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| DESE Logo**COORDINATED PROGRAM REVIEW****MID-CYCLE REPORT****Collaborative School or District:** **FLLAC Collaborative****MCR Onsite Dates:** **04/04/2019 - 04/05/2019****Program Area: Special Education**Massachusetts State Seal |
| Jeffrey C. RileyCommissioner of Elementary and Secondary Education |

| **CSE Criterion # 13 - Progress Reports and Content** |
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| **Rating:** |
| 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 Individualized Education Plans (IEPs), that progress report information sent to parents includes written information on progress toward annual IEP goals, and that the collaborative sends copies of progress reports to parents/guardians and public school districts. Staff interviews indicated that the collaborative works with students, parent/guardians, and public school districts to 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. |

| **CSE Criterion # 22 - IEP implementation and availability** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Staff interviews indicated that the collaborative works with sending public school districts to ensure that each collaborative student has a current and consented to IEP at the beginning of the school year. A review of student records and staff interviews indicated that the collaborative does not delay the implementation of IEPs and maintains documentation of correspondence with public school districts. |

| **CSE Criterion # 40 - Instructional grouping requirements for students aged five and older** |
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| **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** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of documentation and staff interviews indicated that either the ages of the youngest and oldest students in any instructional grouping do not differ by more than 48 months, or the collaborative has obtained approval from the Department of Elementary and Secondary Education for instructional groupings where the ages of the youngest and oldest students differ by more than 48 months. |

| **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** |
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| **Rating:** |
| Partially Implemented |
| **Basis for Findings:** |
| A review of documentation and staff interviews indicated that at the Caldwell Alternative and Caldwell Elementary programs, the procedures for the suspension of students with disabilities when suspensions exceed 10 school days do not contain all required elements. |
| **Department Order of Corrective Action:** |
| The collaborative must revise procedures for the Caldwell Alternative and Caldwell Elementary programs for the suspension of students with disabilities when suspensions exceed ten school days, addressing all requirements. Following DESE approval, the collaborative must provide training to all staff responsible for implementing discipline procedures with students at the Caldwell Alternative and Caldwell Elementary programs. |
| **Required Elements of Progress Reports:** |
| By June 28, 2019, submit revised procedures for the Caldwell Alternative and Caldwell Elementary programs for the suspension of students with disabilities when suspensions exceed ten school days, addressing all requirements. Following DESE approval, and by August 21, 2019, provide training to all staff responsible for implementing discipline procedures with students at the Caldwell Alternative and Caldwell Elementary programs. As evidence of training, provide: the name and job title of the person conducting the training; the dates and times when the training was held; the length of time allotted for the training; a list of all staff in alphabetical order by last name with their position title; evidence, including the date and time, that each of the listed staff received this training; training materials; and, for any staff who did not receive the training, the reason why and when their training is scheduled.   |
| **Progress Report Due Date(s):** |
| 06/28/2019 | 08/21/2019 |  |  |

| **CSE Criterion # 51 - Appropriate special education teacher certification/licensure** |
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| **Rating:** |
| Partially Implemented |
| **Basis for Findings:** |
| Review of documentation and staff interviews indicated that not all teachers are appropriately licensed or on approved waivers. |
| **Department Order of Corrective Action:** |
| FLLAC collaborative administration must ensure that all teachers are appropriately licensed or on approved waivers for the grade levels and subjects they teach.FLLAC 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 June 28, 2019, the collaborative must submit evidence of teacher licensure for all teaching staff for the 2019-2020 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 staff will be assigned to teach in 2019-2010 school year. 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. By August 21, 2019, the collaborative must submit evidence of appropriate licensure for any teachers hired or re-assigned since the June 28, 2019 submission, 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 staff will be assigned to teach in 2019-2010 school year. In addition, the collaborative must provide a report of the internal administrative review\* of teacher licensure to ensure that all teachers are appropriately licensed for the subjects and grade levels they teach by providing: the name and role of individual completing review, results of review, and, for any non-compliance found, actions taken to ensure that teaching staff are appropriately licensed for their teaching assignments.\*Note that as to all internal reviews, the collaborative must retain documentation including the name, role and signature of staff completing review, results of review, and actions taken to remedy any identified areas of non-compliance. |
| **Progress Report Due Date(s):** |
| 06/28/2019 | 08/21/2019 |  |  |