



**Southern Worcester County Regional Vocational Technical  
High School**

**COORDINATED PROGRAM REVIEW  
REPORT OF FINDINGS**

**Dates of Onsite Visit: March 20-23, 2017**

**Date of Draft Report: June 15, 2017**

**Date of Final Report: September 19, 2017**

**Action Plan Due: October 18, 2017**

**Department of Elementary and Secondary Education Onsite Team Members:**

**Matthew Nixon, Office of Public School Monitoring (PSM) Chair**

**Jayne Szymczak, PSM**

**Lisa Weinstein, Office for College, Career and Technical Education (OCCTE)  
Chair**

**Maura Russell, OCCTE**

**David Edmonds, Safety Specialist, OCCTE**



**MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION  
COORDINATED PROGRAM REVIEW REPORT**

**Southern Worcester County Regional Vocational Technical High School**

**SCOPE OF COORDINATED PROGRAM REVIEWS ..... 3**  
**COORDINATED PROGRAM REVIEW ELEMENTS ..... 4**  
**REPORT INTRODUCTION ..... 7**  
**DEFINITION OF COMPLIANCE RATINGS ..... 9**  
**LEGAL STANDARDS, COMPLIANCE RATINGS AND FINDINGS: ..... 10**  
**SPECIAL EDUCATION ..... 12**  
**CIVIL RIGHTS AND OTHER RELATED GENERAL EDUCATION REQUIREMENTS..... 16**  
**ENGLISH LEARNER EDUCATION ..... 24**  
**CAREER/VOCATIONAL TECHNICAL EDUCATION ..... 31**

**MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION  
COORDINATED PROGRAM REVIEW REPORT  
Southern Worcester County Regional Vocational Technical High School**

**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 2016 - 2017 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 2016 - 2017 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 2016 - 2017 school year, all districts that enroll limited English proficient students were reviewed using a combination of updated standards and a self-assessment instrument overseen by the Department's Office of 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 66 school districts and charter schools are scheduled for Coordinated Program Reviews in 2016 - 2017, of which all districts participated in the Web-based Monitoring System (WBMS). The Department's 2016 - 2017 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.

---

Template Version 112316

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 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 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

---

Template Version 112316

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

A five-member Massachusetts Department of Elementary and Secondary Education team conducted a Coordinated Program Review at the Southern Worcester County Regional Vocational Technical High School during the week of March 20, 2017, 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 12 administrative staff.
- Interviews of 63 teaching and support services staff across all levels.
- Interview of one parent advisory council (PAC) representative.
- Interviews with 19 College, Career and Technical Education Program Advisory Committee members.
- Interviews of 21 students in the college, career and technical education program and five cooperative education students.
- Interviews of 11 parents of students in the college, career and technical education program.
- Student record review: A sample of 33 special education student records, 21 college, career and technical education student records, 10 cooperative education student records, and one English learner education student record was selected by the Department.
- Surveys of parents of students with disabilities: 50 parents of students with disabilities were sent surveys that solicited information about their experiences with the district's implementation of special education programs, related services and procedural requirements. Twenty-four of these parent surveys were returned to the Department of Elementary and Secondary Education for review.
- Surveys of parents of ELE students: One parent of an ELE student was sent a survey that solicited information about experiences with the district's implementation of English learner education programs, services, and procedural requirements. This parent survey was not returned to the Department of Elementary and Secondary Education for review.
- Observation of classrooms and other facilities: A sample of 49 instructional classrooms and other school facilities used in the delivery of programs and services was visited to examine general levels of compliance with program requirements.

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**

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.

## DEFINITION OF COMPLIANCE RATINGS

<b>Commendable</b>	Any requirement or aspect of a requirement implemented in an exemplary manner significantly beyond the requirements of law or regulation.
<b>Implemented</b>	The requirement is substantially met in all important aspects.
<b>Implementation in Progress</b>	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.
<b>Partially Implemented</b>	The requirement, in one or several important aspects, is not entirely met.
<b>Not Implemented</b>	The requirement is totally or substantially not met.
<b>Not Applicable</b>	The requirement does not apply to the school district or charter school.

Southern Worcester County Regional Vocational Technical High School

**SUMMARY OF COMPLIANCE CRITERIA RATINGS**

	<b>Special Education</b>	<b>Civil Rights and Other General Education Requirements</b>	<b>English Learner Education</b>	<b>College/Career and Technical Education</b>
<b>IMPLEMENTED</b>	SE 1, SE 2, SE 3A, SE 4, SE 5, SE 6, SE 7, SE 8, SE 9, SE 9A, SE 10, SE 11, SE 12, SE 13, SE 14, SE 15, SE 18A, SE 18B, SE 19, SE 20, SE 21, SE 22, SE 25, SE 25A, SE 25B, SE 26, SE 27, SE 29, SE 33, SE 34, SE 35, SE 36, SE 40, SE 41, SE 43, SE 44, SE 45, SE 46, 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 7A, CR 7B, CR 7C, CR 8, CR 9, CR 10, CR 10A, CR 11A, CR 13, CR 15, CR 18, CR 18A, CR 20, CR 21, CR 22, CR 23, CR 24, CR 26A	ELE 2, ELE 4, ELE 8, ELE 9, ELE 11, ELE 12, ELE 15, ELE 16, ELE 18	CCTE 1, CCTE 2, CCTE 3, CCTE 5, CCTE 6, CCTE 8, CCTE 9A, CCTE 11, CCTE 12, CCTE 15, CCTE 18, CCTE 19, CCTE 22, CCTE 25
<b>PARTIALLY IMPLEMENTED</b>	SE 3, SE 24, SE 32	CR 7, CR 10B, CR 10C, CR 12A, CR 14, CR 16, CR 17A	ELE 5, ELE 7, ELE 10, ELE 14, ELE 17	CCTE 4, CCTE 7, CCTE 10, CCTE 13, CCTE 20, CCTE 21
<b>NOT IMPLEMENTED</b>		CR 25	ELE 1, ELE 3, ELE 6, ELE 13	
<b>NOT APPLICABLE</b>	SE 16, SE 17, SE 37, SE 38, SE 39A,			CCTE 14, CCTE 16 <i>* The Department of Elementary and Secondary Education's</i>

Template Version 112316

	SE 39B, SE 42			<p><i>Audit Office reviewed the following criteria as part of a separate audit. Any comments resulting from a review of these criteria will be sent to the Superintendent under separate cover:</i></p> <p><b>CCTE 9B, CCTE 23, CCTE 24</b></p>
--	---------------	--	--	---

**SPECIAL EDUCATION**

**LEGAL STANDARDS,  
COMPLIANCE RATINGS AND  
FINDINGS**

<b>CRITERION NUMBER</b>		
	<b>Legal Standard</b>	
<b>SE 3</b>	<b>Special requirements for determination of specific learning disability</b> When a student suspected of having a specific learning disability is evaluated, the Team creates a written determination as to whether or not he or she has a specific learning disability, which is signed by all members of the Team, or if there is disagreement as to the determination, one or more Team members document their disagreement.	
	<b>State Requirements</b>	<b>Federal Requirements</b>
		34 CFR 300.8(c)(10); 300.311
	<b>Rating: Partially Implemented</b>	<b>District Response Required: Yes</b>

**Department of Elementary and Secondary Education Findings:**

*A review of student records and staff interviews indicated that when a student suspected of having a specific learning disability is evaluated, the Team creates a written determination as to whether or not he or she has a specific learning disability; however, it is not signed by all members of the Team.*

<b>CRITERION NUMBER</b>	<b>SPECIAL EDUCATION III. PARENTAL INVOLVEMENT</b>
	<b>Legal Standard</b>
<b>SE 24</b>	<b>Notice to parent regarding proposal or refusal to initiate or change the identification, evaluation, or educational placement of the student or the provision of FAPE</b> <ol style="list-style-type: none"> <li>1. A student may be referred for an evaluation by a parent or any person in a caregiving or professional position concerned with the student's development.</li> <li>2. When a student is referred for an evaluation to determine eligibility for special education, the school district sends written notice to the student's parent(s) within 5 school days of receipt of the referral, along with the district's notice of procedural safeguards. The written notice meets all of the content requirements set forth in M.G.L. c.71B, §3, and in federal law, seeks the consent of the parent for the evaluation to occur, and provides the parent with the opportunity to express any concerns or provide information on the student's skills or abilities and to consult regarding the evaluators to be used.</li> <li>3. For all other actions, the district gives notice complying with federal requirements within a reasonable time.</li> <li>4. The school district provides the student's parent(s) with an opportunity to consult with the Special Education Administrator or his/her designee to discuss the reasons for the referral and the nature of the proposed evaluation.</li> <li>5. The district provides parents with an opportunity to consult with the Administrator of Special Education or his/her designee regarding the evaluators to be used and the proposed content of all required and optional assessments</li> </ol>

CRITERION NUMBER	SPECIAL EDUCATION III. PARENTAL INVOLVEMENT	
	<b>Legal Standard</b>	
	<p>6. The school district does not limit a parent’s right to refer a student for timely special education evaluation because the district has not fully explored and/or attempted some or all of the available instructional support programs or other interventions available in general education that may be described in the district’s curriculum accommodation plan, including any pre-referral program.</p> <p>7. The school district refuses to conduct an initial evaluation only when the circumstances of a student make clear that there is no suspicion of a disability and that there is no concern about the student’s development.</p>	
	<b>State Requirements</b>	<b>Federal Requirements</b>
	M.G.L. c. 71B, § 3; 603 CMR 28.04(1)	34 CFR 300.503; 300.504(a)(1)
	<b>Rating: Partially Implemented</b>	<b>District Response Required: Yes</b>

**Department of Elementary and Secondary Education Findings:**

*A review of student records indicated that the school’s Notice of Proposed School District Action (NI) accompanying a proposed evaluation does not consistently include a description of rejected options considered by the IEP Team; a description of the evaluation procedures, tests, records or reports used as a basis for the proposed action; and other factors relevant to the school district’s decision.*

CRITERION NUMBER		
	<b>Legal Standard</b>	
<b>SE 32</b>	<p><b>Parent advisory council for special education</b></p> <p>1. The school district has established a district-wide parent advisory council on special education.</p> <p>2. Membership on the council is offered to all parents of students with disabilities and other interested parties.</p> <p>3. The parent advisory council duties include but are not limited to: advising the district on matters that pertain to the education and safety of students with disabilities; meeting regularly with school officials to participate in the planning, development, and evaluation of the school district’s special education programs.</p> <p>4. The parent advisory council has established by-laws regarding officers and operational procedures.</p> <p>5. The parent advisory council receives assistance from the school committee without charge, upon reasonable notice, and subject to the availability of staff and resources.</p> <p>6. The school district conducts, in cooperation with the parent advisory council, at least one workshop annually within the district on the rights of students and their parents and guardians under the state and federal special education laws.</p>	
	<b>State Requirements</b>	<b>Federal Requirements</b>
	M.G.L. c. 71B, § 3; 603 CMR 28.03(1)(a)(4); 28.07(4)	

<b>CRITERION NUMBER</b>		
	<b>Legal Standard</b>	
	<b>Rating:     Partially Implemented</b>	<b>District Response Required:   Yes</b>

**Department of Elementary and Secondary Education Findings:**

*Staff and parent advisory council (PAC) interviews indicated that PAC duties do not include evaluation of the school district's special education programs.*

**CIVIL RIGHTS  
METHODS OF ADMINISTRATION (CR)  
AND  
OTHER RELATED GENERAL EDUCATION  
REQUIREMENTS**

**LEGAL STANDARDS,  
COMPLIANCE RATINGS AND  
FINDINGS**

CRITERION NUMBER	<b>CIVIL RIGHTS METHODS OF ADMINISTRATION (CR) AND OTHER RELATED GENERAL EDUCATION REQUIREMENTS III. PARENTAL INVOLVEMENT</b>	
	<b>Legal Standard</b>	
<b>CR 7</b>	<p><b>Information to be translated into languages other than English</b></p> <ol style="list-style-type: none"> <li>1. Important information and documents, e.g. handbooks and codes of conduct, being distributed to parents are translated into the major languages spoken by parents or guardians with limited English skills; the district has established a system of oral interpretation to assist parents/guardians with limited English skills, including those who speak low-incidence languages.</li> <li>2. School or program recruitment and promotional materials being disseminated to residents in the area served by the school or program are translated into the major languages spoken by residents with limited English skills.</li> </ol>	
	Title VI; EEOA: 20 U.S.C. 1703(f); M.G.L. c. 76, s. 5; 603 CMR 26.02(2)	
	<b>Rating: Partially Implemented</b>	<b>District Response Required: Yes</b>

**Department of Elementary and Secondary Education Findings:**

*A review of documents and staff interviews indicated that school recruitment and promotional materials disseminated to residents in the area served by the school are not translated into the major languages spoken by residents with limited English skills.*

CRITERION NUMBER	<b>Legal Standard</b>	
<b>CR 10B</b>	<p><b>Bullying Intervention and Prevention</b></p> <ol style="list-style-type: none"> <li>1. Public schools (including charter schools and collaboratives) must update school handbooks to conform to their updated amended Bullying Prevention and Intervention Plan (Plan). The school handbook (and local updated Plan) must be consistent with the amendments to the Massachusetts anti-bullying law, which became effective July 1, 2013. The amendments extend protections to students who are bullied by a member of the school staff. As defined in G.L. c. 71, 37O, as amended, a member of the school staff includes, but is not limited to, an “educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional.” The school handbook must make clear that a member of the school staff may be named the “aggressor” or “perpetrator” in a bullying report.</li> <li>2. School and district employee handbooks must also contain relevant sections of the amended Plan relating to the duties of faculty and staff and relevant provisions addressing the bullying of students by a school staff member.</li> <li>3. Each year all school districts and schools must give parents and guardians annual written notice of the student-related sections of the local Plan.</li> <li>4. Each year all school districts and schools must provide all staff with annual written notice of the Plan.</li> </ol>	

CRITERION NUMBER		
	Legal Standard	
	5. All schools and school districts must implement, for all school staff, professional development that includes developmentally appropriate strategies to prevent bullying incidents; developmentally appropriate strategies for immediate, effective interventions to stop bullying incidents; information regarding the complex interaction and power differential that can take place between and among a perpetrator, victim and witnesses to the bullying; research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment; information on the incidence and nature of cyber-bullying; and internet safety issues as they relate to cyber-bullying.	
	M.G.L. c. 71, s. 37H, as amended by Chapter 92 of the Acts of 2010. M.G.L. c. 71, s. 37O(e)(1) & (2). M.G.L. c. 71, s. 370(d), as amended.	
	<b>Rating: Partially Implemented</b>	<b>District Response Required: Yes</b>

**Department of Elementary and Secondary Education Findings:**

*A review of documents indicated that the school handbook does not make clear that a member of the school staff may be named the "aggressor" or "perpetrator" in a bullying report.*

CRITERION NUMBER		
	Legal Standard	
<b>CR 10C</b>	<p><b>Student Discipline</b></p> <p>Each 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:</p> <ol style="list-style-type: none"> <li>1. The notice of suspension and hearing;</li> <li>2. Procedures for emergency removal;</li> <li>3. Procedures for principal hearings for both short and long-term suspension;</li> <li>4. Procedures for in-school suspension;</li> <li>5. Procedures for superintendent hearing;</li> <li>6. Procedures for education services and academic progress (School-wide Education Service Plan);</li> <li>7. A system for periodic review of discipline data by special populations;</li> <li>8. Alternatives to suspension .</li> </ol>	

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	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.
	<b>Rating: Partially Implemented</b> <b>District Response Required: Yes</b>

**Department of Elementary and Secondary Education Findings:**

*A review of documents and staff interviews indicated that the district does not provide the student and parent a written notice of suspension and hearing under M.G.L. c. 71, § 37H¾ before imposing a suspension as a consequence for a disciplinary offense.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>CR 12A</b>	<p><b>Annual and continuous notification concerning nondiscrimination and coordinators</b></p> <ol style="list-style-type: none"> <li>1. If the district offers vocational education programs, it advises students, parents, employees and the general public before the beginning of each school year that all vocational opportunities will be offered regardless of race, color, national origin, gender identity, sex or disability. The notice includes a brief summary of program offerings and admission criteria and the name(s), office address(es), and phone number(s) of the person(s) designated under CR 11A to coordinate compliance under Title IX and Section 504.</li> <li>2. In all cases, the district takes continuing steps to notify applicants, students, parents, and employees (including those with impaired vision or hearing), as well as unions or professional organizations holding collective bargaining or professional agreements with the district, that it does not discriminate on the basis of race, color, national origin, gender identity, sex, or disability. This notice, also, includes the name(s), office address(es), and phone number(s) of the person(s) designated under CR 11A to coordinate compliance under Title IX and Section 504.</li> <li>3. Written materials and other media used to publicize a school include a notice that the school does not discriminate on the basis of race, color, national origin, sex, gender identity, disability, religion, or sexual orientation.</li> </ol>
	Title VI: 42 U.S.C. 2000d; 34 CFR 100.6(d); Title IX: 20 U.S.C. 1681; 34 CFR 106.8(a), 106.9; Section 504: 29 U.S.C. 794; 34 CFR 104.8; M.G.L. c. 76, § 5; 603 CMR 26.02(2) as amended by Chapter 199 of the Acts of 2011.
	<b>Rating: Partially Implemented</b> <b>District Response Required: Yes</b>

**Department of Elementary and Secondary Education Findings:**

*A review of documents indicated that written materials and other media used to publicize the school do not include notice that the school does not discriminate on the basis of race, color, national origin, sex, gender identity, disability, religion, or sexual orientation.*

CRITERION NUMBER		
	Legal Standard	
CR 14	<p><b>Counseling and counseling materials free from bias and stereotypes</b>            To ensure that counseling and counseling materials are free from bias and stereotypes on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, and homelessness, all counselors:</p> <ol style="list-style-type: none"> <li>1. encourage students to consider programs of study, courses, extracurricular activities, and occupational opportunities on the basis of individual interests, abilities, and skills;</li> <li>2. examine testing materials for bias and counteract any found bias when administering tests and interpreting test results;</li> <li>3. communicate effectively with limited-English-proficient and disabled students and facilitate their access to all programs and services offered by the district;</li> <li>4. provide limited-English-proficient students with the opportunity to receive guidance and counseling in a language they understand;</li> <li>5. support students in educational and occupational pursuits that are nontraditional for their gender.</li> </ol>	
	Title VI: 42 U.S.C. 2000d; 34 CFR 100.3(a), (b); EEOA: 20 U.S.C. 1703(f); Title IX: 20 U.S.C. 1681; 34 CFR 106.31, 106.36; Section 504: 29 U.S.C. 794; 34 CFR 104.4, 104.37; Title II: 42 U.S.C. 12132; 28 CFR 35.130, 35.160; NCLB: Title III, Part A, Sec. 3121(c)(1)(C); Title X, Part C, Sec. 721; Mass. Const. amend. art. 114; M.G.L. c. 71A, § 7; c. 76, § 5; 603 CMR 26.04, 26.07(8) as amended by Chapter 199 of the Acts of 2011	
	<b>Rating: Partially Implemented</b>	<b>District Response Required: Yes</b>

**Department of Elementary and Secondary Education Findings:**

*A review of documents indicated that school policy does not ensure that counseling and counseling materials are free from bias and stereotypes on the basis of gender identity or homelessness.*

CRITERION NUMBER		
	Legal Standard	
CR 16	<p><b>Notice to students 16 or over leaving school without a high school diploma, certificate of attainment, or certificate of completion</b></p> <ol style="list-style-type: none"> <li>1. No student who has not graduated from high school shall be considered to have permanently left public school unless an administrator of the school where the student last attended has sent notice within 5 days from the student’s tenth consecutive absence to the student and the parent/guardian of the student in English and the primary language of the parent or guardian (to the extent practicable). The notice shall offer at least two dates and times for an exit interview between the superintendent (or designee) and the student and the</li> </ol>	

CRITERION NUMBER		
	<b>Legal Standard</b>	
	<p>parent/guardian to occur prior to the student permanently leaving school. The notice shall include contact information for scheduling the exit interview and indicate that the parties shall agree to a date and time for the exit interview and that the interview shall occur within 10 days of the notice. The time and the date for the exit interview may be extended at the request of the parent/guardian but for no longer than 14 days. The superintendent or designee may proceed with an exit interview without a parent/guardian if the superintendent or designee makes a good faith effort to include the parent/guardian.</p> <p>2. The exit interview shall be for the purpose of discussing the reasons for the student permanently leaving school and to consider alternative education programs and services available to the student. The superintendent (or designee) shall convene a team of school personnel, such as the principal, guidance counselor, teachers, attendance officer and other relevant school staff, to participate in the exit interview with the student and the parent/guardian. During the exit interview, the student shall be given information about the detrimental effects of early withdrawal from school, the benefits of earning a high school diploma and a list of alternative education program and services available to the student.</p> <p>3. Any district serving students in high school grades sends annual written notice to former students who have not yet earned their competency determination and who have not transferred to another school</p> <p style="margin-left: 20px;">a. to inform them of the availability of publicly funded post-high school academic support programs and</p> <p style="margin-left: 20px;">b. to encourage them to participate in those programs.</p> <p>At a minimum, the district sends annual written notice by first class mail to the last known address of each such student who attended a high school in the district within the past two years.</p> <p>4. The Superintendent shall annually report to the Department the number of students sixteen years of age or older who have permanently left school, the reasons for such leaving and any alternative educational or other placement the student has taken.</p>	
	M.G.L. c. 76, §§ 5, 18; St. 1965, c. 741	
	<b>Rating: Partially Implemented</b>	<b>District Response Required: Yes</b>

**Department of Elementary and Secondary Education Findings:**

*A review of documents and staff interviews indicated that the notice to students 16 or over leaving school without a high school diploma, certificate of attainment, or certificate of completion is sent only to the parent/guardian and does not include the student. The notice does not indicate that the interview shall occur within 10 days of the notice or that the time and the date for the exit interview may be extended at the request of the parent/guardian but for no longer than 14 days. Furthermore, the notice does not state that the superintendent or designee may proceed with an exit interview without a parent/guardian if the superintendent or designee makes a good faith effort to include the parent/guardian.*

CRITERION NUMBER	
	<b>Legal Standard</b>
<b>CR 17A</b>	<p><b>Use of physical restraint on any student enrolled in a publicly-funded education program</b></p> <ol style="list-style-type: none"> <li>1. Public education programs must develop and implement written restraint prevention and behavior support policy and procedures consistent with new regulations 603CMR 46.00 regarding appropriate responses to student behavior that may require immediate intervention. <ol style="list-style-type: none"> <li>a. restraint prevention and behavior support policy and procedures shall be annually reviewed and provided to program staff and made available to parents of enrolled students.</li> <li>b. restraint prevention and behavior support policy and procedures shall include, but not be limited to: methods for preventing student violence, self-injurious behavior and suicide; methods for engaging parents and youth in discussions about restraint prevention and use; a description and explanation of the program’s alternatives to physical restraint and method of physical restraint in emergency situations; a statement prohibiting: medication restraint, mechanical restraint, prone restraint unless permitted pursuant to 603 CMR 46.03(1)(b), seclusion, and the use of restraint inconsistent with 603 CMR 46.03; a description of the program’s training requirements, reporting requirements, and follow-up procedures; a procedure for receiving and investigating complaints; a procedure for conducting periodic review of data and documentation on the program’s use of restraint; a procedure for implementing the reporting requirements; a procedure for making both oral and written notification to the parent; and a procedure for the use of time-out.</li> </ol> </li> <li>2. Each principal or director shall determine a time and method to provide all program staff with training regarding the program’s restraint prevention and behavior support policy and requirements when restraint is used. Such training shall occur within the first month of each school year and, for employees hired after the school year begins, within a month of their employment.</li> <li>3. At the beginning of each school year, the principal of each public education program or his/her designee shall identify program staff who are authorized to serve as a school-wide resource to assist in ensuring proper administration of physical restraint. Such staff shall have in-depth training on the use of physical restraint.</li> <li>4. The program administers physical restraint on students only in emergency situations of last resort when needed to protect a student and/or member of the school community from assault or imminent, serious, physical harm and with extreme caution in order to prevent or minimize any harm to the student as a result of the use of physical restraint..</li> </ol>
	M.G.L. c. 71, § 37G; 603 CMR 46.00 effective January 1, 2016

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
	<b>Rating: Partially Implemented</b> <b>District Response Required: Yes</b>

**Department of Elementary and Secondary Education Findings:**

*A review of documents indicated that the district has not developed and implemented written restraint prevention and behavior support policy and procedures consistent with 603 CMR 46.00 regarding appropriate responses to student behavior that may require immediate intervention.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>CR 25</b>	<b>Institutional self-evaluation</b> The district evaluates all aspects of its K-12 program annually to ensure that all students, regardless of race, color, sex, gender identity, religion, national origin, limited English proficiency, sexual orientation, disability, or housing status, have equal access to all programs, including athletics and other extracurricular activities. It makes such changes as are indicated by the evaluation.
	Title VI: 42 U.S.C. 2000d; 34 CFR 100.3(b)(2); EEOA: 20 U.S.C. 1703(f); Section 504: 29 U.S.C. 794; 34 CFR 104.4(b)(4); Title II: 42 U.S.C. 12132; 28 CFR 35.130(b)(3); NCLB: Title III, Part A, Sec. 3121(c)(1)(C); Title X, Part C, Sec. 722(g)(1)(J)(i), 722(g)(7); Mass. Const. amend. art. 114; M.G.L. c. 71A, § 7; c. 76, § 5; 603 CMR 26.07(1),(4) as amended by Chapter 199 of the Acts of 2011
	<b>Rating: Not Implemented</b> <b>District Response Required: Yes</b>

**Department of Elementary and Secondary Education Findings:**

*A review of documents and staff interviews indicated that the district does not annually conduct an institutional self-evaluation to ensure that all students have equal access to all programs, including athletics and other extracurricular activities.*

**ENGLISH LEARNER EDUCATION**

**LEGAL STANDARDS,  
COMPLIANCE RATINGS AND  
FINDINGS**

CRITERION NUMBER	<b>ENGLISH LEARNER EDUCATION I. ASSESSMENT OF STUDENTS</b>	
	<b>Legal Standard</b>	
<b>ELE 1</b>	<b>Annual English Language Proficiency Assessment</b> 1. The district annually assesses the English proficiency of all ELs. 2. The ACCESS for ELLs is administered to ELs annually in grades K-12 by qualified staff.  <b>Authority: NCLB, Title I and Title III; G.L. c. 71A, § 7; 603 CMR 14.02</b>	
	<b>Rating: Not Implemented</b>	<b>District Response Required: Yes</b>

**Department of Elementary and Secondary Education Findings:**

*A review of documents, staff interviews and student data indicated that the district coded the English learners (ELs) who enrolled in the district as non-ELs in Student Information Management System (SIMS) and failed to assess the English proficiency of these students.*

CRITERION NUMBER	<b>ENGLISH LEARNER EDUCATION II. STUDENT IDENTIFICATION AND PROGRAM PLACEMENT</b>	
	<b>Legal Standard</b>	
<b>ELE 3</b>	<b>Initial Identification</b> 1. The district uses qualified staff, appropriate procedures, and state-required assessments to identify students who are ELs and to assess their level of English proficiency in reading, writing, speaking, and listening. 2. Each school district shall establish procedures, in accordance with Department of Elementary and Secondary Education guidelines, to identify students who may be English learners and assess their level of English proficiency upon their enrollment in the school district.  <b>Authority: Title VI; EEOA; G.L. c. 71A, §§ 4, 5; 603 CMR 14.02; G.L. c. 76, § 5; 603 CMR 26.03</b>	
	<b>Rating: Not Implemented</b>	<b>District Response Required: Yes</b>

**Department of Elementary and Secondary Education Findings:**

*A review of documents and staff interviews indicated that the district has not established initial identification policies and procedures in accordance with the Department guidelines to identify students who may be English learners and to assess their level of English proficiency upon enrollment in the school district. Furthermore, the district failed to acknowledge EL status of the students who have already been identified as ELs in their previous schools and submitted to the Department inaccurate data by coding them as non-ELs.*

CRITERION NUMBER	ENGLISH LEARNER EDUCATION II. STUDENT IDENTIFICATION AND PROGRAM PLACEMENT	
	Legal Standard	
<b>ELE 5</b>	<p><b>Program Placement and Structure</b></p> <ol style="list-style-type: none"> <li>1. The district uses assessment data to plan and implement educational programs for students at different instructional levels.</li> <li>2. G.L. c. 71A, § 5 requires 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.</li> <li>3. Core academic teachers in ALL of these programs are expected to hold the SEI Teacher Endorsement and to shelter the content for ELs to make the content of their lessons more comprehensible and to promote the development of academic language needed to successfully master content standards by providing English language development (ELD) to ELs.</li> <li>4. 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.</li> </ol> <p><b>Authority: Title VI; EEOA; G.L. c. 71A, §§ 2, 4, 7; 603 CMR 7.15; 603 CMR 14.07</b></p>	
	<b>Rating: Partially Implemented</b>	<b>District Response Required: Yes</b>

**Department of Elementary and Secondary Education Findings:**

*A review of documents and staff interviews indicated that the district does not have policies and procedures to identify ELs and then use the data to plan and implement educational programs for students at different instructional levels as is required in G.L. c. 71A.*

CRITERION NUMBER	ENGLISH LEARNER EDUCATION II. STUDENT IDENTIFICATION AND PROGRAM PLACEMENT	
	Legal Standard	
<b>ELE 6</b>	<p><b>Program Exit and Readiness</b></p> <ol style="list-style-type: none"> <li>1. Each school district shall establish criteria, in accordance with Department of Elementary and Secondary Education guidelines, to identify students who may no longer be English learners.</li> <li>2. The district does not reclassify an English Learner (EL) as Former English Learner (FEL) until he or she is deemed English proficient and can participate meaningfully in all aspects of the district's general education program without the use of adapted or simplified English materials.</li> </ol>	

<b>CRITERION NUMBER</b>	<b>ENGLISH LEARNER EDUCATION II. STUDENT IDENTIFICATION AND PROGRAM PLACEMENT</b>	
	<b>Legal Standard</b>	
	3. Districts do not limit or cap the amount of time in which an EL can remain in a language support program. An EL only exits from such a program after he or she is determined to be proficient in English.	
	<b>Authority: Title VI; EEOA; G.L. c. 71A, § 4; 603 CMR 14.02</b>	
	<b>Rating: Not Implemented</b>	<b>District Response Required: Yes</b>

**Department of Elementary and Secondary Education Findings:**

*A review of documents, staff interviews and student data indicated that the district did not identify students who might have met the minimum exit criteria provided in the "Guidance on Identification, Assessment, Placement, and Reclassification of English Language Learners" and reclassify them as Former English Learners (FELs).*

<b>CRITERION NUMBER</b>	<b>ENGLISH LEARNER EDUCATION III. PARENT AND COMMUNITY INVOLVEMENT</b>	
	<b>Legal Standard</b>	
<b>ELE 7</b>	<b>Parent Involvement</b> The district develops ways to include parents or guardians of ELs in matters pertaining to their children's education and ELE programs.	
	<b>Authority: Title VI; EEOA; Title III; G.L. c. 71A, § 7</b>	
	<b>Rating: Partially Implemented</b>	<b>District Response Required: Yes</b>

**Department of Elementary and Secondary Education Findings:**

*A review of documents and staff interviews indicated that the district failed to identify students who are ELs and therefore failed to include parents or guardians of ELs in matters pertaining to their children's education and ELE programs.*

<b>CRITERION NUMBER</b>	<b>ENGLISH LEARNER EDUCATION IV. CURRICULUM AND INSTRUCTION</b>	
	<b>Legal Standard</b>	
<b>ELE 10</b>	<b>Parental Notification</b> 1. Upon identification of a student as EL, and annually thereafter, a notice is mailed to the parents or guardians written where practicable in the primary/home language as well as in English, that informs parents of: (a) the reasons for identification of the student as EL;	

CRITERION NUMBER	<b>ENGLISH LEARNER EDUCATION IV. CURRICULUM AND INSTRUCTION</b>	
	<b>Legal Standard</b>	
	<p>(b) the child's level of English proficiency;</p> <p>(c) program placement and/or the method of instruction used in the program;</p> <p>(d) how the program will meet the educational strengths and needs of the student;</p> <p>(e) how the program will specifically help the child learn English;</p> <p>(f) the specific exit requirements;</p> <p>(g) the parents' right to apply for a waiver (see ELE 4), or to decline to enroll their child in the program (see ELE 8)</p> <p>2. The district shall send report cards and progress reports including, but not limited to, progress in becoming proficient in using English language and other school communications to the parents or legal guardians of students in the English learners programs in the same manner and the frequency as report cards and progress reports to the other students enrolled in the district. The reports are, to the maximum extent practicable, written in a language understandable to the parent/guardian.</p> <p><b>Authority: NCLB, Title III, Part C, Sec. 3302(a), (c); G.L. c. 71A, § 7; 603 CMR 14.02</b></p>	
	<b>Rating: Partially Implemented</b>	<b>District Response Required: Yes</b>

**Department of Elementary and Secondary Education Findings:**

*A review of documents and staff interviews indicated that the district did not send a notice upon identification of the students as ELs, and annually thereafter, to inform them of the students' EL status, the services they are eligible for and parental rights of ELs.*

CRITERION NUMBER	<b>ENGLISH LEARNER EDUCATION V. STUDENT SUPPORT SERVICES</b>	
	<b>Legal Standard</b>	
<b>ELE 13</b>	<p><b>Follow-Up Support</b></p> <p>1. The district actively monitors students who have exited an ELE education program for four years and provides language support to those students , if needed.</p> <p>2. The district provides language support, if needed, to remedy any academic deficits the student incurred as a result of participation in the ELE program.</p> <p><b>Authority: Title VI; EEOA; NCLB; Title III</b></p>	
	<b>Rating: Not Implemented</b>	<b>District Response Required: Yes</b>

**Department of Elementary and Secondary Education Findings:**

*A review of documents and staff interviews indicated that the district failed to identify students who enrolled in the district as FELs and did not monitor such students to ensure that they make adequate progress and provide them with support, if needed.*

<b>CRITERION NUMBER</b>	<b>ENGLISH LEARNER EDUCATION VI. FACULTY, STAFF AND ADMINISTRATION</b>
	<b>Legal Standard</b>
<b>ELE 14</b>	<p><b>Licensure Requirements</b></p> <p>Licensure requirements for districts where ELs are enrolled:</p> <ol style="list-style-type: none"> <li>1. Every district, including every Commonwealth charter school, has at least one teacher who has an English as a Second Language or Transitional Bilingual Education, or ELL license under G.L. c.71, § 38G and 603 CMR 7.04(3). (This requirement does not apply separately to Horace Mann charter schools.)</li> <li>2. Except at Commonwealth charter schools, <i>every</i> teacher or other educational staff member who teaches ELLs holds an appropriate license or current waiver issued by the Massachusetts Department of Elementary and Secondary Education.</li> <li>3. Core academic teachers* of ELs, including charter schools and education collaboratives, must hold an SEI Teacher Endorsement as set forth in 603 CMR 7.00 and this section. A core academic teacher who does not have the Endorsement may be assigned an EL but the teacher must obtain the SEI Endorsement within a year of the assignment, as set forth at 603 CMR 7.15(9)(b)1.  <small>* Under Department regulations adopted in June 2012, starting on July 1, 2016, core academic teachers (including pre-school teachers) in public schools who are assigned to teach ELs must have an SEI Endorsement or must earn the Endorsement within one year of the assignment. 603 CMR §§7.15(9)(b)1 and 14.07(3); The following teachers are “core academic teachers” for purposes of providing SEI instruction: teachers of students with moderate disabilities; teachers of students with severe disabilities; subject-area teachers in English, reading or language arts; mathematics, science; civics and government, economics, history, and geography; and early childhood and elementary teachers who teach such content. Core academic teachers of ELs at Commonwealth charter schools are not required to hold an educator license but they are subject to the same SEI Endorsement requirements as core academic teachers of ELs in other public schools.</small></li> <li>4. Any school district that assigns an EL to a core academic teacher who has a year to obtain an SEI endorsement, must take all reasonable steps to ensure that such EL is assigned to core academic teachers with an SEI endorsement in subsequent school years.</li> <li>5. Starting on July 1, 2016, no principal, assistant principal, or supervisor/director shall supervise or evaluate a core academic teacher who provides sheltered English instruction to an English learner unless such principal, assistant principal, or supervisor/director holds an SEI Teacher Endorsement or SEI Administrator Endorsement, or will earn either endorsement within one year of the commencement of such supervision or evaluation.</li> </ol>

CRITERION NUMBER	ENGLISH LEARNER EDUCATION VI. FACULTY, STAFF AND ADMINISTRATION	
	Legal Standard	
	<p>6. Except at Commonwealth charter schools, any director of ELE program(s) who is employed in that role for one-half time or more has a Supervisor/Director license and an English as a Second Language (ESL), Transitional Bilingual Education (TBE) or an ELL license.</p> <p>7. If a district with 200 or more ELs—including all charter schools with 200 or more ELs—has a director of EL programs, that director has an English as a Second Language, Transitional Bilingual Education, or an EL license even if he or she is employed in that position for less than one-half time. (This requirement does not apply separately to Horace Mann charter schools.)</p> <p><b>Authority: Title VI; EEOA; G.L. c. 71, § 38G, §89(qq); St. 2002, c. 218, §§ 24, 25, 30; 603 CMR 7.04(3), 7.09(3); 603 CMR 7.14 (1) and (2); 603 CMR 7.15(9)(b); 603 CMR 14.07.</b></p>	
	<b>Rating: Partially Implemented</b>	<b>District Response Required: Yes</b>

**Department of Elementary and Secondary Education Findings:**

*A review of documents and staff interviews indicated that the district does not have a licensed ESL teacher assigned to provide ESL instruction to students who are eligible for ELE services.*

CRITERION NUMBER	ENGLISH LEARNER EDUCATION VIII. PROGRAM PLAN AND EVALUATION	
	Legal Standard	
<b>ELE 17</b>	<p><b>Program Evaluation</b></p> <p>The district conducts periodic evaluations of the effectiveness of its ELE program in developing students' English language skills and increasing their ability to participate meaningfully in the educational program. Where the district documents that the program is not effective, it takes steps to make appropriate program adjustments or changes that are responsive to the outcomes of the program evaluation.</p> <p><b>Authority: Title VI; EEOA. Title III § 3121</b></p>	
	<b>Rating: Partially Implemented</b>	<b>District Response Required: Yes</b>

**Department of Elementary and Secondary Education Findings:**

*See ELE 5.*

**OFFICE FOR COLLEGE/CAREER AND  
TECHNICAL EDUCATION**

**LEGAL STANDARDS,  
COMPLIANCE RATINGS AND  
FINDINGS**

CRITERION NUMBER	COLLEGE/CAREER/TECHNICAL EDUCATION II. STUDENT IDENTIFICATION AND PROGRAM PLACEMENT	
	<b>Legal Standard</b>	
<b>CCTE 4</b>	Information concerning career/vocational technical education programs is provided to students and to their parents/guardians. Such information shall include admission requirements for career/vocational technical programs; specific programs/courses that are available; employment and/or further education and registered apprenticeship opportunities. <i>Perkins Section 134, Vocational Technical Education Regulations 603 CMR 4.03 (4) (6).</i>	
	<b>References:</b> <u>Carl D. Perkins Career &amp; Technical Education Improvement Act of 2006 at <a href="http://www.doe.mass.edu/cte/perkins/">http://www.doe.mass.edu/cte/perkins/</a></u> <u>Chapter 74 Selected Sections &amp; 603 CMR 4.00 Vocational Technical Education Regulations and Guidelines at <a href="http://www.doe.mass.edu/cte/laws.html">http://www.doe.mass.edu/cte/laws.html</a></u> <u>Chapter 74 Manual for Vocational Technical Education Programs at <a href="http://www.doe.mass.edu/cte/programs/">http://www.doe.mass.edu/cte/programs/</a></u> <u>Chapter 74 Manual for Vocational Technical Education Admission Policies at <a href="http://www.doe.mass.edu/cte/admissions/">http://www.doe.mass.edu/cte/admissions/</a></u> <u>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 <a href="http://www.doe.mass.edu/cte/admissions/">http://www.doe.mass.edu/cte/admissions/</a></u>	
	<b>Rating: Partially Implemented</b>	<b>District Response Required: Yes</b>

**Department of Elementary and Secondary Education Findings:**

*Please refer to CR 7 to address this criterion.*

CRITERION NUMBER		
	<b>Legal Standard</b>	
<b>CCTE 7</b>	<p><i>(Note: This criterion applies only to Chapter 74-approved vocational technical education.)</i></p> <p>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. <i>Technical Education Regulations 603 CMR 4.03(4). M.G.L. c. 76 Section 5.</i></p>	

	<b>References:</b> <u>Chapter 74 Selected Sections &amp; 603 CMR 4.00 Vocational Technical Education Regulations and Guidelines</u> at <a href="http://www.doe.mass.edu/cte/laws.html">http://www.doe.mass.edu/cte/laws.html</a> <u>Chapter 74 Manual for Vocational Technical Education Admission Policies</u> at <a href="http://www.doe.mass.edu/cte/admissions/">http://www.doe.mass.edu/cte/admissions/</a> <u>Chapter 74 Manual for Vocational Technical Education Programs</u> at <a href="http://www.doe.mass.edu/cte/programs/manual.doc">http://www.doe.mass.edu/cte/programs/manual.doc</a>		
	<b>Rating: Partially Implemented</b>	<b>District Response Required:</b>	<b>Yes</b>

**Department of Elementary and Secondary Education Findings:**

*A review of documents and staff interviews indicated that students do not currently have exposure to at least one program that would prepare them for a career nontraditional for their gender.*

<b>CRITERION NUMBER</b>			
	<b>Legal Standard</b>		
<b>CCTE 10</b>	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. <i>Perkins Section 134, M.G.L. c.74 Section 6, Vocational Technical Education Regulations 603 CMR 4.03 (1)</i>		
	<b>References:</b> <u>Carl D. Perkins Career &amp; Technical Education Improvement Act of 2006</u> at <a href="http://www.doe.mass.edu/cte/perkins/">http://www.doe.mass.edu/cte/perkins/</a> <u>Chapter 74 Selected Sections &amp; 603 CMR 4.00 Vocational Technical Education Regulations and Guidelines</u> at <a href="http://www.doe.mass.edu/cte/laws.html">http://www.doe.mass.edu/cte/laws.html</a> <u>Career/Vocational Technical Education Advisory Committee Guide</u> at <a href="http://www.doe.mass.edu/cte/resources/">http://www.doe.mass.edu/cte/resources/</a> <u>Massachusetts Perkins IV Manual</u> at <a href="http://www.doe.mass.edu/cte/perkins/">http://www.doe.mass.edu/cte/perkins/</a>		
	<b>Rating: Partially Implemented</b>	<b>District Response Required:</b>	<b>Yes</b>

**Department of Elementary and Secondary Education Findings:**

*A review of documents and staff interviews indicated the district is missing required advisory committee membership, specifically postsecondary representation, in Masonry and Tile Setting, Plumbing, Cabinetmaking, Drafting, Electronics, and Health Assisting.*

<b>CRITERION NUMBER</b>					
	<b>Legal Standard</b>				
<b>CCTE 13</b>	<p>(Note: This criterion applies only to Chapter 74-approved vocational technical education.)</p> <p>Cooperative Education is implemented in accordance with applicable laws, regulations, and policies. <i>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) &amp; 570.51-570.68, M.G.L. c. 74 Sections 1 &amp; 2A, M.G.L. c.149, Sections 1, 62 &amp; 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</i></p>				
	<p><b>References:</b></p> <p><u>Massachusetts Perkins IV Manual</u> at <a href="http://www.doe.mass.edu/cte/perkins/Chapter%2074%20Selected%20Sections%20&amp;%20603%20CMR%204.00%20Vocational%20Technical%20Education%20Regulations%20and%20Guidelines">http://www.doe.mass.edu/cte/perkins/Chapter 74 Selected Sections &amp; 603 CMR 4.00 Vocational Technical Education Regulations and Guidelines</a> at <a href="http://www.doe.mass.edu/cte/laws.html">http://www.doe.mass.edu/cte/laws.html</a></p> <p><u>Chapter 74 Manual for Vocational Technical Cooperative Education</u> at <a href="http://www.doe.mass.edu/cte/programs/">http://www.doe.mass.edu/cte/programs/</a></p> <p><u>Massachusetts General Law Chapter 149</u> at <a href="http://www.state.ma.us/legis/laws/mgl/gl-149-toc.htm">http://www.state.ma.us/legis/laws/mgl/gl-149-toc.htm</a></p> <p><u>Code of Federal Regulations Title 29 (CFR 29)</u> at <a href="http://www.dol.gov/dol/allcfr/ESA/Title_29/Part_570/29CFR570.50.htm">http://www.dol.gov/dol/allcfr/ESA/Title_29/Part_570/29CFR570.50.htm</a></p> <p><u>MA Worker’s Compensation Insurance per M.G.L. c. 152</u> at <a href="http://www.mass.gov/legis/laws/mgl/gl-152-toc.htm">http://www.mass.gov/legis/laws/mgl/gl-152-toc.htm</a></p> <p><u>Advisory of CORI Law: Mandatory Criminal Record (CORI) Checks - Education Laws and Regulations</u> at <a href="http://www.doe.mass.edu/lawsregs/advisory/cori.html">http://www.doe.mass.edu/lawsregs/advisory/cori.html</a></p>				
	<table border="0"> <tr> <td><b>Rating:</b></td> <td><b>Partially Implemented</b></td> <td><b>District Response Required:</b></td> <td><b>Yes</b></td> </tr> </table>	<b>Rating:</b>	<b>Partially Implemented</b>	<b>District Response Required:</b>	<b>Yes</b>
<b>Rating:</b>	<b>Partially Implemented</b>	<b>District Response Required:</b>	<b>Yes</b>		

**Department of Elementary and Secondary Education Findings: Findings:**

*A review of documents and staff interviews indicated that site safety visits do not occur before the student begins work. While some supervisory visits take place, there is not a regular system for those visits.*

<b>CRITERION NUMBER</b>	
	<b>Legal Standard</b>
<b>CCTE 20</b>	<p>Career/vocational technical education instructional <u>facilities</u> meet current occupational standards. <i>Perkins Section 134; Vocational Technical Education Regulations 603 CMR 4.03 (3) (4) (7)(8).</i> Each vocational technical education program shall be conducted in facilities that meet current occupational standards. <i>603 CMR 4.03 (3)(a)</i></p>
	<p><b>References:</b></p> <p><u>Carl D. Perkins Career &amp; Technical Education Improvement Act of 2006</u> at <a href="http://www.doe.mass.edu/cte/perkins/">http://www.doe.mass.edu/cte/perkins/</a></p>

	<p>Chapter 74 Selected Sections &amp; 603 CMR 4.00 Vocational Technical Education Regulations and Guidelines at <a href="http://www.doe.mass.edu/cte/laws.html">http://www.doe.mass.edu/cte/laws.html</a>  Career/Vocational Technical Education Safety Guide at <a href="http://www.doe.mass.edu/cte/safety/guide.doc">http://www.doe.mass.edu/cte/safety/guide.doc</a>  NIOSH Safety Checklist Program for Schools at <a href="http://www.doe.mass.edu/cte/safety_health.html">http://www.doe.mass.edu/cte/safety_health.html</a>  Chapter 74 Manual for Vocational Technical Cooperative Education at <a href="http://www.doe.mass.edu/cte/programs/">http://www.doe.mass.edu/cte/programs/</a></p>		
	<b>Rating: Partially Implemented</b>	<b>District Response Required:</b>	<b>Yes</b>

**Department of Elementary and Secondary Education Findings:**

*A site visit by the Office for College, Career and Technical Education safety specialist revealed that not all instructional facilities used for career/vocational technical education meet current occupational standards. The Office for College, Career and Technical Education will send a Safety Survey Report, which will include details specific to each program, to Superintendent Lafleche under separate cover.*

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

**Department of Elementary and Secondary Education Findings:**

*A site visit by the Office for College, Career and Technical Education safety specialist revealed that not all instructional equipment used for career/vocational technical education meets current occupational standards. The Office for College, Career and Technical Education will send a Safety Survey Report, which will include details specific to each program, to Superintendent Lafleche under separate cover.*

WBMS Final Report 2017

File Name: Southern Worcester County Regional Vocational Technical High School  
CPR Final Report 2017  
Last Revised on: September 15, 2017  
Prepared by: MN/SH/LW/AP