

OMB NO. 1820-0030
Expires: 08/31/2009

**ANNUAL STATE APPLICATION UNDER PART B OF THE
INDIVIDUALS WITH DISABILITIES EDUCATION ACT AS AMENDED IN 2004
FOR FEDERAL FISCAL YEAR 2009**

CFDA No. 84.027A and 84.173A

ED FORM No. 9055

**UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION PROGRAMS
Washington, DC 20202-2600**

Section I**A. Submission Statement for Part B of IDEA**

Please select 1 or 2 below. Check 3 if appropriate.

1. The State provides assurances that it has in effect policies and procedures to meet all eligibility requirements of Part B of the Act as found in PL 108-446, the Individuals with Disabilities Education Act and applicable regulations (IDEA). The State is able to meet all assurances found in Section II.A of this Application.
2. The State cannot provide assurances for all eligibility requirements of Part B of the Act as found in PL 108-446. The State has determined that it is unable to make the assurances that are checked as 'No' in Section II.A. However, the State assures that throughout the period of this grant award the State will operate consistent with all requirements of IDEA in PL 108-446 and applicable regulations. The State will make such changes to existing policies and procedures as are necessary to bring those policies and procedures into compliance with the requirements of the IDEA, as amended, as soon as possible, and not later than June 30, 2010. The State has included the date by which it expects to complete necessary changes associated with assurances marked 'No'. (Refer to Assurances found in Section II.A.)

Optional:

3. The State is submitting modifications to State policies and procedures previously submitted to the Department. These modifications are: (1) deemed necessary by the State, for example when the State revises applicable State law or regulations; (2) required by the Secretary because there is a new interpretation of the Act or regulations by a Federal court or the State's highest court; and/or (3) because of an official finding of noncompliance with Federal law or regulations.

B. Conditional Approval for Current Grant Year

If the State received conditional approval for the current grant year, check the appropriate statement(s) below:

1. Conditional Approval Related to Assurances in Section II.A:

- a. Section II.A provides documentation of completion of all issues identified in the FFY 2008 conditional approval letter.
- b. As noted in Section II.A, the State has not completed all issues identified in the FFY 2008 conditional approval letter.

2. Conditional Approval Related to Other Issues:

- a. The State previously submitted documentation of completion of all issues identified in the FFY 2008 conditional approval letter.
- b. The State is attaching documentation of completion of all issues identified in the FFY 2008 conditional approval letter. *(Attach documentation showing completion of all issues.)*
- c. The State has not completed all issues identified in the FFY 2008 conditional approval letter. *(Attach documentation showing completion of any issues and a list of items not yet completed.)*

Section II

A. Assurances Related to Policies and Procedures

The State makes the following assurances that it has policies and procedures in place as required by Part B of the Individuals with Disabilities Education Act. (20 U.S.C. 1411-1419; 34 CFR §§300.100-300.174)

<i>Check and enter date(s) as applicable</i>		Assurances Related to Policies and Procedures
Yes (Assurance is given.)	No (Assurance cannot be given. Provide date on which State will complete changes in order to provide assurance.)	
X		1. A free appropriate public education is available to all children with disabilities residing in the State between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled, in accordance with 20 U.S.C. 1412(a)(1); 34 CFR §§300.101-300.108.
X		2. The State has established a goal of providing a full educational opportunity to all children with disabilities and a detailed timetable for accomplishing that goal. (20 U.S.C. 1412(a)(2); 34 CFR §§300.109-300.110)
X		3. All children with disabilities residing in the State, including children with disabilities who are homeless or are wards of the State and children with disabilities attending private schools, regardless of the severity of their disabilities, and who are in need of special education and related services, are identified, located, and evaluated and a practical method is developed and implemented to determine which children with disabilities are currently receiving needed special education and related services in accordance with 20 U.S.C. 1412(a)(3); 34 CFR §300.111.
X		4. An individualized education program, or an individualized family service plan that meets the requirements of section 636(d), is developed, reviewed, and revised for each child with a disability in accordance with 34 CFR §§300.320 through 300.325. (20 U.S.C. 1412(a)(4); 34 CFR §300.112)
X		5. To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily in accordance with 20 U.S.C. 1412(a)(5)(A)-(B); 34 CFR

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Yes (Assurance is given.)	No (Assurance cannot be given. Provide date on which State will complete changes in order to provide assurance.)	
		§§300.114-300.120.
	X (see note) 6/30/2010	6. Children with disabilities and their parents are afforded the procedural safeguards required by 34 CFR §§300.500 through 300.536 and in accordance with 20 U.S.C. 1412(a)(6); 34 CFR §300.121. NOTE: MASSDE assures that it provides all procedural safeguards with one exception relating to organizational structure. MASSDE is taking steps to bring the structure of the Bureau of Special Education Appeals (BSEA) into full compliance with IDEA so that the Bureau's hearing officers and mediators will no longer be employees of MASSDE by June 30, 2010.
x		7. Children with disabilities are evaluated in accordance with 34 CFR §§300.300 through 300.311. (20 U.S.C. 1412(a)(7); 34 CFR §300.122)
x		8. Agencies in the State comply with 34 CFR §§ 300.610 through 300.626 (relating to the confidentiality of records and information). (20 U.S.C. 1412(a)(8); 34 CFR §300.123)
x		9. Children participating in early intervention programs assisted under Part C, and who will participate in preschool programs assisted under this part, experience a smooth and effective transition to those preschool programs in a manner consistent with section 637(a)(9). By the third birthday of such a child, an individualized education program or, if consistent with 34 CFR §300.323(b) and section 636(d), an individualized family service plan, has been developed and is being implemented for the child. The local educational agency will participate in transition planning conferences arranged by the designated lead agency under section 635(a)(10). (20 U.S.C. 1412(a)(9); 34 CFR §300.124)
x		10. To the extent consistent with the number and location of children with disabilities in the State who are enrolled by their parents in private elementary schools and secondary schools in the school district served by a local educational agency, provision is made for the participation of those children in the program assisted or carried out under this part by providing for such children special education and related services in accordance with the requirements found in 34 CFR §§300.130 through 300.148 unless the Secretary has arranged for services to those children under subsection (f) [By pass]. (20 U.S.C. 1412(a)(10); 34 CFR

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Yes (Assurance is given.)	No (Assurance cannot be given. Provide date on which State will complete changes in order to provide assurance.)	
		§§300.129-300.148)
X		11. The State educational agency is responsible for ensuring that the requirements of Part B are met according to 34 CFR §300.149 and that the State monitors and enforces the requirements of Part B in accordance with 34 CFR §§300.600-300.602 and 300.606-300.608. (20 U.S.C. 1412(a)(11); 34 CFR §300.149)
X		12. The Chief Executive Officer of a State or designee of the officer shall ensure that an interagency agreement or other mechanism for interagency coordination is in effect between each public agency described in subparagraph (b) of 34 CFR §300.154 and the State educational agency, in order to ensure that all services described in paragraph (b)(i) that are needed to ensure a free appropriate public education are provided, including the provision of such services during the pendency of any dispute under clause (iii). Such agreement or mechanism shall meet the requirements found in 20 U.S.C. 1412(a)(12)(A)-(C); 34 CFR §300.154.
X		13. The State educational agency will not make a final determination that a local educational agency is not eligible for assistance under this part without first affording that agency reasonable notice and an opportunity for a hearing. (20 U.S.C. 1412(a)(13); 34 CFR §300.155)
X		14. The State educational agency has established and maintains qualifications to ensure that personnel necessary to carry out this part are appropriately and adequately prepared and trained, including that those personnel have the content knowledge and skills to serve children with disabilities as noted in 20 U.S.C. 1412(a)(14)(A)-(E); 34 CFR §300.156.
X		15. The State has established goals for the performance of children with disabilities in the State that meet the requirements found in 20 U.S.C. 1412(a)(15)(A)-(C); 34 CFR §300.157.
X		16. All children with disabilities are included in all general State and districtwide assessment programs, including assessments described under section 1111 of the Elementary and Secondary Education Act of 1965, with appropriate accommodations and alternate assessments where necessary and as indicated in their respective individualized

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Yes (Assurance is given.)	No (Assurance cannot be given. Provide date on which State will complete changes in order to provide assurance.)	
		education programs as noted in 20 U.S.C. 1412(a)(16)(A)-(E); 34 CFR §300.160.
X		17. Funds paid to a State under this part will be expended in accordance with all the provisions of Part B including 20 U.S.C. 1412(a)(17)(A)-(C); 34 CFR §300.162.
X		18. The State will not reduce the amount of State financial support for special education and related services for children with disabilities, or otherwise made available because of the excess costs of educating those children, below the amount of that support for the preceding fiscal year in accordance with 20 U.S.C. 1412(a)(18)(A)-(D); 34 CFR §300.163.
X		19. Prior to the adoption of any policies and procedures needed to comply with this section (including any amendments to such policies and procedures), the State ensures that there are public hearings, adequate notice of the hearings, and an opportunity for comment available to the general public, including individuals with disabilities and parents of children with disabilities. (20 U.S.C. 1412(a)(19); 34 CFR §300.165)
X		20. In complying with 34 CFR §§300.162 and 300.163, a State may not use funds paid to it under this part to satisfy State-law mandated funding obligations to local educational agencies, including funding based on student attendance or enrollment, or inflation. (20 U.S.C. 1412(a)(20); 34 CFR §300.166)
X		21. The State has established and maintains an advisory panel for the purpose of providing policy guidance with respect to special education and related services for children with disabilities in the State as found in 20 U.S.C. 1412(a)(21)(A)-(D); 34 CFR §§300.167-300.169.
X		22. The State educational agency examines data, including data disaggregated by race and ethnicity, to determine if significant discrepancies are occurring in the rate of long-term suspensions and expulsions of children with disabilities in accordance with 20 U.S.C. 1412(a)(22)(A)-(B); 34 CFR §300.170.
X		23a. The State adopts the National Instructional Materials Accessibility Standard for the purposes of providing instructional materials to blind persons or other persons with print disabilities, in a timely manner after

Check and enter date(s) as applicable		Assurances Related to Policies and Procedures
Yes (Assurance is given.)	No (Assurance cannot be given. Provide date on which State will complete changes in order to provide assurance.)	
		the publication of the National Instructional Materials Accessibility Standard in the Federal Register in accordance with 20 U.S.C. 1412(a)(23)(A) and (D); 34 CFR §300.172.
		23b. <i>(Note: Check either "23b.1" or "23b.2" whichever applies.</i>
X		<p>23b.1 The State educational agency coordinates with the National Instructional Materials Access Center and not later than 12/03/06 the SEA as part of any print instructional materials adoption process, procurement contract, or other practice or instrument used for purchase of print instructional materials enters into a written contract with the publisher of the print instructional materials to:</p> <ul style="list-style-type: none"> • require the publisher to prepare and, on or before delivery of the print instructional materials, provide to the National Instructional Materials Access Center, electronic files containing the contents of the print instructional materials using the National Instructional Materials Accessibility Standard; or • purchase instructional materials from the publisher that are produced in, or may be rendered in, specialized formats. (20 U.S.C. 1412(a)(23)(C); 34 CFR §300.172)
		23b.2 The State Educational Agency has chosen not to coordinate with the National Instructional Materials Access Center but assures that it will provide instructional materials to blind persons or other persons with print disabilities in a timely manner. (20 U.S.C. 1412(a)(23)(B); 34 CFR §300.172)
X		24. The State has in effect, consistent with the purposes of the IDEA and with section 618(d) of the Act, policies and procedures designed to prevent the inappropriate over identification or disproportionate representation by race and ethnicity of children as children with disabilities, including children with disabilities with a particular impairment described in 34 CFR §300.8. (20 U.S.C 1412(a)(24); 34 CFR §300.173)
X		25. The State educational agency shall prohibit State and local educational agency personnel from requiring a child to obtain a prescription for a substance covered by the Controlled Substances Act (21 U.S.C. 812(c)) as a condition of attending school, receiving an evaluation under 34 CFR §§300.300 through 300.311, or receiving services under the IDEA as

<i>Check and enter date(s) as applicable</i>		
Yes (Assurance is given.)	No (Assurance cannot be given. Provide date on which State will complete changes in order to provide assurance.)	
		Assurances Related to Policies and Procedures
		described in 20 U.S.C. 1412(a)(25)(A)-(B); 34 CFR §300.174.

B. Other Assurances

The State also makes the following assurances:

Yes	Other Assurances
x	1. The State shall distribute any funds the State does not reserve under 20 U.S.C. 1411(e) to local educational agencies (including public charter schools that operate as local educational agencies) in the State that have established their eligibility under section 613 for use in accordance with this part as provided for in 20 U.S.C. 1411(f)(1)-(3); 34 CFR §300.705.
x	2. The State shall provide data to the Secretary on any information that may be required by the Secretary. (20 U.S.C. 1418(a)(3); 34 CFR §§300.640-300.645.)
x	3. The State, local educational agencies, and educational service agencies shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds. (34 CFR §76.702)
x	4. As applicable, the assurance in OMB Standard Form 424B (Assurances for Non-Construction Programs), relating to legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood insurance; environmental standards; wild and scenic river systems; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and general agreement to comply with all Federal laws, executive orders and regulations.

C. Certifications

The State Educational Agency is providing the following certifications:

Yes	
x	1. The State certifies that ED Form 80-0013, <i>Certification Regarding Lobbying</i> , is on file with the Secretary of Education. With respect to the <i>Certification Regarding Lobbying</i> , the State recertifies that no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; that the State shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 CFR Part 82, Appendix B); and that the State Agency shall require the full certification, as set forth in 34 CFR Part 82, Appendix A, in the award documents for all sub awards at all tiers.
x	2. The State certifies that certifications in the Education Department General Administrative Regulations (EDGAR) at 34 CFR §80.11 relating to State eligibility, authority and approval to submit and carry out the provisions of its State application, and consistency of that application with State law are in place within the State.
x	3. The State certifies that the arrangements to establish responsibility for services pursuant to 20 U.S.C. 1412(a)(12)(A); 34 CFR §300.154 are current. This certification must be received prior to the expenditure of any funds reserved by the State under 20 U.S.C. 1411(e)(1); 34 CFR §300.171.

D. Statement

I certify that the State of Massachusetts can make the assurances checked as 'yes' in Section II.A and II.B and the certifications required in Section II.C of this application. These provisions meet the requirements of the Part B of the Individuals with Disabilities Education Act as found in PL 108-446. The State will operate its Part B program in accordance with all of the required assurances and certifications.

If any assurances have been checked 'no', I certify that the State will operate throughout the period of this grant award consistent with the requirements of the IDEA as found in PL 108-446 and any applicable regulations, and will make such changes to existing policies and procedures as are necessary to bring those policies and procedures into compliance with the requirements of the IDEA, as amended, as soon as possible, and not later than June 30, 2010. (34 CFR §76.104)

I, the undersigned authorized official of the Massachusetts Department of Elementary and Secondary Education am designated by the Governor of this State to submit this application for FFY 2009 funds under Part B of the Individuals with Disabilities Education Act (IDEA).

Printed/Typed Name and Title of Authorized Representative of the State: Marcia Mitnacht, State Director of Special Education	
Signature:	Date:

Section III

Description of Use of Funds Under Part B of the Individuals with Disabilities Education Act - 20 U.S.C. 1411(e)(5); 34 CFR §300.171

States must provide the Description of Use of Funds by completing and submitting the Excel Interactive Spreadsheet with the 2009 Application.

Describe how the amount retained by the State educational agency under 20 U.S.C. 1411(e)(1) will be used to meet the following activities under Part B. (20 U.S.C. 1411(e)(1)-(3), (6) and (7)) The Department annually identifies for States the maximum amounts that a State may retain under Section 1411(e)(1) and (2).¹ The dollar amounts **listed in the Excel Interactive Spreadsheet** by the State for administration and for other State activities should add up to less or equal to the dollar amount provided to the State by the Department for each of these activities.

Enter whole dollar amounts (do not enter cents) in appropriate cells on the State's Excel Interactive Worksheet. The Excel Interactive Spreadsheet must be submitted as part of the State's application.

Describe the process used to get input from LEAs regarding the distribution of amounts among activities described in the Excel Interactive Spreadsheet to meet State priorities. (20 U.S.C. 1411(e)(5)(B); 34 CFR §300.704)

Planning for these activities is in process. MASSDE begins its planning for each fiscal year in October of the preceding year and has been planning for these funds since October 2008. Our entire planning process will be completed by May 2009. During this period, MASSDE reviews data from our general oversight programs, input from constituent groups, and information from our various planning and accountability processes including a review of planned activities articulated in our State Performance Plan. LEAs, parents and constituent groups have opportunities to recommend funding and programs each year. Opportunities for input occurred and will continue to occur through participation in planning for our State Performance Plan and Annual Performance Report, and in working group discussions related to each of the Indicators, discussions with our State Advisory Council and our State Steering Committee, as well as small group needs assessment discussions, and review of current funded programs with key constituents. LEAs, parents and other constituent groups are represented on our state advisory council for special education and our state special education steering committee and on State Performance Plan working groups.

Additionally MASSDE has been meeting internally with staff from the Special Education Planning and Policy Development Office and the Center for Targeted Assistance (Title I, NCLB, and School Improvement) to develop a collaborative model for the use and application of the funds available through the ARRA. MASSDE has begun a series of nine regional meetings consisting of district teams knowledgeable about Title I, special education, student services, the needs of English language learners, curriculum and instruction, professional development, human resources, and/or grants management to discuss the use of and application for the ARRA funds. Topics covered in these meetings include:

- shared understanding of the purposes and parameters of ARRA grant funds;
- knowledge required to complete acceptable grant applications for ARRA Stabilization, IDEA, and Title I grants;
- knowledge required to build on the district's prior improvement efforts; and
- ideas and strategies for collaborating to enhance the impact of ARRA grants.

¹ Each State may reserve for each fiscal year not more than the maximum amount the State was eligible to reserve for State administration under this section for fiscal year 2004 or \$800,000 (adjusted in accordance with 20 U.S.C. 1411(e)(1)(B)), whichever is greater; and each outlying area may reserve for each fiscal year not more than 5 percent of the amount the outlying area receives under 20 U.S.C. 1411(b)(1) for the fiscal year or \$35,000, whichever is greater.

For each fiscal year beginning with fiscal year 2005, the Secretary shall cumulatively adjust: 1) the maximum amount the State was eligible to reserve for State administration under this part for fiscal year 2004; and 2) \$800,000, by the rate of inflation as measured by the percentage increase, if any, from the preceding fiscal year in the Consumer Price Index For All Urban Consumers, published by the Bureau of Labor Statistics of the Department of Labor.

Section IV

State Administration

Section 608(a) of the IDEA requires each State that receives funds under this title to:

- (1) ensure that any State rules, regulations, and policies relating to this title conform to the purposes of this title;
- (2) identify in writing to local educational agencies located in the State and the Secretary any such rule, regulation, or policy as a State-imposed requirement that is not required by this title and Federal regulations; and
- (3) minimize the number of rules, regulations, and policies to which the local educational agencies and schools located in the State are subject under this title.

States must attach to this application a list identifying any rule, regulation, or policy that is State-imposed (not required by IDEA or Federal regulations). If there are no such State-imposed rules, regulations, or policies, please so indicate. In addition, the State is required to inform local education agencies in writing of such State-imposed rules, regulation or policy. (20 U.S.C. 1407(a); 34 CFR §300.199)

Area	MASSACHUSETTS' Higher Standard or Different Standard (and reference information)
Personnel	Specific personnel requirement for an Administrator of Special Education for districts depending on student enrollment numbers. 603 CMR 28.03(2).
Assessment	Massachusetts requires additional information related to the educational assessment required when an initial evaluation is conducted. 603 CMR 28.04.
	Massachusetts outlines specific assessment considerations for autism. M.G.L. c.71B, § 3.
Eligibility	Students may be found eligible if they are disabled and need a related service to access the general curriculum although they do not need specially designed instruction. 603 CMR 28.02(9).
Unscheduled evaluations	If a student is likely to remain at home, in a hospital, or in a pediatric nursing home for more than 60 school days, the Administrator of Special Education is directed to convene a Team to consider evaluation needs or if it is necessary to amend the student's IEP. 603 CMR 28.04(4).
Extended evaluation	The parent may agree to an extended evaluation if the Team finds the evaluation insufficient to fully develop an IEP. 603 CMR 28.05(2)(b).
IEP development	Massachusetts continues use of objectives or benchmarks in IEP development. Policy.
Consent	Massachusetts requires consent for all evaluations or reevaluations, all IEPs, and all placements. 603 CMR 28.07(1).
	Students, when over 18 years of age, may delegate authority to the parent or choose to share decision-making with the parent for special education. 603 CMR 28.07(5).
Timelines	Massachusetts requires an evaluation and convening a Team meeting to discuss evaluation results, determine eligibility and, if appropriate, write IEP and propose IEP and placement to parent within 45 school working days after consent to evaluate, with additional right to another 15 school working days if placement is initial placement to an out-of-district day or residential setting. 603 CMR 28.05(1) & 28.06(2)(e).

	Massachusetts allows a district to convene a placement meeting 15 days later than the IEP development meeting if the Team is considering an initial placement to a day or residential program in order to explore less restrictive alternatives. 603 CMR 28.06(2)(e).
Independent educational evaluation	Massachusetts has additional requirements relating to a sliding fee scale that allows a district to seek voluntary financial information of family and if income is at certain levels then the district must cost share or full pay for an IEE with no recourse to showing that the district's evaluation was appropriate. 603 CMR 28.04(5).
Parentally-placed private school students	Right to IEP and generally comparable program, full access to procedural safeguards for Massachusetts residents. 603 CMR 28.03(1)(e).
FAPE	Massachusetts also offers a right to educational tutoring or other supportive services to maintain educational progress for all students at home or in hospital for medical reasons for over 14 days in a school year. 603 CMR 28.03(3)(c).
School District Responsibility	Massachusetts has extensive regulations regarding assignment of school district programmatic and fiscal responsibility. 603 CMR 28.10.
Parent Participation Parent Participation	Massachusetts has additional requirement for local parent advisory councils for special education. 603 CMR 28.07(4).
	Massachusetts requires local districts to conduct an annual workshop for parents on the rights of students and their parents/guardians under state and federal special education laws. 603 CMR 28.03(1)(a)(4).
	Massachusetts explicitly provides for reimbursement to parents who transport their own children when such children require special transportation. 603 CMR 28.07(6).
	Massachusetts provides protections for a parent or designee to observe a child in his or her program or a proposed program. M.G.L. c. 71B § 3.
Placement	Massachusetts requires a contract between a public school district and a private school when an eligible student is placed in a private school. 603 CMR 28.06(3)
	Massachusetts specifies instructional group sizes for eligible students receiving special education services in groups solely for students with disabilities. 603 CMR 28.06(6).
	Massachusetts has additional requirements about transportation and the information and training received by transportation providers in relation to the needs of the students they are transporting. 603 CMR 28.06(8).
	Massachusetts requires that when making placement to day or residential schools, the school district must give preference to approved, in-state programs and must meet additional requirements if using an unapproved program. 603 CMR 28.06(3)(d) & (e).
Approval of Private Special Education Schools	Massachusetts explicitly requires that private schools serving publicly funded students with disabilities meet state standards for approval before public funds may be used to pay tuition in such settings. 603 CMR 28.09
Related laws	Massachusetts has laws regulating charter schools, vocational schools, Metco schools, and school choice, each of which may affect funding or responsibilities associated with students with disabilities. M.G.L. c. 71, §89; c. 74; c. 76, §12A; c. 76, §12B; respectively.
Transition to Adult Life	Massachusetts requires that a referral be made to the Executive Office of Health and Human services when a student who is likely to require continuing services from adult human service agencies approaches graduation or the age of twenty-two, whichever comes first. M.G.L. c. 71B, §12A and 603 CMR 28.05(4)(c).

	Massachusetts requires transition planning at age 14. M.G.L. c.71B, § 2.
Facilities	Massachusetts requires that resource rooms and separate classrooms for students with disabilities is given the same priority as general education programs, with specific requirements related to comparable facilities and classrooms, including requirements on location, signage, and response to financial or construction considerations. 603 CMR 28.03(1)(b).
Responsibilities of the School Principal	Massachusetts requires that the district develop and the principal implement a curriculum accommodation plan to ensure that efforts have been made or will be made to meet the needs of diverse student learners in the general education program. 603 CMR 28.03(3)(a).
Institutional Settings	Massachusetts provides funding to the state DOE to provide services to students with disabilities in state institutional settings run by Department of Youth Services, Department of Mental Health, County Houses of Corrections, and Department of Public Health. The state provides special education services according to the students' IEPs and to the level of the appropriation. School districts retain responsibility for these students and work cooperatively with the Mass. Department of Education. 603 CMR 28.06(9)
Special Education Surrogate Parents	Massachusetts requires districts to assist in identification of persons willing to serve as special education surrogate parent upon request. 603 CMR 28.07(7).