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| DESE logo  **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **Collaborative School or District:** **Bi-County Collaborative (BICO)**  **MCR Onsite Dates:** **12/07/2021 - 12/09/2021**  **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)** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that parents/guardians receive reports on students' progress toward reaching the goals set in their IEPs, that progress report information sent to parents/guardians 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 (APD 8.5, where applicable)** |
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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 # 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 consistently provided in English and the primary language of the home if such language is not English. | | | |
| **Department Order of Corrective Action:** | | | |
| The collaborative must develop a procedure to provide and ensure translation for communications with families in the primary language of the home, when such language is not English. | | | |
| **Required Elements of Progress Reports:** | | | |
| By March 31, 2022, submit the procedure to provide communications with families in the primary language of the home, when such language is not English.  By March 31, 2022, submit evidence of staff training on the translation procedure. 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 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 communication in the language of the home if such language is not English. 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 identified noncompliance by May 27, 2022.  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):** | | | |
| 03/31/2022 | 05/27/2022 |  |  |

| **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 do 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 the collaborative has obtained approval from the Department of Elementary and Secondary Education for the 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 # 51 - Appropriate special education teacher certification/licensure** |
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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, the teaching staff were appropriately licensed or had been granted an appropriate waiver for the 2021-2022 school year. |

| **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 either appropriately certified, licensed, registered in their professional area, or granted an appropriate waiver. |