City-wide PTO Meeting  
December 6, 2017  5:30pm – 7:00pm  
RHS Learning Commons  

**Goals:**

1) Foster effective communication between the school department, parents, and the community  
2) Provide a forum to discuss and address concerns/questions  
3) Create forums for parents to learn about and understand State Education Department program mandates and monitoring processes.

**Minutes:**

- **Introductions (5 min)**  
  13 people present

- **Screening, Brief Intervention, and Referral to Treatment (SBIRT) – Dr. Vadala (20 min)**
  - Explanation of what SBIRT is and who it impacts  
  - Proposed implementation and timeline

  We have selected grade 7 and grade 9 students to administer the screening to. Nurses & social workers were trained. Dr. Vadala shared the CRAFFT-II Questionnaire. January 2018 parents will receive the letter. Passive consent-parents can choose to opt out. Josh shared the website info for SBIRT. www.masbirt.org

- **District Accountability and Review (DAR) – Dr. Mokaba (15 min)**
  - Explanation of process  
  - Parent focus groups

  Dr. Mokaba shared the tentative date for the parent focus group as an opportunity for parents to participate in this Review process. This information will be shared with school PTO’s. Barbara Kelly will connect with Dr. Kelly about potentially offering child care during this time so that parents may attend.

- **Special Education overview – Dr. Vadala (20 min)**
  - Child find  
  - Referral Process  
  - 504 vs. IEP  
  - Special education Parent Advisory Council (SEPAC)

  Dr. Vadala shared opportunities for parents to get involved with the SEPAC and/or the Commission on Disabilities.
Parent question regarding transportation was directed to Dr. Vadala. He will look into this specific instance.

Parent question: How do parents know about this information? Dr. Vadala shared that these policy manuals are on the district website under policies (504 policy manual, 504 frequently asked questions) and in addition, the DCAP is also available under Special Education tab.

- Standards Based Report cards – Dr. Kelly (20 min)
  - Pros
  - Cons
  - Thoughts on expanding up to Grade 5

Question came up regarding NA versus the shaded box. What is the difference and can this be clearer for parents? Dr. Mokaba will bring this confusion to the grading subcommittee.

Dr. Kelly reviewed the Standards Based report card from gr 2 and the work being done on the grading subcommittee. The Habits of Work document from the middle school level was also shared with parents.

- Q & A/Open forum

Parents completed the ticket to leave and Dr. Kelly will review to inform future meetings.
City-Wide PTO Meeting

December 6, 2017
Agenda

- Introductions
- Screening, Brief Intervention, and Referral to Treatment (SBIRT)
- District Accountability and Review (DAR)
- Special Education overview
- Standards Based Report cards
- Q & A/Open forum
SBIRT
What is SBIRT?

Screening
Brief
Intervention
Referral to Treatment

- STEP Act – 2016 relative to:
  - Substance use
  - Treatment
  - Education
  - Prevention

- Required in Schools
- Verbal Screening
- Uses validated screening tool
SBIRT

- All students screened in grades 7 and 9
- Nurses and Social Workers were trained on CRAFFT screening tool and Motivational Interviewing skills
- Confidential Individual Screening lasting approx. 1-5 min
- Mandatory screening similar to vision, posture and Body Mass Index (BMI)
What is the Brief Intervention?

**Screening, Brief Intervention, Referral to Treatment**

- **UNIVERSAL validated screen to identify substance use**
- **BRIEF INTERVENTION:**
  - No Use = Positive Reinforcement
  - Positive For Use = Brief Negotiated Interview
- **Referral for students who need further assessment; support/services**
Proposed Timeline

- **January 2018**: Letter sent to parents
  - Parents can choose opt out
- **February - April 2018**: Screenings completed
- Each school will develop their own timeline that meets the needs of their students
- De-identified data shared with state
- Pilot Districts only had about 1% positive screens
The Comprehensive District Review

This is a comprehensive review of the Revere Public Schools based on the 6 district standards and indicators.

I. Leadership & Governance
II. Curriculum & Instruction
III. Assessment
IV. Human Resources & Professional Development
V. Student Support
VI. Financial & Asset Management
What does this review entail?

- A comprehensive site visit will be conducted January 8-January 11, 2018.
- The site visit team will review extensive documentation provided, conduct classroom visits, and conduct multiple focus groups with various stakeholders including RHS students, teachers, the Revere Teachers Association, central office, the business office, municipal officers who deal with city finance, and the School Committee.
How can you participate?

- Parent Focus Group
  - *Tentatively* scheduled for Tuesday, January 9th from 3:30-4:30 pm in the RHS Learning Commons

  - If you are interested, please email Danielle at dmokaba@revere.mec.edu and she will send out a final meeting date/time on January 3rd.
Special Education Overview
Special Education Overview

- Child Find:
  - process that is designed to locate, identify and evaluate children with disabilities residing in Revere
  - Partnerships with Early Intervention and Private Schools
  - Referral Process within Schools
Referral Process

Parent Referrals

- Parent can request evaluation at any time
- School responds within 5 school days
- Evaluation Consent
- Timeline: 30 days to test and 45 to meet

School Referrals

- Building Based Support Teams
- Data Collection
- Response to Intervention
- Continue supports or Refer for Evaluation
Eligibility Determination

1. Does the student have a disability?

2. Is the student making effective progress?

3. Is the lack of progress due to the disability?

4. Does the student require specially designed instruction?
504 vs. IEP

- Student has physical or mental disability that substantially impacts major life activity
- Requires accommodations to access curriculum
- Can have throughout life

- Student requires *specially designed instruction or related services (OT, PT, Speech)*
- Combination of accommodations and direct service
- Services end upon High School graduation or on 22nd birthday
Get Involved

**SEPAC**

Special Education Parent Advisory Cabinet

- Peter DelGreco – President
  [sepacrevere@gmail.com](mailto:sepacrevere@gmail.com)
- Vincenza Goodwin – Vice President
  [vgoodwin@revere.mec.edu](mailto:vgoodwin@revere.mec.edu)
- Jen Duggan – Secretary
  [jduiggan0408@aol.com](mailto:jduiggan0408@aol.com)

**Commission on Disabilities**

- Ralph DeCicco
  [rdecicco@revere.org](mailto:rdecicco@revere.org)
- David Hahesy
  [disabilities@revere.org](mailto:disabilities@revere.org)
Standards Based Report Cards
Standards Based Report Cards

- Current work
  - Revised K-2 to match new standards

- Considering
  - Comments after each subject area
  - Citizenship vs. Habits of work
  - What do 3, 2, 1 convey?
  - Working on a draft model for grades 3-5
    - Proposed Power Standards
Standards Based Report Cards

- How can parents and community help?
  - Pros
  - Cons
- What supports do parents need to work with SBE report cards?
- What do you think about the “considering” work?
Q & A

Open Forum