, SE 46, SE 48, SE 51, SE 52, SE 54, SE 55		
<b>Civil Rights and Other General Education Requirements</b>	CR 3, CR 7, CR 7B, CR 7C, CR 8, CR 9, CR 10A, CR 11A, CR 12A, CR 14, CR 15, CR 16, CR 20, CR 21, CR 22, CR 23, CR 24, CR 25, CR 26A		
<b>Career/Vocational Technical Education</b>	CVTE 1, CVTE 3, CVTE 4, CVTE 5, CVTE7, CVTE 8, CVTE 11, CVTE 12, CVTE 14, CVTE 17, CVTE 18, CVTE 19, CVTE 20, CVTE 21, CVTE 22, CVTE 23		
<b>English Learner Education</b>	ELE 2, ELE 5, ELE 8, ELE 9, ELE 10, ELE 11, ELE 12, ELE 13, ELE 14, ELE 16, ELE 18		

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

## DEFINITION OF COMPLIANCE RATINGS

<b>Commendable</b>	Any requirement or aspect of a requirement implemented in an exemplary manner significantly beyond the requirements of law or regulation.
<b>Implemented</b>	The requirement is substantially met in all important aspects.
<b>Implementation in Progress</b>	This rating is used for criteria containing new or updated legal requirements and 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.
<b>Partially Implemented</b>	The requirement, in one or several important aspects, is not entirely met.
<b>Not Implemented</b>	The requirement is totally or substantially not met.
<b>Not Applicable</b>	The requirement does not apply to the school district or charter school.

**SPECIAL EDUCATION**

**LEGAL STANDARDS,  
COMPLIANCE RATINGS AND  
FINDINGS**

<b>CRITERION NUMBER</b>	<b>SPECIAL EDUCATION I. ASSESSMENT OF STUDENTS</b>	
	<b>Legal Standard</b>	
<b>SE 1</b>	<p><b>Assessments are appropriately selected and interpreted for students referred for evaluation</b></p> <ol style="list-style-type: none"> <li>1. Tests and other evaluation materials are:               <ol style="list-style-type: none"> <li>a. validated</li> <li>b. administered and interpreted by trained individuals</li> <li>c. tailored to assess specific areas of educational need and related developmental needs</li> <li>d. selected and administered to reflect aptitude and achievement levels and related developmental needs</li> <li>e. as free as possible from cultural and linguistic bias</li> <li>f. provided and administered in the language and form most likely to yield accurate information on what the student knows and can do academically, developmentally, and functionally</li> <li>g. not the sole criterion for determining an appropriate educational program</li> <li>h. not only those designed to provide a single general intelligence quotient</li> <li>i. are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or the other factors the test purports to measure</li> <li>j. technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors</li> </ol> </li> <li>2. In interpreting evaluation data and making decisions, the district:               <ol style="list-style-type: none"> <li>a. uses information from a variety of sources to gather relevant functional and developmental information, including information provided by the parent</li> <li>b. ensures that information obtained from these sources is considered</li> <li>c. ensures that the placement decision conforms with placement in the least restrictive environment</li> <li>d. includes information related to enabling the student to be involved in and progress in the general curriculum</li> </ol> </li> </ol>	
	<b>State Requirements</b>	<b>Federal Requirements</b>
	603 CMR 28.04 603 CMR 28.05	
	<b>Rating: Implemented</b>	<b>District Response Required: No</b>

CRITERION NUMBER		
	Legal Standard	
SE 2	<p><b>Required and optional assessments</b></p> <ol style="list-style-type: none"> <li>1. <u>Required assessments</u>: The following assessments are completed by appropriately credentialed and trained specialists for each referred student: <ol style="list-style-type: none"> <li>a. Assessment(s) in all areas related to the suspected disability (ies) including consideration of any needed assistive technology devices and services and/or instruction in braille.</li> <li>b. Educational assessment by a representative of the school district, including a history of the student’s educational progress in the general curriculum.</li> <li>c. Assessment by a teacher(s) with current knowledge regarding the student’s specific abilities in relation to learning standards of the Massachusetts Curriculum Frameworks and the district’s general education curriculum, as well as an assessment of the student’s attention skills, participation behaviors, communication skills, memory, and social relations with groups, peers, and adults.</li> <li>d. For a child being assessed to determine eligibility for services at age three (3), an observation of the child’s interactions in the child’s natural environment or early intervention program is strongly encouraged together with the use of current assessments from early intervention Teams to avoid duplicate testing.</li> </ol> </li> <li>2. <u>Optional assessments</u>: The Administrator of Special Education may recommend or the parent may request one or more of the following: <ol style="list-style-type: none"> <li>a. A comprehensive health assessment by a physician that identifies medical problems or constraints that may affect the student’s education. The school nurse may add additional relevant health information from the student’s school health records.</li> <li>b. A psychological assessment by a certified school psychologist, licensed psychologist, or licensed educational psychologist, including an individual psychological examination.</li> <li>c. A home assessment that may be conducted by a nurse, psychologist, social worker, guidance or adjustment counselor, or teacher and includes information on pertinent family history and home situation and may include a home visit, with the agreement of the parent.</li> </ol> </li> <li>3. At the re-evaluation of a student, if no additional assessments are needed to determine whether the student continues to be eligible for special education, the school district recommends to the student’s parents the following: <ol style="list-style-type: none"> <li>a. that no further assessments are needed and the reasons for this; and</li> <li>b. the right of such parents to request an assessment.</li> </ol> </li> </ol>	
	State Requirements	Federal Requirements
	603 CMR 28.04 (1) and (2)	34 CFR 300.304; 300.305; 300.324(a)(2)(v)
	<b>Rating: Partially Implemented</b>	<b>District Response Required: Yes</b>

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

*Review of student records, documents and staff interviews indicated that the district does not consistently provide educational assessments, including a history of the student's educational progress in the general education curriculum and teacher assessments, that address attention skills, participation behaviors, communication skills, memory and social relations with groups, peers and adults. Review of student records also indicated that consent to evaluate forms do not list any assessments in the area of suspected disability as required.*

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

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

*The review of student records indicated that the district does not consistently complete the required written eligibility determination and the four components used to determine eligibility: Historic review and educational assessment (SLD 1), Area of concern and evaluation method (SLD 2), Exclusionary factors (SLD 3) and Observation (SLD 4) for students at the secondary level suspected of having a specific learning disability.*

<b>CRITERION NUMBER</b>		
	<b>Legal Standard</b>	
<b>SE 4</b>	<b>Reports of assessment results</b> 1. Each person conducting an assessment shall summarize in writing the procedures employed, the results, and the diagnostic impression, and shall define in detail and in educationally relevant and common terms, the student's needs, offering explicit means of meeting them. Assessors may recommend appropriate types of placements, but shall not recommend specific classrooms or schools. 2. Summaries of assessments are completed prior to discussion by the Team and, upon request, are made available to the parent at least two days in advance of the Team discussion.	
	<b>State Requirements</b>	<b>Federal Requirements</b>
	603 CMR 28.04(2)(c)	

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

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

*Review of student records indicated that assessment reports do not always include procedures employed and diagnostic impressions. Student records also indicated that the assessment summaries are not always completed and available for parents two days prior to the Team meeting.*

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

CRITERION NUMBER		
	Legal Standard	
SE 6	<p><b>Determination of transition services</b></p> <ol style="list-style-type: none"> <li>1. The Team discusses the student’s transition needs annually beginning no later than when the student is 14 years old and documents its discussion on the Transition Planning Form.</li> <li>2. The Team reviews the Transition Planning Form annually and updates information on the form and the IEP, as appropriate.</li> <li>3. Reserved</li> <li>4. For any student approaching graduation or the age of twenty-two, the Team determines whether the student is likely to require continuing services from adult human service agencies. In such circumstances, the Administrator of Special Education makes a referral to the Bureau of Transitional Planning in the Executive Office of Health and Human Services in accordance with the requirements of M.G.L. c. 71B, §§12A-12C (known as Chapter 688).</li> <li>5. In cases where the IEP included needed transition services and a participating agency other than the school district fails to provide these services, the Team reconvenes to identify alternative strategies to meet the transition objectives.</li> <li>6. The district ensures that students are invited to and encouraged to attend part or all of Team meetings at which transition services are discussed or proposed.</li> </ol>	
	State Requirements	Federal Requirements
	M.G.L.c.71B, Sections 12A-C 603 CMR 28.05(4)(c)	34 CFR 300.320(b); 300.321(b); 300.322(b)(2); 300.324(c)
	<b>Rating: Partially Implemented</b>	<b>District Response Required: Yes</b>

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

*Student records and staff interviews indicated that students are not consistently invited to or encouraged to attend IEP Team meetings once they reach 14 years to discuss their transition needs and services. Review of student records indicated that some Transition Planning Forms do not change from year to year. The review of student records also indicated that representatives from public agencies are not always invited to Team meetings when the student may require continuing services from adult human service agencies following graduation.*

CRITERION NUMBER		
	Legal Standard	
SE 7	<p><b>Transfer of parental rights at age of majority and student participation and consent at the age of majority</b></p> <ol style="list-style-type: none"> <li>1. One year prior to the student reaching age 18, the district informs the student and the parent/guardian of the rights that will transfer from the parent/guardian to the student upon the student’s 18<sup>th</sup> birthday. The notification provided to both the student and the parent/guardian must explicitly state that all rights accorded to parents under special education law will transfer to the 18 year old.</li> </ol>	



CRITERION NUMBER		
	<b>Legal Standard</b>	
	<p>2. Upon reaching the age of 18, the school district implements procedures to obtain consent from the student to continue the student’s special education program.</p> <p>3. The district continues to send the parent written notices and the parent will have the right to inspect the student’s records, but the parent will no longer have decision-making authority, except as provided below:</p> <p>a. If the parent has sought and received guardianship from a court of competent jurisdiction, then the parent retains full decision-making authority. The parent does not have authority to override any decision or lack of decision made by the student who has reached the age of majority unless the parent has sought or received guardianship or other legal authority from a court of competent jurisdiction.</p> <p>b. The student, upon reaching the age of majority and in the absence of any court actions to the contrary, may choose to share decision-making with his or her parent (or other willing adult), including allowing the parent to co-sign the IEP. Such choice is made in the presence of the Team and is documented in written form. The student’s choice prevails at any time that a disagreement occurs between the adult student and the parent or other adult with whom the student has shared decision-making.</p> <p>c. The student, upon reaching the age of majority and in the absence of any court actions to the contrary, may choose to delegate continued decision-making to his or her parent, or other willing adult. Such choice is made in the presence of at least one representative of the school district and one other witness and is documented in written form and maintained in the student record.</p>	
	<b>State Requirements</b>	<b>Federal Requirements</b>
	603 CMR 28.07(5)	34 CFR 300. 320(c), 300.520
	<b>Rating: Partially Implemented</b>	<b>District Response Required: Yes</b>

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

*Review of student records and staff interviews indicated that notice informing parents and students of the transfer of educational decision-making rights from the parent/guardian to the student is not consistently provided one year prior to students turning 18 years of age. In addition, student records indicated that the district does not consistently obtain consent from the student at age 18 to continue special education services in the IEP. Record review also demonstrated that when students choose to share educational decision-making, the district does not consistently document the decision or note that the student's choice prevails at any time that a disagreement occurs between the adult student and the parent. For students who choose to delegate decision-making, the choice is not documented with a school representative, one other witness and the student and maintained in the student record.*

<b>CRITERION NUMBER</b>		
	<b>Legal Standard</b>	
<b>SE 8</b>	<p><b>IEP Team composition and attendance</b>  The following persons are members of the IEP Team and may serve in multiple roles:</p> <ol style="list-style-type: none"> <li>1. The child's parents.</li> <li>2. A representative of the school district who acts as Chairperson and who is (1) qualified to supervise or provide special education; (2) is knowledgeable about the general curriculum; and (3) is knowledgeable about the availability of resources of the district.</li> <li>3. A representative of the school district who has the authority to commit the resources of the district (and who may act as the Chairperson).</li> <li>4. <ol style="list-style-type: none"> <li>a. If the student <i>may</i> be involved in a regular education program, a regular education teacher. If the student <i>is</i> involved in a regular education program, a regular education teacher of the student.</li> <li>b. If the student is participating in a special education program, a special education teacher of the student or, if appropriate, a special education provider for the student.</li> </ol> </li> <li>5. The student, if one purpose of the meeting is to discuss transition services or if otherwise appropriate and if he/she chooses.</li> <li>6. Other individuals at the request of the student's parents.</li> <li>7. Reserved</li> <li>8. An individual who is qualified to interpret the instructional implications of evaluation results, who may be any one of the persons identified in parts 2 - 4 above.</li> <li>9. Other individuals who may be necessary to write an IEP for the child, as determined by the Administrator of Special Education.</li> <li>10. When one purpose of the Team meeting is to discuss transition services, a representative of any public agency who may be responsible for providing or paying for transition services is invited to the Team meeting. If the representative(s) does not attend the meeting, the school district takes other steps to obtain the participation of these agencies.</li> <li>11. Reserved</li> <li>12. When one purpose of the Team meeting is to discuss placement, a person knowledgeable about placement options is present at the meeting.</li> <li>13. Members of the Team attend Team meetings unless: <ol style="list-style-type: none"> <li>a. the parent and district agree to use alternative means, such as a video conference or a conference call, for any Team meeting OR</li> <li>b. the district and the parent agree, in writing, that the attendance of the Team member is not necessary because the member's area of the curriculum or related services is not being modified or discussed OR</li> <li>c. the district and the parent agree, in writing, to excuse a required Team member's participation and the excused member provides written input into the development of the IEP to the parent and the IEP team prior to the meeting.</li> </ol> </li> </ol>	
	<b>State Requirements</b>	<b>Federal Requirements</b>

<b>CRITERION NUMBER</b>		
	<b>Legal Standard</b>	
	603 CMR 28.02(21). Part 1 of this criterion is related to State Performance Plan Indicator 8. Parts 5, 10, are related to Performance Plan Indicators 13 and 14. (See <a href="http://www.doe.mass.edu/sped/spp/">http://www.doe.mass.edu/sped/spp/</a> .)	34 CFR 300.116(a), 300.321, 300.328. See also, in the IDEA 97 regulations, 34 CFR Part 300, Appendix A, to State Question #22
	<b>Rating: Partially Implemented</b>	<b>District Response Required: Yes</b>

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

*Student records indicated that required IEP Team members are not consistently excused with parental consent; in addition, there was no evidence of the required Team members providing written input to the parent and the IEP Team for the development of the IEP prior to the meeting. Required Team members without excusal included special educators and general educators. Records and staff interviews also indicated that IEP Teams often do not include parents, students over age 14, and representatives of public agencies to discuss transition.*

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

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

*Student record reviews indicated that the district does not consistently convene an IEP Team meeting within 45 school working days after receiving parental consent for an initial evaluation or a re-evaluation to determine whether the student is eligible for special education and provide either a proposed IEP and proposed placement or a written explanation of the finding of no eligibility to the parent.*

<b>CRITERION NUMBER</b>		
	<b>Legal Standard</b>	
<b>SE 9A</b>	<p><b>Elements of the eligibility determination; general education accommodations and services for ineligible students</b></p> <ol style="list-style-type: none"> <li>1. To determine whether a student is eligible for special education, the school district:               <ol style="list-style-type: none"> <li>a. provides an evaluation or re-evaluation</li> <li>b. convenes a Team meeting</li> <li>c. determines whether the student has one or more disabilities</li> <li>d. determines if the student is making effective progress in school</li> <li>e. determines if any lack of progress is a result of the student's disability</li> <li>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</li> </ol> </li> <li>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.</li> <li>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.</li> <li>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.</li> </ol>	
	<b>State Requirements</b>	<b>Federal Requirements</b>
	603 CMR 28.05(1) and (2)	4 CFR 300.8; 300.306
	<b>Rating: Implemented</b>	<b>District Response Required: No</b>

<b>CRITERION NUMBER</b>		
	<b>Legal Standard</b>	
<b>SE 10</b>	<p><b>End of school year evaluations</b></p> <p>If consent is received between 30 and 45 school working days before the end of the school year, the school district ensures that a Team meeting is scheduled so as to allow for the provision of a proposed IEP or written notice of the finding that the student is not eligible no later than 14 days after the end of the school year.</p>	
	<b>State Requirements</b>	<b>Federal Requirements</b>
	603 CMR 28.05(1)	34 CFR 300.323
	<b>Rating: Partially Implemented</b>	<b>District Response Required: Yes</b>

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

*Review of student records indicated that when consent for an evaluation is received between 30 and 45 school working days before the end of the school year, the district does not always schedule a Team meeting to propose an IEP or issue a finding of no eligibility no later than 14 days after the end of the school year.*

CRITERION NUMBER	
	<b>Legal Standard</b>
SE 11	<p><b>School district response to parental request for independent educational evaluation</b></p> <p>If a parent disagrees with an initial evaluation or re-evaluation completed by the school district, and the parent requests an independent educational evaluation, the district implements the following requirements:</p> <ol style="list-style-type: none"> <li>1. All independent educational evaluations funded by the district are conducted by qualified persons who are registered, certified, licensed or otherwise approved and who abide by the rates set by the state agency responsible for setting such rates. Unique circumstances of the child are justified when an individual assessment rate is higher than that normally allowed.</li> <li>2. The school district has procedures to offer parents the option of participating in an income eligibility program for free or reduced cost independent educational evaluations that are equivalent to the types of assessments done by the school district.</li> <li>3. The district extends the right to a publicly funded independent educational evaluation (only if cost shared or funded for state wards or for students receiving free or reduced cost lunch) for sixteen (16) months from the date of the evaluation with which the parent disagrees.</li> <li>4. If the parent is requesting an evaluation in an area not assessed by the school district, or if the student does not meet or the parent does not choose to share the financial documentation regarding the income eligibility standards for free or reduced cost independent educational evaluation, then the school district responds in accordance with the requirements of federal law by paying for the independent educational evaluation or, within five school days, proceeding to Special Education Appeals to show that its evaluation was comprehensive and appropriate. Where the Department’s Special Education Appeals finds that the school district’s evaluation was comprehensive and appropriate, the school district does not pay for the independent educational evaluation requested by the parent.</li> <li>5. Whenever possible, the independent educational evaluation is completed and a written report sent no later than thirty (30) days after the date the parent requests the independent educational evaluation. If publicly funded, the report is sent to the parents and to the school district. The independent evaluator’s report summarizes, in writing, procedures, assessments, results, and diagnostic impressions as well as educationally relevant recommendations for meeting identified needs of the student. The independent evaluator recommends</li> </ol>

<b>CRITERION NUMBER</b>		
	<b>Legal Standard</b>	
	appropriate types of placements but does not recommend specific classrooms or schools. 6. Within ten (10) school days from the time the school district receives the report of the independent educational evaluation, the Team reconvenes and considers the independent educational evaluation (which may be publicly or privately funded) and whether a new or amended IEP is appropriate.	
	<b>State Requirements</b>	<b>Federal Requirements</b>
	603 CMR 28.04(5)	34 CFR 300.502
	<b>Rating: Partially Implemented</b>	<b>District Response Required: Yes</b>

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

*Student records and staff interviews indicated that the district does not consistently convene a Team meeting within 10 school days from the receipt of an Independent Educational Evaluation whether publicly or privately funded.*

<b>CRITERION NUMBER</b>		
	<b>Legal Standard</b>	
<b>SE 12</b>	<b>Frequency of re-evaluation</b> 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: 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.	
	<b>State Requirements</b>	<b>Federal Requirements</b>
	603 CMR 28.04(3)	34 CFR 300.303; 300.305(e)
	<b>Rating: Implemented</b>	<b>District Response Required: No</b>

<b>CRITERION NUMBER</b>		
	<b>Legal Standard</b>	
<b>SE 13</b>	<b>Progress Reports and content</b> 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.	
	<b>State Requirements</b>	<b>Federal Requirements</b>
	603 CMR 28.07(3)	34 CFR 300.305(e)(3); 300.320(a)(3)
	<b>Rating: Partially Implemented</b>	<b>District Response Required: Yes</b>

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

*Student records indicated that the district does not consistently provide progress reports to parents as frequently as non-disabled parents receive report cards. In addition, student records indicated that progress reports do not always provide information on the student's progress toward the annual goals in the IEP. Record review also indicated that the required summaries of academic achievement and functional performance are not consistently developed for students who are graduating or whose eligibility terminates.*

<b>CRITERION NUMBER</b>		
	<b>Legal Standard</b>	
<b>SE 14</b>	<b>Review and revision of IEPs</b> 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.	
	<b>State Requirements</b>	<b>Federal Requirements</b>
	603 CMR 28.04(3)	34 CFR 300.324(a)(4), (6) and (b)
	<b>Rating: Partially Implemented</b>	<b>District Response Required: Yes</b>

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

*Student records and staff interviews indicated that annual IEP Team meetings are not consistently held on or before the anniversary date of the IEP to review, revise, or develop a new IEP or refer the student for a re-evaluation, as appropriate.*

CRITERION NUMBER	SPECIAL EDUCATION II. STUDENT IDENTIFICATION AND PLACEMENT	
	<b>Legal Standard</b>	
SE 15	<p><b>Outreach by the School District (Child Find)</b>                      The district has annual or more frequent outreach and continuous liaison with those groups below from which promotion or transfer of students in need of special education may be expected, or which would include students in need of special education:</p> <ol style="list-style-type: none"> <li>1. professionals in community</li> <li>2. private nursery schools</li> <li>3. day care facilities</li> <li>4. group homes</li> <li>5. parent organizations</li> <li>6. clinical /health care agencies</li> <li>7. early intervention programs</li> <li>8. private/parochial schools</li> <li>9. other agencies/organizations</li> <li>10. the school or schools that are part of the district, including charter schools</li> <li>11. agencies serving migrant and/or homeless persons pursuant to the McKinney-Vento Education Act for Homeless Children</li> </ol>	
	<b>State Requirements</b>	<b>Federal Requirements</b>
		34 CFR 300.111; 300.131; 300.209
	<b>Rating: Implemented</b>	<b>District Response Required: No</b>

CRITERION NUMBER		
	<b>Legal Standard</b>	
SE 16	<p><b>Screening</b></p> <ol style="list-style-type: none"> <li>1. The school district conducts screening for three and four year olds and for all children who are of age to enter kindergarten. Such screening is designed to review a child’s development and to assist in identification of those children who should be referred for an evaluation to determine eligibility for special education services.</li> </ol>	



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

<b>CRITERION NUMBER</b>		
	<b>Legal Standard</b>	
<b>SE 17</b>	<b>Initiation of services at age three and Early Intervention transition procedures</b>	
	<ol style="list-style-type: none"> <li>1. The school district encourages referrals from the Department of Public Health, other agencies, and individuals for young children when or before the child turns two-and-one-half years old in order to ensure continuity of services and to ensure the development and implementation of an IEP for eligible children by the date of the child's third birthday in accordance with federal requirements.</li> <li>2. The district implements procedures to ensure the effective transition of young children with disabilities from Early Intervention Programs through participation in transition planning conferences arranged by such programs.</li> </ol>	
	<b>State Requirements</b>	<b>Federal Requirements</b>
	603 CMR 28.06(7)(b)	34 CFR 300.101(b); 300.124; 300.323(b)
	<b>Rating: Partially Implemented</b>	<b>District Response Required: Yes</b>

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

*Student records indicated that the district does not consistently develop an IEP for eligible children by their third birthday.*

<b>CRITERION NUMBER</b>		
	<b>Legal Standard</b>	
<b>SE 18A</b>	<b>IEP development and content</b>	
	<ol style="list-style-type: none"> <li>1. Upon determining that the student is eligible for special education, the Team, including the parent(s), develops an IEP at the Team meeting.</li> <li>2. The IEP is completed addressing all elements of the most current format provided by the Department of Elementary and Secondary Education.</li> <li>3. The school district ensures that the IEP will not be changed at a higher</li> </ol>	

<b>CRITERION NUMBER</b>		
	<b>Legal Standard</b>	
	<p>administrative level within the district.</p> <p>4. Whenever the IEP Team evaluation indicates that a student's disability affects social skills development, or when the student's disability makes him or her vulnerable to bullying, harassment, or teasing, the IEP must address the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing.</p> <p>5. For students identified with a disability on the autism spectrum, the IEP Team must consider and specifically address the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing.</p>	
	<b>State Requirements</b>	<b>Federal Requirements</b>
	603 CMR 28.05(3); G.L.c. 71 B, section 3, as amended by Chapter 92 of the Acts of 2010	IDEA-97: 34 CFR Part 300, Appendix A, Question #22
	<b>Rating: Partially Implemented</b>	<b>District Response Required: Yes</b>

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

*Review of student records indicated that for students on the autism spectrum, students whose disability affects social skills development, and students whose disability makes him or her vulnerable to bullying, harassment, or teasing, IEP Teams do not consistently address the skills and proficiencies needed to avoid and respond to bullying, harassment and teasing in the IEP.*

<b>CRITERION NUMBER</b>		
	<b>Legal Standard</b>	
<b>SE 18B</b>	<p><b>Determination of placement; provision of IEP to parent</b></p> <p>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.</p> <p>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.</p> <p>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.</p> <p>4. Reserved</p> <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>	

<b>CRITERION NUMBER</b>		
	<b>Legal Standard</b>	
	<b>State Requirements</b>	<b>Federal Requirements</b>
	603 CMR 28.05(6) and (7); 28.06(2)	34 CFR 300.116; 300.325
	<b>Rating: Partially Implemented</b>	<b>District Response Required: Yes</b>

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

*Student records and staff interviews indicated that following the development of the IEP, the district does not propose the IEP and placement immediately or provide two copies of the proposed IEP and placement to the parent.*

<b>CRITERION NUMBER</b>		
	<b>Legal Standard</b>	
<b>SE 19</b>	<p><b>Extended evaluation</b>          If the Team finds a student eligible for special education and finds the evaluation information insufficient to develop a full or partial IEP, the Team, with the parents' consent, agrees to an extended evaluation period.</p> <ol style="list-style-type: none"> <li>1. The extended evaluation period is not used to deny programs or services determined to be necessary by the Team. If, prior to the extended evaluation, the Team determines that sufficient information is available to determine, in part, necessary annual goals and services, the Team writes a partial IEP that, if accepted by the parent, is immediately implemented by the district while the extended evaluation is occurring.</li> <li>2. The extended evaluation period is not used to allow additional time to complete the required assessments.</li> <li>3. If the parent consents to an extended evaluation, the Team documents their findings and determines what evaluation time period is necessary and the types of information needed to develop an IEP. The Team may decide to meet at intervals during the extended evaluation, but in all cases reconvenes promptly to develop an IEP when the evaluation is complete.</li> <li>4. The extended evaluation may extend longer than one week, but does not exceed eight school weeks.</li> <li>5. The extended evaluation is not considered a placement.</li> </ol>	
	<b>State Requirements</b>	<b>Federal Requirements</b>
	603 CMR 28.05(2)(b)	
	<b>Rating: Implemented</b>	<b>District Response Required: No</b>

CRITERION NUMBER		
	Legal Standard	
SE 20	<p><b>Least restrictive program selected</b></p> <ol style="list-style-type: none"> <li>1. The program selected is the least restrictive environment for students, with consideration given to any potential harmful effect on the student or on the quality of services that he or she needs.</li> <li>2. If the student is removed from the general education classroom at any time, the Team states why the removal is considered critical to the student’s program and the basis for its conclusion that education of the student in a less restrictive environment, with the use of supplementary aids and services, could not be achieved satisfactorily.</li> <li>3. The district does not remove an eligible child from the general education classroom solely because of needed modification in the curriculum.</li> <li>4. If a student’s IEP necessitates special education services in a day or residential facility or an out-of-district educational collaborative program, the IEP Team considers whether the student requires special education services and support to promote the student’s transition to placement in a less restrictive program.</li> </ol>	
	State Requirements	Federal Requirements
	M.G.L. c. 71B, § 3 603 CMR 28.06(2)	34 CFR 300.114-120
	<b>Rating: Partially Implemented</b>	<b>District Response Required: Yes</b>

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

*Student records and staff interviews indicated that the district does not consistently and appropriately justify the removal of a student from the general education classroom. The justification for removal is not always individualized and does not state why the student's removal was critical.*

CRITERION NUMBER		
	Legal Standard	
SE 21	<p><b>School day and school year requirements</b></p> <ol style="list-style-type: none"> <li>1. The Team routinely considers the need for an educational program that is less than or more than the regular school day or school year, including extended day, or year, and/or residential services and indicates on the IEP why the shorter or longer program is necessary.</li> <li>2. The daily duration of the child’s program is equal to that of the regular school day unless the Team states that a different duration is necessary to provide a free appropriate public education to the child. In this case the Team specifies the daily duration of the program and states the reason for the different duration on the IEP.</li> <li>3. Specialized transportation schedules do not impede a student’s access to a full school day and program of instruction.</li> <li>4. An extended day or year program is identified if the student has demonstrated or</li> </ol>	

<b>CRITERION NUMBER</b>							
	<b>Legal Standard</b>						
	<p>is likely to demonstrate substantial regression in his or her learning skills and/or substantial difficulty in relearning such skills if an extended program is not provided.</p> <p>5. If residential services are required, the IEP clearly specifies the reasons for such determination and how such services will be coordinated with the day education services provided to the student. Additionally, the annual goals and services on the student's IEP reflect the comprehensive nature of the educational program required.</p> <p>6. Camping or recreation programs provided solely for recreational purposes and with no corresponding IEP goals or specially designed instruction are not to be considered for extended year programs.</p>						
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; text-align: center;"><b>State Requirements</b></td> <td style="width: 50%; text-align: center;"><b>Federal Requirements</b></td> </tr> <tr> <td>M.G.L. c. 69, § 1G 603 CMR 28.05(4)(d) and (5)(c)</td> <td>34 CFR 300.106</td> </tr> <tr> <td><b>Rating: Implemented</b></td> <td><b>District Response Required: No</b></td> </tr> </table>	<b>State Requirements</b>	<b>Federal Requirements</b>	M.G.L. c. 69, § 1G 603 CMR 28.05(4)(d) and (5)(c)	34 CFR 300.106	<b>Rating: Implemented</b>	<b>District Response Required: No</b>
<b>State Requirements</b>	<b>Federal Requirements</b>						
M.G.L. c. 69, § 1G 603 CMR 28.05(4)(d) and (5)(c)	34 CFR 300.106						
<b>Rating: Implemented</b>	<b>District Response Required: No</b>						

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

<b>CRITERION NUMBER</b>		
	<b>Legal Standard</b>	
	resolved.	
	<b>State Requirements</b>	<b>Federal Requirements</b>
	603 CMR 28.05(7)(b); 28.06(2)(d)(2)	34 CFR 300.323
	<b>Rating: Implemented</b>	<b>District Response Required: No</b>

<b>CRITERION NUMBER</b>	<b>SPECIAL EDUCATION III. PARENTAL INVOLVEMENT</b>
	<b>Legal Standard</b>
<b>SE 24</b>	<p><b>Notice to parent regarding proposal or refusal to initiate or change the identification, evaluation, or educational placement of the child or the provision of FAPE</b></p> <ol style="list-style-type: none"> <li>1. A student may be referred for an evaluation by a parent or any person in a caregiving or professional position concerned with the student's development.</li> <li>2. When a student is referred for an evaluation to determine eligibility for special education, the school district sends written notice to the child's parent(s) within 5 school days of receipt of the referral, along with the district's notice of procedural safeguards. The written notice meets all of the content requirements set forth in M.G.L. c.71B, §3, and in federal law, seeks the consent of the parent for the evaluation to occur, and provides the parent with the opportunity to express any concerns or provide information on the student's skills or abilities and to consult regarding the evaluators to be used.</li> <li>3. For all other actions, the district gives notice complying with federal requirements within a reasonable time.</li> <li>4. The school district provides the student's parent(s) with an opportunity to consult with the Special Education Administrator or his/her designee to discuss the reasons for the referral and the nature of the proposed evaluation</li> <li>5. The district provides parents with an opportunity to consult with the Administrator of Special Education or his/her designee regarding the evaluators to be used and the proposed content of all required and optional assessments</li> <li>6. The school district does not limit a parent's right to refer a student for timely special education evaluation because the district has not fully explored and/or attempted some or all of the available instructional support programs or other interventions available in general education that may be described in the district's curriculum accommodation plan, including any pre-referral program.</li> <li>7. The school district refuses to conduct an initial evaluation only when the circumstances of a student make clear that there is no suspicion of a disability</li> </ol>

<b>CRITERION NUMBER</b>	<b>SPECIAL EDUCATION III. PARENTAL INVOLVEMENT</b>	
	<b>Legal Standard</b>	
	and that there is no concern about the student's development.	
	<b>State Requirements</b>	<b>Federal Requirements</b>
	M.G.L. c. 71B, § 3; 603 CMR 28.04(1)	34 CFR 300.503; 300.504(a)(1)
	<b>Rating: Partially Implemented</b>	<b>District Response Required: Yes</b>

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

*Student records and staff interviews indicated that the district does not consistently provide notice to propose an evaluation within five days of receipt of the referral. Student records also indicated that the Notice of Proposed School District Action (NI) to propose an evaluation or an IEP and summarize the Team's decisions and considerations does not consistently include rejected options and the reason for the rejection, evaluation procedures, and other relevant factors for the school district's decisions.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>SE 25</b>	<p><b>Parental consent</b> In accordance with state and federal law, the school district obtains informed parental consent as follows:</p> <ol style="list-style-type: none"> <li>1. The school district obtains written parental consent before conducting an initial evaluation and before making an initial placement of a student in a special education program. Written parental consent is obtained before conducting a reevaluation and before placing a student in a special education placement subsequent to the initial placement in special education.</li> <li>2. The school district obtains consent before initiating extended evaluation services.</li> <li>3. The school district obtains consent to the services proposed on a student's IEP before providing such services.</li> <li>4. A parent is informed that consent may be revoked at any time. Except for initial evaluation and initial placement, consent may not be required as condition of any benefit to the child.</li> <li>5. When the participation or consent of the parent is required and the parent fails or refuses to participate, the attempts to secure the consent of the parent are implemented through multiple attempts using a variety of methods which are documented by the district. Such efforts may include letters, written 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.</li> <li>6. If, subsequent to initial evaluation and initial placement and after following the procedures required by the regulations, the school district is unable to obtain</li> </ol>

CRITERION NUMBER		
	<b>Legal Standard</b>	
	<p>parental consent to a re-evaluation or to placement in a special education program subsequent to the initial placement, the school district considers with the parent whether such action will result in the denial of a free appropriate public education to the student. 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 the BSEA.</p> <p>7. If the parent has given consent for special education services and then, at any time following, revokes his/her consent to the student's special education services in writing, the district is obligated to discontinue all special education services and may not use mediation or request a due process hearing to obtain agreement or a ruling requiring the continuation of services, consistent with federal regulation. If a parent revokes consent in writing, the district must act promptly to provide written notice to the parent/guardian of the district's proposal to discontinue services based on the revocation of consent, as well as information on how the parent can obtain a copy of his/her right to procedural safeguards. The district must provide the notice a reasonable time before the district intends to discontinue the services.</p>	
	<b>State Requirements</b>	<b>Federal Requirements</b>
	603 CMR 28.07(1) This criterion is related to State Performance Plan Indicator 8. (See <a href="http://www.doe.mass.edu/sped/spp/">http://www.doe.mass.edu/sped/spp/</a> .)	34 CFR 300.300
	<b>Rating: Partially Implemented</b>	<b>District Response Required: Yes</b>

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

*Student records and staff interviews indicated that the district does not consistently document multiple attempts using a variety of methods to secure consent from parents or students with educational decision-making rights.*

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

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<b>CRITERION NUMBER</b>		
	<b>Legal Standard</b>	
<b>SE 25B</b>	<p><b>Resolution of disputes</b></p> <ol style="list-style-type: none"> <li>1. Within 15 days of receiving notice that a parent has made an official hearing request to Special Education Appeals, the district convenes a meeting with the parent(s) and the relevant member(s) of the IEP Team, including a representative of the district with decision-making authority, to try to resolve the dispute. The resolution session may be waived if the district and the parents agree in writing to do so or if they agree to use mediation instead.</li> <li>2. If the dispute is resolved at the resolution session, the parent(s) and a representative of the district with the authority to do so sign a legally binding agreement, enforceable in state or federal court. Any party may void this agreement within three business days of the signing.</li> </ol>	
	<b>State Requirements</b>	<b>Federal Requirements</b>
		34 CFR 300.510
	<b>Rating: Implemented</b>	<b>District Response Required: No</b>

<b>CRITERION NUMBER</b>		
	<b>Legal Standard</b>	
<b>SE 26</b>	<p><b>Parent participation in meetings</b></p> <ol style="list-style-type: none"> <li>1. The district ensures that one or both parents of a child are members of any group that makes decisions on the educational placement of their child.</li> <li>2. The Administrator of Special Education notifies parent(s) in writing of any Team meeting early enough to ensure that they have an opportunity to attend.</li> <li>3. The district schedules the meeting at a mutually agreed upon time and place; and documents such efforts.</li> <li>4. If neither parent can attend, the district uses other methods to ensure parent participation, including individual or conference telephone calls, or video conferencing.</li> <li>5. In cases where the district, after reasonable efforts, is unable to obtain the parents' participation in Team meeting discussions and decisions, the district conducts the Team meeting and documents its attempts to facilitate the parents' participation.</li> </ol>	
	<b>State Requirements</b>	<b>Federal Requirements</b>
	603 CMR 28.02(21)	34 CFR 300.322; 300.501

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

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

*Student records and staff interviews indicated that the district does not always implement and document other means to ensure parent participation in the Team meeting.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>SE 27</b>	<b>Content of Team meeting notice to parents</b> The parent notice of any Team meeting states the purpose, time and location of the meeting as well as who will be in attendance.
	<b>State Requirements</b> <b>Federal Requirements</b>
	34 CFR 300.322(b)(1)(i)
	<b>Rating: Partially Implemented</b> <b>District Response Required: Yes</b>

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

*Student records indicated that the Team meeting purpose is not always stated on the Team meeting invitation notice.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>SE 29</b>	<b>Communications are in English and primary language of home</b> 1. Communications with parents are in simple and commonly understood words and are in both English and the primary language of the home if such primary language is other than English. Any interpreter used in fulfilling these requirements is fluent in the primary language of the home and familiar with special education procedures, programs and services. If the parents or the student are unable to read in any language or are blind or deaf, communications required by these regulations are made orally in English with the use of a foreign language interpreter, in Braille, in sign language, via TTY, or in writing, whichever is appropriate, and all such communications are documented. 2. If the district provides notices orally or in some other mode of communication that is not written language, the district keeps written 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

<b>CRITERION NUMBER</b>		
	<b>Legal Standard</b>	
	notice.	
	<b>State Requirements</b>	<b>Federal Requirements</b>
	603 CMR 28.07(8)	34 CFR 300.322(e); 300.503(c)
	<b>Rating: Partially Implemented</b>	<b>District Response Required: Yes</b>

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

*Student records and interviews indicated that not all special education documents are translated in parents' primary languages, particularly for parents of low incidence languages. Record review and interviews also indicated that the district does not keep written documentation when oral interpretation or translations are provided.*

<b>CRITERION NUMBER</b>		
	<b>Legal Standard</b>	
<b>SE 32</b>	<p><b>Parent advisory council for special education</b></p> <ol style="list-style-type: none"> <li>1. The school district has established a district-wide parent advisory council on special education.</li> <li>2. Membership on the council is offered to all parents of children with disabilities and other interested parties.</li> <li>3. The parent advisory council duties include but are not limited to: advising the district on matters that pertain to the education and safety of students with disabilities; meeting regularly with school officials to participate in the planning, development, and evaluation of the school district's special education programs.</li> <li>4. The parent advisory council has established by-laws regarding officers and operational procedures.</li> <li>5. The parent advisory council receives assistance from the school committee without charge, upon reasonable notice, and subject to the availability of staff and resources.</li> <li>6. The school district conducts, in cooperation with the parent advisory council, at least one workshop annually within the district on the rights of students and their parents and guardians under the state and federal special education laws.</li> </ol>	
	<b>State Requirements</b>	<b>Federal Requirements</b>
	M.G.L. c. 71B, § 3; 603 CMR 28.03(1)(a)(4); 28.07(4)	
	<b>Rating: Partially Implemented</b>	<b>District Response Required: Yes</b>

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

*Document review and interviews indicated that the Parent Advisory Committee has not participated in the planning, development and evaluation of the district's special education programs.*

<b>CRITERION NUMBER</b>	<b>SPECIAL EDUCATION IV. CURRICULUM AND INSTRUCTION</b>	
	<b>Legal Standard</b>	
<b>SE 33</b>	<b>Involvement in the general curriculum</b> 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.	
	<b>State Requirements</b>	<b>Federal Requirements</b>
	603 CMR 28.05(4)(a) and (b)	34 CFR 300.320(a)(1)(i) and a(2)(i)(A); 300.321(a)(4)(ii)
	<b>Rating: Implemented</b>	<b>District Response Required: No</b>

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

<b>CRITERION NUMBER</b>		
	<b>Legal Standard</b>	
<b>SE 35</b>	<b>Assistive technology: specialized materials and equipment</b> 1. Specialized materials and equipment specified in IEPs are provided. 2. The school district provides evidence that assistive technology is considered for	

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	each eligible student and—if the student needs it in order to receive a free, appropriate public education--described in the IEP and provided by the district.
	<b>State Requirements</b>
	<b>Federal Requirements</b>
	34 CFR 300.105; 300.324(a)(2)(v)
	<b>Rating: Implemented</b>
	<b>District Response Required: No</b>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>SE 36</b>	<b>IEP implementation, accountability and financial responsibility</b> 1. Reserved. 2. The district oversees in an ongoing manner the full implementation of each in-district and each out-of-district IEP it proposes which has been consented to by a child’s parents. 3. Reserved. 4. The district provides all programs and services without expense to the child’s parents. 5. Each time the school district proposes to access the parent’s private insurance to support the costs of IEP implementation, the school district obtains the parent’s consent and informs the parents that their refusal to permit the school district to access their private insurance does not relieve the district of its responsibility to ensure that all required services are provided at no cost to the parents.
	<b>State Requirements</b>
	<b>Federal Requirements</b>
	603 CMR 28.06(3)
	34 CFR 300.17(a); 300.101-104; 300.154
	<b>Rating: Implemented</b>
	<b>District Response Required: No</b>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>SE 37</b>	<b>Procedures for approved and unapproved out-of-district placements</b> 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

CRITERION NUMBER	
	<b>Legal Standard</b>
	<p>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.</p> <ol style="list-style-type: none"> <li data-bbox="407 579 1401 772">2. <u>Student right to full procedural protections</u>: The school district retains full responsibility for ensuring that the student is receiving all special education and related services in the student's IEP, as well as all procedural protections of law and regulation. Any Team meetings conducted during the time that a student is enrolled in the out-of-district program are initiated by the school district in coordination with the out-of-district placement.</li> <li data-bbox="407 783 1401 1073">3. <u>Preference to approved programs</u>: The school district, in all circumstances, first seeks to place a student in a program approved by the Department pursuant to the requirements of 603 CMR 28.09. Preference is also given to approved programs located within the Commonwealth of Massachusetts if the choice of such program is consistent with the needs of the student and the choice of such program complies with LRE requirements. When an approved program is available to provide the services on the IEP, the district makes such placement in the approved program in preference to any program not approved by the Department.</li> <li data-bbox="407 1083 1401 1178">4. <u>Written contracts</u>: The school district enters into written contracts with all public and private out-of-district placements. At a minimum, such contracts meet the content requirements of 28.06(3)(f)(1-5).</li> <li data-bbox="407 1188 1401 1409">5. <u>Use of unapproved programs</u>: A school district that places a student in a program that has not been approved by the Department according to the requirements under 603 CMR 28.09 ensures that such programs and services are provided in appropriate settings by appropriately credentialed staff able to deliver the services on the student's IEP. Students placed by the school district in such programs are entitled to the full protections of state and federal special education law and regulation.</li> <li data-bbox="407 1419 1401 1845">6. <u>Placement documentation</u>: The following documentation is maintained by the school district pursuant to its placement of children in unapproved out-of-district programs: <ol style="list-style-type: none"> <li data-bbox="456 1524 1401 1619">a. <u>Search</u>: The Administrator of Special Education documents the search for and unavailability of a program approved by the Department. The Administrator places such documentation in the student record.</li> <li data-bbox="456 1629 1401 1845">b. <u>Evaluation of facility</u>: The Administrator of Special Education or his/her designee thoroughly evaluates the appropriateness of any unapproved facility prior to placement of the student in such program. Such evaluation determines whether the unapproved facility can appropriately implement the student's IEP in a safe and educationally appropriate environment. Such evaluation additionally determines whether the unapproved facility can and will provide the student with all the rights that are accorded to the student</li> </ol> </li> </ol>

CRITERION NUMBER		
	<b>Legal Standard</b>	
	<p>under state and federal special education law. Such evaluation is documented in detail and placed in the student record for review. To the extent that this evaluation requires a site visit, such site visits are documented and placed in the student record for review. The duty to evaluate the appropriateness of any unapproved facility is not delegated to the parents or their agents or the proposed unapproved facility.</p> <p>c. <u>School district approval to operate a private school in Massachusetts:</u> If services in an unapproved program are provided in a school setting, the Administrator of Special Education ensures that such school has received approval from the local school committee under M.G.L. c.76, §1 and a copy of such approval is retained in the student record.</p> <p>d. <u>Pricing:</u> Pursuant to the requirements for Compliance, Reporting and Auditing for Human and Social Services at 808 CMR 1.00, the Administrator obtains pricing forms required to set program prices for programs receiving publicly funded students. Such pricing forms are completed by the proposed placement and document that the price proposed for the student's tuition is the lowest price charged for similar services to any student in that program.</p> <p>e. <u>Notification of the Department of Elementary and Secondary Education:</u> Prior to placement, if the Team determines that placement in such facility is appropriate, the Administrator notifies the Department of the intent to place the student and the name and location of the proposed placement. In addition, the Administrator forwards the notice of proposed placement and completed pricing forms to the Department along with the information on the proposed terms of the contract that will govern such placement and documentation of a monitoring plan pursuant to 603 CMR 28.06(3)(b). The district maintains any documentation of the Department's objections to such placement and the steps the district has taken in regard to such objection. The district maintains documentation of the approved price for publicly funded students as set by the state agency responsible for setting program prices.</p> <p>f. <u>Out of state programs:</u> If out-of-district programs are provided in a placement outside of Massachusetts, and such school has not received approval by the Department under 603 CMR 28.09, the Administrator of Special Education ensures that such school has received approval from the host state.</p>	
	<b>State Requirements</b>	<b>Federal Requirements</b>
	M.G.L. c. 76, s. 1 603 CMR 18.00; 28.02(14); 28.06(2)(f) and (3); 28.09 808 CMR 1.00	34 CFR 300.2(c)
	<b>Rating: Partially Implemented</b>	<b>District Response Required: Yes</b>

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

*Student records indicated that documentation of monitoring for the provision of services for students placed in out-of-district programs is not maintained in student records.*

CRITERION NUMBER		
	Legal Standard	
SE 38	<p><b>Special education services in institutional settings (SEIS)</b>                      Department of Elementary and Secondary Education responsibility: In cases where the Department provides certain special education services to eligible students in certain facilities operated by or under contract with the Department of Mental Health, the Department of Youth Services, County Houses of Corrections, or the Department of Public Health, the Department retains the discretion to determine, based upon resources, the type and amount of special education and related services that it provides in such facilities.</p> <p><u>School district responsibility:</u></p> <ol style="list-style-type: none"> <li>1. The district implements its responsibilities to students in institutional settings by acting on requests for evaluation, issuing proposed IEPs in a timely manner, and providing special education and/or related services in accordance with state and federal law.</li> <li>2. Where a student's IEP requires a type or amount of service that the facility does not provide, it remains the responsibility of the parent's school district to implement the student's IEP by arranging and paying for the provision of such service(s).</li> <li>3. The parent's school district coordinates with the state agency to ensure that the student receives an evaluation, an annual review, and special education services as identified at a Team meeting convened by the parent's school district.</li> </ol>	
	State Requirements	Federal Requirements
	603 CMR 28.06(9)	
	<b>Rating: Implemented</b>	<b>District Response Required: No</b>

CRITERION NUMBER		
	Legal Standard	
SE 39A	<p><b>Procedures used to provide services to eligible students enrolled in private schools at private expense whose parents reside in the district</b></p> <ol style="list-style-type: none"> <li>1. The district conducts child find activities--comparable to those for public school students--for all students enrolled at private expense in private schools in the</li> </ol>	



<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	<p>district.</p> <ol style="list-style-type: none"> <li>2. The district consults with private schools in accordance with federal requirements.</li> <li>3. The district provides or arranges for the provision of an evaluation for any private school child whose parent resides in the district who is referred for evaluation. The evaluation may take place in the public school, the private school, or an appropriate contracted facility; as part of its consultation with the private school, the district ensures that a representative of the child's private school is invited to participate as a member of the Team pursuant to §28.05. The district provides an IEP for any such private school child who is found eligible for special education and/or related services.</li> <li>4. The district provides special education and/or related services designed to meet the needs of eligible children who are attending private schools at private expense and whose parents reside in the district, and does so according to a properly developed IEP. The district provides to such children genuine opportunities to participate in a public school special education program consistent with state constitutional limitations.</li> <li>5. In providing or arranging for the provision of the special education and/or related services described by the child's IEP, the district ensures that special education services funded with state or local funds are provided in a public school facility or other public or neutral site. When services are provided using only federal funds, services are provided on public or private school grounds. When the child attends a private school located outside of the district, the district makes reasonable efforts to provide or arrange for the provision of services for the child in the community where the school is located.</li> <li>6. The district does not withdraw or withhold services from a child whose parents reside in the district solely because the district has met the spending requirements of federal law.</li> <li>7. Special education services and/or related services for a private school child whose parents reside in the district are comparable in quality, scope, and opportunity for participation to those provided to public school children with needs of equal importance.</li> <li>8. An expedited special education evaluation, which is limited to a child's physician statement unless there is a clear indication of the need or unless the parents request additional evaluation, is conducted and services provided to eligible students whose parents reside in the district within 15 calendar days of the district's receipt of the child's physician statement.</li> <li>9. The district calculates the proportionate share of Federal Special Education Entitlement funds (Fund Code 240) required to be spent on eligible private school students (including all eligible students attending private school in the district whether their parents reside in the district, in another Massachusetts district, or out of state) and documents the spending of at least this amount of federal entitlement funds (Fund Code 240) on one or more of the eligible private school students attending private school in the district whose parents reside in the district or out of state.</li> </ol>

<b>CRITERION NUMBER</b>		
	<b>Legal Standard</b>	
	<b>State Requirements</b>	<b>Federal Requirements</b>
	M.G.L. c. 71B, section 2 603 CMR 28.03(1)(e)	34 CFR 300.130-144; 300.300(d)(4)
	<b>Rating: Implemented</b>	<b>District Response Required: No</b>

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

CRITERION NUMBER		
	Legal Standard	
SE 40	<p><b>Instructional grouping requirements for students aged five and older</b></p> <ol style="list-style-type: none"> <li>1. The size and composition of instructional groupings for eligible students receiving services outside the general education classroom are compatible with the methods and goals stated in each student's IEP.</li> <li>2. Instructional grouping size requirements are maximum sizes and the school district exercises judgment in determining appropriate group size and supports for smaller instructional groups serving students with complex special needs.</li> <li>3. When eligible students are assigned to instructional groupings outside of the general education classroom for <u>60% or less of the students' school schedule</u>, group size does not exceed               <ol style="list-style-type: none"> <li>a. 8 students with a certified special educator,</li> <li>b. 12 students if the certified special educator is assisted by 1 aide, and</li> <li>c. 16 students if the certified special educator is assisted by 2 aides</li> </ol> </li> <li>4. For eligible students served in settings that are substantially separate, serving solely students with disabilities for <u>more than 60% of the students' school schedule</u>, the district provides instructional groupings that do not exceed               <ol style="list-style-type: none"> <li>a. 8 students to 1 certified special educator or</li> <li>b. 12 students to 1 certified special educator and 1 aide.</li> </ol> </li> <li>5. After the school year has begun, if instructional groups have reached maximum size as delineated in paragraphs 3 and 4 of this criterion, the Administrator of Special Education <u>and</u> the certified special educator(s) providing services in an instructional group may decide to increase the size of an instructional grouping by no more than two additional students if the additional students have compatible instructional needs and then can receive services in their neighborhood school.</li> <li>6. In such cases, the Administrator provides written notification to the Department and the parents of all group members of the decision to increase the instructional group size and the reasons for such decision. Such increased instructional group sizes are in effect only for the year in which they are initiated.</li> <li>7. The district takes all steps necessary to reduce the instructional groups to the sizes outlined in paragraph 3 or 4 of this criterion for subsequent years. Such steps are documented by the district.</li> </ol>	
	State Requirements	Federal Requirements
	603 CMR 28.06(6)	
	<b>Rating: Partially Implemented</b>	<b>District Response Required: Yes</b>

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

*Document review and staff interviews indicated that instructional grouping requirements were not met in the following schools and groups:*

School & Section	Period & Block	Subject	Students	Teacher	Aides
<u>Central High School</u>					

SLS 20	C Block	ELA 11	11	1	0
SLS 20	G period	US History I	13	1	1
SLS 20	A Period	Algebra I	16	1	1
SR 2-50		Read 180	15	1	1
SLS	D Period	Read Write	13	1	0
SLS	F Period	Spanish I	12	1	0
SS	B Period	Intro Physics	14	1	1
SS	D Period	Chemistry	14	1	1
SS	E Period	Physics	14	1	1
SS 40	A Period	Algebra	13	1	0
SS 40	C Block	World History	15	1	0
LS 40		Math 12	13	1	1
SLS 20	D Period	Math App	13	1	1
SLS 20	G Period	Algebra I	14	1	1

**High School  
of Science  
and  
Technology**

		Advanced Algebra	15	1	0
SS 40	Room 428	Algebra I (2)	15	1	1
SS 40	Room 428	Algebra I (9)	14	1	1
SS 40	Room 322	Math App (1)	18	1	1
SS 40	Room 310	Biology (9)	9	1	0
SS 40	Room 310	Biology (4)	14	1	1
SS 40	Room 310	Chemistry (1)	15	1	1
SS 40	Room 429	English 9 (5)	11	1	0
Ss 40	Room 425	English 9 (8)	9	1	0
	Room 123	Advisory 11	17	1	0
SS 40	Room 406	Geometry (1)	13	1	1
SS 40	Room 425	US History I (2)	16	1	0
SS 40	Room 423	US History I (3)	11	1	0
SS 40	Room 423	US History II (1)	19	1	1

SS 40	Room 423	World History (2)	14	1	1
SS 40	Room 423	World History (1)	16	1	1
SS 40	Room 310	Physics (1)	13	1	1

**Putnam  
Vocational  
High School**

SEBS	20 Periods A-G		15	1	2
SS	7-8 B	Chemistry	13	1	1

**Pottenger**

SS	28	Read Write	13	1	1
SS 20		ELA	9	1	0
	Grade 8	ELA	15	1	1

**Rebecca  
Johnson**

Grade 5			14	1	1
SS 20	Period 3	Math	10	1	0
SEBS	Period 3	Explore	20	1	6
SEBS	Period 5	Explore	20	1	6
SS 40	2 nd Period		13	1	1
SS 40	1 <sup>st</sup> Period		13	1	1
SS 20	Block 5 7 <sup>th</sup> grade		12	1	0
SS 40	Block 2, 3, 5 & 6 grade 8		10	1	0
	Grade 7-8	Math	16	1	0
	Grade 7-8	Science	16	1	0
	Grade 7-8	Social Studies	16	1	0
	Grade 8		10	1	0
	Block 5 Grade 7		12	1	0

**Duggan  
Middle  
School**

SS 40		ELA	16	1	1
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**Beal  
Elementary**

SS 20	Grades 3-4	9	1	0
	Grades 6-8	13	1	1

**Springfield  
Public Day  
High School**

SS 40	Math	16	1	1
SS 40	Science	16	1	1

**Springfield  
High School**

A day	Period 1	ELA	19	1	1
A day	Period 2	ELA	13	1	1

CRITERION NUMBER	Legal Standard	
SE 41	<b>Age span requirements</b> The ages of the youngest and oldest child in any instructional grouping do not differ by more than 48 months. A written request for approval of a wider age range is submitted to the Commissioner of Education in cases where the district believes it is justified. Such requests are implemented only after approval of the Department of Elementary and Secondary Education.	
	State Requirements	Federal Requirements
	603 CMR 28.06(6)(f)	
	<b>Rating: Partially Implemented</b>	<b>District Response Required: Yes</b>

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

*Document review indicated that the following instructional groupings contained students whose ages exceeded 48 months: 1) High School of Science and Technology's intensive support services Block 1; 2) Putnam Vocational Technical School's 9th grade English; 3) the Rebecca Johnson program for the Grades 1-5 class; and 4) Springfield Public Day Elementary School's LINKS K-4. Instructional grouping data were not provided for Central High School's SEBS Program in room 109 and the third period for intensive support services.*

CRITERION NUMBER		
	Legal Standard	
SE 42	<p><b>Programs for young children three and four years of age</b></p> <p><u>General requirements:</u></p> <ol style="list-style-type: none"> <li>1. The school district ensures programs are available for eligible children three and four years of age. Such programs shall be developmentally appropriate and specially designed for children ages three and four years.</li> <li>2. Where at all possible the school district accepts referrals from the Department of Public Health, other agencies, and individuals for young children when or before the child turns two-and-one-half years old in order to ensure continuity of services and to ensure the development and implementation of an IEP for eligible children by the date of the child's third birthday in accordance with federal requirements.</li> <li>3. Where appropriate, the school district elects, consistent with federal requirements to use the format and services of the Individualized Family Service Plan (IFSP), if appropriate, for an additional year as a means of transitioning eligible children to public school services.</li> <li>4. Where appropriate the Team allows a child to remain in a program designed for three and four year old children for the duration of the school year in which the child turns five years old (including the summer following the date of the child's fifth birthday).</li> </ol> <p><u>Types of Settings:</u></p> <ol style="list-style-type: none"> <li>5. <u>Inclusionary programs</u> for young children are located in a setting that includes children with and without disabilities and meet the following standards: <ol style="list-style-type: none"> <li>a. Services in such programs are provided in the home, the public school, Head Start, or a licensed childcare setting.</li> <li>b. For public school programs that integrate children with and without disabilities, the class size does not exceed 20 with 1 teacher and 1 aide and no more than 5 students with disabilities. If the number of students with disabilities is 6 or 7 then the class size does not exceed 15 students with 1 teacher and 1 aide.</li> </ol> </li> <li>6. <u>Substantially separate programs</u> for young children are located in a public school classroom or facility that serves primarily or solely children with disabilities. Substantially separate programs adhere to the following standards: <ol style="list-style-type: none"> <li>a. Substantially separate programs are programs in which more than 50% of the children have disabilities.</li> <li>b. Substantially separate programs operated by the district limit class sizes to 9 students with 1 teacher and 1 aide.</li> </ol> </li> </ol>	
	State Requirements	Federal Requirements
	603 CMR 28.06(7)	34 CFR 300.101(b); 300.124(b); 300.323(b)
	<b>Rating: Implemented</b>	<b>District Response Required: No</b>

<b>CRITERION NUMBER</b>	<b>SPECIAL EDUCATION V. STUDENT SUPPORT SERVICES</b>	
	<b>Legal Standard</b>	
<b>SE 43</b>	<b>Behavioral interventions</b> For a student whose behavior impedes their learning or the learning of others, the Team considers the student's behavior including positive behavioral interventions and the possible need for a functional behavioral assessment.	
	<b>State Requirements</b>	<b>Federal Requirements</b>
		34 CFR 300.324(a)(2)(i)
	<b>Rating: Partially Implemented</b>	<b>District Response Required: Yes</b>

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

*Student records indicated that the district does not consistently consider positive behavioral interventions or the need for a functional behavioral assessment for students whose behavior repeatedly impedes learning.*

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

<b>CRITERION NUMBER</b>		
	<b>Legal Standard</b>	
<b>SE 45</b>	<b>Procedures for suspension up to 10 days and after 10 days: General requirements</b> 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	



<b>CRITERION NUMBER</b>							
	<b>Legal Standard</b>						
	<p>year, during any subsequent removal the public school provides sufficient services for the student to continue to receive a free and appropriate public education.</p> <p>3. The school provides additional procedural safeguards for students with disabilities prior to any suspension beyond 10 consecutive days or more than 10 cumulative days (if there is a pattern of suspension) in any school year.</p>						
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; text-align: center;"><b>State Requirements</b></td> <td style="width: 50%; text-align: center;"><b>Federal Requirements</b></td> </tr> <tr> <td style="text-align: center;">M.G.L. c. 76, §§ 16-17</td> <td style="text-align: center;">34 CFR 300.530-300.537</td> </tr> <tr> <td style="text-align: center;"><b>Rating: Partially Implemented</b></td> <td style="text-align: center;"><b>District Response Required: Yes</b></td> </tr> </table>	<b>State Requirements</b>	<b>Federal Requirements</b>	M.G.L. c. 76, §§ 16-17	34 CFR 300.530-300.537	<b>Rating: Partially Implemented</b>	<b>District Response Required: Yes</b>
<b>State Requirements</b>	<b>Federal Requirements</b>						
M.G.L. c. 76, §§ 16-17	34 CFR 300.530-300.537						
<b>Rating: Partially Implemented</b>	<b>District Response Required: Yes</b>						

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

*Student records and staff interviews indicated that the district does not consistently provide due process and additional procedural safeguards for students with disabilities prior to any suspension beyond 10 consecutive days or more than 10 cumulative days.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>SE 46</b>	<p><b>Procedures for suspension of students with disabilities when suspensions exceed 10 consecutive school days or a pattern has developed for suspensions exceeding 10 cumulative days; responsibilities of the Team; responsibilities of the district</b></p> <ol style="list-style-type: none"> <li>1. A suspension of longer than 10 consecutive days or a series of suspensions that are shorter than 10 consecutive days but constitute a pattern are considered to represent a change in placement.</li> <li>2. Prior to a suspension that constitutes a change in placement of a student with disabilities, district personnel, the parent, and other relevant members of the Team, as determined by the parent and the district, convene to review all relevant information in the student’s file, including the IEP, any teacher observations, and any relevant information from the parents, to determine whether the behavior was caused by or had a direct and substantial relationship to the disability or was the direct result of the district’s failure to implement the IEP-“a manifestation determination.”</li> <li>3. If district personnel, the parent, and other relevant members of the Team determine that the behavior is <u>NOT</u> a manifestation of the disability, then the district may suspend or expel the student consistent with policies applied to any student without disabilities, except that the district must still offer: <ol style="list-style-type: none"> <li>a. services to enable the student, although in another setting, to continue to participate in the general education curriculum and to progress toward IEP goals; and</li> <li>b. as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, to address the behavior so that it</li> </ol> </li> </ol>

CRITERION NUMBER		
	Legal Standard	
	<p>does not recur.</p> <p>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</p> <ol style="list-style-type: none"> <li>a. on its own authority if the behavior involves weapons or illegal drugs or another controlled substance or the infliction of serious bodily injury on another person while at school or a school function or, considered case by case, unique circumstances; or</li> <li>b. on the authority of a hearing officer if the officer orders the alternative placement after the district provides evidence that the student is “substantially likely” to injure him/herself or others.</li> </ol> <p><u>Characteristics</u>. In either case, the interim alternative education setting enables the student to continue in the general curriculum and to continue receiving services identified on the IEP, and provides services to address the problem behavior.</p> <p>5. If district personnel, the parent, and other relevant members of the Team determine that the behavior <u>IS</u> a manifestation of the disability, then the Team completes a functional behavioral assessment and behavioral intervention plan if it has not already done so. If a behavioral intervention plan is already in place, the Team reviews it and modifies it, as necessary, to address the behavior. Except when he or she has been placed in an interim alternative educational setting in accordance with part 4, the student returns to the original placement unless the parents and district agree otherwise.</p> <p>6. Not later than the date of the decision to take disciplinary action, the school district notifies the parents of that decision and provides them with the written notice of procedural safeguards. If the parent chooses to appeal or the school district requests a hearing because it believes that maintaining the student’s current placement is substantially likely to result in injury to the student or others, the student remains in the disciplinary placement, if any, until the decision of the hearing officer or the end of the time period for the disciplinary action, whichever comes first, unless the parent and the school district agree otherwise.</p>	
	State Requirements	Federal Requirements
		34 CFR 300.530-537
	<b>Rating: Partially Implemented</b>	<b>District Response Required: Yes</b>

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

*Student records and staff interviews indicated that suspensions are not always consistent with district policies. The review of student records also indicated that parents are not always provided with notice of procedural safeguards during the suspension process, and students are not consistently provided with consented-to IEP services or access to the general education curriculum. In addition, student records indicated that following multiple manifestation determinations for individual students, the district does not consider functional behavioral assessments or behavioral interventions, services or modifications to address the behavior so that it does not re-occur.*

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

CRITERION NUMBER		
	Legal Standard	
SE 48	<p><b>FAPE (Free, appropriate, public education): Equal opportunity to participate in educational, nonacademic, extracurricular and ancillary programs, as well as participation in regular education</b></p> <p>All students receiving special education, regardless of placement, shall have an equal opportunity to participate in and, if appropriate, receive credit for the vocational, supportive, or remedial services that may be available as part of the general education program as well as the non-academic and extracurricular programs of the school.</p> <p>Programs, services and activities include, but are not limited to:</p> <ol style="list-style-type: none"> <li>1. art and music</li> <li>2. vocational education, industrial arts, and consumer and homemaking education</li> </ol>	

CRITERION NUMBER		
	<b>Legal Standard</b>	
	3. work study and employment opportunities 4. counseling services available at all levels in the district 5. health services 6. transportation 7. recess and physical education, including adapted physical education 8. athletics and recreational activities 9. school-sponsored groups or clubs 10. meals	
	<b>State Requirements</b>	<b>Federal Requirements</b>
	603 CMR 28.06(5)	34 CFR 300.101 - 300.113
	<b>Rating: Partially Implemented</b>	<b>District Response Required: Yes</b>

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

*Staff interviews and observations indicated that the students in alternative programs (Balliet Middle School, Springfield High School, Springfield Public Day Middle School and Springfield Public Day High School) do not have equal opportunity to participate in vocational, nonacademic and extracurricular programs.*

CRITERION NUMBER		
	<b>Legal Standard</b>	
<b>SE 49</b>	<b>Related services</b> For each student with special education needs found to require related services, the school district provides or arranges for the provision of transportation and such developmental, corrective, and other supportive services as are required to assist a student to benefit from special education or to access the general curriculum, and includes: <ol style="list-style-type: none"> <li>1. speech-language pathology and audiology services</li> <li>2. psychological services</li> <li>3. physical therapy</li> <li>4. occupational therapy</li> <li>5. recreation, including therapeutic recreation</li> <li>6. early identification and assessment of disabilities in children</li> <li>7. counseling services, including rehabilitation counseling</li> <li>8. orientation and mobility services (peripatology)</li> <li>9. medical services for diagnostic or evaluation purposes</li> <li>10. school health services, including school nurse services</li> <li>11. social work services in schools</li> <li>12. parent counseling and training, and</li> <li>13. interpreting services.</li> </ol>	
	<b>State Requirements</b>	<b>Federal Requirements</b>

<b>CRITERION NUMBER</b>		
	<b>Legal Standard</b>	
	603 CMR 28.02(18)	CFR 300.34; 300.323(c)
	<b>Rating: Implemented</b>	<b>District Response Required: No</b>

<b>CRITERION NUMBER</b>	<b>SPECIAL EDUCATION VI. FACULTY, STAFF AND ADMINISTRATION</b>	
	<b>Legal Standard</b>	
<b>SE 50</b>	<b>Administrator of Special Education</b> The school district has an appointed person to be its Administrator of Special Education. The Administrator supervises all special education for the school district and ensures compliance with all federal and state special education laws. The Administrator of Special Education is appropriately licensed or holds a current waiver for an appropriate license or otherwise demonstrates that he or she has the qualifications to perform all of the duties of the Administrator. As appropriate, and in accordance with the requirements of M.G.L. c.71B, §3A, the Administrator may designate other school district personnel to carry out some of the duties of the Administrator.	
	<b>State Requirements</b>	<b>Federal Requirements</b>
	M.G.L. c. 71B, § 3A; 603 CMR 28.03(2)	
	<b>Rating: Implemented</b>	<b>District Response Required: No</b>

<b>CRITERION NUMBER</b>		
	<b>Legal Standard</b>	
<b>SE 51</b>	<b>Appropriate special education teacher licensure</b> Except at Commonwealth charter schools, individuals who design and/or provide direct special education services described in IEPs are appropriately licensed.	
	<b>State Requirements</b>	<b>Federal Requirements</b>
	M.G.L. c. 71, s. 38G; s. 89(qq); 603 CMR 1.07; 7.00; 28.02(3)	34 CFR 300.18; 300.156
	<b>Rating: Partially Implemented</b>	<b>District Response Required: Yes</b>

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

*Documentation indicated that the district employs thirty-six special education teachers who do not have current licensure or approved waivers.*

<b>CRITERION NUMBER</b>		
	<b>Legal Standard</b>	
<b>SE 52</b>	<p><b>Appropriate certifications/licenses or other credentials -- related service providers</b>            Any person, including non-educational personnel, who provides related services described under federal special education law, who supervises paraprofessionals in the provision of related services, or who provides support services directly to the regular or special classroom teacher is appropriately certified, licensed, board-registered or otherwise approved to provide such services by the relevant professional standards board or agency for the profession.</p>	
	<b>State Requirements</b>	<b>Federal Requirements</b>
	603 CMR 28.02(3),(18)	34 CFR 300.34; 300.156(b)
	<b>Rating: Partially Implemented</b>	<b>District Response Required: Yes</b>

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

*Document review indicated that the district employs two related service staff who do not have current licensure.*

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

<b>CRITERION NUMBER</b>							
	<b>Legal Standard</b>						
<b>SE 53</b>	<p><b>Use of paraprofessionals</b></p> <ol style="list-style-type: none"> <li>1. Reserved</li> <li>2. Persons employed as paraprofessionals and assistants do not design instruction for students with disabilities but are expected to implement instruction under the supervision of an appropriately certified or licensed professional who is proximate and readily available to provide such supervision.</li> </ol>						
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; text-align: center;"><b>State Requirements</b></td> <td style="width: 50%; text-align: center;"><b>Federal Requirements</b></td> </tr> <tr> <td></td> <td style="text-align: center;">34 CFR 300.156</td> </tr> <tr> <td><b>Rating: Implemented</b></td> <td><b>District Response Required: No</b></td> </tr> </table>	<b>State Requirements</b>	<b>Federal Requirements</b>		34 CFR 300.156	<b>Rating: Implemented</b>	<b>District Response Required: No</b>
<b>State Requirements</b>	<b>Federal Requirements</b>						
	34 CFR 300.156						
<b>Rating: Implemented</b>	<b>District Response Required: No</b>						

<b>CRITERION NUMBER</b>							
	<b>Legal Standard</b>						
<b>SE 54</b>	<p><b>Professional development</b></p> <ol style="list-style-type: none"> <li>1. The district considers the needs of all staff in developing training opportunities for professional and paraprofessional staff and provides a variety of offerings.</li> <li>2. The district ensures that all staff, including both special education and general education staff, are trained on: <ol style="list-style-type: none"> <li>a. state and federal special education requirements and related local special education policies and procedures;</li> <li>b. analyzing and accommodating diverse learning styles of all students in order to achieve an objective of inclusion in the regular classroom of students with diverse learning styles;</li> <li>c. methods of collaboration among teachers, paraprofessionals and teacher assistants to accommodate diverse learning styles of all students in the regular classroom;</li> </ol> </li> <li>3. The district provides in-service training for all locally hired <u>and</u> contracted transportation providers, before they begin transporting any special education student receiving special transportation, on his or her needs and appropriate methods of meeting those needs; for any such student it also provides written information on the nature of any needs or problems that may cause difficulties, along with information on appropriate emergency measures. Transportation providers include drivers of regular and special education vehicles and any attendants or aides identified by a Team for either type of vehicle.</li> </ol>						
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; text-align: center;"><b>State Requirements</b></td> <td style="width: 50%; text-align: center;"><b>Federal Requirements</b></td> </tr> <tr> <td>M.G.L. c. 71, §§ 38G , 38Q and 38Q ½ 603 CMR 28.03(1)(a); 28.06(8)(b) and (c)</td> <td></td> </tr> <tr> <td><b>Rating: Partially Implemented</b></td> <td><b>District Response Required: Yes</b></td> </tr> </table>	<b>State Requirements</b>	<b>Federal Requirements</b>	M.G.L. c. 71, §§ 38G , 38Q and 38Q ½ 603 CMR 28.03(1)(a); 28.06(8)(b) and (c)		<b>Rating: Partially Implemented</b>	<b>District Response Required: Yes</b>
<b>State Requirements</b>	<b>Federal Requirements</b>						
M.G.L. c. 71, §§ 38G , 38Q and 38Q ½ 603 CMR 28.03(1)(a); 28.06(8)(b) and (c)							
<b>Rating: Partially Implemented</b>	<b>District Response Required: Yes</b>						

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

*Document review and staff interviews indicated that the district does not provide professional development to all staff on the mandated special education topics, including state and federal special education requirements, local policies and procedures for special education implementation, and methods of collaboration to accommodate diverse learning styles in the general education environment. Document review also indicated that transportation providers do receive professional development annually; however, the specific needs of a particular student are not addressed in the professional development.*

CRITERION NUMBER	SPECIAL EDUCATION VII. SCHOOL FACILITIES	
	<b>Legal Standard</b>	
<b>SE 55</b>	<p><b>Special education facilities and classrooms</b>                      The school district provides facilities and classrooms for eligible students that</p> <ol style="list-style-type: none"> <li>1. maximize the inclusion of such students into the life of the school;</li> <li>2. provide accessibility in order to implement fully each child’s IEP;</li> <li>3. are at least equal in all physical respects to the average standards of general education facilities and classrooms;</li> <li>4. are given the same priority as general education programs in the allocation of instructional and other space in public schools in order to minimize the separation or stigmatization of eligible students; and</li> <li>5. are not identified by signs or other means that stigmatize such students.</li> </ol>	
	<b>State Requirements</b>	<b>Federal Requirements</b>
	603 CMR 28.03(1)(b)	Section 504 of the Rehabilitation Act of 1973
	<b>Rating: Partially Implemented</b>	<b>District Response Required: Yes</b>

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

*Facilities observations indicated the following issues at the elementary level. Boland Elementary School has a sign identifying the speech therapy room and a cluster of special education classrooms in rooms D 102, CD 107, D 114 AND D 115. At Bowles Elementary School, speech services are delivered in an open alcove at the end of a hallway and shared space is used for occupational therapy and physical therapy concurrently. Glickman Elementary School has clustered special education classrooms in rooms 17, 18, 19 and 20 with two more special education classrooms at the end of the corridor in rooms 25 and 26. At Harris Elementary School, occupational therapy is delivered in the entrance hall behind a screen. Rebecca Johnson Elementary School's development classrooms are clustered at the end of the hall in rooms 130 and 131. The classroom for students with developmental disabilities in grades 4 and 5 is located next to a preschool classroom.*

*Observations indicated the following issues at the middle schools. Van Sickle Middle School has clustered special education classrooms in 023 and 027 on the lower floor. On the first floor, the life skills classes are clustered in rooms 113, 112 and 108. On the second floor, the Social Emotional Behavioral Supports program (SEBS) rooms are clustered in rooms 262 and 263. At Duggan Middle School, special education classrooms are clustered in rooms 107, 108, 110, 112 and 113. The speech therapy room on the first floor is labeled as such.*



The following issues were identified by facilities review at the high schools. High School of Science and Technology's research-based peer to peer support program for students with autism (LINKS) is labeled with an autism poster. At Central High School, the following classrooms are not large enough for the number of students and adults: the LINKS program in room 123 has nine students and three adults; the Developmental Program in room 126 has seven students in wheelchairs and two additional students with five adults; the SEBS program rooms are overcrowded as additional students use rooms 111 and 109 as a safe space or cooling-off drop-in center. The Springfield Public Day High School has a time out room in the basement and only stairs to the second floor. In addition, the entire facility is not fully accessible.

CRITERION NUMBER	SPECIAL EDUCATION VIII. PROGRAM PLAN AND EVALUATION	
	Legal Standard	
SE 56	<b>Special education programs and services are evaluated</b> Special education programs and services are regularly evaluated.	
	<b>State Requirements</b>	<b>Federal Requirements</b>
	M.G.L. c. 71B, section 2	
	<b>Rating: Implemented</b>	<b>District Response Required: No</b>

CRITERION NUMBER		
	Legal Standard	
SE 59	<b>Transfer of student records</b> When a student with an IEP transfers from school district to school district, whether both of those districts are within the Commonwealth of Massachusetts or not, 1. any Massachusetts school to which the student is transferring takes reasonable steps to promptly obtain the student's records, including the IEP, from the former school, and 2. any Massachusetts school from which the student is transferring takes reasonable steps to promptly respond to the new school's request for records.	
	<b>State Requirements</b>	<b>Federal Requirements</b>
		34 CFR 300.323(g)
	<b>Rating: Implemented</b>	<b>District Response Required: No</b>

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

**LEGAL STANDARDS,  
COMPLIANCE RATINGS AND  
FINDINGS**

<b>CRITERION NUMBER</b>	<b>CIVIL RIGHTS METHODS OF ADMINISTRATION (CR) AND OTHER RELATED GENERAL EDUCATION REQUIREMENTS II. STUDENT IDENTIFICATION AND PLACEMENT</b>	
	<b>Legal Standard</b>	
<b>CR 3</b>	<b>Access to a full range of education programs</b> All students, regardless of race, color, sex, gender identity, 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.	
	Title VI: 42 U.S.C. 2000d; 34 CFR 100.3(a),(b); EEOA: 20 U.S.C. 1703(f); Title IX: 20 U.S.C. 1681; 34 CFR 106.31, 106.34, 106.35; Section 504: 29 U.S.C. 794; 34 CFR 104.4; Title II: 42 U.S.C. 12132; 28 CFR 35.130; IDEA 2004: 20 U.S.C. 1400; 34 CFR 300.110; NCLB: Title III, Part A, Sec. 3121(c)(1)(C); Title X, Part C, Secs. 721, 722(g)(4); Mass. Const. amend. art. 114; M.G.L. c. 71A, s. 7; c. 76, s. 5; 603 CMR 26.03 as amended by Chapter 199 of the Acts of 2011	
	<b>Rating: Partially Implemented</b>	<b>District Response Required: Yes</b>

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

*Document review and staff interviews indicated that although the district's school committee approved a new nondiscrimination statement that included gender identity, evidence to support the dissemination of policies and training for staff was not provided.*

<b>CRITERION NUMBER</b>		
	<b>Legal Standard</b>	
<b>CR 6</b>	<b>Availability of in-school programs for pregnant students</b> 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.	
	Title IX: 20 U.S.C. 1681; 34 CFR 106.40(b)	
	<b>Rating: Implemented</b>	<b>District Response Required: No</b>

<b>CRITERION NUMBER</b>	<b>CIVIL RIGHTS METHODS OF ADMINISTRATION (CR) AND OTHER RELATED GENERAL EDUCATION REQUIREMENTS III. PARENTAL INVOLVEMENT</b>	
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	<b>Legal Standard</b>	
<b>CR 7</b>	<b>Information to be translated into languages other than English</b> 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.	
	Title VI; EEOA: 20 U.S.C. 1703(f); M.G.L. c. 76, s. 5; 603 CMR 26.02(2)	
	<b>Rating: Partially Implemented</b>	<b>District Response Required: Yes</b>

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

*Student records and staff interviews indicated that the district does not have a system to document oral interpretation to assist parents/guardians with limited English skills, including low incidence languages.*

<b>CRITERION NUMBER</b>	<b>CIVIL RIGHTS METHODS OF ADMINISTRATION (CR) AND OTHER RELATED GENERAL EDUCATION REQUIREMENTS IV. CURRICULUM AND INSTRUCTION</b>	
	<b>Legal Standard</b>	
<b>CR 7A</b>	<b>School year schedules</b> 1. Before the beginning of each school year, the school district sets a school year schedule for each school. The school year includes at least 185 school days for students in grades 1-12 at each elementary, middle, and secondary school in the district, and these schools are in operation for at least 180 days a year for these students. 2. The school district ensures that unless his or her IEP or Section 504 Accommodation Plan provides otherwise, each elementary school student is scheduled for at least 900 hours of structured learning time a year and each secondary school student is scheduled for at least 990 hours of structured learning time a year, within the required school year schedule. Where the school district operates separate middle schools, it designates each one as either elementary or secondary. 3. Where the school district sets a separate school year and school day schedule for kindergarten programs, it provides at least 425 hours of structured learning time a year. If the district schedules two sessions of kindergarten a day, it ensures equal instructional time for all kindergarten students.	
	M.G.L. c. 69, § 1G; 603 CMR 27.03, 27.04	
	<b>Rating: Implemented</b>	<b>District Response Required: No</b>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>CR 7B</b>	<p><b>Structured learning time</b></p> <ol style="list-style-type: none"> <li>1. The school district ensures that its structured learning time is time during which students are engaged in regularly scheduled instruction, learning, or assessments within the curriculum of core subjects and other subjects as defined in 603 CMR 27.02 (including physical education, required by M.G.L. c. 71, s. 3). The district's structured learning time may include directed study (activities directly related to a program of studies, with a teacher available to assist students), independent study (a rigorous, individually designed program under the direction of a teacher, assigned a grade and credit), technology-assisted learning, presentations by persons other than teachers, school-to-work programs, and statewide student performance assessments.</li> <li>2. The district ensures that its structured learning time does not include time at breakfast or lunch, passing between classes, in homeroom, at recess, in non-directed study periods (study halls), participating in optional school programs, or receiving school services such as health screening, speech, or physical and occupational therapy, except where those services are prescribed by a student's IEP or Section 504 Accommodation Plan.</li> <li>3. The hours spent in any type of structured learning time are verified by the school district. Where the school district counts independent study or a school-to-work program as structured learning time, it has guidelines that explain clearly how hours spent by students are verified.</li> </ol>
	M.G.L. c. 69, § 1G; 603 CMR 27.02, 27.04
	<b>Rating: Partially Implemented      District Response Required: Yes</b>

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

*Staff interviews and observation indicated that students in the Life Skills class at the High School of Science and Technology leave 20 minutes earlier than non-disabled peers each day because of school transportation scheduling, thereby decreasing the total required hours of structured learning time available to these students.*

*Document review also indicated that the Liberty Preparatory Academy does not provide 990 hours of structured learning time.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	<b>Early release of high school seniors</b>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>CR 7C</b>	When the school district schedules the early release at the end of the year of the senior class of a high school, it does so in a way that conforms with Board of Education requirements under 603 CMR 27.05, ensuring that neither the conclusion of the seniors' school year nor graduation is more than 12 school days before the regular scheduled closing date of that school.
	M.G.L. c. 69, § 1G; 603 CMR 27.05
	<b>Rating: Partially Implemented</b> <b>District Response Required: Yes</b>

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

*Document review indicated that the district schedules the early release of high school seniors more than 12 days before the regular scheduled closing date of the district's high schools.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>CR 8</b>	<b>Accessibility of extracurricular activities</b> Extracurricular activities sponsored by the district are nondiscriminatory in that: 1. the school provides equal opportunity for all students to participate in intramural and interscholastic sports; 2. extracurricular activities or clubs sponsored by the school do not exclude students on the basis of race, sex, gender identity, color, religion, national origin, sexual orientation, disability, or homelessness.
	Title VI: 42 U.S.C. 2000d; 34 CFR 100.3(a), (b); Title IX: 20 U.S.C. 1681; 34 CFR 106.31, 106.41; Section 504: 29 U.S.C. 794; 34 CFR 104.4, 104.37(a), (c); Title II: 42 U.S.C. 12132; 28 CFR 35.130; NCLB: Title X, Part C, Sec. 721; Mass. Const. amend. art 114; M.G.L. c. 76, § 5; 603 CMR 26.06 (1) as amended by Chapter 199 of the Acts of 2011
	<b>Rating: Partially Implemented</b> <b>District Response Required: Yes</b>

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

*Document review and staff interviews indicated that although the district's school committee approved a new nondiscrimination statement that included gender identity, evidence to support the dissemination of policies and training for staff was not provided.*

<b>CRITERION NUMBER</b>	
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	<b>Legal Standard</b>	
<b>CR 9</b>	<b>Hiring and employment practices of prospective employers of students</b> 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 and the statement specifically includes the following protected categories: race, color, national origin, sex, gender identity, handicap, religion and sexual orientation. 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 experiences.	
	Authority: M.G.L. c. 76, § 5; 603 CMR 26.07(5) as amended by Chapter 199 of the Acts of 2011.	
	<b>Rating: Partially Implemented</b>	<b>District Response Required: Yes</b>

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

*Document review and staff interviews indicated that although the district's school committee approved a new nondiscrimination statement that included gender identity, evidence to support the dissemination of policies and training for staff was not provided.*

<b>CRITERION NUMBER</b>	<b>Legal Standard</b>	
<b>CR 10</b>	<b>Anti-Hazing Reports</b> 1. The principal of each secondary school in the district issues a copy of M.G.L. c. 269 §§ 17 through 19, to every student enrolled full-time, and every student group, student team, or student organization, including every unaffiliated student group, student team, or student organization, and a copy of the school's anti-hazing disciplinary policy approved by the school committee. 2. Each secondary school files, at least annually, a report with the Department certifying <ol style="list-style-type: none"> <li>Its compliance with its responsibility to inform student groups, teams, or organizations, and every full-time enrolled student, of the provisions of M.G.L. c. 269 §§ 17 through 19;</li> <li>Its adoption of a disciplinary policy with regard to the organizers and participants of hazing; and</li> <li>That the hazing policy has been included in the student handbook or other means of communicating school policies to students.</li> </ol>	
	Authority: M.G.L. c. 269, ss. 17-19	
	<b>Rating: Implemented</b>	<b>District Response Required: No</b>

CRITERION NUMBER	CIVIL RIGHTS METHODS OF ADMINISTRATION (CR) AND OTHER RELATED GENERAL EDUCATION REQUIREMENTS V. STUDENT SUPPORT SERVICES	
	<b>Legal Standard</b>	
<b>CR 10A</b>	<p><b>Student handbooks and codes of conduct</b></p> <ol style="list-style-type: none"> <li>1.               <ol style="list-style-type: none"> <li>a. The district has a code of conduct for students and one for teachers.</li> <li>b. The principal of every school containing grades 9-12 prepares, in consultation with the school council, a student handbook containing the student code of conduct and distributes it to each student annually, as well as to parents and school personnel; the school council reviews and revises the student code of conduct every year.</li> <li>c. The principal of every school containing other grades distributes the district's student code of conduct to students, parents, and personnel annually.</li> <li>d. At the request of a parent or student whose primary language is not English, a student handbook or student code of conduct is translated into that language.</li> </ol> </li> <li>2. Student codes of conduct contain:               <ol style="list-style-type: none"> <li>a. procedures assuring due process in disciplinary proceedings and</li> <li>b. appropriate procedures for the discipline of students with special needs and students with Section 504 Accommodation Plans.</li> </ol> </li> <li>3. Student handbooks and codes of conduct reference M.G.L. c. 76, s. 5 and contain:               <ol style="list-style-type: none"> <li>a. a nondiscrimination policy that is consistent with M.G.L. c. 76, s. 5, and affirms the school's non-tolerance for harassment based on race, color, national origin, sex, gender identity, religion, or sexual orientation, or discrimination on those same bases;</li> <li>b. the school's procedure for accepting, investigating and resolving complaints alleging discrimination or harassment; and</li> <li>c. the disciplinary measures that the school may impose if it determines that harassment or discrimination has occurred.</li> </ol> </li> </ol>	
	Section 504; M.G.L. c. 71, § 37H; 603 CMR 26.08 as amended by Chapter 199 of the Acts of 2011	
	<b>Rating: Partially Implemented</b>	<b>District Response Required: Yes</b>

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

*Document review indicated that the code of conduct contained outdated citations for laws and regulations. The code of conduct's section on disciplining students with special needs does not include students on Section 504 Plans. The required references to M.G.L. c. 76, s. 5 and gender identity in the nondiscrimination statement are missing from the code of conduct. A review of documents also found a lack of consistency between the school handbooks and the faculty handbook for inclusion of gender identity as a protected category for nondiscrimination.*



CRITERION NUMBER		
	Legal Standard	
CR 10B	<p><b>Bullying Intervention and Prevention</b></p> <ol style="list-style-type: none"> <li>Public schools (including charter schools and collaboratives) must amend school handbooks to include an age-appropriate summary of their new Bullying Prevention and Intervention Plan.</li> <li>School and district employee handbooks must contain relevant sections of the Plan relating to the duties of faculty and staff.</li> <li>Each year all school districts and schools must give parents and guardians annual written notice of the student-related sections of the local Plan.</li> <li>Each year all school districts and schools must provide all staff with annual written notice of the Plan.</li> <li>All schools and school districts must implement, for all school staff, professional development that includes developmentally appropriate strategies to prevent bullying incidents; developmentally appropriate strategies for immediate, effective interventions to stop bullying incidents; information regarding the complex interaction and power differential that can take place between and among a perpetrator, victim and witnesses to the bullying; research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment; information on the incidence and nature of cyber-bullying; and internet safety issues as they relate to cyber-bullying.</li> </ol>	
	M.G.L. c. 71, s. 37H, as amended by Chapter 92 of the Acts of 2010. M.G.L. c. 71, s. 37O(e)(1) & (2). M.G.L. c. 71, s. 370(d).	
	<b>Rating: Implemented</b>	<b>District Response Required: No</b>

CRITERION NUMBER		
	Legal Standard	
CR 11A	<p><b>Designation of coordinator(s); grievance procedures</b></p> <ol style="list-style-type: none"> <li>The district has designated one or more staff persons to serve as coordinator(s) for compliance with its responsibilities under Title IX, Section 504, and (if it employs 50 or more persons) Title II.</li> <li>The district has adopted and published grievance procedures for students and for employees providing for prompt and equitable resolution of complaints alleging discrimination based on sex or disability.</li> </ol>	
	Title IX: 20 U.S.C. 1681; 34 CFR 106.8; Section 504: 29 U.S.C. 794; 34 CFR 104.7; Title II: 42 U.S.C. 12132; 28 CFR 35.107	
	<b>Rating: Partially Implemented</b>	<b>District Response Required: Yes</b>

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

*Document review and staff interviews indicated that the Title IX and Section 504 coordinators are not identified in the parent, student or faculty handbooks. The handbooks also do not include grievance procedures for students and for employees alleging discrimination based on sex or disability.*

CRITERION NUMBER		
	Legal Standard	
CR 12A	<p><b>Annual and continuous notification concerning nondiscrimination and coordinators</b></p> <ol style="list-style-type: none"> <li>1. If the district offers vocational education programs, it advises students, parents, employees and the general public before the beginning of each school year that all vocational opportunities will be offered regardless of race, color, national origin, sex or disability. The notice includes a brief summary of program offerings and admission criteria and the name(s), office address(es), and phone number(s) of the person(s) designated under CR 11A to coordinate compliance under Title IX and Section 504.</li> <li>2. In all cases, the district takes continuing steps to notify applicants, students, parents, and employees (including those with impaired vision or hearing), as well as unions or professional organizations holding collective bargaining or professional agreements with the district, that it does not discriminate on the basis of race, color, national origin, sex, or disability. This notice, also, includes the name(s), office address(es), and phone number(s) of the person(s) designated under CR 11A to coordinate compliance under Title IX and Section 504.</li> <li>3. Written materials and other media used to publicize a school include a notice that the school does not discriminate on the basis of race, color, national origin, sex, gender identity, disability, religion, or sexual orientation.</li> </ol>	
	Title VI: 42 U.S.C. 2000d; 34 CFR 100.6(d); Title IX: 20 U.S.C. 1681; 34 CFR 106.8(a), 106.9; Section 504: 29 U.S.C. 794; 34 CFR 104.8; M.G.L. c. 76, § 5; 603 CMR 26.02(2) as amended by Chapter 199 of the Acts of 2011.	
	<b>Rating: Partially Implemented</b>	<b>District Response Required: Yes</b>

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

*Document review and staff interviews indicated that although the district's school committee approved a new nondiscrimination statement that included gender identity, evidence to support the dissemination of policies and training for staff was not provided.*

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

<b>CRITERION NUMBER</b>		
	<b>Legal Standard</b>	
<b>CR 14</b>	<p><b>Counseling and counseling materials free from bias and stereotypes</b>  To ensure that counseling and counseling materials are free from bias and stereotypes on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, and homelessness, all counselors:</p> <ol style="list-style-type: none"> <li>1. encourage students to consider programs of study, courses, extracurricular activities, and occupational opportunities on the basis of individual interests, abilities, and skills;</li> <li>2. examine testing materials for bias and counteract any found bias when administering tests and interpreting test results;</li> <li>3. communicate effectively with limited-English-proficient and disabled students and facilitate their access to all programs and services offered by the district;</li> <li>4. provide limited-English-proficient students with the opportunity to receive guidance and counseling in a language they understand;</li> <li>5. support students in educational and occupational pursuits that are nontraditional for their gender.</li> </ol>	
	Title VI: 42 U.S.C. 2000d; 34 CFR 100.3(a), (b); EEOA: 20 U.S.C. 1703(f); Title IX: 20 U.S.C. 1681; 34 CFR 106.31, 106.36; Section 504: 29 U.S.C. 794; 34 CFR 104.4, 104.37; Title II: 42 U.S.C. 12132; 28 CFR 35.130, 35.160; NCLB: Title III, Part A, Sec. 3121(c)(1)(C); Title X, Part C, Sec. 721; Mass. Const. amend. art. 114; M.G.L. c. 71A, § 7; c. 76, § 5; 603 CMR 26.04, 26.07(8) as amended by Chapter 199 of the Acts of 2011	
	<b>Rating: Partially Implemented</b>	<b>District Response Required: Yes</b>

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

*Document review and staff interviews indicated that although the district's school committee approved a new nondiscrimination statement that included gender identity, evidence to support the dissemination of policies and training for staff was not provided.*

<b>CRITERION NUMBER</b>	<b>Legal Standard</b>
<b>CR 15</b>	<b>Non-discriminatory administration of scholarships, prizes and awards</b> Scholarships, prizes and awards sponsored or administered by the district are free of restrictions based upon race, color, sex, gender identity, religion, national origin, sexual orientation or disability. Schools may post or print information regarding private restricted scholarships as long as no preferential treatment is given to any particular scholarship offered and as long as the school does not endorse or recommend any such scholarship nor advise or suggest to a particular student that he or she apply for such a scholarship.
	Title VI: 42 U.S.C. 2000d; 34 CFR 100.3; Title IX: 20 U.S.C. 1681; 34 CFR 106.31, 106.37; Section 504: 29 U.S.C. 794; 34 CFR 104.4(b)(1)(v); Title II: 42 U.S.C. 12132; 28 CFR 35.130(b)(1)(v); Mass. Const. amend. art. 114; M.G.L. c. 76, § 5; 603 CMR 26.07(7) as amended by Chapter 199 of the Acts of 2011
	<b>Rating: Partially Implemented</b> <b>District Response Required: Yes</b>

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

*Document review and staff interviews indicated that although the district's school committee approved a new nondiscrimination statement that included gender identity, evidence to support the dissemination of policies and training for staff was not provided.*

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

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	<p>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>
	M.G.L. c. 76, §§ 5, 18; St. 1965, c. 741
	<b>Rating: Partially Implemented</b> <b>District Response Required: Yes</b>

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

*Document review and staff interviews indicated that the district has not sent annual written notice to students who have left school without a high school diploma, certificate of attainment or certificate of completion within the past two years.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>CR 17A</b>	<p><b>Use of physical restraint on any student enrolled in a publicly-funded education program</b></p> <p>1. The district has developed and implemented staff training at least annually on the use of restraint consistent with regulatory requirements. Such training occurs within the first month of each school year and, for employees hired after the school year begins, within a month of their employment.</p> <p>2. The district administers physical restraint on students only when needed to protect a student and/or a member of the school community from imminent, serious, physical harm. The district implements restraint procedures consistent with Department of Elementary and Secondary Education regulations in order to prevent or minimize any harm to the student as a result of the use of physical restraint.</p> <p>3. The district has developed written procedures regarding appropriate responses to student behavior that may require immediate intervention. Such procedures are annually reviewed and provided to school staff and made available to parents of enrolled students.</p> <p>4. The district has developed and implemented reporting requirements and procedures for administrators, parents and the Department of Elementary and Secondary Education consistent with the regulations.</p> <p>5. The district has developed and implemented any applicable individual waiver procedures consistent with the regulations.</p>

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<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	M.G.L. c. 71, § 37G; 603 CMR 46.00
	<b>Rating: Implemented</b> <b>District Response Required: No</b>

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

<b>CRITERION NUMBER</b>	<b>CIVIL RIGHTS METHODS OF ADMINISTRATION (CR) AND OTHER RELATED GENERAL EDUCATION REQUIREMENTS VI. FACULTY, STAFF AND ADMINISTRATION</b>	
	<b>Legal Standard</b>	
	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.	
	M.G.L. c. 71, § 38Q ½; 603 CMR 28.03(3)	
	<b>Rating: Implemented</b>	<b>District Response Required: No</b>

<b>CRITERION NUMBER</b>	<b>CIVIL RIGHTS METHODS OF ADMINISTRATION (CR) AND OTHER RELATED GENERAL EDUCATION REQUIREMENTS VI. FACULTY, STAFF AND ADMINISTRATION</b>	
	<b>Legal Standard</b>	
<b>CR 18A</b>	<b>School district employment practices</b> District employment practices in general are free from discrimination on the basis of race, color, national origin, sex, or disability. The district's employee recruitment is aimed at reaching all groups, including members of linguistic, ethnic, and racial minorities, females and males, and persons with disabilities.	
	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	
	<b>Rating: Implemented</b>	<b>District Response Required: No</b>

<b>CRITERION NUMBER</b>		
	<b>Legal Standard</b>	
<b>CR 20</b>	<b>Staff training on confidentiality of student records</b> The district trains school personnel on the provisions of the Family Educational Rights and Privacy Act, M.G.L. c. 71, s. 34H, and 603 CMR 23.00 and on the importance of information privacy and confidentiality.	
	FERPA: 20 U.S.C. § 1232g; 34 CFR Part 99; M.G.L. c. 71, § 34H; 603 CMR 23.00,	

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<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	esp. 23.05(3)
	<b>Rating: Partially Implemented</b> <b>District Response Required: Yes</b>

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

*Document review and staff interviews indicated that the district has not provided staff with confidentiality of student records training this year.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>CR 21</b>	<b>Staff training regarding civil rights responsibilities</b> The district provides in-service training for all school personnel at least annually regarding civil rights responsibilities, including the prevention of discrimination and harassment on the basis of students' race, color, sex, gender identity, religion, national origin and sexual orientation and the appropriate methods for responding to it in the school setting.
	Title VI: 42 U.S.C. 2000d; 34 CFR 100.3; EEOA: 20 U.S.C. 1703(f); Title IX: 20 U.S.C. 1681; 34 CFR 106.31-106.42; M.G.L. c. 76, § 5; 603 CMR 26.00, esp. 26.07(2), (3) as amended by Chapter 199 of the Acts of 2011
	<b>Rating: Partially Implemented</b> <b>District Response Required: Yes</b>

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

*Document review and staff interviews indicated that the district has not provided staff with training on civil rights responsibilities this year.*

<b>CRITERION NUMBER</b>	<b>CIVIL RIGHTS METHODS OF ADMINISTRATION (CR) AND OTHER RELATED GENERAL EDUCATION REQUIREMENTS VII. SCHOOL FACILITIES</b>	
	<b>Legal Standard</b>	
<b>CR 22</b>	<b>Accessibility of district programs and services for students with disabilities</b> In at least one facility within the district, the district makes available and entirely accessible to students with disabilities all educational and vocational programs and services offered at each level (preschool, elementary and secondary).	
	Section 504: 29 U.S.C. 794; 34 CFR 104.21,104.22; Title II: 42 U.S.C. 12132; 28 CFR 35.149, 35.150; Mass. Const. amend. art. 114; 603 CMR 28.03(1)(b)(1)	
	<b>Rating: Partially Implemented</b>	<b>District Response Required: Yes</b>



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

*Facilities observations and staff interviews indicated that the Springfield Public Day High School, Springfield Public Day Middle School and Balliett Middle School contain unique programs that are not offered elsewhere in the district but are not located in fully accessible facilities.*

<b>CRITERION NUMBER</b>		
	<b>Legal Standard</b>	
<b>CR 23</b>	<p><b>Comparability of facilities</b>            Where the district provides separate facilities for members of a specific group, those facilities are comparable to those offered other students in the district, including:</p> <ol style="list-style-type: none"> <li>1. separate facilities for disabled, limited-English-proficient or pregnant students that are comparable to the facilities for other students in the district;</li> <li>2. Reserved.</li> </ol>	
	Title VI: 42 U.S.C. 2000d; 34 CFR 100.3(b)(2); Title IX: 20 U.S.C. 1681; 34 CFR 106.33, 106.40(b)(3); Section 504: 29 U.S.C. 794; 34 CFR 104.34(c); Mass. Const. amend. art. 114; 603 CMR 28.03(1)(b)	
	<b>Rating: Partially Implemented</b>	<b>District Response Required: Yes</b>

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

*The following issues were identified by facilities review. Sumner Elementary School's English as a second language (ESL) classroom is labeled as such. At Duggan Middle School, English language learners are taught on the stage in a noisy and poorly lit area shared with the in-school suspension program. Also at the Duggan Middle School, Level I ESL instruction is delivered in a office too small for the seven enrolled students, one teacher and one aide using the room; these students also do not have access to computers during class instruction.*

<b>CRITERION NUMBER</b>	<b>CIVIL RIGHTS METHODS OF ADMINISTRATION (CR) AND OTHER RELATED GENERAL EDUCATION REQUIREMENTS VIII. PROGRAM PLAN AND EVALUATION</b>	
	<b>Legal Standard</b>	
<b>CR 24</b>	<p><b>Curriculum review</b>            The district ensures that individual teachers in the district review all educational materials for simplistic and demeaning generalizations, lacking intellectual merit, on the basis of race, color, sex, gender identity, 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>	
	M.G.L. c. 76, § 5; 603 CMR 26.05(2) as amended by Chapter 199 of the Acts of 2011	
	<b>Rating: Partially Implemented</b>	<b>District Response Required: Yes</b>

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

*Document review and staff interviews indicated that although the district's school committee approved a new nondiscrimination statement that included gender identity, evidence to support the dissemination of policies and training for staff was not provided.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>CR 25</b>	<p><b>Institutional self-evaluation</b>            The district evaluates all aspects of its K-12 program annually to ensure that all students, regardless of race, color, sex, gender identity, religion, national origin, limited English proficiency, sexual orientation, disability, or housing status, have equal access to all programs, including athletics and other extracurricular activities. It makes such changes as are indicated by the evaluation.</p>
	<p>Title VI: 42 U.S.C. 2000d; 34 CFR 100.3(b)(2); EEOA: 20 U.S.C. 1703(f); Section 504: 29 U.S.C. 794; 34 CFR 104.4(b)(4); Title II: 42 U.S.C. 12132; 28 CFR 35.130(b)(3); NCLB: Title III, Part A, Sec. 3121(c)(1)(C); Title X, Part C, Sec. 722(g)(1)(J)(i), 722(g)(7); Mass. Const. amend. art. 114; M.G.L. c. 71A, § 7; c. 76, § 5; 603 CMR 26.07(1),(4) as amended by Chapter 199 of the Acts of 2011</p>
	<p><b>Rating: Partially Implemented</b>      <b>District Response Required: Yes</b></p>

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

*Document review and staff interviews indicated that although the district's school committee approved a new nondiscrimination statement that included gender identity, evidence to support the dissemination of policies and training for staff was not provided.*

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

<b>CRITERION NUMBER</b>	<b>CIVIL RIGHTS METHODS OF ADMINISTRATION (CR) AND OTHER RELATED GENERAL EDUCATION REQUIREMENTS IX. RECORD KEEPING</b>	
	<b>Legal Standard</b>	
	federal and state requirements.	
	FERPA: 20 U.S.C. § 1232g; 34 CFR Part 99; M.G.L. c. 71, § 34H; 603 CMR 23.05, 23.07	
	<b>Rating: Partially Implemented</b>	<b>District Response Required: Yes</b>

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

*Student record review indicated that the district does not consistently protect student confidentiality, as records contained class lists identifying both special education students and English language learners by name in other students' files.*

**CAREER/VOCATIONAL TECHNICAL  
EDUCATION**

**LEGAL STANDARDS,  
COMPLIANCE RATINGS AND  
FINDINGS**

CRITERION NUMBER	CAREER/VOCATIONAL TECHNICAL EDUCATION I. ASSESSMENT OF STUDENTS	
	<b>Legal Standard</b>	
<b>CVTE 1</b>	<p>Career guidance and placement services, including career assessments and assistance with the development of a four-year career plan, are provided in order to assist <u>each student</u> enrolled in a career/vocational technical education program in making the transition to the workforce, postsecondary education, and/or apprenticeship programs. <i>Vocational Technical Education Regulations 603 CMR 4.03(4)(d), Perkins Section 135</i></p> <p>Definition: A career assessment is a formal assessment instrument that helps the student evaluate his/her career interests..</p>	
	<p><b>References:</b>  <u>Carl D. Perkins Career &amp; Technical Education Improvement Act of 2006 at <a href="http://www.doe.mass.edu/cte/perkins/">http://www.doe.mass.edu/cte/perkins/</a></u>  <u>Chapter 74 Selected Sections &amp; 603 CMR 4.00 Vocational Technical Education Regulations and Guidelines at <a href="http://www.doe.mass.edu/cte/laws.html">http://www.doe.mass.edu/cte/laws.html</a></u></p>	
	<b>Rating: Partially Implemented</b>	<b>District Response Required: Yes</b>

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

*Interviews and review of documents indicated that while career assessments were completed for grade nine students, the assessments are not being utilized. While the guidance curriculum in place contains some of the elements that could be used in the development of a four-year career plan, four-year career plans are not yet in place for each student enrolled in a career/vocational technical education program.*

CRITERION NUMBER		
	<b>Legal Standard</b>	
<b>CVTE 2</b>	<p>MCAS and/or other academic assessment results are used to design instructional and support services. <i>Perkins Section 135, Vocational Technical Education Regulations 603 CMR 4.03(4)</i></p>	
	<p><b>References:</b>  <u>Carl D. Perkins Career &amp; Technical Education Improvement Act of 2006 at <a href="http://www.doe.mass.edu/cte/perkins/">http://www.doe.mass.edu/cte/perkins/</a></u>  <u>Chapter 74 Selected Sections &amp; 603 CMR 4.00 Vocational Technical Education Regulations and Guidelines at <a href="http://www.doe.mass.edu/cte/laws.html">http://www.doe.mass.edu/cte/laws.html</a></u>  <u>Chapter 74 Manual for Vocational Technical Education Programs at <a href="http://www.doe.mass.edu/cte/programs/">http://www.doe.mass.edu/cte/programs/</a></u></p>	
	<b>Rating: Implemented</b>	<b>District Response Required: No</b>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>CVTE 3</b>	The district assesses students for the acquisition of safety & health, technical that includes embedded academic, employability, management & entrepreneurship, and technological knowledge and skills. <i>Perkins Section 135, M.G.L. c.74 Section 2, Vocational Technical Education Regulations 603 CMR 4.03 (4)</i>
	<b>References:</b> <u>Carl D. Perkins Career &amp; Technical Education Improvement Act of 2006 at <a href="http://www.doe.mass.edu/cte/perkins/">http://www.doe.mass.edu/cte/perkins/</a></u> <u>Chapter 74 Selected Sections &amp; 603 CMR 4.00 Vocational Technical Education Regulations and Guidelines at <a href="http://www.doe.mass.edu/cte/laws.html">http://www.doe.mass.edu/cte/laws.html</a></u> <u>Chapter 74 Manual for Vocational Technical Education Programs at <a href="http://www.doe.mass.edu/cte/programs/">http://www.doe.mass.edu/cte/programs/</a></u>
	<b>Rating: Partially Implemented</b> <b>District Response Required: Yes</b>

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

*Interviews and review of documents indicated that not all programs assess students for the acquisition of safety & health, technical that includes embedded academic, employability, management & entrepreneurship, and technological knowledge and skills.*

<b>CRITERION NUMBER</b>	<b>CAREER/VOCATIONAL TECHNICAL EDUCATION II. STUDENT IDENTIFICATION AND PROGRAM PLACEMENT</b>
	<b>Legal Standard</b>
<b>CVTE 4</b>	Information concerning career/vocational technical education programs is provided to students and to their parents/guardians. Such information shall include admission requirements for career/vocational technical programs; specific programs/courses that are available; employment and/or further education and registered apprenticeship opportunities. <i>Perkins Section 135, Vocational Technical Education Regulations 603 CMR 4.03 (4) (6).</i>
	<b>References:</b> <u>Carl D. Perkins Career &amp; Technical Education Improvement Act of 2006 at <a href="http://www.doe.mass.edu/cte/perkins/">http://www.doe.mass.edu/cte/perkins/</a></u> <u>Chapter 74 Selected Sections &amp; 603 CMR 4.00 Vocational Technical Education Regulations and Guidelines at <a href="http://www.doe.mass.edu/cte/laws.html">http://www.doe.mass.edu/cte/laws.html</a></u> <u>Chapter 74 Manual for Vocational Technical Education Programs at <a href="http://www.doe.mass.edu/cte/programs/">http://www.doe.mass.edu/cte/programs/</a></u> <u>Chapter 74 Manual for Vocational Technical Education Admission Policies at <a href="http://www.doe.mass.edu/cte/admissions/">http://www.doe.mass.edu/cte/admissions/</a></u>

	Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex and Handicap in Vocational Education Programs (34 CFR, Part 100, Appendix B at <a href="http://www.doe.mass.edu/cte/admissions/">http://www.doe.mass.edu/cte/admissions/</a> )	
	<b>Rating: Partially Implemented</b>	<b>District Response Required: Yes</b>

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

*Interviews and review of documents showed that the information concerning career/vocational technical education programs that is provided to students and to their parents/guardians is not accurate. The admission policy that is published and being used by the district has not been approved by the Office for Career/Vocational Technical Education. While a program of studies describes specific programs/courses that are available, the cooperative education is not clearly described and it is indicated as an option for some programs which have not yet received Chapter 74 state approval. In addition, cooperative education is not indicated in the program of studies for some programs that are Chapter 74 state approved programs. Information concerning career/vocational technical education programs is not available in languages other than English.*

CRITERION NUMBER	Legal Standard	
<b>CVTE 5</b>	All individuals including those who are members of special populations are provided with equal access to career/vocational technical education programs, services and activities and are not discriminated against on the basis of their status as members of special populations or race, color, gender, religion, national origin, English language proficiency, disability, or sexual orientation. <i>Perkins Sections 122 &amp; 135, Vocational Technical Education Regulations 603 CMR 4.03(4) (6 (7), M.G.L.c.76, Section 5.</i>	
	<p><b>References:</b>            Carl D. Perkins Career &amp; Technical Education Improvement Act of 2006 at <a href="http://www.doe.mass.edu/cte/perkins/">http://www.doe.mass.edu/cte/perkins/</a>            Massachusetts Perkins IV Manual at <a href="http://www.doe.mass.edu/cte/perkins/Chapter 74 Selected Sections &amp; 603 CMR 4.00 Vocational Technical Education Regulations and Guidelines at http://www.doe.mass.edu/cte/laws.html">http://www.doe.mass.edu/cte/perkins/Chapter 74 Selected Sections &amp; 603 CMR 4.00 Vocational Technical Education Regulations and Guidelines at http://www.doe.mass.edu/cte/laws.html</a>            Chapter 74 Manual for Vocational Technical Education Admission Policies at <a href="http://www.doe.mass.edu/cte/admissions/">http://www.doe.mass.edu/cte/admissions/</a>            Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex and Handicap in Vocational Education Programs (34 CFR, Part 100, Appendix B at <a href="http://www.doe.mass.edu/cte/admissions/">http://www.doe.mass.edu/cte/admissions/</a>            Massachusetts Special Education Regulations 603 CMR 28.10 6) (c) at <a href="http://www.doe.mass.edu/lawsregs/603cmr28.html?section=all#start">http://www.doe.mass.edu/lawsregs/603cmr28.html?section=all#start</a>            Massachusetts General Law Chapter 76, Section 5 at <a href="http://www.mass.gov/legis/laws/mgl/gl-pt1-toc.htm">http://www.mass.gov/legis/laws/mgl/gl-pt1-toc.htm</a>            Massachusetts Access to Equal Educational Opportunity Regulations 603 CMR 26.00 at <a href="http://www.doe.mass.edu/lawsregs/603cmr26.html">http://www.doe.mass.edu/lawsregs/603cmr26.html</a></p>	
	<b>Rating: Partially Implemented</b>	<b>District Response Required: Yes</b>

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

*Interviews and review of documents showed that not all students, including those who are members of special populations, are provided with equal access to career/vocational technical education programs, services and activities. While the district has a process for providing teachers with information on required accommodations for students with disabilities, technical teachers at Roger L. Putnam Vocational Technical High School are not provided with this information during grade nine. It is during grade nine that the scored Chapter 74 exploratory program is implemented for access to career/vocational technical education programs. As technical teachers do not have student IEP information for this program, exploratory assessments may inadvertently measure disability, and may result in discriminatory enrollment. In addition, a district policy of placing a cohort of low incidence special education students at Putnam results in this cohort of students gaining access to career/vocational technical education programs, services and activities based on their disability. There is no system in place for technical teachers to be informed of which students in their classes are English language learners, nor is there a system for oral or written translation of materials, including safety curriculum and tests. The translation services that are provided are informal and include requests to bilingual staff, who have neither the required training nor content knowledge, as well as students, who sometimes provide oral translation for peers during class time or for parents during Student Support Team meetings.*

<b>CRITERION NUMBER</b>		
	<b>Legal Standard</b>	
<b>CVTE 6</b>	This criterion applies only to Chapter 74-approved vocational technical education. The district uses its Department-approved admission policy and an appropriate application for admission. <i>Vocational Technical Education Regulations 603 CMR 4.03(4). M.G.L. c. 76 Section 5.</i>	
	<p><b>References:</b>  <u>Chapter 74 Selected Sections &amp; 603 CMR 4.00 Vocational Technical Education Regulations and Guidelines</u> at <a href="http://www.doe.mass.edu/cte/laws.html">http://www.doe.mass.edu/cte/laws.html</a>  <u>Chapter 74 Manual for Vocational Technical Education Admission Policies</u> at <a href="http://www.doe.mass.edu/cte/admissions/">http://www.doe.mass.edu/cte/admissions/</a>  <u>Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex and Handicap in Vocational Education Programs (34 CFR, Part 100, Appendix B</u> at <a href="http://www.doe.mass.edu/cte/admissions/">http://www.doe.mass.edu/cte/admissions/</a>  <u>Massachusetts Special Education Regulations 603 CMR 28.10 6) (c)</u> at <a href="http://www.doe.mass.edu/lawsregs/603cmr28.html?section=all#start">http://www.doe.mass.edu/lawsregs/603cmr28.html?section=all#start</a>  <u>Massachusetts General Law Chapter 76, Section 5</u> at <a href="http://www.mass.gov/legis/laws/mgl/gl-pt1-toc.htm">http://www.mass.gov/legis/laws/mgl/gl-pt1-toc.htm</a>  <u>Massachusetts Access to Equal Educational Opportunity Regulations 603 CMR 26.00</u> at <a href="http://www.doe.mass.edu/lawsregs/603cmr26.html">http://www.doe.mass.edu/lawsregs/603cmr26.html</a></p>	
	<b>Rating:      Implemented</b>	<b>District Response Required:    No</b>



CRITERION NUMBER		
	Legal Standard	
CVTE 7	<p>This criterion applies only to districts with five or more Chapter 74-approved vocational technical education programs. Ninth graders admitted to Chapter 74-approved vocational technical education participate in the district’s Chapter 74-approved vocational technical education exploratory program for a minimum of one-half of the school year. The program provides for students to explore at least one program that would prepare them for a career nontraditional for their gender if the district has program(s) that prepare students for careers that would be nontraditional for their gender. Students receive appropriate safety training while exploring programs. The time exploring each program should be sufficient to allow the student to be adequately assessed. The time should be sufficient to allow the student to become aware of the program requirements and the opportunities for employment and further education/training extended by the program. <i>Technical Education Regulations 603 CMR 4.03(4). M.G.L. c. 76 Section 5.</i></p>	
	<p><b>References:</b>  Chapter 74 Selected Sections &amp; 603 CMR 4.00 Vocational Technical Education Regulations and Guidelines at <a href="http://www.doe.mass.edu/cte/laws.html">http://www.doe.mass.edu/cte/laws.html</a>  Chapter 74 Manual for Vocational Technical Education Admission Policies at <a href="http://www.doe.mass.edu/cte/admissions/">http://www.doe.mass.edu/cte/admissions/</a>  Chapter 74 Manual for Vocational Technical Education Programs at <a href="http://www.doe.mass.edu/cte/programs/manual.doc">http://www.doe.mass.edu/cte/programs/manual.doc</a></p>	
	<b>Rating: Partially Implemented</b>	<b>District Response Required: Yes</b>

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

*Interviews and review of documentation show that the exploratory program does not meet the requirement of a minimum of one-half of the school year. The exploratory program is not structured to allow students to become aware of the opportunities for employment and further education/training extended by the program. While safety training is provided during the exploratory program in some programs, it is not addressed during exploratory in all programs.*

CRITERION NUMBER		
	Legal Standard	
CVTE 8	<p>The programs in which students are enrolled meet the Perkins IV definition of career and technical education as contained in Appendix A (<i>Massachusetts Perkins IV Career and Technical Education Program Checklist</i>) of the <u>Massachusetts Perkins IV Manual</u>. <i>Perkins Sections 3 &amp; 135</i></p>	
	<p><b>References:</b></p>	

	Carl D. Perkins Career & Technical Education Improvement Act of 2006 at <a href="http://www.doe.mass.edu/cte/perkins/">http://www.doe.mass.edu/cte/perkins/</a> Massachusetts Perkins IV Manual at <a href="http://www.doe.mass.edu/cte/perkins/">http://www.doe.mass.edu/cte/perkins/</a> Massachusetts Perkins IV Secondary Postsecondary CVTE Linkage Consortium Manual at <a href="http://www.doe.mass.edu/cte/techprep/">http://www.doe.mass.edu/cte/techprep/</a>	
	<b>Rating: Partially Implemented</b>	<b>District Response Required: Yes</b>

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

*No documentation was provided to evidence that programs in which students are enrolled meet the Perkins IV definition of career and technical education as contained in Appendix A.*

CRITERION NUMBER	CAREER/VOCATIONAL TECHNICAL EDUCATION III. PARENT AND COMMUNITY INVOLVEMENT	
	<b>Legal Standard</b>	
<b>CVTE 9</b>	The district accurately reports student data in the Department of Elementary and Secondary Education's Student Information Management System (SIMS) and the Career/Vocational Technical Education Graduate Follow-up Report. <i>Perkins Section 113, Vocational Technical Education Regulations 603 CMR 4.05</i>	
	<b>References:</b> Carl D. Perkins Career & Technical Education Improvement Act of 2006 at <a href="http://www.doe.mass.edu/cte/perkins/">http://www.doe.mass.edu/cte/perkins/</a> Massachusetts Perkins IV Manual at <a href="http://www.doe.mass.edu/cte/perkins/">http://www.doe.mass.edu/cte/perkins/</a> SIMS Version 2.0 Data Handbook at <a href="http://www.doe.mass.edu/infoservices/data/sims/Instructions%20for%20School%20Districts%20in%20Reporting%20Students%20Enrolled%20in%20Career/Vocational%20Technical%20Education%20Programs">http://www.doe.mass.edu/infoservices/data/sims/Instructions for School Districts in Reporting Students Enrolled in Career/Vocational Technical Education Programs</a> at <a href="http://www.doe.mass.edu/cte/data/">http://www.doe.mass.edu/cte/data/</a> Massachusetts Perkins IV Secondary Postsecondary CVTE Linkage Consortium Manual at <a href="http://www.doe.mass.edu/cte/techprep/">http://www.doe.mass.edu/cte/techprep/</a>	
	<b>Rating: Implemented</b>	<b>District Response Required: No</b>

CRITERION NUMBER		
	<b>Legal Standard</b>	
<b>CVTE 10</b>	Representatives of 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) are involved in the development, implementation, and review of career/vocational technical programs. Representation is <i>race, linguistic, disability, and</i>	

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	<i>nontraditional by gender inclusive, and if not, there is a plan (formal recruitment process) to make it inclusive. Perkins Section 135, M.G.L. c.74 Section 6, Vocational Technical Education Regulations 603 CMR 4.03 (1)</i>	
	<b>References:</b> Carl D. Perkins Career & Technical Education Improvement Act of 2006 at <a href="http://www.doe.mass.edu/cte/perkins/">http://www.doe.mass.edu/cte/perkins/</a> Chapter 74 Selected Sections & 603 CMR 4.00 Vocational Technical Education Regulations and Guidelines at <a href="http://www.doe.mass.edu/cte/laws.html">http://www.doe.mass.edu/cte/laws.html</a> Career/Vocational Technical Education Advisory Committee Guide at <a href="http://www.doe.mass.edu/cte/resources/">http://www.doe.mass.edu/cte/resources/</a> Massachusetts Perkins IV Manual at <a href="http://www.doe.mass.edu/cte/perkins/">http://www.doe.mass.edu/cte/perkins/</a>	
	<b>Rating:      Implemented</b>	<b>District Response Required:    No</b>

CRITERION NUMBER	CAREER/VOCATIONAL TECHNICAL EDUCATION IV. CURRICULUM AND INSTRUCTION	
	<b>Legal Standard</b>	
<b>CVTE 11</b>	Programs are structured so that students acquire safety & health, technical that includes embedded academic, employability, management & entrepreneurship, and technological knowledge and skills. <i>Perkins Section 135, M.G.L. c. 74 Section 2, Vocational Technical Education Regulations 603 CMR 4.03 (4) 4.06</i>	
	<b>References:</b> Carl D. Perkins Career & Technical Education Improvement Act of 2006 at <a href="http://www.doe.mass.edu/cte/perkins/">http://www.doe.mass.edu/cte/perkins/</a>  Massachusetts Perkins IV Manual at <a href="http://www.doe.mass.edu/cte/perkins/">http://www.doe.mass.edu/cte/perkins/</a>  Chapter 74 Selected Sections & 603 CMR 4.00 Vocational Technical Education Regulations and Guidelines at <a href="http://www.doe.mass.edu/cte/laws.html">http://www.doe.mass.edu/cte/laws.html</a>  Massachusetts Vocational Technical Education Frameworks at <a href="http://www.doe.mass.edu/cte/frameworks/">http://www.doe.mass.edu/cte/frameworks/</a>  Chapter 74 Manual for Vocational Technical Cooperative Education at <a href="http://www.doe.mass.edu/cte/programs/">http://www.doe.mass.edu/cte/programs/</a> Carl D. Perkins Career & Technical Education Improvement Act of 2006 at <a href="http://www.doe.mass.edu/cte/perkins/">http://www.doe.mass.edu/cte/perkins/</a> Chapter 74 Selected Sections & 603 CMR 4.00 Vocational Technical Education Regulations and Guidelines at <a href="http://www.doe.mass.edu/cte/laws.html">http://www.doe.mass.edu/cte/laws.html</a> Career Plan Website at <a href="http://www.doe.mass.edu/cd/">http://www.doe.mass.edu/cd/</a> Massachusetts Perkins IV Secondary Postsecondary CVTE Linkage Consortium Manual at <a href="http://www.doe.mass.edu/cte/techprep/">http://www.doe.mass.edu/cte/techprep/</a>	

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

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

*Interviews and review of documents showed that some, but not all, programs are structured so that students acquire safety & health, technical that includes embedded academic, employability, management & entrepreneurship, and technological knowledge and skills. One of the Chapter 74 programs is aligned to the wrong Vocational Technical Education Frameworks. In addition, one Chapter-74 approved program is being staffed by a long-term substitute. Because the Vocational Technical Education program of study must be taught by appropriately licensed teachers and related instruction shall be primarily taught by licensed vocational technical teachers in the specific program area, students in this program have not acquired safety & health, technical that includes embedded academic, employability, management & entrepreneurship, and technological knowledge and skills during this school year.*

<b>CRITERION NUMBER</b>		
	<b>Legal Standard</b>	
<b>CVTE 12</b>	Linkages between secondary and postsecondary education including registered apprenticeship programs exist through, at a minimum, articulation agreements that are annually reviewed and approved. <i>Perkins Section 135, Vocational Technical Education Regulations 603 CMR 4.03 (4)</i>	
	References: Carl D. Perkins Career & Technical Education Improvement Act of 2006 at <a href="http://www.doe.mass.edu/cte/perkins/">http://www.doe.mass.edu/cte/perkins/</a> Chapter 74 Selected Sections & 603 CMR 4.00 Vocational Technical Education Regulations and Guidelines at <a href="http://www.doe.mass.edu/cte/laws.html">http://www.doe.mass.edu/cte/laws.html</a>	
	<b>Rating: Partially Implemented</b>	<b>District Response Required: Yes</b>

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

*There was no evidence that the district has designated someone at Putnam to oversee the linkages between secondary and postsecondary education including registered apprenticeship programs exist through, at minimum, articulation agreements that are annually reviewed and approved. Interviews and review of documents show that Putnam has at least three articulation agreements; however, there is no evidence that the articulation agreements are updated. The Program of Studies includes information on the articulation agreements for one Chapter 74 program; however, documentation shows articulation agreements are in place for three Chapter 74 programs.*

<b>CRITERION NUMBER</b>			
	<b>Legal Standard</b>		
<b>CVTE 13</b>	<p>(Note: This criterion applies only to Chapter 74-approved vocational technical education.)</p> <p>Cooperative Education is implemented in accordance with applicable laws, regulations, and policies. <i>Child Labor Bulletin 101 – Child Labor Requirements in Nonagricultural Occupations under the Fair Labor Standards Act WH – Revised March 2001, Code of Federal Regulations Title 29 (CFR 29) Parts 570.50 (c) (1) &amp; 570.51-570.68, M.G.L. c. 74 Sections 1 &amp; 2A, M.G.L. c.149, Sections 1, 62 &amp; 62A, M.G.L. c. 152, Vocational Technical Education Regulations 603 CMR 4.03(7) 4.10(3), (Chapter 385 of the Acts of 2002</i></p>		
	<p>References:  <u>Massachusetts Perkins IV Manual</u> at <a href="http://www.doe.mass.edu/cte/perkins/Chapter%2074%20Selected%20Sections%20&amp;%20603%20CMR%204.00%20Vocational%20Technical%20Education%20Regulations%20and%20Guidelines">http://www.doe.mass.edu/cte/perkins/Chapter 74 Selected Sections &amp; 603 CMR 4.00 Vocational Technical Education Regulations and Guidelines</a> at <a href="http://www.doe.mass.edu/cte/laws.html">http://www.doe.mass.edu/cte/laws.html</a>  <u>Chapter 74 Manual for Vocational Technical Cooperative Education</u> at <a href="http://www.doe.mass.edu/cte/programs/">http://www.doe.mass.edu/cte/programs/</a>  <u>Massachusetts General Law Chapter 149</u> at <a href="http://www.state.ma.us/legis/laws/mgl/gl-149-toc.htm">http://www.state.ma.us/legis/laws/mgl/gl-149-toc.htm</a>  <u>Code of Federal Regulations Title 29 (CFR 29)</u> at <a href="http://www.dol.gov/dol/allcfr/ESA/Title_29/Part_570/29CFR570.50.htm">http://www.dol.gov/dol/allcfr/ESA/Title_29/Part_570/29CFR570.50.htm</a>  <u>MA Worker’s Compensation Insurance per M.G.L. c. 152</u> at <a href="http://www.mass.gov/legis/laws/mgl/gl-152-toc.htm">http://www.mass.gov/legis/laws/mgl/gl-152-toc.htm</a>  <u>Advisory of CORI Law: Mandatory Criminal Record (CORI) Checks - Education Laws and Regulations</u> at <a href="http://www.doe.mass.edu/lawsregs/advisory/cori.html">http://www.doe.mass.edu/lawsregs/advisory/cori.html</a></p>		
	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%;"><b>Rating:      Implemented</b></td> <td style="width: 50%;"><b>District Response Required:   No</b></td> </tr> </table>	<b>Rating:      Implemented</b>	<b>District Response Required:   No</b>
<b>Rating:      Implemented</b>	<b>District Response Required:   No</b>		

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>CVTE 14</b>	<p>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></p>
	<p>References:  <u>Carl D. Perkins Career &amp; Technical Education Improvement Act of 2006</u> at</p>

	<a href="http://www.doe.mass.edu/cte/perkins/">http://www.doe.mass.edu/cte/perkins/</a> Chapter 74 Selected Sections & 603 CMR 4.00 Vocational Technical Education Regulations and Guidelines at <a href="http://www.doe.mass.edu/cte/laws.html">http://www.doe.mass.edu/cte/laws.html</a> MA Worker’s Compensation Insurance per M.G.L. c. 152 at <a href="http://www.mass.gov/legis/laws/mgl/gl-152-toc.htm">http://www.mass.gov/legis/laws/mgl/gl-152-toc.htm</a> Advisory of CORI Law: Mandatory Criminal Record (CORI) Checks - Education Laws and Regulations at <a href="http://www.doe.mass.edu/lawsregs/advisory/cori.html">http://www.doe.mass.edu/lawsregs/advisory/cori.html</a>	
	<b>Rating: Partially Implemented</b>	<b>District Response Required: Yes</b>

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

*A review of documents and interviews indicated that while the district has policies in place, non-cooperative education (unpaid) work-based learning such as internships and job-shadowing is not implemented in accordance with applicable laws, regulations and policies. There was no system in place to ensure that the district’s C.O.R.I. policy is applied to students participating in non-cooperative education work-based learning experiences, to determine if a C.O.R.I. would be required based on the district policy, and to document that a C.O.R.I. was or was not conducted based on the district policy. Nor was there evidence that worker’s compensation is in place or that employers for non-cooperative education work-based experiences abide by child labor laws. The paperwork used for students in non-cooperative education work-based learning experiences cites cooperative education, conflating the two work-based learning experiences.*

<b>CRITERION NUMBER</b>		
	<b>Legal Standard</b>	
<b>CVTE 15</b>	<i>(Note: This criterion applies only to Chapter 74-approved vocational technical education.)</i>  Unpaid off-campus construction and maintenance projects are appropriately implemented per the Massachusetts Vocational Technical Education Regulations. <i>Vocational Technical Education Regulations 603 CMR 4.06; M.G.L.c.142, Section 3A.</i>	
	References: Chapter 74 Selected Sections & 603 CMR 4.00 Vocational Technical Education Regulations and Guidelines at <a href="http://www.doe.mass.edu/cte/laws.html">http://www.doe.mass.edu/cte/laws.html</a>	
	<b>Rating: Implemented</b>	<b>District Response Required: No</b>

CRITERION NUMBER		
	Legal Standard	
CVTE 16	<p>The needs of students in alternative education are addressed (if the district has alternative education).  <i>Perkins Section 122</i>  <b>Note:</b> Alternative Education is an instructional approach under the control of a school committee that is offered to "at-risk" students in a nontraditional setting. "At-risk" students may include those who are pregnant/parenting teens, truant students, and suspended or expelled students, returned dropouts, delinquent youth, or other students who are not meeting local promotional requirements. Alternative Education may operate as a program or as a separate self-contained school. Alternative Education does not include private schools, home schooling, school choice, General Educational Development (GED), or gifted and talented programs. Alternative Education also does not include programs exclusively serving students receiving special education services or career/vocational technical education.</p>	
	<p>References:            Carl D. Perkins Career &amp; Technical Education Improvement Act of 2006 at <a href="http://www.doe.mass.edu/cte/perkins/">http://www.doe.mass.edu/cte/perkins/</a>            Department of Elementary and Secondary Education Webpage  <a href="http://www.doe.mass.edu/alted/faq.html?faq=general">http://www.doe.mass.edu/alted/faq.html?faq=general</a></p>	
	<b>Rating: Implemented</b>	<b>District Response Required: No</b>

CRITERION NUMBER		
	Legal Standard	
CVTE 17	<p>Activities are provided to prepare students, including students that are members of special populations, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.   <i>Perkins Section 135; Vocational Technical Education Regulations 603 CMR 4.03(4).</i></p>	
	<p><b>References:</b>            Carl D. Perkins Career &amp; Technical Education Improvement Act of 2006 at <a href="http://www.doe.mass.edu/cte/perkins/">http://www.doe.mass.edu/cte/perkins/</a></p>	
	<b>Rating: Partially Implemented</b>	<b>District Response Required: Yes</b>



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

*Documentation indicated that the district has put into place some programs such as Freshman Seminar and some activities such as presenters to prepare students, including students that are members of special populations, for high skill, high wage, or high demand occupations that will lead to self-sufficiency. However, a review of documentation including student records as well as classroom observations and interviews indicated that not all programs provide activities to prepare students, including students that are members of special populations, for high skill, high wage, or high demand occupations that will lead to self-sufficiency (see CVTE 11 and CVTE 12).*

CRITERION NUMBER		
	Legal Standard	
CVTE 18	Staff in career/vocational technical education programs are appropriately licensed or are working under a current Department-issued waiver. <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>	
	<p>References:  <u>Massachusetts General Law Chapter 74, Section 18 at <a href="http://www.mass.gov/legis/laws/mgl/gl-74-toc.htm">http://www.mass.gov/legis/laws/mgl/gl-74-toc.htm</a></u>  <u>Massachusetts General Law Chapter 71, Section 38G at <a href="http://www.mass.gov/legis/laws/mgl/gl-71-toc.htm">http://www.mass.gov/legis/laws/mgl/gl-71-toc.htm</a></u>  <u>Chapter 74 Selected Sections &amp; 603 CMR 4.00 Vocational Technical Education Regulations and Guidelines at <a href="http://www.doe.mass.edu/cte/laws.html">http://www.doe.mass.edu/cte/laws.html</a></u>  <u>Chapter 74 Manual for Vocational Technical Education Programs at <a href="http://www.doe.mass.edu/cte/programs/manual.doc">http://www.doe.mass.edu/cte/programs/manual.doc</a></u>  <u>Chapter 74 Guide for Preliminary Vocational Technical Teacher Licensure at <a href="http://www.doe.mass.edu/cte/licensure/prelimguide.doc">http://www.doe.mass.edu/cte/licensure/prelimguide.doc</a></u>  <u>Chapter 74 Guide for Professional Vocational Technical Teacher Licensure at <a href="http://www.doe.mass.edu/cte/licensure/profguide.doc">http://www.doe.mass.edu/cte/licensure/profguide.doc</a></u>  <u>Chapter 74 Guide for Vocational Technical Administrator and Cooperative Education Coordinator Licensure at <a href="http://www.doe.mass.edu/cte/licensure/admin_cecguide.doc">http://www.doe.mass.edu/cte/licensure/admin_cecguide.doc</a></u>  <u>Chapter 74 Guide for Vocational Technical Educator License Renewal at <a href="http://www.doe.mass.edu/cte/licensure/renewalguide.doc">http://www.doe.mass.edu/cte/licensure/renewalguide.doc</a></u>  <u>Regulations for Educator Licensure and Preparation Program Approval 603 CMR 7.00 at <a href="http://www.doe.mass.edu/lawsregs/603cmr7.html">http://www.doe.mass.edu/lawsregs/603cmr7.html</a></u></p>	
	<b>Rating: Partially Implemented</b>	<b>District Response Required: Yes</b>

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

*Interviews and review of documents showed that not all staff in career/vocational technical education programs are appropriately licensed or are working under a current Department-issued waiver. One Chapter 74 career/vocational technical education program is being staffed by a long-term substitute. One Chapter 74 career/vocational technical education program does not have a teacher with the*



appropriate licensure. One Chapter 74 career/vocational technical education program has one licensed teacher and an enrollment of over one hundred students. In this program, one teacher is on an approved waiver, where the additional program teachers are neither licensed nor on approved waivers yet are teaching the Chapter 74 program curriculum.

<b>CRITERION NUMBER</b>			
	<b>Legal Standard</b>		
<b>CVTE 19</b>	Staff in career/vocational technical education programs acquire 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>		
	<p><b>References:</b>  <u>Carl D. Perkins Career &amp; Technical Education Improvement Act of 2006</u> at <a href="http://www.doe.mass.edu/cte/perkins/">http://www.doe.mass.edu/cte/perkins/</a>  <u>Massachusetts General Law Chapter 74, Section 18</u> at <a href="http://www.mass.gov/legis/laws/mgl/gl-74-toc.htm">http://www.mass.gov/legis/laws/mgl/gl-74-toc.htm</a>  <u>Massachusetts General Law Chapter 71, Section 38G</u> at <a href="http://www.mass.gov/legis/laws/mgl/gl-71-toc.htm">http://www.mass.gov/legis/laws/mgl/gl-71-toc.htm</a>  <u>Chapter 74 Selected Sections &amp; 603 CMR 4.00 Vocational Technical Education Regulations and Guidelines</u> at <a href="http://www.doe.mass.edu/cte/laws.html">http://www.doe.mass.edu/cte/laws.html</a>  <u>Regulations for Educator Licensure and Preparation Program Approval 603 CMR 7.00</u> at <a href="http://www.doe.mass.edu/lawsregs/603cmr7.html">http://www.doe.mass.edu/lawsregs/603cmr7.html</a>  <u>Chapter 74 Guide for Vocational Technical Educator License Renewal</u> at <a href="http://www.doe.mass.edu/educators/e_license.html?section=voc">http://www.doe.mass.edu/educators/e_license.html?section=voc</a></p>		
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<b>Rating:</b> <b>Partially Implemented</b>	<b>District Response Required:</b> <b>Yes</b>		

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

*Interviews and review of documents showed that staff do have access to professional development; however, interviews revealed a need for professional development in several areas, where the absence of professional development may impact equitable access to career/vocational technical education programs and access to the vocational technical education frameworks. Areas identified include special education training for technical teachers, new staff training and training of staff in the district’s grievance procedure.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>CVTE 20</b>	Career/vocational technical education instructional <u>facilities</u> meet current occupational standards. <i>Perkins Section 135; Vocational Technical Education Regulations 603 CMR 4.03 (3) (4) (7)(8)</i>

	References: Carl D. Perkins Career & Technical Education Improvement Act of 2006 at <a href="http://www.doe.mass.edu/cte/perkins/">http://www.doe.mass.edu/cte/perkins/</a> Chapter 74 Selected Sections & 603 CMR 4.00 Vocational Technical Education Regulations and Guidelines at <a href="http://www.doe.mass.edu/cte/laws.html">http://www.doe.mass.edu/cte/laws.html</a> Career/Vocational Technical Education Safety Guide at <a href="http://www.doe.mass.edu/cte/safety/guide.doc">http://www.doe.mass.edu/cte/safety/guide.doc</a> NIOSH Safety Checklist Program for Schools at <a href="http://www.doe.mass.edu/cte/safety_health.html">http://www.doe.mass.edu/cte/safety_health.html</a> Chapter 74 Manual for Vocational Technical Cooperative Education at <a href="http://www.doe.mass.edu/cte/programs/">http://www.doe.mass.edu/cte/programs/</a>
	<b>Rating: Partially Implemented</b> <b>District Response Required: Yes</b>

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

*Not all instructional facilities and equipment used for career/vocational technical education meet current occupational standards, i.e., are generally comparable to facilities in applicable operating business and industries. On May 31, 2013, The Office for Career/Vocational Technical Education sent a Safety Survey Report to Superintendent Warwick detailing these concerns.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>CVTE 21</b>	Career/vocational technical education instructional <u>equipment</u> meets current occupational standards. <i>Perkins Section 135; Vocational Technical Education Regulations 603 CMR 4.03 (3) (4) (7)(8)</i>
	References: Carl D. Perkins Career & Technical Education Improvement Act of 2006 at <a href="http://www.doe.mass.edu/cte/perkins/">http://www.doe.mass.edu/cte/perkins/</a> Chapter 74 Selected Sections & 603 CMR 4.00 Vocational Technical Education Regulations and Guidelines at <a href="http://www.doe.mass.edu/cte/laws.html">http://www.doe.mass.edu/cte/laws.html</a> Career/Vocational Technical Education Safety Guide at <a href="http://www.doe.mass.edu/cte/safety/guide.doc">http://www.doe.mass.edu/cte/safety/guide.doc</a> NIOSH Safety Checklist Program for Schools at <a href="http://www.doe.mass.edu/cte/safety_health.html">http://www.doe.mass.edu/cte/safety_health.html</a> Chapter 74 Manual for Vocational Technical Cooperative Education at <a href="http://www.doe.mass.edu/cte/programs/">http://www.doe.mass.edu/cte/programs/</a>
	<b>Rating: Partially Implemented</b> <b>District Response Required: Yes</b>

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

*Not all instructional facilities and equipment used for career/vocational technical education meet current occupational standards, i.e., are generally comparable to facilities in applicable operating business and industries. On May 31, 2013, The Office for Career/Vocational Technical Education sent a Safety Survey Report to Superintendent Warwick detailing these concerns.*

<b>CRITERION NUMBER</b>	<b>CAREER/VOCATIONAL TECHNICAL EDUCATION</b>	
	<b>V. STUDENT SUPPORT SERVICES</b>	
	<b>Legal Standard</b>	
<b>CVTE 22</b>	The district uses the Perkins Act Core Indicator of Performance outcomes and (if applicable) Chapter 74 outcomes to improve programs and the outcomes for students. <i>Perkins Section 113, Vocational Technical Education Regulations 603 CMR 4.05</i>	
	<b>References:</b> Carl D. Perkins Career & Technical Education Improvement Act of 2006 at <a href="http://www.doe.mass.edu/cte/perkins/">http://www.doe.mass.edu/cte/perkins/</a> Chapter 74 Selected Sections & 603 CMR 4.00 Vocational Technical Education Regulations and Guidelines at <a href="http://www.doe.mass.edu/cte/laws.html">http://www.doe.mass.edu/cte/laws.html</a> Massachusetts Perkins Accountability Workbook - Secondary <a href="http://www.doe.mass.edu/cte/perkins/acctworkbook_sec.pdf">http://www.doe.mass.edu/cte/perkins/acctworkbook_sec.pdf</a>	
	<b>Rating: Partially Implemented</b>	<b>District Response Required: Yes</b>

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

*Interviews and document review show that the district does not consistently use the Perkins Act Core Indicator of Performance outcomes and Chapter 74 outcomes to improve programs and the outcomes for students. The data for the Perkins Act Core Indicator of Performance outcomes is available only through the Department of Elementary and Secondary Education's Security Portal. The Career/Vocational Technical Education Director does not have the required, district-approved, access to the security portal, which is essential to meeting the requirements of this criterion.*

<b>CRITERION NUMBER</b>		
	<b>Legal Standard</b>	
<b>CVTE 23</b>	Perkins Local Plans and Standard Contract Forms and Application for Program Grants are appropriately designed, amended, and locally monitored. <i>Perkins Sections 113 and 201</i>	
	<b>References:</b> Carl D. Perkins Career & Technical Education Improvement Act of 2006 at <a href="http://www.doe.mass.edu/cte/perkins/">http://www.doe.mass.edu/cte/perkins/</a> Massachusetts Perkins IV Manual at <a href="http://www.doe.mass.edu/cte/perkins/">http://www.doe.mass.edu/cte/perkins/</a> Grants for Schools: Getting Them and Using Them, A Procedural Manual at <a href="http://finance1.doe.mass.edu/Grants/procedure/manual.html">http://finance1.doe.mass.edu/Grants/procedure/manual.html</a> Education Department General Administrative Regulations (EDGAR) at <a href="http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html">http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html</a> OMB Circular A – 87 <a href="http://www.whitehouse.gov/omb/circulars/A087/A087-ALL.HTML">HTTP://WWW.WHITEHOUSE.GOV/OMB/CIRCULARS/A087/A087-ALL.HTML</a>	

	<b>Rating: Partially Implemented</b>	<b>District Response Required: Yes</b>

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

*The Office for Career/Vocational Technical Education will send the Department's Audit and Compliance Report which will include specific details to the Superintendent under separate cover.*

<b>CRITERION NUMBER</b>		
	<b>Legal Standard</b>	
<b>CVTE 24</b>	The district uses Perkins funds in accordance with statutory fund-use rules, including supplement not supplant provisions. <i>Perkins Sections 135</i>	
	<b>References:</b> Carl D. Perkins Career & Technical Education Improvement Act of 2006 at <a href="http://www.doe.mass.edu/cte/perkins/">http://www.doe.mass.edu/cte/perkins/</a> Massachusetts Perkins IV Manual at <a href="http://www.doe.mass.edu/cte/perkins/">http://www.doe.mass.edu/cte/perkins/</a> Education Department General Administrative Regulations (EDGAR) <a href="http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html">http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html</a> OMB Circular A – 87 <a href="http://www.whitehouse.gov/omb/circulars/A087/A087-ALL.HTML">HTTP://WWW.WHITEHOUSE.GOV/OMB/CIRCULARS/A087/A087-ALL.HTML</a>	
	<b>Rating: Implemented</b>	<b>District Response Required: No</b>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>CVTE 25</b>	<p><i>(Note: This criterion applies only to Chapter 74-approved vocational technical education.)</i></p> <p>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></p>
	<p>References:  <u>Chapter 74 Selected Sections &amp; 603 CMR 4.00 Vocational Technical Education Regulations and Guidelines</u> at <a href="http://www.doe.mass.edu/cte/laws.html">http://www.doe.mass.edu/cte/laws.html</a></p>
	<p><b>Rating:      Implemented</b>                      <b>District Response Required:    No</b></p>

**ENGLISH LEARNER EDUCATION**

**LEGAL STANDARDS,  
COMPLIANCE RATINGS AND  
FINDINGS**

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

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>ELE 2</b>	<p><b>MCAS</b></p> <p>Limited English proficient students participate in the annual administration of the MCAS (Massachusetts Comprehensive Assessment System) exam as required and in accordance with Department guidelines.</p> <p style="text-align: center;">Authority: NCLB, Title I, Title VI; M.G.L. c. 69, § 11; c. 71A, § 7</p>
	<p><b>Rating: Partially Implemented</b> <span style="float: right;"><b>District Response Required: Yes</b></span></p>

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

*Student records indicated that MCAS assessment results are not always found in students' ELL or cumulative records.*

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

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



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

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

*District documentation included a copy of ELL Policy, Sheltered English Immersion for Grades Pre K – 12, Services to English Learner, Spring 2012 (“Policy”) and SEI Description forms.*

*The Policy is inadequate in terms of addressing critical ESL service delivery issues. Students who have the lowest levels of English proficiency need more direct ESL instruction than those with greater proficiency, and the district must provide direct ESL services as needed for ELL students to make rapid and effective progress in learning English. The Policy has the following shortcomings:*

- *As reflected in the chart on p. 11, the Policy makes the provision of direct ESL services for middle school students, and possibly for high school students as well, conditional on student enrollment, scheduling, and resource availability, which is not permissible.*

- *For some students, Springfield appears to substitute SEI instruction in ELA in place of direct English language instruction through a licensed ESL teacher, which is not consistent with applicable law.*
- *The chart on page 11 of the Policy reflects significantly less ESL service for students than what the Department has recommended for ELL students by proficiency level.<sup>1</sup> The chart also is inconsistent with language in the Policy that states on p. 12: “it is important that [level 1 and level 2] students receive English language development instruction for a substantial part of their school day because sheltered content instruction, the other component of SEI, will be challenging for students at lower levels of English proficiency.”*

*The U.S. Department of Justice has entered into three settlement agreements with school districts in Massachusetts that address the district’s obligations to ELL students under the Equal Educational Opportunities Act of 1974 (EEOA), 20 USC §1703(f). These settlement agreements require the districts to provide the minimum amounts of ESL services by levels of proficiency as recommended by the Department.*

*If Springfield intends to provide lesser amounts of ESL services than the Department recommends, the district must first demonstrate that the lesser amount is supported by research and will meet federal and state law, including the G.L. c. 71A requirement that “students be taught English as rapidly and effectively as possible.”*

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<sup>1</sup> Level 1 and 2 students should be provided a minimum of 2.5 hours to a full day of ESL instruction; Level 3 students should be provided 1 – 2 hours per day; and Level 4 and 5 students should receive 2.5 hours per week. See *Transitional Guidance on Identification, Assessment, Placement and Reclassification of English Language Learners*, p.14, which can be found at <http://www.doe.mass.edu/ell/>.

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

<b>CRITERION NUMBER</b>	<b>ENGLISH LEARNER EDUCATION III. PARENTAL INVOLVEMENT</b>
	<b>Legal Standard</b>
<b>ELE 7</b>	<p><b>Parent Involvement</b></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>
	<b>Rating: Implemented</b> <span style="float: right;"><b>District Response Required: No</b></span>

<b>CRITERION NUMBER</b>	<b>ENGLISH LEARNER EDUCATION IV. CURRICULUM AND INSTRUCTION</b>
	<b>Legal Standard</b>
<b>ELE 8</b>	<p><b>Declining Entry to a Program</b></p> <p>The district provides English language support to students whose parents have declined entry to a sheltered English immersion, two-way bilingual, or other ELE program.</p> <p style="text-align: center;">Authority: Title VI; EEOA; M.G.L. c. 71, §38Q1/2</p>

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

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

*Document review indicated that the district's opting out procedure includes an administrative override of a parent's decision to decline ELL programming. Document and student record review also demonstrated that since school assignments required ELL students to attend schools that provided English as a Second Language (ESL) support, parents of ELL students sometimes opted out of direct ESL support in order to remain in those schools that did not provide direct ESL support.*

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

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

*Documentation indicates that the district's grouping of students does not ensure that ELL students receive effective content instruction at appropriate academic levels and that ESL instruction is provided at the appropriate proficiency level. See ELE 5.*

<b>CRITERION NUMBER</b>	<b>Legal Standard</b>
<b>ELE 10</b>	<p><b>Parental Notification</b></p> <ol style="list-style-type: none"> <li>1. Upon placement in any ELE program, and annually thereafter, a notice is mailed to the parents or guardians written in the primary/home language as well as in English, that informs parents of:</li> </ol>

CRITERION NUMBER	
	<b>Legal Standard</b>
	<p>(a) the reasons for identification of the student as Limited English Proficient (LEP);</p> <p>(b) the child’s level of English proficiency;</p> <p>(c) program placement and/or the method of instruction used in the program;</p> <p>(d) how the program will meet the educational strengths and needs of the student;</p> <p>(e) how the program will specifically help the child learn English;</p> <p>(f) the specific exit requirements; and</p> <p>(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).</p> <p>(All districts need to comply with a-c and g. Title III districts must comply with a-g. Title III districts must send parental notification no later than 30 days after the beginning of the school year.)</p> <p>2. The district provides to parents and guardians of LEP students, report cards, and progress reports in the same manner and with the same frequency as general education reporting. The reports are, to the maximum extent possible, written in a language understandable to the parent/guardian.</p> <p>Authority: NCLB, Title III; M.G.L. c. 71A, § 7; 603 CMR 14.02</p>
	<p><b>Rating: Partially Implemented</b>                      <b>District Response Required: Yes</b></p>

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

*Document review and student records indicated that parent notification letters are mailed to parents only for the initial identification of the student; for annual notification, parents receive information from the district orally. A review of the district’s parent notification letter demonstrated that the following elements are missing: 1) the reasons for identification of the student as ELL; 2) the child’s level of English proficiency; and 3) the specific exit requirements. Student records also indicated that the district does not consistently send its parental notification letters within the first 30 days of school. Finally, student records indicated that report cards and progress reports are not translated consistently.*

CRITERION NUMBER	<b>ENGLISH LEARNER EDUCATION V. STUDENT SUPPORT SERVICES</b>
	<b>Legal Standard</b>
<b>ELE 11</b>	<p><b>Equal Access to Academic Programs and Services</b></p> <p>1. The districts does not segregate LEP students from their English-speaking peers, except where programmatically necessary, to implement an English learner education program.</p>

CRITERION NUMBER	ENGLISH LEARNER EDUCATION V. STUDENT SUPPORT SERVICES
	<b>Legal Standard</b>
	<ol style="list-style-type: none"> <li>2. The district ensures that LEP students participate fully with their English-speaking peers and are provided support in non-core academic courses.</li> <li>3. The district ensures that LEP students have the opportunity to receive support services, such as guidance and counseling, in a language that the student understands.</li> <li>4. The district ensures that LEP students are taught to the same academic standards and curriculum as all students, and provides the same opportunities to master such standards as other students, including the opportunity to enter academically advanced classes, receive credit for work done, and have access to the full range of programs.</li> <li>5. The district uses grade appropriate content objectives for LEP students that are based on the district curricula in English language arts, history and social science, mathematics, and science and technology/engineering, taught by qualified staff members.</li> <li>6. Reserved</li> <li>7. The district provides access to the full range of academic opportunities and supports afforded non-LEP students, such as special education services, Section 504 Accommodation Plans, Title I services, career and technical education, and the supports outlined in the district's curriculum accommodation plan.</li> <li>8. Information in notices such as activities, responsibilities, and academic standards provided to all students is provided to LEP students in a language and mode of communication that they understand.</li> </ol> <p><b>Authority: Title VI; EEOA; M.G.L. c. 71, § 38Q1/2; 603 CMR 28.03(3)(a); c. 71A, § 7; c. 76, § 5; 603 CMR 26.03; 603 CMR 26.07(8)</b></p>
	<b>Rating: Partially Implemented</b> <b>District Response Required: Yes</b>

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

*Document review, student records and staff interviews indicated that notices about activities, responsibilities, and academic standards are not provided in a language and mode of communication for students and parents who are low incidence language speakers; in addition, the provision of oral interpretation is not consistently documented.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>ELE 12</b>	<p><b>Equal Access to Nonacademic and Extracurricular Programs</b></p> <ol style="list-style-type: none"> <li>1. The district provides appropriate support, where necessary, to limited English proficient students to ensure that they have equal access to the nonacademic programs and extracurricular activities available to their English-speaking peers.</li> <li>2. Information provided to students about extracurricular activities and school events is provided to LEP students in a language they understand.</li> </ol> <p>Authority: Title VI; EEOA; M.G.L. c. 76, § 5; 603 CMR 26.06(2)</p>
	<b>Rating: Partially Implemented                      District Response Required: Yes</b>

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

*Document review, student records, and staff interviews indicated that information about extracurricular activities and school events are not provided in a language understood by students and parents who are low incidence language speakers.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>ELE 13</b>	<p><b>Follow-up Support</b></p> <p>The district actively monitors students who have exited an English learner education program for two years and provides language support services to those students, if needed.</p> <p style="text-align: center;"><b>Authority: Title VI; EEOA; NCLB, Title III</b></p>
	<b>Rating: Partially Implemented                      District Response Required: Yes</b>

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

*According to document review, the district monitors exited English language learners for one year, rather than two years.*

CRITERION NUMBER	ENGLISH LEARNER EDUCATION VI. FACULTY, STAFF AND ADMINISTRATION
	<b>Legal Standard</b>
<b>ELE 14</b>	<p><b>Licensure Requirements</b></p> <ol style="list-style-type: none"> <li>1. Reserved.</li> <li>2. (a) Every district, including every Commonwealth charter school, has at least one teacher who has an English as a Second Language, Transitional Bilingual Education, or English Language Learners license under G.L. c.71, § 38G and 603 CMR 7.04(3). (This requirement does not apply separately to Horace Mann charter schools.) (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 <a href="http://www.doe.mass.edu/ell/sei/qualifications.pdf">http://www.doe.mass.edu/ell/sei/qualifications.pdf</a>.)</li> <li>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.</li> <li>4. If a district with 200 or more LEP students—including any Commonwealth charter school with 200 or more LEP students—has a director of English language learner programs, that director has an English as a Second Language, Transitional Bilingual Education, or English Language Learners license even if he or she is employed in that position for less than one-half time. (This requirement does not apply separately to Horace Mann charter schools.)</li> </ol> <p style="text-align: center;">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>
	<p><b>Rating: Partially Implemented</b>                      <b>District Response Required: Yes</b></p>

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

*District documentation and a review of ELAR indicated that not all district ESL teachers that provide students with ESL instruction at the elementary and middle school level hold appropriate Massachusetts licensure. District documentation and a review of ELAR also indicated that the ELE Director who supervises the ELE program in the district does not have a Supervisor/Director license and an English as a Second Language, Transitional Bilingual Education, or ELL license issued by the Commonwealth of Massachusetts.*



<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>ELE 15</b>	<p><b>Professional Development Requirements</b>  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 style="text-align: center;">Authority: NCLB, Title III</p>
	<b>Rating: Implemented</b> <span style="float: right;"><b>District Response Required: No</b></span>

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

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

*Facilities observations indicated that, at the Duggan Middle School, the ELL class is on a stage that is shared with students in in-house suspension, with only a low divider between them. Also at the Duggan Middle School, the Level 1 ESOL class is located in an office that is too small for the number of students and staff, and students have do not have access to computers or other materials provided to other students in the district.*

<b>CRITERION NUMBER</b>	<b>ENGLISH LEARNER EDUCATION VIII. PROGRAM PLAN AND EVALUATION</b>
	<b>Legal Standard</b>
<b>ELE 17</b>	<p><b>Program Evaluation</b>  The district conducts periodic evaluations of the effectiveness of its ELE program</p>

CRITERION NUMBER	ENGLISH LEARNER EDUCATION VIII. PROGRAM PLAN AND EVALUATION	
	<b>Legal Standard</b>	
	<p>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>	
	<b>Rating: Implemented</b>	<b>District Response Required: No</b>

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

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

*Student records do not consistently contain the following required items: 1) results of identification and proficiency tests and evaluations, including MEPA and MCAS; 2) copies of parent notification letters; and 3) progress reports and report cards in the families' native language.*

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

CPR Final Report 2014

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