

Pemiscot County
Special School District

**Evaluation of Programs
and Services**

Procedural Plan
2015-2016

Board Approved 8/13/2015

Evaluation Areas **Month**

Curriculum and Instructional Effectiveness	May
Special Education/Supplemental/Differentiated Programs (Federal Programs) State Programs	May
Early Childhood/PAT	May
Technology	May
School Climate/Discipline	May
Professional Development	May
Guidance and Counseling/Assessment	May
Finances	May
Facilities and Grounds/Safety	May
Health Services	May
Food Services	May
Transportation	May
Career Tech Programs	May
CSIP	May
Strategic Planning	May
Personnel/Employment	May

STRATEGIC PLANNING

Months of Review: May

Persons Responsible: Administration and Board of Education

Goals and Objectives:

1. To provide for a continuous and comprehensive plan to assure short and long term range improvement for the Pemiscot County Special School District

Evaluation Criteria:

1. Does Strategic Planning meet the expectation for a Comprehensive School Improvement Plan as required by DESE?
2. Does the Strategic Plan offer the district a realistic blueprint for continuous improvement?
3. Are both short and long term needs address in the Strategic Plan?
4. Does Strategic Planning engage the diverse elements of the school community?
5. Does the Strategic Plan include a mechanism for annual revision?
6. Does the district receive sufficient professional assistance in the development of the Strategic Plan?
7. Is a mechanism in place to ensure the action plans are being carried out?
8. Do the action plans contain sufficient evaluative tools to measure success?
9. Are the components of the Strategic Plan clearly communicated to all members of the school community?

FOOD SERVICES

Months of Review: May

Persons Responsible: Component District Cafeteria Manager, Superintendent, and Board of Education

Goals and Objectives:

1. Provide student's school meals which meet state approved nutritional standards as needed. (OVLC, GED, Diagnostic Testing)
2. Provide a school meal program, which is cost effective.

Evaluation Criteria:

1. Does a board-approved written nutrition plan exist which contains specific goals, objectives, and assessment procedures? (Component District responsibility)
2. Is the written nutrition plan implemented, monitored assessed and revised regularly based on local needs?
3. Is a safe and sanitary food preparation environment maintained?
4. Do meals provided to students meet nutritional needs and help reinforce healthy eating habits?
5. Is the nutrition service program monitored to ensure accurate meal claims and financial accountability?

FACILITIES AND SAFETY

Months of Review: May

Persons Responsible: Custodial/Maintenance Personnel, Administrators, Superintendent, and Board of Education

Goals and Objectives:

1. Provide facilities that are healthful, adequate in size, clean, well maintained, and appropriate to house the district's educational programs.
2. Develop, implement, and evaluate long and short range plans for the maintenance, renovations, and /or replacement of facilities to accommodate the district's programs.
3. Conduct an accessibility study and implement a board approved corrective action and/or transition plan pursuant to the American with Disabilities Act (ADA) requirements to address accessibility issues.
4. Conduct periodic inspections of grounds by appropriate personnel for potential safety hazards. Make corrections promptly to ensure that state and local public safety requirements are met.
5. Develop and implement emergency procedures, conduct appropriate drills and train staff in the safe and proper use of all safety and emergency devices where applicable.
6. Maintain a reporting system for accidents.

Evaluation Criteria:

1. Are all district programs and services housed in adequate facilities?
2. Are adequate maintenance and custodial services provided to maintain all educational facilities in a clean, safe and healthy state?
3. Are all district facilities compliant with the American with Disabilities Act?
4. Are emergency drills conducted on a regular basis and evaluated for necessary training or corrections?

PROFESSIONAL DEVELOPMENT

Months of Review: May

Persons Responsible: PDC Committee, Director of Special Education, Superintendent, Board of Education and Career Tech Director

Goals and Objectives:

1. Oversee and assist in a teacher mentoring program
2. Provide information on available professional development opportunities, seminars, and workshops to staff members.
3. Develop a budget for continued growth of the in-service programs.
4. Assess staff needs and develop in-service opportunities to meet those needs.
5. Serve as a confidential consultant upon a teacher's request, as well as assist staff members in coping with internal and external crises, job stress, and burnout.
6. Address district goals and outlined in the Comprehensive School Improvement Plan

Evaluation Criteria:

1. Does the staff elect the Professional Development Committee to coordinate and direct professional development activities for the district?
2. Does a Board of Education approved Professional Development Plan exist?
3. Has the Professional Development Committee been allowed 1 percent of the basic formula apportionment, and have they spent at least 75 percent of this allocation in appropriate ways?
4. Does the district commit additional funds above the one percent of the basic formula apportionment, and have they spent at least 75 percent of this allocation in appropriate ways?
5. Does the district commit additional funds above the one percent requirement for professional development?
6. Does the PDC conduct a staff needs assessment survey annually as required?
7. Is time provided for staff to participate in staff development activities?

TRANSPORTATION

Months of Review: May

Persons Responsible: Administrators, Superintendent, Board of Education, Maintenance Personnel

Goals and Objectives:

1. Maintain an exemplary safety record with no accidents or injuries. Hold and document one bus emergency drill per semester.
2. Ensure that no student will ride for more than one hour on regular bus routes and that no bus will be overcrowded.
3. Provide cost-effective transportation.
4. Drivers will maintain proper licensing and will participate in at least minimum safety training each year.
5. Keep all buses in good mechanical condition, passing all safety inspections.
6. Strive to have fewer disciplinary referrals while still maintaining safety and order on the bus.

Evaluation Criteria:

1. Do all bus drivers meet state qualifications?
2. Is the district complying with all regulations, laws and board policies?
3. Do administration and drivers regularly review safety procedures? Are bus drills conducted each semester?
4. Are all required reports submitted to DESE in a timely manner?
5. Do drivers receive safety instruction in school bus operation and student management? Is there a written bus discipline policy?

SCHOOL CLIMATE AND DISCIPLINE

Months of Review: May

Persons Responsible: Teachers, Director of Special Education, Superintendent, Career Tech Director, Board of Education

Goals and Objectives:

1. Establish a safe, orderly, and positive climate for learning, maintain a focus on academic achievement, emphasize the capabilities and worth of all students, and guide the student in developing self-discipline.
2. Provide a protected, orderly environment in which standard of conduct are understood by everyone and enforced consistently, where all faculty members share responsibility for maintaining orderly student conduct at school and all school functions, and where all students are expected to take responsibility and be accountable for their actions.
3. Distribute to parents and students a written code of student conduct which specifies acceptable behavior, discipline procedures and consequences, and includes procedures which specifically apply to students and disabilities.

Evaluation Criteria:

1. Does the school provide a positive climate for learning with a strong focus on academic achievement?
2. Is the written code of student conduct reviewed updated regularly with appropriately input from students, parents and community? Is it distributed to students and families annually? Is it enforced consistently? Is due process being followed when appropriate discipline procedures are administered?
3. Does the school provide a learning environment in which students feel safe, take pride in their accomplishments, and where self-esteem is fostered?
4. Do all staff member share responsibility for consistently maintaining orderly student conduct?
5. Do students show respect for themselves and each other, and do they take responsibility for their actions?
6. What extra-curricular activities are offered and what is the participation rate?

FINANCES

Months of Review: May

Persons Responsible: Superintendent, Bookkeeper, Accounts Payable Personnel, Board of Education

Goals and Objectives:

1. Establish and implement systematic procedures to ensure efficient fiscal management and accountability in providing a quality educational program.
2. Prepare and implement annual district and building budgets, as required by law utilizing appropriate input.
3. Maintain accounting and management systems, which record all funds (received and expended) and which is professionally audited.
4. Implement internal procedures for purchasing and inventorying supplies, materials, and equipment.
5. Maintain all debt service funds in a separate bank account and make fund transfers in accordance with state law (if applicable).
6. Ensure that the superintendent has received training in Missouri School Finance and those employees responsible for handling funds and accounts are bonded.

Evaluation Criteria:

1. Does the budget contain the following required items?
 - Budget message
 - Estimated revenues with a comparative statement of actual or estimated revenues for the past two years.
 - Proposed expenditures with comparative statement of the past two years.
 - Amount required for payment of interest charges on the debt of the district (if applicable)
 - Budget summary
2. Does the district's most recent audit process indicate that the district conforms to all state and federal requirements and this process includes a review of the district's transportation program, student attendance, and all financial records/procedures?
3. During the year, was there a need to amend the budget, and if so, were the proper budget amendments made?

CURRICULUM AND INSTRUCTION

Months of Review: May

Persons Responsible: Administration, Board of Education

Goals and Objectives:

1. Provide written curriculum guides, which include all the components outlined by the MSIP standards and indicators manual, for each subject area and course form adopted by the Board of Education.
2. Curriculum is implemented to provide effective instruction and continuity of learning.
3. Continuously assess, monitor, and revise curriculum based on the educational needs of students.
4. Subject and course objectives, assessment methods, and performance expectations are shared with students and parents prior to instruction.
5. Instructional strategies and techniques are relevant to the curricular objectives and are based on current research regarding student learning.
6. Continuously monitor student progress toward identified objectives and provides frequent information about student performance to students and parents.
7. Staff members regularly collaborate to provide appropriate instructional activities (supplemental educational education, special education, vocational education) for specific students.
8. Test results and other assessment indicators are reviewed and used by the staff to make decisions on curriculum, instructional improvement, and professional development.
9. Provide staff members and students the learning/instructional resources and technology needed to implement the curriculum effectively.
10. Provide all students extended learning time by offering additional learning opportunities and alternative instructional delivery systems.
11. Integrate into the curriculum, instructional programs, and all school activities multi-cultural, disability-awareness, and gender-fair concepts and practices.

Evaluation Criteria:

1. Is the written curriculum review schedule being followed? (component school district responsibility)
2. Does the curriculum planning involve staff, parents, community members, and students? (component school district responsibility)
3. Is there a written curriculum guide for all instructional programs? (component school district responsibility)
4. Is the written curriculum adopted by the Board of Education? (component school district responsibility)
5. Does the written curriculum meet MSIP standards? (component school district responsibility)
6. Is the curriculum articulated through the grade levels and across subject areas? (component school district responsibility)
7. Are learning objectives and expectations shared with students and families prior to instruction? (component school district responsibility)
8. Are a variety of instructional strategies used? (component school district responsibility)
9. Is student progress monitored continuously? (component school district responsibility)
10. Do assessment techniques include application of skills and knowledge? (component school district responsibility)
11. Do students and families receive frequent information about student progress? (component school district responsibility)

CSIP

Months of Review: May

Persons Responsible: CSIP Committee, Administrators, Counselors, Superintendent, Board of Education

Goals and Objectives:

1. Establish a CSIP Committee with members drawn from administration, faculty, support services, students, parents, and community members.
2. The CSIP Committee will develop, oversee the implementation of and assess a local plan.
3. CSIP Steering Committee members will receive, secure, and analyze district information that pertains to all MSIP areas in order to determine areas of strengths and/or concerns.

Evaluation Criteria:

1. Are goals and measurable objectives addressed by the appropriate people?
2. Are time frames being met?
3. Are action steps being taken and monitored?
4. Are the indicators of success being met?
5. Is the CSIP plan reviewed and revised annually?
6. Is the CSIP board approved?

GUIDANCE AND COUNSELING ASSESSMENT

Months of Review: May

Persons Responsible: Counselor, Superintendent, Director of Special Education, Career Tech Director and Board of Education

Goals and Objectives:

1. Implement for vocational students a comprehensive guidance curriculum organized around three areas of learning:
 - Career Planning and Exploration
 - Knowledge of Self and Others
 - Educational and Vocational Development
2. Provide individual advisement and counseling regarding educational and occupation planning.
3. Provide individual and small group counseling along with referrals to outside support agencies.

Evaluation Criteria:

1. Does the guidance program address career planning and exploration, knowledge of self and others, and educational and career development?
2. Do counselors spend an appropriate amount of time on curriculum activities?
3. Are competencies addressed through the guidance program identified and prioritized based on current needs assessment data?
4. Is a system in place to provide assistance to students, in collaboration with parents/guardians, to develop education and career plans? Do activities and procedures at all levels provide a comprehensive program of career awareness and exploration?
5. Is educational/vocational information readily available to students?
6. Are individual and small group counseling, crisis counseling, and referral service provided to students?
7. Is consultation provided to teachers, administrators and parents/guardians regarding individual student's academic progress and personal/social concerns?

8. Does the guidance budget provide for adequate resources to implement the program?
9. Does an Advisory Committee exist, composed of school and community members, to review the guidance program's activities?

EARLY CHILDHOOD SPECIAL EDUCATION/ PARENTS AS TEACHERS

Months of Review: May

Persons Responsible: Parents As Teachers educators, Early Childhood Special Education Staff, Board of Education, Superintendent, Director of Special Education

Goals and Objectives:

1. Provide group meetings for parents to:
 - Create opportunities for families to share successes and common concerns about their children's behavior and development
 - To provide additional input from the staff and from outside speakers
 - To engage in parent-child activities which reinforce the importance of family interaction
2. Make regular personal home visits to support parents by providing child development and child-rearing information specific to their own child.
3. Provide annual developmental screening to reassure parents when the child is developing on target and to identify any problems early to assist parents with appropriate interventions
4. Help parents link with other resources in the community that provide services beyond the scope of ECSE and PAT. These resources may include speech and hearing clinics, diagnostic services, lending libraries for parents and children, health and mental health agencies, social services agencies, etc.

Evaluation Criteria:

1. How many families are being served in these programs?
2. Are the proper number of home visits and group meetings being conducted?
3. What topics are covered at group meetings and how are resources being provided to parents?
4. Are clear, comprehensive records being maintained?
5. Are state guidelines being followed?
6. Do parent educators and teachers have the required training?

CAREER TECHNICAL PROGRAMS

Months of Review: May

Persons Responsible: Career Tech Director, Superintendent and Board of Education

Goals and Objectives:

1. Provide equal consideration for placement in a Career Tech curriculum.
2. Follow all guidelines set forth by state and are school regulations, regardless of race, creed, or socioeconomic status.
3. Provide students an opportunity to develop intellectually, socially, and vocationally commensurate with her/his developmental ability.
4. Cooperatively work with the home, church, industry and other constructive agencies in the career education of each individual student.
5. Maintain a staff dedicated to the ideals of creating and maintaining an atmosphere conducive to learning.
6. Provide guidance for the continuing growth of each individual.
7. Develop a curriculum relevant to changing conditions and commensurate with the needs of its students.
8. Evaluate each Career Tech program for effectiveness

Evaluation Criteria:

1. Are students placed in appropriate Career Tech programs regardless of race, creed, or socioeconomic status?
2. Does each program maintain a curriculum that meets all state and federal regulations?
3. Does the Career Tech staff provide an atmosphere conducive to learning?
4. Is guidance provided as needed for Career Tech students?
5. Does the PCCTC work with home, church, industry and other constructive agencies?

PERSONNEL/EMPLOYMENT

Months of Review: May

Persons Responsible: Superintendent, Board of Education, Administrators

Goals and Objectives:

1. Staff is employed without bias to race, creed, age, socioeconomic status or marital status.
2. Applicants are interviewed by non-bias administrators and given equal consideration based on education and experience.
3. All certified staff are appropriately certified by the Missouri Department of Elementary and Secondary Education.
4. All non-certified staff have appropriate qualifications to perform the job they are employed to perform.

Evaluation Criteria:

1. Are applicants employed with the Pemiscot County Special School District regardless of race, creed, or socioeconomic status?
2. Are all certified staff appropriately certified by the Missouri Department of Elementary and Secondary Education?
3. Do all non-certified staff have appropriate qualifications to perform their jobs?
4. All applicants interviewed equally considered for employment based on education and experience?

HEALTH SERVICES

Months of Review: May

Persons Responsible: School Nurse, Administrators, Superintendent, Board of Education

Goals and Objectives:

1. Improve, protect and maintain the health status of children to ensure that each student in the best state of health possible in order to benefit the most from the educational experiences offered in the school setting.
2. Provide health screening to identify factors which may be potential barriers to educational programs.
3. Prevent and control communicable disease through immunization and health education programs.
4. Provide First Aid and emergency care, implement efficient reporting procedures, and facilitate re-entry following serious accident or illness.
5. Provide a safe and healthy environment in which to learn and work, making necessary adaptations for children with handicapping conditions.
6. Promote wellness by encouraging individual acceptance of responsibility for care and by promoting health maintenance activities and comprehensive health education.

Evaluation Criteria:

1. Does a written comprehensive health plan exist which is modified when necessary to meet the needs of the students and staff?
2. Does the health services program include provisions for complying with board policies, statutes, and regulations, including contagious and infectious diseases, immunization of school children, and child abuse reporting?
3. Are adequate procedures in place for first-aid and emergency care?
4. Are records and reports maintained of the students served?
5. Are appropriate health screenings conducted to assess and evaluate the health and development of students?

6. Are cumulative health records, including immunizations, maintained and regularly updated for Oak View Learning Center students?
7. Is the confidentiality of health records maintained?
8. Do procedures exist for follow-up counseling and referral when needed?
9. Does the nurse provide instructional support in the development and implementation of the health education curriculum?
10. Does the nurse participate in the IEP process for students with special health care needs?
11. Is emergency medical information for all students and staff maintained and readily available?

**SPECIAL EDUCATION/
SUPPLEMENTAL/DIFFERENTIATED/
FEDERAL PROGRAMS/STATE PROGRAMS**

Months of Review: May

Persons Responsible: Director of Special Education, Teachers, Principals, Superintendent, Board of Education, Career Tech Director

Goals and Objectives:

1. Implement a system for continuously identifying and serving students at risk of educational failure.
2. Identify and provide comprehensive services to students with disabilities (Special Education) and vocational students.
3. Provide a vocational program that assesses and meets the diversified needs of all students and prepares them for entry into the workplace and/or continued education.
4. Provide a well-balanced, comprehensive program to provide all students the opportunity to develop leadership skills and assume responsibilities.
5. Provide opportunities for parent education and constructive parent involvement.
6. Coordinate with other local groups, agencies, and organizations to provide educational, vocational, recreational, cultural, enrichment, and/or other services for the community.
7. Ensure that the district is in compliance with all provisions, regulations and administrative rules applicable to State and Federal Programs.

Evaluation Criteria:

1. Is each of the programs approved by the Board of Education?
2. Does each program meet state and federal requirements?
3. Are the budgets appropriated? How are they being spent? Are they spent appropriately?
4. How many students and staff are in each program?
5. Does the teacher/student ratio meet state requirements?

6. Does required paperwork, including applications, final expenditure reports and evaluation, meet timeline requirements for submission?
7. Have federal and state programs been incorporated into the district CSIP as required by federal regulation?

TECHNOLOGY

Months of Review: May

Persons Responsible: Technology Staff, Career Tech Director, Superintendent, Board of Education, Director of Special Education

Goals and Objectives:

1. Provide students and staff access to and use of technology; to acquire, compile, manipulate, and judge information; and to communicate more effectively in written and graphic forms.
2. Provide training and encourage use of technology in lesson design and presentation, to monitor student progress, and to have students utilize technology in learning.

Evaluation Criteria:

1. Are advisory committees meeting and providing direction in the use of technology throughout the district?
2. What has been budgeted for technology, and how has the money been spent?
3. Is the staff receiving the in-service necessary to utilize the technology available in the district?
4. Is there, as a minimum, a three-year technology plan for the district?