



ARCHway, Inc.

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

Dates of Onsite Visit: May 23-26, 2005

Date of Draft Report: July 13, 2005

Due Date for Comments: August 1, 2005

Date of Final Report: August 1, 2005

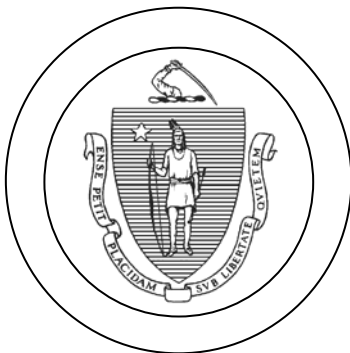
Action Plan Due: September 14, 2005

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

ARCHway, Inc.

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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 2004-2005 review cycle were notified in September 2004 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 follow-up visit. This six-year monitoring and follow-up 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 2004-2005 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: Instructional classrooms and school facilities used in the delivery of programs and services are visited to determine general levels of compliance with program requirements.

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

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

REPORT INTRODUCTION

A two-member Massachusetts Department of Education team visited ARCHway, Inc. during the week of May 23, 2005 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 ARCHway, Inc. These features are as follows:

ARCHway, Inc. is meeting the needs of a complex and challenging student population. There is on-going communication between the day and residential programs, and the students receive specific services to address IEP goals and individualized behavior intervention services throughout the day and evening. Community resources are utilized for recreational opportunities. The teachers are all currently licensed or waived. Student records are neatly organized and comprehensive. The dedicated staff consistently implement approaches to address behaviors and strive to deescalate negative behaviors, using physical intervention only as a last resort. Parents are encouraged to be involved with the students and the Board is comprised of several parents. Parental input is actively sought. The administration is flexible and supportive, and open to new approaches in the education of the students.

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 four administrative staff.
- Interview of one clinical staff.
- Interviews of four teaching and educational support services staff.
- Interviews of three childcare staff.
- Interviews of one parent of a Massachusetts student enrolled in the school.
- Interview of one Board member.
- Student record review: A sample of ten Massachusetts student records was selected by the Department. Student records were first examined by the school’s staff and then verified by the onsite team using standard Department of Education student record review procedures to make determinations regarding the implementation of procedural and programmatic requirements.
- Observation of classrooms and other facilities: All instructional classrooms and other school facilities used in the delivery of programs and services were 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

ARCHway, Inc.

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.

AREA I: REQUIRED INFORMATION, NOTIFICATIONS AND POSTINGS

Has the private school (the School) developed a clear description of the student population served, its program and services that include philosophy, goals and objectives and mechanism for delivery of services?

ARCHway has developed a clear description of the student population served, including the program and services. The curriculum will continue to be developed to address the educational goals of the students.

AREA 2: ADMINISTRATION- LEGAL AND FINANCIAL DOCUMENTATION

Does the school maintain current approvals, licenses and certificates of inspection by state and local agencies in a place available for public and employee review?

ARCHway has current approvals, licenses and most certificates of inspection. School Committee approval documentation is currently being sought by the School. There is a need for a recent PCB inspection.

AREA 3: ADMINISTRATION- MANUALS AND HANDBOOKS

Has the school developed comprehensive policies and procedures that meet all criteria specified in the regulations? Has the program developed a Policies and Procedures Manual, a Personnel Policies Manual and a Health Care Manual? Has the school maintained these policies and procedures on site and provided written notice to parents and staff that copies of such policies are available upon request?

ARCHway has developed a comprehensive Policies and Procedures Manual, a Personnel Policies Manual and a Health Care Manual. Written notice is sent to parents that copies of such policies are available upon request. The School has employment practices that are free from discrimination, and employee recruitment is aimed at reaching all groups, including members of linguistic minorities, ethnic, and racial minorities, females and males, and persons with disabilities.

AREA 4: DISCLOSURE OF INFORMATION

*Has the school made available on site for public review all required information and postings?
Has the school notified the Department of Education of substantial changes to the program and physical plant prior to the implementation of this change*

Does the school have written policies and procedures to ensure that immediate notifications are made to the parent, the public school district special education administrator, any state agency involved in the student care and placement and the Department of Education of serious incidents

ARCHway has all required information and postings. The School has written policies that address notifications of substantial changes that may impact the health and safety of students and/or the delivery of services required by IEPs. ARCHway is aware of the need to notify to the Department of all required significant incidents. The School maintains written documentation of the required correspondence with all required parties, including public school districts and state agencies.

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

Has the private school developed and implemented written admissions criteria, policies and procedures that contain all required components? Does the private school work collaboratively with placing school districts to ensure that, to the maximum extent appropriate, children with disabilities are provided opportunities to be educated and socialized with children who do not have disabilities?

ARCHway has developed written admissions criteria, which is implemented. The School works collaboratively with placing school districts and has developed policies and procedures that describe roles and responsibilities of the program. The Executive Director has school district contact responsibility. The program utilizes community recreational resources.

AREA 6: EDUCATIONAL PROGRAM REQUIREMENTS: STUDENT LEARNING TIME

Does the school provide annually at least the number of instructional hours and days required by law?

ARCHway provides the appropriate number of instructional hours. The School has a calendar that exceeds the number of days required for an approved twelve-month program.

AREA 7: EDUCATIONAL PROGRAM REQUIREMENTS: CURRICULUM FRAMEWORKS AND STATE ASSESSMENT

Are programs designed to maximize students' performance and participation in the general curriculum? Is the school's general curriculum aligned with the Massachusetts Curriculum Frameworks? Does the school ensure that all Massachusetts enrolled students participate in state and/or local district assessments

Programs are designed for students to participate in the general curriculum. The School has taken steps to provide all students with essential learning opportunities and will continue to refine its curriculum. Not all staff have a full understanding of the connection between the Massachusetts Curriculum Frameworks and the expectations of the state for student performance. ARCHway has written policies and procedures for the participation of students in the MCAS or alternate assessments, as determined by the team.

AREA 8: EDUCATIONAL PROGRAM REQUIREMENTS: INDIVIDUALIZED EDUCATION PROGRAMS

Has the school provided a description of the educational and related services implemented for the described student population? Has the private school provided a list of supplementary services available to enrolled students? Does the school maintain current, signed IEPs for all students enrolled in the program? Does the school ensure that students are receiving educational, related and supplementary services as specified on their IEPs?

ARCHway has provided a description of the educational and related services implemented for the described student population, which includes a list of supplementary services available to enrolled students. The School maintains signed IEPs for all students enrolled in the program, and ensures that students are receiving educational, related and supplementary services as specified on their IEPs. An educational case manager who is responsible for ensuring that all IEP services are being implemented, is assigned to each student. Parents, guardians, sending school districts and involved agencies are receiving quarterly progress reports, although not always on time. The School has written policies and procedures for IEP revisions and changes. The School ensures that IEP Team meetings are conducted with the authorization and presence of the responsible school district.

For students who are 14 years of age or older, ARCHway works with the responsible school district to ensure that the IEP includes both a vision statement and a description of transition needs. For students approaching graduation or the age of 22, the School works with the responsible school district to make any necessary referrals to appropriate agencies.

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

Has the school developed a comprehensive set of policies and procedures dealing with discipline and behavior management that meets all special education requirements and all applicable state and federal requirements pertaining to the use of restraint?

ARCHway needs to develop a comprehensive set of policies and procedures dealing with discipline and behavior management, suspensions, and terminations that meets all special education requirements and all applicable state and federal requirements. The School consistently implements effective approaches to address behavior issues. A student Code of Conduct also needs to be written.

AREA 10: EDUCATIONAL STAFFING REQUIREMENTS: STUDENT: TEACHER AND STUDENT: CHILDCARE WORKER RATIOS

Does the school maintain appropriate staff-to-student ratios and age ranges throughout the day, evening and overnight hours?

ARCHway maintains appropriate staff-to-student ratios and age ranges throughout the day, evening and overnight hours.

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

Has the school developed and implemented written personnel policies and procedures?

Does the school maintain in all program areas staff who are appropriately licensed or who hold current, valid waivers for the positions that they hold? Does the school provide ongoing professional development for staff?

ARCHway has developed and implemented written personnel policies and procedures. All teaching staff are appropriately licensed or hold current, valid waivers for the positions in which they serve. The School does not provide the required two hours per month of ongoing professional development for staff. Teaching staff and the Educational Administrator do not have a Professional Development Plan with supervisor approval. CORI checks are not performed as required. There is an organizational structure that provides for the effective and efficient operation of the school and supervision of staff and students, and there is a plan to ensure that there is appropriate staff coverage in the event of illness, staff vacancies, emergencies and other unexpected circumstances. Appropriate supervision is provided to students at all times, including on and off school grounds. Recreational programs are appropriate to the age, interests and needs of students, and are offered in a nondiscriminatory manner.

AREA 12: EDUCATIONAL STAFFING REQUIREMENTS: STAFF TRAINING

Has the school developed and implemented a written plan for orientation of all new staff to ensure understanding of the school's philosophy, organization, program, practices and goals? Has the school developed a written plan for staff training that is consistent with the needs of the student population and appropriate to the role of each staff member and that provides, on average, at least two hours per month of relevant training for all staff including non-professional staff?

ARCHway has developed and implemented a written plan for orientation of all new staff to ensure understanding of the school's philosophy, organization, program, practices and goals. At least two hours per month, on average, of relevant training for all staff including non-professional staff has not been consistently provided. Not all staff providing direct care services to students receive annual training on all of the Department's mandated training topics. The School has a written procedure for evaluating staff, but it is not consistently implemented.

AREA 13: PHYSICAL FACILITY AND EQUIPMENT REQUIREMENTS

Does the school provide the facilities, textbooks, equipment, technology, materials, and supplies needed to provide the special education and related services specified on students' IEPs? Has the school ensured that individuals with limited physical mobility have access to those areas of the school buildings and grounds to which access is necessary for the implementation of their IEPs?

ARCHway provides the facilities, textbooks, equipment, technology, materials, and supplies needed to provide the special education and related services specified on students' IEPs. The School has classroom space that is adequate with respect to the number of students, size, age and student specific educational needs. There is a library/resource room that is separate from regular instructional space and contains materials appropriate to the needs of enrolled students. There is a temporary ramp that ensures individuals with limited physical mobility have access to those areas of the school buildings and grounds to which access is necessary for the implementation of their IEPs. The bathroom is not fully accessible.

AREA 14: REQUIREMENTS FOR DAILY CARE

Does the private school staff understand the nutritional and toileting requirements of students enrolled in the program

The School staff understand the nutritional and toileting requirements of students enrolled in the program and training is given to staff on specialized dietary needs of students when appropriate. There is a written plan describing required procedures for regular toileting and diapering, disposal or laundering of soiled clothing, and protecting the personal privacy of all students. Toilet training plans are based on parental input, the IEP and the student's physical and emotional abilities.

AREA 15: PARENT AND STUDENT INVOLVEMENT

Has the private school developed a written plan for involving parents that includes the development of a Parents' Advisory Group?

ARCHway has developed a written plan for involving parents, including several parents being on the Board. There are written orientation procedures for new parents and students upon admission to the program. The School has all necessary parental consents, which are updated annually, and documentation of students' legal status is maintained. All necessary steps are taken to ensure student participation in Team meetings when appropriate. The School ensures that general announcements and notices of extracurricular activities are provided to parents/guardians in the primary language of the home. There are written procedures made available to parents, students and staff for registering complaints.

AREA 16: HEALTH AND MEDICAL SERVICES

See Area 3

Is the private school implementing all health care and medical policies and procedures as specified in the Health Care Policies and Procedures Manual including, but not limited to physician consultation, nursing services, emergency first aid, administration of medication and preventive health care?

The School is implementing all health care and medical policies and procedures as specified in the Health Care Policies and Procedures Manual including, but not limited to physician consultation, nursing services, emergency first aid, administration of medication and preventive health care. A few policies need to be updated, but all services are being provided. The Health Care Manual has been approved by a licensed physician.

AREA 17: TRANSPORTATION SAFETY

When appropriate, does the private school develop 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 students' needs and provisions of their IEP?

ARCHway has transportation procedures that ensure vehicles are safe, insured, and operated by qualified and trained individuals, and that students are transported in a safe manner. Staff participate in a defensive driving course, which exceeds Department requirements.

AREA 18: STUDENT RECORDS

Does the private school keep current and complete files for each publicly funded enrolled Massachusetts student and maintain them in accordance with the Massachusetts Student Record Regulations?

ARCHway keeps current and complete files for each publicly funded enrolled Massachusetts student and maintains them in accordance with the Massachusetts Student Record Regulations. They are well organized and include all related information. The student records contain all required information including, but not limited to, a face sheet, which has all required elements and is updated annually.

DEFINITION OF TERMS
FOR THE RATING OF EACH COMPLIANCE CRITERION

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| Commendable | The criterion is implemented in an exemplary manner significantly beyond the requirements. |
| Implemented | The requirement or criterion is substantially met. |
| Partially Implemented | The requirement, in one or several important aspects, is not entirely met. |
| Not Implemented | The requirement is totally or substantially not met. |
| Not Applicable | The requirement does not apply to the private school. |

AREA 2: ADMINISTRATION -- LEGAL AND FINANCIAL DOCUMENTATION

| CRITERION NUMBER | Legal Standard |
|---|--|
| <p>2.2 Approvals, Licenses, Certificates of Inspection</p> <p>28.09(2)(b)4-5</p> <p>28.09(5)</p> <p>28.09(6)</p> <p>18.04(1)</p> | <p>The program has current licenses, approvals, and certificates of inspection by state and local agencies for:</p> <ul style="list-style-type: none"> a. Building occupancy;* b. Safety inspection in all buildings by the Department of Public Safety or local building inspector; c. Annual fire safety inspection by local fire department;* d. Lead paint inspection (if applicable);* <ul style="list-style-type: none"> a. [See 102 CMR 308(4)(b): All buildings, residential or otherwise, utilized by children younger than six or with a mental age younger than six shall be free of lead paint violations in accordance with 105 CMR 460.000 (Massachusetts Department of Public Health Prevention and Control of Lead Poisoning regulations).] e. Health safety;* f. Approval by local school committee (per MGL c.76, s.1); g. Approval by OCCS to operate a group care facility or a special education day care center (if applicable);* h. Asbestos inspection or date when building was constructed and statement from appropriate authority that building is asbestos free; i. PCB inspection or date when building was constructed and statement from appropriate authority that building and all light ballasts are free from PCB's; j. Other inspections that may be required by local or state authorities; and k. (If applicable) a statement as to whether previous application was made for approval, and the action that was taken on it. <p>*A program with a residential component may submit the most recent OCCS license to fulfill those requirements marked with an asterisk (*).</p> |
| | <p>Rating: Partially Implemented RESPONSE REQUIRED: Yes</p> |

Department of Education Findings:

All licenses are current, with the exception of written approval by the school committee and a PCB inspection, which are required.

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| CRITERION NUMBER | |
| | Legal Standard |
| 2.3 OCCS License (NA to <u>Day</u> Schools) | The program has a current, full license from Office for Child Care Services (OCCS) (per 102 CMR 3.00) to operate as a residential school. |
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| | Rating: Implemented RESPONSE REQUIRED: No |

AREA 3: ADMINISTRATION -- MANUALS AND HANDBOOKS

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| CRITERION NUMBER | |
| | Legal Standard |
| 3.1 Policies & Procedures Manual 28.09(11)(b) | All approved public and private special education schools shall maintain onsite a policies and procedures manual and shall provide written notice to parents of enrolled students that copies of such policies and procedures are available upon request. |
| | |
| | Rating: Implemented RESPONSE REQUIRED: No |

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| CRITERION NUMBER | |
| | Legal Standard |
| 3.1(a) Contents | The program's manual must contain policies and procedures in all subject areas listed in the appendix at the back of this application. |

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| CRITERION NUMBER | |
| | Legal Standard |
| | <p>These policies and procedures include, but are not limited to:</p> <ul style="list-style-type: none"> a. Advanced notice of proposed program/facility change b. Student admissions c. Child abuse/neglect d. Discipline policies and procedures e. Suspension and termination f. Student discipline and behavior management g. Physical restraint h. Student runaway i. Notification of serious incidents (Form 2) j. Coordination and collaboration with school districts k. IEP- revisions and changes l. IEP- transition planning m. IEP- transition services n. State and district-wide assessments o. Progress reports p. Least restrictive placements q. Evacuation and emergency procedures r. Parent involvement s. Orientation for new parents and students t. Change of student's legal status u. Obtaining parental consent v. Student involvement w. Registering complaints- parents and students x. Student protections y. Supervision of students z. Student records aa. New staff orientation and annual in-service training bb. Student transportation and transportation safety cc. Research, experimentation, fund raising, publicity, and observation <p>Appendix with all signed and dated Assurances sent to the Department in connection with this application.</p> |
| | <p>Rating: Partially Implemented RESPONSE REQUIRED: Yes</p> |

Department of Education Findings:

Review of the Policies and Procedures Manual shows that all policies are included except comprehensive discipline policies and procedures, which need to be updated.

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| CRITERION NUMBER | |
| | Legal Standard |
| 3.1(b) School | <p>Employment practices in public/private special education programs in general are free from discrimination on the basis of race, color, national origin, sex or disability. In particular, faculty salary scales are based on the conditions and responsibilities of</p> |

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| CRITERION NUMBER | |
| | Legal Standard |
| 3.2 Health Care Manual 18.05 (9)(d) | <p>The program maintains a written and current health care policies and procedures manual containing all required health-related policies and procedures as described in 603 CMR 28.00 and 603 CMR 18.00, and approved by a licensed physician. The manual is readily available to all staff and includes policies and procedures on the following subjects:</p> <ul style="list-style-type: none"> a. Provision of medical, nursing, and infirmary care b. Emergency first aid (see criterion 16.4) c. Administration of medications, per DPH regulations d. Administration of anti-psychotic medications including, where appropriate, “Rogers Procedures” e. Preventive health care (see 16.7) f. Receipt of medical treatment in accordance with students’ religious beliefs g. No smoking policy (see Assurance on this subject) h. Toileting procedures i. Food and nutrition (see 14.2) <p>Name and contact information for consultant physician and additional emergency contacts.</p> |
| | Rating: Partially Implemented RESPONSE REQUIRED: Yes |

Department of Education Findings:

Review of the Health Care Policies and Procedures Manual indicates that all policies are included, except the Emergency first aid policies and procedures, which need to be updated. (See 16.4.)

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| CRITERION NUMBER | |
| | Legal Standard |
| 3.3 Special Education Regulations and Reference Materials State: 603 CMR 28.00 Federal: 34 CFR 300.300-.577 | <p>State regulations and specified excerpts from current federal special education regulations and related reference materials must be compiled and readily available for parents and staff to inspect.</p> <p>This compilation of materials must contain at least the following 5 documents:</p> <ul style="list-style-type: none"> a. Federal IDEA regulations: 34 CFR 300.300-.577 b. Appendix A to the above federal regulations c. State regulations: 603 CMR 28.00 and 603 CMR 18.00 d. The current Department of Education IEP Process Guide and IEP Forms e. State restraint regulations (for day schools) |

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| CRITERION NUMBER | |
| | Legal Standard |
| and Appendix A | |
| | Rating: Implemented RESPONSE REQUIRED: No |

AREA 4: DISCLOSURE OF INFORMATION

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| CRITERION NUMBER | |
| | Legal Standard |
| 4.1 Aspects of program, staff credentials and student records 28.09 (5)(a) | The public or private special education school shall make available to the Department information on all aspects of the school's program(s), the license and/or credentials of its staff and the individual records of enrolled Massachusetts students. |
| | Rating: Implemented RESPONSE REQUIRED: No |

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| CRITERION NUMBER | |
| | Legal Standard |
| 4.2 Public information and | The public or private special education school maintains on site and makes available for public review by posting in public locations the following: <ul style="list-style-type: none"> a. Documentation of the current approval or intake status issued by the Department of Education and/or licensing status issued by the Office of |

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|---|---|
| CRITERION NUMBER | |
| | Legal Standard |
| Postings 28.09(6)(a,b,c,d,e), 28.09(2)(b)(4) | <p>Child-Care Services (must be posted in a public location)</p> <ul style="list-style-type: none"> b. First aid, medical and emergency procedures, location of nearest telephones within each building, and emergency telephone numbers (must be posted in each building) c. Evacuation routes and procedures (must be posted in each room) d. <u>For public programs</u>: a notice that use of tobacco products is not permitted on school property or at any school related function (must be posted in a public location) e. <u>For private programs</u>: a notice that use of tobacco products is not permitted in school buildings (must be posted in a public location) f. Program information including a statement of purpose, general description of educational program and an organizational chart <p>In addition to the above, <u>private special education schools must maintain the following information</u> for public review:</p> <ul style="list-style-type: none"> a. Current tuition rate for students b. Evidence of authority to operate the private school including Documents that identify ownership and, as applicable, partnership agreements, the names of officers, boards, charters, articles of organization and by-laws |
| | Rating: Implemented RESPONSE REQUIRED: No |

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| CRITERION NUMBER | |
| | Legal Standard |
| 4.4 Advance notice of Proposed Program/Facility Change 28.09 (5)(c) | <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 IEPs. Examples of changes include, but are not limited to:</p> <ul style="list-style-type: none"> a. Changes (e.g. increases or reductions) in services or staff including temporary staff shortages that alter the previously approved student/teacher (or student/childcare) ratios and/or affect the program or service delivery to students per their IEPs; b. Building changes that affect the care of the students; c. Major changes in the population to be served; d. Any alteration of the service configuration of the program as last approved by the Department; and e. Significant changes in program policies or procedures. |

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

| CRITERION NUMBER | |
|--|---|
| | Legal Standard |
| 5.1 Student Admissions 28.09(11) 18.05(1) and (2) | <p>The public/private special education program may not enroll eligible students under the provisions of 603 CMR 28.00 unless approved to do so by the Department.</p> <p>The program develops and implements written admissions criteria, policies and procedures that include the following:</p> <ul style="list-style-type: none"> a. A written statement describing how copies of the school’s policies and procedures are provided to the student (if applicable), parents and the placing school district prior to admission of the student. b. A statement that admissions policies and procedures are to be made available to parents and students at any time upon request c. Documentation from a licensed physician of a complete physical examination of the student not more than twelve (12) months before admission <ul style="list-style-type: none"> o In the event of emergency placements, the school shall make provisions for a complete examination of the student within thirty (30) days of admission. d. A narrative description of the student admission interview process e. Consent forms (See criterion 15.5) |
| | Rating: Implemented RESPONSE REQUIRED: No |

| CRITERION NUMBER | |
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| | Legal Standard |
| 5.2 Policies and Procedures for Coordination /Collaboration with Public School Districts & | <p>The public or private special education program works collaboratively with the placing public school district to ensure that, to the maximum extent appropriate, children with disabilities are educated with children who do not have disabilities, are provided access to the general education program and are given opportunities to return to a less restrictive educational program.</p> <p>A private school shall have policies and procedures that describe roles and responsibilities of the program and its staff as well as general communication and collaboration procedures that address the following:</p> |

| CRITERION NUMBER | |
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| | Legal Standard |
| <p>Contents for Coordination /Collaboration with Public School Districts</p> <p>28.06(2-3) 28.09(9)(c) &(d) 28.09(2)(b)7</p> <p>Federal Regulations: 300.349 and 300.400-401</p> <p>28.06(2-3) 28.07(5) 28.09(9)(c) &(d) 28.09(2)(b)7</p> <p>Federal Regulations: 300.349 and 300.400-401</p> | <ul style="list-style-type: none"> a. Consideration of possible placement and admissions process; b. IEP development and implementation and roles in 3-year eligibility re-determinations; c. Contents of and general arrangements for executing contracts with placing school districts; 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; e. Written progress reports; f. Documentation regarding student-related developments, including matters involving students’ behavioral plans, functional behavioral assessments, manifestation determinations, imposition of discipline, etc. g. Administration of tests; h. Preparations for students returning to a public school or other less restrictive setting; 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; j. School district monitoring of student progress; k. Granting of high school diplomas consistent with Department of Education requirements; and l. Conditions for issuance of certificates of attendance or program completion by a private school or educational collaborative. <p>NOTE: Please review federal regulations 300.349 and 300.400-401 before preparing this policy/procedure. Public school districts have the lead responsibility for convening the Team that makes the initial and subsequent (every 3 years) eligibility determinations, develops the IEP, and decides upon an appropriate placement. Private and educational collaborative programs, however, play a major role in determining whether a proposed placement in the program will meet a student’s needs. Private and educational collaborative programs have the responsibility of delivering services on the IEP, assessing and communicating progress, developing subsequent IEPs and planning for the student’s return to a less restrictive environment and/or for adult life.</p> |
| | <p>Rating: Partially Implemented RESPONSE REQUIRED: Yes</p> |

Department of Education Findings:

Review of documentation reveals that written policies need to be developed and clarified, especially c, d, and e above. The private school works collaboratively with sending public school districts.

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| CRITERION NUMBER | |
| | Legal Standard |
| 5.4 Training 18.05(11)(g)(h) | All staff with school district contact responsibility are trained regarding their particular roles and responsibilities. |
| | Rating: Implemented RESPONSE REQUIRED: No |

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| CRITERION NUMBER | |
| | Legal Standard |
| 5.5 Staff Coordinator 28.09(7) | A senior person(s) is designated to communicate and work effectively with all public school districts that have placed students in the program. |
| | Rating: Implemented RESPONSE REQUIRED: No |

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| AREA 6: EDUCATIONAL PROGRAM REQUIREMENTS -- STUDENT LEARNING TIME |
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| CRITERION NUMBER | |
| | Legal Standard |
| 6.1 Daily Instructional Hours 603 CMR 27.00 | <p>Unless otherwise approved by the Department of Education, the public/private special education program provides an average annual minimum of the following instructional hours:</p> <ul style="list-style-type: none"> • Elementary: 5 hours per school day (except for kindergarten) • Secondary: 5 ½ hours per school day <p>The public/private special education program ensures that, unless a student's IEP or Section 504 Accommodation Plan provides otherwise, each elementary school</p> |

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| CRITERION NUMBER | |
| | Legal Standard |
| | student is scheduled for at least 900 hours of structured learning time a year and each secondary school student is scheduled for at least 990 hours of structured learning time a year, within the required school year schedule. Where the public/private special education program operates separate middle schools, at the beginning of the school year it designates each one as either elementary or secondary. |
| | Rating: Implemented RESPONSE REQUIRED: No |

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| CRITERION NUMBER | |
| | Legal Standard |
| 6.2 School-to-Work 603 CMR 27.02, 27.04 | Where the public/private special education program counts independent study or a school-to-work program as structured learning time, it has guidelines that explain clearly how hours spent by students are verified. |
| | Rating: Not Applicable RESPONSE REQUIRED: No |

Department of Education Findings:
There are currently no school-to-work programs.

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| CRITERION NUMBER | |
| | Legal Standard |
| 6.3 Kindergarten 603 CMR 27.03(5) | Where the public/private special education program sets a separate school year and school day schedule for kindergarten programs, it provides at least 425 hours of structured learning time a year. If two sessions of kindergarten per day are scheduled, it ensures equal instructional time for all kindergarten students. |
| | Rating: Not Applicable RESPONSE REQUIRED: No |

Department of Education Findings:
Currently, there is no kindergarten program.

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| CRITERION NUMBER | |
| | Legal Standard |
| 6.4 School Days per Year 28.09(9) | <p>The public/private special education program is conducted for the following days (exclusive of weekends, holidays, vacations):</p> <ul style="list-style-type: none"> • 10 month program - 180 days • 11 month program – 198 days • 12 month program – 216 days <p>Before the beginning of each school year, the public/private special education program sets a school year schedule for each program. This schedule must include at least five additional school days to account for unforeseen circumstances (i.e. snowstorms).</p> |
| | Rating: Commendable RESPONSE REQUIRED: No |

Department of Education Findings:

As a 12-month program approved by the Department, the School is required to have a 216 day schedule. The School exceeds the requirement by having a 254 day program.

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| CRITERION NUMBER | |
| | Legal Standard |
| 6.5 Early Release of High School Seniors 603 CMR 27.05 | <p>When a public/private special education program schedules the early release at the end of the year of the senior class of a high school, it does so in accordance with a written policy that conforms with Board of Education requirements under 603 CMR 27.05, ensuring that neither the conclusion of the seniors’ school year nor graduation is more than 12 school days before the regular scheduled closing date of that school.</p> |
| | Rating: Not Applicable RESPONSE REQUIRED: No |

Department of Education Findings:

The School does not have early release of the senior class.

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

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| CRITERION NUMBER | |
| | Legal Standard |
| 7.1 Curriculum Frameworks 28.09(9)(b) | <p>The program’s personnel shall 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.</p> <p>The program has either aligned its curriculum with the Frameworks or has taken steps to provide <u>all</u> students with essential learning opportunities that prepare the students to reach the state graduation standards.</p> |
| | Rating: Partially Implemented RESPONSE REQUIRED: Yes |

Department of Education Findings:

The program has taken steps to provide all students with essential learning opportunities, although according to staff interviews, not all staff have an understanding of the curriculum expectations. The curriculum will be further developed to meet the needs of the students.

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| CRITERION NUMBER | |
| | Legal Standard |
| 7.2 Staff Training 28.09 (9)(b) | <p>The program shall ensure that all staff including non-professional staff 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> |
| | Rating: Partially Implemented RESPONSE REQUIRED: Yes |

Department of Education Findings:

Review of personnel records and staff interviews indicate that not all residential staff have received training in the general curriculum expectations and learning standards.

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| CRITERION NUMBER | |
| | Legal Standard |
| 7.3 State/District Wide Assessments 28.09(9)(d) | The program has a written procedure outlining how the school will ensure that <u>all</u> 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 as determined by each student's Team. |
| | Rating: Implemented RESPONSE REQUIRED: No |

AREA 8: EDUCATIONAL PROGRAM REQUIREMENTS -- INDIVIDUALIZED EDUCATION PROGRAMS

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| CRITERION NUMBER | |
| | Legal Standard |
| 8.1 Implementation- Educational Services 28.04 and 28.09(8) 34 CFR 300.26 | The program specifies how each of the following educational services are implemented for the described student population of the school: <ul style="list-style-type: none"> a. The content requirements of the Massachusetts Curriculum Frameworks; b. Self-help, daily living skills c. Social/emotional needs d. Physical education; adapted physical education e. Pre-vocational, vocational, and career education f. Other: any other specialized educational service(s) provided by the program |
| | Rating: Implemented RESPONSE REQUIRED: No |

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| CRITERION NUMBER | |
| | Legal Standard |
| | Related services are defined in the federal regulations as those services that are |

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| CRITERION NUMBER | |
| | Legal Standard |
| | Rating: Implemented RESPONSE REQUIRED: No |
| 8.6 Case Manager 28.09 | The program shall assign an educational case manager to each student. |
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| | Rating: Implemented RESPONSE REQUIRED: No |

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| CRITERION NUMBER | |
| | Legal Standard |
| 8.7 IEP Implementation 28.09 | The program shall implement all services on the students' IEPs. |
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| | Rating: Implemented RESPONSE REQUIRED: No |

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| CRITERION NUMBER | |
| | Legal Standard |
| 8.8 IEP – Progress Reports 28.07(3) 20 U.S.C. Chapter 33, Section 1414(d)(1)(A) (viii) IDEA Regulations: | <p>The program shall send copies, at least quarterly, of progress reports to the parents and public school (if student is in a collaborative or private placement).</p> <p>Such reports must include written information on the student's progress toward the annual goals in the IEP (specifying each quarter), 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.</p> <p>Copies of progress reports shall be maintained in student records, <u>including documentation of persons or agencies receiving such reports.</u></p> |

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| CRITERION NUMBER | |
| | Legal Standard |
| 300.347 | |
| | Rating: Partially Implemented RESPONSE REQUIRED: Yes |

Department of Education Findings:

Review of student records indicate that, while the narratives are well written, the progress reports are not consistently issued or dated and do not always address the achievement of goals.

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| CRITERION NUMBER | TOPIC |
| | Legal Standard |
| 8.9 IEP – Revisions & Changes 34 CFR 300 | <p>The program notifies the responsible public school district 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 shall the private school or educational collaborative provide notice of a Team meeting required by state and federal special education requirements. In no case shall the private school or educational collaborative 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 or collaborative issue a new or revised IEP for a student.</p> |
| | Rating: Implemented RESPONSE REQUIRED: No |

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| CRITERION NUMBER | |
| | Legal Standard |
| 8.10 IEP – Less Restrictive Placement 28.09(9)(c) | <p>The 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 in a general education classroom, or other community program, or a period of transition from one program option to a less restrictive program option.</p> |
| | Rating: Implemented RESPONSE REQUIRED: No |

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| CRITERION NUMBER | |
| | Legal Standard |
| 8.11 IEP- Transition Planning 34 CFR 300.347(b)(1) 34 CFR 300.347(b)(2) | <p>For students who are fourteen (14) years of age or older, the program must work 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 program must work 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> |
| | Rating: Implemented RESPONSE REQUIRED: No |

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| CRITERION NUMBER | |
| | Legal Standard |
| 8.12 IEP – Transition Services 28.05(4)(c) | <p>For students approaching graduation or the age of twenty-two, the public or private school’s participant on the IEP Team will provide 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 or public school may make the 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 22nd birthday) in accordance with the requirements of MGL c.71, §12-A-§12C (known as Chapter 688).</p> |
| | Rating: Implemented RESPONSE REQUIRED: No |

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

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| CRITERION NUMBER | |
| | Legal Standard |
| 9.1 Policies and Procedures 18.05 (5) | The program 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. |
| | Rating: Partially Implemented RESPONSE REQUIRED: Yes |

Department of Education Findings:

Review of documentation indicates the School's policies and procedures dealing with discipline and behavior management do not meet all federal special education requirements, and all applicable state and federal requirements pertaining to the use of restraint.

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| CRITERION NUMBER | |
| | Legal Standard |
| 9.2 Discipline Code | The public/private special education program develops and implements a student discipline code of conduct. For <u>public</u> out-of-district programs in a building containing grades nine to twelve, inclusive, a student handbook setting forth rules pertaining to the conduct of students must be distributed to each student (as described in M.G.L. c. 71, s. 37H). |
| | Rating: Partially Implemented RESPONSE REQUIRED: Yes |

Department of Education Findings:

Review of documentation shows that, while the staff is consistent with implementation, there is no written student discipline code of conduct.

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| CRITERION NUMBER | |
| | Legal Standard |
| 9.3 Runaway Students 18.03 (10) | <p>The program shall have a written policy, including a definition of runaways, appropriate for the school population and location, as well as procedures for handling students who run away.</p> <p>These policies must be approved by the Department of Education.</p> <p>The school must notify the Department, the local school district and/or other involved agencies and parents immediately whenever any student runs away.</p> |
| | Rating: Implemented RESPONSE REQUIRED: Yes |

Department of Education Findings:

Review of documentation indicates that there is a written runaway policy with all required elements, but there is not consistent staff awareness of the need to notify to the Department when a student runs away.

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| CRITERION NUMBER | |
| | Legal Standard |
| 9.4 Restraints 18.05 (5) 603 CMR 46.00 | <p>A public or private <u>day</u> educational program must develop a policy on the use of physical restraint and administer physical restraint in accordance with the requirements of 603 CMR 46.00.</p> <p>A residential educational program and any day educational program operated by a residential program must comply with the OCCS restraint requirements contained in 102 CMR 3.00 for all students enrolled in such program.</p> <p>A private school educational program within a program or facility subject to M.G.L. c. 123 or Department of Mental Health Regulations must comply with the restraint requirements of M.G.L. c. 123, 104 CMR 27.12 or 104 CMR 28.05, where applicable.</p> |
| | Rating: Partially Implemented RESPONSE REQUIRED: Yes |

Department of Education Findings:

Review of documentation reveals that there is no written restraint policy, which includes all elements of restraint regulations. Staff interviews indicate knowledge and appropriate use of restraint as a last resort.

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| | Legal Standard |
| <p>9.5</p> <p>3-5 Day Suspensions</p> <p>18.05(6)</p> | <p>Upon admission of a student, the public/private special education program shall provide a written policy on suspensions to the parents and to the school district and human service agency that placed the student. Such policy shall also contain the following information:</p> <ul style="list-style-type: none"> 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. b. No student may be suspended and sent home unless a responsible adult is available to receive the student. 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. 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). <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> |
| | <p>Rating: Partially Implemented RESPONSE REQUIRED: Yes</p> |

Department of Education Findings:

Staff interviews indicate that the School does not suspend students. A review of documentation, however, reveals that there is no written policy which includes all elements of suspension regulations

| CRITERION NUMBER | |
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| | Legal Standard |
| <p>9.6</p> <p>Suspensions</p> <p>Joint responsibilities of the public/</p> | <p>The public/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> <ul style="list-style-type: none"> 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 |

| CRITERION NUMBER | |
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| | Legal Standard |
| <p>private school and the responsible school district</p> <p>Federal Requirements: 34 CFR 300.519-.529</p> | <p>student with disabilities;</p> <p>b. The private school participates in the Team meeting:</p> <ul style="list-style-type: none"> o To develop or review a functional behavioral assessment of the student’s behavior and to develop or modify a behavior intervention plan; o To identify appropriate alternative educational setting(s); and <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> |
| | <p>Rating: Partially Implemented RESPONSE REQUIRED: Yes</p> |

Department of Education Findings:

Staff interviews indicate that the School does not suspend students. Review of documentation, however, reveals that there is no written policy, which has all elements of IDEA, including manifestation determination.

| CRITERION NUMBER | |
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| | Legal Standard |
| <p>9.7 Terminations 28.09(12) 18.05(7)</p> | <p>The public/private special education program shall 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>The program develops a written termination policy that includes, but is not limited to, the following:</p> <ul style="list-style-type: none"> a. At the request of the public school district, the program shall delay termination of the student for up to two (2) calendar weeks to allow the public school district the opportunity to convene an emergency Team |

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| | Legal Standard |
| | <p>meeting or to conduct other appropriate planning discussions prior to the student's termination.</p> <p>b. With mutual agreement between the public/private special education program and the placing public school district, termination of enrollment may be delayed for longer than two calendar weeks.</p> <p>c. For <u>planned</u> terminations, the public/private special education program shall notify 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.</p> <p>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 shall follow the procedures required under 603 CMR 28.09(12)(b) and immediately notify the Department of Education.</p> |
| | <p>Rating: Partially Implemented RESPONSE REQUIRED: Yes</p> |

Department of Education Findings:

Review of documentation reveals that there is no written policy which addresses terminations, including Department notification.

AREA 10: EDUCATIONAL STAFFING REQUIREMENTS -- STUDENT:TEACHER AND STUDENT:CHILDCARE WORKER RATIOS

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| CRITERION NUMBER | |
| | Legal Standard |
| <p>10.1 Student: Teacher Ratios 28.06(6)(d)&(g) 28.09(7)(e)</p> | <p>Unless otherwise approved by the Department of Education, the public/private special education program ensures that instructional groupings do not exceed:</p> <ul style="list-style-type: none"> • 8 students to one certified teacher without an aide • 12 students to one certified teacher with an aide |

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| CRITERION NUMBER | |
| | Legal Standard |
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| | Rating: Implemented RESPONSE REQUIRED: No |

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| CRITERION NUMBER | |
| | Legal Standard |
| 10.2 Age Range 28.06(6)(f) | The program shall ensure that the ages of the youngest and oldest child in any instructional grouping shall not differ by more than forty-eight months (4 years). |
| | Rating: Implemented RESPONSE REQUIRED: No |

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| CRITERION NUMBER | |
| | Legal Standard |
| 10.3 Programs for Young Children 28.09(7)(e) 28.06(7) | The program shall ensure 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. |
| | Rating: Not Applicable RESPONSE REQUIRED: No |

Department of Education Findings:

There are currently no programs which include 3 and 4 year olds.

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| CRITERION NUMBER | |
| | Legal Standard |
| Personnel Policies 28.09(7) 28.09(11)(a) 18.05(11) | <p>procedures that describe:</p> <ul style="list-style-type: none"> a. Criteria and procedures for hiring, written evaluations, suspension or dismissal of any staff person; and development of teacher and staff evaluation forms; b. Procedures for handling staff complaints; c. Provisions for vacations, holidays, leaves, sick days, and any other benefits offered by the program; d. A plan for using volunteer and/or intern services; e. Equal employment/educational opportunities/affirmative action in regard to race, color, creed, national origin, sex, sexual orientation and handicap; and f. Consistent with state law effective on February 25, 2003, procedures for accessing, considering and acting upon Criminal Offender Record Information (CORI), for current and prospective employees, volunteers, school transportation providers and others who may have direct and unmonitored contact with students. <ul style="list-style-type: none"> o <u>[NOTE: 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> |
| | Rating: Partially Implemented RESPONSE REQUIRED: Yes |

Department of Education Findings:

Review of documentation and staff interviews indicate that f, Criminal Offender Record Information (CORI) procedures, are not being initiated and conducted every three years, as required. The School has a written policy which is not consistently followed.

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| CRITERION NUMBER | |
| | Legal Standard |
| 11.2 Administrative Responsibility 18.05(11)(a) | The public/private special education program shall designate one person who will have administrative responsibility over the operation of the school. Schools with more than 40 professional licensed staff may have one (or more) assistant administrator(s) provided the Department approves such positions. |
| | Rating: Implemented RESPONSE REQUIRED: No |

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| CRITERION NUMBER | |
| | Legal Standard |
| 11.3 Educational Administrator Qualifications 28.09(7)(a) 603 CMR 44.00 and 44.04 | <p>The program shall designate an educational administrator to supervise the provision of special education services in the school and to ensure that the services specified in each student’s IEP are delivered. The educational administrator either shall have licensure as a special education administrator or all of the following:</p> <ul style="list-style-type: none"> • A current license as a special educator; • A minimum of a master's degree in special education or a related field; and • A minimum of one year of administrative experience. <p>The educational administrator shall be re-licensed pursuant to the requirements of 603 CMR 44.00.</p> <p>The educational administrator shall obtain supervisory approval of his/her Professional Development Plan per 603 CMR 44.04.</p> |
| | Rating: Partially Implemented RESPONSE REQUIRED: Yes |

Department of Education Findings:

Staff interviews and review of documentation show that the Educational Administrator does not have a Professional Development Plan.

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| CRITERION NUMBER | |
| | Legal Standard |
| 11.4 Teachers (Special Education Teachers and Regular Education Teachers) 28.09(7)(b)(c) 18.05(11)(f) | <p>The public/private special education program must ensure that all teaching staff have teaching license (certification) appropriate to meet the needs of the population being served pursuant to the requirements of 603 CMR 7.00 and, additionally, must adhere to the following requirements:</p> <ol style="list-style-type: none"> a. All teaching staff shall be re-licensed pursuant to the requirements of 603 CMR 44.00 and shall be subject to the same requirements as teachers in Massachusetts public schools and shall be required to obtain supervisor approval of Professional Development Plans pursuant to 603 CMR 44.04. b. At least half of the teaching staff shall be licensed in special education areas appropriate to the population served at the school; other teaching staff shall be licensed in other educational areas, in order to provide for content expertise in the general curriculum. The Department of Education may require a higher proportion of licensed special educators if, in the opinion of the Department, the population requires more specialized services. c. To the extent that teaching staff is providing special education services, such |

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| | Legal Standard |
| | services shall be provided, designed, or supervised by a special educator. |
| | Rating: Partially Implemented RESPONSE REQUIRED: Yes |

Department of Education Findings:

Staff interviews and review of personnel records show that licensed teaching staff do not have Professional Development Plans.

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| CRITERION NUMBER | |
| | Legal Standard |
| 11.5 Related Services Staff 28.09(7)(d) | All staff providing or supervising the provision of related services shall be appropriately certified, licensed or registered by their respective state boards or professional associations and the Department of Education, when appropriate. |
| | Rating: Implemented RESPONSE REQUIRED: No |

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| CRITERION NUMBER | |
| | Legal Standard |
| 11.6 Master Staff Roster 28.09(7) | <p>The public/private special education program maintains a master list of ALL staff for <u>every</u> position within the program. This list must include job titles along with their corresponding UFR title numbers <u>for private programs</u>, and full-time equivalents (FTE's) for public and private programs. This list may include, but is not limited to:</p> <ul style="list-style-type: none"> • Administrators ▪ Special education teachers ▪ General education teachers ▪ Related services professional staff ▪ Registered Nurse ▪ Direct (child) care workers ▪ Direct (child) care supervisors ▪ Clerical and maintenance staff |

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| CRITERION NUMBER | |
| | Legal Standard |
| | <ul style="list-style-type: none"> ▪ Psychologist ▪ Social worker ▪ Food service staff ▪ Consultants |
| | Rating: Implemented RESPONSE REQUIRED: No |

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| CRITERION NUMBER | |
| | Legal Standard |
| 11.7 Job Descriptions 18.05(11)(d) | Public/private special education program has written job descriptions for all staff positions that shall be made available to staff as well as parents, if requested. |
| | Rating: Implemented RESPONSE REQUIRED: No |

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| CRITERION NUMBER | |
| | Legal Standard |
| 11.8 Salary Ranges 18.05(11)(e) | The program shall establish in writing a salary range including benefits covering all positions and shall inform each employee of the same for his/her position. |
| | Rating: Implemented RESPONSE REQUIRED: No |

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| | Legal Standard | | |
| 11.9 Organizational Structure 28.09(7) 28.07(c) | The program shall demonstrate that its organizational structure provides for the effective and efficient operation of the school, supervision of school staff, and supervision of students. | | |
| | Rating: Implemented | RESPONSE REQUIRED: | No |

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| CRITERION NUMBER | | | |
| | Legal Standard | | |
| 11.10 Supervision of Child Care Workers (Direct Care Staff) 18.03(4) | Each program shall provide ongoing and regular supervision of all childcare workers by a professional staff person who has supervisory and administrative responsibility within the school. | | |
| | Rating: Implemented | RESPONSE REQUIRED: | No |

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| CRITERION NUMBER | | | |
| | Legal Standard | | |
| 11.11 Supervision of Students 28.09(7) 18.03(1) | <p>The program shall develop and implement 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.</p> <p>This plan must include arrangements for individual and group recreational programs appropriate to the age, interests, and needs of each student with assigned staff as appropriate.</p> | | |
| | Rating: Implemented | RESPONSE REQUIRED: | No |

AREA 12: EDUCATIONAL STAFFING REQUIREMENTS -- STAFF TRAINING

| CRITERION NUMBER | |
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| | Legal Standard |
| 12.1 Staff Orientation Training 18.05(11)(g) | <p>The public/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 may not be assigned direct care duties with students until they have participated in all mandated training through their orientation program.</p> |
| | <p>Rating: Partially Implemented RESPONSE REQUIRED: Yes</p> |

Department of Education Findings:

Review of personnel records and staff interviews indicate that not all required training topics are being offered in staff orientation, such as Massachusetts Curriculum Frameworks, MCAS, and civil rights responsibilities

| CRITERION NUMBER | |
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| | Legal Standard |
| 12.2 Annual In- Service Training Plan and Calendar 28.09(7)(f) 18.05(11)(h) Title VI: 42 | <p>The public/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 <u>all</u> staff including non-professional staff (child care workers/direct care staff on all shifts). Staff input on training needs is elicited and considered.</p> <p>The following topics are <u>required</u> in-service training topics and <u>must</u> be offered annually to all staff providing direct care services to students:</p> <p>a. Reporting abuse and neglect of students to the Department of Social Services (51-A) and/or the Disabled Persons Protection Commission;</p> |

| CRITERION NUMBER | |
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| <p>U.S.C. 2000d; 34 CFR 100.3; EEOA: 20 U.S.C. 1703(f); Title IX: 20 U.S.C. 1681; 34 CFR 106.31-106.42; M.G.L. c. 76, s. 5; 603 CMR 26.00, esp. 26.07(2), (3)</p> | <p style="text-align: center;">Legal Standard</p> <ul style="list-style-type: none"> b. Emergency first aid training by a certified instructor and, where specifically required by the Department of Education, certification in CPR; c. Medication administration (including, but not limited to, administration of antipsychotic medications and discussions of medications students are currently taking and their possible side effects); d. Runaway policy; e. Transportation safety (if applicable); f. Student record policies and confidentiality issues; g. Evacuation policies and emergency procedures including, but not limited to, utilization of the alarm system, evacuations in instances of fire or natural disaster; h. Behavior management policies and procedures used by the program such as positive reinforcement, point/level systems, token economies, time-out procedures; i. Restraint procedures including de-escalation methods used by the program; j. Curriculum alignment with the Massachusetts Curriculum Frameworks; k. Procedures for inclusion of all students in MCAS testing and/or alternate assessments; and l. Civil rights responsibilities. |
| | <p>Rating: Partially Implemented RESPONSE REQUIRED: Yes</p> |

Department of Education Findings:

Review of personnel records and staff interviews indicate that, while mandated trainings are being offered (except j), not all staff participate. Staff are not receiving on average, at least two (2) hours per month of relevant training.

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| <p>12.2 (a) Details Behavior Management and Restraint Training</p> | <p style="text-align: center;">Legal Standard</p> <p>Training on behavior management and suspension and termination procedures includes:</p> <ul style="list-style-type: none"> a. Program’s student conduct/discipline code b. Description of safeguards for students’ emotional, physical, and psychological well-being c. Policies on use of time-out procedures d. Techniques for dealing with disruptive and violent behavior including skill training on the proper use of non-violent restraint e. Detailed procedures pertaining to the use of any type of restraint, which must |

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| CRITERION NUMBER | |
| | Legal Standard |
| 28.09(11) 18.05(5) | <p>meet or exceed any requirements in applicable state regulations or policy *</p> <p>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</p> <p>g. Procedures for obtaining parental consent, if appropriate</p> <p>*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 regarding 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.)</p> |
| | Rating: Implemented RESPONSE REQUIRED: No |

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| CRITERION NUMBER | |
| | Legal Standard |
| 12.2 (b) Child Abuse Reporting 18.05(9)(j) | <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).</p> |
| | Rating: Implemented RESPONSE REQUIRED: Yes |

Department of Education Findings:

Review of personnel records show that, although there is a written policy which includes reporting requirements to the Disabled Persons Protection Commission, staff interviews reveal that not all staff are aware of the need to notify the Department of Education.

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| CRITERION NUMBER | |
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| CRITERION NUMBER | |
| | Legal Standard |
| 12.2(f) Emergency Procedures Training 18.05(10) | <p>All staff shall be 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 shall conduct 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> <ul style="list-style-type: none"> a. Help all students to understand the nature of the drills b. Make special provisions for the evacuation of any mobility-impaired student in the facility c. Keep a written log of each evacuation drill which includes date, time elapsed, participants (students and staff), witnesses, etc. |
| | Rating: Partially Implemented RESPONSE REQUIRED: Yes |

Department of Education Findings:

Review of the fire drill logs show that two required drills are not being done each shift.

Documentation includes a written policy which addresses this.

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| CRITERION NUMBER | |
| | Legal Standard |
| 12.2(g) Interns and Volunteers Training 18.05(11)(i) | <p>If applicable, the training plan includes provisions for the orientation, training and supervision of interns, volunteers or others who work at the program.</p> |
| | Rating: Implemented RESPONSE REQUIRED: No |

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| CRITERION NUMBER | |
| | Legal Standard |
| 12.2(h) Child Care | <p>The public/private special education program shall develop and implement with staff input a detailed written plan for staff development and in-service training of all</p> |

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| CRITERION NUMBER | |
| | Legal Standard |
| Section 504: 29 U.S.C. 794; 34 CFR 104.21,104.22 ; Title II: 42 U.S.C. 12132; 28 CFR 35.149, 35.150; Mass. Const. amend. art. 114 | 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. |
| | Rating: Partially Implemented RESPONSE REQUIRED: Yes |

Department of Education Findings:

Observation shows a need for a ramp and accessible bathroom. Updated progress reports will describe how the school will make the building programmatically and physically accessible.

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| CRITERION NUMBER | |
| | Legal Standard |
| 13.4 (a) Kitchen, Dining, Bathing/ Toilet,and Living Areas 18.04(2),(3), (4),(5) | The public/private special education program shall ensure 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: <ul style="list-style-type: none"> a. Maintain areas which are clean, well ventilated and free from hazards; 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; 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; and d. Post a list of student food allergies in all appropriate areas of the residence. |
| | Rating: Implemented RESPONSE REQUIRED: No |

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| CRITERION NUMBER | |
| | Legal Standard |
| 13.5 Classroom Space 18.04(6)(a) | Each room or area that is utilized for the instruction of students shall be adequate with respect to the number of students, size and age of students and students' specific educational needs, physical capabilities and educational/vocational activities. |
| | Rating: Implemented RESPONSE REQUIRED: No |

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| CRITERION NUMBER | |
| | Legal Standard |
| 13.6 Library/ Resource Room 18.04(6)(b) | In addition to the regular instructional area, the school shall have 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. |
| | Rating: Implemented RESPONSE REQUIRED: No |

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| CRITERION NUMBER | |
| | Legal Standard |
| 13.7 Indoor Space 18.04(7)(a) | <p>The school shall have a minimum of thirty-five (35) square feet of activity space per student exclusive of hallways, lockers, toilet rooms, isolation rooms, kitchen, closets, offices or areas regularly used for other purposes.</p> <p>Additionally, all programs must:</p> <ol style="list-style-type: none"> a. Ensure that all areas, including but not limited to, floors, ceilings and walls, are clean, well maintained and free from safety hazards; b. Protect all steam and hot water pipes by permanent screen guards, insulations, or any other suitable device which prevents students from coming in contact with them; c. Maintain 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 d. Designate space separate from classroom areas for administrative duties and staff or parent conferences. |

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| CRITERION NUMBER | |
| | Legal Standard |
| | Rating: Implemented RESPONSE REQUIRED: No |

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

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| AREA 14: REQUIREMENTS FOR DAILY CARE |
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| CRITERION NUMBER | |
| | Legal Standard |
| 14.1 Clothing, Grooming and Hygiene 18.03(5) | The school shall make provisions with parents or, where appropriate, state agencies to assure that all students are provided with clean, appropriate and seasonal clothing as well as with personal grooming and hygiene articles and materials necessary to meet his/her individual needs. |
| | Rating: Implemented RESPONSE REQUIRED: No |

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

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| CRITERION NUMBER | |
| | Legal Standard |
| 14.3 Toileting Procedures and Individual Plans 18.03(8) | The public/private special education program shall develop and implement 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. Toilet training plans based on parental input, the IEP and the student's physical and emotional abilities. |
| | Rating: Implemented RESPONSE REQUIRED: No |

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| AREA 15: PARENT AND STUDENT INVOLVEMENT |
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| CRITERION NUMBER | |
| | Legal Standard |
| 15.1 Parental Involvement and Parents' | The public/private special education program shall have a written plan for involving parents and shall have a Parents' Advisory Group that shall advise the school on matters that pertain to the education, health and safety of the students in the program. |

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| CRITERION NUMBER | |
| | Legal Standard |
| U.S.C. 1703(f); M.G.L. c. 76, s. 5; 603 CMR 26.02(2) | |
| | Rating: Implemented RESPONSE REQUIRED: No |

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| CRITERION NUMBER | |
| | Legal Standard |
| 15.4 Change of Student's Legal Status 18.05(4)(b) | <p>The school shall have procedures 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.</p> <p>The school shall have written procedures for disseminating this information to appropriate personnel.</p> |
| | Rating: Implemented RESPONSE REQUIRED: No |

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| CRITERION NUMBER | |
| | Legal Standard |
| 15.5 Parent Consent 28.07(1)(b) | <p>The program shall notify the placing school district when multiple efforts have been made, yet have failed to involve the parent and obtain necessary parental consent.</p> <p>Matters requiring parental consent include, but are not limited to, the following:</p> <ul style="list-style-type: none"> a. In coordination with responsible school districts, IEP-related matters b. Emergency medical care c. Medications d. Restraints e. Publicity, research, evaluation f. Field trips 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 |

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| | Legal Standard |
| <p>15.8 Registering Complaints 18.05(1)(b)16</p> <p>Title IX: 20 U.S.C. 1681; 34 CFR 106.8; Section 504: 29 U.S.C. 794; 34 CFR 104.7; Title II: 42 U.S.C. 12132; 28 CFR 35.107; NCLB: Title X, Part C, Sec. 722(g)(1)(J)(ii)</p> | <p>The public/private special education program shall develop and make available to parents and students a set of written procedures that may be used to register complaints regarding the student's education and care at the school.</p> <p>The public/private special education program must also adopt and publish grievance procedures for students and for employees providing for prompt and equitable resolution of complaints alleging discrimination based on sex or disability.</p> |
| | <p>Rating: Implemented RESPONSE REQUIRED: No</p> |

AREA 16: HEALTH AND MEDICAL SERVICES

| CRITERION NUMBER | |
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| | Legal Standard |
| <p>16.1 Health care Policy and Procedure Manual 18.05(9)(d) 18.05(9)(c)</p> | <p>The school shall have a comprehensive, written health care policies and procedures manual that clearly describes provisions made for medical, nursing and infirmary care of students. This manual must be approved by a licensed physician, include all applicable policies and procedures, and be made available to staff.</p> |

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| CRITERION NUMBER | |
| | Legal Standard |
| | Rating: Partially Implemented RESPONSE REQUIRED: Yes |

Department of Education Findings:

Review of the Health Care Policies and Procedures Manual indicates several elements are missing. See 16.4.

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| CRITERION NUMBER | |
| | Legal Standard |
| 16.2 Physician Consultation 18.05(9)(a) | The school shall secure the services of a licensed physician available for consultation. |
| | Rating: Implemented RESPONSE REQUIRED: No |

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| CRITERION NUMBER | |
| | Legal Standard |
| 16.3 Nursing 18.05(9)(b) | The school shall secure 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. |
| | Rating: Implemented RESPONSE REQUIRED: No |

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| CRITERION NUMBER | |
| | Legal Standard |
| 16.4 Emergency First Aid | The school shall have written policies and procedures for emergency first aid and care including: <ul style="list-style-type: none"> a. Training of all direct service staff by a certified instructor in emergency first |

| CRITERION NUMBER | |
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| | Legal Standard |
| 18.05(9)(e) | <p>aid;</p> <ul style="list-style-type: none"> 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. c. Storage of and easy access to first aid supplies and health care policies and procedures in major activities areas; d. Posting of telephone numbers for the fire department, police station, poison prevention center, hospital emergency room and ambulance service serving the school in living quarters and educational facilities; e. Procedures to be followed in the case of illness or emergency such as motor vehicle accident, including methods of transportation and notification of parents; f. Procedures to be followed in the case of fire or other emergency; g. Procedures for informing parents of any medical care administered to their child or of any injury or illness that requires care other than basic first aid; and h. Procedures to be followed in the case of illness or emergency if parents cannot be reached. |
| | <p>Rating: Partially Implemented RESPONSE REQUIRED: Yes</p> |

Department of Education Findings:

Review of the Health Care Policies and Procedures Manual indicates that not all elements are written, such as b, c, and h. Staff interviews and observation reveal that staff are trained in this area and consistently implement the procedures.

| CRITERION NUMBER | |
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| | Legal Standard |
| <p>16.5 Administration of Medication 18.05(9)(f)</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"> a. No medication is administered to a student without written authorization from a parent. Such authorization shall be renewed annually. b. No prescription medication shall be administered to a student without the written order of the physician prescribing the medication to that student. c. The school maintains written policies and procedures regarding prescription and administration of medication including authorization, |

AREA 17: TRANSPORTATION SAFETY

| CRITERION NUMBER | |
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| | Legal Standard |
| 17.1 Transportation Safety 28.09(11)(b) | <p>The program develops transportation procedures that ensure that 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 students' needs and provisions of their IEPs. In the event of a motor vehicle accident, parents, school districts, human service agencies, and the Department of Education are notified immediately.</p> <p>The school ensures that <u>any</u> person who is responsible for operating a vehicle owned or contracted for by the school which carries students shall receive in-service training on overall transportation safety and the individual needs of the students they transport.</p> |
| | Rating: Commendable RESPONSE REQUIRED: No |

Department of Education Findings:

Review of personnel records and interviews show that most staff take an extensive Defensive Driving Course, which exceeds the training requirements.

AREA 18: STUDENT RECORDS

| CRITERION NUMBER | |
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| | Legal Standard |
| 18.1 Student Records 28.09(10) | <p>Approved special education schools shall keep current and complete files for each publicly funded enrolled Massachusetts student and shall maintain such files consistent with the Massachusetts Student Record Regulations (603 CMR 23.00) and MGL c. 71, s.34H.</p> |
| | Rating: Implemented RESPONSE REQUIRED: No |

| CRITERION NUMBER | |
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| | Legal Standard |
| 18.2 Student Records (Log of access and face sheet information) 28.09(10) | <p>Student records shall be legibly dated and signed by persons making entries. Individual access logs shall be maintained for each record. All records must contain:</p> <ol style="list-style-type: none"> a. Log of access consistent with requirements of the Massachusetts Student Record Regulations b. Face sheets updated at least annually with the following information: <ul style="list-style-type: none"> o Name o Date of birth o Recent picture o Date of admission to private school o Name of educational case manager assigned by the public/private school program o Location of residential service within facility (if applicable), and name of residential case manager or supervisor o Date initially eligible for special education (if known) o Date of most recent special education evaluation(s) o Date of next expected 3-year reevaluation o Starting and expiration dates of current (or most recent) IEP o Primary language of student o Legal status of student o If under 18: in custody of both parents, one parent [specify], legal guardian [specify], other [specify] o If 18 or over: makes own decisions; under legal guardianship [specify]; has shared role with parent in education decisions [specify] o Other state agency/ies involved with student o Parent/guardian contact information: names, addresses, home & work telephone numbers, e-mails o Primary language of parents/guardian o Contact information of persons other than parents to be contacted in an emergency (names, addresses, telephone numbers) o Educational surrogate contact information (if applicable) o Notation of allergies and/or any other medical condition affecting student's well-being (e.g., seizures) o Information specific to the student regarding the handling of medical emergencies c. Copy of current IEP d. Copies of quarterly progress reports and any modification of the IEP e. Copy of the student's termination or discharge plan f. Health records, including reports, documentation of physical examinations, allergies, screening tests, results of medical care g. All evaluations or assessments conducted of the student h. Pertinent correspondence concerning the student i. Information regarding the use of behavior management interventions including, but not limited to, restraint (chemical, mechanical, physical) and |

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| CRITERION NUMBER | |
| | Legal Standard |
| | time-out procedures j. Copies of all incident reports |
| | Rating: Commendable RESPONSE REQUIRED: No |

Department of Education Findings:

Review of student records showed well-organized, comprehensive records, which include information on all aspects of the students. The face sheets contain all required elements.

PRIVATE SCHOOL PROGRAM REVIEW REPORT 2005.doc

File Name: ARCHway Program Review Report 2005.doc

Last Revised on: August 1, 2005

Prepared by: ESH; CNG