



Massachusetts Department of
**ELEMENTARY & SECONDARY
EDUCATION**

**COMMUNITY CARE SERVICES
SOUTHEAST ALTERNATIVE SCHOOLS**

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

Dates of Onsite Visit: March 10-13, 2008

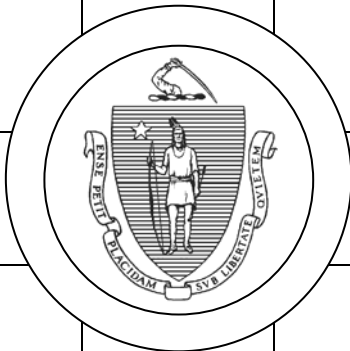
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**Department of Elementary and Secondary Education Onsite Team Members:
Dee Wyatt, Chairperson
Stacey Klasnick**



Jeffrey Nellhaus, Acting Commissioner of Elementary and Secondary Education

**MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
PRIVATE SPECIAL EDUCATION SCHOOL PROGRAM REVIEW**

**COMMUNITY CARE SERVICES
Southeast Alternatives Schools**

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MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

APPROVED PRIVATE SCHOOL PROGRAM REVIEW REPORT

OVERVIEW OF REVIEW PROCEDURES

INTRODUCTION

The Massachusetts Department of Elementary and Secondary Education is required under M.G.L. 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 Elementary and Secondary 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 2007-2008 review cycle were notified in October 2007 of scheduled visits and were encouraged to assess themselves before the arrival of the Department's visiting team.

The statewide six-year Private School Program Review cycle together with the Department's Mid-cycle follow-up monitoring schedule is posted on the Department's web site at <http://www.doe.mass.edu/pqa/review/psr/6yrcycle.html>.

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 2007-2008 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-2004) as described in the Department's Special Education Advisories. 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 Elementary and Secondary 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.
- Surveys of parents of students with disabilities. Parents of students with disabilities whose files are selected for the record review, as well as the parents of an equal number of other students with disabilities, are sent a survey that solicits information regarding their experiences with the school's implementation of special education programs, related services, and procedural 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 identified as not fully implemented, the private school must propose corrective action to bring those areas into compliance with the controlling statutes or regulations. **Under new federal *Special Education State Performance Plan* requirements pursuant to IDEA-2004, public and private schools serving disabled students must demonstrate effective resolution of noncompliance identified by the Department as soon as possible but in no case later than one year from the issuance of the Department's Final Program Review Report.**

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 believes that the Private School Program Review process is a positive experience and that the Final Report is a helpful planning document for the continued development and improvement of programs and services in each approved private school.

REPORT INTRODUCTION

A two-member Massachusetts Department of Elementary and Secondary Education team visited Southeast Alternative Schools during the week of March 10, 2008 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), M.G.L. c. 71B (“Chapter 766”) and the federal Individuals with Disabilities Education Act, 20 U.S.C. Section 1400 et seq, as amended in 2004 (IDEA-04). 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 highlight 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 Southeast Alternative Schools. These features are as follows:

- 1) Vocational Exploration – A variety of community sites are utilized in order to expand awareness of possible vocations. Examples of these sites include a hospital, nursing home, beauty salon, landscaping business, equestrian center, state park, pet grooming business, florist shop, building material supply house, auto body shop and auto mechanic business.
- 2) Lesson Plans – A computer generated lesson plan program has been developed that allows for cross-curricular connection within the Frameworks for both middle and high school students.
- 3) Academic Achievement – High standards are set and most often met as reflected in the exceptionally high percentage of students passing the MCAS.
- 4) Relaxation Zones and POP (Place of Peace) Rooms – In an effort to decrease the more restrictive behavior management approach of Time Out and replace the technique with one that can be carried over into other environments and emphasizes self-regulation, Southeast Alternative Schools have created Relaxation Zones and POP Rooms. Students were asked for their input into the design of the rooms in hopes that their involvement would encourage the students to take advantage of the space thereby promoting self-regulation.
- 5) Community Service and Citizenship – The students of the Southeast Alternative Schools are encouraged to “give back” to the community and are involved in a variety of charitable events. Such events are Habitat for Humanity, Pennies for Patients (Leukemia Society), Cape Cod Child Development Center, Safe Harbor, AmeriCorps, The Baby Center, Conway House, Hillside Adult Day Health Center, Food Pantry and Camp Lyndon.

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 nine teaching and educational support services staff.

- Student record review: A sample of 15 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 Elementary and Secondary Education student record review procedures to make determinations regarding the implementation of procedural and programmatic requirements.
- Personnel record review: A sample of 18 personnel records was selected by the Department. Personnel records were first examined by the school's staff and then verified by the onsite team using standard Department of Elementary and Secondary Education personnel 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.
- Surveys of parents of students with disabilities: 30 parents of students with disabilities were sent surveys that solicited information about their experiences with the school's implementation of special education programs, related services and procedural requirements. Eight of these parent surveys were returned to the Department of Elementary and Secondary Education for review.

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". (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.

**COMMUNITY CARE SERVICES
SOUTHEAST ALTERNATIVE SCHOOLS**

**SUMMARY OF COMPLIANCE CRITERIA INCLUDED IN THIS REPORT
REQUIRING CORRECTIVE ACTION PLAN DEVELOPMENT
in response to the following
PROGRAM REVIEW REPORT FINDINGS**

PROGRAM AREA	PARTIALLY IMPLEMENTED	NOT IMPLEMENTED	OTHER CRITERIA REQUIRING RESPONSE
Area 1: Required Information, Notifications And Postings			
Area 2: Administration -- Legal And Financial Documentation			
Area 3: Administration -- Manuals And Handbooks			
Area 4: Disclosure Of Information			
Area 5: Admissions Procedures And Coordination/Collaboration With School Districts			
Area 6: Educational Program Requirements -- Student Learning Time	6.1		
Area 7: Educational Program Requirements -- Curriculum Frameworks And State Assessments			
Area 8: Educational Program Requirements -- Individualized Education Programs	8.11		
Area 9: Educational Program Requirements -- Student Discipline And Behavior Management			
Area 10: Educational Staffing Requirements -- Student:Teacher And Student:Child-Care Worker Ratios			

PROGRAM AREA	PARTIALLY IMPLEMENTED	NOT IMPLEMENTED	OTHER CRITERIA REQUIRING RESPONSE
Area 11: Educational Staffing Requirements -- Personnel Policies, Qualifications, Responsibilities			
Area 12: Educational Staffing Requirements -- Staff Training	12.2		
Area 13: Physical Facility And Equipment Requirements			
Area 14: Requirements For Daily Care			
Area 15: Parent And Student Involvement			
Area 16: Health And Medical Services	16.7		
Area 17: Transportation Safety			
Area 18: Student Records			

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

DEFINITION OF TERMS
FOR THE RATING OF EACH COMPLIANCE CRITERION

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

AREA 1: REQUIRED INFORMATION, NOTIFICATIONS AND POSTINGS

CRITERION NUMBER	Legal Standard
<p>1.2 Program & Student Description, Program Capacity 28.09(2)(b)(2, 3, 7)</p>	<p>A narrative is provided that describes:</p> <ul style="list-style-type: none"> • Operational capacity • Identified population of students to be served, including current and maximum enrollment, ages of students and their educational and behavioral characteristics • Philosophy, goals and objectives • How each of the following educational services is implemented for the described student population of the school: <ul style="list-style-type: none"> ○ The content requirements of the Massachusetts Curriculum Frameworks ○ Self-help, daily living skills ○ Social/emotional needs ○ Physical education; adapted physical education ○ Pre-vocational, vocational, and career education ○ English language support (for limited English proficient students) ○ Other: any other specialized educational service(s) provided by the program • 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: <ul style="list-style-type: none"> ○ Transportation ○ Braille needs (blind/visually impaired) ○ Assistive technology devices/services ○ Communication needs (all students including deaf/hard of hearing students) ○ Physical therapy ○ Occupational therapy ○ Recreation services ○ Mobility/orientation training ○ Psychological services, counseling services, rehabilitation counseling services, social work services ○ Parent counseling and training ○ School health services, medical services ○ Other (e.g., music therapy, sensory integration therapy) • How the kinds of supplementary aids and services available for students in the program are or will be provided. <ul style="list-style-type: none"> ○ Supplementary aids and services are defined as “those aids and services – which are not ‘specially designed instruction or related services’ –

102 CMR 3.00 (NA to Day Schools)	
	RATING: Not Applicable RESPONSE REQUIRED No

Department of Elementary and Secondary Education Comment:
Southeast Alternative Schools is approved as a Day Program.

AREA 3: ADMINISTRATION -- MANUALS AND HANDBOOKS

CRITERION NUMBER	
	Legal Standard
3.1 Policies & Procedures Manual 28.09(11)(b)	<p>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.</p> <p>The program’s manual must contain a table of contents and a policy for all subject areas. The policies and procedures must include, but are not limited to:</p> <ul style="list-style-type: none"> • Reporting Suspected Child Abuse/Neglect to DSS and to the Disabled Persons Protection Commission (Criterion 3.1(c)); • Notification of Substantial Changes (Criterion 4.4); • Student admissions (Criterion 5.1); • State and district-wide assessments (Criterion 7.3); • Granting of high school diplomas consistent with Department of Elementary and Secondary Education requirements (Criterion 7.4); • Conditions for issuance of certificates of attendance or program completion by a private school or educational collaborative (Criterion 7.4); • Working with public school districts to implement necessary program modifications and support services to identify and serve effectively limited English proficient (LEP) students (Criterion 8.4); • IEP Progress Reports (Criterion 8.8); • Preparations for students returning to a public school or other less restrictive setting (Criterion 8.10); • Preparations for students approaching or reaching ages 16 and 18, later education, and adult life, consistent with IDEA 2004 requirements regarding transition and with state age-of-majority law (Criterion 8.11 and 8.12); • Policies and procedures for Behavior Management (Criterion 9.1);

CRITERION NUMBER	
	Legal Standard
	<ul style="list-style-type: none"> • Student Separation Resulting From Behavior Management (Criterion 9.1(a)); • Student Discipline Code M.G.L. c. 71, § 37H (Public Day Programs only) (Criterion 9.2); • Runaway Students (Criterion 9.3); • Physical restraint (Criterion 9.4); • 3-5 Day Suspensions (Criterion 9.5); • 10+ Day Suspensions (Criterion 9.6); • Terminations (Criterion 9.7); • Supervision of Students (Criterion 11.11); • New Staff Orientation and Annual In-Service Training (Criterion 12.1 and 12.2); • Evacuation and Emergency Procedures (Criterion 12.2(f)); • Visiting, Mail and Telephones (Criterion 14.4); • Parent Involvement (Criterion 15.1); • Change of Student’s Legal Status (Criterion 15.4); • Consent - Research, Experimentation, Fundraising, Publicity, and Observation (Criterion 15.5); • Registering Complaints and Grievances – parents, students and employees (Criterion 15.8); • Student Transportation and Transportation Safety (Only where applicable) (Criterion 17.1); and • 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
	RATING: Implemented RESPONSE REQUIRED No

CRITERION NUMBER	
	Legal Standard
3.1(c) Child Abuse Reporting 18.05(9)(i); M.G.L. c. 119, §§ 51A and B; M.G.L. c. 19C	The program shall develop written procedures and staff training for the reporting of suspected child/student abuse or neglect to the Department of Social Services (M.G.L. c. 119, §§ 51A and B) and, for students over the age of 18, the Disabled Persons Protection Commission (M.G.L. c. 19C). Such procedures shall include notification to the Department of Elementary and Secondary Education when a report is filed against the program or its employee(s) or student(s).
	RATING: Implemented RESPONSE REQUIRED No

	<ul style="list-style-type: none"> • Any alteration of the service configuration of the program as last approved by the Department; and • Significant changes in education philosophy or delivery of services. <p>The school shall have a written procedure describing how it notifies the Department of substantial changes within it program and identifying the person responsible for making this notification.</p>
	RATING: Implemented RESPONSE REQUIRED No

CRITERION NUMBER	Legal Standard
<p>4.5 Immediate Notification</p> <p>18.03(10); 18.05(7); 28.09(12) (a, b)</p>	<p>For <u>all</u> students (regardless of state of residency), the program makes immediate notification to the parent, the public school district special education administrator, and to any state agency involved in the student’s care or placement (by telephone and letter), and the Department of Elementary and Secondary Education (by telephone and Form 2) of the following incidents:</p> <ul style="list-style-type: none"> • Death of a student • 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 • Injury of a student in a motor vehicle accident • A medication error (i.e., student misses a medication administration, is administered the wrong medication, or is administered the wrong dose of medication) • A student runs away from the program • 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"> ○ 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 Elementary and Secondary Education. • 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 • Any action taken by a federal, state or local agency that might jeopardize the school’s approval with the Department. • 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 <p>The school shall have a written procedure describing how it notifies all appropriate parties of serious incidents within it program and identifying the person responsible</p>

	for making this notification.		
	RATING: Implemented	RESPONSE REQUIRED	No

<p>AREA 5: ADMISSIONS PROCEDURES AND COORDINATION/COLLABORATION WITH SCHOOL DISTRICTS</p>
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CRITERION NUMBER	Legal Standard
<p>5.1 Student Admissions</p> <p>28.09(11); 18.05(1)(b)(1-17); 18.05(2)</p>	<p>The program develops and implements a written admissions policy that includes the following:</p> <ul style="list-style-type: none"> • Copies of the school’s policies and procedures that must be provided to the student (if appropriate), parents and the placing public school district prior to admission of the student • A statement that admissions policies and procedures are to be made available to parents and students at any time upon request • 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"> ○ In the event of emergency placements, the school shall make provisions for a complete examination of the student within 30 days of admission. • A narrative description of the student admission interview process which includes parent and student orientation <p>Prior to admission, the school shall provide to the parents and the local school district a written copy of the school’s policies and procedures, including:</p> <ol style="list-style-type: none"> 1. The school's statement of purpose; 2. The type of services provided; 3. Admission criteria; 4. Parents' rights as described in 18.05(4); 5. Health care, including provisions for emergency health care and/or hospitalization as described in 18.05(9); 6. Planning for both foreseen and emergency terminations as described in 18.05(6), (7); 7. Discipline and behavior management, including physically abusive behavior by a student to himself/herself or others, and proper use of non-violent restraints as described in 18.05(5); 8. Activities related to daily living skills; 9. Contractual obligations with regard to payment for services. The school shall inform in writing any party, other than a local school district, responsible for placement of a student that said party is financially responsible for any costs incurred as a result of any placement not made pursuant to the requirements of

CRITERION NUMBER			
	Legal Standard		
	<p>12 month program – 1188 hours</p> <p>The public/private special education program ensures that, unless a student’s IEP or Section 504 Accommodation Plan provides otherwise, each elementary school student is scheduled for at least 900 hours of structured learning time a year and each secondary school student is scheduled for at least 990 hours of structured learning time a year (including physical education for all students, required by M.G.L. c. 71, § 3), 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.</p> <p>NOTE: The public/private special education program ensures that its structured learning time is time during which students are engaged in regularly scheduled instruction, learning or assessments within the curriculum of core subjects and other subjects as defined in 603 CMR 27.02. The school’s structured learning time may include directed study (activities directly related to a program of studies, with a teacher available to assist students); independent study (a rigorous, individually designed program under the direction of a teacher, assigned a grade and credit); technology-assisted learning; presentations by persons other than teachers; school-to-work programs; and statewide student performance assessments.</p>		
	RATING: Partially Implemented	RESPONSE REQUIRED	Yes

Department of Elementary and Secondary Education Findings:

Southeast Alternative Schools count all non-instructional time (i.e. lunch, breaks) toward instructional hours. However, a review of student records revealed these activities were not consistently specified in all IEPs.

CRITERION NUMBER			
	Legal Standard		
<p>6.1(a) Physical Education Requirement M.G.L. c. 71 § 3</p>	<p>The public/private special education program shall have a written plan to teach physical education as a required subject at all grade levels for all students for the purpose of promoting the physical well being of students.</p> <p>NOTE: Physical education classes are to be considered part of the student’s structured learning time.</p>		
	RATING: Implemented	RESPONSE REQUIRED	No

CRITERION NUMBER	
	Legal Standard
6.2 School-to-Work 603 CMR 27.02; 27.04	Where the public/private special education program counts independent study or a school-to-work program as structured learning time, it has guidelines that explain clearly how hours spent by students are verified.
	RATING: Implemented RESPONSE REQUIRED No

CRITERION NUMBER	
	Legal Standard
6.4 School Days Per Year 603 CMR 27.05(2); 28.09(9)(a)	<p>All approved special education schools shall meet or exceed the student learning time requirements for public school students set forth at 603 CMR 27.00 and shall ensure that such requirements are met for individual students unless the student's IEP requires otherwise.</p> <p>Additionally, all public/private special education programs are run for the following minimum number of days (exclusive of weekends, holidays, and vacations):</p> <ul style="list-style-type: none"> • 10 month program - 180 days • 11 month program – 198 days • 12 month program – 216 days <p>Before the beginning of each school year, the public/private special education program sets a school year schedule for each program. This schedule must include at least five additional school days to account for unforeseen circumstances (i.e., snowstorms).</p>
	RATING: Implemented RESPONSE REQUIRED No

M.G.L. c. 69, § 1D; Administrative Advisory SPED 2002- 4-REVISED: Special Education Students in Out-of- District Placements- Participation in MCAS Testing and High School Graduation Standards	
	RATING: Implemented RESPONSE REQUIRED No

AREA 8: EDUCATIONAL PROGRAM REQUIREMENTS -- INDIVIDUALIZED EDUCATION PROGRAMS

CRITERION NUMBER	
	Legal Standard
8.4 Program Modifications and Support Services for Limited English Proficient Students M.G.L. c. 71A; Title VI	<p>The program shall develop a written plan for working with public school districts to implement necessary program modifications and support services to identify and effectively serve limited English proficient (LEP) students. Such program modifications and support services comply with applicable state law (M.G.L. c. 71A) and federal law (Title VI).</p> <p>Unless the student’s IEP specifies otherwise or the student has received a waiver, the student must receive sheltered content instruction and additional instruction in English as a Second Language.</p> <p>Also, the student must be afforded the same opportunity to access and participate in the program’s services, activities and other benefits as all other students.</p>
	RATING: Implemented RESPONSE REQUIRED No

CRITERION NUMBER	
	Legal Standard
8.5 Current IEP & Student Roster	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 and dated by the student's parent(s) (or student, when applicable).
28.09(5)(a)	
	RATING: Implemented RESPONSE REQUIRED No

CRITERION NUMBER	
	Legal Standard
8.8 IEP – Progress Reports	The IEP must contain a description of: <ul style="list-style-type: none"> • How the child's progress toward meeting the annual goals will be measured; and • When periodic reports on the progress the child is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided.
State: 28.07(3); Federal 20 U.S.C. Chapter 33, Section 1414(d)(1)(A) (viii); 34 CFR 300.320(a)(3) (i, ii)	Progress reports must include written information on the student's progress toward the annual goals in the IEP.
	The program shall send copies of progress reports to the parents and public school (if student is in a collaborative or private placement).
	RATING: Implemented RESPONSE REQUIRED No

CRITERION NUMBER	
	Legal Standard
8.10 IEP – Less Restrictive Placement	The program has a written plan that describes opportunities for enrolled students to gain the capacity to return to a less restrictive educational program.

<p>from Behavior Management</p> <p>18.05(5)(i); 46.02(5)(b)</p>	<ol style="list-style-type: none"> 2. Persons responsible for implementing such procedures; 3. The duration of the procedures including procedures for approval by the chief administrative person or his/her designee for any period longer than 30 minutes; 4. Requirement that students shall be observed at all times and in all parts of the room, and that the staff shall be accessible at all times; 5. A means of documenting the use of time-out for an individual student, including, at a minimum, length of time, reasons for this intervention, who approved the procedure, and who monitored the student during the time out. <ol style="list-style-type: none"> (a) Time out rooms shall not be locked. (b) Any room or space used for the practice of separation must be physically safe and appropriate to the population served by the facility.
	<p>RATING: Implemented RESPONSE REQUIRED No</p>

<p>CRITERION NUMBER</p>	
	<p style="text-align: center;">Legal Standard</p>
<p>9.2 Discipline Code</p> <p>(Public Day Programs Only)</p> <p>M.G.L. c. 71, § 37H</p>	<p>The district develops and implements a code of conduct for students and teachers.</p> <p>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, § 37H).</p>
	<p>RATING: Not Applicable RESPONSE REQUIRED No</p>

<p>CRITERION NUMBER</p>	
	<p style="text-align: center;">Legal Standard</p>
<p>9.3 Runaway Students</p> <p>18.03 (10)</p>	<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.</p>
	<p>RATING: Implemented RESPONSE REQUIRED No</p>

	NOTE: Sending a student home “early” is considered a suspension if the student’s IEP does not allow for the modification of learning time requirements of the Board of Education.
	RATING: Implemented RESPONSE REQUIRED No

CRITERION NUMBER	
	Legal Standard
9.6 10+ Day Suspensions 34 CFR 300.530 - 537	<p>The public/private special education program implements the following procedures when suspensions constitute a change of placement. A suspension is a change of placement when: 1) it exceeds 10 consecutive school days or 2) it is one of a series of suspensions that constitute a pattern under 34 CFR 300.536.</p> <ol style="list-style-type: none"> 1. A request is made of the student's responsible school district to convene an IEP Team meeting prior to a suspension that constitutes a change in placement of a student with disabilities. 2. The private school participates in the Team meeting: <ul style="list-style-type: none"> o To develop or review a functional behavioral assessment of the student’s behavior and to develop or modify a behavior intervention plan; o To identify appropriate alternative educational setting(s); and o To conduct a manifestation determination (i.e. to determine the relationship between the disability and the behavior). 3. If the Team determines that the behavior is <u>NOT</u> a manifestation of the disability, the school may suspend or terminate the student consistent with policies applied to any other student in the program. The responsible school district must, however, offer an appropriate education program to the student that may be in some other setting. 4. If the TEAM determines that the behavior <u>IS</u> a manifestation of the disability, the TEAM, takes steps to modify the IEP, the behavior intervention plan, and/or the placement.
	RATING: Implemented RESPONSE REQUIRED No

CRITERION NUMBER	
	Legal Standard
9.7 Terminations 18.05(7); 28.09(12)(b)	<p>The program develops a written termination policy that includes provisions regarding both Planned Terminations and Emergency Terminations, as described below:</p> <ol style="list-style-type: none"> a) Planned Terminations: the public/private special education program shall notify

	<p>the public school district of the need for an IEP review meeting and provides notice of this meeting to all appropriate parties ten (10) days in advance of the intended date of the meeting. The purpose of the meeting will be to develop a clear and specific termination plan for the student that shall be implemented in no less than thirty (30) days unless all parties agree to an earlier termination date.</p> <p>b) Emergency Terminations: In circumstances where the student presents a clear and present threat to the health and safety of him/herself or others, the program shall follow the procedures required under 603 CMR 28.09(12)(b) and immediately notify the Department. The special education school shall not terminate the enrollment of any student, even in emergency circumstances, until the enrolling public school district is informed and assumes responsibility for the student. At the request of the public school district, the special education school shall delay termination of the student for up to two calendar weeks to allow the public school district the opportunity to convene an emergency Team meeting or to conduct other appropriate planning discussions prior to the student's termination from the special education school program. With the mutual agreement of the approved special education school and the public school district, termination of enrollment may be delayed for longer than two calendar weeks.</p>
	<p>RATING: Implemented RESPONSE REQUIRED No</p>

<p>AREA 10: EDUCATIONAL STAFFING REQUIREMENTS -- STUDENT:TEACHER AND STUDENT:CHILDCARE WORKER RATIOS</p>

CRITERION NUMBER	
	Legal Standard
<p>10.1 Student: Teacher Ratios</p> <p>26.06(6)(d); 28.09(7)(e)</p>	<p>The public/private special education program ensures that instructional groupings do not exceed:</p> <ul style="list-style-type: none"> • 8 students to one certified teacher without an aide • 12 students to one certified teacher with an aide <p>If instructional groupings exceed the above requirements, the public/private special education program must clearly identify the student:teacher ratios and provide a rationale that explains how the needs of the student population are being met as described in Criterion 1.2.</p>

CRITERION NUMBER	
	Legal Standard
	RATING: Implemented RESPONSE REQUIRED No

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

CRITERION NUMBER	
	Legal Standard
10.3 Programs for Young Children 28.06(7)	The program shall ensure that all substantially separate classrooms for young children (3 and 4 year olds) do not exceed nine (9) students with one teacher and one aide.
	RATING: Not Applicable RESPONSE REQUIRED No

Department of Elementary and Secondary Education Comment:

The Southeast Alternative Schools program is approved for students with age ranges from 10-22.

CRITERION NUMBER	
	Legal Standard
10.4 Student: Child Care Ratios	The program has a student:child care worker ratio of: <ul style="list-style-type: none"> • Not less than 4:1 nor greater than 6:1 during non-“school day” waking hours • Not less than 6:1 nor greater than 8:1 during sleeping hours <p>If student groupings exceed the above requirements, the public/private special</p>

<p>(Approved Private Residential Schools Only)</p> <p>18.03(2)</p>	<p>education program must clearly identify the student: child care worker ratios and provide a rationale that explains how the needs of the student population are being met as described in Criterion 1.2.</p>
	<p>RATING: Not Applicable RESPONSE REQUIRED No</p>

Department of Elementary and Secondary Education Comment:
Southeast Alternative Schools is approved as a Day Program.

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

CRITERION NUMBER	
<p>11.1 Personnel Policies and Procedures Manual</p> <p>18.05(11); 18.05(11)(c)(1); 28.09(7); 28.09(11)(a); M.G.L. c. 71, § 38R; ESE Advisory on CORI revised 5/7/07</p>	<p style="text-align: center;">Legal Standard</p> <p>The private special education program shall develop a written personnel policies and procedures manual that describes:</p> <ul style="list-style-type: none"> • Criteria and procedures for hiring. This should include the school’s Criminal Offender Record Information (CORI) policy regarding CORI checks on employees, volunteers and transportation providers whose responsibilities bring them into direct and unmonitored contact with students. [NOTE: A private residential school licensed by EEC does not need to conduct independent CORI checks where those checks have been done through EEC]; • Procedures for evaluation of staff, discipline of staff (including suspensions and dismissals); • Procedures for handling staff complaints (See Criterion 15.8); • Provisions for vacations, holidays, leaves, sick days, and any other benefits offered by the program; • A plan for using volunteer and/or intern services; and, <ul style="list-style-type: none"> ○ Statement of equal employment/educational opportunities in regard to race, color, creed, religion, national origin, sex, sexual orientation and handicap.
	<p>RATING: Implemented RESPONSE REQUIRED No</p>

CRITERION NUMBER	
	Legal Standard
11.2 Administrative Responsibility 18.05(11)(a, b)	<p>The public/private special education program shall designate one person who will have administrative responsibility over the operation of the school. Schools with more than 40 professional licensed staff may have one (or more) assistant administrator(s) provided the Department approves such positions.</p> <p>The administrator or designee shall at all times be on the premises of the school while the school is in operation. All staff on duty shall know who is responsible for administration of the school at any given time.</p>
	RATING: Implemented RESPONSE REQUIRED No

CRITERION NUMBER	
	Legal Standard
11.3 Educational Administrator Qualifications 28.09(5)(a); 28.09(7)(a); 603 CMR 44.00	<p>At least one staff member shall be designated as the educational administrator for the program. Such person shall be assigned to supervise the provision of special education services in the school and to ensure that the services specified in each student’s IEP are delivered. The educational administrator shall either possess licensure as a special education administrator or possess all of the following:</p> <ul style="list-style-type: none"> • License as a special educator; • A minimum of a master's degree in special education or a related field; and • A minimum of one year of administrative experience. <p>The educational administrator shall be re-licensed pursuant to the requirements of 603 CMR 44.00.</p> <p>The educational administrator shall obtain supervisory approval of his/her Professional Development Plan per 603 CMR 44.04.</p>
	RATING: Implemented RESPONSE REQUIRED No

CRITERION NUMBER	
	Legal Standard
11.4 Teachers (Special Education Teachers and Regular Education Teachers) 18.05(11)(f); 28.09(5)(a); 28.09(7)(b, c)	<p>The public/private special education program must ensure that all teaching staff have teaching licenses appropriate to meet the needs of the population being served pursuant to the requirements of 603 CMR 7.00 and, additionally, must adhere to the following requirements:</p> <ol style="list-style-type: none"> a. All teaching staff shall be re-licensed pursuant to the requirements of 603 CMR 44.00 including obtaining supervisor approval of Professional Development Plans pursuant to 603 CMR 44.04. b. At least half of the teaching staff shall be licensed in special education areas appropriate to the population served at the school; other teaching staff may be licensed in other educational areas, in order to provide for content expertise in the general curriculum. The Department may require a higher proportion of licensed special educators if, in the opinion of the Department, the population requires more specialized services. c. To the extent that teaching staff is providing special education services, such services shall be provided, designed, or supervised by a special educator.
	RATING: Implemented RESPONSE REQUIRED No

CRITERION NUMBER	
	Legal Standard
11.5 Related Services Staff 28.09(7)(d)	<p>All staff providing or supervising the provision of related services shall be appropriately certified, licensed or registered in their professional areas.</p> <p>Any staff members providing educational interpreting for students who are deaf or hard of hearing in public schools, approved special education schools and collaborative schools must be registered through the Massachusetts Commission for the Deaf and Hard of Hearing. This includes staff members who are identified as educational interpreters or oral transliterators or someone who fulfills that role but is not identified as an interpreter.</p>
	RATING: Implemented RESPONSE REQUIRED No

CRITERION NUMBER	
	Legal Standard
11.6 Master Staff Roster 28.09(7)	<p>The public/private special education program maintains a master list of ALL staff for every position within the program. This list must include job titles along with their corresponding UFR title numbers for private programs, and full-time equivalents (FTE's) for public and private programs. This list may include, but is not limited to:</p> <ul style="list-style-type: none"> • Administrators • Special education teachers • General education teachers • Related services professional staff • Registered Nurses • Direct (child) care workers • Direct (child) care supervisors • Clerical and maintenance staff • Psychologists • Social workers • Food service staff • Consultants
	RATING: Implemented RESPONSE REQUIRED No

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

CRITERION NUMBER	
	Legal Standard
11.9 Organizational Structure	<p>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.</p>

28.09(7)			
	RATING: Implemented	RESPONSE REQUIRED	No

CRITERION NUMBER			
	Legal Standard		
11.10 Supervision of Direct Care Day & Residential Staff	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.		
18.03(4)	Regularly scheduled conferences must occur between childcare workers and supervisors; and between teachers, childcare workers and other educational personnel.		
	RATING: Implemented	RESPONSE REQUIRED	No

CRITERION NUMBER			
	Legal Standard		
11.11 Supervision of Students	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.		
18.03(1)(b)(1-5)	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.		
	RATING: Implemented	RESPONSE REQUIRED	No

CRITERION NUMBER			
	Legal Standard		
11.12 Equal Access	The program provides all students with equal access to services, facilities, activities and benefits regardless of race, color, gender, religion, national origin, sexual orientation, disability or homelessness.		
Title VI: 42 U.S.C. 2000d; 34	<ul style="list-style-type: none"> • The school provides equal opportunity for all students to participate in intramural and interscholastic sports • Extracurricular activities or clubs sponsored by the school do not exclude 		

<p>CFR 100.3(a), (b); Title IX: 20 U.S.C. 1681; 34 CFR 106, 106; Section 504: 29 U.S.C. 794; 34 CFR 104,104; Title II: 42 U.S.C. 12132; 28 CFR 35.130; NCLB: Title X, Part C, Sec. 721; Mass. Const. amend. art 114; M.G.L. c. 76, § 5; 603 CMR 26.06; 603 CMR 28.03(1)(b)</p>	<p>students on the basis of race, gender, color, religion, national origin, sexual orientation, disability, or homelessness.</p> <ul style="list-style-type: none"> When a program provides separate facilities, activities or services to students based on disability, the program must ensure that such facility, activity or service is comparable to other facilities, activities or services provided by the district or school, including those provided to students without disabilities.
	<p>RATING: Implemented RESPONSE REQUIRED No</p>

AREA 12: EDUCATIONAL STAFFING REQUIREMENTS -- STAFF TRAINING

CRITERION NUMBER	
	Legal Standard
<p>12.1 Staff Orientation and Training</p> <p>18.05(11)(g, i); 28.09(7)(f)</p>	<p>The public/private special education program shall develop a written plan for staff orientation and training that is consistent with the needs of the student population and includes an orientation-training program for all new staff to ensure an understanding of the school’s philosophy, organization, program, practices and goals.</p> <p>Initial staff orientation shall include provision for training in emergency procedures, behavior management procedures and requirements related to student protections as provided in 603 CMR 28.09(12).</p> <p>The written plan shall describe how newly hired staff are provided training on all required topics at the time of hire if the required topics have already been covered with existing staff.</p> <p>If applicable, the training plan includes provisions for the orientation of interns,</p>

	taking and their possible side effects);
	<ul style="list-style-type: none"> • Transportation safety (for staff with transportation-related job responsibilities); • Student record policies and confidentiality issues (for staff who oversees, maintain or access student records).
	RATING: Partially Implemented RESPONSE REQUIRED Yes

Department of Elementary and Secondary Education Findings:

Review of documentation indicated all required training is offered to the staff of Southeast Alternative Schools. Review of personnel records, however, indicated that documentation of training sessions attended by each staff person is not consistently maintained.

CRITERION NUMBER	
	Legal Standard
12.2(a) Details about Required Training - Behavior Management and Restraint Training 18.05(5, 6, 7)	Training on behavior management and suspension and termination procedures includes: <ul style="list-style-type: none"> • Program’s student conduct/discipline code • Description of safeguards for students’ emotional, physical, and psychological well-being • Policies on use of time-out procedures • Techniques for dealing with disruptive and violent behavior • Detailed procedures pertaining to the use of any type of restraint, which must meet or exceed any requirements in applicable state regulations or policy * • 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 • Procedures for obtaining parental consent, if appropriate, for behavior management procedures
	RATING: Implemented RESPONSE REQUIRED No

CRITERION NUMBER	
	Legal Standard
12.2(c) Details about Required Training- CPR Certification 18.05(9)(e)	The program shall develop a training plan for CPR Certification, which identifies: <ul style="list-style-type: none"> • the staff positions/titles of staff to be trained; • how many staff in each position/title will be trained; and • the frequency of CPR training and certification.
	RATING: Implemented RESPONSE REQUIRED No

CRITERION NUMBER	
	Legal Standard
12.2(d) Details about Required Training-Medication Training 18.05(9)(f)(3) (c)	Training about the nature of a medication, potential side effects and any special precautions or requirements shall be provided by a physician or registered nurse to all staff providing care or instruction to students for whom any staff administers medication.
	RATING: Implemented RESPONSE REQUIRED No

CRITERION NUMBER	
	Legal Standard
12.2(f) Details about Required Training-Emergency Procedures 18.05(10); 28.09(11)	<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.</p> <p>In addition, the program shall:</p> <ul style="list-style-type: none"> • Help all students to understand the nature of the drills • Make special provisions for the evacuation of any mobility-impaired student in the facility • Keep a written log of each evacuation drill that includes date, time elapsed, participants (students and staff), witnesses, etc. <p>The school shall establish and post emergency procedures and train staff on them. The procedures shall include:</p> <ol style="list-style-type: none"> 1. The assignment of personnel to specific tasks and responsibilities in emergency situations; 2. Instructions for the use of alarm systems and signals; 3. Systems for notification of appropriate persons; 4. Specification of evacuation routes and procedures; and, 5. The conduct of emergency drills for staff, at least quarterly and under varied conditions, in order to: <ol style="list-style-type: none"> a. Assure that all personnel on all shifts are trained to perform assigned tasks;

	<p>b. Assure that all personnel on all shifts are familiar with the use of fire fighting equipment in the facility; and</p> <p>c. Evaluate in writing the effectiveness of emergency plans and procedures.</p>
	<p>RATING: Implemented RESPONSE REQUIRED No</p>

<p>AREA 13: PHYSICAL FACILITY AND EQUIPMENT REQUIREMENTS</p>

CRITERION NUMBER	Legal Standard
<p>13.2 Description of Physical Facility 18.04; 28.09(8)</p>	<p><u>Kitchen, Dining, Bathing/Toilet and Living Areas:</u> 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"> • Maintain areas which are clean, well ventilated and free from hazards; • Provide students with equipment, supplies and materials (e.g., kitchen equipment, dining utensils, toilets, sinks, individual furniture and storage space) which are clean, safe, safely stored, well maintained and appropriate to the ages and needs of the students; and • 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. <p><u>Classroom Space:</u> 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> <p><u>Indoor Space:</u> The school shall have a minimum of thirty-five (35) square feet of activity space per student exclusive of hallways, lockers, toilet rooms, isolation rooms, kitchen, closets, offices or areas regularly used for other purposes.</p> <p><u>Additionally, all programs must:</u></p> <ul style="list-style-type: none"> • Ensure that all areas, including but not limited to, floors, ceilings and walls, are clean, well maintained and free from safety hazards;

CRITERION NUMBER	
	Legal Standard
	<ul style="list-style-type: none"> • 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; • 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 • Designate space separate from classroom areas for administrative duties and staff or parent conferences.
	RATING: Implemented RESPONSE REQUIRED No

CRITERION NUMBER	
	Legal Standard
13.4 Physical Facility/ Architectural Barriers	The public/private special education program shall assure that students with limited mobility have access, free from barriers to their mobility, to those areas of the school buildings and grounds to which such access is necessary for the implementation of the IEPs for such students. All schools receiving federal funds shall meet the requirements of Section 504 of the Rehabilitation Act of 1973.
18.04(8); Section 504: 29 U.S.C. 794; 34 CFR 104.21,104.22 Title II: 42 U.S.C. 12132; 28 CFR 35.149, 35.150; Mass. Const. amend. art. 114	<p>A school which enrolls students requiring wheelchairs shall have at least one entrance without steps and wide enough for a wheelchair, for each building utilized in carrying out the IEPs for such students.</p> <p>If any part of the program is not accessible to students with limited physical mobility, a plan and timetable is provided that describes how the school will make all programs and appropriate buildings accessible.</p>
	RATING: Implemented RESPONSE REQUIRED No

Schools Only)	
18.03(9)(a, b)	
	RATING: Not Applicable RESPONSE REQUIRED No

Department of Elementary and Secondary Education Comment:
Southeast Alternative Schools is approved as a Day Program.

AREA 15: PARENT AND STUDENT INVOLVEMENT
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CRITERION NUMBER	
	Legal Standard
15.1 Parental Involvement and Parents' Advisory Group	The public/private special education program shall have a written plan for involving parents and shall have a Parents' Advisory Group that shall advise the school on matters that pertain to the education, health and safety of the students in the program. The program shall designate a staff person to support the Parents' Advisory Group.
18.05(4)(a)	
	RATING: Implemented RESPONSE REQUIRED No

CRITERION NUMBER	
	Legal Standard
15.3 Information to be translated into Languages other than English	When students have parents or guardians with limited English language skills, the public/private special education program ensures that important school information is sent to them in a timely manner and provided to them in a language that they understand, either through written translations of documents or through oral interpreters.
Title VI; EEOA: 20	

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

CRITERION NUMBER	
	Legal Standard
15.4 Change of Student's Legal Status 18.05(4)(b)	The school shall have written procedures for assuring that it is informed by a parent or guardian of any changes in a student's legal status, and of the results of all judicial and administrative proceedings concerning the student. Written procedures shall additionally address disseminating this information to appropriate personnel.
	RATING: Implemented RESPONSE REQUIRED No

CRITERION NUMBER	
	Legal Standard
15.5 Parent Consent 18.05(5)(c); 18.05(8); 18.05(9)(f)(1)	<p>The program shall notify the placing school district when multiple efforts have been made, yet have failed to involve the parent and obtain necessary annual parental consent.</p> <p>Matters requiring annual parental consent include, but are not limited to, the following:</p> <ul style="list-style-type: none"> • In coordination with responsible school districts, any evaluations of the student and/or acceptance of the student's IEP • Emergency medical care • Medications • Restraints • Research, Experimentation, Fundraising, Publicity, and Observation • In coordination with responsible school districts, the Parental Notification Law pursuant to Chapter 71, § 32A concerning curriculum that primarily

	involves human sexual education or human sexuality issues
	RATING: Implemented RESPONSE REQUIRED No

CRITERION NUMBER	
	Legal Standard
15.8 Registering Complaints and Grievances – Parents, Students and Employees 18.05(1)(b) (16); 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	a) 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 that include specific timelines. b) The public/private special education program must also adopt and publish grievance procedures for students and employees providing for prompt and equitable resolution of complaints alleging discrimination based on legally protected categories (race, color, national origin, gender, religion, sexual orientation, disability).
	RATING: Implemented RESPONSE REQUIRED No

AREA 16: HEALTH AND MEDICAL SERVICES

CRITERION NUMBER	
	Legal Standard
16.2 Physician Consultation	The school shall have a licensed physician available for consultation. <u>School Physician</u> means a physician appointed by a School Committee or Board of

	be reached.		
	RATING: Implemented	RESPONSE REQUIRED	No

CRITERION NUMBER			
	Legal Standard		
16.5 Administration of Medication 18.05(9)(f)	<p>The school has developed and implements written policies and procedures regarding the administration of medication including, but not limited to, the following:</p> <ul style="list-style-type: none"> • No medication is administered to a student without written authorization from a parent. Such authorization shall be renewed annually. • No prescription medication shall be administered to a student without the written order of the physician prescribing the medication to that student. • The school maintains written policies and procedures regarding prescription and administration of medication including authorization, prepackaging and staff training. • Any change of medication or dosage must be authorized by a new order from a physician. • A written record shall be maintained of the prescription of medication to students. A written record shall also be maintained of the administration of prescribed medication to students. Significant side effects of medications shall also be recorded. • All medicine shall be kept in a locked, secure cabinet and labeled with the student's name, the name of the drug and the directions for its administration. • The school shall dispose of or return to the parents any unused medication. • Medications must be delivered to the school by a responsible adult in a container labeled by the physician or pharmacist. • Provisions must be made for refrigeration of medications, when necessary. • The school shall have a written policy regarding the amount of medication to be kept on the premises at any one time for each student receiving medication. • A review of medications administered to a student shall be incorporated into all progress reviews conducted for the student. 		
	RATING: Implemented	RESPONSE REQUIRED	No

CRITERION NUMBER			
	Legal Standard		
16.6 Administration of Antipsychotic	<p>The school shall not administer or arrange for the administration of antipsychotic medication (drugs used in treating psychoses and alleviating psychotic states) <u>except under the following circumstances:</u></p> <ul style="list-style-type: none"> • Antipsychotic medication shall be prescribed by a licensed physician for the 		

<p>18.05 (9)(g)</p>	<p>to receive an annual comprehensive medical and dental examination. The school shall require a written report from the physician(s) of the results of the examination and any recommendation and/or modification of the student's activity.</p> <ul style="list-style-type: none"> • The school shall, in cooperation with the student's public school, develop a plan to ensure that vision, hearing, postural and other required screenings are conducted in accordance with M.G.L. c. 71, § 57. • The school shall have a policy and procedure for assuring that 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 and for notifying all parents and referring agencies of the introduction of a reported communicable disease into the school. The local board of health must be notified in accordance with M.G.L. c. 111, § 111. • The school shall provide a locked, secure cabinet to keep all toxic substances, medications, sharp objects and matches out of the reach of students. Medications and medical supplies should not be locked in the same cabinet as other toxic substances. Toxic substances must be labeled with contents and antidote. The phone number for the nearest poison center must be posted clearly. • Where appropriate, the school shall provide or arrange for the provision of family planning information, subject to any applicable state or federal legislation. • The school shall require that all students have necessary immunizations as required by the Department of Public Health.
	<p>RATING: Partially Implemented RESPONSE REQUIRED Yes</p>

Department of Elementary and Secondary Education Findings:

A review of student records indicated the required documentation of annual comprehensive medical and dental examinations was not included in all records.

<p>CRITERION NUMBER</p>	
	<p style="text-align: center;">Legal Standard</p>
<p>16.11 Student Allergies</p> <p>18.05(9)(h)</p>	<p>The school shall have a written policy for protecting a student from exposure to foods, chemicals, or other materials to which they are allergic, as stated by their physician/medical assessment.</p>
	<p>RATING: Implemented RESPONSE REQUIRED No</p>

CRITERION NUMBER	
	Legal Standard
16.12 No Smoking Policy M.G.L. c. 71, § 37H	The school shall develop a written policy that prohibits the use of any tobacco products within the school buildings, the school facilities or on the school grounds or on school buses by any individual, including school personnel.
	RATING: Implemented RESPONSE REQUIRED No

AREA 17: TRANSPORTATION SAFETY

CRITERION NUMBER	
	Legal Standard
17.1 Transportation Safety 28.09(11)(b)	If applicable, the program develops transportation procedures that ensure that vehicles are safe, insured, and operated by qualified and trained individuals, and that students are transported in a safe manner that is responsive to individual students' needs and provisions of their IEPs.
	RATING: Implemented RESPONSE REQUIRED No

AREA 18: STUDENT RECORDS

CRITERION NUMBER	
	Legal Standard
18.1 Confidentiality of Student Records	a) Approved special education schools shall keep current and complete files for each publicly funded enrolled Massachusetts student and shall manage such files consistent with the Massachusetts Student Record Regulations of 603 CMR 23.00 and M.G.L. c. 71, § 34H. The approved special education school shall make the individual records of enrolled Massachusetts students available to the Department

PRIVATE SCHOOL PROGRAM REVIEW REPORT 2008.doc

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Prepared by: DW, SK