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| ESE LogoStarLogo08_A |  | **Medford Public Schools****COORDINATED PROGRAM REVIEW****REPORT OF FINDINGS****Dates of Onsite Visit:** **April 30, 2018 - May 2, 2018****Date of Draft Report:** **July 16, 2018****Date of Final Report: August 21, 2018****Action Plan Due: September 19, 2018****Department of Elementary and Secondary Education Onsite Team Members:****Sally Orme, Office of Public School Monitoring (PSM) Chair****Jane Ewing, PSM****Sibel Hughes, Office of Language Acquisition (OLA) Chair****Maura Russell, Office for College, Career & Technical Education (CCTE) Chair****David Edmonds, CCTE** |
|  |  | Jeffrey C. RileyCommissioner of Elementary and Secondary Education |
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**MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION**

**COORDINATED PROGRAM REVIEW REPORT**

**Medford Public Schools**

[SCOPE OF COORDINATED PROGRAM REVIEWS 3](#_Toc256000000)

[COORDINATED PROGRAM REVIEW ELEMENTS 4](#_Toc256000001)

[REPORT INTRODUCTION 7](#_Toc256000002)

[DEFINITION OF COMPLIANCE RATINGS 9](#_Toc256000003)

[LEGAL STANDARDS, COMPLIANCE RATINGS AND FINDINGS 10](#_Toc256000004)

[SPECIAL EDUCATION 11](#_Toc256000005)

[CIVIL RIGHTS AND OTHER RELATED GENERAL EDUCATION REQUIREMENTS 15](#_Toc256000006)

[ENGLISH LEARNER EDUCATION 18](#_Toc256000007)

[CAREER/VOCATIONAL TECHNICAL EDUCATION 20](#_Toc256000008)

**MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION**

**COORDINATED PROGRAM REVIEW REPORT**

**Medford Public Schools**

**SCOPE OF COORDINATED PROGRAM REVIEWS**

As one part of its accountability system, the Department of Elementary and Secondary Education oversees local compliance with education requirements through the Coordinated Program Review (CPR). All reviews cover selected requirements in the following areas:

Special Education (SE)

* selected requirements from the federal Individuals with Disabilities Education Act (IDEA-2004); the federal regulations promulgated under that Act at 34 CFR Part 300; M.G.L. c. 71B, and the Massachusetts Board of Education’s Special Education regulations (603 CMR 28.00), as amended effective March 1, 2007. The 2017 - 2018 Web-based Monitoring System (WBMS) districts conducted self-assessments across all criteria.

Civil Rights Methods of Administration and Other General Education Requirements (CR)

* selected federal civil rights requirements, including requirements under Title VI of the Civil Rights Act of 1964; the Equal Educational Opportunities Act of 1974; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990, together with selected state requirements under M.G.L. c. 76, Section 5 as amended by Chapter 199 of the Acts of 2011 and M.G.L. c. 269 §§ 17 through 19.
* selected requirements from the Massachusetts Board of Education’s Physical Restraint regulations (603 CMR 46.00).
* selected requirements from the Massachusetts Board of Education’s Student Learning Time regulations (603 CMR 27.00).
* various requirements under other federal and state laws.
* The 2017 - 2018 Web-based Monitoring System (WBMS) districts conducted self-assessments across all criteria.

English Learner Education (ELE) in Public Schools

* selected requirements from M.G.L. c. 71A, the state law that governs the provision of education to limited English proficient students, and 603 CMR 14.00, as well as the No Child Left Behind Act of 2001 and Title VI of the Civil Rights Act of 1964. During the 2017 - 2018 school year, all districts that enroll limited English proficient students will be reviewed using a combination of updated standards and a self-assessment instrument overseen by the Department’s Office of English Language Acquisition and Academic Achievement (OELAAA), including a request for information regarding ELE programs and staff qualifications.

Some reviews also cover selected requirements in:

College, Career and Technical Education (CCTE)

* college, career and technical education programs under the federal Carl D. Perkins Vocational and Technical Education Act of 1998 and M.G.L. c. 74.

Districts providing Title I services participate in Title I program monitoring during the same year they are scheduled for a Coordinated Program Review. Details regarding the Title I program monitoring process are available at: <http://www.doe.mass.edu/titlei/monitoring>.

**COORDINATED PROGRAM REVIEW ELEMENTS**

**Team:** Depending upon the size of a school district and the number of programs to be reviewed, a team of one to eight Department staff members conducts onsite activities over two to five days in a school district or charter school.

**Timing:** Each school district and charter school in the Commonwealth is scheduled to receive a Coordinated Program Review every six years and a mid-cycle special education follow-up visit three years after the Coordinated Program Review; approximately 68 school districts and charter schools are scheduled for Coordinated Program Reviews in 2017 - 2018, of which all districts participated in the Web-based Monitoring System (WBMS). The Department’s

2017 - 2018 schedule of Coordinated Program Reviews is posted on the Department’s web site at <<<http://www.doe.mass.edu/pqa/review/cpr/schedule.html>>>.  The statewide six-year Program Review cycle, including the Department’s Mid-cycle follow-up monitoring schedule, is posted at <<<http://www.doe.mass.edu/pqa/review/cpr/6yrcycle.html>>>.

**Criteria:** The Program Review criteria for each WBMS review begins with the district/school conducting a self-assessment across all 56 current special education criteria and 26 civil rights criteria. The Office of Public School Monitoring through its Desk Review procedures examines the district/school’s self-assessment submission and determines which criteria will be followed–up on through onsite verification activities. For more details, please see the section on **The Web-based Approach to** **Special Education and Civil Rights Monitoring** at the beginning of the School District Information Package for Special Education and Civil Rights.

The requirements selected for review in all of the regulated programs are those that are most closely aligned with the goals of the Massachusetts Education Reform Act of 1993 to promote student achievement and high standards for all students.

**WBMS Methods:** Methods used in reviewing special education and civil rights programs include:

Self-Assessment Phase:

* District/school review of special education and civil rights documentation for required elements including document uploads. Upon completion of this portion of the district/school’s self-assessment, it is submitted to the Department for review.
* District/school review of a sample of special education student records selected across grade levels, disability categories and level of need. Additional requirements for the appropriate selection of the student record sample can be found in **Appendix II: Student Record Review Procedures** of the School District Information Package for Special Education.

Upon completion of these two portions of the district/school’s self-assessment, it is submitted to the Department for review.

On-site Verification Phase: Includes activities selected from the following;

* Interviews of administrative, instructional, and support staff consistent with those criteria selected for onsite verification.
* Interviews of parent advisory council (PAC) representatives and other telephone interviews, as requested, by other parents or members of the general public.
* Review of student records for special education: The Department may select a sample of student records from those the district reviewed as part of its self-assessment, as well as records chosen by the Department from the special education student roster. The onsite team will conduct this review, using standard Department procedures, to determine whether procedural and programmatic requirements have been implemented.
* Surveys of parents of students with disabilities: Parents of students with disabilities are sent a survey that solicits information regarding their experiences with the district’s implementation of special education programs, related services, and procedural requirements.
* Observation of classrooms and other facilities: The onsite team visits a sample of classrooms and other school facilities used in the delivery of programs and services to determine general levels of compliance with program requirements.
* Review of additional documents for special education or civil rights.

**Methods for all other programs in the Coordinated Program Review:**

* Review of documentation about the operation of the charter school or district's programs.
* Interviews of administrative, instructional, and support staff across all grade levels.
* Telephone interviews as requested by other parents or members of the general public.
* Review of student records for English learner education and college, career and technical education:  The Department selects a representative sample of student records for the onsite team to review, using standard Department procedures, to determine whether procedural and programmatic requirements have been implemented.
* Surveys of parents of English learners whose files are selected for the record review are sent a survey of their experiences with the district's implementation of the English learner education program and related procedural requirements.
* Observation of classrooms and other facilities: The onsite team visits a sample of classrooms and other school facilities used in the delivery of programs and services to determine general levels of compliance with program requirements.

**Report:** **Preparation:**

At the end of the onsite visit, the onsite team will hold an informal exit meeting to summarize its comments for the superintendent or charter school leader and anyone else he or she chooses. Within approximately 45 business days of the onsite visit, the onsite chairperson will forward to the superintendent or charter school leader (and collaborative director where applicable) a Draft Report containing comments from the Program Review. The Draft Report comments for special education and civil rights are provided to the district/school on-line through the Web-based Monitoring System (WBMS). These comments will, once the district has had a chance to respond, form the basis for any findings by the Department. The district (and collaborative) will then have 10 business days to review the report for accuracy before the publication of a Final Report with ratings and findings (see below). The Final Report will be issued within approximately 60 business days of the conclusion of the onsite visit and posted on the Department’s website at <<http://www.doe.mass.edu/pqa/review/cpr/reports/>>.

**Content of Final Report:**

*Ratings.* In the Final Report, the onsite team gives a rating for each compliance criterion it has reviewed; those ratings are “Commendable,” “Implemented,” “Implementation in Progress,” “Partially Implemented,” “Not Implemented,” and “Not Applicable.” “Implementation in Progress,” used for criteria containing new or updated legal requirements, means that the district has implemented any old requirements contained in the criterion and is training staff or beginning to implement the new requirements in such a way that the onsite team anticipates that the new requirements will be implemented by the end of the school year.

*Findings.* The onsite team includes a finding in the Final Report for each criterion that it rates “Commendable,” “Partially Implemented,” “Not Implemented,” or “Implementation in Progress,” explaining the basis for the rating. It may also include findings for other related criteria.

**Response:** Where criteria are found “Partially Implemented” or “Not Implemented,” the district or charter school must propose corrective action to bring those areas into compliance with the relevant statutes and regulations.  This corrective action plan (CAP) will be due to the Department within 20 business days after the issuance of the Final Report and is subject to the Department’s review and approval. Department staff will offer districts and charter schools technical assistance on the content and requirements for developing an approvable CAP.

Department staff will also provide ongoing technical assistance as the school or district is implementing the approved corrective action plan. **School districts and charter schools 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.**

# **INTRODUCTION TO THE FINAL REPORT**

The Massachusetts Department of Elementary and Secondary Education conducted a Coordinated Program Review in Medford Public Schools during the week of April 30, 2018 to evaluate the implementation of selected criteria in the program areas of special education, civil rights and other related general education requirements, English learner education, and college, career and technical education. The team appreciated the opportunity to interview staff and parents, to observe classroom facilities and to review the programs underway in the district.

The Department is submitting the following Coordinated Program Review Report containing findings made pursuant to this onsite visit. In preparing this report, the team reviewed extensive written documentation regarding the operation of the district's programs, together with information gathered by means of the following Department program review methods:

Interviews of:

* Administrative staff
* Teaching and support services staff
* Special education parent advisory council representatives
* College, career and technical education Program Advisory Committee members
* Parents of college, career and technical education students
* College, career and technical education and cooperative education students
* Persons from the general public

Student record reviews:

* Special education student records
* English learner student records
* College, career and technical education and cooperative education student records

Surveys:

* Parents of students with disabilities
* Parents of English learners

Observations of classrooms and other facilities

The report includes findings in the program areas reviewed organized under nine components. These components are:

**Component I: Assessment of Students**

**Component II: Student Identification and Program Placement**

**Component III: Parent and Community Involvement**

**Component IV: Curriculum and Instruction**

**Component V: Student Support Services**

**Component VI: Faculty, Staff and Administration**

**Component VII: Facilities**

**Component VIII: Program Evaluation**

**Component IX: Recordkeeping and Fund Use**

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| The district conducted a self-assessment and the Department reviewed all of the criteria in the specific program areas. The Coordinated Program Review Report includes those criteria that were found by the team to be implemented in a “Commendable” manner, as well as criteria receiving a rating of "Partially Implemented," "Not Implemented," or “Implementation in Progress.” (Refer to the “Definition of Compliance Ratings” section of the report.) **Program Review Reports no longer include criteria receiving a rating of “Implemented” or “Not Applicable.”** This change will allow the district and the Department to focus their efforts on those areas requiring corrective action. For those criteria receiving a rating of “Partially Implemented” or “Not Implemented,” the district or charter school must propose to the Department corrective actions to bring those areas into compliance with the controlling statute or regulation. For any criteria receiving a rating of “Implementation in Progress,” the district must indicate the steps the district will continue to take in order to fulfill the regulatory requirements. Districts are expected to incorporate the corrective actions into their district and school improvement plans, including their professional development plans. |

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| **DEFINITION OF COMPLIANCE RATINGS** |
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| **Commendable** | Any requirement or aspect of a requirement implemented in an exemplary manner significantly beyond the requirements of law or regulation. |
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| **Implemented** | The requirement is substantially met in all important aspects. |
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| **Implementation in Progress** | This rating is used for criteria containing new or updated legal requirements and means that the district has implemented any old requirements contained in the criterion and is training staff or beginning to implement the new requirements in such a way that the onsite team anticipates that the new requirements will be implemented by the end of the school year. |
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| **Partially Implemented** | The requirement, in one or several important aspects, is not entirely met. |
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| **Not Implemented** | The requirement is totally or substantially not met. |
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| **Not Applicable**  | The requirement does not apply to the school district or charter school. |

**Medford Public Schools**

**SUMMARY OF COMPLIANCE CRITERIA RATINGS**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Special Education** | **Civil Rights and Other General Education Requirements** | **English Learner Education** | **College, Career and Technical Education** |
| **IMPLEMENTED** | SE 1, SE 2, SE 3, SE 3A, SE 4, SE 5, SE 7, SE 8, SE 9, SE 9A, SE 10, SE 11, SE 12, SE 13, SE 14, SE 15, SE 16, SE 17, SE 18A, SE 18B, SE 19, SE 20, SE 21, SE 22, SE 24, SE 25, SE 25A, SE 25B, SE 26, SE 27, SE 29, SE 32, SE 33, SE 34, SE 35, SE 36, SE 37, SE 38, SE 39, SE 40, SE 41, SE 42, SE 43, SE 44, SE 45, SE 47, SE 48, SE 49, SE 50, SE 51, SE 52, SE 52A, SE 53, SE 54, SE 55, SE 56, SE 59 | CR 3, CR 6, CR 7, CR 7A, CR 7B, CR 7C, CR 8, CR 9, CR 10, CR 10B, CR 11A, CR 12A, CR 13, CR 14, CR 15, CR 16, CR 17A, CR 18, CR 18A, CR 20, CR 21, CR 22, CR 23, CR 24, CR 25, CR 26A | ELE 1, ELE 2, ELE 3, ELE 4, ELE 6, ELE 7, ELE 8, ELE 9, ELE 10, ELE 13, ELE 14, ELE 15, ELE 17, ELE 18 | CCTE 1, CCTE 2, CCTE 4, CCTE 5, CCTE 8, CCTE 9B, CCTE 11, CCTE 12, CCTE 14, CCTE 19, CCTE 22, CCTE 23, CCTE 24, CCTE 25 |
| **PARTIALLY****IMPLEMENTED** | SE 6, SE 46 | CR 10A, CR 10C | ELE 5 | CCTE 3, CCTE 6, CCTE 7, CCTE 9A, CCTE 10, CCTE 13, CCTE 18, CCTE 20, CCTE 21 |
| **NOT APPLICABLE** |  |  |  | CCTE 15, CCTE 16  |

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| **SPECIAL EDUCATION** **LEGAL STANDARDS,** **COMPLIANCE RATINGS AND** **FINDINGS** |

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| **CRITERION****NUMBER** |       |
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|  | **Legal Standard** |
| **SE 6** | Determination of transition services 1. The Team discusses the student’s transition needs annually, beginning no later than when the student is 14 years old, and documents its discussion on the Transition Planning Form.
2. The Team reviews the Transition Planning Form annually and updates information on the form and the IEP, as appropriate.
3. Reserved
4. For any student approaching graduation or the age of twenty-two (22), the Team determines whether the student is likely to require continuing services from adult human service agencies. In such circumstances, the Administrator of Special Education makes a referral to the Bureau of Transitional Planning in the Executive Office of Health and Human Services in accordance with the requirements of M.G.L. c. 71B, §§12A-12C (known as Chapter 688).
5. In cases where the IEP included needed transition services and a participating agency other than the school district fails to provide these services, the Team reconvenes to identify alternative strategies to meet the transition objectives.
6. The district ensures that students are invited to and encouraged to attend part or all of Team meetings at which transition services are discussed or proposed.
 |
|  | State Requirements | Federal Requirements |
|  | M.G.L.c.71B, Sections 12A-C603 CMR 28.05(4)(c) | 34 CFR 300.320(b); 300.321(b);300.322(b)(2); 300.324(c) |
|  | **Rating:** |  **Partially Implemented**  | **District Response Required:** | **Yes** |

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| **Department of Elementary and Secondary Education Findings:** |
| *A review of student records indicated that although IEP Teams develop transition plans for students 14 or older, the Transition Planning Forms do not consistently include appropriate measurable postsecondary goals that are updated annually.* |

| **CRITERION****NUMBER** |       |
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|  | **Legal Standard** |
| **SE 46** | Procedures for suspension of students with disabilities when suspensions exceed 10 consecutive school days or a pattern has developed for suspensions exceeding 10 cumulative days; responsibilities of the Team; responsibilities of the district1. A suspension of longer than 10 consecutive days or a series of suspensions that are shorter than 10 consecutive days but constitute a pattern are considered to represent a change in placement.
2. When a suspension constitutes a change in placement of a student with disabilities, district personnel, the parent, and other relevant members of the Team, as determined by the parent and the district, convene within 10 days of the decision to suspend to review all relevant information in the student’s file, including the IEP, any teacher observations, and any relevant information from the parents, to determine whether the behavior was caused by or had a direct and substantial relationship to the disability or was the direct result of the district’s failure to implement the IEP-“a manifestation determination.”
3. If district personnel, the parent, and other relevant members of the Team determine that the behavior is NOT a manifestation of the disability, then the suspension or expulsion may go forward consistent with policies applied to any student without disabilities, except that the district must still offer:
	1. services to enable the student, although in another setting, to continue to participate in the general education curriculum and to progress toward IEP goals; and
	2. as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, to address the behavior so that it does not recur.
4. Interim alternative educational setting. Regardless of the manifestation determination, the district may place the student in an interim alternative educational setting (as determined by the Team) for up to 45 school days
	1. on its own authority if the behavior involves weapons or illegal drugs or another controlled substance or the infliction of serious bodily injury on another person while at school or a school function or, considered case by case, unique circumstances; or
	2. on the authority of a hearing officer if the officer orders the alternative placement after the district provides evidence that the student is “substantially likely” to injure him/herself or others.

Characteristics. In either case, the interim alternative education setting enables the student to continue in the general curriculum and to continue receiving services identified on the IEP, and provides services to address the problem behavior.1. If district personnel, the parent, and other relevant members of the Team determine that the behavior IS a manifestation of the disability, then the Team completes a functional behavioral assessment and behavioral intervention plan if it has not already done so. If a behavioral intervention plan is already in place, the Team reviews it and modifies it, as necessary, to address the behavior. Except when he or she has been placed in an interim alternative educational setting in accordance with part 4, the student returns to the original placement unless the parents and district agree otherwise or the hearing officer orders a new placement.
2. Not later than the date of the decision to take disciplinary action, the school district notifies the parents of that decision and provides them with the written notice of procedural safeguards. If the parent chooses to appeal or the school district requests a hearing because it believes that maintaining the student’s current placement is substantially likely to result in injury to the student or others, the student remains in the disciplinary placement, if any, until the decision of the hearing officer or the end of the time period for the disciplinary action, whichever comes first, unless the parent and the school district agree otherwise.
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|  | State Requirements | Federal Requirements |
|  |  | 34 CFR 300.530-537 |
|  | **Rating:** |  **Partially Implemented**  | **District Response Required:** | **Yes** |

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| **Department of Elementary and Secondary Education Findings:** |
| *A review of documents and staff interviews indicated that although the district has developed written procedures for the discipline of students with disabilities and Section 504 Accommodation Plans, the code of conduct does not include procedures for students who have not yet been found eligible for special education. As outlined in the student handbooks/codes of conduct, the manifestation determination procedures also incorrectly state that if the student's behavior leading to the suspension is determined to be related to the student's disability, the Team will modify the student's special education program or write an amendment to deliver services during the suspension. Additionally, the procedures include a citation to the discontinued Chapter 766 regulations (now M.G.L. Chapter 71B).* |

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| **CIVIL RIGHTS** **METHODS OF ADMINISTRATION (CR)** **AND** **OTHER RELATED GENERAL EDUCATION REQUIREMENTS****LEGAL STANDARDS,** **COMPLIANCE RATINGS AND** **FINDINGS** |

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| **CRITERION****NUMBER** | CIVIL RIGHTS METHODS OF ADMINISTRATION (CR)AND OTHER RELATED GENERAL EDUCATION REQUIREMENTS**V. STUDENT SUPPORT SERVICES** |
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|  | **Legal Standard** |
| **CR 10A** | Student handbooks and codes of conduct1. 1. The district has a code of conduct for students and one for teachers.
	2. The principal of every school containing grades 9-12 prepares, in consultation with the school council, a student handbook containing the student code of conduct and distributes it to each student annually, as well as to parents and school personnel; the school council reviews and revises the student code of conduct every year.
	3. The principal of every school containing other grades distributes the district’s student code of conduct to students, parents, and personnel annually.
	4. At the request of a parent or student whose primary language is not English, a student handbook or student code of conduct is translated into that language.
2. Student codes of conduct contain:
	1. procedures assuring due process in disciplinary proceedings and
	2. the district’s responsibility to provide every student with an opportunity to make academic progress during the period of suspension whether in-school, out-of-school, or expulsion.
	3. appropriate procedures for the discipline of students with disabilities and students with Section 504 Accommodation Plans.
	4. if a charter school or a virtual school, the designation by the board of trustees as to who shall serve as the principal and who shall serve as superintendent for the purpose of 603 CMR 53.00.
3. Student handbooks and codes of conduct reference M.G.L. c. 76, s. 5 and contain:
	1. a nondiscrimination policy that is consistent with M.G.L. c. 76, s. 5, and affirms the school’s non-tolerance for harassment based on race, color, national origin, sex, gender identity, religion, or sexual orientation, or discrimination on those same bases;
	2. the school’s procedure for accepting, investigating and resolving complaints alleging discrimination or harassment; and
	3. the disciplinary measures that the school may impose if it determines that harassment or discrimination has occurred.
 |
|  | Section 504; M.G.L. c. 71, § 37H; M.G.L. c. 71, § 37H ¾; 603 CMR 53.00; 603 CMR 26.08 as amended by Chapter 199 of the Acts of 2011 |
|  | **Rating:** |  **Partially Implemented**  | **District Response Required:** | **Yes** |

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| **Department of Elementary and Secondary Education Findings:** |
| *See SE 46.* |

| **CRITERION****NUMBER** |       |
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|  | **Legal Standard** |
| CR 10C | Student DisciplineEach school committee and board of trustees shall ensure that policies and procedures are in place in public preschool, elementary, and secondary schools and programs under its jurisdiction that meet, at a minimum, the requirements of M.G.L.c. 71, section 37H ¾, M.G.L.c. 76, section 21, and 603 CMR 53.00. These policies and procedures must address or establish, but are not limited to:1. The notice of suspension and hearing;
2. Procedures for emergency removal;
3. Procedures for principal hearings for both short and long-term suspension;
4. Procedures for in-school suspension;
5. Procedures for superintendent hearing;
6. Procedures for education services and academic progress (School-wide Education Service Plan);
7. A system for periodic review of discipline data by special populations;
8. Alternatives to suspension.
 |
|  | M.G.L.c. 71, section 37H ¾, M.G.L.c. 76, section 21, and 603 CMR 53.00, M.G.L.c. 71 section 38R and Chapter 77 of the Acts of 2013. |
|  | **Rating:** |  **Partially Implemented**  | **District Response Required:** | **Yes** |

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| **Department of Elementary and Secondary Education Findings:** |
| *A review of documents and staff interviews indicated that although high school students are provided the opportunity to make educational progress during periods of suspension, the attendance policy in the high school handbook states that suspensions count toward the fifteen days of absences leading to a loss of course credits, in violation of M.G.L. c. 71, § 37H ¾.**A review of documents also indicated that the district's code of conduct incorrectly states that an expelled student loses his or her right to a public education, in violation of M.G.L. c. 71, §§ 37H and 37H½.* |

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| **ENGLISH LEARNER EDUCATION****LEGAL STANDARDS,** **COMPLIANCE RATINGS AND** **FINDINGS** |

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| **CRITERION****NUMBER** | ENGLISH LEARNER EDUCATION**II. STUDENT IDENTIFICATION AND PROGRAM PLACEMENT** |
| --- | --- |
|  | **Legal Standard** |
| ELE 5 | **Program Placement and Structure**1. The district uses assessment data to plan and implement educational programs for students at different instructional levels.
2. G.L. c. 71A, sections 4 and 5 require that students classified as ELs be educated either in a Sheltered English Immersion (SEI) program or Two-Way Immersion program (TWI), unless a program waiver is sought for another ELE program model, such as Transitional Bilingual Education (TBE). The requirement to provide English language development services to ELs applies to all districts that enroll one or more EL students.
3. Districts are required to include ESL instruction in the implementation of their ELE program to advance English language development and promote academic achievement of ELs.

**Authority: Title VI; EEOA; G.L. c. 71A, §§ 2, 4, 7; 603 CMR 7.15(9)b.; 603 CMR 14.07** |
|  | **Rating:** |  **Partially Implemented**  | **District Response Required:** | **Yes** |

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| **Department of Elementary and Secondary Education Findings:** |
| *State and federal laws require that students in Massachusetts public schools, who do not speak English or whose native language is not English and who currently cannot perform ordinary classroom work in English, receive instruction that is specifically designed to assist them both in learning English and in learning subject matter.**A review of documents and staff interviews indicated that at the McGlynn Middle School, not all English learners at lower levels of English language proficiency receive content instruction appropriate to their grade level.* |

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| **COLLEGE, CAREER AND TECHNICAL EDUCATION****LEGAL STANDARDS,** **COMPLIANCE RATINGS AND** **FINDINGS** |

| **CRITERION NUMBER** | **COLLEGE, CAREER AND TECHNICAL EDUCATION****I. ASSESSMENT OF STUDENTS** |
| --- | --- |
|  | Legal Standard |
| CCTE 3 | The district assesses students for the acquisition of safety & health, technical that includes embedded academic, employability, management & entrepreneurship, and technological knowledge and skills. *Vocational Technical Education Regulations 603 CMR 4.03 (4); Perkins Section 3, 134, M.G.L. c.74 Section 2* |
|  | **References:**Carl D. Perkins Career & Technical Education Improvement Act of 2006 at<http://www.doe.mass.edu/cte/perkins/>Chapter 74 Selected Sections & 603 CMR 4.00 Vocational Technical Education Regulations and Guidelines at <http://www.doe.mass.edu/cte/laws.html>Chapter 74 Manual for Vocational Technical Education Programs at<http://www.doe.mass.edu/cte/programs/> |
|  | **Rating:** | **Partially Implemented** | **District Response Required:** | **Yes** |

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| **Department of Elementary and Secondary Education Findings:**  |
| *A review of student records and staff interviews indicated that students receive standard grades and tests/quizzes in all programs. However, most programs do not consistently document the competencies earned by students for all aspects of industry.* |

| **CRITERION NUMBER** | **COLLEGE, CAREER AND TECHNICAL EDUCATION****II. STUDENT IDENTIFICATION AND PROGRAM PLACEMENT** |
| --- | --- |
|  | Legal Standard |
| **CCTE 6** | *(Note: This criterion applies only to Chapter 74-approved vocational technical education*.)The district uses its Department-approved admission policy and an appropriate application for admission. *Vocational Technical Education Regulations 603 CMR 4.03(6). M.G.L. c. 76 Section 5.* |
|  | **References:**Chapter 74 Selected Sections & 603 CMR 4.00 Vocational Technical Education Regulations and Guidelines at <http://www.doe.mass.edu/cte/laws.html>Chapter 74 Manual for Vocational Technical Education Admission Policies at <http://www.doe.mass.edu/cte/admissions/>Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex and Handicap in Vocational Education Programs (34 CFR, Part 100, Appendix B at <http://www.doe.mass.edu/cte/admissions/>Massachusetts Special Education Regulations 603 CMR 28.10 6) (c) at <http://www.doe.mass.edu/lawsregs/603cmr28.html?section=all#start>Massachusetts General Law Chapter 76, Section 5 at <http://www.mass.gov/legis/laws/mgl/gl-pt1-toc.htm>Massachusetts Access to Equal Educational Opportunity Regulations 603 CMR 26.00 at <http://www.doe.mass.edu/lawsregs/603cmr26.html> |
|  | **Rating:** | **Partially Implemented** | **District Response Required:** | **Yes** |

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| **Department of Elementary and Secondary Education Findings:** |
| *A review of documents indicated that the current admissions policy approved by the Department was for Medford Vocational High School. However, the admissions policy has not been revised to reflect changes made since the merger of the vocational school with Medford High School.* |

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| **CRITERION NUMBER** |  |
|  | Legal Standard |
| **CCTE 7** | *(Note: This criterion applies only to Chapter 74-approved vocational technical education*.)Ninth graders admitted to Chapter 74-approved vocational technical education participate in the district’s Chapter 74-approved vocational technical education exploratory program for a minimum of one-half of the school year. The program provides for students to explore at least one program that would prepare them for a career nontraditional for their gender if the district has program(s) that prepare students for careers that would be nontraditional for their gender. Students receive appropriate safety training while exploring programs. The time exploring each program should be sufficient to allow the student to be adequately assessed. The time should be sufficient to allow the student to become aware of the program requirements and the opportunities for employment and further education/training extended by the program. *Technical Education Regulations 603 CMR 4.03(4). M.G.L. c. 76 Section 5.* |
|  | **References:**Chapter 74 Selected Sections & 603 CMR 4.00 Vocational Technical Education Regulations and Guidelines at <http://www.doe.mass.edu/cte/laws.html>Chapter 74 Manual for Vocational Technical Education Admission Policies at <http://www.doe.mass.edu/cte/admissions/>Chapter 74 Manual for Vocational Technical Education Programs at <http://www.doe.mass.edu/cte/programs/manual.doc> |
|  | **Rating:** | **Partially Implemented** | **District Response Required:** | **Yes** |

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| **Department of Elementary and Secondary Education Findings:** |
| *A review of documents and staff interviews indicated that the hours spent in the exploratory program are not sufficient for students to become aware of the program requirements and the opportunities for employment and further education/training extended by the program. The hours are also not sufficient for students to be adequately assessed.* |

| **CRITERION NUMBER** | **COLLEGE, CAREER AND TECHNICAL EDUCATION****III. PARENT AND COMMUNITY INVOLVEMENT** |
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|  | Legal Standard |
| **CCTE 9A** | The district accurately reports student data in the Department of Elementary and Secondary Education’s Student Information Management System (SIMS). *Perkins Section 113, Vocational Technical Education Regulations 603 CMR 4.05* |
|  | **References:**Carl D. Perkins Career & Technical Education Improvement Act of 2006 at <http://www.doe.mass.edu/cte/perkins/>Massachusetts Perkins IV Manual at <http://www.doe.mass.edu/cte/perkins/>SIMS Version 2.0 Data Handbook at <http://www.doe.mass.edu/infoservices/data/sims/>Instructions for School Districts in Reporting Students Enrolled in Career/Vocational Technical Education Programs at <http://www.doe.mass.edu/cte/data/> |
|  | **Rating:** | **Partially Implemented** | **District Response Required:** | **Yes** |

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| **Department of Elementary and Secondary Education Findings:** |
| *A review of student records and staff interviews indicated that not all student data is accurately reported in SIMS. For example, competency tracking documentation for a student reported in the Carpentry program was based entirely on Construction Craft Laborer Vocational Technical Education Framework standards.* |

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| **CRITERION NUMBER** |  |
|  | Legal Standard |
| CCTE 10 | Representatives of business/industry; organized labor (union); colleges(s); parent(s)/guardian(s); student(s); representative(s) from registered apprenticeship program(s) (only required if the occupational field of the program has a registered apprenticeship program) are involved in the development, implementation, and review of career/vocational technical programs. Representation is race, linguistic, disability, and nontraditional by gender inclusive, and if not, there is a plan (formal recruitment process)to make it inclusive. *Perkins Section 134, M.G.L. c.74 Section 6, Vocational Technical Education Regulations 603 CMR 4.03 (1)* |
|  | **References:**Carl D. Perkins Career & Technical Education Improvement Act of 2006 at <http://www.doe.mass.edu/cte/perkins/>Chapter 74 Selected Sections & 603 CMR 4.00 Vocational Technical Education Regulations and Guidelines at <http://www.doe.mass.edu/cte/laws.html>Career/Vocational Technical Education Advisory Committee Guide at <http://www.doe.mass.edu/cte/resources/>Massachusetts Perkins IV Manual at <http://www.doe.mass.edu/cte/perkins/> |
|  | **Rating:** | **Partially Implemented** | **District Response Required:** | **Yes** |

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| **Department of Elementary and Secondary Education Findings:** |
| *A review of documents and staff interviews indicated that the General Advisory Committee does not meet annually with the School Committee as required by Vocational Technical Education Regulations. In addition, the following Program Advisory Committees (PACs) are missing required representation: 1) the Cosmetology, Early Education and Care, Marketing and Business programs do not have representatives from postsecondary education; 2) the Carpentry program does not have parent or student representatives; and 3) the Health Assisting program does not have a parent representative.**It was not possible to determine the representation of the Media, Metal Fabrication and Programming and Web advisory committees, since membership forms were not provided and PAC minutes did not include representation information (organization/business/institution/demographic). A review of documents also indicated that several committees are not race, linguistic, and disability inclusive, and there is no formal recruitment process to make them inclusive.* |

| **CRITERION NUMBER** | **COLLEGE, CAREER AND TECHNICAL EDUCATION****IV. CURRICULUM AND INSTRUCTION** |
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|  | Legal Standard |
| **CCTE 13** | *(Note: This criterion applies only to Chapter 74-approved vocational technical education*.)Cooperative Education is implemented in accordance with applicable laws, regulations, and policies. *Child Labor Bulletin 101 – Child Labor Requirements in Nonagricultural Occupations under the Fair Labor Standards Act WH – Revised March 2001, Code of Federal Regulations Title 29 (CFR 29) Parts 570.50 (c) (1) & 570.51-570.68, M.G.L. c. 74 Sections 1& 2A, M.G.L. c.149, Sections 1, 62 & 62A, M.G.L. c. 152, Vocational Technical Education Regulations 603 CMR 4.03(7) 4.10(3), (Chapter 385 of the Acts of 2002* |
|  | **References:**Massachusetts Perkins IV Manual at <http://www.doe.mass.edu/cte/perkins/>Chapter 74 Selected Sections & 603 CMR 4.00 Vocational Technical Education Regulations and Guidelines at <http://www.doe.mass.edu/cte/laws.html>Chapter 74 Manual for Vocational Technical Cooperative Education at<http://www.doe.mass.edu/cte/programs/>Massachusetts General Law Chapter 149 atat <http://www.state.ma.us/legis/laws/mgl/gl-149-toc.htm>Code of Federal Regulations Title 29 (CFR 29) at<http://www.dol.gov/dol/allcfr/ESA/Title_29/Part_570/29CFR570.50.htm>MA Worker*’*s Compensation Insurance per M.G.L. c. 152 at<http://www.mass.gov/legis/laws/mgl/gl-152-toc.htm>Advisory of CORI Law: Mandatory Criminal Record (CORI) Checks - Education Laws and Regulations at <http://www.doe.mass.edu/lawsregs/advisory/cori.html> |
|  | **Rating:** | **Partially Implemented** | **District Response Required:** | **Yes** |

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| **Department of Elementary and Secondary Education Findings:**  |
| *A review of student records for participants in Cooperative Education indicated that not all files included copies of work permits for students under 18, and timesheets revealed several instances of students under 18 working longer hours than permitted. Although the district commendably has a significant number of students participating in cooperative education, limited staff resources dedicated to cooperative education present challenges in meeting the requirements of timely site visit oversight.*  |

| **CRITERION NUMBER** |  |
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|  | Legal Standard |
| **CCTE 18** | Staff in career/vocational technical education programs are appropriately licensed or are working under a current Department-issued waiver. *Perkins Section 134, M.G.L. c. 74 Section 18, Vocational Technical Education Regulations 603 CMR 4.03 (5) 4.07 and M.G.L. c. 71 Section 38G, Regulations for Educator Licensure and Preparation Program Approval 603 CMR 7.00* |
|  | **References:**Massachusetts General Law Chapter 74, Section 18 at<http://www.mass.gov/legis/laws/mgl/gl-74-toc.htm>Massachusetts General Law Chapter 71, Section 38G at <http://www.mass.gov/legis/laws/mgl/gl-71-toc.htm>Chapter 74 Selected Sections & 603 CMR 4.00 Vocational Technical Education Regulations and Guidelines at <http://www.doe.mass.edu/cte/laws.html>Chapter 74 Manual for Vocational Technical Education Programs at <http://www.doe.mass.edu/cte/programs/manual.doc> Chapter 74 Guide for Preliminary Vocational Technical Teacher Licensure at <http://www.doe.mass.edu/cte/licensure/prelimguide.doc> Chapter 74 Guide for Professional Vocational Technical Teacher Licensure at <http://www.doe.mass.edu/cte/licensure/profguide.doc> Chapter 74 Guide for Vocational Technical Administrator and Cooperative Education Coordinator Licensure at <http://www.doe.mass.edu/cte/licensure/admin_cecguide.doc> Chapter 74 Guide for Vocational Technical Educator License Renewal at <http://www.doe.mass.edu/cte/licensure/renewalguide.doc>Regulations for Educator Licensure and Preparation Program Approval 603 CMR 7.00 at<http://www.doe.mass.edu/lawsregs/603cmr7.html> |
|  | **Rating:** | **Partially Implemented** | **District Response Required:** | **Yes** |

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| **Department of Elementary and Secondary Education Findings:** |
| *A review of documents and staff interviews indicated that two teachers are not appropriately licensed or working under a current Department-issued waiver.* |

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| **CRITERION NUMBER** |  |
|  | **Legal Standard** |
| **CCTE 20** | Career/vocational technical education instructional facilities meet current occupational standards. *Perkins Section 134; Vocational Technical Education Regulations 603 CMR 4.03 (3) (4) (7)(8).* Each vocational technical education program shall be conducted in facilities that meet current occupational standards. *603 CMR 4.03 (3)(a)* |
|  | **References:**Carl D. Perkins Career & Technical Education Improvement Act of 2006 at<http://www.doe.mass.edu/cte/perkins/>Chapter 74 Selected Sections & 603 CMR 4.00 Vocational Technical Education Regulations and Guidelines at <http://www.doe.mass.edu/cte/laws.html>Career/Vocational Technical Education Safety Guide at <http://www.doe.mass.edu/cte/safety/guide.doc> NIOSH Safety Checklist Program for Schools at<http://www.doe.mass.edu/cte/safety_health.html>Chapter 74 Manual for Vocational Technical Cooperative Education at<http://www.doe.mass.edu/cte/programs/> |
|  | **Rating:** | **Partially Implemented** | **District Response Required:** | **Yes** |

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| **Department of Elementary and Secondary Education Findings:** |
| *A review of instructional facilities by the ESE CCTE safety specialist indicated that not all College, Career and Technical Education instructional facilities meet current occupational standards. The Office for College, Career, and Technical Education will send the official Safety Survey Report, which includes details specific to each program, to Superintendent Edouard-Vincent under separate cover.* |

| **CRITERION NUMBER** |  |
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|  | Legal Standard |
| **CCTE 21** | Career/vocational technical education instructional equipment meets current occupational standards. *Perkins Section 134; Vocational Technical Education Regulations 603 CMR 4.03 (3) (4) (7) (8)* |
|  | **References:**Carl D. Perkins Career & Technical Education Improvement Act of 2006 at<http://www.doe.mass.edu/cte/perkins/>Chapter 74 Selected Sections & 603 CMR 4.00 Vocational Technical Education Regulations and Guidelines at <http://www.doe.mass.edu/cte/laws.html>Career/Vocational Technical Education Safety Guide at <http://www.doe.mass.edu/cte/safety/guide.doc> NIOSH Safety Checklist Program for Schools at<http://www.doe.mass.edu/cte/safety_health.html>Chapter 74 Manual for Vocational Technical Cooperative Education at<http://www.doe.mass.edu/cte/programs/> |
|  | **Rating:** | **Partially Implemented** | **District Response Required:** | **Yes** |

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| **Department of Elementary and Secondary Education Findings:** |
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| This Coordinated Program Review Final Report is also available at:<http://www.doe.mass.edu/pqa/review/cpr/reports/>.Profile information supplied by each charter school and school district, including information for individual schools within districts, is available at <http://profiles.doe.mass.edu/>. |

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| WBMS Final Report 2018 |
| File Name: | Medford Public Schools CPR Final Report 2018 |
| Last Revised on:  | August 21, 2018 |
| Prepared by: | SRO/JLE |

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