

Coordinated Program Review (CPR)

Presented to the Hull School Committee

December 8, 2014

Judith Kuehn, Assistant Superintendent

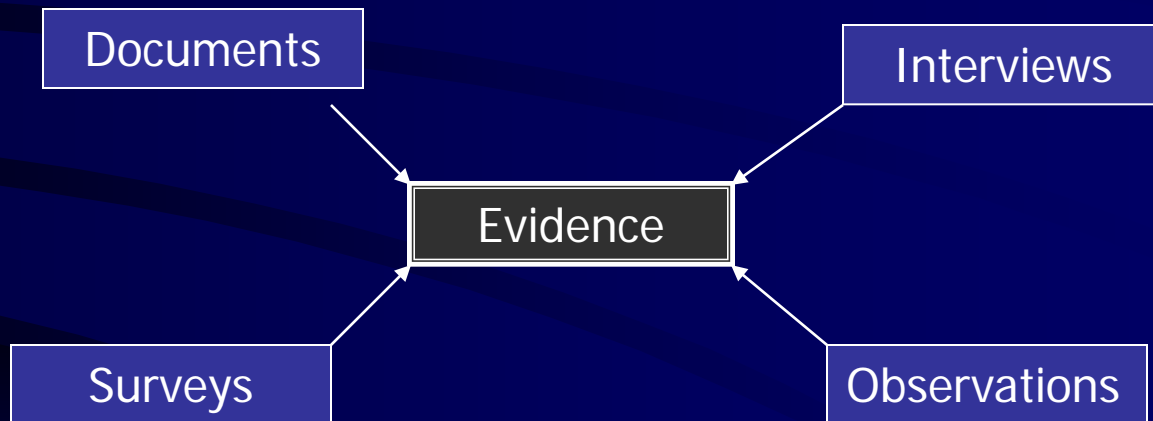
Philippa Young, Director of Student Services

Coordinated Program Review Areas 2014 - 2015

- Special Education
- Civil Rights
- English Learner Education
- Title I

Coordinated Program Review PQA Responsibilities

Convergence of Evidence Model



Special Education CPR

Pre-Onsite Activities

- Self-Assessment
- Orientation Meeting
- Special Education Documentation
- District Preparation for Onsite Activities

Special Education CPR

Onsite Activities

- Special Education Student File Review
 - 11 files
 - 5 selected by HPS and 6 selected by PQA
- Staff Interviews
- Classroom Observations

Special Education CPR

Student Record Review Focus Areas

- Team Process
- Individualized Education Program (IEP), Placement and Progress Reporting
- Assessments
- Transition Process
- Student Discipline
- Out-of-District Students

Special Education CPR

Team Process

- Timelines
- Mandated Evaluation Process
- Team Members
- Parent Participation
- Notice of Proposed School District Action

Special Education CPR

IEP, Placement, and Progress Reporting

- Timelines
 - IEP Development
 - Progress Reporting
- IEP Format
- Information in the IEP
- Rejected IEPs
- Parental Consent

Special Education CPR

Assessments

- Assessments Related to Disability
- Sources of Information
- Qualified Staff Assess Students
- Evaluation Reports
- SLD Eligibility Procedures

Special Education CPR

Transition: Pre K – Early Childhood

- Timelines
 - Processing referrals
 - Eligibility and placement by third birthday
- Transition Planning Activities

Special Education CPR

Transition: Post Secondary

- Age 14+
- Transfer of Rights
- Outside Agencies Invited to Team Meetings

Special Education CPR

Student Discipline

- Functional Behavior Assessments (FBAs)
- Behavior Intervention Plans (BIPs)
- Suspension Process
- Manifestation Determination Meetings
- Alternative Educational Setting

Special Education CPR

Out-of-District and Other Placements

- Special Education Procedures
- Approved Programs
- District Programs

Special Education CPR

Stakeholder Input

- Staff interviews
- Parent Interviews
- Special Education Parent Advisory Council (SEPAC) Interviews
- 36 Parent Surveys

Special Education CPR

Building Observations

- Special Education Instructional Areas
 - General Education Classrooms
 - Academic Support Classrooms
 - Related Service Areas
 - Substantially Separate District Programs

Special Education CPR

- Draft Report
- Final Report
- Corrective Action Plan
- Progress Reports
- Mid-Cycle Review

CPR Report Ratings

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

Special Education CPR

Final Steps

- Hull CPR draft report will be published as a public document.
- Administration will meet and review the document to make suggestions for improvements.

Special Education CPR

Important Dates:

- Orientation Meeting- October 30, 2014
- Onsite Student Record Review- January 8, 2015
- Onsite CPR Review- January 20 - 22, 2015
 - Observations and Interviews
- Exit Meeting with PQA- January 23, 2015
- Draft CPR Report Issued
- District's Draft Response- within 10 days from draft report
- Final CPR Report Issued
- Corrective Action Plan- within 20 days from final report

Civil Rights & Other General Education Requirements CPR

- The Office for Civil Rights (OCR) requires reviews of recipients of federal education funds to ensure against discrimination in education programs on the basis of race, color, sex, national origin, or disability, and also, as mandated by state law, on the basis of religion, gender identity or sexual orientation.

Civil Rights & Other General Education Requirements CPR

- Title VI of the Civil Rights Act of 1964
- The Equal Educational Opportunities Act of 1974
- Title IX of the Education Amendments of 1972
- Section 504 of the Rehabilitation Act of 1973
- Title II of the Americans with Disabilities Act of 1990
- The No Child Left Behind Act of 2001
- M.G.L. c. 71A and c. 76, s. 5
- **FERPA**: the Family Educational Rights and Privacy Act of 1974
- and other federal and state laws

Civil Rights & Other General Education Requirements CPR

Parent and Community Involvement

- Information to be translated into languages other than English

Civil Rights & Other General Education Requirements CPR

Student Identification and Placement

- Access to a full range of education programs
- Availability of in-school programs for pregnant students

Civil Rights & Other General Education Requirements CPR

Curriculum and Instruction

- School year schedules
- Structured learning time
- Early release of high school seniors
- Accessibility of extracurricular activities
- Hiring and employment practices of prospective employers of students

Civil Rights & Other General Education Requirements CPR

Student Support Services

- Anti-hazing
- Student handbooks and codes of conduct
- Bullying Intervention and Prevention
- Grievance procedures
- Annual notice of nondiscrimination and coordinators

Civil Rights & Other General Education Requirements CPR

Student Support Services

- Availability of information and academic counseling on general curricular and occupational/vocational opportunities
- Counseling materials free from bias and stereotypes
- Non-discriminatory administration of scholarships, prizes and awards

Civil Rights & Other General Education Requirements CPR

Student Support Services

- Use of physical restraint
- Non-discriminatory administration of scholarships, prizes and awards
- Notice to students 16 or over leaving school without a high school diploma

Civil Rights & Other General Education Requirements CPR

Faculty, Staff and Administration

- Responsibilities of the school principal
- School district employment practices
- Staff training on confidentiality of student records
- Staff training regarding civil rights responsibilities

Civil Rights & Other General Education Requirements CPR

Record Keeping

- Confidentiality and student records

Civil Rights & Other General Education Requirements CPR

School Facilities

- Accessibility of district programs and services for students with disabilities
- Comparability of facilities

Civil Rights & Other General Education Requirements CPR

Web-Based Civil Rights Monitoring

- Self Assessment - June 26, 2014
- Desk Review
- Onsite Verification – January 20 – 23, 2015
 - Interviews and observations of facilities

Civil Rights & Other General Education Requirements CPR

Final Steps

- Informal exit meeting
- Draft report within 45 days
- Final report
- District has ten days to review

Civil Rights & Other General Education Requirements CPR

Response to Report

- Corrective action plan required for any rating of partially implemented or not implemented.
- If necessary, corrective action plan due within 20 days of receiving final report
- If appropriate, progress reports

English Learner Education CPR

- The law defines an English learner as “a child who does not speak English or whose native language is not English, and who is currently unable to perform ordinary work in English.”

M.G.L. c. 71A

English Learner Education CPR

Sheltered English Immersion Endorsement

Regulations require core academic teachers of English Language Learners (ELLs) and building administrators who supervise or evaluate such teachers to earn an SEI Teacher Endorsement and SEI Administrator Endorsement.

English Learner Education CPR

Sheltered English Immersion

Districts must ensure the progress of ELL students in developing listening comprehension, speaking, reading, and writing in English, and in meeting academic standards by providing instruction in English as a Second Language and sheltered content.

English Learner Education CPR

Program Review Criteria

- Annual English Language Proficiency Assessment
- State Accountability Assessment
- Initial Identification
- Waiver Procedures
- Program Placement and Structure

English Learner Education CPR

Program Review Criteria

- Parent Involvement
- Declining Entry to a Program
- Instructional Grouping
- Parental Notification
- Equal Access to Academic, Nonacademic, Extracurricular Programs and Services

English Learner Education CPR

Program Review Criteria

- Follow-up Support
- Licensure Requirements
- Professional Development Requirement
- Program Evaluation
- Records of ELL Students
- Program Exit and Readiness

English Learner Education CPR

Review Process

- Self-assessment of compliance
- Compliance documentation - January 8, 2015
- On-site student record review - January 8, 2015
- Onsite Verification - January 20 – 23, 2015
 - Interviews and observations of facilities

English Learner Education CPR

Review Process

- Respond to factual accuracy of the draft report
- Final report
- If appropriate, draft a corrective action plan within 20 business days of receipt of the final report
- If appropriate, implement corrective action plan and submit progress reports

English Learner Education CPR

Response to Reports

- Respond to draft report for factual accuracy
- Corrective action plan (CAP) required for any rating of partially implemented or not implemented
- CAP due within 20 days of receiving final report
- Submit progress reports

Title I CPR

- Ensures all children have a fair, equal, and significant opportunity to obtain a high-quality education
- Ensures Title I programs focus on improving student achievement
- Ensures district compliance with regulations

Title I CPR

Program Review Focus Areas

- Fiscal procedures
- Parent/guardian communications
- Program design and evaluation
- Data collection and management
- Opportunity and equal educational access

Title I CPR

Fiscal Procedures

- Comparability procedure
- Comparability demonstration
- Supplement, not supplant policy and procedures
- Documentation of Title I expenditures per school building

Title I CPR

Parent/Guardian Communications

- District and school parent/guardian involvement policies
- School-parent/guardian compact
- Documentation of parent/guardian outreach and involvement
- Parent/guardian notification – report cards
- Parent/guardian notification – right-to-know

Title I CPR

Program Design and Evaluation

- Needs assessment procedure
- Program evaluation procedure
- Program evaluation summary, including non-public school service, if any
- Targeted assistance program plans
- School-wide program plans

Title I CPR

Data Collection and Management

- Title I personnel lists
- Time and effort records
- Student selection procedure in targeted assistance schools
- Title I targeted assistance program student selection criteria
- Rank-ordered student selection list of Title I students in targeted assistance program

Title I CPR

Review Process

- Materials due December 19, 2014
- Documentation is reviewed
- If necessary, conduct interviews with district staff and/or schedule on-site visits to review additional documentation, interview relevant staff and observe programs.

Title I CPR

- Report issued describing any findings and detailing required actions, if any.
- Districts have a specified timeframe to submit evidence that required actions have been taken.

Title I CPR

- The district receives final approval once it is determined that the district is in compliance with all review criteria and has taken all required actions.