



**G. Stanley Hall**

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

**Dates of Onsite Visit: January 31-February 4, 2005**

**Date of Draft Report: April 21, 2005**

**Due Date for Comments: May 11, 2005**

**Date of Final Report: May 2, 2005**

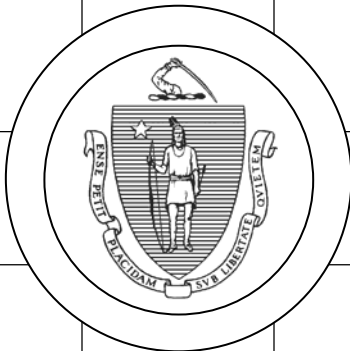
**Action Plan Due: June 17, 2005**

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

**G. Stanley Hall**

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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 three-member Massachusetts Department of Education team visited G. Stanley Hall during the week of January 31, 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 G. Stanley Hall. These features are as follows:

G. Stanley Hall staff are dedicated and are respected by their students. A wide range of learning opportunities is offered including Russian and technology, with access to computers. There is a strong team approach with the clinical, vocational and education staff. Vocational options provide a varied program, which supports students' needs. Project Adventure is a good integration of core values with academics and counseling. Community outreach involves passes to the local YMCA and the use of local parks. Civil rights are respected with equal access to all groups, including those who are physically challenged. Positive learning experiences were seen in the classrooms. Students have a student grievance notice available to encourage input and participation.

The G. Stanley Hall administrators are well organized and documentation maintained for the program is complete and current. Staff are encouraged to pursue continuous training and education. Professional Development Plans are written to meet individual needs. The staff understand the alignment process with the Massachusetts Curriculum Frameworks. Nutritional needs are conscientiously exceeded by the chef, who also teaches culinary arts. Staff also implement a Wrap Around Program, which follows a student through six months of transition after leaving the school.

The G. Stanley Hall building is bright and clean and promotes an environment of learning. There is an ongoing self-assessment process which is agency-wide and incorporates data for continual internal quality improvement. There are ongoing efforts for analysis and growth of the G. Stanley Hall program. The students and their families benefit from the positive academic program.

*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.
- Interviews of five clinical staff.
- Interviews of seven teaching and educational support services staff.
- Interview of one Board of Directors representative.
- Student record review: A sample of eleven 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

### G. Stanley Hall

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?*

G. Stanley Hall has developed a clear description of the program and Individualized Education Program services offered, as well as the program's curriculum.

#### **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?*

G. Stanley Hall, which is approved by the Department of Education as a day school, has all current approvals, licenses, and certificates of inspection posted for public and employee review. There is a supportive community-based Board of Directors which reviews strategic goals. There is an ongoing quality improvement process, with data used for self-evaluation.

#### **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?*

G. Stanley Hall has developed and updated comprehensive policies and procedures that meet all criteria, and are maintained on site within the Policies and Procedures Manual, the Personnel Manual, and the Health Care Manual. Parents are provided written notice that copies of such policies are available upon request. The school has employment practices that are free from discrimination, and faculty salary scales are based on the conditions and responsibilities of the job without regard to race, color, national origin, sex or disability. Employee recruitment is aimed at reaching all groups, including members of linguistic minorities, ethnic, and racial minorities, females and males, and persons with disabilities. The school has made state and federal regulation materials, currently in effect, available for staff and parents.

#### **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?*

G. Stanley Hall has made all required information and postings available on site for public review. The school has notified the Department of Education, with a Form 1, of substantial changes to the program and physical plant prior to the implementation of such change. While the School has a current incident notification policy in place, the staff are not aware of consistently providing written notice to the Department of all required serious incidents with the Form 2. The school maintains written documentation of correspondence with all parents, 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?*

G. Stanley Hall has developed and implemented written admissions criteria, policies and procedures that contain all required components for admissions. The school works 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. The school has developed policies and procedures that describe the roles and responsibilities of the program and its staff, as well as general communication, collaboration and coordination that includes all required components. Not all contracts with placing school districts are available or current. There is a staff person with school district contact responsibility, who has received training on current roles and responsibilities.

#### **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?*

G. Stanley Hall is approved as a twelve-month program, but is not operating as a twelve-month academic program. There is a ten-month academic program which follows student IEPs, and a summer program which is vocationally based. The School has developed a calendar that includes more than five additional school days for unforeseen circumstances. The School has a school-to-work program. The school does not have kindergarten programs or early release of seniors.

#### **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?*

G. Stanley Hall has programs that are designed to maximize students' performance and participation in the general curriculum. The school's general curriculum is aligned with the Massachusetts Curriculum Frameworks. The staff have a full understanding of the connection between the Massachusetts Curriculum Frameworks and the expectations of the state for student performance, as well as of the rights of students to be full participants in the general curriculum. The academic-based program needs to be incorporated into the summer program, with appropriately credentialed teachers. The school ensures that all Massachusetts enrolled students participate in state and/or local district assessments. The students have a high MCAS success rate. The school has developed written policies and procedures for the participation of students in statewide assessments. These written procedures include a description of how the school will provide for MCAS testing accommodations and/or administration of alternate assessments as determined by the team. When the position of Education Coordinator is filled, the ongoing alignment of the Massachusetts Curriculum Frameworks will continue.

#### **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? (Describe education and related services and supplementary aids/services)*

*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?*

G. Stanley Hall has a supportive interdisciplinary team which incorporates education, vocational and clinical growth. The School has provided a description of the educational and related services implemented for the described student population, as well as a list of supplementary services available to enrolled students. The school maintains current, 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. Each student has an assigned educational case manager, who is responsible for ensuring that all IEP services are being implemented. The program ensures that parents, guardians, sending school districts and involved agencies are receiving quarterly progress reports that contain the required information. The school has flexible procedures and mechanisms that maximize opportunities for its students to gain the capacity to return to a less restrictive educational program. There are written policies/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, the school works with the responsible school district to ensure that the IEP includes both a vision statement and a description of transition needs and, for students 16 years of age or older, any interagency responsibilities or needed linkages. For students approaching graduation or the age of 22, the school works with the responsible school district to make any necessary referral to the Bureau of Transitional Planning (at least two years prior to the student's 22<sup>nd</sup> birthday). The Wrap Around Program follows transitioning students for six months after they leave the school.

**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?*

G. Stanley Hall has 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. The School implements all policies and procedures dealing with runaway students, restraints, suspensions and terminations, but needs to consistently notify the Department of Education for required serious incidents and required restraints.

**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?*

G. Stanley Hall maintains appropriate staff-to-student ratios and age ranges throughout the academic day. In the afternoon, during vocational instruction, there are not enough staff to maintain required ratios. In the Ives, G. Stanley Hall vocational program, the Book Club, and Instructional Technology, there are learning groups which exceed a forty-eight month age span.

**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?*

G. Stanley Hall has developed and implemented written personnel policies and procedures. There is currently a staff vacancy for an Education Coordinator, who would oversee the total education program. During the ten-month academic year, the school maintains staff who are appropriately licensed or who hold current, valid waivers for the positions in which they serve. In the summer program, there are teachers who are not currently licensed. The school provides ongoing professional development for staff, and all teaching staff have a written Professional Development Plan with supervisor approval.

The school has developed an organizational structure that provides for the effective and efficient operation of the school and supervision of staff and students. The school has established a plan to ensure that there is appropriate staff coverage in the event of illness, staff vacancies, emergencies and other unexpected circumstances.

G. Stanley Hall has 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. The school has implemented a plan for individual and group recreational programs appropriate to

the age, interests and needs of students. The school maintains appropriate staffing patterns during these activities. All extracurricular activities 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?*

G. Stanley Hall 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. The school has 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. G. Stanley Hall seeks the input of staff members on training topics, and all staff providing direct care services to students, receive annual training on the Department's mandated training topics. The school is implementing a procedure for evaluating staff consistent with the written policy included in the personnel policy and procedure manual.

#### **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?*

G. Stanley Hall provides the facilities, textbooks, equipment, technology, materials, and supplies needed to provide the special education and related services specified on students' IEPs. G. Stanley Hall has classroom space that is adequate with respect to the number of students, size, and age and student specific educational needs. However, the Ives site has inadequate classroom space and outdoor space for the students. The school has a library/resource room that is separate from regular instructional space and contains materials appropriate to the needs of enrolled students. The school ensures 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.

#### **AREA 14: REQUIREMENTS FOR DAILY CARE**

*Does the private school staff understand the nutritional and toileting requirements of students enrolled in the program? Are toilet training plans based on parental input, the IEP and the student's physical and emotional abilities?*

G. Stanley Hall staff understand the nutritional and toileting requirements of students enrolled in the program. The School provides training to staff on specialized dietary needs of students when appropriate. The Chef teaches students about nutritional values in culinary arts.

When necessary, the private school develops and implements a written plan describing required procedures including regular toileting and diapering, disposal or laundering of soiled clothing or diapers, and protecting the personal privacy of all students. The 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?*

G. Stanley Hall has developed a written plan for involving parents that includes the development of a Parents' Advisory Group. The school has developed written orientation procedures for new parents and students upon admission to the program.

The school obtains all necessary parental consents and maintains documentation of students' legal status. All consents are not always updated annually. The school takes all necessary steps 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. The school has developed and made available to parents, students and staff written procedures for registering complaints, including Satisfaction Surveys for the Quality Assurance Department. A student grievance notice encourages input and participation.

#### **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?*

G. Stanley Hall 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 licensed physician has approved this manual.

#### **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?*

When appropriate, G. Stanley Hall develops transportation procedures that ensure vehicles are safe, insured, and operated by qualified and trained individuals, and that students are transported in a safe manner that is responsive to individual students' needs and provisions of their IEP.

#### **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?*

G. Stanley Hall keeps organized, current and complete files for each publicly funded enrolled Massachusetts student and maintains them in accordance with the Massachusetts Student Record Regulations. They are made available to students and parents. The student records contain all required information except an updated picture. The face sheet, which does not state the primary language of the parents, is updated annually or on an as needed basis.

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

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





<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>2.3 OCCS License (NA to Day Schools)</b>	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.
	<b>Rating: Not Applicable</b> <b>RESPONSE REQUIRED: No</b>

**Department of Education Findings:**

*The school is approved as a day program.*

**AREA 3: ADMINISTRATION -- MANUALS AND HANDBOOKS**

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>3.1 Policies &amp; Procedures Manual 28.09(11)(b)</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.
	<b>Rating: Implemented</b> <b>RESPONSE REQUIRED: No</b>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	The program's manual must contain policies and procedures in all subject areas



<b>CRITERION NUMBER</b>		
	<b>Legal Standard</b>	
<b>Practices</b>  <b>Title VI: 42 U.S.C. 2000d; 34 CFR 100.3(c); EEOA: 20 U.S.C. 1703(d); Title IX: 20 U.S.C. 1681; 34 CFR 106.51-106.61; Section 504: 29 U.S.C. 794; 34 CFR 104.11-104.14; Title II: 42 U.S.C. 12132; 28 CFR 35.140; Mass. Const. amend. art 114</b>	linguistic, ethnic, and racial minorities, females and males, and persons with disabilities.	
	<b>Rating: Implemented</b>	<b>RESPONSE REQUIRED: No</b>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>3.2 Health Care Manual 18.05 (9)(d)</b>	<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"> <li>a. Provision of medical, nursing, and infirmary care</li> <li>b. Emergency first aid (see criterion 16.4)</li> <li>c. Administration of medications, per DPH regulations</li> <li>d. Administration of anti-psychotic medications including, where appropriate, “Rogers Procedures”</li> <li>e. Preventive health care (see 16.7)</li> <li>f. Receipt of medical treatment in accordance with students’ religious beliefs</li> <li>g. No smoking policy (see Assurance on this subject)</li> <li>h. Toileting procedures</li> <li>i. Food and nutrition (see 14.2)</li> </ul> <p>Name and contact information for consultant physician and additional emergency contacts.</p>
	<b>Rating: Implemented</b> <span style="float: right;"><b>RESPONSE REQUIRED: No</b></span>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>3.3 Special Education Regulations and Reference Materials</b>  <b>State: 603 CMR 28.00</b> <b>Federal: 34 CFR 300.300-.577 and Appendix A</b>	<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"> <li>a. Federal IDEA regulations: 34 CFR 300.300-.577</li> <li>b. Appendix A to the above federal regulations</li> <li>c. State regulations: 603 CMR 28.00 and 603 CMR 18.00</li> <li>d. The current Department of Education IEP Process Guide and IEP Forms</li> <li>e. State restraint regulations (for day schools)</li> </ul>

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

**AREA 4: DISCLOSURE OF INFORMATION**

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>4.1 Aspects of program, staff credentials and student records 28.09 (5)(a)</b>	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.
	<b>Rating: Implemented</b> <span style="float: right;"><b>RESPONSE REQUIRED: No</b></span>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>4.2 Public information and Postings 28.09(6)(a,b,c,d,e), 28.09(2)(b)(4)</b>	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"> <li>a. Documentation of the current approval or intake status issued by the Department of Education and/or licensing status issued by the Office of Child-Care Services (must be posted in a public location)</li> <li>b. First aid, medical and emergency procedures, location of nearest telephones within each building, and emergency telephone numbers (must be posted in each building)</li> </ul>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	<ul style="list-style-type: none"> <li>c. Evacuation routes and procedures (must be posted in each room)</li> <li>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)</li> <li>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)</li> <li>f. Program information including a statement of purpose, general description of educational program and an organizational chart</li> </ul> <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"> <li>a. Current tuition rate for students</li> <li>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</li> </ul>
	<p><b>Rating: Implemented</b> <span style="float: right;"><b>RESPONSE REQUIRED: No</b></span></p>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<p><b>4.4 Advance notice of Proposed Program/Facility Change</b></p> <p><b>28.09 (5)(c)</b></p>	<p>Prior to any substantial change to the program or physical plant, the private school provides written notification to the Department to obtain approval. The program must also provide written notification to the Department of any sudden and/or unexpected changes that may impact the overall health or safety of students and/or the delivery of services required by IEPs. Examples of changes include, but are not limited to:</p> <ul style="list-style-type: none"> <li>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;</li> <li>b. Building changes that affect the care of the students;</li> <li>c. Major changes in the population to be served;</li> <li>d. Any alteration of the service configuration of the program as last approved by the Department; and</li> <li>e. Significant changes in program policies or procedures.</li> </ul>
	<p><b>Rating: Implemented</b> <span style="float: right;"><b>RESPONSE REQUIRED: No</b></span></p>

CRITERION NUMBER	
	<b>Legal Standard</b>
<b>4.5</b> <b>Immediate notification</b> <b>18.03(10)</b> <b>18.05(7)</b> <b>28.09(12)</b>	<p>For <u>all</u> students (regardless of state of residency), the public/private program makes immediate notification to the parent, the public school district special education administrator, and any state agency involved in the student care or placement (by telephone and letter), and the Department of Education (by telephone and Form 2) of the following incidents:</p> <ol style="list-style-type: none"> <li>a. Death of a student</li> <li>b. Hospitalization of a student, including outpatient emergency room visits, due to physical injury at school or previously unidentified illness, accident or disorder which occurs while the student is in the program</li> <li>c. Injury of a student in a motor vehicle accident</li> <li>d. In-patient psychiatric hospitalization of a student due to an emergency mental health crisis that occurs while the student is in the program</li> <li>e. Administration of medication to a student in an emergency situation</li> <li>f. Running away of a student</li> <li>g. Emergency termination of a student including circumstances in which the student presents a clear and present threat to the health and safety of him/herself or others <ul style="list-style-type: none"> <li>o A written termination summary explaining the reasons for the emergency termination must be sent to the parent(s), the student (if over 14 years of age), the local Administrator of Special Education, officials of the appropriate Human Service Agency and the Department of Education.</li> </ul> </li> <li>h. Filing of a 51-A report with DSS, or a complaint to the Disabled Persons Protection Commission against the school or a school staff member for abuse or neglect of a student</li> <li>i. Any action taken by a federal, state or local agency that might jeopardize the school's approval with the Department or any legal proceeding brought against the school or its employee(s) arising out of circumstances related to the care or education of any of its students regardless of state of residency</li> </ol>
	<b>Rating: Partially Implemented</b> <b>RESPONSE REQUIRED: Yes</b>

**Department of Education Findings:**

*Staff interviews and a review of the Policies and Procedures Manual showed that the written policy is updated. However, interviews revealed that staff are not aware of reporting requirements. The program has not consistently notified the Department of all required serious incidents on the Form 2.*

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

CRITERION NUMBER	
	<b>Legal Standard</b>
<b>5.1 Student Admissions 28.09(11) 18.05(1) and (2)</b>	<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"> <li>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.</li> <li>b. A statement that admissions policies and procedures are to be made available to parents and students at any time upon request</li> <li>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"> <li>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.</li> </ul> </li> <li>d. A narrative description of the student admission interview process</li> <li>e. Consent forms (See criterion 15.5)</li> </ul>
	<b>Rating: Implemented</b> <span style="float: right;"><b>RESPONSE REQUIRED: No</b></span>

CRITERION NUMBER	
	<b>Legal Standard</b>
<b>5.2 Policies and Procedures for Coordination /Collaboratio n with Public School Districts &amp; Content s for</b>	<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> <ul style="list-style-type: none"> <li>a. Consideration of possible placement and admissions process;</li> </ul>

CRITERION NUMBER	
	<b>Legal Standard</b>
<p><b>Coordination /Collaboration with Public School Districts</b></p> <p><b>28.06(2-3)</b> <b>28.09(9)(c) &amp;(d)</b> <b>28.09(2)(b)7</b></p> <p><b>Federal Regulations: 300.349 and 300.400-401</b></p> <p><b>28.06(2-3)</b> <b>28.07(5)</b> <b>28.09(9)(c) &amp;(d)</b> <b>28.09(2)(b)7</b></p> <p><b>Federal Regulations: 300.349 and 300.400-401</b></p>	<ul style="list-style-type: none"> <li>b. IEP development and implementation and roles in 3-year eligibility re-determinations;</li> <li>c. Contents of and general arrangements for executing contracts with placing school districts;</li> <li>d. Participation of the private or public school program as well as school district representatives at the TEAM and other key meetings, including reviewing/revising the IEP;</li> <li>e. Written progress reports;</li> <li>f. Documentation regarding student-related developments, including matters involving students’ behavioral plans, functional behavioral assessments, manifestation determinations, imposition of discipline, etc.</li> <li>g. Administration of tests;</li> <li>h. Preparations for students returning to a public school or other less restrictive setting;</li> <li>i. Preparations for students approaching or reaching ages 14, 16 and 18, later education, and adult life, consistent with IDEA “transition” requirements and state age-of-majority law;</li> <li>j. School district monitoring of student progress;</li> <li>k. Granting of high school diplomas consistent with Department of Education requirements; and</li> <li>l. Conditions for issuance of certificates of attendance or program completion by a private school or educational collaborative.</li> </ul> <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><b>Rating: Partially Implemented</b>                      <b>RESPONSE REQUIRED: Yes</b></p>

**Department of Education Findings:**

*A review of documentation indicated that some contracts with placing school districts were not available or current.*

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

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

<b>AREA 6: EDUCATIONAL PROGRAM REQUIREMENTS -- STUDENT LEARNING TIME</b>
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<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>6.1 Daily Instructional Hours 603 CMR</b>	<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"> <li>• Elementary: 5 hours per school day (except for kindergarten)</li> <li>• Secondary: 5 ½ hours per school day</li> </ul> <p>The public/private special education program ensures that, unless a student's IEP or</p>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>27.00</b>	Section 504 Accommodation Plan provides otherwise, each elementary school student is scheduled for at least 900 hours of structured learning time a year and each secondary school student is scheduled for at least 990 hours of structured learning time a year, within the required school year schedule. Where the 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.
	<b>Rating: Implemented</b> <span style="float: right;"><b>RESPONSE REQUIRED: No</b></span>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>6.2</b> <b>School-to-Work</b>  <b>603 CMR</b> <b>27.02, 27.04</b>	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.
	<b>Rating: Implemented</b> <span style="float: right;"><b>RESPONSE REQUIRED: No</b></span>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>6.3</b> <b>Kindergarten</b>  <b>603 CMR</b> <b>27.03(5)</b>	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.
	<b>Rating: Not Applicable</b> <span style="float: right;"><b>RESPONSE REQUIRED: No</b></span>

**Department of Education Findings:**

*There is no kindergarten program at the School.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>6.4</b>  <b>School Days per Year</b> <b>28.09(9)</b>	<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"> <li>• 10 month program - 180 days</li> <li>• 11 month program – 198 days</li> <li>• 12 month program – 216 days</li> </ul> <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>
	<b>Rating: Partially Implemented</b> <b>RESPONSE REQUIRED: Yes</b>

**Department of Education Findings:**

*While G. Stanley Hall is approved by the Department of Education as a 12-month academic program, the summer program does not adhere to the IEPs of enrolled students. During the summer, the Massachusetts Curriculum Frameworks are not followed and some teachers who are providing services are not currently licensed.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>6.5</b> <b>Early Release of High School Seniors</b>  <b>603 CMR 27.05</b>	<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>
	<b>Rating: Not Applicable</b> <b>RESPONSE REQUIRED: No</b>

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

CRITERION NUMBER	
	<b>Legal Standard</b>
<b>7.1 Curriculum Frameworks 28.09(9)(b)</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>
	<b>Rating: Partially Implemented                      RESPONSE REQUIRED:      Yes</b>

**Department of Education Findings:**

*Through interviews of staff, it was clear that while staff had a full understanding of the Massachusetts Curriculum Frameworks, the curriculum needs to continue to be aligned and to be included in the summer program.*

CRITERION NUMBER	
	<b>Legal Standard</b>
<b>7.2 Staff Training 28.09 (9)(b)</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>
	<b>Rating: Implemented                                      RESPONSE REQUIRED:      No</b>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>7.3 State/District Wide Assessments 28.09(9)(d)</b>	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.
	<b>Rating: Implemented</b> <span style="float: right;"><b>RESPONSE REQUIRED: No</b></span>

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

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>8.1 Implementation- Educational Services 28.04 and 28.09(8) 34 CFR 300.26</b>	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"> <li>a. The content requirements of the Massachusetts Curriculum Frameworks;</li> <li>b. Self-help, daily living skills</li> <li>c. Social/emotional needs</li> <li>d. Physical education; adapted physical education</li> <li>e. Pre-vocational, vocational, and career education</li> <li>f. Other: any other specialized educational service(s) provided by the program</li> </ul>
	<b>Rating: Commendable</b> <span style="float: right;"><b>RESPONSE REQUIRED: No</b></span>

**Department of Education Findings:**

*Interviews with staff indicated that there is strong Team involvement to meet each student's needs. A Wrap-Around Program encouraged consistent student attendance, and there is a strong therapeutic program. Project Adventure is incorporated into all areas of learning, and grants have been sought for vocational options. Russian is offered by a teacher as a language option.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>8.2 Implementation-Related Services 28.04 and 28.09(8) 34 CFR 300.24</b>	<p>Related services are defined in the federal regulations as those services that are developmental and corrective as well as supportive services that <u>assist a child to benefit from</u> special education and/or access the general curriculum.</p> <p>The program specifies how each of the following related services is or will be provided for the described student population of the school whose IEPs indicate such services:</p> <ol style="list-style-type: none"> <li>a. Transportation</li> <li>b. Braille needs (blind/visually impaired)</li> <li>c. Assistive technology devices/services</li> <li>d. Communication needs (all students including deaf/hard of hearing students)</li> <li>e. Language needs (Limited English Proficient students)</li> <li>f. Physical therapy</li> <li>g. Occupational therapy</li> <li>h. Recreation services</li> <li>i. Mobility/orientation training</li> <li>j. Psychological services, counseling services, rehabilitation counseling services, social work services</li> <li>k. Parent counseling and training</li> <li>l. School health services, medical services</li> <li>m. Other (e.g., music therapy, sensory integration therapy)</li> </ol>
	<b>Rating: Implemented</b> <b>RESPONSE REQUIRED: No</b>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>8.3 Implementation-Supplementary Aids/Services 34 CFR 300.28</b>	<p>Supplementary aids and services are defined as “those aids and services – which are not ‘specially designed instruction or related services’ – which enable eligible students to be educated to the maximum extent possible with non-disabled students.”</p> <p>The program provides examples (through a list or narrative) of the kinds of supplementary aids and services that are available for students in the program. These may include aids and services that would typically be available in a less restrictive setting, and their availability would be helpful when the student is able to be placed in a less restrictive placement (e.g. adapted text, enlarged print, graph paper, peer tutor, etc.).</p>
	<b>Rating: Implemented</b> <b>RESPONSE REQUIRED: No</b>

CRITERION NUMBER	
	<b>Legal Standard</b>
<p><b>8.4</b></p> <p><b>Program Modifications and Support Services for Limited English Proficient Students</b></p> <p><b>TITLE VI: 42 U.S.C. 2000D; 34 CFR 100.3(A),(B); EEOA: 20 U.S.C. 1703(F); M.G.L. C. 71, S. 38Q1/2; 603 CMR 28.03(3)(A); M.G.L. C. 71A, SS. 2(E), 4; 603 CMR 14.04; M.G.L. C. 76, S. 5; 603 CMR 26.03</b></p>	<p>The public/private special education program implements necessary program modifications and support services to serve effectively limited English proficient (LEP) students who need special language assistance. Such program modifications and support services:</p> <ul style="list-style-type: none"> <li>a. Are based on sound education theory;</li> <li>b. Provide for English-language development;</li> <li>c. Provide for meaningful participation of LEP students in the school's educational program;</li> <li>d. Are evaluated and appropriately revised in an ongoing manner; and</li> <li>e. Are demonstrably useful in assisting students receiving such program modifications and services to gain English language proficiency.</li> </ul>
	<p><b>Rating: Implemented</b> <span style="float: right;"><b>RESPONSE REQUIRED: No</b></span></p>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>8.5 Current IEP &amp; Student Roster 28.09</b>	The program has on file a current IEP for each enrolled Massachusetts student that has been issued by the responsible public school district and consented to by the student's parent(s), legal guardian (or student, when applicable).
	<b>Rating: Implemented</b> <b>RESPONSE REQUIRED: No</b>

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

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

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>8.8 IEP –</b>	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).

CRITERION NUMBER	
	<b>Legal Standard</b>
<p><b>Progress Reports 28.07(3)</b></p> <p><b>20 U.S.C. Chapter 33, Section 1414(d)(1)(A) (viii)</b></p> <p><b>IDEA Regulations: 300.347</b></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>
	<p><b>Rating: Implemented</b> <span style="float: right;"><b>RESPONSE REQUIRED: No</b></span></p>

CRITERION NUMBER	TOPIC
	<b>Legal Standard</b>
<p><b>8.9 IEP – Revisions &amp; Changes 34 CFR 300</b></p>	<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>
	<p><b>Rating: Implemented</b> <span style="float: right;"><b>RESPONSE REQUIRED: No</b></span></p>

CRITERION NUMBER	
	<b>Legal Standard</b>
<p><b>8.10</b></p>	<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</p>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>IEP – Less Restrictive Placement 28.09(9)(c)</b>	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.
	<b>Rating: Implemented</b> <span style="float: right;"><b>RESPONSE REQUIRED: No</b></span>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>8.11 IEP- Transition Planning 34 CFR 300.347(b)(1) 34 CFR 300.347(b)(2)</b>	<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>
	<b>Rating: Commendable</b> <span style="float: right;"><b>RESPONSE REQUIRED: No</b></span>

**Department of Education Findings:**

*Interviews of staff indicate that written transition plans are developed for students and students are followed for a six-month transition period after leaving the school. This ensures that transitions are effective.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>8.12 IEP – Transition Services 28.05(4)(c)</b>	<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 22<sup>nd</sup> birthday) in accordance with the requirements of MGL</p>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	c.71, §12-A-§12C (known as Chapter 688).
	<b>Rating: Implemented</b> <span style="float: right;"><b>RESPONSE REQUIRED: No</b></span>

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

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>9.1 Policies and Procedures 18.05 (5)</b>	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.
	<b>Rating: Implemented</b> <span style="float: right;"><b>RESPONSE REQUIRED: No</b></span>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>9.2 Discipline Code</b>	The public/private special education program develops and implements a student discipline code of conduct.  For public 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).
	<b>Rating: Implemented</b> <span style="float: right;"><b>RESPONSE REQUIRED: No</b></span>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>9.3 Runaway Students 18.03 (10)</b>	<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>
	<b>Rating: Implemented</b> <b>RESPONSE REQUIRED: No</b>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>9.4 Restraints 18.05 (5) 603 CMR 46.00</b>	<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>
	<b>Rating: Implemented</b> <b>RESPONSE REQUIRED: No</b>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>9.5</b>	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







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

**Department of Education Findings:**

*Staff interviews and observation revealed that there were instructional groupings which exceeded the forty-eight month age span in the Ives and GHS programs, Book Club, and Instructive Technology.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>10.3 Programs for Young Children 28.09(7)(e) 28.06(7)</b>	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.
	<b>Rating: Not Applicable</b> <b>RESPONSE REQUIRED: No</b>

**Department of Education Findings:**

*There are no 3 and 4 year old students.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>10.4 Student: Child Care Ratios 28.09(7) 18.01(2)</b>	The program has a student to childcare worker ratio of: <ul style="list-style-type: none"> <li>• Not lower than 4:1 nor greater than 6:1 during non- “school day” waking hours</li> <li>• Not lower than 6:1 nor greater than 8:1 during sleeping hours</li> </ul>
	<b>Rating: Not Applicable</b> <b>RESPONSE REQUIRED: No</b>

**Department of Education Findings:**

*The school is approved as a day program.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>10.5 Alternative Ratios 18.03(2)</b>	Where applicable, the public/private special education program shall submit a justification for alternative ratios for student to childcare workers, and the Department shall approve or disapprove these at its discretion.
	<b>Rating: Not Applicable</b> <span style="float: right;"><b>RESPONSE REQUIRED: No</b></span>

**Department of Education Findings:**

*There is no alternative ratio.*

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

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>11.1 Personnel Policies 28.09(7) 28.09(11)(a) 18.05(11)</b>	<p>The private special education program shall develop written personnel policies and procedures that describe:</p> <ul style="list-style-type: none"> <li>a. Criteria and procedures for hiring, written evaluations, suspension or dismissal of any staff person; and development of teacher and staff evaluation forms;</li> <li>b. Procedures for handling staff complaints;</li> <li>c. Provisions for vacations, holidays, leaves, sick days, and any other benefits offered by the program;</li> <li>d. A plan for using volunteer and/or intern services;</li> <li>e. Equal employment/educational opportunities/affirmative action in regard to race, color, creed, national origin, sex, sexual orientation and handicap; and</li> <li>f. Consistent with state law effective on February 25, 2003, procedures for</li> </ul>



<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	<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>
	<p><b>Rating: Not Implemented</b>                      <b>RESPONSE REQUIRED: Yes</b></p>

**Department of Education Findings:**  
*The position of Educational Coordinator is currently vacant.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<p><b>11.4 Teachers (Special Education Teachers and Regular Education Teachers)</b>  <b>28.09(7)(b)(c)</b>  <b>18.05(11)(f)</b></p>	<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"> <li>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.</li> <li>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.</li> <li>c. To the extent that teaching staff is providing special education services, such services shall be provided, designed, or supervised by a special educator.</li> </ol>
	<p><b>Rating: Partially Implemented</b>                      <b>RESPONSE REQUIRED: Yes</b></p>

**Department of Education Findings:**  
*While G. Stanley Hall is approved as a 12-month academic program, the summer program does not follow students' IEPs, and services are not provided, designed, or supervised by an appropriately credentialed special educator.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>11.5 Related Services Staff 28.09(7)(d)</b>	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.
	<b>Rating: Implemented</b> <b>RESPONSE REQUIRED: No</b>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>11.6 Master Staff Roster 28.09(7)</b>	<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"> <li>• Administrators <ul style="list-style-type: none"> <li>▪ Special education teachers</li> <li>▪ General education teachers</li> <li>▪ Related services professional staff</li> <li>▪ Registered Nurse</li> <li>▪ Direct (child) care workers</li> <li>▪ Direct (child) care supervisors</li> <li>▪ Clerical and maintenance staff</li> <li>▪ Psychologist</li> <li>▪ Social worker</li> <li>▪ Food service staff</li> <li>▪ Consultants</li> </ul> </li> </ul>
	<b>Rating: Implemented</b> <b>RESPONSE REQUIRED: No</b>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	public/private special education program has written job descriptions for all staff

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>11.7 Job Descriptions 18.05(11)(d)</b>	positions that shall be made available to staff as well as parents, if requested.
	<b>Rating: Implemented</b> <b>RESPONSE REQUIRED: No</b>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>11.8 Salary Ranges 18.05(11)(e)</b>	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.
	<b>Rating: Implemented</b> <b>RESPONSE REQUIRED: No</b>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>11.9 Organizational Structure 28.09(7) 28.07(c)</b>	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.
	<b>Rating: Implemented</b> <b>RESPONSE REQUIRED: No</b>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>11.10 Supervision of Child Care Workers (Direct Care Staff) 18.03(4)</b>	Each program shall provide ongoing and regular supervision of all childcare workers by a professional staff person who has supervisory and administrative responsibility within the school.
	<b>Rating: Not Applicable</b> <b>RESPONSE REQUIRED: No</b>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>11.11 Supervision of Students 28.09(7) 18.03(1)</b>	The 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.  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.
	<b>Rating: Partially Implemented</b> <b>RESPONSE REQUIRED: Yes</b>

**Department of Education Findings:**

*Staff interviews and observation indicate that afternoon coverage in the vocational program is not maintained as consistently as the academic program.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>11.12 Accessibility of</b>	Extracurricular activities sponsored by the public/private special education

CRITERION NUMBER	
	<b>Legal Standard</b>
<b>Extracurricular Activities</b>  <b>Title VI: 42 U.S.C. 2000d; 34 CFR 100.3(a), (b); Title IX: 20 U.S.C. 1681; 34 CFR 106.31, 106.41; Section 504: 29 U.S.C. 794; 34 CFR 104.4,104.37(a), (c); Title II: 42 U.S.C. 12132; 28 CFR 35.130; NCLB: Title X, Part C, Sec. 721; Mass. Const. amend. art 114; M.G.L. c. 76, s. 5; 603 CMR 26.06</b>	<p>program are nondiscriminatory in that:</p> <ul style="list-style-type: none"> <li>• The school provides equal opportunity for all students to participate in intramural and interscholastic sports</li> <li>• Extracurricular activities or clubs sponsored by the school do not exclude students on the basis of race, sex, color, religion, national origin, sexual orientation, disability, or homelessness</li> </ul>
	<b>Rating: Implemented</b> <span style="float: right;"><b>RESPONSE REQUIRED: No</b></span>

CRITERION NUMBER	
	<b>Legal Standard</b>
<b>11.13 Plan for Staff Coverage</b>  <b>18.03(1)(b)4</b>	<p>Each program must provide a detailed description of how the school will provide childcare and/or overall staff coverage in the absence of workers due to illness, staff vacancies, emergencies, or other unexpected circumstances.</p>
	<b>Rating: Implemented</b> <span style="float: right;"><b>RESPONSE REQUIRED: No</b></span>



<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>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)</b>	<ul style="list-style-type: none"> <li>taking and their possible side effects);</li> <li>d. Runaway policy;</li> <li>e. Transportation safety (if applicable);</li> <li>f. Student record policies and confidentiality issues;</li> <li>g. Evacuation policies and emergency procedures including, but not limited to, utilization of the alarm system, evacuations in instances of fire or natural disaster;</li> <li>h. Behavior management policies and procedures used by the program such as positive reinforcement, point/level systems, token economies, time-out procedures;</li> <li>i. Restraint procedures including de-escalation methods used by the program;</li> <li>j. Curriculum alignment with the Massachusetts Curriculum Frameworks;</li> <li>k. Procedures for inclusion of all students in MCAS testing and/or alternate assessments; and</li> <li>l. Civil rights responsibilities.</li> </ul>
	<b>Rating: Implemented</b> <span style="float: right;"><b>RESPONSE REQUIRED: No</b></span>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>12.2 (a) Details Behavior Management and Restraint Training</b>  <b>28.09(11) 18.05(5)</b>	<p>Training on behavior management and suspension and termination procedures includes:</p> <ul style="list-style-type: none"> <li>a. Program’s student conduct/discipline code</li> <li>b. Description of safeguards for students’ emotional, physical, and psychological well-being</li> <li>c. Policies on use of time-out procedures</li> <li>d. Techniques for dealing with disruptive and violent behavior including skill training on the proper use of non-violent restraint</li> <li>e. Detailed procedures pertaining to the use of any type of restraint, which must meet or exceed any requirements in applicable state regulations or policy *</li> <li>f. Procedures for obtaining and recording data regarding student discipline and behavior along with a description of how such data will be integrated into IEP Team discussions</li> <li>g. Procedures for obtaining parental consent, if appropriate</li> </ul> <p>*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</p>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	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.)
	<b>Rating: Implemented</b> <b>RESPONSE REQUIRED: No</b>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>12.2 (b) Child Abuse Reporting 18.05(9)(j)</b>	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).
	<b>Rating: Implemented</b> <b>RESPONSE REQUIRED: No</b>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>12.2(c) Details CPR Certification and Emergency First Aid Training 18.05(9)(e)</b>	The program shall develop written policies and procedures for annual basic/emergency first aid training for all direct care staff. Where specifically required by the Department of Education, direct care personnel maintain appropriate CPR certification.



<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>Emergency Procedures Training 18.05(10)</b>	<p>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> <ol style="list-style-type: none"> <li>a. Help all students to understand the nature of the drills</li> <li>b. Make special provisions for the evacuation of any mobility-impaired student in the facility</li> <li>c. Keep a written log of each evacuation drill which includes date, time elapsed, participants (students and staff), witnesses, etc.</li> </ol>
	<b>Rating: Implemented</b> <span style="float: right;"><b>RESPONSE REQUIRED: No</b></span>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>12.2(g) Interns and Volunteers Training 18.05(11)(i)</b>	<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>
	<b>Rating: Implemented</b> <span style="float: right;"><b>RESPONSE REQUIRED: No</b></span>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>12.2(h) Child Care Staff Development and Training 18.03(3)</b>	<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 childcare workers.</p>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	<b>Rating: Implemented</b> <b>RESPONSE REQUIRED: No</b>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>12.2 (i) Staff Evaluations 18.05(11)(c)1.</b>	Written performance evaluations shall be scheduled and maintained for all staff as outlined in the program’s Personnel Policy and Procedures Manual.
	<b>Rating: Implemented</b> <b>RESPONSE REQUIRED: No</b>

<b>AREA 13: PHYSICAL FACILITY AND EQUIPMENT REQUIREMENTS</b>
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<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>13.1 Educational Facilities and Materials 28.09(8)</b>	The public/private special education program shall provide the facilities, textbooks, equipment, technology, materials and supplies needed to provide the special education and related services specified on the IEP’s of enrolled students. If specialized materials or equipment are needed solely for an individual student, the program may enter into an agreement for the provision of such materials or equipment by the school district enrolling the student.
	<b>Rating: Implemented</b> <b>RESPONSE REQUIRED: No</b>



<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>35.150; Mass. Const. amend. art. 114</b>	
	<b>Rating: Implemented</b> <b>RESPONSE REQUIRED: No</b>

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

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>13.5 Classroom Space 18.04(6)(a)</b>	<p>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.</p>

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

**Department of Education Findings:**

*Observation of Ives showed that the area that was utilized for the instruction of students was not adequate with respect to the number of students, size and age of students. The G. Stanley Hall building had an environment which promoted education and learning.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>13.6 Library/ Resource Room 18.04(6)(b)</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.
	<b>Rating: Implemented</b> <b>RESPONSE REQUIRED: No</b>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>13.7 Indoor Space 18.04(7)(a)</b>	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.  Additionally, all programs must: <ul style="list-style-type: none"> <li>a. Ensure that all areas, including but not limited to, floors, ceilings and walls, are clean, well maintained and free from safety hazards;</li> <li>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;</li> <li>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</li> <li>d. Designate space separate from classroom areas for administrative duties and staff or parent conferences.</li> </ul>

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

**Department of Education Findings:**

*Observation of Ives showed that there is not a minimum of thirty-five square feet of classroom space per student. Also, there is a need at G. Stanley Hall for storage space to safely secure gym equipment, in order to be free from hazards.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>13.8 Outdoor Space</b>	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.
<b>18.04(7)(b)</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.
	<b>Rating: Partially Implemented</b> <b>RESPONSE REQUIRED: Yes</b>

**Department of Education Findings:**

*Observation of Ives showed that there is not an adequate outdoor play area of at least seventy-five square feet per student.*

**AREA 14: REQUIREMENTS FOR DAILY CARE**

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>14.1 Clothing,</b>	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

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>Grooming and Hygiene 18.03(5)</b>	meet his/her individual needs.
	<b>Rating: Implemented</b> <b>RESPONSE REQUIRED: No</b>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>14.2 Food and Nutrition 18.03(7)</b>	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.
	<b>Rating: Commendable</b> <b>RESPONSE REQUIRED: No</b>

**Department of Education Findings:**

*Observations and staff interviews indicated that the breakfasts and lunches served to the students at the school exceed nutritional requirements. The students are taught about food and nutrition, as well as maintaining a clean kitchen and other culinary skills.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>14.3 Toileting Procedures and Individual Plans 18.03(8)</b>	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.
	<b>Rating: Implemented</b> <b>RESPONSE REQUIRED: No</b>





<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	<ul style="list-style-type: none"> <li>b. Emergency medical care</li> <li>c. Medications</li> <li>d. Restraints</li> <li>e. Publicity, research, evaluation</li> <li>f. Field trips</li> <li>g. In coordination with responsible school districts, the Parental Notification Law pursuant to Chapter 71, Section 32A concerning curriculum that primarily involves human sexual education or human sexuality issues</li> </ul>
	<b>Rating: Partially Implemented</b> <b>RESPONSE REQUIRED: Yes</b>

**Department of Education Findings:**

*Review of documentation indicates that not all parent consents are updated annually, as required.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>15.6 Student Involvement 34CFR 300.344</b>	The program shall collaborate with the placing school district to ensure student participation in Team meetings where required by law and if appropriate. If the student does not attend the IEP meeting, steps are taken to ensure that the student’s preferences and interests are considered.
	<b>Rating: Implemented</b> <b>RESPONSE REQUIRED: No</b>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>15.7 Consent at Age of Majority 28.07(5)</b>	<p>One year prior to the student’s reaching age eighteen, the program works collaboratively with the responsible school district to ensure consent is obtained from the student to continue the special education program upon turning age eighteen, or to ensure that another mechanism is in place to obtain consent, i.e.:</p> <ul style="list-style-type: none"> <li>• The parent or other legally eligible party has petitioned and been appointed</li> </ul>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	<p>guardian by a court of competent jurisdiction</p> <ul style="list-style-type: none"> <li>• The student chooses to share decision-making with his or her parent</li> <li>• The student chooses to delegate continued decision-making to his or her parent or other willing adult</li> </ul> <p>(See also Criterion 15.3.)</p>
	<p><b>Rating: Implemented</b> <span style="float: right;"><b>RESPONSE REQUIRED: No</b></span></p>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<p><b>15.8 Registering Complaints 18.05(1)(b)16</b></p> <p><b>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)</b></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><b>Rating: Commendable</b> <span style="float: right;"><b>RESPONSE REQUIRED: No</b></span></p>

**Department of Education Findings:**

*A review of documentation indicates that a written student grievance notice includes a procedure to encourage student input and participation. Parents receive Satisfaction Surveys for the Quality Assurance Department.*









<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>16.7 Preventive Health care 18.05 (9)(f)(9)(h)</b>	<p>The school shall develop and implement a written plan for the preventive health care of students that includes, but is not limited to the following:</p> <ol style="list-style-type: none"> <li>a. Provisions for each student to receive an annual comprehensive medical and dental examination;</li> <li>b. Vision, hearing, postural and other required screenings conducted in accordance with M.G.L. c.71 s.57;</li> <li>c. Provisions ensuring that all students are immunized as required by the Department of Public Health;</li> <li>d. Procedures for communicable disease notification and prevention of students and staff;</li> <li>e. A student or staff member who has a reported communicable disease shall be authorized by a physician to continue to be present within the school; the school shall notify all parents and referring agencies of the reported communicable disease within the school.</li> <li>f. Provision of a locked, secure cabinet to keep all toxic substances, medications, sharp objects and matches out of the reach of students;</li> <li>g. Medications and medical supplies are not locked in the same cabinet as other toxic substances. Toxic substances are labeled with contents and antidote and the phone number for the nearest poison center is posted clearly.</li> <li>h. Provisions of family planning information, subject to any applicable state or federal legislation; and</li> <li>i. Procedures for protecting students from exposure to foods, chemicals, or other materials to which they are allergic.</li> </ol>
	<b>Rating: Implemented</b> <b>RESPONSE REQUIRED: No</b>

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



<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>18.2 Student Records (Log of access and face sheet information) 28.09(10)</b>	<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"> <li>a. Log of access consistent with requirements of the Massachusetts Student Record Regulations</li> <li>b. Face sheets updated at least annually with the following information: <ul style="list-style-type: none"> <li>o Name</li> <li>o Date of birth</li> <li>o Recent picture</li> <li>o Date of admission to private school</li> <li>o Name of educational case manager assigned by the public/private school program</li> <li>o Location of residential service within facility (if applicable), and name of residential case manager or supervisor</li> <li>o Date initially eligible for special education (if known)</li> <li>o Date of most recent special education evaluation(s)</li> <li>o Date of next expected 3-year reevaluation</li> <li>o Starting and expiration dates of current (or most recent) IEP</li> <li>o Primary language of student</li> <li>o Legal status of student</li> <li>o If under 18: in custody of both parents, one parent [specify], legal guardian [specify], other [specify]</li> <li>o If 18 or over: makes own decisions; under legal guardianship [specify]; has shared role with parent in education decisions [specify]</li> <li>o Other state agency/ies involved with student</li> <li>o Parent/guardian contact information: names, addresses, home &amp; work telephone numbers, e-mails</li> <li>o Primary language of parents/guardian</li> <li>o Contact information of persons other than parents to be contacted in an emergency (names, addresses, telephone numbers)</li> <li>o Educational surrogate contact information (if applicable)</li> <li>o Notation of allergies and/or any other medical condition affecting student's well-being (e.g., seizures)</li> <li>o Information specific to the student regarding the handling of medical emergencies</li> </ul> </li> <li>c. Copy of current IEP</li> <li>d. Copies of quarterly progress reports and any modification of the IEP</li> <li>e. Copy of the student's termination or discharge plan</li> <li>f. Health records, including reports, documentation of physical examinations, allergies, screening tests, results of medical care</li> <li>g. All evaluations or assessments conducted of the student</li> <li>h. Pertinent correspondence concerning the student</li> <li>i. Information regarding the use of behavior management interventions</li> </ol>

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	including, but not limited to, restraint (chemical, mechanical, physical) and time-out procedures j. Copies of all incident reports
	<b>Rating: Partially Implemented</b> <b>RESPONSE REQUIRED:</b> <b>Yes</b>

**Department of Education Findings:**

*Review of student records revealed that, while all other elements are in place, a recent photograph of the student and the parent’s primary language are not included on the face sheet.*

PRIVATE SCHOOL PROGRAM REVIEW REPORT 2005.doc

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Last Revised on: May 2, 2005

Prepared by: ESH; CNG