

~Coordinated Program Review~

Gateway Regional School District

**Pupil Services presentation
for the
GRSD School Committee
September 14, 2016**



Agenda

- Overview of CPR for 2015-16
- Web-Based Monitoring System (WBMS)
- Overview of WBMS Elements
- Findings
- Actions
- Questions



Program Areas that were Monitored

- ★ **Special Education**
- ★ **Civil Rights**
- ★ **English Learner Education**

- ★ **Criterion**
- ★ Special Education, SE 59 areas
- ★ Civil Rights, CR 26 areas
- ★ English Learner Education, ELE 18 areas



Components

Within the three program areas evaluated (Special Education SE, Civil rights CR, English Learner Education ELE), the DESE program review is organized under nine components:

- I. Assessment of Students
- II. Student Identification and Program Placement
- III. Parent and Community Involvement
- IV. Curriculum and Instruction
- V. Student Support Services
- VI. Faculty, Staff and Administration
- VII. Facilities
- VIII. Program Evaluation
- IX. Record Keeping and Fund Use



What is WBMS?

★ Web-Based Monitoring System

★ A web-based electronic environment containing templates, checklists, and other materials that are used by School Districts and PQA staff throughout PQA's Special Education, Civil Rights & English Learner Education monitoring process.

★ A shared electronic repository where both School Districts and PQA can communicate and review self-assessments, materials, reports and documents. It provides easy access and more efficient communication between the district and PQA.

★ A tool to make the monitoring process consistent, more transparent and cost-effective.



Phases of the WBMS

- District Self-Assessment on all SE, CR & ELE Criteria:
 - SE & ELE Student record review and submission
 - SE, ELE & CR Document review and submission
- PQA Desk Review:
 - Review of district/school self-assessments
 - Review of district/school – specific data
 - Identify Onsite Activities
- Range of Onsite Activities:
 - SE & ELE student record review
 - SE, CR & ELE Document review (when necessary)
 - Parent Surveys and Interviews
 - Observations
- Report Preparation and Dissemination
- CAP Development and Approval:
 - Onsite technical assistance
 - Electronic transmittal, review and approval
- Progress Reports:
 - Electronic transmittal, review and approval
- Mid-cycle Review for Special Education



District/School Self-Assessment Document Review

This process begins with a review of selected policies and procedures for addressing requirements of state and federal Special Education, Civil Rights And English Learner Education laws and/or regulations.

- The district/school will assess whether policies and procedures address all aspects of the regulatory requirements by answering a series of questions for each criterion.
- In most instances for all three content areas there will be an upload requirement which may include a policy, procedure, staff list/licensure information, student rosters, professional development or other relevant documents.



CR Document Review Screen



District/School Self-Assessment Student Record

- ★ The district/school will select a sample of SE and ELE records to review using guidance provided by PQA that specifies the number of records and how to select a representative cross section of students.
- ★ Using the WBMS (or printable worksheets), the LEA will complete an extensive review of identified SE and ELE records.
- ★ The summary results of the record review for both SE and ELE will be entered “online” into the WBMS.



Special Education Student Record Detail

AttI

CPR/Program Review Onsite Year: 2015-2016

*Student Name	Aidan Mc	DOB	09/01/2006 (mm/dd/yyyy)
*Grade Level	Elementary	*Type of Placement	Partial Inclusion
*Level of Need	High	*Disability Type	Low Incidence Disabilities
*Most Recent Activity	Re-evaluation	Date of Most Recent Activity	04/01/2015 (mm/dd/yyyy)
*LEP	No	*Home Language not English	No

Check all that apply	Focus Area #	Focus Area	Selection Criteria
<input checked="" type="checkbox"/>	1	Team Process	
<input checked="" type="checkbox"/>	2	IEP, Placement, and Progress Reporting	
<input checked="" type="checkbox"/>	3	Assessments	Reevaluation
<input type="checkbox"/>	4	Transition	
<input type="checkbox"/>	5	Student Discipline	
<input type="checkbox"/>	6	Out of District and Other Placements	
<input type="checkbox"/>	7	Primary Language of the Home other than English	

Save/Return	Back	Save/Add Another	Remove Student Record	Print Worksheet	History
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Special Education (SE) Self-Assessment

- ★ The district/school will perform the following activities during their self-assessment:
 - ★ Select a sample of SE student records
 - ★ Review each individual SE student record
 - ★ Enter Summary Responses from SE Student Record Review
 - ★ Review SE Documentation Requirements
 - ★ Submit Self-Assessment to PQA
 - ★ Submit updated policies and procedures that were revised as a result of the self-assessment process.



Civil Rights (CR) Self-Assessment

- ★ The district/school will perform the following activities during their self-assessment:
 - ★ Review CR Documentation Requirements
 - ★ Submit Self-Assessment to PQA.
 - ★ Submit updated policies and procedures that were revised as a result of the self-assessment process.



English Learner Education (ELE) Self-Assessment

- ★ The district/school will perform the following activities during their self-assessment:
 - ★ Select a sample of ELE student records
 - ★ Review each individual ELE student record
 - ★ Enter Summary Responses from ELE Student Record Review
 - ★ Review ELE Documentation Requirements
 - ★ Submit Self-Assessment to PQA
 - ★ Submit updated policies and procedures that were revised as a result of the self-assessment process.



District/School Self-Assessment Completed

Transmittal to ESE

Once the LEA has completed all of the components of the SE, CR and ELE Self-Assessment process it will be finalized with a certification electronically signed by the Superintendent.

Each content area requires it's own separate endorsement.



PQA CPR Team's Onsite Activities

1. Student Record

Verify a sample of SE and ELE student records from the district self-assessment plus new records.

2. Focused Interviews and Surveys

Conducts a cross-section of interviews of district staff, parents and students.

3. Observation

Conducts facilities/classroom observations of instructional spaces for special populations.

4. Documentation

Review for any unresolved issues.



PQA CPR Team Chair Monitoring Reports

DRAFT REPORT

- Results are generated from the data entry of the District/School Self-Assessment, PQA Desk Review, and Onsite Verification Activities.
- Draft report is issued to the District/School for response regarding factual accuracy.

FINAL REPORT

- Review District/School submissions in response to the Draft report and makes adjustments as necessary.
- Final report is issued to the District/School electronically and in hardcopy.
- Final report is then posted on the ESE website and is available for public viewing.



Findings- Special Education

59 Special Education (SE) Criterion

50 of these criterion were found to have “No issues identified with this criterion”.

9 Criterion require district action:

SE6: Determination of transition services

SE11: School District response to parental request for independent educational evaluation.

SE18B: Determination of placement; provision of IEP to parent

SE41: Age Specific Requirements

SE52: Appropriate certifications/licenses or other credentials- related service providers

SE54: Professional Development



Findings- Civil Rights

26 Civil Rights (CR) Criterion

21 of these criterion were found to have “No issues identified with this criterion”

5 Criterion require district action

CR6: Availability of in-school programs for pregnant students

CR7B: Structured Learning Time

CR10C: Student Discipline

CR16: Notice to students 16 or over leaving school without a high school diploma, certificate of attainment, or certificate of completion.

CR18: Responsibilities of the school Principal



Findings- English Language Education

18 ELE Criterion

17 of these criterion were found to have “No issues identified with this criterion”.

1 Criterion required district action

ELE14: Licensure Requirements



Action: Special Education

Finding: SE6: Determination of Transition Services:

“Record review and interviews indicate that the district has a practice of having teachers speak with students age 14 and older and to invite them to their Team meetings; however, the Team Meeting Invitation is not always addressed to the student, as well as the parent.”

Action: Moving forward, Gateway Pupil Services office will ensure all students age 14 and over receive their own invitation to their Team meeting. This is accomplished by formalizing the change in the information system utilized for SWD, Esped.



Finding: SE11: School District response to parental request for Independent Educational Evaluation.

“Document review sets forth that the district procedures for responding to a parent’s request for an IEE, do not indicate that the district extends the right to a publicly funded IEE. Additionally, district procedures do not state that the district will notify the parent of it’s decision to pay for the IEE or proceed to the Bureau of Sped Appeals (BSEA) within 5 school days of the request for an IEE.



Action: This requires further clarification from the DESE.
This must be a case specific issue as there are not written protocols on IEE at the district level.
Furthermore, there is clear evidence of the appropriate procedure being in place and utilized in student records



Findings: SE18B Determination of placement provision of IEP to parent.

“Record review and interviews indicate that the district sends the parent two copies of the proposed IEP and proposed placement within two calendar weeks of providing an IEP Team Meeting Summary at the conclusion of each team meeting; however, the summary does not always include the service delivery grid and a statement of the major goal areas associated with the services identified on the grid, as required.”

Action: Need clarification from DESE. There is clear evidence that the appropriate practice is in place from student records.



Finding: SE32 Parent Advisory Council for Special Education.

“Document review and interviews indicate that the school district provides at least one workshop annually within the district, on the rights of students and their parents under state and federal special education laws. However, the district has not established a district-wide parent advisory council in special education.”

Action: In the spring of 2016, the district applied for an Alternative Compliance Waiver of this SEPAC requirement due to continued efforts to develop



a meaningful SEPAC, never meeting with success. On April 7, 2016 the waiver was granted by DESE for a period of three years. A condition of the waiver ensures the District will continue to offer mini-workshops tailored around parent and school needs, identified through parent surveys and formal program assessment.



Finding: SE41: Age-Specific Requirement:

“Document review and interviews indicate that the substantially separate Littleville Elementary Development Program; the Gateway Regional High Learning Lab, block 1, 3 and 7 and the Gateway Regional High Developmental Program, block 1 and block 5 include students whose ages differ by more than 48 months.

Action: Issues resolved by utilizing creative instructional groupings. PSV Director, Principals and faculty.



Finding: SE52: Appropriate certifications/licenses or other credentials- related service providers.

“Record review, document review and interviews indicate that the district employs an Autism Specialist that has not obtained appropriate certification, licensure, board registration or other credentials approved by the DESE”

Action: The district Autism Specialist has enrolled in an approved Board Certified Behavior Analyst (BCBA) program and the district has supported him in obtaining the appropriate supervision requirements



to ensure his certification upon completion of his program in December 2017. District has further discussed this plan with DESE and PQA supervisor Michelle Poulin has approved.



Finding: SE54: Professional Development

“Document and record review indicate that general education staff are not provided training on state and federal special education laws and regulations”

Action: Leadership Team has schedule appropriate training for December 6 and December 20, 2016 faculty development time. Pupil Services Director is preparing curriculum to facilitate the training and make presentation.



Action- Civil Rights

Finding: CR6: Availability of in-school programs for pregnant students

“While the procedures listed in the Gateway Regional Jr. & Sr. High handbooks do not require certification of a physician for pregnant students to remain in school, document review indicates the district has a policy, approved by the school committee and posted on the website, which requires pregnant students to obtain written physician approval for continued attendance, but does not require the same approval for all other



students who have a physical or emotional condition that requires attention of a physician.”

Action: District changed the policy to state we no longer requires a pregnant student to obtain certification from a physician.



Finding: CR7B: Structured Learning Time

“Document review and interviews indicate that five semesters of physical education or health classes are required for high school graduation but physical education is not a required subject for all students in each year of high school.”

Action: District has the changed the policy to make PE a course requirement each year, with a provision for a waiver.



Finding: CR10C: Student Discipline

“Document review indicates that the district’s policies and procedures for the discipline of students do not include all the required information.”

Action: District has updated each form and procedure to ensure full compliance with the DESE.



Finding: CR16: “Notice to students 16 or over leaving school without a high school diploma, certificate of attainment or certificate of completion.”

Interviews indicate that the district convenes a Team of school personnel; such as Principal, Guidance Counselor, Teachers, Attendance Officer and other relevant staff, to participate in exit interviews with a student 16 or older, who are considering permanently leaving school. However, document review indicates the letter that the district sends to parents, when a student has had 10 consecutive days absent, is not sent within the required 5 days, and is not sent to the student.



Action: The district has adjusted the policy regarding “10 day letter” to meet DESE guidelines. Additionally, written notice of services provided to drop-outs will be provided to all parents and students within the required time-frame.



Finding: CR18: Responsibilities of the School Principal

“Document review indicates that the district has not developed a Curriculum Accommodation Plan to assist general education classroom teachers in analyzing and accommodating the needs of diverse learners, providing appropriate services and supports for direction instruction, or addressing behaviors that may interfere with learning within the general education program.

Action: The District has developed a Curriculum Accommodation Plan for submission to DESE



Actions: English Language Learners

Finding: ELE14: Licensure Requirements

“District Documentation and a review of ELAR indicated that not all district ESL teachers that provide students with ESL instruction hold appropriate MA licensure or current waivers issued by the DESE.”

Action: Due to a significant increase in the enrollment of students requiring ESL instruction, the Superintendent has approved the recommendation to hire an additional full-time ELL certified teacher. The posting is currently posted on School Spring and interviews are being scheduled for 4 certified applicants.



Questions?

