

SPECIAL CIRCUMSTANCE

ON-SITE REVIEW REPORT

***Guyan Valley Middle School
Lincoln County***

March, 2020



Office of District &
School Advancement



**West Virginia Board of Education
2019-2020**

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Introduction

The West Virginia Department of Education (WVDE) conducted a Special Circumstance Review of Guyan Valley Middle School (GVMS) in Lincoln County at the specific direction of the State Superintendent, January 21-23, 2020, to investigate official complaints submitted to the WVDE that alleged serious impairment to student and staff well-being and to a conducive environment for learning. The Team verified data and examined compliance with laws and policy affecting student performance and progress. The WVDE completed the review and managed the process according to the unique circumstances, W. Va. Code §18-2E-5, and Policy 2322: West Virginia System of Support and Accountability. The purpose of the review was to determine the veracity of complaints and to make recommendations to the county and school, as appropriate, and to the West Virginia Board of Education (WVBE) on such measures as it considers necessary.

The On-site Review Team conducted individual interviews of: four county office staff; 24 school staff, including the principal and Dean of Students; and 12 members of the Lincoln County Crisis Intervention Team. Additionally, the Team reviewed existing data and documents retrieved from several sources, including documents provided by school leaders and staff, data retrieved from the West Virginia Education Information System (WVEIS), and other statements and artifacts provided during and immediately following the on-site visit.

The areas of Counseling/Mental Health, Deficiencies in Leadership, Special Education, and Personnel were reviewed, and the Team revealed 31 issues of noncompliance and four findings as outlined in this report.

Ongoing review to verify action plan implementation will be conducted monthly by the Office of District and School Advancement (ODSA), with a follow-up review March 2021.

The Team consisted of the following:

Team Leaders:

- Clayton Burch, Associate Superintendent
- Michele Blatt, Assistant Superintendent

Team Members:

- Shelia Paitzel, Assistant Director, Federal Programs/IDEA
- Sonya White, Assistant Director, Office of Assessment
- Lisa Hines, Coordinator, Federal Programs/IDEA
- Teresa Brown, Coordinator, Federal Programs/IDEA
- Stephanie Hayes, Coordinator, Office of Special Education and Student Support
- Derek Lambert, Coordinator, Office of Middle and Secondary Learning
- Carrie Reeves, Coordinator, Federal Programs

Counseling/Mental Health

The areas denoted as requiring improvement were determined based on written evidence and overwhelming consistency of comments describing behaviors and conduct exposed through the interview process.

COUNTY

- NONCOMPLIANCE 1: The acting counselor does not and has never held the credentials required to coordinate a comprehensive school counseling program. There was no evidence that indicated county office staff provided support, in the area of counseling, to the school in the absence of a certified school counselor. Furthermore, the social worker reported to the county that the principal was not allowing her to fulfill appropriate job duties. The social worker was assigned extra duties, for example; changing student diapers and multiple lunch and breakfast duties. This time spent completing inappropriate duties prevented a credentialed social worker to counsel and support students' social emotional needs at the school. This issue was not resolved by county leadership.

Policy 2315.4.1.g: Comprehensive School Counseling Program. The comprehensive school counseling program is coordinated by a certified school counselor as defined in W.V.a Policy 5202.

SCHOOL

- NONCOMPLIANCE 2: Barriers instituted by the principal prohibit students from receiving services from the acting counselor and the social worker. Students are not permitted to approach the counselor or social worker to ask for assistance. Students are required to complete referral forms that are intrusive to student privacy and reportedly this is hindering students from completing the form and asking for assistance which creates a detriment to student social-emotional needs. Less than 10 completed counselor referral forms and zero completed school social worker referral forms were available on the day of the review. Once student forms are completed, they are submitted to the teachers and then submitted to the principal who reviews and determines if the students may have access to the counselor or social worker. More than 50% of staff interviewed reported the principal is the sole staff member making these decisions and routinely denies students access to the counselor and/or social worker. Furthermore, it was reported the principal also commented to a parent that their child has more needs than the school can handle and directed the parent to seek help elsewhere.

WVBE Policy 2315: Comprehensive School Counseling Program 5.1.C. Responsive Services. Students may require an immediate and expert response to assist with an academic, emotional, or behavioral crisis.

- NONCOMPLIANCE 3: The school social worker has been prohibited from providing services to students. Students who speak to the school social worker are often questioned by the school principal about the nature of their conversations and sometimes as a result receive disciplinary action.

WVBE Policy 2315: Comprehensive School Counseling Program 5.1.C. Responsive Services. Students may require an immediate and expert response to assist with an academic, emotional, or behavioral crisis.

- NONCOMPLIANCE 4: The acting counselor stated the referral forms completed by students and/or staff were located in the back of a notebook in the acting counselor’s home, a location potentially accessible to anyone living in or visiting the home. The practice of having unsecured student records has the potential to disclose confidential student information to the public. Furthermore, transporting student records—particularly those containing potentially sensitive student information—in a notepad is not a secure method of transmission and belies a lack of familiarity with and adherence to data security and privacy policies that require rigorous procedures for securing physical records. Based on observations and interviews during the on-site review, the Team members determined the acting counselor demonstrated a willful neglect of legal obligations to secure and protect student education records.

Policy 2315.4.1.i. adheres to the Family Educational Rights and Privacy Act (20 U.S.C. §1232g, 34 CFR Part 99) (hereinafter FERPA), guidelines; the American School Counselor Association Ethical Standards, confidentiality laws/guidelines, and informed consent as defined in Section 10; Family Educational Rights and Privacy Act (FERPA) Violation; Policy 4350 Procedures for the Collection, Maintenance and Disclosure of Student Data

COUNTY AND SCHOOL

- NONCOMPLIANCE 5: The School Crisis Prevention and Response Plan was not present at the school and the County Crisis Prevention and Response Plan had not been updated since 2016-2017.

Policy 4373: Expected Behavior in Safe and Supportive Schools Appendix C Requirements; §18-9F-9. Crisis Response Plan.

- NONCOMPLIANCE 6: The Comprehensive School Counseling Program Plan was not present at the school and was not provided by county office staff.

Policy 2315: Comprehensive School Counseling Program. 4.1.j.: is supported and monitored by the principal who ensures that the school counselor and leadership team develop an Annual CSCP Plan that is aligned with requirements set forth in this policy.

- NONCOMPLIANCE 7: The acting counselor does not hold the credentials required to implement the Comprehensive School Counseling Program. The lack of a Comprehensive School Counseling Program leads to limited student access to social-emotional, mental health, and prevention services.

Policy 2315: Comprehensive School Counseling Program. 3.1. The CSCP is an integral part of the total school program and is aligned with the school’s mission. 4.1.g. is coordinated by a certified school counselor as defined in W. Va. 126CSR136, WVBE Policy 5202, Minimum Requirements for the Licensure of Professional/Paraprofessional Personnel and Advanced Salary Classifications (hereinafter Policy 5202) and delivered collaboratively with school and community professionals.

Noncompliance Corrective Actions

	Corrective Action	Documentation	Responsible Person	Date Due
1, 7	Remove the acting counselor.	Documentation of reassignment	Superintendent	Feb 2020
1, 7	Assign rotating coverage from counselors at other schools for emergency social-emotional care to students in need.	Schedule of rotating coverage and observation by WVDE	Attendance Director	March 2020
1, 7	Hire a school counselor with appropriate credentials/certification.	Job posting and board agenda	Superintendent	Aug 2020
1, 7	Allow the social worker to provide services to students.	Observation by WVDE	Principal and Attendance Director	March 2020
1, 7	WVDE/MU Behavioral and Mental Health TA Center to provide professional learning to GVMS staff on the roles of professional student support personnel, such as the social worker and counselor.	Professional development agenda and sign-in sheets	Attendance Director	April 2020
2	Remove the barrier to student privacy by not requiring students to write down why they want to see the counselor.	Revised referral process	Principal and Attendance Director	April 2020
2	Cease the practice of the principal reviewing and determining who has access to the counselor and/or social worker.	Observation by WVDE	Attendance Director	March 2020
2	Revise the referral process to allow timely access to social/emotional support.	Revised referral process	Principal and Attendance Director	April 2020
3	Allow students to see social worker without fear of receiving disciplinary action. This needs to be embedded into the revised referral process.	Revised referral process	Principal and Attendance Director	March 2020
3	Provide an environment, where students have opportunities to freely approach the counselor and social worker, that is conducive to building relationships.	Observation by WVDE	Principal and Attendance Director	April 2020

	Corrective Action	Documentation	Responsible Person	Date Due
4	Ensure the school counselor and social worker keep all student records and confidential information in secure location.	Observation by WVDE	Principal and Attendance Director	Feb 2020
4	Train all staff on FERPA.	Professional development agenda and sign-in sheets	Principal and Attendance Director	June 2020
5	Update School and County Crisis Prevention and Response Plan.	School and County Crisis Prevention and Response Plan	Principal, Assistant Superintendent, and Facilities Director	Feb 2020
5	Train countywide on the County Crisis Prevention and Response Plan.	Professional development agenda and sign-in sheets	Assistant Superintendent and Facilities Director	April 2020
5	Review all other Lincoln County School Crisis Prevention and Response Plans to ensure they are current.	All School Crisis Prevention and Response Plans	Assistant Superintendent	Feb 2020
6	Update Comprehensive School Counseling Program Plan.	Comprehensive School Counseling Program Plan	School Counselors and Attendance Director	Aug 2020
6	Train countywide on the Comprehensive School Counseling Program Plan.	Professional development agenda and sign-in sheets	School Counselors and Attendance Director	Aug 2020
6	Review all other Lincoln County school plans to ensure they are current.	All school Comprehensive School Counseling Program Plan	Attendance Director	Aug 2020

Deficiencies in Leadership

The areas denoted as requiring improvement were determined based on written evidence and overwhelming consistency of comments describing behaviors and conduct exposed through the interview process.

COUNTY

- FINDING 1: County office staff have received multiple complaints from teachers, parents, and community members in regard to GVMS. They indicated complaints about GVMS are far in excess of complaints about other schools in the county. The superintendent further acknowledged that morale among staff and students at GVMS is poor. While the superintendent indicated he had met with the principal on multiple occasions, no documentation or discussion was produced to demonstrate supports or interventions provided to address these complaints. The practice for addressing school leadership concerns consists primarily of managing individual complaints as they are received. County office staff did not articulate a clear process for monitoring school leadership and school quality across the county.

Policy 5800: Standards of Professional Practice for West Virginia Superintendents, Principals, and Teacher Leaders. 4.2.a.8. The superintendent anticipates and addresses conflict in ways that promote the improvement of the system.

SCHOOL

- NONCOMPLIANCE 8: School staff have an extreme fear of retaliation from the principal. 41% of staff interviewed stated they were intimidated or fearful of the principal. The principal's intemperance in response to questions or suggestions results in anxiety among the staff. This fear and anxiety has created a toxic culture among staff and students. The principal does not exhibit interpersonal and collaborative skills to provide an environment conducive to teaching and learning.
- NONCOMPLIANCE 9: Staff and administrative interviews pervasively indicated teams designed to lead the school and support students are not functioning effectively. Minimal leadership meetings have occurred and some staff members were not aware of who was on the leadership team. The Team observed a complete disregard of policy and student well-being and opportunities to learn. The principal knowingly ignored the student assistance team (SAT) process by not following current SAT plans, not following up on teacher and parent referrals, and actively discouraging new referrals to the SAT. Interviews conducted by the Team revealed a lack of a procedures and processes necessary to manage a minimally effective school.

Policy 5800: Standards of Professional Practice for West Virginia Superintendents, Principals, and Teacher Leaders. 5.2.a.1. the principal acts ethically and professionally in personal conduct, relationships with others, decision making, stewardship of the schools resources, and all aspects of leadership.

Policy 2322: West Virginia System for Support and Accountability. 9.2. School Improvement Processes. The school leadership team utilizes the following processes to develop the school's strategic plan; Policy 2419, Chapter 2, Section 3, C. Student Assistance Team (SAT) Membership and Responsibilities (See appendix A)

- NONCOMPLIANCE 10: After being trained by county office staff, (sign in sheet and agenda were provided) the principal did not follow county guidelines when accepting at least one transfer student. As a result, a student with an IEP and a behavior intervention plan transferred to the school and never received special education services or interventions to potentially prevent further negative behavior.

Policy 2419, Chapter 5, Section 4. IEPs for Transfer Students (See appendix A)

- FINDING 2: During conversations with the Team, the principal failed to demonstrate understanding of the severity of the issues regarding lack of classroom walkthroughs, special education compliance, the SAT process, rapport with staff, and policy violations which cause a detriment to student learning. The principal's remarks consistently deflected responsibility to other staff members. For instance, the principal's comments about the SAT process implied that shortcomings and failures in operation were the responsibility of a previous school counselor who left the school earlier in the year (e.g., stating, "My counselor was supposed to be doing that" in response to a question about the SAT process). The principal also stated the Dean of Students handled all discipline data entry, thereby absolving herself of responsibility for knowing the details about the students' disciplinary issues and, consequently, the relationship between the students' behavioral needs and discipline intervention.

Policy 5800: Standards of Professional Practice for West Virginia Superintendents, Principals, and Teacher Leaders. 5.1. It is the role of the school principal to elevate the quality of operations and align the efforts of staff so they coalesce to support the learning and well-being of each student.

- FINDING 3: The principal did not articulate a clear plan for assisting teachers with classroom management and instruction. The principal's statements to the Team indicated plans to rely on the acting counselor to provide support for classroom management.

Policy 5800: Standards of Professional Practice for West Virginia Superintendents, Principals, and Teacher Leaders. 5.2.c.5. The principal ensures a rigorous standards-based curriculum and engaging instruction in each classroom by monitoring instruction and providing processes of collegial discussion, observation, feedback and support.

- FINDING 4: Review of a written communication document indicated the principal demonstrated a lack of professional conduct in communication with county office staff.

Policy 5800: Standards of Professional Practice for West Virginia Superintendents, Principals, and Teacher Leaders. 5.2.a.1. The principal acts ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of leadership.

- NONCOMPLIANCE 11: There was a lack of professional communication from the principal. The interviews indicated the principal's interactions with teachers and students were dismissive and hostile at times. An extraordinary number of teachers reported being yelled at or observing colleagues, substitutes, or students being yelled at by the principal in a berating manner in front of other staff and students. Numerous parent complaints have been submitted addressing interactions parents have experienced with the principal, including instances of yelling, threatening, and demeaning behavior. The local crisis response team indicated the principal berated team members and referred to the team as the "Drama Team" which was a detriment to the process of providing support. It was reported the principal questioned each student who spoke with the local crisis response team regarding the details of the conversations. A former counselor further stated the principal regularly interrupted counseling sessions with students and forced students to return to class before completing their sessions with the counselor. Terms like screaming, yelling, berating, and similar descriptions of aggressive verbal behavior were reported by 36% of staff interviewed. It was evident this intemperance has created an environment which prohibits positive interpersonal relationships and fosters fear and intimidation.

Policy 5800: Standards of Professional Practice for West Virginia Superintendents, Principals, and Teacher Leaders. 5.2.a.1. The principal acts ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of leadership. 5.2.a.3. The principal leads with interpersonal and communication and effectively builds relationships with staff, students and the community.

- NONCOMPLIANCE 12: A majority of the staff discussed concerns about the day-to-day interactions the principal has with students when dealing with discipline issues. According to staff, these interactions often result in yelling and berating of students that could be heard well outside the principal's office. Teachers reported the principal was seldom visible in the classroom and halls. Additionally, the Team determined the principal did not demonstrate decision-making that promoted each student's academic success and well-being. The barriers established by the principal to access counseling and social work services threatened the well-being and safety of students.

Policy 5800: Standards of Professional Practice for West Virginia Superintendents, Principals, and Teacher Leaders. 5.2.a.4. The principal places children at the center of decision-making to promote each student's academic success and well-being.

- NONCOMPLIANCE 13: The principal was prohibiting the full and appropriate operation of the SAT referral process and blocking students from receiving needed supports which is discriminatory in nature. When reviewing SAT files provided by the principal as part of the on-site review, Team members found only one SAT referral form for the current school year. Some staff reported they had not referred students to the SAT because the principal told them they did not have room for additional students in the special education programs at the school. For instance, one staff member reported the principal saying she (the principal) "doesn't want any more SATs or IEPs because we have too many."

Policy 2419, Chapter 2, Section 3, C. Student Assistance Team (SAT) Membership and Responsibilities (See appendix A)

- NONCOMPLIANCE 14: A majority of the teaching staff does not have a fundamental understanding of the SAT process, as demonstrated in their responses stating the SAT process was only to address academic concerns.
Policy 2419, Chapter 2, Section 3, C. Student Assistance Team (SAT) Membership and Responsibilities (See appendix A)
- NONCOMPLIANCE 15: Upon requesting access to review SAT referral documentation during the on-site visit, the principal retrieved an open box containing student files from the corner of her office, a location potentially accessible to staff and visitors to the school. When reviewing the files to determine compliance with SAT referral procedures and timelines, Team members noted files included confidential and sensitive information that should have been secured pursuant to both the Family Educational Rights and Privacy Act (FERPA) and WVBE Policy 4350 (e.g., family custody documents, domestic violence petitions, student classroom performance and behavioral concerns). Further, file folders frequently included information and documentation relating to multiple students rather than only the student indicated on the file label. By leaving student records in an unsecured location and misfiling student records in a reckless and haphazard manner, the risk of an unauthorized disclosure of protected education records is high. Based on observations and interviews during the on-site review, the Team determined the principal demonstrated a willful neglect of legal obligations to secure and protect student education records.
Family Educational Rights and Privacy Act (FERPA) Violation. Policy 4350 Procedures for the Collection, Maintenance and Disclosure of Student Data.

Noncompliance Corrective Actions

	Corrective Action	Documentation	Responsible Person	Date Due
8, 11, 12, 15	Immediate intervention addressing leadership at the school must take place by county leadership.	Observations by WVDE to ensure county leadership addressed all identified Findings and Noncompliance	Superintendent	Ongoing
8, 11, 12, 15	Conduct regular walkthroughs and observations regarding leadership and instruction by county leadership.	Documentation of walkthroughs and observation by WVDE	Superintendent and Assistant Superintendent	Ongoing
9	Revise the school leadership team to include staff from each grade level, related arts teacher, special education teacher, and other staff deemed necessary. Adopt norms and procedures that are proven to ensure efficiency.	List of school leadership team members with meeting agendas	Principal and Assistant Superintendent	March 2020
9	Implement the SAT process to align with Policy 2419. Train all staff on how to utilize this process. Set aside time to conduct SAT meetings.	Observation by WVDE	Principal and Special Education Director	March 2020
9	Create a checklist of required events and timelines with protocols. (I.e. evaluation of professional personnel, LSIC meetings, SAT)	Checklist	Curriculum Director	April 2020
10	Retrain all Lincoln County administration on how to correctly transfer students and how to check IEP status.	Professional development agenda and sign-in sheets	Special Education Director	March 2020 and ongoing
10	Retrain all Lincoln County administration regarding legal requirements, timelines, and consequences for noncompliance regarding special education students.	Professional development agenda and sign-in sheets	Special Education Director	March 2020 and ongoing
13, 14	Establish clear SAT process that meets the needs of students.	Observation by WVDE	Special Education Director	March 2020
13, 14	Provide training to all staff on SAT purpose, process, and possible outcomes.	Professional development agenda and sign-in sheets	Special Education Director	April 2020
15	Retrain all staff regarding FERPA and WVBE Policy 4350.	Professional development agenda and sign-in sheets	Board Attorney	March 2020

Finding Recommendations

	Recommendation	Documentation	Responsible Person	Date Due
1	<p>Develop a protocol to be used by county office staff to follow up on complaints that come to county office personnel.</p> <p>Implement a system that connects a pattern of complaints to principal evaluation.</p> <p>Document when these types of discussions take place and the nature of the conversation.</p>	Complaint protocol with documentation of complaints	Assistant Superintendent	March 2020
1	Develop and implement a plan for monitoring school leadership and school quality across all schools in the county.	Continuous improvement plan for addressing leadership and observation by WVDE	Superintendent and Assistant Superintendent	July 2020
2, 3, 4	Immediate intervention addressing leadership at the school must take place by county leadership.	Observations by WVDE to ensure county leadership addressed all identified Findings and Noncompliance	Superintendent	March 2020
2, 3, 4	Conduct regular walkthroughs and observations regarding leadership and instruction by county leadership.	Documentation of walkthroughs and Observation by WVDE	Superintendent and Assistant Superintendent	Ongoing
2	Create a monthly workplan to address key components of leadership regarding students, teachers, finances, and community.	Workplan	Curriculum Director	April 2020
3	Provide classroom management training to the entire staff.	Professional development agenda and sign-in sheets	Curriculum Director	August 2020

Special Education

The areas denoted as requiring improvement were determined based on written evidence and overwhelming consistency of comments describing behaviors and conduct exposed through the interview process.

COUNTY

- NONCOMPLIANCE 16: Two GVMS students currently on homebound do not have IEPs for Out of School Environment (OSE); the principal indicated she has never been involved in an IEP meeting to change a student's placement to OSE.

Policy 2419, Chapter 5, Section 2. J. Least Restrictive Environment Considerations and Placement Decisions

SCHOOL

- NONCOMPLIANCE 17: The principal indicated that although she talked with a particular student often, due to her excessive disciplinary infractions, she had no reason to believe the student may have had a disability. The student was failing, but there was no process in place within this school to identify struggling students. The principal also indicated that she has no way of knowing from WVEIS when students have an IEP, nor has she ever had any training in how to enroll new students. However, documents provided by the county office staff indicated that the principal received training on how to enroll students and view their IEP status. Furthermore, Team members verified that the principal does have access to the special education tab in the student record within WVEIS.

Policy 2419, Chapter 2, Section 1. District Responsibilities

- NONCOMPLIANCE 18: Special education and Title I teachers have been removed from providing services to students to cover classes or assist with other non-teaching duties.
- NONCOMPLIANCE 19: The Dean of Students issued multiple disciplinary actions to a student with an IEP while commenting to the Team that she had no knowledge of the IEP. The Dean of Students disregarded the flag on WVEIS which indicated this student had an exceptionality code. This feature on WVEIS is a safeguard against giving disciplinary action to a student without considering their exceptionality.

Policy 2419, Chapter 7

COUNTY AND SCHOOL

- NONCOMPLIANCE 20: All general education teachers serving a student with a disability, with the exception of one, were identified electronically as having read the current IEP between August and October, 2019; however, the principal, Dean of Students, and special education director indicated they had no knowledge the student had an IEP. A case manager was not assigned to ensure the student was receiving all IEP services, although at least one special education teacher confirmed an awareness of the IEP and indicated it was being at least partially implemented. However, no documentation could be provided to show how services were being implemented.

Policy 2419, Chapter 6, Section 2. Provision of IEP Information and Policy 2419, Chapter 6, Section 4. Provision of Staff

- NONCOMPLIANCE 21: The school did not provide evidence of follow-up when a student enrolled from another district and educational records were not received. The principal provided a log showing that educational records were requested once, but never received for a student with a disability from another in-state district. When records are not sent by the student's previous district, the new district must continue to make requests and follow up until records are received.

Policy 2419, Chapter 5, Section 4. IEPs for Transfer Students

- NONCOMPLIANCE 22: There is not a SAT process at GVMS. The SAT files provided were from the 2017-2018 school year with the exception of one student SAT file created during Spring 2019 and several random pages from Fall 2019. GVMS does not have an operational SAT process for the 2019-2020 school year. One teacher indicated the principal stated they were not doing SATs because they had enough special education students.

Policy 2419, Chapter 2, Section 3, C. Student Assistance Team (SAT) Membership and Responsibilities

- NONCOMPLIANCE 23: At least one student with an IEP who has extensive behavioral/emotional indicators has no behavior services on her IEP; in addition, behavior is not checked as a consideration on some student IEPs that do include behavioral services.

Policy 2419, Chapter 5, Section 2. IEP Development

- NONCOMPLIANCE 24: IEP service minutes are being implemented with no special educator in the classroom; instead, two general education teachers are assigned to teach the class.

Policy 2419, Chapter 6, Section 4. Provision of Staff

- NONCOMPLIANCE 25: A special education teacher is teaching a general education class during a class period in which another classroom has no special educator to provide services.

Policy 2419, Chapter 6, Section 4. Provision of Staff

- NONCOMPLIANCE 26: Appropriate special education services are not always available to students. When classes reach their maximum number of students, any remaining students that may need that service must go to a class that often does not meet their needs.

Policy 2419, Chapter 5, Section 2. IEP Development

- NONCOMPLIANCE 27: IEP team decisions are sometimes not honored and decisions are changed or made by the school administrator acting alone.

Policy 2419, Chapter 5, Section 1. IEP Initiation. B. Team Decision Making

- NONCOMPLIANCE 28: Several IEP services could not be verified including, but not limited to: indirect collaboration time; behavior support services; the full amount of math services on one IEP; all co-teaching services in a teacher's 7th period class; and one student receiving direct special education services in the special education environment (ELA) when the IEP calls for co-teaching in the general education environment and in co-teaching environment for math (GEE) when the IEP calls for a special education environment (SEE).

Policy 2419, Chapter 6, Administration of Services

Noncompliance Corrective Actions

	Corrective Action	Documentation	Responsible Person	Date Due
16	Convene IEP team meetings documenting the change in placement for the two students already on OSE.	IEP Review	Special Education Director	Immediately
16	Develop county procedures detailing steps to follow when a student with an IEP is moved to OSE and shall disseminate the procedures to each county principal.	County procedures regarding OSE and documentation of dissemination to principals	Special Education Director	March 2020
17	Verify educational records by two employees, as selected by the special education director, utilizing the special education tab in WVEIS.	Log of all students enrolling at GVMS for the remainder of the 2019-2020 school year with names of employees who reviewed for accuracy	Principal and Special Education Director	Immediately
18	Review GVMS daily schedule to ensure employees assigned to implement special education or related services as specified in IEPs and/or being paid with federal dollars to complete specific job duties are following their daily schedules and may not be utilized to cover classes and/or perform duties that interfere with their primary responsibilities.	GVMS Schedule	Principal and Special Education Director	March 2020
18	Maintain monthly logs verifying that established daily schedules are being followed and noting any deviations to the schedule for special circumstances. Any circumstances that interfere with the delivery of special education services shall require a compensatory education plan to make up lost IEP services.	Monthly logs	Principal and Special Education Director	June 2020

	Corrective Action	Documentation	Responsible Person	Date Due
19	Record all disciplinary action in WVEIS. The special education flag shall be utilized to determine whether a student has a documented disability and applicable procedures found in Chapter 7 of Policy 2419 for disciplining students with disabilities must be followed.	WVEIS report of all student discipline for the remainder of the 2019-2020 school year	Principal	October 2020
20	Ensure all general education teachers read the IEPs of all students with disabilities served within their classrooms. Assign a special educator who is responsible for implementing the IEP or case managing the services delineated on the IEP for all students with disabilities.	Review of WVEIS Read IEP application	Principal and Special Education Director	March 2020
21	Develop a log documenting attempts to obtain educational records for all incoming students, including request dates, to whom the request was directed, name of requestor and outcome. Continued follow-ups are expected until records are received.	Transfer log	Principal and Special Education Director	October 2020
22	Implement the SAT process that aligns with Policy 2419.	Observation by WVDE	Principal and Special Education Director	Immediately
23	Review all IEPs for students with behavior services for compliance. WVEIS discipline screens shall be compared to the discipline log discussed as a corrective activity for Noncompliance 20 above, SAT logs discussed in Noncompliance 23 above, and IEP services to ensure that emotional/behavioral issues are being appropriately addressed.	Log of all students receiving special education services or interventions for emotional/behavior factors at GVMS to verify necessary emotional/behavior services are in place	Principal and Special Education Director	Immediately
24	Revise schedules to place a special educator in the co-taught class that is currently staffed with two general education teachers.	GVMS Schedule	Principal and Special Education Director	Immediately
25	Review GVMS daily schedule to ensure all IEPs at are being delivered by special education personnel.	GVMS Schedule	Principal and Special Education Director	March 2020

	Corrective Action	Documentation	Responsible Person	Date Due
26, 27	Assess current schedules of special education students and verify that services are appropriate. IEP team meetings shall be convened for any students with disabilities for whom current services appear to be inappropriate. Following IEP team meetings, any service deficiencies shall be corrected, including the addition of personnel, as needed.	GVMS Schedule and IEPs that are amended due to inappropriate services	Principal and Special Education Director	April 2020
28	Correct all service verification errors identified at the onsite review in January 2020. Other IEPs of similarly situated students shall be verified to determine whether services are being implemented as per the IEP.	IEP Review	Principal and Special Education Director	March 2020

Personnel

The areas denoted as requiring improvement were determined based on written evidence and overwhelming consistency of comments describing behaviors and conduct exposed through the interview process.

COUNTY

- NONCOMPLIANCE 29: A social studies teacher from another school in the county was directed to report to GVMS in November, 2019. The counselor position was vacant at the time and currently remains vacant. The transfer is not reflected in official board agendas or minutes. The principal reported she was instructed by the superintendent to utilize this employee as a school counselor and as the principal sees fit. However, the principal also reported being told to not place this person in the West Virginia Education Information System (WVEIS) or the master schedule. The principal indicated the staff is aware this teacher is not a certified counselor. Personnel.

Policy 5000: Procedures for Designated Hiring and Transfer of School Personnel

- NONCOMPLIANCE 30: The following was discovered during a review of personnel credentials at GVMS. Two professional personnel were not certified to teach or counsel in their assigned positions. Three long-term substitutes do not hold required credentials to teach the assigned courses.

Policy 5202: Minimum Requirements for the Licensure of Professional/Paraprofessional Personnel and Advanced Salary Classifications. 7.2.d....the county superintendent shall ensure that each educator holds appropriate licensure for his/her assignment within the first three months of such employment (W.Va. Code §18A-3-2; Policy 5202)

Noncompliance Corrective Actions

	Corrective Action	Documentation	Responsible Person	Date Due
29	Remove the teacher that was transferred incorrectly from role as counselor.	Documentation of reassignment	Assistant Superintendent	February 2020
29	Follow hiring and transfer procedures as outlined in WVBE Policy 5000: Procedures for Designated Hiring and Transfer of School Personnel	Board agendas and hiring matrix documenting all hiring and transfers for the remainder of the fiscal year	Assistant Superintendent	February 2020 and Ongoing
30	Place a certified teacher in the positions currently being taught by uncertified teachers. If no certified teacher, continue to post these positions until obtaining an appropriately credentialed teacher.	Job postings	Assistant Superintendent	June 2020

Title I

The areas denoted as requiring improvement were determined based on written evidence and overwhelming consistency of comments describing behaviors and conduct exposed through the interview process.

COUNTY

NONCOMPLIANCE 31: All teachers and paraprofessionals working in a program supported with Title I funds must meet applicable State certification and licensure requirements. Based on information provided by Lincoln County Schools and collected during interviews, the current Title I teacher at Guyan Valley Middle School is a long-term substitute hired for a vacancy for which there was no certified candidate. Based on certification documentation, the Title I teacher holds only a substitute teaching permit. It is permissible to hire a substitute teacher that holds only a substitute teaching permit for a short-term Title I position vacancy (when a fully certified Title I teacher of record is out for professional, sick or personal leave). However, it is not permissible to hire a teacher who is not fully certified as a long-term substitute in a vacant Title I position.

Public Law 114-95 Elementary and Secondary Education Act (ESEA), Title I, Part A, Section 1112 (c)(6).

Noncompliance Corrective Actions

	Corrective Action	Documentation	Responsible Person	Date Due
31	Fill this Title I position with a teacher that meets state certification and licensure requirements. If the county cannot find a fully-certified candidate for the position, then the funding allocated for this position must be reallocated to another activity within Guyan Valley Middle School's approved strategic plan.	Job postings	Assistant Superintendent	Feb 2020

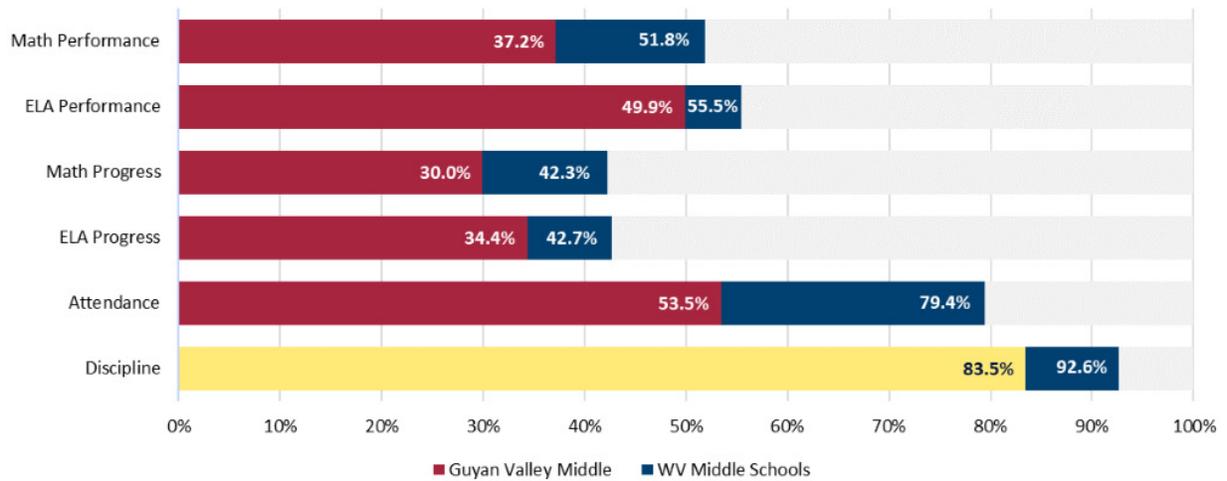
Guyan Valley Middle School Academic and Student Success Data

Lincoln County Balanced Scorecard

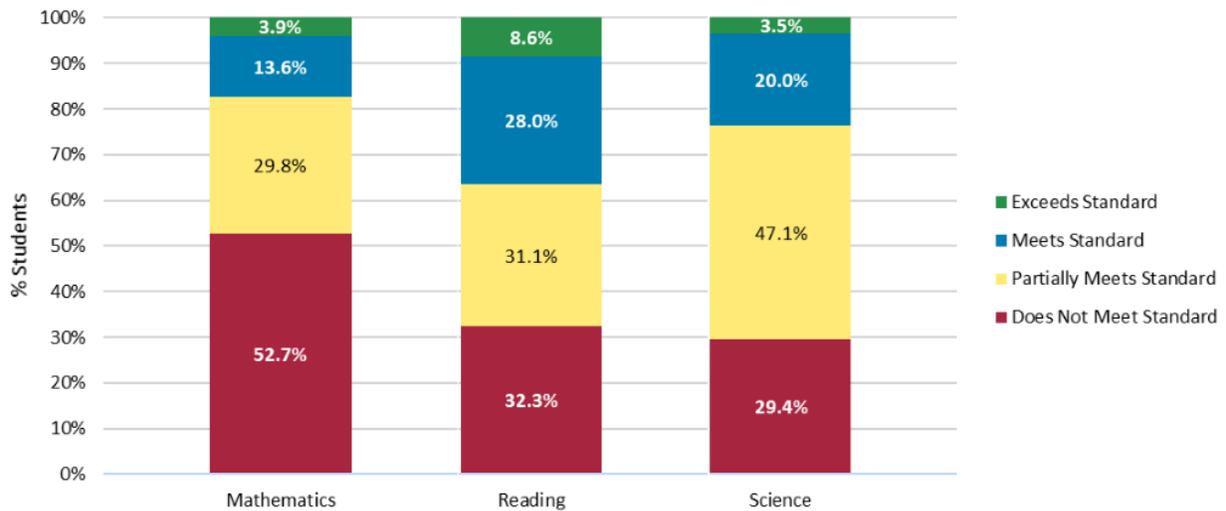
Elementary/Middle Schools	Academic Performance		Academic Progress		English Learners	Student Success	
	English Language Arts	Mathematics	English Language Arts	Mathematics	English Learner Progress	Attendance	Behavior
Midway Elementary School							
Ranger Elementary		✓					
West Hamlin Elementary							
Duval Pk-8		✓					
Guyan Valley Middle							
Hamlin Pk-8	✓						
Harts Pk-8		✓					

GVMS Percent of students chronically absent (year to date): 32.96%

2018-2019 Balanced Scorecard Ratings



SY18-19 Assessment Results



Notes

Notes



W. Clayton Burch
West Virginia Superintendent of Schools