

Crockett County CCSD School Board Report

Summary of Critical Concerns &
Findings in Special and Federal
Programs

Kim Niehues
12/12/2012

I was asked to prepare a report of major concerns for the CCCCSD school board prior to my departure on 12/21/12. I have listed below my opinions about the major areas of concern. They are not prioritized, but just listed:

Special Education

1. MSEC – poor communication to CCCCSD staff, lack of oversight/guidance, missing records, poor recordkeeping on behalf of CCCCSD,
2. CCCCSD has a long history of not completing Full and Individualized Evaluations for students that we currently serve in our Special Education program. Majority of high school students have not been evaluated since elementary school,
3. When REEDs (Review of Existing Evaluation Data) were conducted, they were done so poorly, that the district does not have sound/good data to show the current needs and performance of our students,
4. Some special education staff lack the knowledge, motivation or training to manage their current assignments (support and training is needed),
5. Some of the personnel that we use for inclusion support lack the knowledge or training to provide the current service needed (support and training needed),
6. For years, ARD meetings were held without a proposed/draft IEP being presented therefore:
 - A. IEP progress reports were not sent to parents each six weeks,
 - B. Updated IEPs are not discussed in ARD meetings,
 - C. Despite all efforts to train, staff continues to struggle with writing appropriate NEW IEPs,
 - D. Staff does not collect any data to show how progress is being monitored on the IEPs in place,
7. Teachers and support personnel were not receiving copies of IEPs/Accommodations therefore, students were not receiving the services mandated by the ARD meeting,

(Continuation of **Special Education** Program Concerns)

8. District does not have procedures in place to document progress for accurate PLAAFP (Present Level of Academic Achievement and Functional Performance) statements to be written for students,
9. Some General Education teachers do not follow student IEPs,
10. Some teachers do not provide the necessary feedback in order to prepare for an ARD meeting,
11. Classroom Accommodations often do not correlate to the student's disability,
12. Assessment Accommodations often do not correlate to the student's disability,
13. Indicator #4 of Special Education PBMAS (State Rate for Modified TAKS/STAAR participation Is 20% - District Rate for Modified TAKS/STAAR Participation is 42.9% - 22.9 Difference)
14. Program Evaluation - Absent

Section 504

1. Required Section 504 Program forms were not being utilized,
2. Procedural errors in paperwork,
3. Many of our students being served through 504 do not have a notice and consent from the parents for this evaluation,
4. In many cases, annual meetings were not conducted,
5. 3 – Year re-evaluations were not completed,
6. In many cases, teachers never received copies of the Service plans to implement,
7. Program Evaluation – Absent

(Continuation of 504 Program Concerns)

Dyslexia Program

1. Assessments being used for identification were out of compliance,
2. Identification Protocols were not followed,
3. Some students being served/monitored in Dyslexia are not being served through 504,
4. Program Evaluation – Absent

Bilingual/ESL Program

1. Currently have teachers serving ESL students that are not ESL certified (ESL waiver),
2. A need for Certified Bilingual teachers (Bilingual Exception),
3. Some teachers are lacking the training (SIOP/Sheltered Instruction) needed to assist ELL students,
4. Lack of programs to assist “newcomers” especially those in the upper grades,
5. Lack of communication among staff about the needs of the ELL students,
6. Monitoring of AMAOs (Annual Measurement of Achievement Objectives) – Progress and Attainment Goals,
7. Program Evaluations – 11/12 only – prior years absent

Career and Technology Education

1. Lack the rigorous course study that leads to licenses, credentials, or certifications,
2. Lack of active Career and Technical student organizations,

(Continuation of **Career and Technology Education** Concerns)

3. Program Evaluation - Absent

Gifted & Talented

1. Assessment Instruments utilized are outdated,
2. Staff development requirements for those delivering services to GT students,
3. Need to develop a District Gifted & Talented Plan,
4. Delivery of services at OES and OHS that meets the needs of the GT students on those campuses,
5. Timely identification,
6. Lack of presentations and products presented to the community,
7. Program Evaluation – 11/12 only – prior years absent

Title I

1. AYP School Improvement Plans – District Coordinator of School Improvement (DCSI) maintaining the templates, plans, updates, submissions, etc for School Improvement at OMS and OHS (new requirements for 12-13 school year),
2. Updating and revision to School/Parent Compacts and Parental Involvement Policy,
3. Completion of the CNA and updated throughout the year,
4. Documentation of extended learning opportunities available to students,
5. AT-RISK state (SCE) and local identification procedures and services – 6 week review,

(Continuation of Title I Concerns)

6. McKinney – Vento Act (Identification of Homeless Students) – ensuring the timely identification, coding, and eligibility of services needed by reviewing Student Residency Questionnaires,
7. Support of newly assigned Parent Liaison,
8. Parental Involvement Activities

Migrant

1. Training for staff on identification and services available – Ensuring that the Migrant Surveys are reviewed and not just filed away,
2. Lack of services provided to students beyond initial identification by the ESC,
3. Program Evaluation - Absent

CONCERNS ACROSS ALL AREAS

1. Staff (only a few, but that is all it takes) that are resistant to **CHANGE**, not motivated to improve programs/services to students and/or ensuring compliance in program areas which is detrimental for the district as well as morale,
2. Retention of required documents (the process of knowing what needs to be kept, how long, where.....)
3. Audits of Student Folders for required documentation,
4. Registration Process – Maintaining Communication with all relevant personnel,
5. Efforts for struggling learners

I hope this report will assist the staff in moving forward in the progress that has been made to this point. Although it seems like a long list, we have made tremendous progress in these areas in a short amount of time due to the hard work and dedication of the staff of CCCCSD. I appreciate the opportunity I have had to work with the staff of CCCCSD in all the program areas. They have been a pleasure to work with and I look forward to a continued relationship with you as I move to my new position at the ESC. THANK YOU!

Sincerely,

A handwritten signature in cursive script that reads "Kim Niehues". The signature is written in black ink and is positioned to the right of the word "Sincerely,".

Kim Niehues