



## **CARDINAL CUSHING CENTERS**

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

**Dates of Onsite Visit: March 1-5, 2004**

**Date of Draft Report: July 7, 2004**

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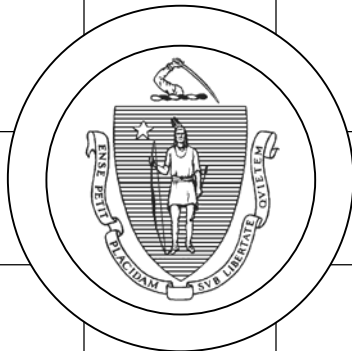
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**MASSACHUSETTS DEPARTMENT OF EDUCATION  
PRIVATE SPECIAL EDUCATION SCHOOL PROGRAM REVIEW**

**Cardinal Cushing Centers**

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# 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 2003-2004 review cycle were notified in September 2003 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:** All approved private schools in the Commonwealth are 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 2002-2003 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 1997-2002 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 four-member Massachusetts Department of Education team visited Cardinal Cushing School during the week of March 1-5, 2004 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 Cardinal Cushing School. These features are as follows:

The Cardinal Cushing Center at Braintree had an impressive array of related services for their student population. The related services included; occupational therapy, physical therapy, speech and language, adapted physical therapy, expressive music therapy, vision specialist, and social skills services. These services were offered to students with complex needs in an effective manner that emphasized seamless coordination and ongoing communication between the therapists, the teachers, and the liaison for the student and the family of the student.

The Cardinal Cushing Center at Hanover contains a vocational education department where students gain employability skills by having the opportunity to work in a variety of settings on campus and in the community using hands-on work experiences. The settings are the retail center that is open to the public and includes a bakery, greenhouse, container redemption center and the thrift store. These sites operate as businesses as well as classrooms and enable students to acquire valuable social skills as they interact with the public.

Strengths at the Cardinal Cushing Center at Hanover included impressive and comprehensive detail to assisted daily living skills that are taught to the students within the group homes. Students were taught to plan dinner menus, shop for food at the local store, and take turns cooking the evening meal. Within the isolated talk of shopping for food, the assisted daily living skills curriculum was integrated so students would also learn appropriate social skills within the community and how to work with money.

The Cardinal Cushing Centers at both sites share their extraordinary commitment to these students. The philosophy of both programs was consistently repeated by staff interviewed as, "we teach the kids to be as independent as they are fully capable of," and "we always keep kids first." By focusing on the independence of the students, it would follow that both programs do a formidable job of coordinating the transition from school to adult programs with the input and cooperation of sending school districts, Department of Mental Retardation and parents. Another important strength of the Cardinal Cushing Centers is the communication between the administration and their staff and the amount of support staff feel they are given from supervisors.

*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 7 administrative staff.
- Interviews of 10 clinical staff.
- Interviews of 26 teaching and educational support services staff.
- Interviews of 6 child care staff.
- Interview of 1 Parent Group representatives.
- Student record review: A sample of 35 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: A sample of 30 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.

# PRIVATE SCHOOL PROGRAM REVIEW REPORT

## EXECUTIVE SUMMARY

### Cardinal Cushing Centers

The following summary synthesizes the findings for compliance standards included in this Private School Program Review Report. Note that a more detailed discussion of the onsite team's findings, together with the specific legal standards for each program area included in this review, follows this summary.

#### **Component I: Program Description**

Cardinal Cushing Center, Braintree, is a private school that serves students ages 6-22 years who have developmental disabilities. The program has a clear philosophy that dictates the mechanism for delivery of services. All students are considered unique with individual strengths and needs. Classrooms are language-based with a behavioral approach to learning. The curriculum centers on activities of daily living, functional academics, communication, behavior, fine and gross motor development, and pre-vocational and vocational training.

Cardinal Cushing at Braintree in addition to providing the required curriculum also provides other services within this program. Recreational activities occur where students participate in a variety of age-appropriate social and recreational activities. The Arts Program enables students to develop skills as well as an appreciation of art through a variety of opportunities that utilize different mediums. Music therapy promotes communication and socialization through active music making. Functional academics and life skills are taught in small groups. Instruction also occurs in varied settings throughout the campus, such as a school store and a luncheon café program where students learn service industry, money, food preparation and socialization programs.

Cardinal Cushing Center, Hanover provides an environment that promotes healthy, personal and physical growth for students' ages 6 to 22 years with mild to severe special needs. Classrooms are language-based. Formal math and reading programs as well as many adapted and supportive materials are used to relate in-class lessons to daily life. Concepts and practices of the working world are introduced through classroom instruction, and pre-vocational experiences are offered in a variety of settings. Behavioral supports are incorporated into each classroom setting. The Vocational Education Department is committed to creating opportunities for students to become contributing members of their school and communities. Vocational Prep students continue to work on their academic skills as they participate in career exploration and training. Employability skills are taught in a variety of settings on campus and in the community. The Retail Center, which is located on campus, is comprised of several career sites that are open to the public and include the Bakery, Greenhouse, Container Redemption Center and the Thrift Store. These sites operate as businesses as well as classrooms and enable students to acquire valuable social skills as they interact with the public.

## **Component II: Approvals, Licenses and Inspections**

Cardinal Cushing Centers at Braintree and Hanover maintains all current licenses, approvals, and certificates of inspection by state and local agencies in a place available for public and employee review.

## **Component III: Program Policies and Procedures**

The Department of Education's onsite team identified a need for Cardinal Cushing Centers to update current laws and regulations to the school's Policies and Procedures Manual.

## **Component IV: Required Notifications**

Cardinal Cushing Centers consistently works with the Department of Education to ensure that the Department approves all changes to the physical plant and/or program. The Cardinal Cushing Center at Hanover recently applied for Program Reconstruction in order to update the existing program approved by the Department. As a result of the current rate freeze, program reconstruction is not an option at this time for significant programmatic changes that require rate relief.

The school has developed policies for notification of all required parties of serious incidents.

## **Component V: Student Learning Time**

The Cardinal Cushing Centers meet instructional hours for the minimum legal requirement of learning. Instructional hours reflect the 5 hours of instruction required for elementary students and the 5 1/2 hours average per day that are required for secondary students. The Cardinal Cushing Centers in the Braintree Day and Hanover Residential programs are 12-month programs that are conducted for the required 216 days per year (exclusive of weekends, holidays, and vacations.) The Cardinal Cushing Center in the Hanover Day Program is an 11-month program that is conducted for 200 days per year (exclusive of weekends, holidays, and vacations).

## **Component VI: Curriculum and Instruction**

Cardinal Cushing Centers hold all students to high expectations and standards. Both programs at Hanover and Braintree have developed a curriculum that meets the special education and related services included in students' Individualized Education Programs. The school evaluates and updates the curriculum to ensure alignment with the Massachusetts Curriculum Frameworks and will continue to further strengthen this area.

Eligible students attending Cardinal Cushing Center at Braintree participate in state assessments and will take the MCAS with accommodations or alternate assessments that best assess the student's progress. The assessments will be in the form of a portfolio of the student's progress. Cardinal Cushing Center at Hanover earlier identified that their program needed to be improved in the area of MCAS portfolios. Specific staff members were provided with training on how to assemble a successful portfolio for the MCAS for students work. Staff was sent to the Department of Education trainings and became qualified as trainers for the school. This practice of identifying something that the school needs to improve on, spending resources to send someone from the school to receive training and then having that person return to the school to provide training to other staff is an effective one.

## **Component VII: Individualized Education Programs**

Cardinal Cushing Centers, through the positions and functions of case managers, work with sending school districts to develop IEPs that reflect the needs of enrolled students. The program has a procedure in place to ensure that students' Individual Education Programs (IEPs) are reviewed annually and that they are re-evaluated every three years with all required evaluations. Vision statements on the IEP are well written and individualized with statements clearly having student and family input.

Cardinal Cushing Center at Braintree provides language and communication services by a team of a speech pathologist and communication assistants. A total communication approach is utilized in order to improve speech and language skills within functional activities. Speech and language therapy is conducted within the classroom setting in order to promote a consistent carryover for each student's individual objectives. Motor development includes adapted physical education, physical therapy, and occupational therapy. Through corrective therapies, sensory integration, adapted aquatics, movement therapies, and participation in Special Olympics students are given many opportunities to reach their own individualized goals. A team comprised of a licensed psychologist, licensed social worker and behavior specialists provides clinical services. A visiting psychiatrist from Franciscan Children's Hospital provides services to students and their families by appointments held on campus. Working with teachers and specialists, the case manager oversees the implementation of each student's IEP.

Cardinal Cushing Center at Hanover provides all required services that are indicated on students' IEP's. These services include speech and language services, occupational therapy services, physical therapy and small group or individual therapy. Through the Clinical Department, mental health clinicians, behavioral specialists, crisis workers and a human development coordinator provide services to the students. A consulting psychiatrist provides psychopharmacological services. Behavioral management and treatment planning, including individualized behavior plans and home treatment plans are provided by the clinical department.

Cardinal Cushing Center at Hanover is commended for their extraordinary job in coordinating the transition from school to adult programs with students as well as collaborating with school systems, Department of Mental Retardation, Massachusetts Rehabilitation and other applicable state agencies.

## **Component VIII: Student Discipline and Behavior Management**

Cardinal Cushing Centers has developed a comprehensive set of policies and procedures dealing with discipline and behavior management and consistently implement them. Cardinal Cushing Centers has established a behavior management program consisting of four levels based on the least to most restrictive modifying behaviors. Level 1 programs create an environment of positive behavior management which help to increase and maintain attention and on-task behavior. Level II programs and procedures are mildly restrictive and can be employed after less restrictive interventions have failed to produce the desired results. Level III programs need to be developed by the Clinical Team consisting of the behavior specialist, school psychologist, school social worker, the teacher, the teacher assistant, the case manager, and the principal. These are the most restrictive methods and utilized only when Level 1 and

Level II procedures have not proven successful.

Cardinal Cushing Centers need to update policies and procedures for suspension and termination that include all current laws and regulations within their school manual.

### **Component IX: Educational Staffing**

Cardinal Cushing Centers maintain the appropriate student to teacher ratio within all classrooms. The programs maintain the appropriate staff to student ratios. Cardinal Cushing Centers submitted a form 1 to the Department requesting alternative compliance to the 48-month age range requirement. Cardinal Cushing currently has two classrooms whose students exceed the age span of 48 months and is approved by the Department. Out of all the staff employed, only two teachers are not appropriately licensed and/or waived in specific program areas. The Cardinal Cushing Centers' organizational structure is commendable and easily allows for the effective and efficient operation of the school and supervision of staff and students. In addition, Cardinal Cushing Centers has developed and implemented written personnel policies and procedures within the schools employee manual.

### **Component X: Staff Training**

The Cardinal Cushing Centers has developed and implemented a written plan for staff orientation to ensure that all new staff has an understanding of the school's philosophy, organization, program, practices and goals. The program has provided the required special education related training for regular and special education teachers regarding state and federal special education requirements, programs policies and procedures, confidentiality of records, and physical restraint procedures. The Cardinal Cushing Centers conducts annual, mandatory civil rights training that provides civil rights information to implement the requirements of state and federal law.

### **Component XI: Facility and Equipment**

The Cardinal Cushing Centers has the textbooks, equipment, technology, materials and supplies needed to provide the special education and related services specified on students' IEPs. The school is programmatically accessible to individuals with limited physical mobility. During the summer of 2005, several brand new residential homes will be ready and students will be leaving the older dorms to move into these beautiful new homes.

### **Component XII: Nutritional Requirements**

Requirements for students' nutritional needs at Cardinal Cushing Center at Hanover are taken care of at the school. The Department of Education team noted the addition of the 'Healthy Choice Menu' to the program's menu. This was seen as an important addition to the program because students could be taught about proper nutrition and how to make good food choices. The addition of the healthy menu was also seen as an opportunity to combat weight gain among residential students on medications that have these adverse side affects.

### **Component XIII: Parent and Student Involvement**

Cardinal Cushing Centers has developed a written plan for involving parents in the overall program. The school has established Parent Advisory Council with by-laws and procedures to implement its advisory role within the program. The program obtains parental consent in all circumstances required by state and federal law.

### **Component XIV: Student Records**

Cardinal Cushing Centers have current student records on file that are maintained in accordance with the Massachusetts Student Record Regulations. The program submits all required reports to the Department of Education such as incident reports and any notification of any substantial changes to the program.

**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 1: REQUIRED INFORMATION, NOTIFICATIONS AND POSTINGS**

CRITERION NUMBER	
	<b>Legal Standard</b>
<p style="text-align: center;"><b>1.2</b></p> <p><b>Program &amp; Student Description</b></p> <p><b>Program Capacity</b></p> <p><b>28.09(2)(b)</b> <b>(2, 3, 7)</b></p>	<p>The private school implements the following aspects of its programs and services as described in its program application which has been approved by the Department of Education:</p> <ul style="list-style-type: none"> <li>a. Operational capacity;</li> <li>b. the identified population of students to be served, including the current and/or projected enrollment, ages of students and their educational and behavioral characteristics;</li> <li>c. philosophy, goals and objectives;</li> <li>d. mechanisms for the delivery of services.</li> </ul>

<b>Braintree</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>Hanover</b>	<b>Rating: Partially Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>Yes</b>
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**Department of Education Findings:**

Staff interviews indicate that the philosophy, goals and objectives of the program at Cardinal Cushing Center at Hanover were not aligned. Many staff felt that the identified population of students to be served had diverged over the years and therefore the mechanisms for delivery of services had become strained.

CRITERION NUMBER	
	<b>Legal Standard</b>
<p style="text-align: center;"><b>1.3</b></p> <p><b>Program's Curriculum</b></p> <p><b>28.09(9)</b></p>	<p>The private school provides a description of the program's curriculum and general types of staff qualifications that have been established to meet all special education and related services included in students' Individualized Education Programs.</p> <p>Included in the private school's curriculum is a written plan that describes opportunities for students to participate in daily recreational and leisure activities that are appropriate to their ages, interests and needs.</p>

<b>Braintree</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>Hanover</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>AREA 2: ADMINISTRATION -- LEGAL AND FINANCIAL DOCUMENTATION</b>
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CRITERION NUMBER	
	<b>Legal Standard</b>
<p><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>

<b>Braintree</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>Hanover</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>CRITERION NUMBER</b>	
	<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>Braintree</b>	<b>Rating: Not Applicable</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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**Department of Education Findings:**

Cardinal Cushing Center at Braintree does not operate as a residential school.

<b>Hanover</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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**AREA 3: ADMINISTRATION -- MANUALS AND HANDBOOKS**

<b>CRITERION NUMBER</b>	
	<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>	The private school maintains on site Policies and Procedures Manuals* that include: <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> </ol>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	<p>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:</p> <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> </ul>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	<ul style="list-style-type: none"> <li>c. State regulations: 603 CMR 28.00 and 603 CMR 18.00</li> <li>d. The current 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 copies of policies and procedures are available upon request.</p>

<b>Braintree</b>	<b>Rating: Partially Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>Yes</b>
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**Department of Education Findings:**

Cardinal Cushing Center at Braintree does not have updated policies and procedures regarding suspension and termination in their manual.

<b>Hanover</b>	<b>Rating: Partially Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>Yes</b>
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**Department of Education Findings:**

Cardinal Cushing Center at Hanover does not have updated policies and procedures regarding suspension and termination in their manual.

**AREA 4: DISCLOSURE OF INFORMATION**

<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>Braintree</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>Hanover</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<p><b>4.2</b></p> <p><b>Public Information and Postings</b></p> <p><b>28.09(6)(a,b,c,d,e)</b></p> <p><b>28.09(2)(b)(4)</b></p>	<p>The private school maintains on site and makes available for public view the following:</p> <ol style="list-style-type: none"> <li>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;</li> <li>b. first aid, medical and emergency procedures, location of nearest telephones within each building, and emergency telephone numbers (must be posted in each building);</li> <li>c. evacuation routes and procedures (must be posted in each room);</li> <li>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;</li> <li>e. a notice that use of tobacco products is not permitted on school property or at any school related function;</li> <li>f. current tuition rate for students;</li> <li>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.</li> </ol>

<b>Braintree</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>Hanover</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<p><b>4.4</b></p> <p><b>Advanced Notice of Program/Facility Change</b></p> <p><b>28.09(5)(c)</b></p>	<p>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:</p> <ol style="list-style-type: none"> <li>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;</li> <li>b. any ongoing difficulty in recruitment or maintenance of mandated staff that affect the care of and/or delivery of IEP services to students;</li> <li>c. building changes that affect the care of the students;</li> </ol>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	<ul style="list-style-type: none"> <li>d. major changes in the population to be served;</li> <li>e. any alteration of the service configuration of the program as last approved by the Department; and</li> <li>f. significant changes in policies or procedures.</li> </ul>

<b>Braintree</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>Hanover</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<p><b>4.5</b></p> <p><b>Immediate Notification</b></p> <p><b>18.03(10)</b> <b>18.05(7)</b> <b>28.09(12)</b></p>	<p>The private school makes immediate notification to the parent, the public school district special education administrator, and any State Agency involved in the student care or placement (by telephone and letter), and the Department of Education (by telephone and Form 2) of the following incidents:</p> <ul 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> </ul>

<b>Braintree</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>Hanover</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>AREA 5: ADMISSIONS PROCEDURES AND COORDINATION/COLLABORATION WITH SCHOOL DISTRICTS</b>
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<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>5.1</b>  <b>Student Admissions</b>  <b>28.09(11)</b>	<p>The private school develops and implements written admissions criteria, policies and procedures that include the following:</p> <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>Braintree</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>Hanover</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>5.2</b>  <b>Policies and Procedures for Coordination and Collaboration with Public</b>	<p>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.</p>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>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>	

<b>Braintree</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>Hanover</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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**Department of Education Findings:**

Staff interviews indicate that at Cardinal Cushing Center at Hanover students have the opportunity to volunteer in the local schools by reading to younger children.

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>5.3</b>  <b>Contents of Coordination and Collaboration with Public School Districts</b>  <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>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> </ul>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>34 CFR 300.349 and 300.400-401</b>	<ul style="list-style-type: none"> <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;</li> <li>j. school district monitoring of student progress;</li> <li>k. the granting of “high school diplomas” consistent with Department of Education requirements; and</li> <li>l. the conditions for the issuance of any “certificates” of attendance or program completion by the private school.</li> </ul>

<b>Braintree</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>Hanover</b>	<b>Rating: Commendable</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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**Department of Education Findings:**

Staff interviews, documentation, and student records indicate that Cardinal Cushing Center at Hanover does an outstanding job preparing students age 18 and 22 for adult life consistent with IDEA "transition" requirements.

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>5.4</b> <b>Training</b> <b>18.05(11)(g)</b> <b>(h)</b>	All staff with school district contact responsibility are trained regarding their particular roles and responsibilities.

<b>Braintree</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>Hanover</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<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>Braintree</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>Hanover</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>AREA 6: EDUCATIONAL PROGRAM REQUIREMENTS -- STUDENT LEARNING TIME</b>
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<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>6.1</b>  <b>Daily Instructional Hours</b>  <b>603 CMR 27.00</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>Braintree</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>Hanover</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>6.2</b>  <b>School Days 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>Braintree</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>Hanover</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>AREA 7: EDUCATIONAL PROGRAM REQUIREMENTS -- CURRICULUM FRAMEWORKS AND STATE ASSESSMENTS</b>
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<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>Braintree</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>Hanover</b>	<b>Rating: Partially Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>Yes</b>
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**Department of Education Findings:**

Staff interviews indicate that at Cardinal Cushing Center at Hanover there is not always a full understanding of the connection between the Massachusetts Curriculum Frameworks and the rights of students with disabilities to be full participants in the general curriculum. Additionally staff interviews indicate a wish for more training on how to adapt the frameworks to students with special needs.

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>7.2</b>  <b>Staff Training</b>  <b>28.09(9)(b)</b>	<p>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.</p>

<b>Braintree</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>Hanover</b>	<b>Rating: Partially Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>Yes</b>
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**Department of Education Findings:**

Staff interviews indicate that at Cardinal Cushing Center at Hanover there is not always a full understanding of the connection between the Massachusetts Curriculum Frameworks and incorporating them fully into the educational curriculum.

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
7.3 <b>State/District Wide Assessments</b>  28.09(9)(d)	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>Braintree</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>Hanover</b>	<b>Rating Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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**Department of Education Findings:**

Staff interviews, student records, and documentation indicate that Cardinal Cushing Center at Hanover students participate in MCAS testing utilizing the MCAS Alternate, portfolio and electronic formats to document student progress. Some staff has been designated to become trainers for the state and have been able to use their expertise to further assist staff.

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**AREA 8: EDUCATIONAL PROGRAM REQUIREMENTS -- INDIVIDUALIZED  
EDUCATION PROGRAMS**

CRITERION NUMBER	
	<b>Legal Standard</b>
<p style="text-align: center;"><b>8.1</b></p> <p><b>Implement- ation -- Educational Services</b></p> <p><b>28.04 and 28.09(8)</b></p> <p><b>34 CFR 300.24</b></p>	<p>The private school specifies how each of the following educational services are implemented for the described student population of the school:</p> <ul style="list-style-type: none"> <li>a. The content requirement of the Massachusetts Curriculum Frameworks</li> <li>b. Curriculum of the Placing District including high school graduation requirements</li> <li>c. Self-help, Daily Living Skills</li> <li>d. Social/Emotional Needs</li> <li>e. Physical Education; Adapted Physical Education</li> <li>f. Pre-Vocational, Vocational, and Career Education</li> <li>g. Other: any other specialized educational service(s) provided by the program</li> </ul>

<b>Braintree</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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**Department of Education Findings:**

Staff Interviews and documentation indicate that the therapeutic riding program and adapted aquatics program are exemplary examples of adapted physical education at the Braintree campus.

<b>Hanover</b>	<b>Rating Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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**Department of Education Findings:**

Staff Interviews and observations in the residential homes indicate that Cardinal Cushing Center at Hanover does a thorough and exemplary job encouraging and teaching self-help and daily living skills.

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<p style="text-align: center;"><b>8.2</b></p> <p><b>Implementa- tion – Related Services</b></p> <p><b>28.04 and 28.09(8)</b></p> <p><b>34 CFR 300.24</b></p>	<p>The private school specifies how each of the following related services is implemented for the described student population of the school:</p> <ul style="list-style-type: none"> <li>a. Transportation</li> <li>b. Braille Needs (blind/visually impaired)</li> <li>c. Assistive Technology Devices/Services</li> <li>d. Communication Needs (all students)</li> <li>e. Communication Needs (deaf/hard of hearing students)</li> <li>f. Language Needs (Limited English Proficient students)</li> <li>g. Physical Therapy</li> <li>h. Occupational Therapy</li> <li>i. Recreation Services</li> <li>j. Mobility/Orientation Training</li> <li>k. Psychological Services, Counseling Services, Rehabilitation Counseling Services, Social Work Services</li> <li>l. Parent Counseling and Training</li> <li>m. School Health Services, Medical Services</li> <li>n. Social Work Services</li> <li>o. Other (music therapy, sensory integration therapy)</li> </ul> <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>Braintree</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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**Department of Education Findings:**

Staff interviews, student records, and classroom observations indicate that there are a myriad of assistive technology devices being used to enhance students communication needs and increase students ability to access the curriculum.

<b>Hanover</b>	<b>Rating Partially Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>Yes</b>
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**Department of Education Findings:**

Staff interviews indicate that although Occupational Therapy, Counseling Services and Case Management Services are being implemented, the quality of the services is at question due to large caseloads. Staff interviews and parent interview indicate the presence of a wonderful Recreation Director with creative recreation services being provided to the students.

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>8.3 Implementation – Supplementary Aids/Services</b>  <b>34 CFR 300.28</b>	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.

<b>Braintree</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>Hanover</b>	<b>Rating Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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**Department of Education Findings:**

Staff interviews and classroom observation indicate the use of an education technology center that acts as a supplementary service available to students in the program.

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>8.4 Current IEP &amp; Student Roster</b>  <b>28.09</b>	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.

<b>Braintree</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>Hanover</b>	<b>Rating Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<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>Braintree</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>Hanover</b>	<b>Rating Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<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>Braintree</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>Hanover</b>	<b>Rating Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>8.7 IEP-Progress Reports 28.07(3) 20 U.S.C.</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>Chapter 33, Section 1414(d)(1)(A) (viii)</b>  <b>34 CFR 300.347</b>	

<b>Braintree</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>Hanover</b>	<b>Rating Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>8.8</b>  <b>IEP- Revisions and Changes</b>  <b>34 CFR 300</b>	<p>The private school notifies the responsible 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> <p>In no case does the private school provide notice of a Team meeting required by state and federal special education requirements. 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. In no case shall the private school issue a new or revised IEP for a student.</p>

<b>Braintree</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>Hanover</b>	<b>Rating Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>8.9</b> <b>IEP- Less Restrictive Placement</b> <b>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>Braintree</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>Hanover</b>	<b>Rating Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>8.10</b> <b>IEP- Transition Planning</b> <b>34 CFR 300.347(b)(1)</b> <b>34 CFR 300.347(b)(2)</b>	<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>Braintree</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>Hanover</b>	<b>Rating Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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**Department of Education Findings:**

Student record reviews indicate for both of the above critical transition ages, Cardinal Cushing Center at Hanover and Braintree worked with the sending school district to ensure that IEPs contained both a vision statement and, in the case of a student 16 years of age or older, a statement of needed transition services. Vision statements were thoughtfully well written and individualized appropriately.

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>8.11</b> <b>IEP-Transition Services</b> <b>28.05(4)(c)</b>	<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>Braintree</b>	<b>Rating: Commendable</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>Hanover</b>	<b>Rating Commendable</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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**Department of Education Findings:**

Staff interviews and review of student records indicate that Cardinal Cushing Centers does a comprehensive job in working with the school district to make referrals and to help determine with the team where the student will be placed when requiring continuing services from adult human service agencies.

**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>	<p>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.</p>

<b>Braintree</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>Hanover</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>9.2</b>  <b>Discipline Code</b>  <b>IDEA-97</b>	<p>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.</p>

<b>Braintree</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>Hanover</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>9.3</b>  <b>Runaway Students</b>  <b>18.03(10)</b>	<p>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.</p> <p>This policy is approved by the Department of Education.</p> <p>The school notifies the Department and parents immediately whenever any student runs away.</p>

<b>Braintree</b>	<b>Rating: Partially Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>Yes</b>
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**Department of Education Findings:**

Documentation provided did not indicate a policy written on runaway students.

<b>Hanover</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>9.4</b>	A private day educational program approved has developed a policy on the use of physical restraint and administers physical restraint in accordance with the requirements of 603 CMR 46.00.
<b>Restraints</b>	
<b>18.05 (5)(h)</b>	A residential educational program complies with the OCCS restraint requirements contained in 102 CMR 3.00 for all students enrolled in such program.
<b>603 CMR 46.00</b>	A private school educational program within a program or facility subject to M.G.L. c. 123 or Department of Mental Health Regulations complies with the restraint requirements of M.G.L. c. 123, 104 CMR 27.12 or 104 CMR 28.05, where applicable.
<b>102 CMR 3.00</b>	

<b>Braintree</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>Hanover</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>9.5</b>	Upon admission of a student, the private special education program provides a written policy on suspensions to the parents, and the school district and human service agency that placed the student. Such policy shall also contain the following:
<b>3-5 Day Suspensions</b>	
<b>18.05(6)</b>	<ul style="list-style-type: none"> <li>a. Whenever a student is suspended, the school shall immediately notify the parents and the public school or human service agency responsible for the placement. Within 24 hours, the school shall send a written statement explaining the reasons for suspension to the parents and public school district.</li> <li>b. No student may be suspended and sent home unless a responsible adult is available to receive the student.</li> <li>c. Once a student has been suspended for three (3) consecutive school days or five (5) non-consecutive school days in a school year, the school, parents, and public school district, consistent with federal requirements, shall explore together all possible program modifications within the school in an attempt to prevent more lengthy suspension of the student from the program.</li> <li>d. Procedures must be in place to record and track the number and duration of suspensions, including suspensions from any part of the student’s IEP program (including transportation).</li> </ul> <p>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.</p>

<b>Braintree</b>	<b>Rating: Partially Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>Yes</b>
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**Department of Education Findings:**

Review of documentation indicates that, although Cardinal Cushing Center at Braintree has a policy on 3-5 day suspensions, it is missing elements ( c ) and ( d ) in order to be as complete as the policy needs to be.

<b>Hanover</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>CRITERION NUMBER</b>	<b>Legal Standard</b>
<p><b>9.6</b></p> <p><b>10+ Day Suspensions</b></p> <p><b>Joint responsibilities of the private school and the responsible school district</b></p> <p><b>34 CFR 300.519-529</b></p>	<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> <p>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;</p> <p>b. The private school participates in the Team meeting:</p> <p>(1) to develop or review a functional behavioral assessment of the student's behavior and to develop or modify a behavior intervention plan;</p> <p>(2) to identify appropriate alternative educational setting(s); and</p> <p>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?].</p> <p>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.</p> <p>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.</p>

<b>Braintree</b>	<b>Rating: Partially Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>Yes</b>
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**Department of Education Findings:**

Review of documentation indicates that, although Cardinal Cushing Center at Braintree has a policy on 10 + Day suspensions, it needs to incorporate (c), (d) and (e) in order to be as complete as the policy needs to be.

<b>Hanover</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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CRITERION NUMBER	
Legal Standard	
<p><b>9.7</b> <b>Terminations</b></p>	<p>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><b>18.05(7)</b> <b>28.09(12)(b)</b></p>	<p>The program has developed a written termination policy that includes, but is not limited to, the following:</p> <ol style="list-style-type: none"> <li>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>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>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>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>

<b>Braintree</b>	<b>Rating: Partially Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>Yes</b>
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**Department of Education Findings:**

Review of documentation indicates, that in order to make their termination policy complete, Cardinal Cushing Center at Hanover needs to further elaborate on (c) and (d) of this criteria.

<b>Hanover</b>	<b>Rating: Partially Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>Yes</b>
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**Department of Education Findings:**

Review of documentation indicates, that in order to make their termination policy complete, Cardinal Cushing Center at Hanover needs to further elaborate on (c) and (d) of this criteria.

<b>AREA 10: EDUCATIONAL STAFFING REQUIREMENTS -- STUDENT:TEACHER AND STUDENT:CHILDCARE WORKER RATIOS</b>
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CRITERION NUMBER	Legal Standard
<p style="text-align: center;"><b>10.1</b></p> <p><b>Student: Teacher Ratios</b></p> <p><b>28.06(6)(d)&amp; (g) 28.09(7)(e)</b></p>	<p>Unless otherwise approved by the Department of Education, the private special education program ensures that instructional groupings do not exceed:</p> <p>a. 8 students to one certified teacher without an aide, or</p> <p>b. 12 students to one certified teacher with an aide.</p>

<b>Braintree</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>Hanover</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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CRITERION NUMBER	Legal Standard
<p style="text-align: center;"><b>10.2</b></p> <p><b>Age Range</b></p> <p><b>28.06(6)(f)</b></p>	<p>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).</p> <p>(NOTE: No waiver of this requirement can be approved by the Department of Education.)</p>

<b>Braintree</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>Hanover</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>10.3</b> <b>Programs for Young Children</b>  <b>28.09(7)(e)</b> <b>28.06(7)</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.

<b>Braintree</b>	<b>Rating: Not Applicable</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>Hanover</b>	<b>Rating: Not Applicable</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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**Department of Education Findings:**

This criterion does not apply to the student population at the Cardinal Cushing Centers.

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>10.4</b> <b>Student: Child Care Ratios</b>  <b>28.09(7)</b>  <b>18.01(2)</b>	The program has a student to child care worker ratio of: a. not lower than 4:1 nor greater than 6:1 during non-“school day” waking hours, and b. not lower than 6:1 nor greater than 8:1 during sleeping hours.

<b>Braintree</b>	<b>Rating: Not Applicable</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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**Department of Education Findings:**

This criterion does not apply to the day program at the Cardinal Cushing Center at Braintree.

<b>Hanover</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>10.5</b> <b>Alternative Ratios</b>  <b>18.03(2)</b>	Where applicable, the private special education program has submitted a justification for alternative ratios for student to childcare workers, and the Department has approved these.

<b>Braintree</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>Hanover</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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**AREA 11: EDUCATIONAL STAFFING REQUIREMENTS -- PERSONNEL POLICIES, QUALIFICATIONS, RESPONSIBILITIES**

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>11.1</b> <b>Personnel Policies</b>  <b>28.09(7)</b> <b>28.09(11)(f)</b> <b>18.05(11)</b>	<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 accessing, considering and acting upon Criminal Offender Record Information (CORI) for any prospective staff member whose responsibilities would bring them into direct contact with students in the program. <u>[NOTE: Massachusetts law also allows approved public and private special education school programs to obtain and review the CORI of <u>current employees</u>. Approved special education school programs should obtain CORI in regard to a current employee when, in the judgment of the program director, there is a reasonable basis for review of the employee’s CORI and the purpose of such a review is to ensure the health and safety of the students enrolled in the</u></li> </ol>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	program. <u>For applicants or employees who reside outside of Massachusetts, approved special education schools should obtain and review criminal record information from the state of residence of the applicant or employee on the same basis as it does for applicants and employees who reside in Massachusetts.</u> ]
<b>Braintree</b>	<b>Rating: Implemented</b> <b>RESPONSE REQUIRED: No</b>

<b>Hanover</b>	<b>Rating: Implemented</b> <b>RESPONSE REQUIRED: No</b>
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<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>11.2</b> <b>Administrative Responsibility</b> <b>18.05(11)(a)</b>	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.

<b>Braintree</b>	<b>Rating: Implemented</b> <b>RESPONSE REQUIRED: No</b>
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<b>Hanover</b>	<b>Rating: Implemented</b> <b>RESPONSE REQUIRED: No</b>
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<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>11.3</b> <b>Educational Administrator Qualifications</b>	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: a. certification as a special educator; b. a minimum of a master's degree in special education or a related field; and c. a minimum of one year of administrative experience.

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>28.09(7)(a)</b> <b>603 CMR 44.00 and 44.04</b>	The educational administrator has been re-certified pursuant to the requirements of 603 CMR 44.00. The educational administrator has obtained supervisor approval of his/her Professional Development Plan per 603 CMR 44.04. .

<b>Braintree</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>Hanover</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>11.4</b> <b>Special Education Teachers and Regular Education Teachers</b> <b>28.09(7)(b)(c)</b> <b>18.05(11)(f)</b>	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: 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. 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. 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. d. To the extent that teaching staff is providing special education services, such services are provided, designed, or supervised by a special educator.

<b>Braintree</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>Hanover</b>	<b>Rating: Partially Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>Yes</b>
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**Department of Education Findings:**

Cardinal Cushing Center at Hanover has two teachers who are currently not certified or on a waiver.

<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>Braintree</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>Hanover</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<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>Braintree</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>Hanover</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>11.9</b>  <b>Organizational Structure</b>  <b>28.09(7)</b> <b>28.07(c)</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>Braintree</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>Hanover</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>11.10</b> <b>Supervision of Child Care Workers (Direct Care Staff)</b> <b>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>Braintree</b>	<b>Rating: Not Applicable</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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**Department of Education Findings:**

This criterion does not apply to the day program at the Cardinal Cushing Center at Braintree.

<b>Hanover</b>	<b>Rating: Partially Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>Yes</b>
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**Department of Education Findings:**

Although there is a written plan describing how a professional staff person will supervise the supervision of all childcare workers, staff interviews indicate that supervision is not on a regular basis.

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>11.11</b> <b>Supervision of Students</b> <b>28.09(7)</b> <b>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>Braintree</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>Hanover</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>11.12</b>  <b>Plan for Staff Coverage</b>  <b>18.03(1)(b)4</b>	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.

<b>Braintree</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>Hanover</b>	<b>Rating: Partially Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>Yes</b>
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**Department of Education Findings:**

Review of documentation indicates that although there is a written description and plan for staff coverage at Cardinal Cushing Center at Hanover, staff interviews indicate that it is not always followed accordingly. Specifically at times there is not always enough staff coverage in the absence of workers due to illness.

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

CRITERION NUMBER	
	Legal Standard
<b>12.1</b>  <b>Staff Orientation Training</b>  <b>18.05(11)(g)</b>	<p>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>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>New staff are not be assigned direct care duties with students until they have participated in all mandated training through their orientation program.</p>

<b>Braintree</b>	<b>Rating: Partially Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>Yes</b>
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**Department of Education Findings:**

Review of school documentation indicate that although a written plan is in place describing how newly hired staff are provided training on all required topics at the time of hire, not all interviews with staff confirmed that they had been provided with orientation-training.

<b>Hanover</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<p data-bbox="264 380 318 407"><b>12.2</b></p> <p data-bbox="224 447 358 606"><b>Annual In-Service Training Plan and Calendar</b></p> <p data-bbox="224 646 358 674"><b>28.09(7)(f)</b></p> <p data-bbox="215 714 367 741"><b>18.05(11)(h)</b></p>	<p data-bbox="407 380 1396 573">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="407 615 1388 678">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="407 678 1380 783">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="407 783 1364 888">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="407 888 1347 993">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="407 993 876 1035">d. Transportation safety (if applicable)</li> <li data-bbox="407 1035 1347 1077">e. Student record policies and confidentiality issues (See also, 12.2 (e), below.)</li> <li data-bbox="407 1077 1404 1182">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 1182 1339 1287">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 1287 1388 1371">h. Restraint procedures including de-escalation methods used by the program (See also, 9.4 above.)</li> <li data-bbox="407 1371 1291 1413">i. Curriculum alignment with the Massachusetts Curriculum Frameworks,</li> <li data-bbox="407 1413 1307 1476">j. Procedures for inclusion of all students in MCAS testing and/or alternate assessments; and</li> <li data-bbox="407 1476 771 1518">k. Civil rights responsibilities</li> </ul>

<b>Braintree</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>Hanover</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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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>

<b>Braintree</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>Hanover</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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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>

<b>Braintree</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>Hanover</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>12.2 (c)</b> <b>Emergency First Aid Training and CPR Certification</b> <b>18.05(9)(e)</b>	The program develops written policies and procedures for annual basic/emergency first aid training for all direct care staff. Where specifically required by the Department of Education, direct care personnel maintain appropriate CPR certification.

<b>Braintree</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>Hanover</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>12.2 (d)</b> <b>Medication Training</b> <b>18.05(9)(f)(3) (c)</b>	Training by a physician or registered nurse is given to all staff providing care and instruction to students receiving medication. The training includes the nature of the medication, potential side effects and any special precautions or requirements.

<b>Braintree</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>Hanover</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>12.2 (e)</b>  <b>Student Record Training</b>  <b>28.09(10)</b>	<p>The private school keeps current and complete files for each publicly funded enrolled student and manages such files consistent with the Massachusetts Student Record Regulations (603 CMR 23.00) and MGL c. 71, s. 34H.</p>

<b>Braintree</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>Hanover</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>12.2 (f)</b>  <b>Emergency Procedures Training</b>  <b>18.05(10)</b>	<p>All staff are trained relative to emergency procedures, evacuation policies and procedures and in the use of the alarm system and equipment such as fire extinguishers.</p> <p>The program conducts at least two evacuation drills per shift at each location annually (including all day programs, and residences in the evening and overnight) to ensure that all students are able to leave the building safely. In addition, the program shall:</p> <ol style="list-style-type: none"> <li>a. help all students to understand the nature of the drills</li> <li>b. make special provisions for the evacuation of any mobility-impaired student in the facility</li> <li>c. keep a written log of each evacuation drill, detailing such things as the date, time elapsed, students and staff who participated and any witnesses.</li> </ol>

<b>Braintree</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>Hanover</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>12.2 (g)</b> <b>Interns and Volunteers Training</b> <b>18.05 (11)(I)</b>	If applicable, the private school's training plan includes provisions for orientation, training and supervision of interns, volunteers and others who work at the program.

<b>Braintree</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>Hanover</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>12.2(h)</b> <b>Child Care Staff Development and Training</b> <b>18.03(3)</b>	The private special education program develops and implements with staff input a detailed written plan for staff development and in-service training of all childcare workers.

<b>Braintree</b>	<b>Rating: Not Applicable</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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**Department of Education Findings:**

This criterion does not apply to the day program at the Cardinal Cushing Center at Braintree.

<b>Hanover</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>12.2 (I) Staff Evaluations 18.05(11)(c)1.</b>	Written performance evaluations are maintained on all staff. Personnel are evaluated annually.

<b>Braintree</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>Hanover</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>AREA 13: PHYSICAL FACILITY AND EQUIPMENT REQUIREMENTS</b>
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<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>13.1 Educational Facilities and Materials 29.09(8)</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>Braintree</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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**Department of Education Findings:**

Cardinal Cushing Center at Braintree has a wonderful up-to-date computer room with 20 new computers, computer desks, and accompanying software with user-friendly software and adaptations that allow the students to access the computers.

<b>Hanover</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>13.3</b>  <b>Physical Facility/ Architectural Barriers</b>  <b>18.04(8)</b>	<p>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.</p> <p>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.</p>

<b>Braintree</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>Hanover</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>13.4</b>  <b>Kitchen, Dining, Bathing/ Toilet, and Living Areas</b>  <b>18.04(2, 3, 4, 5)</b>	<p>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:</p> <ol 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> </ol>

<b>Braintree</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>Hanover</b>	<b>Rating: Partially Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>Yes</b>
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**Department of Education Findings:**

Cardinal Cushing Center at Hanover does not provide adequate space for staff to meet an older student's toileting needs.

<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>Braintree</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>Hanover</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<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>Braintree</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>Hanover</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>13.7</b> <b>Indoor Space</b>	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.
<b>18.04(7)(a)</b>	<p>Additionally, the program:</p> <ul 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> <li>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</li> <li>d. designates space separate from classroom areas for administrative duties and staff or parent conferences.</li> </ul>

<b>Braintree</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>Hanover</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>13.8</b> <b>Outdoor Space</b>	The school maintains or has access to an outdoor play area of at least seventy-five square feet per student using it at any one time.
<b>18.04(7)(b)</b>	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.

<b>Braintree</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>Hanover</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>AREA 14: REQUIREMENTS FOR DAILY CARE</b>
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<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>14.1</b>  <b>Clothing, Grooming and Hygiene</b>  <b>18.03(5)</b>	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.

<b>Braintree</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>Hanover</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>14.2</b>  <b>Food and Nutrition</b>  <b>18.03(7)</b>	The school's staff understands the nutritional requirements of the students enrolled and provides an appropriate number of meals daily (three meals daily for residential programs), at reasonably appropriate times, which constitute a nutritionally adequate diet.

<b>Braintree</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>Hanover</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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**Department of Education Findings:**

Cardinal Cushing Center in Hanover has introduced a "healthy hearts" menu as a way to address students who gain weight due to side affects of medications.

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>14.3</b>  <b>Toileting Procedures and Individual Plans</b>  <b>18.03(8)</b>	<p>For enrolled students who are incontinent, the private school develops and implements a written plan describing required procedures including regular toileting and diapering, disposal or laundering of soiled clothing or diapers and protecting the personal privacy of all students.</p> <p>Toilet training plans are developed based on parental input, the IEP and the student's physical and emotional abilities.</p>

<b>Braintree</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>Hanover</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>AREA 15: PARENT AND STUDENT INVOLVEMENT</b>
------------------------------------------------

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>15.1</b>  <b>Parental Involvement and Parents' Advisory Group</b>  <b>18.05(4)(a)</b>	<p>The private special education program has developed a written plan for involving parents. The private school has a Parents' Advisory Group that advises the group on matters that pertain to the education, health and safety of the students in the program.</p> <p>The program has designated a staff person to support the Parents' Advisory Group.</p>

<b>Braintree</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>Hanover</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>15.2</b> <b>Orientation Procedures</b> <b>28.09(11)</b>	The school has developed and implemented orientation procedures for parents and students upon student admission to the program.

<b>Braintree</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>Hanover</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>15.3</b> <b>Change of Student's Legal Status</b> <b>18.05(4)(b)</b>	The school has a procedure for assuring that it is informed by a parent or guardian of any changes in a student's legal status and of the results of all judicial and administrative proceedings concerning the student, and for disseminating this information to appropriate personnel.  (See also Criterion 15.6.)

<b>Braintree</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>Hanover</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>15.4</b>  <b>Parent Consent</b>  <b>28.07(1)(b)</b>	<p>The private school program notifies the placing school district when multiple efforts have been made, yet have failed to involve the parent and obtain necessary parental consent. Matters requiring parental consent include, but are not limited to, the following:</p> <ul style="list-style-type: none"> <li>a. in coordination with responsible school districts, IEP-related matters</li> <li>b. Emergency medical care</li> <li>c. Medications</li> <li>d. Restraints</li> <li>e. Publicity, research, evaluation</li> <li>f. Field Trips</li> <li>g. in coordination with responsible school districts, the Parental Notification Law pursuant to Chapter 71, Section 32A concerning curriculum that primarily involves human sexual education or human sexuality issues</li> </ul>

<b>Braintree</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>Hanover</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>15.5</b>  <b>Student Involvement</b>  <b>34 CFR 300.344</b>	<p>The private school program collaborates with the placing school district to ensure student participation in Team meetings where required by law and if appropriate. If the student does not attend the IEP meeting, steps are taken to ensure that the student's preferences and interests are considered.</p>

<b>Braintree</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>Hanover</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<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>Braintree</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>Hanover</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<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>Braintree</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>Hanover</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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**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 infirmary 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>

<b>Braintree</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>Hanover</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<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>

<b>Braintree</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>Hanover</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>16.3</b> <b>Nursing</b> <b>18.05(9)(b)</b>	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.)

<b>Braintree</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>Hanover</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>16.4</b> <b>Emergency First Aid</b> <b>18.05(9)(e)</b>	<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>

<b>Braintree</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>Hanover</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<p style="text-align: center;"><b>16.5</b></p> <p><b>Administra- tion 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 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;</li> <li>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.</li> <li>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;</li> <li>h. a review of medications administered to a student shall be incorporated into all progress reviews conducted for the student.</li> </ul>

<b>Braintree</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>Hanover</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<p style="text-align: center;"><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> <ol style="list-style-type: none"> <li>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;</li> <li>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;</li> <li>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;</li> <li>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;</li> <li>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 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.</li> <li>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).</li> <li>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.</li> </ol>

<b>Braintree</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>Hanover</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>16.7</b> <b>Preventive Health Care</b> <b>18.05(9)(f)(9)(h)</b>	<p>The school has developed and implements a written plan for the preventive health care of students including, but not limited to:</p> <ul style="list-style-type: none"> <li>a. provision for each student to receive an annual comprehensive medical and dental examination;</li> <li>b. vision, hearing, postural and other required screening are conducted in accordance with M.G.L. c.71 s.57;</li> <li>c. ensuring that all students have necessary immunizations as required by the Department of Public Health;</li> <li>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;</li> <li>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.);</li> <li>f. provision of family planning information, subject to any applicable state or federal legislation; and</li> <li>g. protecting a student from exposure to foods, chemicals, or other materials to which they are allergic.</li> </ul>

<b>Braintree</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>Hanover</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>16.8</b> <b>Receipt of Medical Treatment-Religious Beliefs</b>  <b>18.05(9)(k)</b>	<p>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.</p>

<b>Braintree</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>Hanover</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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**AREA 17: TRANSPORTATION SAFETY**

CRITERION NUMBER	
	<b>Legal Standard</b>
<p><b>17.1</b></p> <p><b>Transportation Safety</b></p>	<p>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.</p>
<p><b>28.09(11)(b)</b></p>	<p>In the event of a motor vehicle accident, parents, school districts, human service agencies, and the Department of Education are notified immediately.</p> <p>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.</p>

<b>Braintree</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>Hanover</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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**AREA 18: STUDENT RECORDS**

CRITERION NUMBER	
	<b>Legal Standard</b>
<p><b>18.1</b></p> <p><b>Student Records</b></p>	<p>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.</p>
<p><b>28.09(10)</b></p>	

<b>Braintree</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>Hanover</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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CRITERION NUMBER	
	<b>Legal Standard</b>
<p data-bbox="266 415 318 443"><b>18.2</b></p> <p data-bbox="240 495 344 558"><b>Student Records</b></p> <p data-bbox="233 611 350 638"><b>28.09(10)</b></p> <p data-bbox="224 695 360 758"><b>MGL c.71, s. 34H</b></p> <p data-bbox="230 814 354 877"><b>603 CMR 23.00</b></p> <p data-bbox="214 934 370 1094"><b>Family Educational Rights and Privacy Act (FERPA)</b></p>	<p data-bbox="407 415 1382 478">Student records are legibly dated and signed by persons making entries. Individual access logs are maintained for each record. All records contain:</p> <p data-bbox="407 485 1398 548">a. log of access consistent with requirements of the Massachusetts Student Record Regulations. 18.05(11)(a)</p> <p data-bbox="407 554 959 581">b. face sheets with the following information:</p> <ul style="list-style-type: none"> <li data-bbox="505 588 618 615">• Name</li> <li data-bbox="505 621 699 648">• Date of birth</li> <li data-bbox="505 655 716 682">• Recent picture</li> <li data-bbox="505 688 959 716">• Date of admission to private school</li> <li data-bbox="505 722 959 749">• Name of educational case manager</li> <li data-bbox="505 756 1382 819">• Location of residential service within facility (if applicable), and name of residential case manager or supervisor</li> <li data-bbox="505 825 1170 852">• Date initially eligible for special education (if known)</li> <li data-bbox="505 858 1138 886">• Date of most recent special education evaluation(s)</li> <li data-bbox="505 892 1040 919">• Date of next expected 3-year reevaluation</li> <li data-bbox="505 926 1252 953">• Starting and expiration dates of current (or most recent) IEP</li> <li data-bbox="505 959 878 987">• Primary language of student</li> <li data-bbox="505 993 813 1020">• Legal status of student</li> <li data-bbox="505 1026 1317 1089">• If under 18: in custody of both parents, one parent [specify], legal guardian [specify], other [specify]</li> <li data-bbox="505 1096 1398 1159">• If 18 or over: makes own decisions; under legal guardianship [specify]; has shared role with parent in education decisions [specify]</li> <li data-bbox="505 1165 1073 1192">• Other state agency/ies involved with student:</li> <li data-bbox="505 1199 1284 1262">• Parent/guardian contact information: names, addresses, H &amp; W telephone numbers, e-mails</li> <li data-bbox="505 1268 992 1295">• Primary language of parents/guardian</li> <li data-bbox="505 1302 1382 1365">• Contact information of persons other than parents to be contacted in an emergency (names, addresses, telephone numbers)</li> <li data-bbox="505 1371 1203 1398">• Educational surrogate contact information (if applicable)</li> <li data-bbox="505 1404 1284 1432">• Date of last complete physical health examination by physician</li> <li data-bbox="505 1438 1317 1501">• Notation of allergies and/or any other medical condition affecting student's well-being, e.g., seizures</li> <li data-bbox="505 1507 699 1535">• Medications</li> <li data-bbox="505 1541 1382 1568">• Information specific to this student re handling of medical emergencies</li> </ul> <p data-bbox="407 1575 602 1602">c. copy of IEP;</p> <p data-bbox="407 1608 1252 1635">d. copies of quarterly progress reports and any modification of the IEP;</p> <p data-bbox="407 1642 1040 1669">e. copy of the student's termination or discharge plan;</p> <p data-bbox="407 1675 1317 1738">f. health records, including reports, documentation of physical examinations, allergies, screening tests, results of medical care;</p> <p data-bbox="407 1745 1105 1772">g. all evaluations or assessments conducted of the student;</p> <p data-bbox="407 1778 1024 1806">h. pertinent correspondence concerning the student;</p> <p data-bbox="407 1812 1382 1896">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 data-bbox="407 1902 797 1929">j. copies of all incident reports.</p>

<b>Braintree</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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<b>Hanover</b>	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED:</b>	<b>No</b>
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