



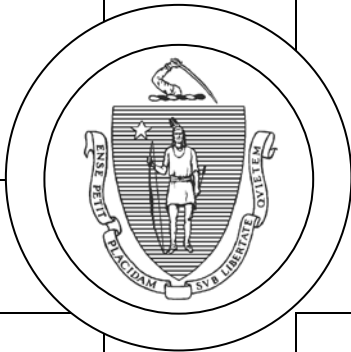
Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION

COORDINATED PROGRAM REVIEW PROCEDURES

School District Information Package

Civil Rights and Other General Education Requirements

*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
Title II of the Americans with Disabilities Act of 1990
The No Child Left Behind Act of 2001
M.G.L. c. 71A and c. 76, s. 5
and other federal and state laws*



School Year 2015-2016

MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

Coordinated Program Review

CIVIL RIGHTS AND OTHER GENERAL EDUCATION REQUIREMENTS

School District Information Package

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**MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
COORDINATED PROGRAM REVIEW SYSTEM
School Year 2015 – 2016**

CIVIL RIGHTS AND OTHER GENERAL EDUCATION REQUIREMENTS

Introduction

The Office for Civil Rights (OCR) within the U.S. Department of Elementary and Secondary Education requires the Massachusetts Department of Elementary and Secondary Education to conduct regular reviews of recipients of federal education funds. These reviews are intended to ensure against discrimination in education programs on the basis of race, color, sex, national origin, or disability, and also, as mandated by state law, on the basis of religion, gender identity or sexual orientation. The process by which the Department carries out this responsibility is known as the Civil Rights and Other General Education Requirements Program Review: certain general education requirements such as requirements for structured learning time, for the implementation of instructional supports, student discipline, physical restraint and for training on the confidentiality of student records are also monitored during this review.

Civil Rights/General Education Program Review Criteria

Civil rights criteria are taken from specific federal and state laws prohibiting discrimination and promoting equal educational opportunity in educational institutions. General education criteria are taken from a variety of other laws and regulations. The specific compliance criteria to be addressed are identified in Selected Civil Rights and Other General Education Program Review Criteria (Document #2). The federal and state law on which the civil rights and other criteria are based is detailed at the beginning of Document #2.

Before the 2007-2008 school year, the Department's Program Quality Assurance Services unit (PQA) monitored patterns of placement of racial and ethnic groups in 1) special education and related services; 2) particular disability categories; and 3) particular special education educational environments for disproportionality under IDEA 2004, Section 618(d), and 34 CFR 300.646. This monitoring was done as part of PQA's monitoring under CR 4 (formerly MOA 4), on placement of students. The examination of disproportionality under IDEA 2004 is now coordinated by a new unit of the Department, the Office of Planning, Research, Evaluation and Accountability Reporting.

The Web-based Approach to Civil Rights Monitoring

Starting with the 2011-2012 SY, the Department commenced the web-based approach to comprehensive civil rights monitoring. The web-based monitoring system (WBMS) allows both districts and the Department to submit, review and exchange documents and information through the Department's security portal. This approach combines familiar elements from the standard CPR procedures in combination with new features that strengthen district/school accountability and oversight for civil rights requirements on a continuous basis.

Criteria: The WBMS Program Review begins with the district/school conducting a self-assessment across an array of civil rights and general education criteria. Program Quality Assurance, 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 **Civil Rights/General Education Program Review Criteria** (Document #2) in this School District Information Package for Civil Rights and Other General Education Requirements.

WBMS Methods

The review process for civil rights includes the following methods:

Self-Assessment Phase: This is a requirement for all districts/schools participating in WBMS and is completed in the year prior to the onsite review. Districts and schools review their civil rights documents for required elements and then upload the documents into the web-based system. Once completed, this information is submitted to the Department for review. Please refer to Appendix II in this Information Package for a complete listing of document requirements.

Desk Review Phase: A Monitoring Team Chairperson, who is assigned to each district/school, reviews the district/school's responses to questions regarding the critical elements for appropriate policies, procedures, and practices, as well as actual documents and data submissions by criteria. The outcome of this review, along with three-year trend data from the Problem Resolution System, is used to determine the scope and nature of the Department's onsite activities.

Onsite Verification Phase: This includes activities selected from the following:

- Interviews of administrative, instructional, and support staff consistent with those criteria selected for onsite verification.
- 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 Process for Other CPR Program Areas

Methods for reviewing other program areas during the CPR process include the following:

- Review of documentation about the operation of the charter school or district's programs such as English Learner Education (ELE), and Career Vocational Technical Education (CVTE).
- 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 ELE and CVTE. 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.
- Parents of students with disabilities and English language learners are sent a survey, in the language of the home, to provide information on their experiences with the district's implementation of Special Education and ELE programs and related procedural requirements, if their student's record was selected for review for by the onsite team.
- 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.

Draft Report Preparation and Comment Response

At the end of the onsite visit, the 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 Monitoring Team Chairperson will forward to the superintendent or charter school leader a Draft Report containing comments from the Program Review. The Draft Report comments for civil rights are provided to the district/school along with comments for special education online through WBMS.

Once the district has had an opportunity to respond, these comments will form the basis for any findings by the Department. The charter school/district 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 narrative statement in the Final Report for each criterion that it rates “Commendable,” “Partially Implemented,” “Not Implemented,” “Implementation in Progress,” or “Not Applicable” explaining the basis for the rating. It may also include findings for other related criteria.

District/School Response to Final Report

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 through webinar training sessions offered twice a year, as well as onsite technical assistance meetings with the superintendent and key district personnel scheduled by the Monitoring Team Chairperson subsequent to the release of the Final Report.

Department staff will 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.**

**MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
COORDINATED PROGRAM REVIEW SYSTEM
School Year 2015 – 2016**

CIVIL RIGHTS AND OTHER GENERAL EDUCATION REQUIREMENTS

Orientation

The Monitoring Team Chairperson will contact the district/charter school to set up an Orientation session for the superintendent and key district personnel to review next steps for the preparation and submission of documentation for the other program area of English Learner Education (for those districts not participating in the web-based ELE pilot) and, the selection of student records for English Learner Education and, where applicable Career and Vocational Technical Education (CVTE), and establish timelines for essential activities. This year those districts with CVTE reviews are requested to submit their CVTE documentation at least 2-3 months in advance of their onsite date.

School District Documentation

The documentation that the district must submit as part of their self-assessment is listed by criterion number in Appendix II of this Information Package. The Structured Learning Time Worksheets, which are required as part of this self-assessment, are located in Appendix I and electronically in the WBMS Document Library.

A district may choose to provide additional documentation if it believes that such documentation better demonstrates its efforts. The district has the opportunity to upload and submit additional documentation through WBMS even after the district's self-assessment had been submitted to the Department. It is not unusual for Department staff to request follow-up information in order to clarify the submitted documentation. In many cases, this follow-up information is the missing piece that is necessary in order for the Department to rate a particular criterion as "Implemented".

Interviews and Observations

The onsite team will use interviews and observations in addition to documentation to gather information regarding the district's implementation of the requirements included in Document #2 (Civil Rights Program Review Criteria). In consultation with the district's civil rights coordinator, the local Program Review coordinator is responsible for scheduling interviews and - in connection with CR 22 and CR 23 - observations.

Preparation of Interview Schedules

Working with the Department's Monitoring Team Chairperson, **the local Program Review coordinator is responsible for scheduling all interviews for selected personnel** across the program areas being reviewed. The local coordinator should work closely with the Department's Monitoring Team Chairperson to ensure appropriate scheduling.

The Onsite Team Member Interview and Observation Schedule (Document #3) must be returned to the Monitoring Team Chairperson for approval by the Department at least two weeks before the onsite visit.

The Department will confirm all interviews to be conducted so that the district can notify all persons selected for interviews. The Monitoring Team Chairperson will provide the local Program Review coordinator with a standard letter and description of the review procedures, which is to be copied and distributed to every person selected for interview. In notifying local staff of the interview schedule, the district should emphasize that interviews are not to evaluate a staff member's individual performance, but to understand each staff member's experiences in the implementation of various program requirements. Every effort will be made to conduct the interviews in an efficient manner, recognizing that time is valuable to the district. The district coordinator must give consideration to spaces that allow interviews to be conducted in a confidential manner.

Sample templates for interview schedules and observations as well as a sample press release are also available as a resource in the WBMS Document Library.

Selection Criteria for Staff Interviews

The List of Interviewees for SE, CR, and ELE (Document # 4) contains the titles of possible persons to be interviewed in the CR portion of the review. Interviews should be scheduled for those persons in the district most knowledgeable about requirements contained in the documentation the district has provided. The district or the Department may add others to this list who would be able to describe efforts undertaken to implement program requirements. Such persons might include the district's Title IX and Section 504 coordinator(s), homeless education liaison, diversity coordinator, curriculum coordinator, athletic director, teachers, students, student activities director, or METCO director.

Preparation for Observations

The Monitoring Team Chairperson will identify the sites to be observed in connection with CR 22 and CR 23 during the Orientation visit so that the local Program Review coordinator may inform principals and pertinent staff of these observations.

**Document #1:
Civil Rights
Program Coordinator's Checklist**

The following checklist will assist the district's civil rights coordinator in working with the local Program Review coordinator to plan and implement the civil rights portion of the Coordinated Program Review.

1. Districts and charter schools who receive notification of a scheduled CPR visit for the next school year participate in both the Department's general introduction and regional training sessions. The first session consists of a detailed orientation webinar regarding the web-based monitoring system (WBMS), which is followed by a mandatory hands-on computer lab training session. Districts and charter schools should designate a key administrator who will be responsible for collecting, reviewing and inputting the civil rights document information for the self-assessment.
2. Prepare and submit the district's/charter school's documentation self-assessment within the required timeline. Department staff are available to provide technical assistance for both regulatory content and WBMS system technical questions.
3. Work with the local Program Review coordinator to prepare the civil rights portion of the district profile of effective programs and practices. The provision of specific examples of effective programs and practices will be shared with the onsite team. It is recommended that this information be provided at the time of the submission of the self-assessment. It can be submitted through "Additional Documents" in WBMS immediately after the self-assessment submission or can be provided to the Monitoring Team Chairperson at the time of the orientation.
4. Participate in the local Program Review coordinator's and Monitoring Team Chairperson's orientation meeting(s) and inform administrative and teaching staff about the civil rights portion of the Program Review, its purpose, the WBMS procedures, and the manner in which staff will be expected to participate.
5. Work with the local Program Review coordinator to issue to all persons scheduled for interview and/or classroom observation the Department's standard notification letter prepared by the Department's onsite chairperson.
6. Be available throughout the program review to answer questions, clarify data, and provide needed assistance.
7. With other district administrators, respond to factual accuracy of the *Draft Report of Comments*.
8. With other district administrators, develop a dissemination plan for making the Final Report available to the public. At a minimum, this plan should address access for members of the school committee/board of trustees, key district administrative staff, parents and other constituent groups.

9. Participate with the other program directors in the Department's webinars on developing approvable Corrective Action Plans and Progress Reports.
10. Immediately after the Final Report is published, the Department's Monitoring Team Chairperson will arrange with the local district coordinator for an onsite technical assistance visit. The superintendent, local program coordinator and all other program directors for those areas requiring corrective action should participate in this technical assistance visit.
11. With other district administrators, draft the Corrective Action Plan for the School Committee to be submitted to the Department within 20 business days of receipt of the Final Report.
12. Work with district staff in implementing recommendations and correcting any noncompliance noted in the Final Report, in accordance with the corrective action approved or ordered by the Department, and ensure the timely correction of noncompliance within one year.
13. Submit any required progress reports and documentation requested by the Department, demonstrating the ongoing efforts of the district to implement the corrective action approved or ordered by the Department fully, effectively, and in a timely manner.
14. Carefully monitor and document the full implementation and the effectiveness of the corrective action that has been approved or ordered by the Department.

Document #2:

CIVIL RIGHTS/GENERAL EDUCATION PROGRAM REVIEW CRITERIA -- 2015 – 2016

Citations in the Civil Rights/General Education Program Review Criteria

The Civil Rights and Other General Education Program Review Criteria include abbreviated references to the laws and regulations on which specific criteria are based. These abbreviations denote the following laws and regulations:

Federal:

(Note: “U.S.C.” refers to the United States Code, available at <http://www4.law.cornell.edu/uscode/>. “CFR” refers to the Code of Federal Regulations. “*Et seq.*” means “and following.”)

Title VI: *Title VI of the Civil Rights Act of 1964*

Prohibits discrimination, exclusion from participation, and denial of benefits based on race, color or national origin in programs or activities receiving federal financial assistance. Title VI is codified at 42 U.S.C. 2000d *et seq.*; regulations have been promulgated under it in the Code of Federal Regulations at 34 CFR Part 100 (available at <http://www.ed.gov/policy/rights/reg/ocr/edlite-34cfr100.html>).

EEOA: *the Equal Educational Opportunities Act of 1974*

Prohibits the denial of equal educational opportunity in public schools on account of race, color, sex, or national origin. The EEOA is codified at 20 U.S.C. 1701 *et. seq.*

Title IX: *Title IX of the Education Amendments of 1972*

Prohibits discrimination, exclusion from participation, and denial of benefits based on sex in educational programs and activities receiving federal financial assistance. Title IX is codified at 20 U.S.C. 1681 *et seq.*; regulations have been promulgated under it at 34 CFR Part 106 (available at <http://www.ed.gov/policy/rights/reg/ocr/edlite-34cfr106.html>).

Section 504: *Section 504 of the Rehabilitation Act of 1973*

Prohibits discrimination, exclusion from participation, and denial of benefits based on disability in programs or activities receiving federal financial assistance. Section 504 is codified at 29 U.S.C. 794; regulations have been promulgated under it at 34 CFR Part 104 (available at <http://www.ed.gov/policy/rights/reg/ocr/edlite-34cfr104.html>).

Title II: Title II of the Americans with Disabilities Act of 1990

Prohibits discrimination, exclusion from participation, and denial of benefits on the basis of disability in public entities. Title II is codified at 42 U.S.C. 12131 *et seq*; regulations have been promulgated under it at 28 CFR Part 35 (available at <http://www.ed.gov/policy/rights/reg/ocr/edlite-28cfr35.html>).

IDEA 2004: the Individuals with Disabilities Education Act of 2004 (available at <http://thomas.loc.gov/cgi-bin/query/z?c108:h.1350.enr:>)

Governs special education. Most of IDEA 2004 is codified at 20 U.S.C. 1400 *et seq.*; regulations have been promulgated under it at 34 CFR 300 (available at <http://www.ed.gov/legislation/FedRegister/finrule/2006-3/081406a.html>), effective October 13, 2006.

NCLB: the No Child Left Behind Act of 2001

Governs elementary and secondary education. NCLB is available at <http://www.ed.gov/legislation/ESEA02/>.

Title X, Part C is the McKinney-Vento Homeless Education Assistance Improvements Act of 2001: information on this act is available in the Massachusetts Department of Elementary and Secondary Education's Homeless Education Advisories at <http://www.doe.mass.edu/mv/haa>

FERPA: the Family Educational Rights and Privacy Act of 1974

Protects the privacy of student education records and gives parents certain rights with respect to those records. FERPA is codified at 20 U.S.C. § 1232g; regulations have been promulgated under it at 34 CFR Part 99 (available at http://www.access.gpo.gov/nara/cfr/waisidx_04/34cfr99_04.html)

Massachusetts:

(Note: Massachusetts education laws are available at <http://www.doe.mass.edu/lawsregs/statelaws.html>; Massachusetts education regulations are available at <http://www.doe.mass.edu/lawsregs/stateregs.html>.)

Mass. Const. amend. art. 114: Article CXIV of the Amendments to the Massachusetts Constitution

Prohibits discrimination, exclusion from participation, and denial of benefits on the basis of disability in any program or activity in the Commonwealth.

M.G.L. c. 69: Massachusetts General Laws, Chapter 69

Establishes the powers and duties of the Department of Elementary and Secondary Education. Section 1G requires the Board of Elementary and Secondary Education to set the minimum length for a school day and the minimum number of days in the school year for Massachusetts public schools. Regulations have been promulgated under Section 1G at 603 CMR 27.00.

M.G.L. c. 71: *Massachusetts General Laws, Chapter 71*

Governs public schools. Section 34D requires promulgation by the Board of Elementary and Secondary Education of student record regulations. Such regulations have been promulgated at 603 CMR 23.00. Section 34H concerns the provision of information by schools to noncustodial parents. Section 37G provides for the use of reasonable force to protect pupils, school personnel, and other persons from assault by a pupil and requires the promulgation by the Board of regulations regarding the use of physical restraint on students. Such regulations have been promulgated at 603 CMR 46.00 (update effective January 1, 2016). Section 37H relates to codes of conduct and handbooks. Section 38Q ½ requires every school district to adopt and implement a curriculum accommodation plan.

M.G.L. c. 71A: *Massachusetts General Laws, Chapter 71A*

Governs the education of English learners. Regulations have been promulgated under it at 603 CMR 14.00.

M.G.L. c. 71B: *Massachusetts General Laws, Chapter 71B*

Governs the education of children with special needs. Section 6 relates to the assignment of children to special education classes. Regulations have been promulgated under c. 71B at 603 CMR 28.00.

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(e)(1) & (2). M.G.L. c. 71, s. 370(d), as amended. Governs bullying prevention and intervention.

M.G.L. c. 76: *Massachusetts General Laws, Chapter 76*

Governs school attendance. Section 5 prohibits discrimination in all public schools on the basis of race, color, sex, religion, national origin, or sexual orientation. Regulations have been promulgated under section 5 at 603 CMR 26.00. Section 18 requires notice to students permanently leaving school. 603 CMR 26.00 was further amended by Chapter 199 of the Acts of 2011.

St. 1965, c. 741: *Chapter 741 of the Massachusetts Acts of 1965*

Established the maximum age for compulsory school attendance as sixteen.

M.G.L. c. 269 sections 17-19: *An Act Prohibiting the Practice of Hazing*

TABLE OF CIVIL RIGHTS AND OTHER GENERAL EDUCATION REVIEW CRITERIA 2015-2016

Note: Multiple criteria dealing with the rights of homeless students and their families under the McKinney-Vento Homeless Education Assistance Improvements Act of 2001 have been removed from the Coordinated Program Review beginning with the 2006-2007 school year. Standards under McKinney-Vento are reviewed by the Department separately from the Coordinated Program Review.

Student Identification and Placement

- CR 1 Reserved
- CR 2 Reserved
- CR 3 Access to a full range of education programs
- CR 4 Reserved
- CR 5 Reserved
- CR 6 Availability of in-school programs for pregnant students

Parent and Community Involvement

- CR 7 Information to be translated into languages other than English

Curriculum and Instruction

- CR 7A School year schedules
- CR 7B Structured learning time
- CR 7C Early release of high school seniors
- CR 8 Accessibility of extracurricular activities
- CR 9 Hiring and employment practices of prospective employers of students

Student Support Services

- CR 10 Anti-hazing
- CR 10A Student handbooks and codes of conduct

- CR 10B Bullying Intervention and Prevention
- CR 10C Student Discipline
- CR 11 Reserved
- CR 11A Designation of coordinator(s); grievance procedures
- CR 12 Reserved
- CR 12A Annual and continuous notification concerning nondiscrimination and coordinators
- CR 13 Availability of information and academic counseling on general curricular and occupational/vocational opportunities
- CR 14 Counseling and counseling materials free from bias and stereotypes
- CR 15 Non-discriminatory administration of scholarships, prizes and awards
- CR 16 Notice to students 16 or over leaving school without a high school diploma, certificate of attainment, or certificate of completion
- CR 17 Reserved
- CR 17A Use of physical restraint on any student enrolled in a publicly-funded education program

Faculty, Staff, and Administration

- CR 18 Responsibilities of the school principal
- CR 18A School district employment practices
- CR 19 Reserved
- CR 20 Staff training on confidentiality of student records
- CR 21 Staff training regarding civil rights responsibilities

School Facilities

- CR 22 Accessibility of district programs and services for students with disabilities
- CR 23 Comparability of facilities

Program Plan and Evaluation

CR 24 Curriculum review

CR 25 Institutional self-evaluation

Record Keeping

CR 26A Confidentiality and student records

CRITERION NUMBER	II. STUDENT IDENTIFICATION AND PLACEMENT	Source of Information
CR 1 Reserved		
CR 2 Reserved		
CR 3	<p>Access to a full range of education programs All students, regardless of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, or homelessness, have equal access to the general education program and the full range of any occupational/vocational education programs offered by the district.</p> <p>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, 106.34, 106.35; Section 504: 29 U.S.C. 794; 34 CFR 104.4; Title II: 42 U.S.C. 12132; 28 CFR 35.130; IDEA 2004: 20 U.S.C. 1400; 34 CFR 300.110; NCLB: Title III, Part A, Sec. 3121(c)(1)(C); Title X, Part C, Secs. 721, 722(g)(4); Mass. Const. amend. art. 114; M.G.L. c. 71A, s. 7; c. 76, s. 5; 603 CMR 26.03 as amended by Chapter 199 of the Acts of 2011.</p>	Documents Interviews
CR 4 Reserved		
CR 5 Reserved		
CR 6	<p>Availability of in-school programs for pregnant students</p> <ol style="list-style-type: none"> 1. Pregnant students are permitted to remain in regular classes and participate in extracurricular activities with non-pregnant students throughout their pregnancy, and after giving birth are permitted to return to the same academic and extracurricular program as before the leave. 2. The district does not require a pregnant student to obtain the certification of a physician that the student is physically and emotionally able to continue in school unless it requires such certification for all students for other physical or emotional conditions requiring the attention of a physician. <p>Title IX: 20 U.S.C. 1681; 34 CFR 106.40(b)</p>	Interviews

CRITERION NUMBER	III. PARENT AND COMMUNITY INVOLVEMENT	Source of Information
CR 7	<p>Information to be translated into languages other than English</p> <ol style="list-style-type: none"> 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. 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. <p>Title VI; EEOA: 20 U.S.C. 1703(f); M.G.L. c. 76, s. 5; 603 CMR 26.02(2)</p> <p>Implementation Guidance: In order to be able to fulfill the requirements of part 1, the district must have (and use) a system for determining which parents/guardians have limited English skills and so need translations or interpreters.</p>	Documents Interviews
	<p><i>Note: Unless state or federal law provides otherwise,</i></p> <ol style="list-style-type: none"> 1. <i>the requirements of CR 7A, 7B, and 7C apply to all public school districts, including charter schools and vocational-technical schools, and to collaboratives.</i> 2. <i>school districts must fulfill the requirements for setting a school year schedule for each of their schools and programs, and</i> 3. <i>school districts must ensure the scheduling of the required structured learning time for each student in a publicly funded school or program, with structured learning time for students in grades 1-12 being distributed over a minimum of 180 school days per year.</i> 	

CRITERION NUMBER	IV. CURRICULUM AND INSTRUCTION	Source of Information
CR 7A	<p>School year schedules</p> <ol style="list-style-type: none"> 1. Before the beginning of each school year, the school district sets a school year schedule for each school. The school year includes at least 185 school days for students in grades 1-12 at each elementary, middle, and secondary school in the district, and these schools are in operation for at least 180 days a year for these students. 2. The school district ensures that unless his or her IEP or Section 504 Accommodation Plan provides otherwise, each elementary school student is scheduled for at least 900 hours of structured learning time a year and each secondary school student is scheduled for at least 990 hours of structured learning time a year, within the required school year schedule. Where the school district operates separate middle schools, it designates each one as either elementary or secondary. 3. Where the school district sets a separate school year and school day schedule for kindergarten programs, it provides at least 425 hours of structured learning time a year. If the district schedules two sessions of kindergarten a day, it ensures equal instructional time for all kindergarten students. <p>M.G.L. c. 69, s. 1G; 603 CMR 27.03, 27.04</p>	<p>Documents</p> <p>Interviews</p>
CR 7B	<p>Structured learning time</p> <ol style="list-style-type: none"> 1. The school district ensures that its structured learning time is time during which students are engaged in regularly scheduled instruction, learning, or assessments within the curriculum of core subjects and other subjects as defined in 603 CMR 27.02 (including physical education, required by M.G.L. c. 71, s. 3). The district's structured learning time may include directed study (activities directly related to a program of studies, with a teacher available to assist students), independent study (a rigorous, individually designed program under the direction of a teacher, assigned a grade and credit), technology-assisted learning, presentations by persons other than teachers, school-to-work programs, and statewide student performance assessments. 2. The district ensures that its structured learning time does not include time at breakfast or lunch, passing between classes, in homeroom, at recess, in non-directed study periods (study halls), participating in optional school programs, or receiving school services such as health screening, speech, or physical and occupational therapy, except where those services are prescribed by a student's IEP or Section 504 Accommodation Plan. 3. The hours spent in any type of structured learning time are verified by the school district. Where the school district counts independent study or a school-to-work program as structured learning time, it has guidelines that explain clearly how hours spent by students are verified. <p>M.G.L. c. 69, s. 1G; 603 CMR 27.02, 27.04</p>	<p>Documents</p> <p>Interviews</p>

<p>CR 7C</p>	<p>Early release of high school seniors When the school district schedules the early release at the end of the year of the senior class of a high school, it does so in a way that conforms with Board of Elementary and Secondary Education requirements under 603 CMR 27.05, ensuring that neither the conclusion of the seniors’ school year nor graduation is more than 12 school days before the regular scheduled closing date of that school.</p> <p>M.G.L. c. 69, s. 1G; 603 CMR 27.05</p>	<p>Documents Interviews</p>
<p>CR 8</p>	<p>Accessibility of extracurricular activities Extracurricular activities sponsored by the district are nondiscriminatory in that:</p> <ol style="list-style-type: none"> 1. the school provides equal opportunity for all students to participate in intramural and interscholastic sports; 2. extracurricular activities or clubs sponsored by the school do not exclude students on the basis of race, sex, gender identity, color, religion, national origin, sexual orientation, disability, or homelessness. <p>Title VI: 42 U.S.C. 2000d; 34 CFR 100.3(a), (b); Title IX: 20 U.S.C. 1681; 34 CFR 106.31, 106.41; Section 504: 29 U.S.C. 794; 34 CFR 104.4,104.37(a), (c); Title II: 42 U.S.C. 12132; 28 CFR 35.130; NCLB: Title X, Part C, Sec. 721; Mass. Const. amend. art 114; M.G.L. c. 76, s. 5; 603 CMR 26.06(1) as amended by Chapter 199 of the Acts of 2011.</p>	<p>Documents Interviews</p>
<p>CR 9</p>	<p>Hiring and employment practices of prospective employers of students</p> <ol style="list-style-type: none"> 1. The district requires employers recruiting at the school to sign a statement that the employer complies with applicable federal and state laws prohibiting discrimination in hiring or employment practices and the statement specifically includes the following protected categories: race, color, national origin, sex, gender identity, handicap, religion and sexual orientation. 2. Prospective employers to whom this criterion applies include those participating in career days and work-study and apprenticeship training programs, as well as those offering cooperative work experiences. <p>M.G.L. c. 76, s. 5; 603 CMR 26.07(5) as amended by Chapter 199 of the Acts of 2011.</p> <hr/> <p>Implementation Guidance: The statements signed by employers should not list specific laws complied with or specific prohibited bases upon which the employer does not discriminate, but should say that the employer complies with all applicable federal and state laws prohibiting discrimination in hiring or employment practices.</p>	<p>Documents Interviews</p>

CRITERION NUMBER	V. STUDENT SUPPORT SERVICES	Source of Information
CR 10	<p>Anti-Hazing Reports</p> <p>1. The principal of each secondary school in the district issues a copy of M.G.L. c. 269 §§ 17 through 19, to every student enrolled full-time, and every student group, student team, or student organization, including every unaffiliated student group, student team, or student organization, and a copy of the school’s anti-hazing disciplinary policy approved by the school committee.</p> <p>2. Each secondary school files, at least annually, a report with the Department certifying</p> <ul style="list-style-type: none"> a) Its compliance with its responsibility to inform student groups, teams, or organizations, and every full-time enrolled student, of the provisions of M.G.L. c. 269 §§ 17 through 19; b) Its adoption of a disciplinary policy with regard to the organizers and participants of hazing; and c) That the hazing policy has been included in the student handbook or other means of communicating school policies to students. <p>Authority: M.G.L. c. 269 §§ 17 through 19</p>	<p>Documents</p> <p>Interviews</p>
CR 10A	<p>Student handbooks and codes of conduct</p> <p>1.</p> <ul style="list-style-type: none"> a) The district has a code of conduct for students and one for teachers. b) 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. c) The principal of every school containing other grades distributes the district’s student code of conduct to students, parents, and personnel annually. d) 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. <p>2. Student codes of conduct contain:</p> <ul style="list-style-type: none"> a) procedures assuring due process in disciplinary proceedings and b) 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. c) appropriate procedures for the discipline of students with disabilities and students with Section 504 Accommodation Plans. d) 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 <p>3. Student handbooks and codes of conduct reference M.G.L. c. 76, s. 5 and contain:</p> <ul style="list-style-type: none"> a) nondiscrimination policy that is consistent with M.G.L. c. 76, s. 5, and affirms the school’s non-tolerance for 	<p>Documents</p> <p>Interviews</p>

	<p>harassment based on race, color, national origin, sex, gender identity, religion, or sexual orientation, or discrimination on those same bases;</p> <p>b) the school’s procedure for accepting, investigating and resolving complaints alleging discrimination or harassment; and</p>	
	<p>c) the disciplinary measures that the school may impose if it determines that harassment or discrimination has occurred.</p> <p>Section 504; M.G.L. c. 71, s. 37H; M.G.L.c. 71, s. 37H3/4; 603 CMR 53.00;603 CMR 26.08 as amended by Chapter 199 of the Acts of 2011</p>	
CR 10B	<p>Bullying Intervention and Prevention</p> <ol style="list-style-type: none"> 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 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, 370, 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 staff may be named the “aggressor” or “perpetrator” in a bullying report. 2. School and district employee handbooks must contain relevant sections of the amended Plan relating to the duties of faculty and staff and relevant sections addressing the bullying of students by a school staff member. 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. 4. Each year all school districts and schools must provide all staff with annual written notice of the Plan. 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. <p>State Requirements: 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.</p>	<p>Documents</p> <p>Interviews</p>

CR 10C	<p>Student Discipline</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 37H3/4, M.G.L.c. 76, section 21, and 603CMR 53.00. These policies and procedures must address or establish, but are not limited to:</p> <ol style="list-style-type: none"> 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 <p>M.G.L.c. 71,section 37H3/4, 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.</p>	
CR 11 Reserved		Documents Interviews
CR 11A	<p>Designation of coordinator(s); grievance procedures</p> <ol style="list-style-type: none"> 1. The district has designated one or more staff persons to serve as coordinator(s) for compliance with its responsibilities under Title IX, Section 504, and (if it employs 50 or more persons) Title II. 2. The district has adopted and published grievance procedures for students and for employees providing for prompt and equitable resolution of complaints alleging discrimination based on sex or disability. <p>Title IX: 20 U.S.C. 1681; 34 CFR 106.8; Section 504: 29 U.S.C. 794; 34 CFR 104.7; Title II: 42 U.S.C. 12132; 28 CFR 35.107</p>	Documents Interviews
CR 12 Reserved		
CR 12A	<p>Annual and continuous notification concerning nondiscrimination and coordinators</p> <ol style="list-style-type: none"> 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, 	Documents

	<p>national origin, 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.</p> <ol style="list-style-type: none"> 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, 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. 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. <p>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, s. 5; 603 CMR 26.02(2) as amended by Chapter 199 of the Acts of 2011.</p>	Interviews
CR 13	<p>Availability of information and academic counseling on general curricular and occupational/vocational opportunities</p> <p>Students, in grades 7-12, from linguistic, racial, and ethnic minorities; males; females; homeless students; and students with disabilities all receive the same information and academic counseling as other students on the full range of general curricular and any occupational/vocational opportunities available to them.</p> <p>Title VI: 42 U.S.C. 2000d; 34 CFR 100.3(a), (b); Title IX: 20 U.S.C. 1681; 34 CFR 106.31, 106.36; Section 504: 29 U.S.C. 794; 34 CFR 104.4, 104.37(b); Title II: 42 U.S.C. 12132; 28 CFR 35.130; 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, s. 7; c. 76, s. 5; 603 CMR 26.03</p>	Documents Interviews
CR 14	<p>Counseling and counseling materials free from bias and stereotypes</p> <p>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"> 1. encourage students to consider programs of study, courses, extracurricular activities, and occupational opportunities on the basis of individual interests, abilities, and skills; 2. examine testing materials for bias and counteract any found bias when administering tests and interpreting test results; 3. communicate effectively with limited-English-proficient and disabled students and facilitate their access to all programs and services offered by the district; 4. provide limited-English-proficient students with the opportunity to receive guidance and counseling in a language they understand; 5. support students in educational and occupational pursuits that are nontraditional for their gender. <p>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,</p>	Documents Interviews

	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, s. 7; c. 76, s. 5; 603 CMR 26.04, 26.07(8) as amended by Chapter 199 of the Acts of 2011.	
CR 15	<p>Non-discriminatory administration of scholarships, prizes and awards Scholarships, prizes and awards sponsored or administered by the district are free of restrictions based upon race, color, sex, gender identity, religion, national origin, sexual orientation or disability.</p> <p>Schools may post or print information regarding private restricted scholarships as long as no preferential treatment is given to any particular scholarship offered and as long as the school does not endorse or recommend any such scholarship nor advise or suggest to a particular student that he or she apply for such a scholarship.</p> <p>Title VI: 42 U.S.C. 2000d; 34 CFR 100.3; Title IX: 20 U.S.C. 1681; 34 CFR 106.31, 106.37; Section 504: 29 U.S.C. 794; 34 CFR 104.4(b)(1)(v); Title II: 42 U.S.C. 12132; 28 CFR 35.130(b)(1)(v); Mass. Const. amend. art. 114; M.G.L. c. 76, s. 5; 603 CMR 26.07(7) as amended by Chapter 199 of the Acts of 2011.</p>	Documents Interviews
CR 16	<p>Notice to students 16 or over leaving school without a high school diploma, certificate of attainment, or certificate of completion</p> <ol style="list-style-type: none"> 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 five 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 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 the exit interview without a parent/guardian if the superintendent or designee makes a good faith effort to include the parent/guardian. 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 programs and services available to the student. 	Documents Interviews

	<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>a) to inform them of the availability of publicly funded post-high school academic support programs and</p> <p>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> <p>M.G.L. c. 76, ss. 5, 18 as amended by 2012, 222, Sec. 8 effective July 1, 2014; St. 1965, c. 741</p>	
<p>CR 17 Reserved</p>		

<p>CR 17A</p>	<p>Use of physical restraint on any student enrolled in a publicly-funded education program</p> <ol style="list-style-type: none"> 1. Public education programs must develop and implement written restraint prevention and behavior support policy and procedures consistent with new regulations under 603 CMR 46.00 regarding appropriate responses to student behavior that may require immediate intervention. <ol style="list-style-type: none"> 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. 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 46.00; 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. 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. 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. 4. The program administers physical restraint on students only in emergency situations of last resort when needed to protect a student and/or a 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. 	<p>Documents</p> <p>Interviews</p>
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<p>CR 17A</p>	<p>M.G.L. c. 71, s. 37G; 603 CMR 46.00 update effective January 1, 2016</p> <p>Implementation Guidance:</p> <ul style="list-style-type: none"> • Only staff who have received training under part 1a) or b) may administer physical restraint on students, except that all staff may use reasonable force to protect themselves or others from assault or imminent, serious physical harm. • Staff who have received training under part 1a) only may not administer floor or prone restraints. 	<p>Documents</p> <p>Interviews</p>
<p>CRITERION NUMBER</p>	<p>VI. FACULTY, STAFF AND ADMINISTRATION</p>	<p>Source of Information</p>
<p>CR 18</p>	<p>Responsibilities of the school principal</p> <ol style="list-style-type: none"> 1. <u>Instructional support.</u> The principal in each of the district’s schools promotes instructional practices responsive to student needs and ensures that adequate instructional support is available for students and teachers. Instructional support includes remedial instruction for students, consultative services for teachers, availability of reading instruction at the elementary level, appropriate services for linguistic minority students, and other services consistent with effective educational practices and the requirements of M.G.L. c. 71B, §2. The principal consults with the administrator of special education regarding accommodations and interventions for students. Such efforts and their results are documented and placed in the student record. Additionally, when an individual student is referred for an evaluation to determine eligibility for special education, the principal ensures that documentation on the use of instructional support services for the student is provided as part of the evaluation information reviewed by the Team when determining eligibility. 2. <u>Curriculum Accommodation Plan.</u> The principal implements a curriculum accommodation plan <u>developed by the district’s general education program</u> to ensure that all efforts have been made to meet the needs of diverse learners in the general education program. The plan assists the regular classroom teacher in analyzing and accommodating diverse learning styles of all children in the regular classroom and in providing appropriate services and support within the general education program including, but not limited to, direct and systematic instruction in reading and provision of services to address the needs of children whose behavior may interfere with learning. The plan includes provisions encouraging teacher mentoring and collaboration and parental involvement. <i>(The plan may be part of a multi-year strategic plan.)</i> 3. <u>Coordination with special education.</u> The principal with the assistance of the administrator of special education coordinates the delivery and supervision of special education services within each school building. 4. <u>Educational services in home or hospital.</u> Upon receipt of a physician’s written order verifying that any student enrolled in a public school or placed by the public school in a private setting must remain at home or in a hospital on a day or overnight basis, or any combination of both, for medical reasons and for a period of not less than fourteen 	<p>Documents</p> <p>Interviews</p> <p>Student Record Review</p>

	<p>school days in any school year, the principal arranges for provision of educational services in the home or hospital. Such services are provided with sufficient frequency to allow the student to continue his or her educational program, as long as such services do not interfere with the medical needs of the student. The principal coordinates such services with the administrator of special education for eligible students. Such educational services are not considered special education unless the student has been determined eligible for such services, and the services include services on the student’s IEP.</p> <p>M.G.L. c. 71, s. 38Q ½; 603 CMR 28.03(3) Parts 1 and 2 of CR 18 are related to State Performance Plan Indicator 5. (See http://www.doe.mass.edu/sped/spp/.)</p>	
	<p><i>Regarding home/hospital programs, see also the first part of Administrative Advisory SPED 2003-1: Changes to Massachusetts Special Education Law and a Question and Answer Guide on Home/Hospital Programs to be found at http://www.doe.mass.edu/mailings/2002/cm012202.pdf.</i></p>	
<p>CR 18A</p>	<p>School district employment practices District employment practices in general are free from discrimination on the basis of race, color, national origin, sex, or disability. The district’s employee recruitment is aimed at reaching all groups, including members of linguistic, ethnic, and racial minorities, females and males, and persons with disabilities.</p> <p>Title VI: 42 U.S.C. 2000d; 34 CFR 100.3(c); EEOA: 20 U.S.C. 1703(d); Title IX: 20 U.S.C. 1681; 34 CFR 106.51-106.61; Section 504: 29 U.S.C. 794; 34 CFR 104.11-104.14; Title II: 42 U.S.C. 12132; 28 CFR 35.140; Mass. Const. amend. art 114</p>	<p>Documents Interviews</p>
<p>CR 19 Reserved</p>		
<p>CR 20</p>	<p>Staff training on confidentiality of student records The district trains school personnel on the provisions of the Family Educational Rights and Privacy Act, M.G.L. c. 71, s. 34H, and 603 CMR 23.00 and on the importance of information privacy and confidentiality.</p> <p>FERPA: 20 U.S.C. § 1232g; 34 CFR Part 99; M.G.L. c. 71, s. 34H; 603 CMR 23.00, esp. 23.05(3)</p>	<p>Documents Interviews</p>

CR 21	<p>Staff training regarding civil rights responsibilities The district provides in-service training for all school personnel at least annually regarding civil rights responsibilities, including the prevention of discrimination and harassment on the basis of students’ race, color, sex, gender identity, religion, national origin and sexual orientation and the appropriate methods for responding to it in the school setting.</p> <p>Title VI: 42 U.S.C. 2000d; 34 CFR 100.3; EEOA: 20 U.S.C. 1703(f); Title IX: 20 U.S.C. 1681; 34 CFR 106.31-106.42; M.G.L. c. 76, s. 5; 603 CMR 26.00, esp. 26.07(2), (3) as amended by Chapter 199 of the Acts of 2011.</p>	Documents Interviews
CRITERION NUMBER	VII. SCHOOL FACILITIES	Source of Information
CR 22	<p>Accessibility of district programs and services for students with disabilities In at least one facility within the district, the district makes available and entirely accessible to students with disabilities all educational and vocational programs and services offered at each level (preschool, elementary and secondary).</p> <p>Section 504: 29 U.S.C. 794; 34 CFR 104.21, 104.22; Title II: 42 U.S.C. 12132; 28 CFR 35.149, 35.150; Mass. Const. amend. art. 114; 603 CMR 28.03(1)(b)(1)</p>	Documents Interviews Observations
CR 23	<p>Comparability of facilities Where the district provides separate facilities for members of a specific group, those facilities are comparable to those offered other students in the district, including:</p> <ol style="list-style-type: none"> 1. separate facilities for disabled, limited-English-proficient or pregnant students that are comparable to the facilities for other students in the district; 2. Reserved <p>Title VI: 42 U.S.C. 2000d; 34 CFR 100.3(b)(2); Title IX: 20 U.S.C. 1681; 34 CFR 106.33, 106.40(b)(3); Section 504: 29 U.S.C. 794; 34 CFR 104.34(c); Mass. Const. amend. art. 114; 603 CMR 28.03(1)(b)</p>	Documents Interviews Observations
CRITERION NUMBER	VIII. PROGRAM PLAN AND EVALUATION	Source of Information
CR 24	<p>Curriculum review The district ensures that individual teachers in the district review all educational materials for simplistic and demeaning generalizations, lacking intellectual merit, on the basis of race, color, sex, gender identity, religion, national origin and sexual orientation. Appropriate activities, discussions and/or supplementary materials are used to provide balance and context for any such stereotypes depicted in such materials.</p> <p>M.G.L. c. 76, s. 5; 603 CMR 26.05(2) as amended by Chapter 199 of the Acts of 2011.</p>	Documents Interviews

CR 25	<p>Institutional self-evaluation</p> <p>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.</p> <p>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, s. 7; c. 76, s. 5; 603 CMR 26.07(1),(4) as amended by Chapter 199 of the Acts of 2011.</p>	<p>Documents</p> <p>Interviews</p>
CRITERION NUMBER	IX. RECORD KEEPING	Source of Information
CR 26A	<p>Confidentiality and student records</p> <ol style="list-style-type: none"> 1. In accordance with federal and state requirements, the district protects the confidentiality of any personally identifiable information that it collects, uses or maintains. 2. The district maintains and provides access to student records in accordance with federal and state requirements. <p>FERPA: 20 U.S.C. § 1232g; 34 CFR Part 99; M.G.L. c. 71, s. 34H; 603 CMR 23.05, 23.07</p>	<p>Student Records</p> <p>Interviews</p>

Coordinated Program Review

SCHOOL DISTRICT/CHARTER SCHOOL: _____

Document #3: ONSITE TEAM MEMBER INTERVIEW AND OBSERVATION SCHEDULE

DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION TEAM MEMBER: _____

Date: _____ **Day:** _____

Time	Interviewee (or note "Observation")	Role (or type of facility)	Building Name	Room Location	Comments (including Student Follow-up)

Document # 4: LIST OF INTERVIEWEES FOR SE, CR, AND ELE

Key administrators and other appropriate staff from this list will be interviewed pursuant to civil rights and other general education requirements. The district or charter school—or the Department—may add to this list others who would be helpful in describing efforts undertaken to implement these requirements. The program administrator should consult with the local Program Review coordinator to prepare the interview roster for civil rights/general education.

TITLE	NAMES
Superintendent/Charter School Leader	
Principal(s) (or Asst. Principal(s)) (The Principal from each school in which classroom observations will be conducted)	
Regular Education Teacher(s) <i>See Interviews in Special Education, ELE and CVTE Information Packages for selection criteria</i>	
Teacher Aide(s)/Paraprofessional(s)/ Classroom Assistant(s) <i>See Interviews in Special Education and ELE Information Packages for selection criteria</i>	
Special Education Administrator	
Special Education Team Chairperson(s) (One Chairperson per level: Preschool, Elementary, Middle/Junior High, Senior High)	
Guidance Department Head/Staff	
Special Education Teacher(s) or Related Service Provider(s) <i>See Interviews in Special Education Information Package for selection criteria</i>	
Special Education PAC Member(s) (Chairperson and others selected by the PAC)	
Early Childhood Program Coordinator	
CR Coordinator	
ELE Director	
ELE Teacher(s) <i>See Interviews in ELE Information Package for selection criteria</i>	
ELE Parent(s)	

COORDINATED PROGRAM REVIEW

Room #: _____
 PS EL MID HS MULTI
 Time of Observation: _____

Document #5: FACILITIES/CLASSROOM OBSERVATION FORM

TEACHER (S)	CLASSROOM USE	
FLOOR	<input type="checkbox"/> Resource Room <input type="checkbox"/> Tutorial	
	<input type="checkbox"/> Other: _____	
LOCATION	<input type="checkbox"/> ELL instructional space	
	<input type="checkbox"/> BSMT <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> Other	TEACHER / STUDENT RATIO
	<input type="checkbox"/> Among other classrooms	OK
	<input type="checkbox"/> End of corridor	# Students _____ <input type="checkbox"/>
	<input type="checkbox"/> Other: _____	# Teachers _____ <input type="checkbox"/>
		# Aides _____ <input type="checkbox"/>

FOR ROOM WITH HEARING-IMPAIRED STUDENTS:

a. Classroom Has:	YES	NO
b. Ceiling treated for good acoustics	<input type="checkbox"/>	<input type="checkbox"/>
c. Shades or drapes on windows	<input type="checkbox"/>	<input type="checkbox"/>
d. Adequate overhead lighting	<input type="checkbox"/>	<input type="checkbox"/>
e. Visually cued fire alarm	<input type="checkbox"/>	<input type="checkbox"/>
f. Good maintenance of audio feedback equip.	<input type="checkbox"/>	<input type="checkbox"/>

PHYSICAL CONDITION	Space	<input type="checkbox"/>	OK	PROBLEM (DESCRIBE)
	Ventilation	<input type="checkbox"/>		_____
	Lighting	<input type="checkbox"/>		_____
	Acoustics	<input type="checkbox"/>		_____
	Attractiveness	<input type="checkbox"/>		_____
	Maintenance	<input type="checkbox"/>		_____
	Distractions:			
	Visuals	<input type="checkbox"/>		_____
SUMMARY	Auditory	<input type="checkbox"/>		_____

FOR FACILITY WITH MOBILITY IMPAIRED STUDENTS:

Accessible:	YES	NO
a. Building Entrance	<input type="checkbox"/>	<input type="checkbox"/>
b. lavatories	<input type="checkbox"/>	<input type="checkbox"/>
c. classrooms	<input type="checkbox"/>	<input type="checkbox"/>
d. corridors	<input type="checkbox"/>	<input type="checkbox"/>
e. cafeteria	<input type="checkbox"/>	<input type="checkbox"/>
f. auditorium	<input type="checkbox"/>	<input type="checkbox"/>
g. playground	<input type="checkbox"/>	<input type="checkbox"/>
h. gymnasium	<input type="checkbox"/>	<input type="checkbox"/>
i. pool	<input type="checkbox"/>	<input type="checkbox"/>
j. all programs required by IEP	<input type="checkbox"/>	<input type="checkbox"/>

CLASSROOM/FACILITY IS:	YES	NO	COMMENTS
a. At least equal to average standard for rest of system	<input type="checkbox"/>	<input type="checkbox"/>	_____
b. Adequate for type of instruction/activity	<input type="checkbox"/>	<input type="checkbox"/>	_____
c. Adequate for number of students	<input type="checkbox"/>	<input type="checkbox"/>	_____
d. Placed in an area to facilitate integration with regular education	<input type="checkbox"/>	<input type="checkbox"/>	_____
e. Identified with positive or neutral sounding name, if any	<input type="checkbox"/>	<input type="checkbox"/>	_____
f. Free of physical problems	<input type="checkbox"/>	<input type="checkbox"/>	_____
LUNCHROOM:			
Students sit with regular education students	<input type="checkbox"/>	<input type="checkbox"/>	_____

If no mobility-impaired student is presently enrolled and building is the only one at the level, e.g., one high school and it is not accessible, there is a plan as required by s.504 for modifications to make building accessible.

COMMENTS:

COORDINATED
PROGRAM REVIEW
PROCEDURES

School District
Information Package

*Civil Rights
and
Other General Education Requirements*

2015-2016

*APPENDIX I:
Structured Learning Time Worksheets
Pursuant to Criteria
CR 7A – School Year Schedules
CR 7B – Structured Learning Time
CR 7C – Early Release of High School Seniors*

CR 7A, 7B, 7C
Student Learning Time Worksheets
Purpose and Directions

PURPOSE:

The purpose of the Student Learning Time Regulations (603 CMR 27.00) is to ensure that every publicly-funded school in Massachusetts provides sufficient structured learning time equitably for all students. During a Coordinated Program Review, as part of the Department's efforts to ensure compliance with these regulations, the superintendent or charter school leader and the principal of each school are required to review the structured learning time that all students are scheduled to receive and to make any changes necessary to conform with the Board of Elementary and Secondary Education's regulations.

DIRECTIONS:

The required Student Learning Time Worksheets are available electronically in the WBMS Document Library. **These forms must be completed and uploaded as part of the district's self-assessment.**

("District" should be read as including charter schools, and "superintendent" as including charter school leaders. Charter school leaders should complete at least one copy (see below) of the *Principals' Student Learning Time Worksheet* as well as a copy of the *Superintendent's Student Learning Time Worksheet* (with compliance plan if necessary).)

Superintendents should complete a copy of the *Superintendent's Student Learning Time Worksheet* with respect to the annual schedule for the schools in the district.

Superintendents should also distribute a copy of the *Principals' Student Learning Time Worksheet* to each principal in the district, including the principal of any alternative school, so that he/she can complete the form for his/her school and return it to the superintendent. Where a school has an instructional group whose schedule does not conform to the school's standard instructional schedule, the principal should complete a separate copy of the worksheet for that instructional group, noting the name of the instructional group at the top after the name of the school.

Superintendents must submit a completed worksheet for the district and at least one for each school in the district. If any school in the district is not in full compliance with standards described under the program review criteria CR 7A, 7B, 7C and M.G.L. c.71, sec.3 (requirements for student learning time and physical education), attach to the Superintendent's Student Learning Time Worksheet the district's plan to bring all schools in the district into full compliance.

**SUPERINTENDENT'S
STUDENT LEARNING TIME WORKSHEET
2015-2016 School Year
(Page 1 of 2)**

School District: _____

1. How many total days are scheduled for the district's school year including days set aside for professional development and weather-related days?
_____days

2. How many days in the school year are ALL students scheduled to attend?
 - Do not include kindergarten.
 - Do not include orientation days unless all grades are in attendance.
 - Do not subtract senior early release days._____days

3. The middle schools in the district are designated as:
(Check one) _____Elementary (900 hours) OR _____Secondary (990 hours)

4. How many annual hours does the district schedule for kindergarten students? (Please give the figures for all types of kindergarten programs in the district; label "NA" any type of program that the district does not have.)
_____Morning half-day programs
_____Afternoon half-day programs
_____Full-day programs

5. Are there any schools in the district that are not in full compliance with
 - program review criteria CR 7A, 7B, and 7C
(<http://www.doe.mass.edu/pqa/review/cpr/instrument/civilrights.pdf>)

and

- M.G.L. c. 71, s. 3 (regarding physical education)
(<http://www.mass.gov/legis/laws/mgl/71-3.htm>)?

Yes No

(See Next Page)

**SUPERINTENDENT'S
STUDENT LEARNING TIME WORKSHEET
2015-2016 School Year
(Page 2 of 2)**

School District: _____

If “yes,” identify the school(s) and, for each school, the area(s) of noncompliance

and attach the district’s plan to bring all schools into full compliance. At a minimum, this plan must include:

- A complete description of the corrective action activities the district will implement
- Target completion dates
- Anticipated results
- Evidence of completion
- Person(s) responsible for implementation of activities
- The district's process for evaluating corrective action and ensuring ongoing compliance

(Signature of superintendent completing this worksheet)

(Date)

PRINCIPALS'
STUDENT LEARNING TIME WORKSHEET
2015-2016 School Year
(Page 1 of 2)

Name of School: _____

Level (Elementary, Middle, Secondary): _____ **Grades in School:** _____

Check One:

- This worksheet applies to all students within the building.
- There is a separate copy of this worksheet attached for each instructional group whose schedule does not conform to the school's standard instructional schedule.
(On the separate copy, write the name of the group after the name of the school.)

1. Of the number of student days scheduled in the student year (minimum 180), how many are scheduled early release days or scheduled delayed opening days (e.g., day before holiday, professional development, parent conferences)?
_____ days

2. How many annual structured learning hours are students missing due to scheduled early release or scheduled delayed opening?
_____ hrs. _____ mins.

3. The student day begins at _____ A.M. and ends at _____ P.M.; therefore the student day contains:
_____ hrs. _____ mins.

4. How much time is spent per day in homeroom, at breakfast and lunch, passing between classes, at recess, conducting health screenings and preventative services and in non-directed study?
_____ hrs. _____ mins.

5. Subtract the amount of daily non-instructional time in number 4 from the total time indicated in number 3. This gives the daily structured learning time per student.
_____ hrs. _____ mins.

6. How many days in your school year are **ALL STUDENTS** scheduled to attend?
 - Do not include kindergarten.
 - Do not include orientation days unless all students are required to attend.
 - Do not subtract senior early release days._____ days

7. Multiply the daily structured learning time indicated in number 5 by the number of student days in number 6.
This equals:
_____ hrs. _____ mins.

8. From the total in number 7, subtract the time not scheduled because of early release or delayed opening indicated in number 2. This gives the amount of annual structured learning time.
_____ hrs. _____ mins.

(See Next Page)

**PRINCIPALS’
STUDENT LEARNING TIME WORKSHEET
2015-2016 School Year
(Page 2 of 2)**

Name of School: _____

9. List all grades (including kindergarten) in which physical education is taught as a required subject for all students in the grade:

Grades: _____

10. (Only for principals of schools that have grade 12)

What was the last day of attendance for seniors last year? _____

What was the date of graduation last year? _____

What was the regular scheduled closing date for your school last year? _____

(NOTE: No other group of students (grades 1-11) is eligible for release before the end of the school year.)

(Signature of principal completing this worksheet)

(Date)

Note: Where this school does not comply with CR 7A, 7B, 7C or M.G.L. c. 71, s. 3 (regarding physical education), an action plan to bring it into full compliance is to be attached to the Superintendent’s Student Learning Time Worksheet.

(For CR 7A, 7B, and 7C, see <http://www.doe.mass.edu/pqa/review/cpr/instrument/civilrights.pdf>;
for M.G.L. c. 71, s. 3 see <http://www.mass.gov/legis/laws/mgl/71-3.htm>.)

COORDINATED PROGRAM REVIEW PROCEDURES

School District
Information Package

*Civil Rights
and
Other General Education Requirements
2015-2016*

Appendix II

*Table of Documentation Requirements for
Civil Rights/General Education*

School District Civil Rights/General Education Documentation

In monitoring the implementation of civil rights and other general education requirements, the onsite team relies heavily on school district documentation. The documentation that the district must submit for this portion of the Coordinated Program Review is listed in the table below according to criterion number. Local Program Review coordinators are encouraged to notify the onsite chairperson in cases where the district is providing documentation to the Onsite Team other than that described below.

**TABLE OF DOCUMENTATION REQUIREMENTS
FOR CIVIL RIGHTS/GENERAL EDUCATION**

CR Criterion Number	Required Documentation
CR 3 Access to a full range of education programs	Description of how the district ensures that all students have equal access to the general education program and the full range of any occupational/vocational education program offered by the district.
CR 6 Availability of in-school programs for pregnant students	Reserved
CR 7 Information to be translated into languages other than English	District Procedures for Translation and Interpretation. List of all important information and documents that have been translated and indicate which language(s) for each item.
CR 7A School year schedules	School Learning Time Worksheet Compilation. Electronic versions of School Learning Time Worksheets are available in the WBMS Document Library. <i>(See Appendix I for an explanation of the Student Learning Time Worksheets to be completed pursuant to this criterion.)</i>
CR 7B Structured learning time	District's Policies and Procedures for Ensuring Structured Learning Time. Electronic versions of School Learning Time Worksheets are available in the WBMS Document Library. <i>(See Appendix I for an explanation of the Student Learning Time Worksheets to be completed pursuant to this criterion.)</i>
CR 7C Early release of high school seniors	School Learning Time Worksheet Compilation. Electronic versions of School Learning Time Worksheets are available in the WBMS Document Library. <i>(See Appendix I for an explanation of the Student Learning Time Worksheets to be completed pursuant to this criterion.)</i>

CR Criterion Number	Required Documentation
CR 8 Accessibility of extracurricular activities	Description of the district's practices to ensure that extracurricular activities are accessible to all students.
CR 9 Hiring and employment practices of prospective employers of students	Sample of Signed Statement of Assurance from prospective employers of students.
CR 10 Anti-Hazing	Documentation of distribution of anti-hazing disciplinary policy to all students, student teams, student organizations including unaffiliated groups. Signed acknowledgements from designated officers of student groups, teams, organizations.
CR 10A Student handbooks and codes of conduct	Student Discipline Section of the High School Handbook.
CR 10B Bullying Intervention and Prevention	A description of the process the district/school followed to amend its student handbooks to include an age-appropriate summary of their Bullying Prevention and Intervention Plan. A description of how the Bullying and Prevention Plan information was distributed. A description of the professional development plan developed by the district/school for all school staff for the current School Year and evidence of its implementation, to include dates, format(s) used and agenda(s) if appropriate.
CR 10C	A copy of the district/school's Notice of Suspension and Hearing. Copies of applicable policies and procedures for emergency removal; principal hearings (for both short and long-term suspensions); in-school suspension; and superintendent hearings. Copies of School-wide Education Service Plans. A description of the system used for the collection of discipline data and procedures for periodic review of that data by special populations.
CR 11A Designation of coordinators; grievance procedures	Grievance Procedure sections from district publications as required under Title IX, Section 504 and Title II (as applicable) for students and staff.
CR 12A	A sample notice and a list of materials and publications that contain the notice.

CR Criterion Number	Required Documentation
Annual and continuous notification concerning nondiscrimination and coordinators	
CR 13 Availability of information and counseling on general curricular and occupational/vocational opportunities	Description of the Procedures for ensuring academic counseling on general curricular and occupational/vocational opportunities.
CR 14 Counseling and counseling materials free from bias and stereotypes	Description of procedures to ensure counseling and counseling materials are free from bias and stereotyping.
CR 15 Non-discriminatory administration of scholarships, prizes and awards	Description of how the district manages the administration of scholarships, prizes and awards.
CR 16 Notice to students 16 or over leaving school without a high school diploma, certificate of attainment, or certificate of completion	<p>A notice sent by the district to students age sixteen and over and their parents/guardians within five days from a student's 10th consecutive unexcused absence.</p> <p>A notice used by the district to annually inform former students who have not yet earned their competency determination.</p>
CR 17A Use of physical restraint on any student enrolled in a publicly-funded education program	<p>District written restraint prevention and behavior support policies and procedures, consistent with the new requirements for the implementation of 603 CMR 46.00 effective January 1, 2016.</p> <p>Dates of staff training for all existing and newly hired staff.</p> <p>A list of names of staff in each school building identified as the school-wide resource and the dates and number of hours of each person's in-depth training.</p>
CR 18 Responsibilities of	The district curriculum accommodation plan (DCAP) or that portion of the multi-year

CR Criterion Number	Required Documentation
the school principal	strategic plan for the DCAP. A description of local implementation practices for home and hospital services.
CR 18A School district employment practices	A description of employee recruitment practices including sample of recent employee recruitment advertisements and vacancy announcements.
CR 20 Staff training on confidentiality of student records	The agenda and documentation of training on confidentiality of student records for school personnel.
CR 21 Staff training regarding civil rights responsibilities	The agenda and documentation of training on civil rights responsibilities for school personnel.
CR 22 Accessibility of district programs and services for students with disabilities	Description of any changes in the accessibility of district facilities since the district's last CPR (e.g. due to new construction or renovation, other alteration, or acquisition of facilities). A list which designates the handicapped accessible building for each level served by the district. (i.e., the pre-school, elementary, middle and high school levels).
CR 23 Comparability of facilities	Report of district's observations regarding comparability of instructional locations for different groups.
CR 24 Curriculum review	Description of local practices to review curriculum for bias and stereotyping.
CR 25 Institutional self-evaluation	A copy of the most recent evaluation, conclusions reached, and resolution of any identified issues.
CR 26A Confidentiality and student records	A description of the district's procedures to ensure confidentiality of student records.