



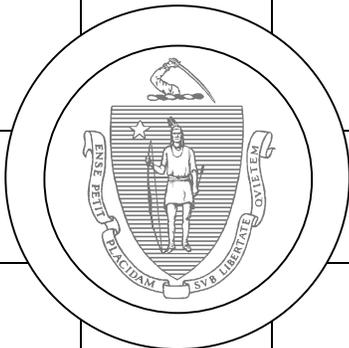
Massachusetts Department of
**ELEMENTARY & SECONDARY
EDUCATION**

**CUTCHINS PROGRAMS FOR
CHILDREN AND FAMILIES
NEW DIRECTIONS DAY PROGRAM**

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

**Dates of Onsite Visit: May 12-14, 2010
Date of Draft Report: August 11, 2010
Date of Final Report: August 31, 2010
Corrective Action Plan Due: September 30, 2010**

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

**CUTCHINS PROGRAMS FOR CHILDREN AND FAMILIES
NEW DIRECTIONS DAY PROGRAM**

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MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

APPROVED PRIVATE SCHOOL PROGRAM REVIEW REPORT

OVERVIEW OF REVIEW PROCEDURES

INTRODUCTION

The Massachusetts Department of Elementary and Secondary Education is required under M.G.L. c. 71B, §10 to review special education programs in approved private special education schools that serve publicly funded students under the provisions of Board of Elementary and Secondary Education Regulations 603 CMR 28.00 and 18.00. Each private school program submits an application for approval by the Department of Elementary and Secondary Education and periodically updates information included in the application on how special education services are provided. Each year, the Department's Program Quality Assurance Services unit conducts onsite visits to selected approved private school programs to verify the implementation of their applications. The selected schools for 2009-2010 review cycle were notified in September 2009 of scheduled visits and were encouraged to assess themselves before the arrival of the Department's visiting team.

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

Private School Program Review Elements

Team: Depending upon the size of a private school and the number of programs to be reviewed, a team of two to three Department staff members conducts an onsite Program Review over two to five days. In some instances, Massachusetts' human service agency staff may also participate on the visiting team.

Scope: All approved private school programs in the Commonwealth are monitored through the Department's Private School Program Review system on a six-year cycle with an additional Mid-cycle follow-up visit. This six-year monitoring and follow-up cycle is coordinated with the Department's Approved Private School Program Re-application procedures.

Criteria: The Program Review criteria encompass key elements drawn from 603 CMR 18.00 and 28.00 and the private school program's application for approval. The elements selected for the reviews also include those required by the federal Office for Special Education Programs (OSEP) and revised requirements of the Individuals with Disabilities Education Act, 20 U.S.C. Section 1400 *et seq.* (IDEA-2004) as described in the Department's Special Education Advisories. Selected Program Review compliance criteria are aligned with the requirements and goals of the Massachusetts Education Reform Act of 1993, being intended to promote high standards and achievement for all students.

Report: Preparation:

At the end of the onsite visit, the onsite team will hold an informal exit meeting to summarize its comments with the Executive Director and anyone else he or she chooses. Within approximately

45 business days of the onsite visit, the onsite chairperson will forward to the Executive Director a Draft Report containing comments from the Program Review. These comments will, once the private school program has had a chance to respond, form the basis for any findings by the Department. The private school program 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/psr/reports/default.html>.

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," "Partially Implemented," "Not Implemented," and "Not Applicable."

Findings. The onsite team includes a finding in the Final Report for each criterion that it rates "Commendable," "Partially Implemented," or "Not Implemented," explaining the basis for the rating. It will also provide a narrative statement explaining the designation of "Not Applicable."

Methods: The Department's Program Review Report is based on a review of documentation regarding the operation of the school's programs, together with information gathered through the following Department program review methods:

- Interviews of administrative, clinical, instructional and support staff across all grade levels.
- Interviews of Parent Group representatives.
- Other interviews as requested by personnel from state and local agencies and members of the general public.
- Review of student records: A sample of student records is selected for detailed review by the Department of Elementary and Secondary Education. Student records are examined first by the school program's staff and then verified by the onsite team using standard Department student record review procedures in order to make determinations regarding the implementation of procedural and programmatic requirements. Parents of students whose files were selected for the record review are provided an opportunity to be interviewed by telephone.
- Review of personnel records: A sample of personnel records is selected for detailed review by the Department of Elementary and Secondary Education. Personnel records are examined first by the school program's staff and then verified by the onsite team using standard Department personnel record review procedures in order to make determinations regarding the implementation of procedural and programmatic requirements.
- Observation of classrooms and other facilities: Instructional classrooms and facilities used in the delivery of programs and services are visited to determine general levels of compliance with program requirements.
- Surveys of parents of students with disabilities. Parents of students with disabilities whose files are selected for the record review, as well as the parents of an equal number of other students with disabilities, are sent a survey that solicits information regarding their experiences with the school

program's implementation of special education programs, related services, and procedural requirements.

Response: A detailed report of findings describes determinations about the implementation status of each requirement (criterion) reviewed. Included in the findings are commendations for those criteria that have been implemented in an exemplary manner significantly beyond the requirements. Where criteria are identified as not fully implemented, the private school program must propose corrective action to bring those areas into compliance with the controlling statutes or regulations. **Under new federal *Special Education State Performance Plan* requirements pursuant to IDEA-2004, public and private school programs serving disabled students must demonstrate effective resolution of noncompliance identified by the Department as soon as possible but in no case later than one year from the issuance of the Department's Final Program Review Report.**

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

INTRODUCTION TO THE FINAL REPORT

A three-member Massachusetts Department of Elementary and Secondary Education team visited New Directions Day Program during May 12-14, 2010 to evaluate the implementation of selected compliance criteria under the Massachusetts Board of Elementary and Secondary Education Regulations 603 CMR 18.00 (Program and Safety Standards for Approved Public or Private Day and Residential Special Education School Programs) and 603 CMR 28.09 (Approval of Public or Private Day and Residential Special Education School Programs), M.G.L c. 71B (“Chapter 766”) and the federal Individuals with Disabilities Education Act, 20 U.S.C. Section 1400 *et seq*, as amended in 1997 (IDEA-97). The team appreciated the opportunity to interview staff and parents, to observe classroom facilities, and to review the program efforts underway.

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

- Interviews of two administrative staff.
- Interviews of two clinical staff.
- Interviews of six teaching and educational support services staff.
- Interviews of a parent of a Massachusetts student enrolled in the school program.
- Student record review: A sample of eight Massachusetts student records was selected by the Department. Student records were first examined by the school program’s staff and then verified by the onsite team using standard Department of Elementary and Secondary Education student record review procedures to make determinations regarding the implementation of procedural and programmatic requirements.
- Personnel record review: A sample of ten personnel records was selected by the Department. Personnel records were first examined by the school program’s staff and then verified by the onsite team using standard Department of Elementary and Secondary Education personnel record review procedures to make determinations regarding the implementation of procedural and programmatic requirements.
- Observation of classrooms and other facilities: A sample of all instructional classrooms and other facilities used in the delivery of programs and services was visited to determine general levels of compliance with program requirements.
- Surveys of parents of students with disabilities: Sixteen parents of students with disabilities were sent surveys that solicited information about their experiences with the school program’s implementation of special education programs, related services and procedural requirements. Eight of these parent surveys were returned to the Department of Elementary and Secondary Education for review.

The report includes findings organized under 14 specified compliance areas listed in the table of contents. The findings explain the “ratings,” or determinations by the team about the implementation status of the compliance criteria reviewed within each of these areas. The ratings indicate those criteria that were found by the team to be substantially “Implemented” or implemented in a “Commendable” manner, defined as criteria that are implemented in an exemplary manner significantly beyond the requirements. Where criteria were found to be either “Partially Implemented” or “Not Implemented,” the private school program must propose to the Department corrective action to bring those areas into compliance with the controlling statute or regulation. In some instances the team may have found certain requirements to be

fully “Implemented” but made a specific comment on the school program’s implementation methods that also may require response from the private school program.

The private school program is expected to incorporate the corrective action into any program improvement plans, including the school program’s professional and paraprofessional staff development plan.

**CUTCHINS PROGRAMS FOR CHILDREN AND FAMILIES
NEW DIRECTIONS DAY PROGRAM**

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

PROGRAM AREA	PARTIALLY IMPLEMENTED	NOT IMPLEMENTED	OTHER CRITERIA REQUIRING RESPONSE
Area 1: Demonstration of Need and Capacity			
Area 2: Administration – Approvals, Licenses and Certificates Documentation			
Area 4: Disclosure of Information			
Area 5: Administration and Admissions Procedures			
Area 6: Educational Program Requirements -- Student Learning Time			
Area 8: Educational Program Requirements – Individualized Education Programs			
Area 9: Educational Program Requirements -- Student Discipline and Behavior Management	9.1(a)		
Area 10: Educational Staffing Requirements -- Ratios			
Area 11: Educational Staffing Requirements -- Personnel Policies			
Area 12: Educational Staffing Requirements -- Staff Training			
Area 13: Physical Facility and Equipment Requirements			
Area 15: Parent and Student Involvement	15.5		
Area 16: Health and Medical Services			
Area 18: Student Records			

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

DEFINITION OF TERMS
FOR THE RATING OF EACH COMPLIANCE CRITERION

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

AREA 1: DEMONSTRATION OF NEED AND CAPACITY

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

CRITERION NUMBER	
	Legal Standard
2.3 EEC Licensure 102 CMR 3.00 (Residential Programs only)	The residential program has a current, full license from the Department of Early Education and Care (EEC) (per 102 CMR 3.00). Approval by EEC to operate a group care facility or a day care center (if applicable).
	Rating: Not Applicable RESPONSE REQUIRED: No

Department of Elementary and Secondary Education Findings:

New Directions is approved as a day program.

AREA 4: DISCLOSURE OF INFORMATION

CRITERION NUMBER	
	Legal Standard
4.2 Public Information and Postings 28.09(6)(a, b, c, d, e); 28.09(2)(b)(4)	The following information must be publicly posted: <ul style="list-style-type: none"> • First aid procedures; • Emergency procedures; • Emergency telephone numbers; • Current ESE approval certificate; and • Current EEC License if applicable.
	Rating: Implemented RESPONSE REQUIRED: No

CRITERION NUMBER	
	Legal Standard
4.4 Advance Notice of Proposed	The program shall develop and implement a written procedure describing how it notifies the Department of substantial changes within its program and identifying the person responsible for making this notification.

CRITERION NUMBER	
	Legal Standard
	transport by school staff (including contracted staff) which requires medical attention; <ul style="list-style-type: none"> • Massachusetts student serious injury requiring emergency medical intervention resulting from a restraint • Massachusetts student run away; • Emergency termination of a Massachusetts student under circumstances in which the student presents a clear and present threat to the health and safety of him/herself or others pursuant to 18.05(7)(d); and • Any other incident of serious nature that occurs to a Massachusetts student.
	Rating: Implemented RESPONSE REQUIRED: No

AREA 5: ADMINISTRATION AND ADMISSION PROCEDURES

CRITERION NUMBER	
	Legal Standard
5.1 Student Admissions 28.09(11); 18.05(1)(b)(1-17); 18.05(2); 18.05(3)(c)	The program develops and implements a written admissions policy that includes the following: <ul style="list-style-type: none"> • A statement that the program maintains a copy of its policies and procedures manual on site; • A statement that the program provides written notice to the parents of the enrolled students that copies of its policies and procedures manual are available upon request; • Admission criteria; • Admissions procedures; • Information required from referring school districts as part of the application process; • Procedures followed to determine whether the student will be admitted; • (For Residential Programs Only) Procedures to prepare staff and students in the living unit for the new student’s arrival; • A statement that prior to admission documentation is required from a licensed physician of a complete physical examination of the student not more than twelve (12) months before admission; • A statement that in the event of emergency placements, the school shall make provisions for a complete examination of the student within 30 days of admission; and • A statement that prior to admission, and upon request, the Director of the program or designee will be available to the parents, student and the public school for an interview. The interview shall include an explanation of the

CRITERION NUMBER	
	Legal Standard
	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.
	Rating: Implemented RESPONSE REQUIRED: No

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

CRITERION NUMBER	
	Legal Standard
6.4 School Days Per Year 603 CMR 27.05(2); 28.09(9)(a)	All programs are run for the following minimum number of days (exclusive of weekends, holidays, vacations): <ul style="list-style-type: none"> • 10 month program - 180 days • 11 month program – 198 days • 12 month program – 216 days <p>Before the beginning of each school year, the program sets a school year schedule for each program. This schedule must include at least five additional school days to account for unforeseen circumstances (i.e., snowstorms).</p> <p>NOTE: All programs must meet the number of school days per ESE’s application approval plus five additional days for unforeseen circumstances.</p>
	Rating: Implemented RESPONSE REQUIRED: No

CRITERION NUMBER	
	Legal Standard
	Rating: Implemented RESPONSE REQUIRED: No

CRITERION NUMBER	
	Legal Standard
9.1(a) Student Separation Resulting from Behavior Management 18.05(5)(i); 18.05(6, 7); 46.02(5)(b)	<p>If the program’s behavior management policy and procedures result in a student being separated in a room apart from the group or program activities, it shall include, but not be limited to, the following:</p> <ol style="list-style-type: none"> 1. Guidelines for staff in the utilization of such an area; 2. Persons responsible for implementing such procedures; 3. The duration of the procedures including procedures for approval by the chief administrative person or his/her designee for any period longer than 30 minutes; 4. Requirement that students shall be observed at all times and in all parts of the room, and that the staff shall be accessible at all times; and 5. A means of documenting the use of time-out for an individual student, including, at a minimum, length of time, reasons for this intervention, who approved the procedure, and who monitored the student during the time out. <ul style="list-style-type: none"> o Time out rooms shall not be locked. o Any room or space used for the practice of separation must be physically safe and appropriate to the population served by the facility.
	Rating: Partially Implemented RESPONSE REQUIRED: Yes

Department of Elementary and Secondary Education Findings:

While New Directions has a behavior management policy for student separation resulting from behavior management, documentation revealed that the time out log does not include the name of the staff who approved the time out procedure or the name of the staff who monitored the student during the time out. In addition, observations revealed that at times, students are able to request to close the time out door, which results in students not being observed at all times and in all parts of the time out room as required.

CRITERION NUMBER	
	Legal Standard
9.4 Physical Restraint (Day programs only)	<p>The program shall have a written policy on the use of physical restraint and administer physical restraint in accordance with the requirements of 603 CMR 46.00.</p> <p>The policy and procedures must include the following:</p> <ul style="list-style-type: none"> • Parent/guardian consent to the implementation of restraint pursuant to the

CRITERION NUMBER	
	Legal Standard
	<ul style="list-style-type: none"> • No student may be suspended and sent home unless a responsible adult is available to receive the student. • Once a student has been suspended for three (3) consecutive school days or five (5) non-consecutive school days in a school year, the school, parents, and public school district, consistent with federal requirements, shall explore together all possible program modifications within the school in an attempt to prevent more lengthy suspension of the student from the program. • Procedures must be in place to record and track the number and duration of suspensions, including suspensions from any part of the student’s IEP program (including transportation). <p>NOTE: Sending a student home “early” or an in-school suspension of a student who is not receiving instruction from either a licensed teacher or a paraprofessional who is being supervised by a licensed teacher is considered a suspension if the student’s IEP does not allow for the modification of learning time requirements of the Board of Elementary and Secondary Education.</p>
	Rating: Implemented RESPONSE REQUIRED: No

CRITERION NUMBER	
	Legal Standard
9.6 10+ Day Suspensions 34 CFR 300.530 – 537 18.05(7)	<p>The program shall develop and implement the following procedures when suspensions constitute a change of placement. A suspension is a change of placement when: 1) it exceeds 10 consecutive school days or 2) it is one of a series of suspensions that constitute a pattern under 34 CFR 300.536.</p> <ul style="list-style-type: none"> • A request is made of the student's responsible school district to convene an IEP Team meeting prior to a suspension that constitutes a change in placement of a student with disabilities. • The program participates in the TEAM meeting: <ul style="list-style-type: none"> ○ To develop or review a functional behavioral assessment of the student’s behavior and to develop or modify a behavior intervention plan; ○ To identify appropriate alternative educational setting(s); and ○ To conduct a manifestation determination (i.e. to determine the relationship between the disability and the behavior). • If the TEAM determines that the behavior is <u>NOT</u> a manifestation of the disability, the school may suspend or terminate the student consistent with policies applied to any other student in the program. The responsible school district must, however, offer an appropriate education program to the student

CRITERION NUMBER	
	Legal Standard
	Rating: Implemented RESPONSE REQUIRED: No

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

CRITERION NUMBER	
	Legal Standard
11.6 Master Staff Roster	The program maintains a master list of ALL staff for every position within the program. The staff positions shall correspond to the last ESE approved Program Budget. This list must include job titles along with their corresponding UFR title numbers and full-time equivalents (FTE's). This list may include, but is not limited to:
28.09(7)	<ul style="list-style-type: none"> • Administrators • Special education teachers • General education teachers • Related service providers • Registered Nurses • Direct care workers • Direct care supervisors • Clerical and maintenance staff • Psychologists • Social workers • Food service staff • Consultants

CRITERION NUMBER	
	Legal Standard
	<ul style="list-style-type: none"> • Transportation safety (for staff with transportation-related job responsibilities); and • Student record policies and confidentiality issues (for staff who oversee, maintain or access student records).
	Rating: Implemented RESPONSE REQUIRED: No

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

AREA 13: PHYSICAL FACILITY AND EQUIPMENT REQUIREMENTS
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CRITERION NUMBER	
	Legal Standard
13.2 Description of Physical Facility 18.04; 28.09(8)	<p><u>Kitchen, Dining, Bathing/Toilet and Living Areas:</u></p> <p>The program shall ensure that all kitchen, dining, bathing/toilet and living areas are of an adequate type, size and design appropriate to the ages and needs of the students. The program shall also:</p> <ul style="list-style-type: none"> • Maintain areas which are clean, well ventilated and free from hazards; • Provide students with equipment, supplies and materials (e.g., kitchen equipment, dining utensils, toilets, sinks, individual furniture and storage space) which are clean, safe, safely stored, well maintained and appropriate to the ages and needs of the students; • Design all living areas to simulate the functional arrangements of a home and to encourage a personalized atmosphere for small groups of students, unless the

CRITERION NUMBER	
	Legal Standard
	<p style="text-align: center;">school can justify that another arrangement is necessary to serve the particular needs of the students enrolled in the school.</p> <p><u>Classroom Space:</u> Each room or area that is utilized for the instruction of students shall be adequate with respect to the number of students, size and age of students and students' specific educational needs, physical capabilities and educational/vocational activities.</p> <p><u>Indoor Space:</u> The program shall have a minimum of thirty-five (35) square feet of activity space per student exclusive of hallways, lockers, toilet rooms, isolation rooms, kitchen, closets, offices or areas regularly used for other purposes.</p> <p><u>Additionally, all programs must:</u></p> <ul style="list-style-type: none"> • Ensure that all areas, including but not limited to, floors, ceilings and walls, are clean, well maintained and free from safety hazards; • Protect all steam and hot water pipes by permanent screen guards, insulations, or any other suitable device which prevents students from coming in contact with them; • Maintain room temperatures at not less than 68 degrees Fahrenheit at zero Fahrenheit outside and at not more than the outside temperature when the outside temperature is above 80 degrees Fahrenheit; and • Designate space separate from classroom areas for administrative duties and staff or parent conferences.
	<p>Rating: Implemented RESPONSE REQUIRED: No</p>

CRITERION NUMBER	
	Legal Standard
<p>13.4 Physical Facility/ Architectural Barriers</p> <p>18.04(8); Section 504: 29 U.S.C. 794; 34 CFR</p>	<p>The program shall assure that students with limited mobility have access, free from barriers to their mobility, to those areas of the buildings and grounds to which such access is necessary for the implementation of the IEPs for such students. All programs receiving federal funds shall meet the requirements of Section 504 of the Rehabilitation Act of 1973.</p> <p>A program which enrolls students requiring wheelchairs shall have at least one entrance without steps and wide enough for a wheelchair, for each building utilized in carrying out the IEPs for such students.</p>

CRITERION NUMBER	
	Legal Standard
104.21,104.22 ; Title II: 42 U.S.C. 12132; 28 CFR 35.149, 35.150; Mass. Const. amend. art. 114	If any part of the program is not accessible to students with limited physical mobility, a plan and timetable shall be provided that describes how the program will make all programs and appropriate buildings accessible.
	Rating: Implemented RESPONSE REQUIRED: No

CRITERION NUMBER	
	Legal Standard
13.7 Library/ Resource Room 18.04(6)(b)	In addition to the regular instructional area, the program shall have a separate library or resource room that contains a variety of materials appropriate to the age and abilities of the students enrolled, and is available to all enrolled students.
	Rating: Implemented RESPONSE REQUIRED: No

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

CRITERION NUMBER	
	Legal Standard
15.8 Registering Complaints and Grievances – Parents, Students and Employees 18.05(1)(b) (16); Title IX: 20 U.S.C. 1681; 34 CFR 106.8; Section 504: 29 U.S.C. 794; 34 CFR 104.7; Title II: 42 U.S.C. 12132; 28 CFR 35.107	<ul style="list-style-type: none"> • The program shall develop, implement and make available to parents and, when applicable, students a set of written procedures that may be used to register complaints regarding the student’s education and care at the school program that includes specific timelines and the appeals process. • The program must also adopt and publish grievance procedures for students providing for prompt and equitable resolution of complaints alleging discrimination based on legally protected categories (race, color, national origin, gender, religion, sexual orientation, disability) that includes specific timelines and the appeals process. • The program must also adopt and publish grievance procedures for employees providing for prompt and equitable resolution of complaints alleging discrimination based on legally protected categories (race, color, national origin, gender, religion, sexual orientation, disability) that includes specific timelines and the appeals process.
	Rating: Implemented RESPONSE REQUIRED: No

AREA 16: HEALTH AND MEDICAL SERVICES

CRITERION NUMBER	
	Legal Standard
16.2 Physician Consultation 18.05(9)(a) M.G.L c. 71, §§ 53, 53A, and 53B	<p>The program shall have a licensed physician available for consultation.</p> <p>NOTE: School Physician means a physician appointed by a School Committee or Board of Health in accordance with M.G.L c. 71, §§ 53, 53A, and 53B or, in the case of a private program, by the Board of Trustees.</p>
	Rating: Implemented RESPONSE REQUIRED: No

CRITERION NUMBER	
	Legal Standard
16.3 Nursing 18.05(9)(b) M.G.L c. 112 M.G.L. c. 71, §§ 53, 53A, and 53B	The program shall have a registered nurse available depending upon the health care needs of the program's population. NOTE: School Nurse means a nurse practicing in a school setting, who is: <ol style="list-style-type: none"> (1) a graduate of an approved school for professional nursing; (2) currently licensed as a Registered Nurse pursuant to M.G.L c. 112; and (3) appointed by a School Committee or a Board of Health in accordance with M.G.L. c. 71, §§ 53, 53A, and 53B or, in the case of a private school, by the Board of Trustees.
	Rating: Implemented RESPONSE REQUIRED: No

CRITERION NUMBER	
	Legal Standard
16.4 Emergency First Aid and Medical Treatment 18.05(9)(e, f)	The program shall have develop and implement policies and procedures for emergency first aid and medical treatment, including: <ul style="list-style-type: none"> • No emergency first aid or medical treatment is administered to a student without written authorization from a parent. Such authorization shall be renewed annually; • Secure storage of adequate first aid supplies, including but not limited to bandages, body substance isolation gloves, gauze, adhesive tape, hydrogen peroxide or other cleaning solutions; • Easy access to first aid supplies in major activities areas; • Procedures to be followed in the case of illness or emergency, including methods of transportation and notification of parents; • A procedure for informing parents or the Department of Children and Families if appropriate of any medical care administered to their child other than basic first aid. (For students in the Department of Children and Families care or custody, an Educational Surrogate Parent shall not have authority to consent to routine or other medical care. For such students, consent shall be obtained consistent with the applicable Department of Children and Families requirements); and • Procedures to be followed in the case of illness or emergency if parents cannot be reached.
	Rating: Implemented RESPONSE REQUIRED: No

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Program Final Report

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