



**Curtis Blake Day School**

**PRIVATE SPECIAL EDUCATION SCHOOL  
PROGRAM REVIEW  
REPORT OF FINDINGS**

**Dates of Onsite Visit: October 22, 24-26, 2001**

**Date of Draft Report: January 24, 2002**

**Due Date for Comments: February 11, 2002**

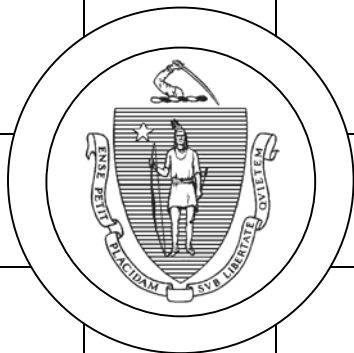
**Date of Final Report: February 22, 2002**

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**MASSACHUSETTS DEPARTMENT OF EDUCATION  
PRIVATE SPECIAL EDUCATION SCHOOL PROGRAM REVIEW**

**Curtis Blake Day School**

**Table of Contents**

<b>OVERVIEW OF REVIEW PROCEDURES .....</b>	<b>3</b>
<b>PRIVATE SCHOOL PROGRAM REVIEW ELEMENTS.....</b>	<b>3</b>
<b>DEFINITION OF TERMS FOR FINDINGS.....</b>	<b>7</b>
<b>AREA 1: REQUIRED INFORMATION, NOTIFICATIONS AND POSTINGS.....</b>	<b>8</b>
<b>AREA 2: ADMINISTRATION -- LEGAL AND FINANCIAL DOCUMENTATION .....</b>	<b>9</b>
<b>AREA 3: ADMINISTRATION -- MANUALS AND HANDBOOKS .....</b>	<b>10</b>
<b>AREA 4: DISCLOSURE OF INFORMATION.....</b>	<b>12</b>
<b>AREA 5: ADMISSIONS PROCEDURES AND COORDINATION/COLLABORATION WITH SCHOOL DISTRICTS.....</b>	<b>14</b>
<b>AREA 6: EDUCATIONAL PROGRAM REQUIREMENTS -- STUDENT LEARNING TIME.....</b>	<b>17</b>
<b>AREA 7: EDUCATIONAL PROGRAM REQUIREMENTS -- CURRICULUM FRAMEWORKS AND STATE ASSESSMENTS.....</b>	<b>18</b>
<b>AREA 8: EDUCATIONAL PROGRAM REQUIREMENTS -- INDIVIDUALIZED EDUCATION PROGRAMS.....</b>	<b>20</b>
<b>AREA 9: EDUCATIONAL PROGRAM REQUIREMENTS -- STUDENT DISCIPLINE AND BEHAVIOR MANAGEMENT .....</b>	<b>25</b>
<b>AREA 10: EDUCATIONAL STAFFING REQUIREMENTS -- STUDENT:TEACHER AND STUDENT:CHILDCARE WORKER RATIOS.....</b>	<b>29</b>
<b>AREA 11: EDUCATIONAL STAFFING REQUIREMENTS -- PERSONNEL POLICIES, QUALIFICATIONS, RESPONSIBILITIES.....</b>	<b>31</b>
<b>AREA 12: EDUCATIONAL STAFFING REQUIREMENTS -- STAFF TRAINING.....</b>	<b>35</b>
<b>AREA 13: PHYSICAL FACILITY AND EQUIPMENT REQUIREMENTS.....</b>	<b>40</b>
<b>AREA 14: REQUIREMENTS FOR DAILY CARE .....</b>	<b>43</b>
<b>AREA 15: PARENT AND STUDENT INVOLVEMENT .....</b>	<b>45</b>
<b>AREA 16: HEALTH AND MEDICAL SERVICES.....</b>	<b>48</b>
<b>AREA 17: TRANSPORTATION SAFETY .....</b>	<b>52</b>
<b>AREA 18: STUDENT RECORDS .....</b>	<b>53</b>

# MASSACHUSETTS DEPARTMENT OF EDUCATION

## APPROVED PRIVATE SCHOOL PROGRAM REVIEW REPORT

### OVERVIEW OF REVIEW PROCEDURES

#### INTRODUCTION

The Massachusetts Department of Education is required under MGL c. 71B, §10 to review special education programs in approved private special education schools that serve publicly funded students under the provisions of Board of Education Regulations 603 CMR 28.00 and 18.00. Each private school submits an application for approval by the Department of Education and periodically updates information included in the application on how special education services are provided. Each year, the Department's Program Quality Assurance Services unit conducts onsite visits to selected approved private schools to verify the implementation of their applications. The selected schools for 2001-2002 were notified in September 2001 of scheduled visits and were encouraged to assess themselves before the arrival of the Department's visiting team.

#### **Private School Program Review Elements**

**Team:** Depending upon the size of a private school and the number of programs to be reviewed, a team of two to three Department staff members conducts a Program Review over two to five days in the private school. In some instances, Massachusetts human service agency staff and a representative of the local school district may also participate on the visiting team.

**Scope:** Starting in FY 2001, all approved private schools in the Commonwealth will be monitored through the Department's Private School Program Review system on a six-year cycle with an additional mid-cycle followup visit. This six-year monitoring and followup cycle is coordinated with the Department's Approved Private School Application Renewal procedures.

**Content:** The Program Review criteria encompass key elements drawn from 603 CMR 18.00 and 28.00 and the private school's application for approval. The elements selected for the 2001-2002 reviews also include those required by the federal Office for Special Education Programs (OSEP) and revised requirements of the Individuals with Disabilities Education Act, 20 U.S.C. Section 1400 *et seq.* (IDEA-97) as described in the Department's Special Education Advisories issued during the 1997-2001 school years. Selected Program Review compliance criteria are aligned with the requirements and goals of the Massachusetts Education Reform Act of 1993, being intended to promote high standards and achievement for all students.

**Report:** The Department's Program Review Report is based on a review of documentation regarding the operation of the school's programs, together with information gathered through the following Department program review methods:

- Interviews of administrative, clinical, instructional and support staff across all grade levels.
- Interviews of Parent Group representatives.
- Other interviews as requested by personnel from state and local agencies and members of the general public.

- Review of student records: A sample of student records is selected for detailed review by the Department of Education. Student records are examined first by the school's staff and then verified by the onsite team using standard Department student record review procedures in order to make determinations regarding the implementation of procedural and programmatic requirements. Parents of students whose files were selected for the record review are provided an opportunity to be interviewed by telephone.
- Observation of classrooms and other facilities: A sample of instructional classrooms and school facilities used in the delivery of programs and services are visited to determine general levels of compliance with program requirements.

Response: A detailed report of findings describes determinations about the implementation status of each requirement (criterion) reviewed. Included in the findings are commendations for those criteria that have been implemented in an exceptional manner. Where criteria are found not to be fully implemented, the private school must propose corrective action to bring those areas into compliance with the controlling statutes or regulations. Private schools are encouraged to incorporate the corrective action into their program improvement planning, as well as their professional and paraprofessional staff development plans.

The Department of Education believes that the Private School Program Review process is a positive experience and that the Final Report should be seen by the school and the general public as a helpful planning document for the continuing development of programs and services in the private school.

## REPORT INTRODUCTION

A Two-member Massachusetts Department of Education team visited Curtis Blake Day School during the week of October 22, 2001 to evaluate the implementation of selected compliance criteria under the Massachusetts Board of Education Regulations 603 CMR 18.00 (Program and Safety Standards for Approved Public or Private Day and Residential Special Education School Programs) and 603 CMR 28.09 (Approval of Public or Private Day and Residential Special Education School Programs), MGL c. 71B ("Chapter 766") and the federal Individuals with Disabilities Education Act, 20 U.S.C. Section 1400 *et seq.*, as amended in 1997 (IDEA-97). The team appreciated the opportunity to interview staff and parents, to observe classroom facilities, and to review the program efforts underway in the school. The review team would like to commend the following features of the school that were brought to the attention of the Department and that the team believes have a significant and positive impact on the delivery of educational services for students enrolled at Curtis Blake Day School. These features are as follows:

*Based upon observations and staff interviews, the methods and procedures for service delivery are commendable. The pragmatics theme for this school year, Interpersonal, was found to be implemented in each classroom and each lesson as appropriate. The onsite team also found that the consistent use of the Story Grammar Markers was commendable.*

*Curtis Blake Day School has Curriculum Frameworks teacher committees for each subject area. Staff interviews indicate that a goal of the Curtis Blake Day School is to integrate all components of the curriculum frameworks so that students can become independent and successful learners.*

*During the week of the onsite visit the school was notified by the Department of Education that ALL of the school's 8<sup>th</sup> grade students had passed the English/Language Arts portion of last year's MCAS.*

*Interviews indicated that staff are consistently encouraged and given opportunities to attend appropriate state and national conferences. Any suggested appropriate training topic has been provided. In addition, teachers are able to take advantage of training opportunities available through the American International College.*

*Some of the commendations noted above are repeated within the body of the Department's report under the appropriate compliance criteria.*

The Department is submitting the following Private School Program Review Report containing findings made pursuant to this onsite visit. In preparing this report the team reviewed extensive documentation regarding the operation of the school's programs, together with information gathered by means of the following Department program review methods:

- Interviews of two administrative staff.
- Interviews of one clinical staff.
- Interviews of sixteen teaching and educational support services staff.
- Interviews of nine child care staff.
- Interviews of two Parent Group representatives and of eight other parents of Massachusetts students enrolled in the school.
- Interviews of one representative of state and local agencies responsible for placement of students in the school.

- Student record review: A sample of fifteen Massachusetts student records was selected by the Department. Student records were first examined by the school's staff and then verified by the onsite team using standard Department of Education student record review procedures to make determinations regarding the implementation of procedural and programmatic requirements.
- Observation of classrooms and other facilities: All instructional classrooms and other school facilities used in the delivery of programs and services was visited to determine general levels of compliance with program requirements.

The report includes findings organized under the 18 compliance areas listed in the table of contents. The findings explain the "ratings," or determinations by the team about the implementation status of the compliance criteria reviewed within each of the 18 areas. 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 Terms" section of the report.) Where criteria were found to be either "Partially Implemented" or "Not Implemented," the private school must propose to the Department corrective action to bring those areas into compliance with the controlling statute or regulation. In some instances the team may have found certain requirements to be fully "Implemented" but made a specific comment on the school's implementation methods that also may require response from the private school.

The private school is expected to incorporate the corrective action into any program improvement plans, including the school's professional and paraprofessional staff development plan.

**DEFINITION OF TERMS**  
**FOR THE RATING OF EACH COMPLIANCE CRITERION**

<b>Commendable</b>	The criterion is implemented in an exemplary manner significantly beyond the requirements.
<b>Implemented</b>	The requirement or criterion is substantially met.
<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 private school.



**AREA 2: ADMINISTRATION -- LEGAL AND FINANCIAL DOCUMENTATION**

CRITERION NUMBER	Legal Standard
<p style="text-align: center;"><b>2.2</b></p> <p><b>Approvals, Licenses, Certificates of Inspection</b></p> <p><b>28.09(2)(b)4-5</b></p> <p><b>28.09(5)</b></p> <p><b>28.09(6)</b></p> <p><b>18.04(1)</b></p> <p><b>102 CMR 3.06 (4)(b)</b></p>	<p>Each private school program maintains the following current licenses, approvals, and certificates of inspection by state and local agencies in a place available for public and employee review:</p> <ul style="list-style-type: none"> <li>a. Building occupancy*</li> <li>b. Safety inspection in all buildings by the Department of Public Safety or local building inspector</li> <li>c. Annual fire safety inspection by local fire department*</li> <li>d. Lead paint inspection (if applicable);* (102 C.M.R. 3.06(4)(b): “All buildings, residential or otherwise, utilized by children age six years and under or with a mental age of six years and under shall be free of lead paint.”)</li> <li>e. Health safety*</li> <li>f. Approval by local school committee (per MGL c. 76, s. 1)</li> <li>g. Approval by OCCS to operate a group care facility or a special education day care center (if applicable)*</li> <li>h. Asbestos inspection</li> <li>i. PCB inspection</li> <li>j. Other inspections that may be required by local or state authorities</li> <li>k. (If applicable) a statement as to whether previous application has been made for approval, and the action on it</li> </ul> <p>*A program with a residential component may submit the most recent OCCS license in fulfillment of those requirements marked with an asterisk (*).</p>
	<p><b>Rating: Implemented</b> <span style="float: right;"><b>RESPONSE REQUIRED: No</b></span></p>

CRITERION NUMBER	
	<b>Legal Standard</b>
<b>2.3</b>  <b>OCCS License</b> <b>(Not applicable to Day Schools)</b>	Each private school program has a current full license from the Office of Child Care Services (OCCS) (per 102 CMR 3.00) to operate as a residential school.
	<b>Rating: Not Applicable</b> <b>RESPONSE REQUIRED: No</b>

<b>AREA 3: ADMINISTRATION -- MANUALS AND HANDBOOKS</b>
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CRITERION NUMBER	
	<b>Legal Standard</b>
<b>3.1</b> <b>3.2</b> <b>3.3</b>  <b>Policies and Procedures Manuals</b>  <b>28.09(11)(b)</b> <b>18.05(9)(d)</b>	<p>The private school maintains on site Policies and Procedures Manuals* that include:</p> <ol style="list-style-type: none"> <li>1. An overall manual containing policies and procedures including, but not limited to:             <ol style="list-style-type: none"> <li>a. Student Admissions</li> <li>b. Child Abuse/Neglect</li> <li>c. Student Discipline/Behavior Management</li> <li>d. Coordination/Collaboration with School Districts</li> <li>e. Emergency Procedures</li> <li>f. Educational Program Procedures</li> <li>g. Parent and Student Involvement</li> <li>h. Personnel Policies and Procedures</li> <li>i. Student Protections</li> <li>j. Student Records</li> <li>k. Research, Experimentation, Fund Raising, Publicity, Observation</li> <li>l. Suspension and Termination</li> <li>m. Staff Training</li> <li>n. Student Transportation and transportation safety</li> </ol> </li> <li>2. The program maintains a written and current health care policies and procedures manual containing all required health-related policies and procedures, and approved by the health care consultant. The manual is readily available to all staff and addresses the following:</li> </ol>

CRITERION NUMBER	
	<b>Legal Standard</b>
	<ul style="list-style-type: none"> <li>a. Training of all direct service staff by a certified instructor for CPR certification and in basic and emergency first aid;</li> <li>b. secure storage of adequate first aid supplies, including but not limited to bandages, body substance isolation gloves, gauze, adhesive tape, hydrogen peroxide or other cleaning solutions, and ipecac. First aid supplies are easily accessible in each major activities area;</li> <li>c. written procedures for providing first aid are kept with the first aid supplies;</li> <li>d. telephone numbers for the fire department, police station, poison prevention center, hospital emergency room and ambulance service serving the school in both living quarters and educational facilities (These should also be posted conspicuously throughout the buildings.);</li> <li>e. the procedures to be followed in the case of illness or emergency, including the transportation methods and notification of parents;</li> <li>f. the procedures to be followed in the case of fire or other emergency;</li> <li>g. a procedure for informing parents of any first aid administered to their child or of any injury or illness that required care other than first aid;</li> <li>h. the procedures to be followed in the case of illness or emergency if the parents cannot be reached;</li> <li>i. a plan to ensure that vision, hearing postural and other required screening are conducted in accordance with M.G.L. c. 71 s 57;</li> <li>j. a written policy developed by the school for protecting students from exposure to foods, chemicals and other material to which they may be allergic.</li> <li>k. narrative description of provision of medical, nursing, and infirmary care;</li> <li>l. a written policy describing the administration of medications, per DPH regulations;</li> <li>m. administration of anti-psychotic medications including, where appropriate, “Rogers Procedures”;</li> <li>n. notification to appropriate parties of student-specific health-related incidents, injury, hospitalization, death ;</li> <li>o. notification to appropriate parties of systemic health-related problems/issues;</li> <li>p. no smoking policy (see Assurance on this subject);</li> <li>q. plan for preventive health care of students;</li> <li>r. toileting procedures</li> <li>s. name and contact information for consultant physician and emergency contacts.</li> </ul> <p>3. Special Education Regulations and Reference Materials contain at least the following documents:</p> <ul style="list-style-type: none"> <li>a. Federal IDEA regulations: 34 CFR 300.300-.577</li> <li>b. Appendix A to the above federal regulations.</li> <li>c. State regulations: 603 CMR 28.00 and 603 CMR 18.00</li> <li>d. DOE IEP Process Guide and IEP Forms</li> <li>e. State restraint regulations (for day schools)</li> </ul> <p>*Private schools shall provide written notice to parents of enrolled students that</p>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	copies of policies and procedures are available upon request.
	<b>Rating: Implemented</b> <span style="float: right;"><b>RESPONSE REQUIRED: No</b></span>

<b>AREA 4: DISCLOSURE OF INFORMATION</b>
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<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>4.1</b> <b>Aspects of program, staff credentials, and student records</b>  <b>28.09(5)(a)</b>	The private school makes available to the Department of Education information on all aspects of the school’s program(s), the certification and/or credentials of its staff and the individual records of enrolled Massachusetts students.
	<b>Rating: Implemented</b> <span style="float: right;"><b>RESPONSE REQUIRED: No</b></span>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>4.2</b>  <b>Public Information and Postings</b>  <b>28.09(6)(a,b, c,d,e)</b>	The private school maintains on site and makes available for public view the following: a. Documentation of the current approval or intake status issued by the Department of Education and/or licensing status issued by the Office of Child Care Services, if appropriate; b. first aid, medical and emergency procedures, location of nearest telephones within each building, and emergency telephone numbers (must be posted in each building); c. evacuation routes and procedures (must be posted in each room);

CRITERION NUMBER	
	<b>Legal Standard</b>
<b>28.09(2)(b)(4)</b>	d. program information including a statement of purpose, general description of educational program and an organizational chart showing the current administrative structure of the private school, including the lines of authority and staff assignments; e. a notice that use of tobacco products is not permitted on school property or at any school related function; f. current tuition rate for students; g. evidence of authority to operate the private school including documents that identify ownership and, as applicable, partnership agreements, the names of officers and board members, charters, articles of organization and by-laws.
	<b>Rating: Partially Implemented</b> <b>RESPONSE REQUIRED: Yes</b>

**Department of Education Findings:**

*The onsite team found that not all classrooms had evacuation routes and procedures posted.*

CRITERION NUMBER	
	<b>Legal Standard</b>
<b>4.4 Advanced Notice of Program/ Facility Change</b>  <b>28.09(5)(c)</b>	Prior to any substantial change to the program or physical plant, the private school provides written notification to the Department to obtain approval. The program must also provide written notification to the Department of any sudden and/or unexpected changes that may impact the overall health or safety of students and/or the delivery of services required by IEP's. Examples of changes include, but are not limited to: a. any change (either an increase or reduction) in services or staff including temporary staff shortages, that results in a change from the previously approved student/teacher (or student/childcare) ratios and/or a change in the program or service delivery to students per their Individualized Education Programs; b. building changes that affect the care of the students; c. major changes in the population to be served; d. any alteration of the service configuration of the program as last approved by the Department; and e. significant changes in policies or procedures.
	<b>Rating: Implemented</b> <b>RESPONSE REQUIRED: No</b>

CRITERION NUMBER	
	<b>Legal Standard</b>
<b>4.5</b>	The private school makes immediate notification to the parent, the public school district special education administrator, and any State Agency involved in the student

CRITERION NUMBER	
	<b>Legal Standard</b>
<b>Immediate Notification</b>  <b>18.03(10)</b> <b>18.05(7)</b> <b>28.09(12)</b>	care or placement (by telephone and letter), and the Department of Education (by telephone and Form 2) of the following incidents: <ol style="list-style-type: none"> <li>a. the death of a student</li> <li>b. the hospitalization of a student (including out-patient emergency room visits) due to physical injury at school or previously unidentified illness, accident or disorder which occurs while the student is in the program</li> <li>c. any motor vehicle accident causing student injury</li> <li>d. the in-patient psychiatric hospitalization of a student due to an emergency mental health crisis which occurs while the student is in the program</li> <li>e. <u>any</u> student injury resulting from a restraint which requires medical attention</li> <li>f. whenever any student is administered medication in an emergency situation</li> <li>g. whenever any student runs away</li> <li>h. emergency termination of a student including circumstances in which the student presents a clear and present threat to the health and safety of him/herself or others</li> <li>i. a written termination summary explaining the reasons for the emergency termination is sent to the parent(s), the student (if over 14 years of age) local Administrator of Special Education, officials of the appropriate Human Service Agency and the Department of Education</li> <li>j. the filing of a 51-A report with DSS, or a complaint to the Disabled Persons Protection Commission against the school or a school staff member for abuse or neglect of a student against a school staff member for abuse or neglect of a student</li> <li>h. any action taken by a federal, state or local agency that might jeopardize the school's approval with DOE</li> <li>i. any legal proceeding brought against the school or employee arising out of circumstances related to the care or education of any student in the school regardless of state of residency.</li> </ol>
	<b>Rating: Implemented</b> <span style="float: right;"><b>RESPONSE REQUIRED: No</b></span>

**AREA 5: ADMISSIONS PROCEDURES AND COORDINATION/COLLABORATION WITH SCHOOL DISTRICTS**

CRITERION NUMBER	
	<b>Legal Standard</b>
<b>5.1</b>  <b>Student</b>	The private school develops and implements written admissions criteria, policies and procedures that include the following:

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>Admissions</b> <b>28.09(11)</b>	<ul style="list-style-type: none"> <li>a. copies of the school’s policies and procedures that must be provided to the student (if appropriate), parents and the placing public school district prior to admission of the student;</li> <li>b. documentation from a licensed physician of a complete physical examination of the student not more than twelve (12) months prior to admission. In the event of emergency placements, the school shall make provisions for a complete examination of the student within thirty (30) days of admission;</li> <li>c. a complete and thorough description of the interview process; and</li> <li>d. consent forms.</li> </ul>
	<b>Rating: Implemented</b> <span style="float: right;"><b>RESPONSE REQUIRED: No</b></span>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>5.2</b> <b>Policies and Procedures for Coordination and Collaboration with Public School Districts</b>  <b>28.06 (2-3)</b> <b>28.09(9)(c)&amp;(d)</b> <b>28.09(2)(b)7</b>  <b>Federal Regulations:</b>  <b>34 CFR 300.349 and 300.400-401</b>	The private school works collaboratively with the placing public school district to ensure that, to the maximum extent appropriate, children with disabilities are provided opportunities to be educated and to socialize with children who do not have disabilities, are provided access to the general education programs, and are given opportunities to return to a less restrictive educational program.
	<b>Rating: Implemented</b> <span style="float: right;"><b>RESPONSE REQUIRED: No</b></span>

CRITERION NUMBER	
	<b>Legal Standard</b>
<p style="text-align: center;"><b>5.3</b></p> <p><b>Contents of Coordination and Collaboration with Public School Districts</b></p> <p><b>28.06(2-3)</b> <b>28.07(5)</b> <b>28.09(9)(c) &amp;(d)</b> <b>28.09(2)(b)(7)</b></p> <p><b>34 CFR 300.349 and 300.400-401</b></p>	<p>The private school has policies/procedures that describe roles and responsibilities of all staff as well as general communication/coordination/collaboration procedures that address the following:</p> <ul style="list-style-type: none"> <li>a. consideration of possible placement, admissions process;</li> <li>b. IEP development and implementation and roles in 3-year eligibility re-determinations;</li> <li>c. Contents and general arrangements for executing contracts with placing school districts;</li> <li>d. Participation of the private or public school program as well as school district representatives at the TEAM and other key meetings, including reviewing/revising the IEP;</li> <li>e. Written progress reports;</li> <li>f. Documentation regarding student-related developments, including matters involving students' behavioral plans, functional behavioral assessments, manifestation determinations, imposition of discipline, etc.</li> <li>g. Administration of tests;</li> <li>h. Preparations that are made for the student's return to a public school or other less restrictive setting;</li> <li>i. Preparations for students approaching or reaching ages 14, 16 and 18, later education, and adult life, consistent with IDEA "transition" requirements and state age-of-majority law and</li> <li>j. school district monitoring of student progress.</li> </ul>
	<p><b>Rating: Implemented</b> <span style="float: right;"><b>RESPONSE REQUIRED: No</b></span></p>

CRITERION NUMBER	
	<b>Legal Standard</b>
<p style="text-align: center;"><b>5.4</b></p> <p><b>Training</b></p> <p><b>18.05(11)(g) (h)</b></p>	<p>All staff with school district contact responsibility are trained regarding their particular roles and responsibilities.</p>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	<b>Rating: Partially Implemented</b> <b>RESPONSE REQUIRED: Yes</b>

**Department of Education Findings:**

*Interviews of staff with school district contact responsibilities are not aware of their role in this regard.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>5.5</b>  <b>Staff Coordinator</b>  <b>28.09(7)</b>	A senior person is designated to communicate and work effectively with all public school districts that have placed students in the program.
	<b>Rating: Not Implemented</b> <b>RESPONSE REQUIRED: Yes</b>

**Department of Education Findings:**

*Staff interviews and documentation review indicates that there is no single senior staff person designated to communicate and work with public school districts that have placed students in the program.*

**AREA 6: EDUCATIONAL PROGRAM REQUIREMENTS -- STUDENT LEARNING TIME**

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>6.1</b>  <b>Daily Instructional</b>	The private school provides an average annual minimum of the following instructional hours: a. Elementary: 5 hours per school day b. Secondary: 5 ½ hours per school day

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>Hours</b> <b>603 CMR</b> <b>27.00</b>	
	<b>Rating: Implemented</b> <span style="float: right;"><b>RESPONSE REQUIRED: No</b></span>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>6.2</b> <b>School Days</b> <b>per Year</b> <b>28.09(9)</b>	The private special education program is conducted for the following days (exclusive of weekends, holidays, vacations): a. 10 month program- 180 days b. 11 month program- 198 days c. 12 month program- 216 days
	<b>Rating: Implemented</b> <span style="float: right;"><b>RESPONSE REQUIRED: No</b></span>

**AREA 7: EDUCATIONAL PROGRAM REQUIREMENTS -- CURRICULUM FRAMEWORKS AND STATE ASSESSMENTS**

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>7.1</b> <b>Curriculum Frameworks</b> <b>28.09(9)(b)</b>	<ol style="list-style-type: none"> <li>1. Private school personnel reflect a full understanding of the connection between the Massachusetts Curriculum Frameworks and the expectations of the state for student performance as well as the rights of students with disabilities to be full participants in the general curriculum.</li> <li>2. The private school has either aligned its curriculum with the Frameworks or has taken steps to provide students (including all students with disabilities) with essential learning opportunities that prepare the students to reach the state graduation standards.</li> </ol>
	<b>Rating: Commendable</b> <span style="float: right;"><b>RESPONSE REQUIRED: No</b></span>

**Department of Education Findings:**

*Curtis Blake Day School has Curriculum Frameworks teacher committees for each subject area. Staff interviews indicate that a goal of the Curtis Blake Day School is to integrate all components of the curriculum frameworks so that students can become independent and successful learners.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>7.2</b>  <b>Staff Training</b>  <b>28.09(9)(b)</b>	The private school shall ensure that all staff responsible for implementing services as specified on students' Individualized Education Programs have an understanding and knowledge of the general curriculum expectations and learning standards of the Massachusetts Curriculum Frameworks and shall incorporate such knowledge into the school's educational program.
	<b>Rating: Implemented</b> <span style="float: right;"><b>RESPONSE REQUIRED: No</b></span>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>7.3</b>  <b>State/District Wide Assessments</b>  <b>28.09(9)(d)</b>	The private school has written procedures outlining how the school will ensure that all enrolled students participate in state and/or district wide assessments in accordance with the assessment participation information provided on the student's IEP. Such procedures shall include how the approved program will provide for MCAS testing accommodations and/or administration of alternate assessments when required.
	<b>Rating: Commendable</b> <span style="float: right;"><b>RESPONSE REQUIRED: No</b></span>

**Department of Education Findings:**

*During the week of the onsite visit the school was notified by the Department of Education that ALL of the school's 8<sup>th</sup> grade students had passed the English/Language Arts portion of last year's MCAS.*



<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	<p>m. School Health Services, Medical Services  n. Social Work Services  o. Other (music therapy, sensory integration therapy)</p> <p>(Related services are defined in the federal regulations as those services which are developmental and corrective as well as supportive services that <u>assist a child to benefit from</u> special education and/or access the general curriculum.)</p>
	<b>Rating: Implemented</b> <b>RESPONSE REQUIRED: No</b>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<p><b>8.3  Implementation –  Supplementary  Aids/Services</b></p> <p><b>34 CFR  300.28</b></p>	<p>The private school provides examples (through a list or narrative) of the kinds of supplementary aids and services that are available for students in the program.</p>
	<b>Rating: Implemented</b> <b>RESPONSE REQUIRED: No</b>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<p><b>8.4  Current IEP  &amp; Student  Roster</b></p> <p><b>28.09</b></p>	<p>The private school has on file a current IEP for each enrolled Massachusetts student that has been issued by the responsible public school district and consented to by the student’s parent(s) (or student in applicable situations) for each student enrolled in the program.</p>
	<b>Rating: Implemented</b> <b>RESPONSE REQUIRED: No</b>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>8.5 Education Case Manager 28.09</b>	The private school program assigns an educational case manager to each student.
	<b>Rating: Not Implemented</b> <b>RESPONSE REQUIRED: Yes</b>

**Department of Education Findings:**

*Review of records and documentation did not indicate that an educational case manager is assigned to each student.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>8.6 IEP Implementation 28.09</b>	The private school program implements all services on the students' IEP.
	<b>Rating: Implemented</b> <b>RESPONSE REQUIRED: No</b>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>8.7 IEP-Progress Reports 28.07(3) 20 U.S.C. Chapter 33, Section</b>	The private school program sends copies, at least quarterly, of education progress reports to the parents and public school. Such reports include written information on the student's progress toward the annual goals in the IEP, including information on the extent to which such progress is sufficient to enable the child to achieve the goals by the end of the year. Copies of progress reports are maintained in student records, including documentation of persons or agencies receiving such reports.

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>1414(d)(1)(A) (viii)  34 CFR 300.347</b>	
	<b>Rating: Partially Implemented                      RESPONSE REQUIRED:                      Yes</b>

**Department of Education Findings:**

*Review of records indicates inconsistent documentation of persons or agencies receiving educational progress reports.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>8.8  IEP- Revisions and Changes  34 CFR 300</b>	<p>The private school notifies the public school and parents whenever the IEP needs to be revised to reflect a change in goals, placement, or a return to a less restrictive setting.</p> <p>In no case does the private school conduct a Team meeting without the authorization and presence of an administrative representative of the responsible school district.</p> <p>In no case does the private school issue a new or revised IEP for a student.</p>
	<b>Rating: Not Implemented                      RESPONSE REQUIRED:                      Yes</b>

**Department of Education Findings:**

*Review of records indicates that IEP's have been amended without prior notification to or involvement of the public school district, or parents.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>8.9 IEP- Less Restrictive Placement  28.09(9)(c)</b>	<p>The private school program has a plan for ensuring that there are flexible procedures and mechanisms that maximize opportunities for enrolled students to gain the capacity to return to a less restrictive educational program. Such mechanisms may include, but are not limited to, a capacity for part-time attendance at a public school or general education classroom, or other community program or a period of transition from one program option to a less restrictive program option.</p>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	<b>Rating: Partially Implemented</b> <b>RESPONSE REQUIRED: Yes</b>

**Department of Education Findings:**

*Staff interviews and review of documentation indicate that IEP TEAMS do not always include discussion or planning for the return of students to a less restrictive educational program prior to their leaving the school at the completion of 8<sup>th</sup> grade.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<p><b>8.10</b></p> <p><b>IEP- Transition Planning</b></p> <p><b>34 CFR 300.347(b)(1) 34 CFR 300.347(b)(2)</b></p>	<p>For students who are fourteen (14) years of age or older, the private school works with the responsible school district to ensure that the IEP includes both a vision statement and documentation that describes transition <u>needs</u>.</p> <p>For students who are sixteen (16) years of age or older, the private school works with the responsible school district to ensure that the IEP contains both a vision statement and a statement of needed transition <u>services</u> including, if appropriate, a description of interagency responsibilities or any needed linkages.</p>
	<b>Rating: Implemented</b> <b>RESPONSE REQUIRED: No</b>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<p><b>8.11</b></p> <p><b>IEP- Transition Services</b></p> <p><b>28.05(4)(c)</b></p>	<p>For students approaching graduation or the age of twenty-two, the private school’s participant on the IEP Team provides sufficient information to the Team to enable the Team to determine whether the student is likely to require continuing services from adult human service agencies.</p> <p>The private school works with the responsible school district to make any necessary referral to the Bureau of Transitional Planning in the Executive Office of Health and Human Services (at least two years prior to the student’s 22<sup>nd</sup> birthday) in accordance with the requirements of MGL c.71, §12A-§12C (known as Chapter 688).</p>
	<b>Rating: Not Applicable</b> <b>RESPONSE REQUIRED: No</b>

**AREA 9: EDUCATIONAL PROGRAM REQUIREMENTS -- STUDENT DISCIPLINE  
AND BEHAVIOR MANAGEMENT**

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>9.1</b>  <b>Policies and Procedures</b>  <b>18.05(5)</b>	The private school develops a comprehensive set of policies and procedures dealing with discipline and behavior management that meet all federal special education requirements, and all applicable state and federal requirements pertaining to the use of restraint. (See Criterion 9.4 below.) These policies and procedures are consistently implemented.
	<b>Rating: Implemented</b> <span style="float: right;"><b>RESPONSE REQUIRED: No</b></span>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>9.2</b>  <b>Discipline Code</b>  <b>IDEA-97</b>	The private school program participates with the responsible school district in the development of the student's IEP which indicates whether the student is or is not expected to meet the private school program's regular discipline code and, if not, what modifications are required.
	<b>Rating: Implemented</b> <span style="float: right;"><b>RESPONSE REQUIRED: No</b></span>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>9.3</b>  <b>Runaway Students</b>  <b>18.03(10)</b>	The private special education program has developed a written policy, including a definition of runaways, appropriate for the school population and location, as well as procedures for handling students who runaway.  This policy is approved by the Department of Education.  The school notifies the Department and parents immediately whenever any student runs away.



<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	NOTE: Sending a student home “early” is considered a suspension if the student’s IEP does not allow for the modification of learning time requirements of the Board of Education.
	<b>Rating: Implemented</b> <span style="float: right;"><b>RESPONSE REQUIRED: No</b></span>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>9.6</b>  <b>10+ Day Suspensions</b>  <b>Joint responsibilities of the private school and the responsible school district</b>  <b>34 CFR 300.519-529</b>	<p>The private special education program implements the following procedures when suspensions exceed 10 consecutive school days or a pattern has developed for suspensions exceeding 10 cumulative days:</p> <ol style="list-style-type: none"> <li>a. A request is made of the student's responsible school district to convene an IEP Team meeting, which includes representation from the private school, prior to a suspension that constitutes a change in placement of a student with disabilities;</li> <li>b. The private school participates in the Team meeting: <ol style="list-style-type: none"> <li>(1) to develop or review a functional behavioral assessment of the student’s behavior and to develop or modify a behavior intervention plan;</li> <li>(2) to identify appropriate alternative educational setting(s); and</li> </ol> </li> <li>c. to conduct a manifestation determination (i.e.- to determine the relationship between the disability and the behavior). [To do this, the Team asks questions including: Is the IEP appropriate? Is the placement appropriate? If there was a behavior plan, was it implemented? Does the student understand the impact and consequences of his/her behavior? Can the student control his/her behavior?].</li> <li>d. If the Team determines that the behavior is <u>NOT</u> a manifestation of the disability, the school may suspend or terminate the student consistent with policies applied to any other student in the program. The responsible school district must, however, offer an appropriate education program to the student with disabilities that may be in some other setting.</li> <li>e. If the TEAM determines that the behavior <u>IS</u> a manifestation of the disability, the placing district, in coordination with the private school, takes steps (with the consent of the parent) to modify the IEP, the behavior intervention plan, and/or the placement.</li> </ol>
	<b>Rating: Implemented</b> <span style="float: right;"><b>RESPONSE REQUIRED: No</b></span>

CRITERION NUMBER	
	<b>Legal Standard</b>
<p data-bbox="204 443 376 541"><b>9.7</b> <b>Terminations</b></p> <p data-bbox="204 575 376 674"><b>18.05(7)</b> <b>28.09(12)(b)</b></p>	<p data-bbox="407 443 1409 541">The private school program does not terminate the enrollment of any student, even in emergency circumstances, until the enrolling public school district is informed and assumes responsibility for the student.</p> <p data-bbox="407 575 1409 642">The program has developed a written termination policy that includes, but is not limited to, the following:</p> <ol data-bbox="407 676 1409 1247" style="list-style-type: none"> <li data-bbox="407 676 1409 810">a. At the request of the public school district, the program delays termination of the student for up to two (2) calendar weeks to allow the public school district the opportunity to convene an emergency Team meeting or to conduct other appropriate planning discussions prior to the student’s termination.</li> <li data-bbox="407 812 1409 911">b. With mutual agreement between the private special education program and the placing public school district, termination of enrollment may be delayed for longer than two calendar weeks.</li> <li data-bbox="407 913 1409 1115">c. For <u>planned</u> terminations, the private special education program notifies the public school district of the need for an IEP review meeting and provides notice of this meeting to all appropriate parties ten (10) days in advance of the intended date of the meeting. The purpose of the meeting will be to develop a clear and specific termination plan for the student that shall be implemented in no less than thirty (30) days unless all parties agree to an earlier termination date.</li> <li data-bbox="407 1117 1409 1247">d. For <u>emergency</u> terminations, which are circumstances where the student presents a clear and present threat to the health and safety of him/herself or others, the program follows the procedures required under 603 CMR 28.09(12)(b) and immediately notifies the Department of Education.</li> </ol>
	<p data-bbox="407 1293 675 1325"><b>Rating: Implemented</b></p> <p data-bbox="922 1293 1341 1325" style="text-align: right;"><b>RESPONSE REQUIRED: No</b></p>

<b>AREA 10: EDUCATIONAL STAFFING REQUIREMENTS -- STUDENT:TEACHER AND STUDENT:CHILDCARE WORKER RATIOS</b>
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<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>10.1</b>  <b>Student: Teacher Ratios</b>  <b>28.06(6)(d)&amp; (g)</b> <b>28.09(7)(e)</b>	Unless otherwise approved by the Department of Education, the private special education program ensures that instructional groupings do not exceed: <ul style="list-style-type: none"> <li>a. 8 students to one certified teacher without an aide, or</li> <li>b. 12 students to one certified teacher with an aide.</li> </ul>
	<b>Rating: Implemented</b> <span style="float: right;"><b>RESPONSE REQUIRED: No</b></span>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>10.2</b> <b>Age Range</b>  <b>28.06(6)(f)</b>	The program ensures that the ages of the youngest and oldest child in any instructional grouping do not differ by more than forty-eight months (4 years).  (NOTE: No waiver of this requirement can be approved by the Department of Education.)
	<b>Rating: Implemented</b> <span style="float: right;"><b>RESPONSE REQUIRED: No</b></span>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>10.3</b>  <b>Programs for</b>	The program ensures that any and all substantially separate classrooms for young children (3 and 4 year olds) do not exceed nine (9) students with one teacher and one aide.



**AREA 11: EDUCATIONAL STAFFING REQUIREMENTS -- PERSONNEL POLICIES,  
QUALIFICATIONS, RESPONSIBILITIES**

CRITERION NUMBER	
	<b>Legal Standard</b>
<p style="text-align: center;"><b>11.1</b></p> <p><b>Personnel Policies</b></p> <p><b>28.09(7)</b> <b>28.09(11)(f)</b> <b>18.05(11)</b></p>	<p>The private special education program has developed written personnel policies and procedures that describe:</p> <ol style="list-style-type: none"> <li>a. Criteria and procedures for hiring, written evaluations, suspension or dismissal of any staff person; and development of teacher and staff evaluation forms;</li> <li>b. Procedures for handling staff complaints;</li> <li>c. Provisions for vacations, holidays, leaves, sick days, and any other benefits offered by the program;</li> <li>d. A plan for using volunteer and/or intern services;</li> <li>e. Equal employment/educational opportunities/affirmative action in regard to race, color, creed, national origin, sex, sexual orientation and handicap; and</li> <li>f. Procedures for screening prospective and current staff members whose responsibilities at the school provide them with the opportunity for unsupervised contact with students and for updating this information at least every three years. (This should include, but not be limited to, use of Massachusetts' CORI system.)</li> </ol>
	<p><b>Rating: Partially Implemented</b>                      <b>RESPONSE REQUIRED: Yes</b></p>

**Department of Education Findings:**

*Staff interviews and review of documentation indicate that not all staff are receiving written evaluations as described in the schools written policies and procedures.*

CRITERION NUMBER	
	<b>Legal Standard</b>
<p style="text-align: center;"><b>11.2</b></p> <p><b>Administrative Responsibility</b></p> <p><b>18.05(11)(a)</b></p>	<p>The private special education program designates one person who has administrative responsibility over the operation of the school. Where a school with more than 40 professional certified staff has one (or more) assistant administrator(s), the Department of Education has approved such positions.</p>
	<p><b>Rating: Implemented</b>                                      <b>RESPONSE REQUIRED: No</b></p>

CRITERION NUMBER	
	<b>Legal Standard</b>
<p><b>11.3</b></p> <p><b>Educational Administrator Qualifications</b></p> <p><b>28.09(7)(a)</b></p> <p><b>603 CMR 44.00 and 44.04</b></p>	<p>The private school designates an educational administrator to supervise the provision of special education in the school and to ensure that the services specified in each student’s IEP are delivered. The educational administrator either has certification as a special education administrator or all of the following:</p> <ul style="list-style-type: none"> <li>a. certification as a special educator;</li> <li>b. a minimum of a master's degree in special education or a related field; and</li> <li>c. a minimum of one year of administrative experience.</li> </ul> <p>The educational administrator has been re-certified pursuant to the requirements of 603 CMR 44.00.</p> <p>The educational administrator has obtained supervisor approval of his/her Professional Development Plan per 603 CMR 44.04.</p> <p>.</p>
	<p><b>Rating: Partially Implemented</b>                      <b>RESPONSE REQUIRED: Yes</b></p>

**Department of Education Findings:**

*The current Educational Administrator is a 0.25 FTE position. The onsite team found that because of the limited time allowed for this position the required duties are not fulfilled.*

CRITERION NUMBER	
	<b>Legal Standard</b>
<p><b>11.4</b></p> <p><b>Special Education Teachers and Regular Education Teachers</b></p> <p><b>28.09(7)(b)(c)</b></p> <p><b>18.05(11)(f)</b></p>	<p>The private special education program ensures that all teaching staff have teaching certification appropriate to meet the needs of the population being served pursuant to the requirements of 603 CMR 7.00 and, additionally, adhere to the following requirements:</p> <ul style="list-style-type: none"> <li>a. All teaching staff are re-certified pursuant to the requirements of Massachusetts Board of Education regulations and are subject to the same requirements as teachers in Massachusetts public schools and obtain supervisor approval of Professional Development Plans pursuant to 603 CMR 44.04.</li> <li>b. At least half of the teaching staff is certified in special education areas appropriate to the population served at the school; other teaching staff are certified as appropriate in other educational areas in order to provide for content expertise in the general curriculum.</li> <li>c. Where required by the Department of Education, the private school employs a higher proportion of certified special educators where the population of students requires more specialized services.</li> <li>d. To the extent that teaching staff is providing special education services, such services are provided, designed, or supervised by a special educator.</li> </ul>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	<b>Rating: Implemented</b> <span style="float: right;"><b>RESPONSE REQUIRED: No</b></span>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>11.5</b>  <b>Related Services Staff</b>  <b>28.09(7)(d)</b>	All staff providing or supervising the provision of related services are appropriately certified, licensed or registered by their respective state boards or professional associations.
	<b>Rating: Implemented</b> <span style="float: right;"><b>RESPONSE REQUIRED: No</b></span>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>11.6</b>  <b>Master Staff Roster</b>  <b>28.09(7)</b>	The private school maintains a master list of ALL staff for every position within the program. This list includes job titles together with corresponding UFR title numbers and full-time equivalents (FTE's).
	<b>Rating: Implemented</b> <span style="float: right;"><b>RESPONSE REQUIRED: No</b></span>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>11.9</b>  <b>Organizational Structure</b>	The program demonstrates that its organizational structure provides for the effective and efficient operation of the school, supervision of school staff and supervision of students.

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>28.09(7) 28.07(c)</b>	
	<b>Rating: Not Implemented</b> <b>RESPONSE REQUIRED: Yes</b>

**Department of Education Findings:**

*Staff interviews and review of documentation indicates that the current organizational structure of the school does not provide for the effective and efficient operation of the school as well as supervision of school staff.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>11.10 Supervision of Child Care Workers (Direct Care Staff)  18.03(4)</b>	Each program provides for ongoing and regular supervision of all child care workers by a professional staff person who has supervisory and administrative responsibility within the school.
	<b>Rating: Implemented</b> <b>RESPONSE REQUIRED: No</b>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>11.11 Supervision of Students  28.09(7) 18.03(1)</b>	The private school program develops and implements a detailed plan that describes how appropriate supervision is provided to students while they are engaged in any school-related activity on and off school grounds.  This plan includes arrangements for individual and group recreational programs appropriate to the age, interests, and needs of each student with assigned staff as appropriate.
	<b>Rating: Implemented</b> <b>RESPONSE REQUIRED: No</b>

CRITERION NUMBER	
	Legal Standard
<p data-bbox="256 373 326 405"><b>11.12</b></p> <p data-bbox="203 474 380 541"><b>Plan for Staff Coverage</b></p> <p data-bbox="214 575 368 606"><b>18.03(1)(b)4</b></p>	<p data-bbox="407 373 1398 474">Each private special education program provides a detailed description of how the school will provide childcare and/or overall staff coverage in the absence of workers due to illness, staff vacancies, emergencies, or other unexpected circumstances.</p>
	<p data-bbox="407 621 675 653"><b>Rating: Implemented</b></p> <p data-bbox="919 621 1341 653"><b>RESPONSE REQUIRED: No</b></p>

**AREA 12: EDUCATIONAL STAFFING REQUIREMENTS -- STAFF TRAINING**

CRITERION NUMBER	
	Legal Standard
<p data-bbox="261 1213 321 1245"><b>12.1</b></p> <p data-bbox="215 1281 367 1381"><b>Staff Orientation Training</b></p> <p data-bbox="215 1415 367 1446"><b>18.05(11)(g)</b></p>	<p data-bbox="407 1213 1373 1346">The private special education program develops a written plan for staff orientation and provides an orientation-training program for all new staff to ensure an understanding of the school's philosophy, organization, program, practices and goals.</p> <p data-bbox="407 1381 1365 1482">The written plan shall describe how newly hired staff are provided training on all required topics at the time of hire if the required topics have already been covered with existing staff.</p> <p data-bbox="407 1518 1304 1585">New staff are not be assigned direct care duties with students until they have participated in all mandated training through their orientation program.</p>
	<p data-bbox="407 1625 792 1656"><b>Rating: Partially Implemented</b></p> <p data-bbox="919 1625 1352 1656"><b>RESPONSE REQUIRED: Yes</b></p>

**Department of Education Findings:**

*Staff interviews indicated that at least one new teaching staff had been assigned direct care duties prior to completing the mandatory orientation.*

CRITERION NUMBER	
	<b>Legal Standard</b>
<p data-bbox="217 415 363 642"><b>12.2</b> <b>Annual In-Service Training Plan and Calendar</b></p> <p data-bbox="217 680 363 709"><b>28.09(7)(f)</b></p> <p data-bbox="217 747 363 777"><b>18.05(11)(h)</b></p>	<p data-bbox="407 415 1403 604">The private special education program develops and implements a written plan for staff orientation and training that is consistent with the needs of the student population, appropriate to the role of each staff member and provides, on average, at least two (2) hours per month of relevant training for all staff including non-professional staff (child care workers/direct care staff on all shifts). Staff input is elicited and considered.</p> <p data-bbox="407 646 1386 709">The following topics are required in-service training topics and are offered annually to all staff providing direct care services to students:</p> <ul style="list-style-type: none"> <li data-bbox="407 716 1386 810">a. Reporting abuse and neglect of students to the Department of Social Services (51-A) and/or the Disabled Persons Protection Commission (See also, 12.2 (b), below.)</li> <li data-bbox="407 825 1370 919">b. Emergency first aid training by a certified instructor and, where specifically required by the Department of Education, certification in CPR (See also, 12.2 (c), below.)</li> <li data-bbox="407 934 1354 1029">c. Medication administration (including, but not limited to, administration of antipsychotic medications, discussions of medications students are currently taking and their possible side effects) (See also, 12.2 (d), below.)</li> <li data-bbox="407 1043 883 1073">d. Transportation safety (if applicable)</li> <li data-bbox="407 1087 1354 1117">e. Student record policies and confidentiality issues (See also, 12.2 (e), below.)</li> <li data-bbox="407 1131 1403 1226">f. Evacuation policies and emergency procedures including, but not limited to, utilization of the alarm system, evacuations in instances of fire or natural disaster (See also, 12.2 (f), below.)</li> <li data-bbox="407 1241 1338 1335">g. Behavior management policies and procedures used by the program such as positive reinforcement, point/level systems, token economies, time-out procedures (See also, Area 9 and 12.2(a))</li> <li data-bbox="407 1350 1386 1444">h. Restraint procedures including de-escalation methods used by the program (See also, 9.4 above.)</li> <li data-bbox="407 1459 1338 1488">i. Curriculum alignment with the Massachusetts Curriculum Frameworks, and</li> <li data-bbox="407 1503 1305 1533">j. Procedures for inclusion of all students in MCAS testing and/or alternate assessments.</li> </ul>
	<p data-bbox="407 1570 675 1600"><b>Rating: Implemented</b></p> <p data-bbox="919 1570 1341 1600" style="text-align: right;"><b>RESPONSE REQUIRED: No</b></p>

CRITERION NUMBER	
	<b>Legal Standard</b>
<p><b>12.2 (a)</b></p> <p><b>Behavior Management and Restraint Training</b></p> <p><b>28.09(11)</b></p> <p><b>18.05(5)</b></p>	<p>Training of Behavior Management and Suspension and Termination procedures includes:</p> <ul style="list-style-type: none"> <li>a. Program’s student conduct/discipline code;</li> <li>b. Description of safeguards for students’ emotional, physical, and psychological well-being;</li> <li>c. Policies on use of time-out procedures;</li> <li>d. Techniques for dealing with disruptive and violent behavior including skill training on the proper use of non-violent restraint.</li> <li>e. Detailed procedures pertaining to the use of any type of restraint, which must meet or exceed any requirements in applicable state regulations or policy; (NOTE: OCCS residential regulations on behavior management, including restraint and time-out, are found at 102 CMR 3.07(7). The provisions relating to restraint are expanded in EOHHS/OCCS’s “Guidelines for Physical Restraint” issued 1/11/00. DMH regulations re restraint may apply to schools serving DMH clients. DOE Regulations on the Use of Restraints in Publicly Funded Education Programs [603 CMR Section 46.00] apply to a private day programs approved by the Department of Education where such program does not hold the approval of the Department of Education as a residential school.)</li> <li>f. Procedures for obtaining and recording data regarding student discipline and behavior along with a description of how such data will be integrated into IEP Team discussions.</li> <li>g. Procedures for obtaining parental consent, if appropriate.</li> </ul>
	<p><b>Rating: Implemented</b> <span style="float: right;"><b>RESPONSE REQUIRED: No</b></span></p>

CRITERION NUMBER	
	<b>Legal Standard</b>
<p><b>12.2 (b)</b></p> <p><b>Child Abuse Reporting</b></p> <p><b>18.05(9)(j)</b></p>	<p>The program has written procedures and staff training for the reporting of suspected child/student abuse or neglect to the Department of Social Services (MGL c.119, s. 51A) and the Disabled Persons Protection Commission (MGL c. 19C). Such procedures include notification to the Department of Education when a report is filed against the program or its employee(s) or student(s).</p>
	<p><b>Rating: Implemented</b> <span style="float: right;"><b>RESPONSE REQUIRED: No</b></span></p>





<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	<b>Rating: Commendable</b> <span style="float: right;"><b>RESPONSE REQUIRED: No</b></span>

**Department of Education Findings:**

*Interviews indicated that staff are consistently encouraged and given opportunities to attend appropriate state and national conferences. Any suggested appropriate training topic has been provided. In addition, teachers are able to take advantage of training opportunities available through the American International College.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>12.2 (i)</b> <b>Staff Evaluations</b>	Written performance evaluations are maintained on all staff. Personnel are evaluated annually.
<b>18.05(11)(c)1.</b>	
	<b>Rating: Partially Implemented</b> <span style="float: right;"><b>RESPONSE REQUIRED: Yes</b></span>

**Department of Education Findings:**

*Staff interviews and review of documentation indicates that not all personal are evaluated annually.*

**AREA 13: PHYSICAL FACILITY AND EQUIPMENT REQUIREMENTS**

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>13.1</b> <b>Educational Facilities and Materials</b>	The private special education program provides the facilities, textbooks, equipment, technology, materials and supplies needed to provide the special education and related services specified on the IEPs of enrolled students.

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>29.09(8)</b>	
	<b>Rating: Implemented</b> <span style="float: right;"><b>RESPONSE REQUIRED: No</b></span>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>13.3</b>	The private special education program assures that students with limited mobility have access, free from barriers to their mobility, to those areas of the school buildings and grounds to which such access is necessary for the implementation of the IEPs for such students. All schools receiving federal funds shall meet the requirements of Section 504 of the Rehabilitation Act of 1973.
<b>Physical Facility/ Architectural Barriers</b>	
<b>18.04(8)</b>	If any part of the program is not accessible to students with limited physical mobility, a plan and timetable is provided that describes how the school will make all programs and appropriate buildings accessible.
	<b>Rating: Partially Implemented</b> <span style="float: right;"><b>RESPONSE REQUIRED: Yes</b></span>

**Department of Education Findings:**

*The onsite team found that not all parts of the program, (cafeteria, psychologists' office and one-half of the classrooms) are accessible to individuals with mobility impairments.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>13.4</b>	The private special education program ensures that all kitchen, dining, bathing/toilet and living areas are of an adequate type, size and design appropriate to the ages and needs of the students. The program shall also:
<b>Kitchen, Dining, Bathing/ Toilet, and Living Areas</b>	
<b>18.04(2, 3, 4, 5)</b>	<ul style="list-style-type: none"> <li>a. Maintain areas which are clean, well ventilated and free from hazards</li> <li>b. Provide students with equipment, supplies and materials (e.g., kitchen equipment, dining utensils, toilets, sinks, individual furniture and storage space) which are clean, safe and appropriate to the ages and needs of the students</li> <li>c. Design all living areas to simulate the functional arrangements of a home and to encourage a personalized atmosphere for small groups of students, unless the school can justify that another arrangement is necessary to serve the particular needs of the students enrolled in the school.</li> <li>d. Post a list of student food allergies in all appropriate areas of the residence.</li> </ul>
	<b>Rating: Implemented</b> <span style="float: right;"><b>RESPONSE REQUIRED: No</b></span>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>13.5</b> <b>Classroom Space</b> <b>18.04(6)(a)</b>	Each room or area that is utilized for the instruction of students is adequate with respect to the number of students, size and age of students and students' specific educational needs, physical capabilities and educational/vocational activities.
	<b>Rating: Implemented</b> <span style="float: right;"><b>RESPONSE REQUIRED: No</b></span>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>13.6</b> <b>Library/ Resource Room</b> <b>18.04(6)(b)</b>	In addition to the regular instructional area, the school has a library or resource room (or comparable instructional resource area approved by the Department of Education) that contains a variety of materials appropriate to the age and abilities of the students enrolled.
	<b>Rating: Not Implemented</b> <span style="float: right;"><b>RESPONSE REQUIRED: Yes</b></span>

**Department of Education Findings:**

*The onsite team found that the school does not have a library, resource room or comparable instructional resource area appropriate to meet the needs of the students enrolled.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>13.7</b> <b>Indoor Space</b> <b>18.04(7)(a)</b>	<p>The school provides a minimum of thirty-five (35) square feet of activity space per student exclusive of classrooms, hallways, lockers, toilet rooms, isolation rooms, kitchen, closets, offices or areas regularly used for other purposes.</p> <p>Additionally, the program:</p> <ol style="list-style-type: none"> <li>a. ensures that all areas, including but not limited to, floors, ceilings and walls, are clean, well maintained and free from safety hazards;</li> <li>b. protects all steam and hot water pipes by permanent screen guards, insulation, or any other suitable device which prevents students from coming in contact with them;</li> </ol>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	<p>c. maintains room temperatures at not less than 68 degrees Fahrenheit at zero Fahrenheit outside and at not more than the outside temperature when the outside temperature is above 80 degrees Fahrenheit; and</p> <p>d. designates space separate from classroom areas for administrative duties and staff or parent conferences.</p>
	<p><b>Rating: Implemented</b> <span style="float: right;"><b>RESPONSE REQUIRED: No</b></span></p>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<p><b>13.8</b></p> <p><b>Outdoor Space</b></p> <p><b>18.04(7)(b)</b></p>	<p>Outdoor play areas are accessible to direct sunlight and free from hazards and/or harsh or abrasive materials. If adjacent to a highway or other dangerous area, the outdoor play areas are fenced with a non-climbable barrier at least five feet high.</p> <p>The school shall maintain or have access to an outdoor play area of at least seventy-five square feet per student using it at any one time.</p>
	<p><b>Rating: Implemented</b> <span style="float: right;"><b>RESPONSE REQUIRED: No</b></span></p>

<b>AREA 14: REQUIREMENTS FOR DAILY CARE</b>
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<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<p><b>14.1</b></p> <p><b>Clothing, Grooming and Hygiene</b></p> <p><b>18.03(5)</b></p>	<p>The school makes provisions with parents or, where appropriate, state agencies to assure that all students are provided with clean, appropriate and seasonal clothing as well as personal grooming and hygiene articles and materials necessary to meet his/her individual needs.</p>
	<p><b>Rating: Not Applicable</b> <span style="float: right;"><b>RESPONSE REQUIRED: No</b></span></p>







<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>300.344</b>	
	<b>Rating: Implemented</b> <span style="float: right;"><b>RESPONSE REQUIRED: No</b></span>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>15.6</b> <b>Consent at Age of Majority</b> <b>28.07(5)</b>	<p>One year prior to the student’s reaching age eighteen, the program works collaboratively with the responsible school district to ensure consent is obtained from the student to continue the special education program upon turning age eighteen, or to ensure that another mechanism is in place to obtain consent, i.e.:</p> <ul style="list-style-type: none"> <li>a. the parent or other legally eligible party has petitioned and been appointed guardian by a court of competent jurisdiction;</li> <li>b. the student chooses to share decision-making with his or her parent;</li> <li>c. the student chooses to delegate continued decision-making to his or her parent or other willing adult.</li> </ul> <p>(See also Criterion 15.3.)</p>
	<b>Rating: Not Applicable</b> <span style="float: right;"><b>RESPONSE REQUIRED: No</b></span>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>15.7</b> <b>Registering Complaints</b> <b>18.05(1)(b)16</b>	<p>The private special education program has developed and made available to parents and students written procedures that may be used to register complaints regarding the student’s education and care at the facility.</p>
	<b>Rating: Implemented</b> <span style="float: right;"><b>RESPONSE REQUIRED: No</b></span>

**AREA 16: HEALTH AND MEDICAL SERVICES**

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<p style="text-align: center;"><b>16.1</b></p> <p><b>Health Care Policy and Procedure Manual</b></p> <p><b>18.05(9)(c)</b> <b>18.05(9)(d)</b></p>	<p>The school has a comprehensive, written health care policies and procedures manual that clearly describes provisions made for medical, nursing and infirmity care of students. This manual is approved by the health care consultant, includes all applicable policies and procedures, and is made available to staff.</p>
	<p><b>Rating: Implemented</b> <span style="float: right;"><b>RESPONSE REQUIRED: No</b></span></p>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<p style="text-align: center;"><b>16.2</b></p> <p><b>Physician Consultation</b></p> <p><b>18.05(9)(a)</b></p>	<p>The school has secured the services of a licensed physician available for consultation.</p>
	<p><b>Rating: Implemented</b> <span style="float: right;"><b>RESPONSE REQUIRED: No</b></span></p>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<p style="text-align: center;"><b>16.3</b></p> <p><b>Nursing</b></p> <p><b>18.05(9)(b)</b></p>	<p>The school has secured the services of a registered nurse or a licensed practical nurse available as deemed necessary by the Department depending upon the health care needs of the school population. (See Criterion 3.2 above.)</p>
	<p><b>Rating: Not Implemented</b> <span style="float: right;"><b>RESPONSE REQUIRED: Yes</b></span></p>

**Department of Education Findings:**

*The school has no nurse on staff. A nursing consultant is utilized for a few hours each week. The Department has determined that due to the medication and health care needs of the school's student population nursing services must be added to the program.*

CRITERION NUMBER	
	<b>Legal Standard</b>
<p style="text-align: center;"><b>16.4</b></p> <p><b>Emergency First Aid</b></p> <p style="text-align: center;"><b>18.05(9)(e)</b></p>	<p>The school has developed written policies and procedures for emergency first aid and care including:</p> <ul style="list-style-type: none"> <li>a. training of all direct service staff in emergency first aid;</li> <li>b. secure storage of adequate first aid supplies, including but not limited to bandages, body substance isolation gloves, gauze, adhesive tape, hydrogen peroxide or other cleaning solutions, and ipecac. First aid supplies are easily accessible in each major activities area;</li> <li>c. written procedures for providing first aid are kept with the first aid supplies;</li> <li>d. the posting of telephone numbers for the fire department, police station, poison prevention center, hospital emergency room and ambulance service serving the school in both living quarters and educational facilities;</li> <li>e. the procedures to be followed in the case of illness or emergency (such as a motor vehicle accident), including the transportation methods and notification of parents;</li> <li>f. the procedures to be followed in the case of fire or other emergency;</li> <li>g. a procedure for informing parents of any medical care administered to their child or of any injury or illness that required care other than first aid; and</li> <li>h. the procedures to be followed in the case of illness or emergency if the parents cannot be reached.</li> </ul>
	<p><b>Rating: Implemented</b> <span style="float: right;"><b>RESPONSE REQUIRED: No</b></span></p>

CRITERION NUMBER	
	<b>Legal Standard</b>
<p style="text-align: center;"><b>16.5</b></p> <p><b>Administration of Medication</b></p> <p style="text-align: center;"><b>18.05(9)(f)</b></p>	<p>The school has developed and implements written policies and procedures regarding the administration of medication including, but not limited to, the following:</p> <ul style="list-style-type: none"> <li>a. no medication is administered to a student without written authorization from a parent. Such authorization shall be renewed annually;</li> <li>b. no prescription medication shall be administered to a student without the written order of the physician prescribing the medication to that student;</li> <li>c. the school maintains written policies and procedures regarding prescriptions and administrations of medication including authorization, prepackaging and staff training;</li> <li>d. any change of medication or dosage must be authorized by a new order from a physician;</li> <li>e. a written record of the administration of prescribed medication to students shall</li> </ul>

CRITERION NUMBER	
	<b>Legal Standard</b>
	<p>be maintained. Such a record documents the side effects of medication and includes notification to attending physicians of changes in the student's behavior or health that may result from medication;</p> <p>f. all medicine shall be kept in a locked, secure cabinet and labeled with the student's name, the name of the drug and the directions for its administration. The school shall dispose of or return to the parents any unused medication. Medications must be delivered to the school by a responsible adult in a container labeled by the physician or pharmacist. Provisions must be made for refrigeration of medications, when necessary.</p> <p>g. the school shall have a written policy regarding the amount of medication to be kept on the premises at any one time for each student receiving medication;</p> <p>h. a review of medications administered to a student shall be incorporated into all progress reviews conducted for the student.</p>
	<p><b>Rating: Partially Implemented</b>                      <b>RESPONSE REQUIRED: Yes</b></p>

**Department of Education Findings:**

*Staff interviews and review of student records indicates that medications administered to a student are not being reviewed and incorporated into progress reports.*

CRITERION NUMBER	
	<b>Legal Standard</b>
<p><b>16.6</b></p> <p><b>Administra- tion of Antipsychotic Medication</b></p> <p><b>18.05(9)(f)(9)</b></p>	<p>The school does not administer or arrange for the administration of antipsychotic medication (drugs used in treating psychoses and alleviating psychotic states) except under the following circumstances:</p> <p>a. antipsychotic medication shall be prescribed by a licensed physician for the diagnosis, treatment and care of the child and only after review of the student's medical record and actual observation of the student;</p> <p>b. the prescribing physician shall submit a written report to the school detailing the necessity for the medication, staff monitoring requirements, potential side effects that may or may not require medical attention and the next scheduled clinical meeting or series of meetings with the student;</p> <p>c. no antipsychotic prescription shall be administered for a period longer than is medically necessary and students on antipsychotic medication must be carefully monitored by a physician;</p> <p>e. staff providing care to a student receiving antipsychotic medication shall be instructed regarding the nature of the medication, potential side effects that may or may not require medical attention and required monitoring or special precautions, if any;</p> <p>f. except in an emergency, as defined in 18.05 (9)(g), the school shall neither administer nor arrange for the prescription and administration of antipsychotic medication unless informed written consent is obtained. If a student is in the custody of his/her parent(s), parental consent (in writing or in a witnessed conversation) is required. Parental consent may be revoked at any time unless subject to any court order. If the parent does not consent or is not available to</p>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	<p>give consent, the referral source shall be notified and judicial approval shall be sought. If a student is in the custody of a person other than the parent, a placement agency or an out-of-state public or private agency, the referral source shall be notified and judicial approval shall be sought.</p> <p>g. in an emergency situation, antipsychotic medication may be administered for treatment purposes without parental consent or prior judicial approval if an unforeseen combination of circumstances or the resulting state calls for immediate action and there is no less intrusive alternative to the medication. The treating physician must determine that medication is necessary to prevent the immediate substantial and irreversible deterioration of a serious mental illness. If the treating physician determines that medication should continue, informed consent or judicial approval must be obtained as required by 18.05(9)(e).</p> <p>h. the school shall inform a student twelve years of age and older, consistent with the student's capacity to understand, about the treatment, risks and potential side effects of such medication. The school shall specify and follow procedures if the student refuses to consent to administration of the medication.</p>
	<p><b>Rating: Implemented</b> <span style="float: right;"><b>RESPONSE REQUIRED: No</b></span></p>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<p><b>16.7</b></p> <p><b>Preventive Health Care</b></p> <p><b>18.05(9)(f)(9)(h)</b></p>	<p>The school has developed and implements a written plan for the preventive health care of students including, but not limited to:</p> <p>a. provision for each student to receive an annual comprehensive medical and dental examination;</p> <p>b. vision, hearing, postural and other required screening are conducted in accordance with M.G.L. c.71 s.57;</p> <p>c. ensuring that all students have necessary immunizations as required by the Department of Public Health;</p> <p>d. a student or staff member who has a reported communicable disease shall be authorized by a physician to continue to be present within the school; the school shall notify all parents and referring agencies of the reported communicable disease within the school;</p> <p>e. provision of a locked, secure cabinet to keep all toxic substances, medications, sharp objects and matches out of the reach of students. Medications and medical supplies are not locked in the same cabinet as other toxic substances. Toxic substances are labeled with contents and antidote (The phone number for the nearest poison center is posted clearly.);</p> <p>f. provision of family planning information, subject to any applicable state or federal legislation; and</p> <p>g. protecting a student from exposure to foods, chemicals, or other materials to which they are allergic.</p>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	<b>Rating: Partially Implemented</b> <b>RESPONSE REQUIRED: Yes</b>

**Department of Education Findings:**

*Interviews indicated that the school does not implement their written plan for preventative health care of students. Specifically, not all students are receiving an annual comprehensive medical and dental examinations or vision, hearing or postural screenings.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>16.8 Receipt of Medical Treatment- Religious Beliefs  18.05(9)(k)</b>	In the absence of an emergency or epidemic of disease declared by the Massachusetts Department of Public Health, the school does not require any student to receive medical treatment when the parents object thereto on the ground that such treatment conflicts with a religious belief.
	<b>Rating: Implemented</b> <b>RESPONSE REQUIRED: No</b>

**AREA 17: TRANSPORTATION SAFETY**

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>17.1 Transporta- tion Safety  28.09(11)(b)</b>	The program develops transportation procedures that ensure vehicles are safe, insured, and operated by qualified and trained individuals, and that students are transported in a safe manner that is responsive to individual student’s needs and provisions of their IEPs.  In the event of a motor vehicle accident, parents, school districts, human service agencies, and the Department of Education are notified immediately.

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	The school ensures that <u>any</u> person who is responsible for operating a vehicle owned or contracted for by the school and carrying students, shall receive in-service training on overall transportation safety and the individual needs of the students they transport.
	<b>Rating: Implemented</b> <span style="float: right;"><b>RESPONSE REQUIRED: No</b></span>

<b>AREA 18: STUDENT RECORDS</b>
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<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>18.1</b> <b>Student Records</b> <b>28.09(10)</b>	The private school keeps current and complete files for each publicly funded enrolled Massachusetts student and maintains such files consistent with the Massachusetts Student Record Regulations (603 CMR 23.00) and MGL c. 71, s. 34H.
	<b>Rating: Implemented</b> <span style="float: right;"><b>RESPONSE REQUIRED: No</b></span>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>18.2</b> <b>Student Records</b> <b>28.09(10)</b> <b>MGL c.71, s. 34H</b> <b>603 CMR</b>	<p>Student records are legibly dated and signed by persons making entries. Individual access logs are maintained for each record. All records contain:</p> <p>a. log of access consistent with requirements of the Massachusetts Student Record Regulations. 18.05(11)(a)</p> <p>b. face sheets with the following information:</p> <ul style="list-style-type: none"> <li>• Name</li> <li>• Date of birth</li> <li>• Recent picture</li> <li>• Date of admission to private school</li> <li>• Name of educational case manager</li> <li>• Location of residential service within facility (if applicable), and name of residential case manager or supervisor</li> <li>• Date initially eligible for special education (if known)</li> </ul>

CRITERION NUMBER	
	<b>Legal Standard</b>
<p style="text-align: center;"><b>23.00</b></p> <p style="text-align: center;"><b>Family Educational Rights and Privacy Act (FERPA)</b></p>	<ul style="list-style-type: none"> <li>• Date of most recent special education evaluation(s)</li> <li>• Date of next expected 3-year reevaluation</li> <li>• Starting and expiration dates of current (or most recent) IEP</li> <li>• Primary language of student</li> <li>• Legal status of student</li> <li>• If under 18: in custody of both parents, one parent [specify], legal guardian [specify], other [specify]</li> <li>• If 18 or over: makes own decisions; under legal guardianship [specify]; has shared role with parent in education decisions [specify]</li> <li>• Other state agency/ies involved with student:</li> <li>• Parent/guardian contact information: names, addresses, H &amp; W telephone numbers, e-mails</li> <li>• Primary language of parents/guardian</li> <li>• Contact information of persons other than parents to be contacted in an emergency (names, addresses, telephone numbers)</li> <li>• Educational surrogate contact information (if applicable)</li> <li>• Date of last complete physical health examination by physician</li> <li>• Notation of allergies and/or any other medical condition affecting student's well-being, e.g., seizures</li> <li>• Medications</li> <li>• Information specific to this student re handling of medical emergencies</li> </ul> <p>c. copy of IEP;</p> <p>d. copies of quarterly progress reports and any modification of the IEP;</p> <p>e. copy of the student's termination or discharge plan;</p> <p>f. health records, including reports, documentation of physical examinations, allergies, screening tests, results of medical care;</p> <p>g. all evaluations or assessments conducted of the student;</p> <p>h. pertinent correspondence concerning the student;</p> <p>i. information regarding the use of behavior management interventions including, but not limited to, restraint (chemical, mechanical, physical) and time-out procedures; and</p> <p>j. copies of all incident reports.</p>
	<p><b>Rating: Partially Implemented</b>                      <b>RESPONSE REQUIRED: Yes</b></p>

**Department of Education Findings:**

*Review of student records indicates that the face sheet does not include:*

*the name of the educational case manager,*

*date of most recent special education evaluation,*

*date of the next expected 3-year re-evaluation,*

*starting and ending dates of the current IEP,*

*notations of applicable phone numbers,*

*notations of allergies or medical conditions or stated none if student has no applicable allergies or medical conditions.*

*In addition, the records did not contain all evaluations or assessments conducted of the students or pertinent correspondence concerning the student.*

PRIVATE SCHOOL PROGRAM REVIEW REPORT 2002.doc

File Name: Curtis Blake Program Review Final Report 2002.doc

Last Revised on: 2/22/02

Prepared by: PW, NM, CG