

Coordinated Program Review(CPR): Compliance Monitoring

North Adams Public Schools
September 1, 2016

What is the purpose of the CPR?

- ❖ As one part of its accountability system, the Department of Elementary and Secondary Education oversees local compliance with education requirements through the Coordinated Program Review (CPR).

- ❖ The CPR consists of several components:
 - Local self assessment and document submission.
 - On site review of records and on site review of practices
 - Report of findings and Corrective Action Plans

What is the CPR cycle timeline?

The CPR is scheduled on a 6 year cycle.

- The spring prior to the site visit the district completes and submits the required documents for each criterion by area.
- The DESE schedules the onsite review (**October 3rd - 7th, 2016**).
- The DESE provides a draft report for factual information correction.
- The DESE provides a final report.
- The district develop the Corrective Action Plan (CAP).
- All corrective actions are to be completed within one year of receiving the final report.
- A mid cycle review for Special Education compliance is completed.

Civil Rights

Barbara Malkas, Ed.D.
Superintendent

Civil Rights Compliance - Federal and State Law

Title VI of the Civil Rights Act of 1964

The Equal Educational Opportunities Act (EEOA) of 1974

Title IX of Education Amendments of 1972

Section 504 of the Rehabilitation Act of 1973

Title II of the Americans With Disabilities Act of 1990

The Individuals with Disabilities Education Act (IDEA) of 2004

Every Student Succeeds Act (ESSA) of 2016 - formerly NCLB

Family Education Right to Privacy Act (FERPA) of 1974

McKinney-Vento Act of 1987

Civil Rights - Nondiscrimination

The Committee's policy of nondiscrimination will extend to students, staff, the general public, and individuals with whom it does business;

No person shall be excluded from or discriminated against in admission to a public school of any town or in obtaining advantages, privileges, and courses of study of such public school on account of **age, race, color, sex, gender identity, religion, national origin, sexual orientation, disability or homelessness.**

Civil Rights - Nondiscrimination

- ❖ Access and quality of programs
 - Access to full range of programs for all students.
 - Time on learning
 - Accessibility of extra-curriculars
 - Hiring practices
- ❖ Facilities access
 - Accessibility and comparability of facilities and programs
- ❖ Student Support Services
 - Anti-hazing
 - Anti-bullying
 - Student discipline
 - Counseling services

Civil Rights - Nondiscrimination

- ❖ Training on civil rights
- ❖ Training on restraint
- ❖ Training on bullying and reporting
- ❖ Mandated Reporter training
- ❖ Training on confidentiality
- ❖ Implementation of confidential student records

Special Education

Mr. Thomas Simon
Director of Student Support Services

Students with Disabilities

IDEA 2004 - Special Education law designed to ensure that students with disabilities are able to access the curriculum and the life of the school at least as well as their non-disabled peers. Students with disabilities who require specialized instruction and/or related services.

Section 504 of the Rehabilitation Act of 1973 - a Civil Rights law which protects individuals with disabilities from factors that may exclude them from activities in facilities that receive federal funding such as public schools. Students with disabilities who require accommodations

All Students

District Curriculum Accommodation Plan (DCAP) - designed to assist the regular classroom teacher in analyzing and accommodating diverse learning styles of all children in the regular classroom and in providing appropriate services and support within the regular education program. All students as needed

Special Education Terms and Meaning

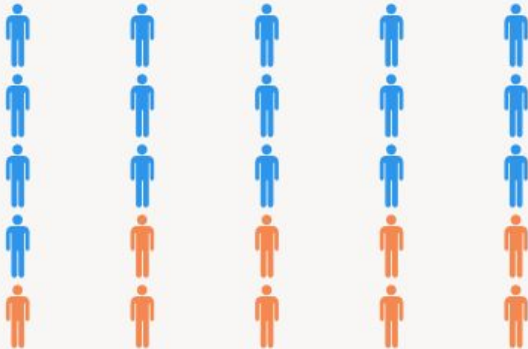
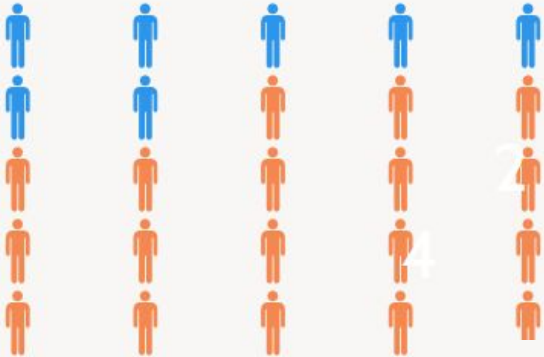
Term	Defined as
FAPE	Free and Appropriate Public Education
LRE	Least Restrictive Environment
SLD	Specific Learning Disability
IEP	Individualized Education Program
IDEA	Individuals with Disabilities Education Act
Related Services	Services that are necessary to enable a student to effectively utilize special education services - may include transportation, speech therapy, occupational therapy and physical therapy
FERPA	Family Educational Rights And Privacy Act
504 Plan	A document that outlines the reasonable accommodations necessary to prevent discrimination against a person with a disability in a facility that receives federal funding

North Adams

26%

Students with Disabilities

Compared to 17% Statewide



62%

Students with High Needs
Compared to 43% Statewide

English Learners

Kimberly Roberts-Morandi, Ed.D.

Director of Curriculum, Instruction, and Assessment

EL Terms and Meaning

Term	Defined as
EL (ELL)	English Learner (formerly English Language Learner)
ELD	English language development. All language development that takes place throughout student's day, in sheltered content and ESL classrooms
ELE	English learner education defines the needs and supports
ELP	English language proficiency. Guided by ACCESS testing, students leveled based on oral, written language, and reading comprehension skills
ELPD	English Language Proficiency Development (ELPD) Standards by which EL students' language skills are measured. ELD standards promote social and instructional language as well as academic language proficiency in ELA, math, science, and social studies
LRE	Least restrictive environment. Laws mandate EL (and all) students be educated in the least restrictive environment.
RETELL	Rethinking Equity and Teaching for English Language Learners is a state-wide initiative from the Massachusetts Board of Elementary and Secondary Education to strengthen teaching and learning of English learners in Massachusetts through the adoption of standards, inclusive of subject matter knowledge and skills, which must meet to earn a credential referred to as an SEI endorsement.
SCI	Sheltered content instruction Sheltered content instruction is content instruction that is modified such that an EL student may comprehend it and participate in the class at his or her level of English proficiency. All instruction and materials are in English.
SEI	Sheltered English Immersion. In Massachusetts, SEI is an instructional program consisting of two components: SCI and ESL
SLIFE	Students with limited or interrupted formal education. Student has to be an English language learner between 8-21 yrs old, entered US school after grade 2 or exited US for 6 mos or more, has no/interrupted formal schooling or limited consistent schooling, functions 2+ yrs/more below expected grade level relative to typical peers in native language and 2+ yrs in numeracy literacy.

Meeting Federal Requirements

Federal Laws:

Federal Civil Rights Law regarding Limited English Proficient (LEP) students includes fair and equal access;

Title IX goes further, protecting students “whose difficulties in speaking, reading, writing or understanding the English language may deny the student the ability to meet state proficiency level on state assessments...or the opportunity to participate fully in society.”

Title III Language Instruction for LEP (Limited English Proficient) and Immigrant Students. This legislation assists with defining the language instruction/ expectations for EL students. Purpose is to attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging State academic content and student academic achievement standards as all children are expected to meet; develop high-quality instructional programs; promote parent and community participation with LEP students; streamline educational programs that support LEP students; hold state and local agencies accountable for their support of LEP learning and for increases in language proficiency and core content knowledge; and to use scientifically-based programs shown by research to support LEP student learning.

Meeting State Requirements

State Laws:

603 CMR 14.00: Education of English Learners Regulations. This includes the RETELL requirement that teachers of EL students must be SEI endorsed or become endorsed within one year of having the student/known there will be EL students in the class.

Massachusetts General Laws Chapter 71a defines EL students as: A student who does not speak English or whose native language is not English, and who is not currently able to perform ordinary classroom work in English;

Further, it mandates all children to be taught English by being in the classroom and if sheltered English immersion needs to occur that it not exceed one school year;

Kindergarten students are further mandated to have language acquisition support for English;

Students in pull-out support for English must be instructed with students whose proficiency is similar (students are leveled based on language proficiency).

CPR On-site: What to Expect

District/School Exams are conducted by the Departments of Program Quality Assurance (PQA) and English Language Acquisition and Academic Achievement (ELAAA)

Stages 2 and 3 of the Exam:

On-Site to determine “whether procedural and programmatic requirements have been implemented”:

- Interviews administrators, educators, staff, parents/families (Not all. Based on professional role and sampling.)
- Reviews EL records - mix of records including areas that completely reviewed and others are randomly sampled
- Surveys parents for impressions of District EL services based on implementation, accessing related services, and in following procedural requirements
- Observe classrooms and facilities

Report generated rates services as:

- Commendable
- Partially Implemented
- Not Implemented
- Implementation in Progress

District responds to ratings and corrects those that are Partially Implemented or Not Implemented

Any Questions?