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|  | Advisory Councils to the Board of Elementary and Secondary Education: Annual Reports for 2018-2019 | |
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| **September 2019** | |
| Massachusetts Department of Elementary and Secondary Education  75 Pleasant Street, Malden, MA 02148-4906  Phone 781-338-3000 TTY: N.E.T. Relay 800-439-2370  www.doe.mass.edu | |
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| ESE logo  This document was prepared by the  Massachusetts Department of Elementary and Secondary Education  Jeffrey C. Riley  Commissioner  **Board of Elementary and Secondary Education Members**  Ms. Katherine Craven, Chair, Brookline  Mr. James Morton, Vice Chair, Boston  Dr. Edward Doherty, Hyde Park  Ms. Amanda Fernández, Belmont  Mr. Matt Hills, Newton  Ms. Margaret McKenna, Boston  Mr. Michael Moriarty, Holyoke  Mr. James Peyser, Secretary of Education, Milton  Ms. Mary Ann Stewart, Lexington  Mr. Matthew Tibbitts, Student Advisory Council, Ludlow  Dr. Martin West, Newton  Jeffrey C. Riley, Commissioner  Secretary to the Board  The Massachusetts Department of Elementary and Secondary Education, an affirmative action employer, is committed to ensuring that all of its programs and facilities are accessible to all members of the public.  We do not discriminate on the basis of age, color, disability, national origin, race, religion, sex, gender identity, or sexual orientation.  Inquiries regarding the Department’s compliance with Title IX and other civil rights laws may be directed to the  Human Resources Director, 75 Pleasant St., Malden, MA 02148-4906. Phone: 781-338-6105.  © 2019 Massachusetts Department of Elementary and Secondary Education  Permission is hereby granted to copy any or all parts of this document for non-commercial educational purposes. Please credit the “Massachusetts Department of Elementary and Secondary Education.”  This document printed on recycled paper  Massachusetts Department of Elementary and Secondary Education  75 Pleasant Street, Malden, MA 02148-4906  Phone 781-338-3000 TTY: N.E.T. Relay 800-439-2370  www.doe.mass.edu  State Seal of Massachusetts | | | |

*****Massachusetts Department of***

***Elementary and Secondary Education***

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| Jeffrey C. Riley  *Commissioner* |  |

*75 Pleasant Street, Malden, Massachusetts 02148-4906 Telephone: (781) 338-3000 TTY: N.E.T. Relay 1-800-439-2370*

September 2019

Dear Members of the Board of Elementary and Secondary Education,

Enclosed please find the 2018-2019 Advisory Councils’ Annual Reports to the Board of Elementary and Secondary Education. Advisory councils, established by Massachusetts General Laws Chapter 15, Section 1G, advise the Commissioner and the Board on matters pertinent to the implementation of education reform in the Commonwealth and to provide programmatic recommendations.

There are currently 11 advisory councils: Adult Basic Education, Arts Education, Braille Literacy, Digital Learning, Educational Personnel, English Language Learners/Bilingual Education, Gifted and Talented Education, Parent and Community Education and Involvement, Racial Imbalance, School and District Accountability and Assistance, and Special Education. This document compiles the reports from the six advisory councils that submitted a report this year. In addition, the State Student Advisory Council, whose members are elected by other students rather than appointed by the Board, is an active and important advisory council to the Board.

Each council’s annual report, submitted by the council chair, includes a summary of the work of the council, recommendations to the Commissioner and Board, council leadership and membership, and meetings held. The reports and their recommendations are those of the councils and not of the Department.

Thank you to the council members and liaisons for their time, efforts, and constructive feedback. If the Board is interested in greater detail on the activities and recommendations of any council, please feel free to contact me.

Sincerely,

Jeffrey C. Riley

Commissioner of Elementary and Secondary Education

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Adult Education Advisory Council

**2018-2019 Annual Report**

1. INTRODUCTION

The 11-member Adult Education Advisory Council advises the Board and the Commissioner on matters pertinent to the development of adult education services in the Commonwealth. The FY19 charge for the Council was to advise the Adult and Community Services Unit (ACLS) on 1) implementation of ACLS’s Theory of Action throughout FY19-22; 2) building system capacity to serve special populations and 3) a multi-year evaluation to review the Adult Education and Professional Development systems.

1. **2018-2019 WORK OF THE COUNCIL**

The Council was updated on the outcomes of the FY19-22 Open and Competitive Bid including all adult education service options. The Council continued to advise ACLS on system implantation, policies and areas for system development.

The Council members were updated, reviewed, and provided feedback on the following ACLS initiatives:

* Implementation of the *Theory of Action* in relationship to Outcome Measures (MSG), Indicators of Program Quality, Policies, Program Quality Reviews (January, June);
* Measurable Skill Gain – Weighted Averages policy (January);
* Performance Accountability System measures, tools and impact on program funding (January, March);
* Multi-year evaluation of Adult Education and Professional Development System (January, March);
* A preview of Themes to be shared with the field at the May 2019 Directors’ Meeting (DM) (March);
* FY20 Funding Opportunities to build system capacity included three new RFP’s – 1) Community Adult Learning Centers (CALC)/Adult Education in Correctional Institutions (AECI), 2) Integrated Education and Training (IET/IELCE) and 3) Workplace Education (March);
* Proposed methodology for associating FY20 funding to active seat/enrollment targets (March);
* Policy changes to administrative cost, indirect cost and matching funds (March.);
* WIOA working groups meeting to inform the next combined state plan. [Note: There were two WIOA presentations offered at the DM to gather feedback from the field. The Department of Career Services is planning similar sessions with other agencies to gather field feedback; and
* High School Equivalency (HSE) College Ready Initiative as it relates to building connections with Community Colleges statewide.

1. COUNCIL RECOMMENDATIONS

Council members provided feedback on all initiative discussed above which informed further development and refinement of those initiatives as they were being finalized.

1. COUNCIL DETAILS

**Department Administrator:** Wyvonne Stevens-Carter, Adult Education Administrator

**Department Liaison:** Wyvonne Stevens-Carter, Adult Education Administrator

**Chairperson:** Mary Sarris, Executive Director, North Shore Workforce Investment Board

**2018-2019 Council Members**

1. Kate Anderson, Coordinator of IT and Assessment System for Adult Basic Education Support (SABES)
2. Ernest Best, Executive Director, Massachusetts Alliance of Adult Learners
3. Maureen Carney, Massachusetts American Federation of Labor and Congress of Industrial Organizations (MA AFL-CIO)
4. Jamie Camacho, Director, MA Department of Corrections
5. Barbara Endel, Director, Jobs For The Future
6. Patricia Marshall, Deputy Commissioner, MA Department of Higher Education
7. Jeffrey McLynch, President, Mass Coalition for Adult Education (MCAE)
8. Mary Sarris, Executive Director, North Shore Workforce Investment Board
9. Stacy Randell, Director, North Shore Community College
10. Barbara Krol-Sinclair, Director, Intergenerational Literacy Program, Chelsea, MA
11. Ana Liria Tizol Cantor, Student, Intergenerational Literacy Program, Chelsea, MA

**Council Meeting Dates:**

1. January 18, 2019
2. March 29, 2019
3. June 21, 2019

**District and School Accountability and Assistance Advisory Council**

**2018-2019 Annual Report**

**INTRODUCTION**

The 15-member Advisory Council on District and School Accountability and Assistance (AAAC) advises the Board of Elementary and Secondary Education on matters pertaining to the development and implementation of the Commonwealth’s District and School Accountability and Assistance system. The Council reviews and advises the Department and the Board on the policies and practices of the Center for District Support. In the 2018-2019 school year, the Council provided feedback on the district and school accountability and assistance system and the newly redesigned district and school report cards.

**2018-2019 WORK OF THE COUNCIL**

Overview:

The work of the Council reflectedthe Department’s ongoing focus on design and implementation of the accountability system as well as the assistance provided to districts and schools. The Council also identified provided feedback on the redesigned district and school report cards.

Activities:

The Council met four times in during the 2018-2019 school year. Topics of discussion included:

* District and school accountability system
  + Changes to the accountability system
  + Accountability measures for schools without tested grades
* Assistance strategies
  + Tiered systems of support
  + Support for schools with low performing subgroups
* District and school report cards

**COUNCIL DISCUSSIONS AND RECOMMENDATIONS**

The Council offered specific input on the topics outlined above. Summaries and recommendations (where applicable) included the following:

**District and School Accountability System:** Over the course of the year, the Council discussed various aspects of the district and school accountability system. The Council shared their thoughts on the implementation of the new system following the release of the 2018 accountability results, noting while there were still a number of questions regarding the nuances of the system, the published data were prompting local discussions related to school and district performance. The Council also discussed proposed changes to the accountability system for 2019 accountability reporting. Discussions related to this topic occurred over several meetings as part of the Department’s process for soliciting public comment on potential changes to the system. Ideas presented included the following:

* Consider including additional accountability indicators in the system in the future;
* Use positive language that clearly describes district and school performance;
* When reporting on district and school progress toward improvement targets, report results in more categories for better differentiation; and
* Hold in-person information sessions to help district and school leaders understand the system and the proposed changes.

The Council also provided initial input on potential ways to implement an accountability system for schools that do not serve tested grades. The Council recommended that the Department consider measures beyond student achievement and that the Department survey districts and other states to learn more about what is already being done to measure student performance in these grades.

**Assistance Strategies:** The Council offered initial feedback on two specific district and school assistance strategies: tiered systems of support and support for schools with low performing subgroups. Over the course of these discussions, the Council suggested that family engagement and social emotional learning be incorporated into both areas of work. A need for guidance and exemplars related to quality family and community outreach was noted. The Council discussed the importance of using positive language when referring to high quality school improvement activities.

**District and School Report Cards:** The Council was given the opportunity to provide feedback on the design of the new district and schools report cards prior to publication. The Council commented on data visualizations and explanatory language contained in the reports, and encouraged the Department to consider potential barriers to communication related to the report cards, such as translations and mode of delivery (e.g., printed versus online reports).

**COUNCIL DETAILS**

**Department Administrator:** Dr. Russell Johnston, Senior Associate Commissioner, Center for District Support

**Department Liaison:** Erica Gonzales, Accountability Coordinator

**Chairpersons:** Valerie Annear (Chief Instructional Officer, Holyoke Public Schools) and Mary Skipper (Superintendent, Somerville Public Schools)

**Members of the 2018-2019 Advisory Council:**

* Valerie Annear, Chief Instructional Officer, Holyoke Public Schools
* Erica Brown, Chief of Policy and School Supports, Massachusetts Charter Public School Association
* Ethan Cancell, Executive Director of Assessment, Accountability, Technology and Student Data Research, Brockton Public Schools
* Hardin Coleman, Professor of Counseling Psychology and Applied Human Development and Dean Emeritus, Boston University Wheelock College of Education and Human Development
* Jason DeFalco, Superintendent, Blackstone-Millville Regional School District
* Samuel DePina, Operational Superintendent, Boston Public Schools
* Heidi Driscoll, Academic Director of Curriculum, Instruction, and Assessment, Southeastern Regional Vocational Technical School District
* David Krane, Principal, McCarthy-Towne School, Acton-Boxborough Regional School District
* Kathryn McDermott, Professor of Education and Public Policy, University of Massachusetts Amherst
* Julia Mejia, Founder and Director, Collaborative Parent Leadership Action Network
* Tim Piwowar, Superintendent, Billerica Public Schools
* Paul Schlichtman, Past President, Massachusetts Association of School Committees
* Mary Skipper, Superintendent, Somerville Public Schools
* Elizabeth Shevlin Tripathi, Education Policy Specialist, Massachusetts Teachers Association
* Nancy Urbschat, Business Owner, TSM Design

**Council Meeting Dates:** October 11, 2018; December 5, 2018; March 20, 2019; May 29, 2019

# Digital Learning Advisory Council

**2018-2019 Annual Report**

**I. INTRODUCTION**

The 2013 virtual schools legislation ([Chapter 379 of the Acts of 2012, An Act Establishing Commonwealth Virtual Schools](http://www.malegislature.gov/Laws/SessionLaws/Acts/2012/Chapter379)[[1]](#footnote-1)) created the Digital Learning Advisory Council (DLAC) to advise the Board of Elementary and Secondary Education (BESE) and the Commissioner on:

* The development of policies guiding virtual schools, supplemental online courses, education technology, and other matters related to virtual education.
* The identification of best practices to encourage online education to complement classroom instruction in district schools.
* The assessment of the appropriateness of the fee that the Department of Elementary and Secondary Education (DESE) may retain for the administration of the virtual school program.

The law specifies that the DLAC include representatives from various statewide education organizations, districts and schools including virtual schools (i.e., teacher, administrator, parent), higher education, and non-profit and technology companies. The current DLAC includes a broad range of experts who meet these criteria.

**II. 2018-2019 WORK OF THE COUNCIL**

In FY2019, the DLAC discussed the performance of the virtual schools in light of the finding that they are not performing at a level comparable to that of traditional brick and mortar schools, at least as indicated by the metrics used by the school and district accountability system for all schools. After a series of meetings throughout the 2018-2019 school year in which it discussed the results of accountability reviews for the school, the DLAC met with representatives of the virtual schools at its May 2, 2019 meeting.

The virtual schools each had the opportunity to give presentations on the following topics:

* What success looks like for their school and measures of that success;
* Profiles of their most and least successful students;
* A piece of student work they are most proud of;
* Key priorities they are working on right now; and
* The data the schools propose to use to measure success, and how they would gather such data.

Participants also discussed competency based approaches (including the use of student portfolios) and moving away from the notion of grades; the utilization of "alternative" assessments to supplement state assessment data; strategies for increasing student engagement in the virtual classroom; parent/guardian outreach strategies, including communication between virtual schools and parents/guardians of prospective students; the provision of in-person student supports; the transfer of student information between virtual and brick and mortar schools; and the role of the learning coach, typically a student's parent/guardian, in ensuring student success.

**III. COUNCIL RECOMMENDATIONS**

* **State Assessment:** DESE should investigate how MCAS administration can be improved for students enrolled in virtual schools.
* **Student Growth:** Virtual schools should agree on common growth measures.
* **Wraparound Services:** DESE and the virtual schools should consider the potential role of intermediary organizations, such as educational collaboratives, in serving as "wraparound" student support centers.
* **Personalized Learning Plans:** DESE and the virtual schools should investigate assessments that consider students' strengths as well as learning needs in order to develop personalized learning plans for students.

**IV. COUNCIL DETAILS**

**Department Administrator:** Kenneth Klau, Director of Instructional Policy

**Chairperson:** Barbara Treacy

**Members of the 2018-2019 DLAC:[[2]](#footnote-2)**

Amy A. Gracia, Teacher of English and Special Education, Greater New Bedford Regional Vocational Technical High School

Amy Michalowski, Dean, The Virtual High School

Angela Burke, Director of Technology, The Collaborative for Educational Services

Annamaria Schrimpf, Director of Education Technology, Minuteman Regional High School

Barbara Treacy, Adjunct Lecturer and Digital Learning Consultant, Harvard University Graduate School of Education

Elizabeth Tripathi, Education Policy Specialist, Massachusetts Teachers Association (MTA)

Fred Haas, Technology Integration Coordinator, Hopkinton High School

Justin Reich, Executive Director, MIT Teaching Systems Lab, Massachusetts Institute of Technology (MIT)

Kevin Bauman, Senior Director of Product Management, Penn Foster

Kyle W. Shachmut, Project Manager for Accessibility at HarvardX, Harvard University

Lynn McCormack, Software Engineer, Center for Applied Special Technology (CAST)

Michael Horn, Author of *Blended: Using Disruptive Innovation to Improve Schools* and *Disrupting Class: How Disruptive Innovation Will Change the Way the World Learns*; writer, speaker, and education consultant

Robert Reilly, School Committee Member, Northern Berkshire Regional Vocational Technical / Massachusetts Association of School Committees (MASC)

Sarah Kyriazis, Manager of Instructional Technology and Digital Learning, Worcester Public Schools

**Council Meeting Dates:**

September 14, 2018; December 6, 2018; January 18, 2019; March 12, 2019; May 2, 2019

**English Language/Bilingual Education Advisory Council (ELBAC)**

**2018-2019 Annual Report**

1. **INTRODUCTION**

This English Language/Bilingual Education Advisory Council (ELBAC) was appointed in spring 2018. For SY 2018-2019, the ELBAC was tasked with ***“providing input and advice on family engagement and other Department of Elementary and Secondary Education (DESE) initiatives as they relate to English and bilingual learners”.* Tasks associated with the charge:**

i. Continue to provide advice and feedback related to the Language Opportunity for Our Kids (LOOK) Act and its implementation.

ii. Provide advice on family recruitment strategies to increase English Learner Parent Advisory Council (ELPAC) membership in districts and schools.

iii. Provide advice on how DESE might support districts implementing ELPACs for SY 2019-2020 to ensure that English learners (ELs) and their families are engaged in school, that their needs are met, and that performance is improved.

iv. Provide feedback on the coherence and user-friendliness of the *English Learner Parent Webpage* and related resources.

v. Review DESE English Learner Students with Disabilities (ELSWD) and Sheltered English Immersion (SEI) materials and provide advice on the development of resources to move this work forward in districts *(e.g., the creation of protocols and one-pagers)*.

The council was grateful for the opportunity to advise the Commissioner and the Board during this time of change in the Commonwealth.

1. **2019 WORK OF THE COUNCIL**

The English Language/Bilingual Education Advisory Council held four meetings during which we examined the following education topics and conducted the following business items:

* 1. Education topics examined
     1. Supporting ELPAC English Learner (EL) Parent Webpage.
     2. Task force: translation and interpretation services at scale, for districts in need - conversation with Boston Public Schools (BPS); training for technical Special Education (SPED) knowledge and regulations.
     3. EL Benchmarks and English Learning Success Template.
     4. Native Language screening and the Seal of Biliteracy particulars.
     5. Chapter 70 funding and reclassification criteria.
  2. Business items conducted
     1. Receipt and review of Open Meeting Materials.
     2. Review of ELBAC Charge.
     3. Vacancies on the ELBAC/membership.

1. **COUNCIL RECOMMENDATIONS**
2. **Supporting ELPACs**

The following are ELBAC recommendations to support English Learner Parent Advisory Councils:

* The Department of Elementary and Secondary Education (DESE) can offer Tips and Scripts for neighborhood canvas and home visits.
* Being mindful and helpful in maintaining the parent leadership of the councils, districts should consider having meetings in the communities rather than in a school building such as:

1. Churches
2. Community Centers
3. Restaurants
4. Youth Centers
5. Libraries
6. Housing Projects
7. “Outside the Box” community gathering places. For example; local laundromats

* Districts should provide translators/interpreters as needed while identifying bilingual parents who want to volunteer to translate/interpret during/for meetings.
* District parents should purposefully avoid the ELPAC becoming a district-run initiative (e.g. parents follow, districts lead).
* Use other existing Parent Advisory Councils in the district (e.g. Special Education Advisory Council, school based PTOs) as a mechanism to connect with and assist ELPAC participants.
* DESE should provide ELPACs with templates to formulate by-laws, communication protocols and meeting procedures.
* ELPACs will need support from districts and possibly guidance from DESE on answering/identifying funding for childcare, transportation, and training on how to advocate for their child.

**B. Task Force - Translation and Interpretation**

The ELBAC recognizes the importance of state initiatives towards increasing the number and proficiency of school translators and interpreters. This is a critical need for schools. Based on a session led by BPS, ELBAC makes the following recommendations so that resources are available as districts need them:

* Provide guidance to districts with concerns about meeting the needs of their communities in terms of language for communication.
* Provide templates and samples of pamphlets and “I speak” cards which outline the services and rights for families whose language is other than English.
* Use telephone service, which provides access to many languages, on demand (BPS can access any one of 350 languages in 15 seconds this way).
* Consider the context of each district, and that among the most frequently needed languages at the moment are: French, Haitian Creole, Cape Verdean Creole, Spanish, Cantonese, Mandarin, Arabic, Portuguese, Vietnamese.
* Consider the varied cost and availability of services in each language.
* Promote both technical and special education knowledge in training and certification of translators and interpreters.
* Prepare/suggest/deliver webinars for how high need districts can proceed, generate budgets, etc.
* Provide a goal and timeline for desired impact and outcomes (BPS has gone from being 3,000 Individual Education Plans (IEPs) behind to a 3-5 day turnaround of IEP translations, by using both freelance and contracted agencies).
* Consider how districts and municipalities can collaborate in obtaining and providing services.
* Compile a list of vendors for a headphone system for events like BBQs, graduation, etc.
* Consider minimum qualifications and training for translators and interpreters, as well as insurance if there is an error.
* Consider the different needs of obtaining American Sign Language (ASL) interpretation, such as obtaining two or more interpreters at a time, and switching interpreters every 15 minutes.
* Propose agreements with postsecondary/tertiary education to prepare high school students to graduate with interpreter and/or translator qualifications.
* Develop a directory or list of people that districts can reach out to and draw from for support for translation and interpretation.
* Provide guidance for rate of pay for interpreters. ·
* Develop a list of considerations for interpreters and translator qualifications.

**C. EL Benchmarks and English Learner Success Template**

The following are ELBAC recommendations regarding the EL Benchmarks and the English Learner [Success Template](http://www.doe.mass.edu/ell/resources/benchmarks/)[[3]](#footnote-3):

* Due to the fact that greater detail helps to filter information, see patterns, and identify supports, the council recommends that DESE include sections in the template that indicate nuances of progress (making progress/made progress).
* The council recommends that, in addition to the English Learner Success Template being made available on-line, that the data related to benchmarks for progress be added so that districts can create their own success plans (e.g. make the Template more student-specific).
* We recommend that each program an EL is enrolled in (e.g., SEI, or Dual Language) be taken into consideration for the Benchmarks calculations. For example, research demonstrates that students in bilingual settings (e.g. Dual Language) will have a slower rate of English language acquisition growth beginning in year 3, but that their performance is equal to or greater than their peers in English-medium (e.g., SEI) programs in the long run. That said, the current Benchmark targets are unfair to Dual Language programs if you compare students across all ELE programs.

**D. Seal of Biliteracy Portfolio**

The ELBAC makes the following recommendations regarding the Seal of Biliteracy Portfolio:

* Pursue/provide guidance on how to find qualified bilingual evaluators of the Seal of Biliteracy portfolio, in particular for low incidence languages.
* Develop a directory or list of people that districts can reach out to and draw from for support for Seal of Biliteracy portfolio.

1. **Plans for the coming academic year:**

Upon reviewing the charge for SY2018-2019, the ELBAC would like to engage in the following tasks for SY 2019-2020:

1. Continue to provide advice and feedback related to the LOOK Act and its roll out.
2. Help the state focus support on bilingual (Transitional Bilingual Education and Dual Language Education) programs as they continue to grow in number across the state.
3. Provide guidance on the need for an EL focus in curriculum.
4. Provide guidance for the EL Parent Webpage.
5. Consider and continue conversations about ways for the Benchmarks student success plans to be more student focused.
6. EL and EL students with disabilities.
7. Continue LOOK Act/Benchmarks conversations.
8. Data-based conversation on qualifications for EL educators.
9. Review the DESE Equity Initiative information.
10. Have more guests from districts and best practices on ELPAC models - to find out about strategies to establish and support shifts from district directed to parent directed.
11. Continue providing advice on family recruitment strategies to increase ELPAC membership in districts and schools.
12. Provide advice on how DESE might support districts implementing ELPACs for SY 2018-2019 to ensure that ELs and their families are engaged in school, that their needs are met, and that performance is improved.
13. Develop measures of success for ELPACs and provide support to address challenges faced by ELs at different proficiency levels/low incidence languages.
14. Provide feedback on the coherence and user-friendliness of the *English Learner Parent Webpage* and related resources.
15. Review DESE English Learner Students with Disabilities and Sheltered English Immersion materials and provide advice on the development of resources to move this work forward in districts *(e.g., the creation of protocols and one-pagers)*.

# COUNCIL DETAILS

**Department Administrator:**

Sibel Hughes

**Department Liaisons**:

Sara Nino, Melanie Manares

**Chairpersons**:

Christine Leider, Clinical Assistant Professor/Director, Bilingual Education and TESOL, Boston University

Antonina Parris-Yarbrough, EL Specialist, Excel Academy Charter Schools

**Members of the 2018-2019 Advisory Council**:

Monica Abdullah, Special Education/Vocational Tech Educator, The Center School Holyoke

Allison Balter, Founding Principal, ENLACE, Lawrence Public Schools

Ivonne Borrero, Supervisor, English Learners and Students with Disabilities, Boston Public Schools

Meg Burns, President, MABE, Asst. Professor TESOL/Bilingual Education, Lesley University

Craig Consigli, Asst. Superintendent, Milford Public Schools

Jill Davan, Parent, ELD Instructional Coach/Teacher Dual Immersion, Framingham School District

Virginia Guglielmo-Brady, EL Director and Curriculum Coordinator, Pittsfield Public Schools

Kellie Jones, Director of Bilingual Education, Brockton Public Schools

Meghan Lampert, Parent, English Learner Teacher

Kerri Lamprey, ESL Curriculum Coordinator, Burlington Public Schools

Chris Leider, Clinical Asst. Professor/Director, Bilingual Education and TESOL, Boston University

Heidys Mendez, Parent Liaison, Haverhill Public Schools, Chatham Elementary School

Andrea Parker, Parent, Diversity-Equity Coach

Antonina Parris-Yarbrough, EL Specialist, Excel Academy Charter Schools

Mary Jo Rendón, Family/Community Engagement Specialist, Waltham School District

Dalida Rocha, Political Coordinator SEIU

**ELBAC Meeting Dates:** SY 2018-2019

October 22, 2018

February 12, 2019

April 9, 2019

June 10, 2019

##### Parent and Community Education and Involvement Advisory Council

**2018-2019 Annual Report**

**I. INTRODUCTION**

The Parent and Community Education and Involvement Advisory Council (PCEIAC) advises the Commissioner, Department (DESE), and Board of Elementary and Secondary Education (Board) on matters pertaining to the development of parent and community engagement in education. Its function is to help inform and advise the Department on policy issues that relate to the enhancement of the educational achievement of Massachusetts students.

**II. 2018-2019 WORK OF THE COUNCIL**

The PCEIAC, after reconvening and holding one meeting in April 2018, met four times in school year (SY) 2018-2019. Meetings featured representatives from several DESE offices and covered a variety of topics, including:

* Prenatal to Higher Education Family Engagement Framework[[4]](#footnote-4)
* Family engagement section of the Behavioral Health and Public Schools/Safe and Supportive Schools Framework
* School report cards
* Vocational technical education policy
* Parent access to the Department’s [Problem Resolution System](http://www.doe.mass.edu/prs/)

**III. COUNCIL DISCUSSIONS**

* Prenatal to Higher Education Family Engagement Framework: This topic was a recurring agenda item. Council members made suggestions regarding topics such as elements to include, examples of how the framework can be used, how input and feedback is being collected, timeline for completion, and measures that could be used to evaluate the success of the framework. Donna Traynham facilitated the discussions.
* School report cards: This was a discussion topic on the agenda of the October meeting facilitated by Erica Gonzales. Members provided overall impressions of a report card mockup, gave feedback on specific pages, and responded to overarching questions about the most important parts of the report card and information members thought was missing.
* Family engagement section of the Behavioral Health and Public Schools/Safe and Supportive Schools Framework: This was a discussion topic on the agenda of the December meeting facilitated by Stacy Cabral. Members suggested several action steps including consulting the ELPAC tool on the DESE website and integrating the U.S. Department of Education’s Dual Capacity Building Framework in this section.
* Donna Traynham and representatives of the Fitchburg (PCEIAC Member Eva Kelly) and Lawrence Public Schools were among stakeholders who described emerging family engagement projects at the March 26 Board of Education meeting.
* Vocational technical education policy: This was a discussion topic on the agenda of the May meeting facilitated by Cliff Chuang. Members reviewed a draft of Proposed Revisions to 603 CMR 4.00: Vocational Technical Education Regulations and provided comments. Subjects that came up include disproportionality in discipline, how controlled substances are defined, helping families know their options, and the possibility of developing a “school finder” for the state.
* Parent access to the Department’s [Problem Resolution System](http://www.doe.mass.edu/prs/): This was a discussion topic on the agenda of the May meeting facilitated by Barry Barnett. After a warmup activity where members were challenged to find the Problem Resolution System (PRS) page on the DESE website and heard an overview of PRS work, members discussed ways to make PRS services more readily available (e.g., make a mobile phone friendly version of the website, add a chat process for immediate help, advertise the new phone service that serves speakers of other languages.)

**IV. COUNCIL DETAILS**

**Department Administrator:** Rachelle Engler Bennett, Associate Commissioner, Student and Family Support

**Department Liaison**: Kathy Rodriguez, Adult and Community Learning Services

**Member List:**

|  |  |  |
| --- | --- | --- |
| **Name** | **Title** | **Institution** |
| Kris Collins | Evaluation Team Leader | Springfield Public Schools |
| Clayton Connor | Finance and Administration Director | Westover Job Corps Center |
| Sharita Fauche | Substance Abuse Coordinator | Department of Children and Families, C-PLAN Member |
| Ann Feldman | Director of Professional Learning | Massachusetts Educators of English Language Learners (MATSOL) |
| Roberta E. Hantgan | Hub Coordinator for Massachusetts | Parent Teacher Home Visits |
| Kathleen Jones | President & CEO | TTT Mentor Program |
| Eva Kelly | Director of Enrollment and Family Engagement | Fitchburg Public Schools |
| Garland Kimmer | Director of International Development | Double E Company |
| Jessica Lander | ELL Social Studies Teacher (9th – 12th Grade), Author and Journalist | Lowell Public Schools |
| Jacqueline E. Lipson | Vice President, PreK-12 Education | Widmeyer Communications |
| Yahaira Lopez | Founder | Autism Sprinter, Inc., C-PLAN Member |
| Joselyn Marte | HiSET Advisor, Evening Facilitator | Lawrence Adult Learning Center |
| Lorette McWilliams | Professor | School Counseling Department, Assumption College |
| Magda L. Rodriguez | Director of Programming | Families First Parenting Programs |
| Christine V.Tangishaka | Coordinator, Family and Community Engagement | Randolph Public Schools |
| Adanma K. Ude | Community Partnerships Director | City Year Boston |

**Meeting Dates:** October 2, 2018; December 4, 2018; March 13, 2019; and May 6, 2019

**State Special Education Advisory Panel (SAP)**

**2018-2019 Annual Report**

1. **INTRODUCTION -** *Executive Summary*

The Special Education State Advisory Panel (Panel) under state and federal law is organized to provide policy guidance with respect to special education and related services for children with disabilities in Massachusetts. This year the Panel held four meetings in which it discussed issues extensively related to areas of unmet needs in the Massachusetts education system and formulated a series of recommendations.

The federal Individuals with Disabilities Education Act and state law require the Department of Elementary and Secondary Education (Department) to convene special education advisory groups to support state level policy development. Prior to school year 2018-2019, the Department facilitated two distinct advisory groups. The state council, as defined under M.G.L. c. 15, § 1G, had twelve voting members, six of whom were parents of students with disabilities, and included ex officio membership of appointees from other state agencies, including the departments of mental health, developmental services, public health and public welfare. For roles and responsibilities of this group, however, the Department also looked to the federal Individuals with Disabilities Education Act’s (IDEA) detailed requirements to have an advisory panel. Additionally, as described in IDEA, regulations at 34 CFR § 300.168 refer to advisory panel membership as inclusive of individuals with disabilities and teachers, representatives of specific child serving agencies, and others. This entity, formerly called the Steering Committee, convened annually by the Department for the primary purpose of reviewing and advising on the special education State Performance Plan/Annual Performance Report data and related activities. This more expanded committee included all representatives of the state advisory panel, also, though its membership was broader.

To better define sometimes unclear roles of each body, and to increase the capacity of stakeholders to advise the Department and Board on unmet needs of students and their educators and help shape special education policy, the Department merged the advisory bodies in school year 2018-2019 to create a single Special Education Advisory Panel (Panel). This change in structure has supported increased attendance by and participation of members, and helped to ensure that the time devoted by members allows meaningful opportunity for sharing of work and professional experiences.

The Panel offers the opportunity for discussions between parents and state leaders on special education topics that affect students and families in Massachusetts. Its existence, mission, and composition continues to be governed by federal and state laws. The Panel members:

* Advise on unmet needs within the state in the education of children with disabilities;
* Comment publicly on proposed rules and regulations involving special education;
* Advise on evaluating services and developing corrective action plans to address findings identified in federal monitoring reports; and
* Advise in developing and implementing policies relating to the coordination of services for children with disabilities.

This year the Panel nominated and elected two new Co-chairs, Carmen Pimentel and Shai Fuxman, to facilitate the Panel’s work. A full member list is included below.

1. **2018-2019 Panel Work**

The Panel held four meetings that took place in October, December, April and June. Three Panel members completed their terms. DESE staff presented members with Certificates of Participation at its June meeting. Recruitment for new members occurred in April 2019. Selection and appointment by Commissioner Riley will be completed this summer, with first terms for new appointees to begin in September 2019.

There was additional discussion regarding Panel schedule, meeting attendance, beginning/end times of meetings, and consideration of a fifth meeting annually. Members also discussed how Panel recommendations are considered and beneficial to the Department, and requested more frequent reports back to Department staff on the consideration and implementation of the Panel’s recommendations.

The Panel Co-Chairs, Carmen Pimentel and Shai Fuxman, led discussions on 1) setting Panel goals, 2) being an active participant of the Panel, 3) asking for input on agenda items that Panel members would like to discuss alongside Department-initiated agenda items, 4) and working to provide recommendations to the Department. In addition, the Panel adopted several other recommendations regarding the Panel’s process. These recommendations included ensuring that all presenters have a specific “ask” of the Panel to maximize their contributions to policy decisions and initiatives (e.g., discussion questions, request for feedback), the room be set up using circular tables to better facilitate small group discussion, and adding the goals of the Panel at the top of each meeting agenda.

**The Panel’s work during the 2018-2019 year focused on:**

**MA IEP PROJECT**

H. Neal presented an update of the Department’s IEP Project. The Panel discussed the presentation and ideas for strengthening the IEP development process. Members requested additional information regarding regulatory changes, including the requirement to provide evaluation results to parents at least two days before the eligibility meeting upon request. The Panel also recommended, for future discussion, a focus on general education supports for all students, including Multi-Tiered Systems of Support.

**STATE PERFORMANCE PLAN/ANNUAL PERFORMANCE REPORT (SPP/APR)**

E. Keliher presented an overview of the State Performance Plan/Annual Performance Report requirements and how the U.S. Department of Education makes state determination of performance.

**SPP/APR INDICATOR 8: FAMILY ENGAGEMENT**

M. Daigle presented on Indicator 8 and family engagement and the integration of the parent involvement survey into the Public-School Monitoring team’s compliance monitoring activities. The Panel discussed target setting, increasing the representativeness of respondents, increasing response rates, and feedback on how DESE can engage districts and parents to increase participation.

**SPP/APR INDICATOR 7: EARLY CHILDHOOD OUTCOMES**

B. Coonley presented an overview of Indicator 7 and considerations for updated target setting. The Panel engaged in discussion about the data collection process and options for target setting.

**MASSACHUSETTS ACCOUNTABILITY SYSTEM**

R. Curtin, Associate Commissioner for Data & Accountability, presented on the new Massachusetts accountability system.

**SPP/APR INDICATOR 3: ASSESSMENT**

B. Coonley presented on Indicator 3 (assessment) and the Next-Generation MCAS (Massachusetts Comprehensive Assessment System), and activities focused on improving educational outcomes for students with IEPs.

**MA Tiered System of Support: MTSS Guide for Families**

R. Shor spoke on MTSS work related to improving usability, better support implementation and updates made based on current research and ESSA priorities. She also elicited feedback from the Panel on products and guidance DESE can provide to families and districts related to the interaction between MTSS and Special Education.

**MEMBERSHIP RECRUITMENT**

Panel members reviewed the membership requirements of state and federal law and discussed recruitment of new members.

**Significant Disproportionality**

B. Coonley shared data on significant disproportionality, new significant disproportionality regulations, implementation timelines and impact to school districts identified. Panel members had the opportunity to review, discuss data, shared concerns and offered suggestions.

**SPP/APR INDICATOR 14: POST-SCHOOL OUTCOMES**

A. Green highlighted indicator 14 goal of learning how special education students do one year after exiting school.

**Placement Page (PL-1), Extended Evaluation Advisory and Special Education Advisory Practices**

R. Johnston presented on Placement Page (PL-1), Extended Evaluation Advisory and Special Education Advisory Practices. Panel members had an opportunity to discuss items presented by DESE and provide suggestions.

1. **Public Participation**

L. McCarron, a parent from Chelmsford, discussed an upcoming SEPAC Day on the Hill. She

shared her positive impression of the momentum of the Panel at the April 9, 2019 Panel meeting.

E. Chambers and M. King (SpedWatch): Proposed the addition of a checkbox to N-1A form so parents can check the box to receive the evaluation reports two days before and requested that this box be added immediately. Panel unanimously agreed to support the recommendation that the box should be added to the form immediately.

Panel members provided additional recommendations including:

* Sending advisories to school districts on how this change can/should be implemented
* Members also raised concern about ensuring that forms and reports be made available in the parents’ native language (language of choice)
* Recommendation was made for a timeline for report translation

1. **Panel Recommendations for the 2019-2020 Panel year:**
2. Engagement with Commissioner Jeffrey Riley’s post-Kairos Initiatives: Through a one-day event called Kairos, DESE Commissioner issued a call for the Massachusetts education community to embrace a shift towards a focus on applied deeper learning with the goal of engaging students in interdisciplinary tasks aligned to state standards. In addition, students use critical thinking skills and work collaboratively to solve problems with relevance to their lives. The Panel looks forward to being an active participant in this initiative, being informed about the work, and providing advice on this process as it pertains to special education.
3. MA IEP project: The Panel looks forward to being actively involved in the IEP project by reviewing data and offering advice.
4. IEP Process: The Panel would like to continue to discuss and provide guidance on how the Department can provide supportive guidelines to districts around changes related to providing families with evaluation reports two days before IEP meeting.
5. Guidelines Related to Dyslexia: A new law regarding early screening for learning disabilities was passed by the Massachusetts Legislature. The law was signed by Governor Baker on October 19, 2018. The law calls for the Department to issue guidelines to assist districts in developing screening procedures or protocols for students that demonstrate one or more potential indicators of a neurological learning disability including, but not limited to, dyslexia. The Panel would like to be informed about and provide advice on this guidance and other aspects of the implementation of this new law.
6. Significant Disproportionality: The Panel would like to continue to be informed about and provide advice on the process and work related to Significant Disproportionality in order to decrease issues of disproportionality and increase student achievement.
7. Indicator 8 Family Engagement: The Panel would like to be informed and provide advice on process and outcomes with a focus on exploring ways in which to increase family and community engagement.
8. Emergency Preparedness Specific to Students with Special Needs: The Panel looks forward to advising on ways in which to address the unique safety needs of students with disabilities, i.e. emergency preparedness for students with disabilities.
9. Social and Emotional Learning: The Panel is interested in providing advice regarding recommendations to improve social /emotional learning and approaches to behavioral needs of students.

**V. Panel Membership Details**

**Department Administrator:** Teri Williams Valentine

**Department Liaison:** Amy Krukonis

**Co-Chairpersons:**  Carmen Pimentel and Shai Fuxman

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| Renee Heywood | Director of Education Services | Department of Youth Services designee |
| Michelle Botus | Director of Cross Agency Initiatives | Department of Mental Health designee |
| Mary Dennehy-Colorusso | Procedural Safeguard Coordinator | Department of Public Health designee |
| Ruth Diaz | Parent Training & Information Center Director | Federation for Children with Special Needs |
| Beth Fitzmaurice | Executive Director, The Southern Worcester County Educational Collaborative (SWCEC) | Massachusetts Organization of Educational Collaboratives designee |
| Judy Hurlburt | Chief Administrative Office, Evergreen Center, Milford | Massachusetts Association of 766 Approved Private Schools designee |
| Mark Dumas | Psychologist | Department of Developmental Services designee |
| Shirley Fan-Chan | Statewide Education Director | Department of Children and Families designee |
| Shai Fuxman | Parent Representative | Natick, MA |
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| Gail Havelick | Director, SSI and Public Benefits Training and Technical Assistance | Department of Public Health designee |
| Carla B. Jentz | Executive Director | Massachusetts Administrators for Special Education |
| Nina Kagan |  | West Roxbury, MA |
| Donna Lehr | Associate Dean of Academic Affairs | Boston University |
| Laurie Mason | Director of Special Education | Brockton, MA |
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| Cory Mikolazyk | Special Education Director | West Bridgewater, MA |
| Mary Murray | Education Consultant | Department of Youth Services, designee |
| Carmen Pimentel | Parent Representative | Everett, MA |
| Chris Pond | Behavioral Health and Special Education Specialist | Department of Early Education and Care designee |
| Jennie DunKley | Parent Representative |  |
| Sean Roberts | Parent Representative | Halifax, MA |
| Sarah Slautterback | Homeless Education State Coordinator | DESE Office for the Education of Homeless Children and Youth |
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| Jean Spera | Assistant Director, Office of Special Education | Cambridge Public Schools; Mass Urban designee |
| Jennifer Stewart | Statewide Transition Director | |  | | --- | | Massachusetts Rehabilitation Commission designee | |
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| Andrea Stolar | Director of Special Education | Chicopee, MA |
| Renee Toth | Parent Representative | Byfield, MA |
| Pamela Coveney |  | Disability Law Center |

**Panel Meeting Dates**: October 16, 2018; December 11, 2018; April 9, 2019; June 4, 2019

We would like to thank Russell Johnston, Senior Associate Commissioner; Teri Williams Valentine, Director of Special Education Planning and Policy; and Amy Krukonis, the Department’s liaison to the Advisory Panel.

Respectfully prepared and submitted by:

Carmen Pimentel and Shai Fuxman

Co-Chairs

On behalf of the Massachusetts Special Education Advisory Panel (Panel)

1. <http://www.malegislature.gov/Laws/SessionLaws/Acts/2012/Chapter379> [↑](#footnote-ref-1)
2. Neither a parent of student(s) currently attending a virtual school in Massachusetts nor a representative of the American Federation of Teachers Massachusetts (MFT) served on the DLAC in FY19. [↑](#footnote-ref-2)
3. The Department developed an English Learning Success Template (ELST) to assist districts in helping ELs receive the planning and support they need to make progress. The template identifies the steps that schools and districts can take to help students meet their goals and benchmarks. [↑](#footnote-ref-3)
4. This framework, intended for statewide use by the education, health, human services, housing, and other agencies, is being produced with assistance of the Council of Chief State School Officers. [↑](#footnote-ref-4)