



NATICK PUBLIC SCHOOLS

STUDENT SERVICES UPDATE & TIERED FOCUSED MONITORING

School Committee

December, 2019





STUDENT SERVICES ADMIN RESTRUCTURE

Why: Communication, Collaboration, and Direct Coordination

- Parent Feedback revealed desire for more effective communication, collaboration, and Social Emotional Learning
- Staff feedback revealed need for direct special education supervisor in each building
- Administrative feedback revealed need for more cohesive coordination of special education services throughout the district



STUDENT SERVICES ADMIN RESTRUCTURE

What? A Special Education Coordinator in each building

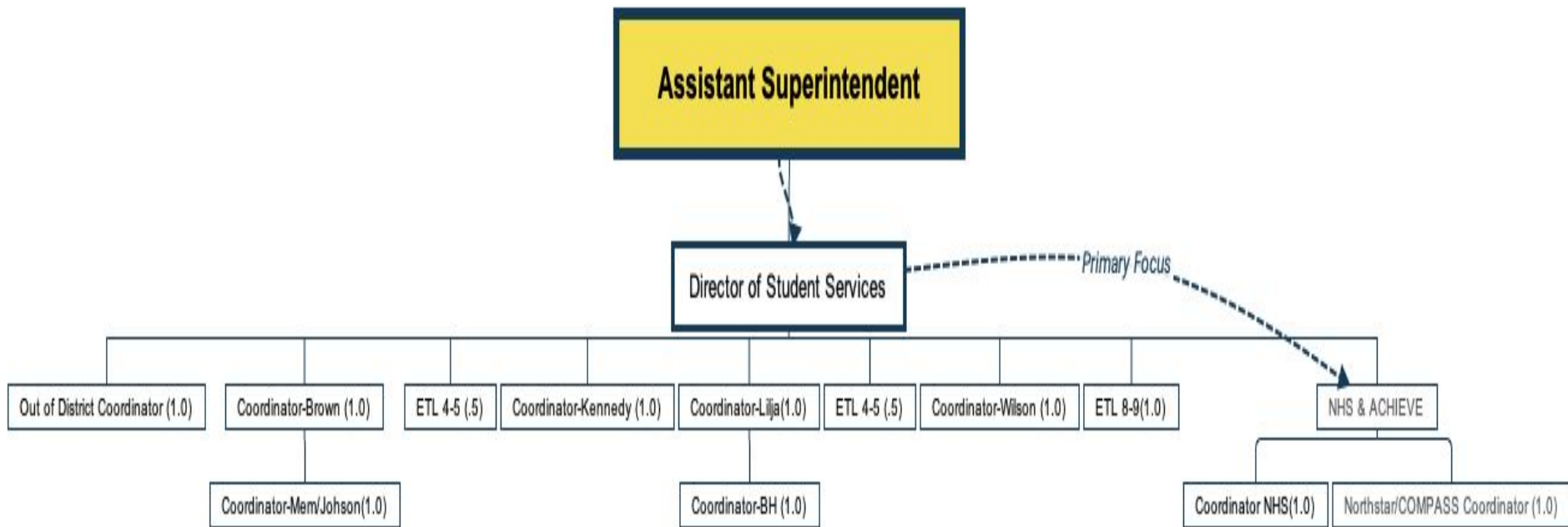
- Go to person for all special education in each building
 - Exception--Memorial and Johnson Share
 - Memorial, nor Johnson, house any of our specialized programs
- Responsible for all Special Education Programming, Staff Supervision/Evaluation, Parent Communication, Response to Intervention, Social Emotional Learning, and other building initiatives

What? A Transition Evaluation Team Leader(ETL) 4th to 5th

- Mirrors current ETL from 8th-9th
- Chairs and/or oversees all IEP Team meetings for 4th and 5th graders to ensure smooth transition from elementary to MS



STUDENT SERVICES ADMIN STRUCTURE





How's IT GOING?

To early to tell: BUT...

- Let's look at parent survey results from 18-19 to 19-20
- This survey was revamped in collaboration with SEPAC last year
- Some of the questions(IN BOLD) shine some light
- In 18-19 there were 256 surveys collected
- Thus far through 19-20 we have collected 77 surveys
 - 18-19 were less as we drafted the survey and had some growing pains getting it out there
- General comments, from parents and staff also provided some insight.
 - Included are both positive comments and challenges from 19-20
 - Included are challenging trends from 18-19
 - Not Included are Positive comments from 18-19 in which there are a significant amount



SURVEY RESULTS COMPARISON 18-19 & 19-20.

School reports were made available 48 hours prior to the team meeting.

18-19

- 96% YES

19-20

- 98.7% YES

If your child was evaluated, did the district provide a comprehensive evaluation that assessed the area(s) of the suspected disability?

18-19

- 91.8% Agree
- 2.1% Disagree
- 6% Neutral

19-20

- 92.4% Agree
- 3% Disagree
- 4.5% Neutral



SURVEY RESULTS COMPARISON 18-19 & 19-20.

As a result of the meeting, I understand my student's specific annual goals and how progress will be measured.

18-19

- 92.7% Agree
- 2.4% Disagree
- 4.8% Neutral

19-20

- 94.6% Agree
- 1.4% Disagree
- 4.1% Neutral

As a result of the meeting, I understand the specific services and supports that are in place or will be in place for my student.

18-19

- 94.4% Agree
- 1.2% Disagree
- 4.4% Neutral

19-20

- 97.3% Agreement
- 1.4% Disagree
- 1.4% Neutral



SURVEY RESULTS COMPARISON 18-19 & 19-20.

As a result of the Meeting, I understand the progress my student has made.

18-19

- 91% Agree
- 2.6% Disagree
- 6.4% Neutral

19-20

- 92.6% Agree
- 3% Disagree
- 4.5% Neutral

My concerns, questions, and input (or that of our outside providers) were addressed and considered in a respectful manner..

18-19

- 94.9% Agree
- 2.3% Disagree
- 2.7% Neutral

19-20

- 97.4% Agree
- 1.3% Disagree
- 1.3% Neutral



SURVEY RESULTS COMPARISON 18-19 & 19-20.

I am a valued member of the team.

18-19

- 93.2% Agree
- 1.9% Disagree
- 4.7% Neutral

19-20

- 97.4% In Agreement
- 1.3% in Disagreement
- 1.3% Neutral/NA

There is good communication between school/district and myself/family regarding special education services..

18-19

- 89.1% Agree
- 4% Disagree
- 6.9% Neutral

19-20

- 97.3% In Agreement
- 1.3% in Disagreement
- 1.3% Neutral/NA



SURVEY RESULTS COMPARISON 18-19 & 19-20.

I know who to contact if I have a question or concern about my student's IEP.

18-19

- 97.6% Agree
- 2.4% Disagree

19-20

- 100% In Agreement
- 0% in Disagreement

My student's team clearly articulates appropriate strategies and planning aligned with my child's disability and needs.

18-19

- 90.3% Agree
- 3.2% Disagree
- 6.5% Neutral

19-20

- 97.3% Agree
- 1.3% Disagree
- 1.3% Neutral



SURVEY RESULTS COMPARISON 18-19 & 19-20.

My student's Team has discussed transition to the next level of education (for example: preschool to elementary; elementary to middle; middle to high school; high school to college or adult living).

18-19

- 62.8% Agree
- 3.6% Disagree
- 33.6% Not Applicable

19-20

- 55.3% Agree
- 5.3% Disagree
- 39.5% Not Applicable

NOTE: Transition not always discussed this early in year

Overall, I am satisfied with my student's special education experience.

18-19

- 87.7% Agree
- 4.9% Disagree
- 7.4% Neutral

19-20

- 91.9% Agree
- 1.4% Disagree
- 6.8% Neutral



SURVEY RESULTS COMPARISON 18-19 & 19-20.

I am satisfied with the services or proposed services being recommended through the IEP team meeting.

18-19

- 89.6% Agree
- 3.2% Disagree
- 7.2% Neutral

19-20

- 94.8% In Agreement
- 1.3% in Disagreement
- 3.9% Neutral/NA

Now Let's look at some comments from Parents and Staff





PARENT COMMENTS 19-20

Parents Positive Feedback

- It feels very **collaborative**
- I think once we got started the team **worked really hard to come up with a solution** expediently and it is very appreciated.
- **Communication with teachers** about his behavior at school, which is different from that at home.
- **Understanding his needs**- making sure as parents we help meet them
- How **organized** the team is here to make it all **efficient** for all
- Staff has been great to work with and make me feel like **they truly care** about my son



GENERAL PARENT COMMENTS 19-20

Parents Positive Feedback

- ***Continuity of support staff*** from second to third grade has been really helpful in terms of picking up where things left off from the previous year.
- The ***Team is awesome***
- This was our ***first experience*** with Natick Special Ed services, and it was ***really wonderful***.
- most helpful - ***receptive*** to putting ***effective strategies & activities*** in place for our child
- It's been a ***very positive experience*** working with everyone in the team. My son's ***needs are being met*** and we are very happy with his progress.
- ***Amazing team***. Thoughtful, caring, understanding, professional.



PARENT COMMENTS 19-20

Parents comments around Challenges (2 so far this year)

- It took about a ***month until I knew*** what was happening with the IEP and who to contact. I did get an initial email from the person handling the IEP for the grade. ***Open house was 5 weeks into the school year.*** Coming from the preschool in which I get I had communication almost on a daily basis, this was a bit disconcerting.
- Most challenging - having to ***monitor and constantly nag to implement*** and continue execution of IEP plan. ***Poor communication*** on our child's' progress



18-19 COMMENT TRENDS TO WORK ON

- Supports outside of what's required by IEP
- Additional Testing
- Long Timelines
- Summer Service Requirements
- Period/Daily updates from providers and specialists
- Being more proactive
- Issues with perceived Bullying
- Transition-All Levels
- Pushing and Advocating for Services
- Teachers pressured to minimize concern-Not speak up
- Communication
- Parents suggestions and comments not being considered
- Discrepancy between what's discussed and what's implemented
- Conflict of Interest for Principals



GENERAL COMMENTS ABOUT MODEL

Staff

- Love having person “X” in building
- Evaluations are more meaningful
- Know who to go to for help in the building and get it right away
- Staff member has become part of the culture and works with general education teachers as well
- Provides professional development to all staff
- IEP feedback from coordinators has been helpful
- Prof. Development for Special Educators more targeted
- OOD Consultation has been better than the past
- Still working to understand who to go to in the district?

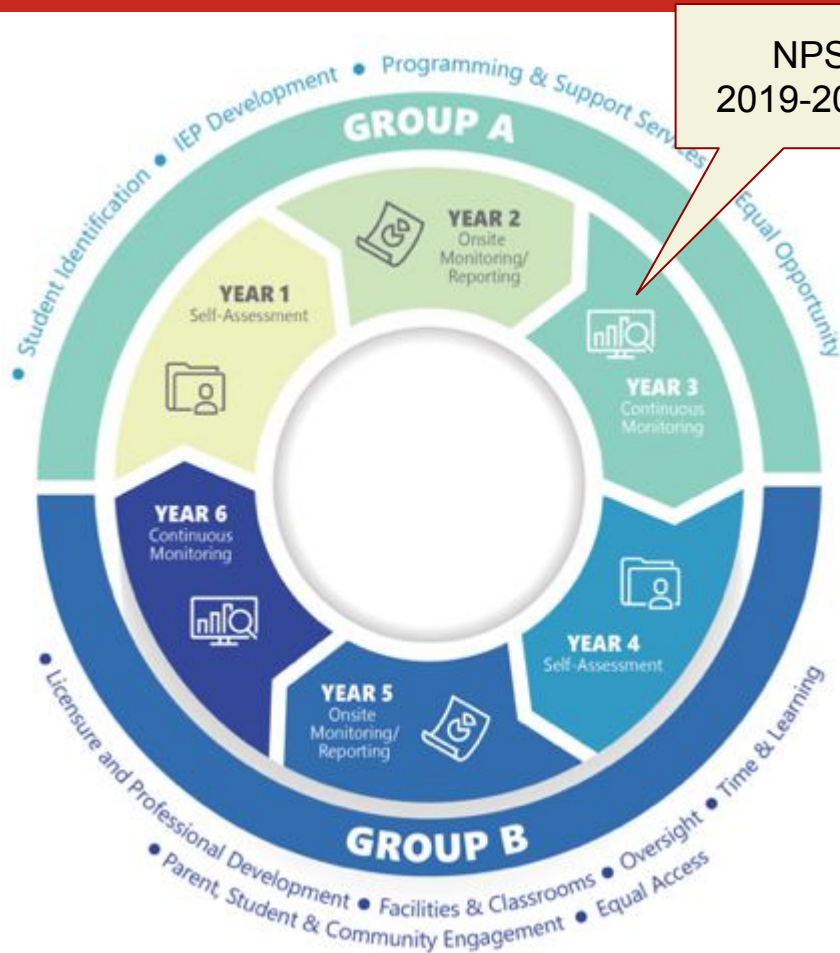


OVERALL THOUGHTS

- This is a work in progress, but it is revealing the benefit for what it was meant
- The general feedback from all staff, principals and parents have been very positive
- We have continued work to do on:
 - Delineation of responsibilities
 - How to facilitate the transition process
 - Clear and concise messaging about the model
 - Caseload Management based on school #s
 - Getting our feet under us: i.e. staff in new positions; new employees from different districts or schools; learning the ins and outs of the positions
- All in all, it's been a great change that's in the right direction
- We will continue to monitor and as the year progresses and staff have a better feel for the positions



TIERED FOCUSED MONITORING



NPS
2019-2020

District/charter schools are reviewed every three years through Tiered Focused Monitoring. This review process emphasizes elements most tied to student outcomes, and alternates the focus of each review on either Group A Universal Standards or Group B Universal Standards.

Group A Universal Standards address:

- Student identification
- IEP development
- Programming and support services
- Equal opportunity

Group B Universal Standards address:

- Licensure and professional development
- Parent/student/community engagement
- Facilities and classroom observations
- Oversight
- Time and learning
- Equal access



YEAR 1 AND YEAR 2

Self-Assessment Phase:

- The district reviewed special education and civil rights documentation for required elements including document uploads.
- The district reviewed a sample of special education student records selected across grade levels, disability categories and levels of need.
- Upon completion of these two internal reviews, the district's self-assessment was submitted to the Department for review.

On-site Verification Phase:

- Review of student records for special education: The Department selected a sample of student records from those the district reviewed as part of its self-assessment, as well as records chosen by the Department from the special education student roster. The onsite team conducted this review, using standard Department procedures, to determine whether procedural and programmatic requirements are being met.
- Review of additional documents for special education or civil rights.
- Surveys of parents of students with disabilities: Parents of students with disabilities were sent a survey to solicit information regarding their experiences with the district's implementation of special education programs, related services, and procedural requirements.
- Interviews of staff consistent with those criteria selected for onsite verification.
- Interviews of parent advisory council (PAC) representatives



REPORT FOR TIER 1 AND 2

Following the onsite visit, the onsite team will held an informal exit meeting to summarize its comments with the Assistant Superintendent

NATICK IS CONSIDERED A TIER 1 LEVEL: NO RISK

LEAs in Tiers 1 and 2, as part of the reporting process, will develop a Continuous Improvement and Monitoring Plan (CIMP) for any criteria receiving a rating of "Partially Implemented," "Not Implemented," and "Implementation in Progress."

The CIMP outlines an action plan, identifies the success metric, describes the measurement mechanism and provides a completion timeframe to bring those areas into compliance with the controlling statute or regulation. LEAs are expected to incorporate the CIMP actions into their district and school improvement plans, including their professional development plans.



UNIVERSAL STANDARD RESULTS

UNIVERSAL STANDARDS REVIEWED FOR ALL GROUP A DISTRICTS

The results of the Department's analysis regarding these Indicators are as follows:

	Compliant	Non-Compliant	Not Applicable
Indicator 11 – Initial Evaluation Timelines	X		
Indicator 12 – Early Childhood Transition	X		
Indicator 13 – Secondary Transition	X		



INDICATORS REVIEWED

Assessment of Students

- | | |
|-------|--|
| SE 1 | Assessments are appropriately selected and interpreted for students referred for evaluation |
| SE 2 | Required and optional assessments |
| SE 3 | Special requirements for determination of specific learning disability |
| SE 3A | Special requirements for students on the autism spectrum |
| SE 6 | Determination of transition services |
| SE 7 | Transfer of parental rights and student participation and consent at age of majority |
| SE 8 | IEP Team composition and attendance |
| SE 9 | Timeline for determination of eligibility and provision of documentation to parent |
| SE 9A | Elements of the eligibility determination; general education accommodations and services for ineligible students |
| SE 10 | End of school year evaluations |
| SE 11 | School district response to parental request for independent educational evaluation |
| SE 12 | Frequency of re-evaluation |
| SE 13 | Progress reports and content |
| SE 14 | Review and revision of IEPs |

Student Identification and Program Placement

- | | |
|--------------|--|
| SE 17 | Initiation of services at age three and early intervention transition procedures |
| SE 18A | IEP development and content |
| SE 19 | Extended evaluation |
| SE 20 | Least restrictive program selected |
| SE 22 | IEP implementation and availability |



INDICATORS REVIEWED

Parent and Community Involvement

- SE 25 Parental consent
- SE 26 Parent participation in meetings
- SE 29 Communications are in English and primary language of the home

Curriculum and Instruction

- SE 34 Continuum of alternative services and placements
- SE 37 Procedures for approved and unapproved out-of-district placements
- SE 38 Special education in institutional settings (SEIS)
- SE 39 Procedures used to provide services to eligible students enrolled in private schools at private expense
- SE 40 Instructional grouping requirements for students aged five and older
- SE 41 Age span requirements
- SE 42 Programs for young children three and four years of age

Student Support Services

- SE 43 Behavioral interventions
- SE 47 Procedural requirements applied to students not yet determined to be eligible for special education
- SE 48 Equal opportunity to participate in educational, nonacademic, extracurricular, and ancillary programs, as well as participation in general education
- SE 49 Related services

Student Support Services

- CR 13 Availability of information and academic counseling on general curricular and occupational/vocational opportunities
- CR 14 Counseling and counseling materials free from bias and stereotypes

Faculty, Staff, and Administration

- CR 18 Responsibilities of the school principal



SUMMARY OF COMPLIANCE RATINGS

The review instruments, that include the regulatory requirements specific to the special education and civil rights criteria referenced in the table, can be found at www.doe.mass.edu/psm/resources/default.html.

NATICK ONLY HAD ONE FINDING OF PARTIALLY IMPLEMENTED:
SE20: LEAST RESTRICTIVE PROGRAM SELECTED

	Universal Standards Special Education	Universal Standards Civil Rights and Other General Education Requirements
IMPLEMENTED	SE 1, SE 2, SE 3, SE 3A, SE 6, SE 7, SE 8, SE 9, SE 9A, SE 10, SE 11, SE 12, SE 13, SE 14, SE 17, SE 18A, SE 19, SE 22, SE 25, SE 26, SE 29, SE 34, SE 37, SE 38, SE 39, SE 40, SE 41, SE 42, SE 43, SE 48, SE 49	CR 13, CR 14, CR 18
PARTIALLY IMPLEMENTED	SE 20	
NOT IMPLEMENTED		



CONTINUOUS IMPROVEMENT PLAN-CIMP

Improvement Area 1

Criterion: SE 20 - Least restrictive program selected

Rating: Partially Implemented

Description of Current Issue: A review of student records indicated that if a student is removed from the general education classroom at any time, the IEP Team does not consistently state why the removal is considered critical to the student's program and the basis for its conclusion that education of the student in a less restrictive environment, with the use of supplementary aids and services, could not be achieved satisfactorily.

LEA Outcome: Natick Public Schools will ensure that 100% of IEPs consistently state why the student's removal from the general education classroom is considered critical and why the education of the student in a less restrictive environment, with the use of supplementary aids and services, could not be achieved satisfactorily.

Statements will include not only where a student receives services or which courses/services are provided outside of the general education environment, but also the reason why a student requires this specific level of support. For example, greater emphasis will be on why a student requires specialized instruction in small group academic classes and the student's need for a functional level of academics or language-based instruction.



CIMP CONTINUED

Action Plan: By September 10, 2019, Natick Public Schools will train its IEP coordinators and evaluation Team leaders on how to write complete and accurate nonparticipation justification statements.

By December 9, 2019, IEP coordinators and evaluation Team leaders will train special education staff at each building level on how to write complete and accurate nonparticipation justification statements.

By December 9, 2019, the Director of Student Services will meet with IEP coordinators and evaluation Team leaders to ensure that full implementation and follow-up discussions have resulted following the initial training and professional development.

By March 9, 2020, the Director of Student Services will conduct a record review of IEPs developed subsequent to staff training to ensure nonparticipation justification statements are complete and accurate. The internal record review findings will be communicated to staff and additional training will be provided, as appropriate.



CIMP CONTINUED

Success Metric: By the end of the 2019-2020 school year and beyond, all IEPs for students who are removed from the general education classroom for special education services will include a complete and comprehensive nonparticipation justification statement that states why the student's removal is critical and why the education of the student in a less restrictive environment, with the use of supplementary aids and services, could not be achieved satisfactorily.

Evidence:

- * Examples of completed Team meeting notes, which include appropriate nonparticipation justification statements
- * Administrative staff attendance sheet, agenda and training materials
- * Special education teachers and service providers attendance sheets, agendas and training materials
- * Results of the record review, including samples of nonparticipation justification statements developed post-training

Measurement Mechanism: Continuing after the completion deadline:

IEP coordinators and evaluation Team leaders will review the nonparticipation justification statements as part of an ongoing quality assurance process.

The Director of Student Services will review at least ten (10) IEPs every semester to determine if the nonparticipation justification statements are complete and comprehensive, appropriately justifying a student's removal from the general education environment.

Completion Timeframe: 03/09/2020



OTHER STUDENT SERVICES FOCUS ITEMS FOR 19-20

- Continued work on SDLMI/STUDENT LED IEPs
- Professional Development for Staff
 - ANNUAL IEPS
 - Special Education Literacy Instruction
 - GOAL WRITING
 - Data Collection
 - CONSISTENCY IN PRACTICE- Communication is key!
 - Policy and Procedure alignment
 - Monthly District Special Ed Memos
 - MassHealth/Medicaid
- Continued work on Social Emotional Learning
- PowerSchool
- Dyslexia Guidance--Guidance is on the way
- Significant Disproportionality-- “At Risk” for disproportionality



QUESTIONS

