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| DESE logo  **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **Collaborative School or District:** **Central Massachusetts SPED Collaborative**  **MCR Onsite Dates:** **02/12/2020 - 02/13/2020**  **Program Area: Special Education**  State Seal of Massachusetts | | | | |
| Jeffrey C. Riley  Commissioner of Elementary and Secondary Education | | | | |
| COORDINATED PROGRAM REVIEW **MID-CYCLE REPORT** | | | | | |
| **CSE Criterion # 13 - Progress Reports and Content (APD 8.8, where applicable)** | | | | |
| **Rating:** | | | | |
| Partially Implemented | | | | |
| **Basis for Findings:** | | | | |
| A review of student records and staff interviews indicated that parents receive reports on students' progress toward reaching the goals set in their IEPs, that progress report information includes written information on progress toward annual IEP goals, however the collaborative does not maintain documentation of the persons or agencies receiving progress reports. Additionally, staff interviews indicated that the collaborative does not consistently complete a Summary of Academic Achievement and Functional Performance for students whose eligibility terminates because the student has graduated or exceeds the age of special education. | | | | |
| **Department Order of Corrective Action:** | | | | |
| The collaborative must develop an internal system to document the persons and agencies to whom progress reports are sent. The system should identify a person(s) who will be responsible for the documentation.  The collaborative must develop a process from the completion of Summary of Academic Achievement and Functional Performance for students whose eligibility terminates because the student has graduated or exceeds the age of special education. Collaborative will provide training on the process to relevant staff. | | | | |
| **Required Elements of Progress Reports:** | | | | |
| By February 26, 2021, submit a description of the system to document the persons/ agencies to whom progress reports are sent.  By February 26, 2021, submit the process developed for the completion of Summary of Academic Achievement and Functional Performance for students whose eligibility terminates because the student has graduated or exceeds the age of special education. Also submit training provided to collaborative staff responsible for completing summary of academic achievement and functional performance. Evidence of training must include: 1) the name and job title of the person conducting the training; 2) the date the training was held; 3) list of staff attending the training with their position title; 5) training materials, and 6) for any staff who did not receive the training, the reason why and when their training is scheduled.  Subsequent to the training, and after the implementation of all corrective actions, submit the results of an administrative review of a sample of student records across all collaborative programs to ensure documentation of to whom progress reports were sent is present. Indicate the number of records reviewed, the number found to be compliant, and an explanation of the root cause for any continued noncompliance and a description of additional corrective actions taken by the collaborative to address any identified noncompliance by April 1, 2021.  Additionally submit the results of an administrative review of a sample of student records for students who have graduated or exceeded the age of eligibility and Summary of Academic Achievement and Functional Performance has been developed. Indicate the number of records reviewed, the number found to be compliant, and an explanation of the root cause for any continued noncompliance and a description of additional corrective actions taken by the collaborative to address any identified noncompliance by April 1, 2021.  \*Please note when conducting administrative monitoring the collaborative must maintain the following documentation and make it available to the Department upon request: a)List of student names and grade levels for the records reviewed; b) Date of the review; c) Name of the person(s) who conducted the review, with their role(s) and signature(s). | | | | |
| **Progress Report Due Date(s):** | | | | |
| 02/26/2021 | 04/01/2021 |  |  | |

| **CSE Criterion # 22 - IEP implementation and availability (APD 8.5, where applicable)** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of student records and interviews indicated that the collaborative's programs do not always have a current signed IEP for every student enrolled in the program. The collaborative does not consistently document its efforts to obtain consent for unsigned IEPs from the sending public school district. | | | |
| **Department Order of Corrective Action:** | | | |
| The collaborative must develop an internal process to ensure that all collaborative students have a current signed IEP.  Develop a process to document efforts made by the collaborative to obtain signed IEPs from the sending public school district. | | | |
| **Required Elements of Progress Reports:** | | | |
| By February 26, 2021, submit the process to ensure that all collaborative students have a current signed IEP.  By February 26, 2021, submit the process to document correspondence with public school districts in order to obtain signed IEPs. This should include staff responsible for the documentation and any forms used.  Subsequent to the training, and after the implementation of all corrective actions, submit the results of an administrative review of a sample of student records across all collaborative programs to ensure student records contain a current signed IEP, or documentation of correspondence with sending public school districts in an attempt to obtain signed IEP. Indicate the number of records reviewed, the number found to be compliant, and an explanation of the root cause for any continued noncompliance and a description of additional corrective actions taken by the collaborative to address any identified noncompliance by April 1, 2021.  \*Please note when conducting administrative monitoring the collaborative must maintain the following documentation and make it available to the Department upon request: a)List of student names and grade levels for the records reviewed; b) Date of the review; c) Name of the person(s) who conducted the review, with their role(s) and signature(s). | | | |
| **Progress Report Due Date(s):** | | | |
| 02/26/2021 | 04/01/2021 |  |  |

| **CSE Criterion # 29 - Communications are in English and primary language of the home** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of student records and staff interviews indicated that communications are not provided in English and the primary language of the home if such language is not English. When notices are provided orally, the collaborative does not maintain written documentation that such notice was provided in an alternate manner, as well as the content of the notice and the steps taken to ensure that parents/guardians understand the content of the notice. | | | |
| **Department Order of Corrective Action:** | | | |
| The collaborative must develop, a procedure to provide translation for communications with families, in the primary language of the home, when such language is not English. The procedure must include a mechanism to maintain written documentation for when notices are provided orally to families. Documentation must include, documentation that such notice was provided in an alternate manner, he contents of the notice and the steps taken to ensure that parents/guardians understand the content of the notice.  The collaborative must provide training to staff on the developed procedures to provide communications in the primary language of the home. | | | |
| **Required Elements of Progress Reports:** | | | |
| By February 26, 2021, submit the procedure to provide translation for communications with families, in the primary language of the home, when such language is not English. Provide the mechanism to maintain written documentation for when notices are provided orally to families.  By February 26, 2021, submit evidence of staff training on the translation and documentation procedures. Evidence of training must include: 1) the name and job title of the person conducting the training; 2) the date the training was held; 3) list of staff attending the training with their position title; 5) training materials, and 6) for any staff who did not receive the training, the reason why and when their training is scheduled.  Subsequent to training, and after the implementation of all corrective actions, provide the results of an administrative review of a sample of relevant student records across all programs for evidence of communications in the primary language of the home if such primary language is other than English. Additionally, review a sample of student records when the Collaborative provides notices orally or in some other mode of communication that is not written language, ensure that the Collaborative is keeping written documentation (a) that it has provided such notice in an alternate manner, (b) of the content of the notice, and (c) of the steps taken to ensure that the parent understands the content of the notice. Indicate the number of records reviewed, the number found to be compliant, and an explanation of the root cause for any continued noncompliance and a description of additional corrective actions taken by the collaborative to address any identified noncompliance by April 1, 2021.  \*Please note when conducting administrative monitoring the collaborative must maintain the following documentation and make it available to the Department upon request: a)List of student names and grade levels for the records reviewed; b) Date of the review; c) Name of the person (s) who conducted the review, with their role(s) and signature(s). | | | |
| **Progress Report Due Date(s):** | | | |
| 02/26/2021 | 04/01/2021 |  |  |

| **CSE Criterion # 35 - Assistive Technology: Specialized materials and equipment** | | | |
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| **Rating:** | | | |
| Implemented | | | |
| **Basis for Findings:** | | | |
| A review of documentation indicated that the collaborative ensures that assistive technology devices and services are made available to students with a disability if required as part of the student's special education, and related services plan. | | | |
| **CSE Criterion # 40 - Instructional grouping requirements for students aged five and older** | | | |
| **Rating:** | | | |
| Implemented | | | |
| **Basis for Findings:** | | | |
| A review of documentation and staff interviews indicated that the instructional groupings in collaborative classes did not exceed eight students to one licensed educator or twelve students to one licensed educator and an aide. | | | |
| **CSE Criterion # 41 - Age Span Requirements** | | | |
| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of documentation and staff interviews indicated that at the time of the mid-cycle review, an instructional grouping in the Thrive Program had an age span greater than 48 months and the collaborative had not sought a waiver from the Department of Elementary and Secondary Education. Additionally, the collaborative did not notify parents of the age span exceeding 48 months. | | | |
| **Department Order of Corrective Action:** | | | |
| The collaborative must develop a process to monitor instructional groupings across all programs to ensure age spans do not exceed 48 months. This process must include staff responsible for monitoring age span in instructional groups at the beginning of the school year, and throughout the year as new students enter the collaborative and when instructional groupings change due to scheduling of students or staff.  For any classrooms with an age span greater than 48 months the program must identify which staff member(s) will be responsible for seeking an approved waiver from the Department of Elementary and Secondary Education. | | | |
| **Required Elements of Progress Reports:** | | | |
| By February 26, 2021, the collaborative must submit any approved age span waivers for any programs.  By February 26, 2021, the collaborative must submit the process developed to ensure that the age spans are being monitored across all collaborative programs. Evidence must also be submitted regarding the implementation of the internal monitoring process for all current classrooms.  By April 1, 2021, the collaborative must submit evidence of implementation of the internal monitoring process developed to monitor age span for all collaborative programs. | | | |
| **Progress Report Due Date(s):** | | | |
| 02/26/2021 | 04/01/2021 |  |  |

| **CSE Criterion # 44 - Procedure for recording suspensions** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of documentation and staff interviews indicated that the collaborative has a procedure to record the number and duration of suspensions from any part of the students' programs, and that collaborative administrators review suspension data for patterns of removals from students' IEP programs. |

| **CSE Criterion # 46 - Procedures for suspension of students with disabilities when suspensions exceed 10 consecutive school days or a pattern has developed for suspensions exceeding 10 cumulative days; responsibilities of the Team; responsibilities of the district (APD 9.6, where applicable)** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of documents and staff interviews indicated that the collaborative's procedures for suspension of students with disabilities when suspensions exceed ten consecutive school days or a pattern has developed for suspensions exceeding ten cumulative days did not contain all of the requirements the collaborative must take after the determination is made if the students behavior was or was not a manifestation of the disability. | | | |
| **Department Order of Corrective Action:** | | | |
| The collaborative must revise the procedure for suspension of students with disabilities when suspensions exceed 10 consecutive school days or a pattern has developed for suspensions exceeding 10 cumulative days.  The collaborative must train relevant staff on the revised procedures for suspension of students with disabilities.  The collaborative must also provide the revised procedure to students and parents/guardians. | | | |
| **Required Elements of Progress Reports:** | | | |
| By February 26, 2021, submit the procedures for suspension of students with disabilities when suspensions exceed ten consecutive school days or a pattern has developed for suspensions exceeding ten cumulative days revised to contain all required elements.  By April 1, 2021, submit evidence of training for staff responsible for student discipline on the revised procedure. Evidence of staff training must include: 1) the name and job title of the person conducting the training; 2) the dates and time when the training was held; 3) list of staff attending the training with their position title; 4) training materials, and 5) for any staff who did not receive the training, the reason why and when the training is scheduled.  By April 1, 2021, submit evidence that students and parents/guardian were provided the revised procedure. | | | |
| **Progress Report Due Date(s):** | | | |
| 02/26/2021 | 04/01/2021 |  |  |

| **CSE Criterion # 51 - Appropriate special education teacher certification/licensure** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| Review of documentation indicated that not all teachers are appropriately licensed for the classes they are teaching, and the collaborative had not applied for waivers from the Department of Elementary and Secondary Education. | | | |
| **Department Order of Corrective Action:** | | | |
| Collaborative administration must ensure that all teachers are appropriately licensed or on approved waivers for the grade levels and subjects they teach.  The Collaborative must create a procedure to conduct periodic administrative reviews of teacher licensure to ensure all teachers are appropriately licensed or have obtained an approved waiver from the Department of Elementary and Secondary Education. This procedure must include a review of teaching assignments (grade level and subject matter), license areas, types of license (initial, professional, provisional, temporary), license grade levels, dates of license expiration and renewal, a mechanism for checking licensure when hired, and a follow-up mechanism so that teacher licensure remains current and appropriate for current assignments. | | | |
| **Required Elements of Progress Reports:** | | | |
| By February 26, 2021, the collaborative must submit evidence of teacher licensure for all teaching staff for the 2020-2021 school year, documented on a completed teacher roster (available in the WBMS Document Library) that includes the names of all teachers, license numbers, types of license (initial, professional, provisional, temporary), license expiration dates, and the content areas and grade levels teaching. The collaborative must also submit its procedures for conducting periodic reviews of teacher licensure to ensure that all teachers are appropriately licensed or have obtained an approved waiver from the Department of Elementary and Secondary Education. Procedures must include: (1) name and role of staff responsible for conducting the review, (2) review of teaching assignments (grade level and subject matter), license areas, license grade levels, dates of license expiration and renewal, for each teacher, (3) a mechanism for checking licensure when hired, and (4) a mechanism for following up to ensure that teacher licensure remains current and appropriate for current assignments. | | | |
| **Progress Report Due Date(s):** | | | |
| 02/26/2021 |  |  |  |

| **CSE Criterion # 52 - Appropriate certifications/licenses or other credentials-related service providers** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of documentation and staff interviews indicated that, at the time of the mid-cycle review, all related service providers were appropriately certified, licensed or registered in their professional area. |

| **CSE Criterion # 54 - Professional development** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of documentation and interviews indicated that the Collaborative provides training to all staff, including special education and general education staff, on state and federal special education requirements and local special education policies and procedures. |