



**Rhode Island Department of Education  
Office of Student, Community and Academic Supports**

---

**School Support System Report and Support Plan**

**East Providence Public Schools  
May 2017**

## **SCHOOL SUPPORT SYSTEM**

### **A Collaborative System of Focused Monitoring**

#### **Introduction**

The purpose of the School Support System (SSS) is to provide a means of accountability for delivery of programs and services for students with exceptionalities. The School Support System model is designed to promote the involvement of the whole school district, general educators as well as special educators and parents. It is designed to learn if the district meets the regulations and what effects programs and services have on student outcomes. Finally, the SSS develops a school support plan for training and technical assistance.

To accomplish this the SSS includes these components:

- **The Orientation Meeting:** The Rhode Island Department of Education (RIDE) staff meets the Local Education Agency (LEA) to plan the site review and identify issues or initiatives that may influence programs or service delivery.
- **Data Analysis Meeting:** The RIDE staff meets to review LEA demographic information on selected reports including: the LEA annual plan, census information, and information collected through record review, staff questionnaires and parent interviews. To ensure that the child is at the center of the study, all analyses begin with the child. Thus, a sample of approximately 30 students with exceptionalities is selected; the records of these students are reviewed; their parents, teachers and related service providers are interviewed, and their classrooms are observed. The result is an in-depth, unified examination of the actual provision of programs and services for students with exceptionalities. The RIDE staff compiles a preliminary summary of their analyses of this data.
- **Presentation by the LEA and School Site Review:** The on-site review begins with a presentation of programs by teachers and staff. The presentation provides the review team with general and specific information on delivery of programs and services to students. Following this presentation, on-site reviews to all schools are made. The team members interview school administrators and teaching staff. Parents and central office staff are also interviewed. The team gathers sufficient information and works with the LEA personnel to generate a report, covering the following:
  - o The district's compliance with the state and federal regulations, relative to the education of students with exceptionalities.
  - o The quality and effectiveness of programs and services provided by the district.
  - o The need for professional development and technical assistance that will enable the LEA to improve programs and services.
- **The Support Plan:** The Ride team, LEA central office and building administrators meet to review the data and complete a report of results. The group designs a professional development/technical assistance support plan with timelines for implementation. This plan enables the school and district to correct areas of non-compliance and to strengthen promising programs and correct areas of weakness in order to improve services and programs for all students.
- **The SSS Report:** The report summarizes the findings from the various data sources. The format of the report uses four divisions: Indicators, Findings, Documentation, and Support Plan. Indicators describe either performance or compliance. Findings can include a variety of some six categories, from School Improvement to Free Appropriate Public Education in the Least Restrictive Environment. The documentation section of the report distinguishes the source of the finding. The support plan reflects the response to the described findings. The support plan describes the corrective action by the district as well as resources and time lines to improve programs and services.

## **TABLE OF CONTENTS**

1. Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE)
2. Evaluation/Individual Education Program (IEP)
3. IDEA Transition

# **East Providence Public Schools School Support System Review**

## **Record Review Team Leaders**

**Team A – Kerri Sorensen, Lisa Ann Carter, Erin Hughes**

**Team B – Emily Klein, Kristen Saunders**

**Team C – Susan Wood, Sandra Cambio Gregoire, Ramona Santos**

The RIDE, Office of Student, Community & Academic Supports School Support System process was facilitated to provide a means of accountability for delivery of programs and services to improve outcomes for students with disabilities. The following pages reflect the findings of that process.

**1. FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE/LRE)**

Indicator		Findings	Support Plan
		<p>The RIDE, Office of Student, Community &amp; Academic Supports School Support System process was facilitated to provide a means of accountability for delivery of programs and services to improve outcomes for students with disabilities. <b>The following East Providence schools received an on-site review as part of the May 2017 School Support System process.</b></p> <p><b><u>Elementary Level</u></b>                      Agnes B. Hennesey                      Waddington</p> <p><b><u>Middle Level</u></b>                      Martin Middle School</p> <p><b><u>High School Level</u></b>                      East Providence High School</p>	
Result	1	<p><b>Least Restrictive Environment Data (State Performance Plan Indicator #5)</b></p> <p>Based on the December 1, 2016 Census Report on East Providence Public Schools Placement is as follows:</p> <p>The percentage of students educated 80 to 100% of the time in general education settings is 70.78% (RI District Average is 71.75%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 12.61% (RI District Average is 13.25%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 5.14% (RI District Average is 4.35%)</p> <p><i><u>Documentation:</u> Data Analysis; State Performance Plan</i></p>	

Result	2	<p><b>Participation and performance of children with IEPs on statewide assessments (State Performance Plan Indicator #3):</b></p> <p>A. The district (disability subgroup that meets the State’s minimum “n” size) did meet the state’s AYP targets for the disability subgroup.</p> <p>B. Participation rate for children with IEPs PARCC 2016: Reading: Ele. Level 95%, MS 83.1%, HS level 69.6%; Math Ele. level 95%, MS Level 80.8% and HS level 77.0% District Participation Rate (2014-15, 77.37%)</p> <p>C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievements standards 77.37% (2014-15 State Performance Plan) [Note: State has individual grade and content area targets (28%). State target is average target across grades and content areas. District target is average percent of students proficient across content areas (PARCC 2016 ELA 12%); Math 15%.]</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	
Result	3	<p><b>Multi-Tiered System of Support (MTSS) Response to Intervention (RTI)/Academics</b></p> <p>The East Providence School Department has a system-wide (MTSS) RTI process in place in every school. Those processes are outlined in the East Providence Informational School Handbook.</p> <p>East Providence is pleased to note that that this year the District schools have begun the process of reviewing their systems of support. The District no longer employs a Director of RTI. As such, the building principals have been directed to assume a more important role in their Teams.</p> <p>District wide I-Ready has been implemented to support student monitoring and support for the tiered interventions. Literacy coaches, mathematics coaches and technology coaches work with the teachers and students using that data to inform tiered initiatives and individual student supports. Below please find examples of the elementary, middle and high school processes.</p> <p>East Providence has also developed an after school credit recovery program for each middle school and high school. Two teachers and a social worker are available to meet with students to provide academic credit recovery using Edgenuity aligned to their academic courses and the Social Worker is available to address any social /emotional issues the student(s) may be dealing with impacting their academic performance.</p>	<p>Review and refine MTSS processes, policies and procedure as appropriate.</p> <p><b>Timeline:</b> Ongoing</p> <p><b>Progress Check:</b> April 2018</p> <p><b><u>FOLLOW-UP FINDINGS:</u></b></p> <p>Professional development was provided and MTSS policies have been reviewed and refined.</p>

**Elementary Level**

RTI at Waddington Elementary School

An RTI Coordinator has been newly appointed at Waddington this year who will act as a chair for the RTI problem solving team; maintain records of those students receiving intervention; will schedule student reviews; and will assist teachers as needed to monitor interventions that are recommended by the team. A new RTI initial referral form has been created and is being regularly used throughout the school. RTI school guidance at Waddington documents that 6-8 weeks of data should be collected prior to a student being referred to RTI although, the same guidance suggests that data is not being collected until Tier 2. There also appears to be a delay due to the lack of a clear understanding of the Tier 2 entrance criteria. Some staff stated that they feel the RTI process is too long which may potentially lead to unsuccessful interventions. The utilization of teaching expectations, PBIS lessons and class behavior programs consist of the data collection at the Tier 1 level. Tier 2 is a teacher driven data collection although, “scheduled breaks, space for time out, and movement breaks” do not constitute as a valid data collection but may be viewed as Tier 1 accommodations.

The RTI team begins to problem solve at Tier 3. If the intensity of intervention at the Tier 3 level does not result in progress a referral to an evaluation team will be made at the conclusion of another 6-8 weeks. It is unclear if the process is individualized to individual students so that if an intervention is not successful a student may, as appropriate, begin the referral process if it is one length of time for all situations regardless of need or success of intervention.

RTI at Hennessey Elementary School

There has been a consistent turn over in the leadership within the past five years at Hennessey and the staff consensus is that each school leader has provided different guidance to the implementation of RTI. There is a new principal this year who is

making it a priority to improve the current implementation and to build communication within the school. A RTI Chair has been in place for approximately three years and the Hennessey team has been working diligently to collect and organize data. Admittedly, there are needs for improvements and guidance is being gained from Administration. The Math and Reading Interventionists participate in collecting the data. There seems to be a somewhat clear understanding of all Tier levels. The goal for next year at Hennessey is to have the Behavior and RTI teams overlap.

**Middle Level**

**Edward R. Martin Middle School**

**MTSS: Multi-Tier Support System (RTI & PBIS) & New Initiatives/PD at MMS**

Multi-Tier Support System

Tier 1: Personalized Learning occurs through Summit Learning and use of Google classroom for blended learning. Students make use of audio supports and digital writing tools within the Google classroom and chromebook whenever such accommodations are needed.

Tier 2: District level math and literacy coaches and technology integration specialist have worked with classroom teachers, department heads, and administrators in order to analyze data related to student numeracy and literacy interventions. These take place during Data Meeting Days. Data Meetings are held quarterly to review iREADY data that is used to place students in intervention classrooms.

Literacy and numeracy classes of 10 students each are available at Tier 2 and are progress monitored by iREADY. Students are grouped by skill needs and level; some students with IEPs take literacy or numeracy in addition to instructional lab class. Entrance criteria are falling in the red category on iREADY plus failing grades in the content plus teacher recommendation. In prior years, literacy and numeracy classes were much bigger and less targeted. iREADY helps ensure that students are moving into and out of literacy and numeracy as needed per data throughout the year rather than being in it all year. Some students with disabilities click through the iREADY testing and then the scores are not valid although retesting is allowed but not always



provided. The iREADY learning platform allows students, parents, and teachers to monitor progress. RTI related interventions are documented in the Skyward student information system. The system has an RTI tab where one can add the category of intervention, tier, goal, progress monitoring tool, progress notes, and frequency of progress monitoring. 10 sections of Numeracy class function similarly including progress monitoring in iREADY.

At Martin Middle School the RTI team, a group of five teachers (one being the RTI coordinator) and one administrator, meets every 2 weeks and reviews grades, standardized assessments and iREADY data. Few Tier 3 interventions are available. Teachers are not clear on the availability of Tier 3 interventions and how they are more intensive than Tier 2. Occasionally, a general education student will participate in Instructional Lab with the resource teacher as an intervention. This is still a work in progress since no RTI was in place a couple years ago.

**High School Level  
East Providence High School Response to Intervention 2016 – 2017**

The high school has an RTI team that meets after school once a month and communicates informally via emails. This is a new process for the high school as it is in the second year of implementation. There appears to be a need to focus on documentation of Tier 1 and Tier 2 supports specifically formalizing the data as well as expanding Tier 2 and 3 supports.

**Tier 1 to Tier 2 Referral Process**

All students have access to a comprehensive instructional program with universal screening and progress monitoring. 8<sup>th</sup> grade data is used “to determine the placement of students into an appropriate level of intervention at the beginning of 9<sup>th</sup> grade. Some of the elements of data review include:

- I-Ready Screening, Early Warning System State Identification System, Early Intervening Services Data (EIS), PLPs, Summer School Attendance and Guidance Data. Students are referred to Tier 2 supports when 1<sup>st</sup> Quarter course failure becomes imminent. Such referrals are made by teachers providing course failure lists (particularly English 9 and Algebra) to guidance.
- Guidance arranges Parental Intervention meetings consisting of Administration guidance counselors, parents, teachers, and students for consent.

Tier 2 supports are designed to recover quarterly failures and monitor progress. Interventions are screened for fidelity of implementation. These interventions include:

- Quarterly Grade Recovery (Gradpoint)
- Schedule Review (collaborative classes, academic support classes and/or Lab classes)
- Progress Monitoring Days (at least 6x/year) This is where student see all 7 teachers in one day and reviews grades and work etc.

These interventions remain in place until students recover from failure or whose trajectory in course performance can be deemed proficient. Students complete Gradpoint to exchange a quarterly failure. Semester classes may be exchanged by Progress Monitoring of common assessments in core courses and/or diagnostic measures provided by Literacy Lab or Algebra Readiness Lab.

### **Tier 2 to Tier 3 Referral Process**

Following the implementation of Tier 2 interventions which fail to close learning gaps or demonstrate new skill acquisition (reading or mathematics), students are referred to Tier 3.

- Progress monitoring information from the Progress monitoring days
- Semester failures and
- Attendance data are gathered to determine Tier 3 status.
- Parental notification
- Team meetings including parents, students, school administrators, social workers, nurses, and deans.
- 

These interventions are implemented to a limited group size of students and are monitored for frequency, intensity, and duration.

- Quarterly Grade Recovery (Gradpoint)
- Schedule Review (collaborative classes, academic support classes, and/or Lab classes)
- Progress Monitoring Days.

Additionally, Tier 3 supports include:

- Truancy Court
- Child Safe
- 504 Plans
- Special Education Services (including and Academic Support class that serves both students with and without IEPs).

Documentation: Data Analysis; State Performance Plan

Result

4

**SPP Disproportionate Representation (State Performance Plan Indicator #9 and #10)**

Black	OHI				
	2012	2013	2014	2015	2016
Students with Disability	28	26	17	21	19
Total Students	629	610	606	606	613
District Risk	4.45	4.26	2.81	3.47	3.10
District Risk Ratio	4.2	4.0	2.6	2.9	2.4

Hispanic	OHI				
	2012	2013	2014	2015	2016
Students with Disability	15	15	18	17	19
Total Students	432	486	495	495	323
District Risk	3.47	3.09	3.64	3.43	5.88
District Risk Ratio	3.2	2.9	3.4	2.9	4.5

Onsite interviews and record reviews demonstrated no inappropriate identification of students with Other Health Impairment. The trend for students who are Black is moving downward as desired. For students who are Hispanic, the rates bounce up and down. Recently, Hispanic enrollment dropped sharply causing the district risk and risk ratio to rise.

		<i>Documentation: Data Analysis; State Performance Plan; Record Reviews; Interviews</i>	
Result	5	<p><b>Suspension (State Performance Plan Indicator #4a):</b> Significant discrepancy in the rate of suspensions (for students with IEPs) greater than 10 days as compared to the rate of suspensions (for students without IEPs) greater than 10 days. This was not applicable for the East Providence Public Schools as no students with IEPs were suspended for greater than 10 days.</p> <p><b>State Performance Plan Indicator #4b</b> 0% had: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	
Result	6	<p><b><u>Multi-tiered System of Support (MTSS)/Social Emotional Supports/Social Emotional Resources/Positive Behavioral Supports</u></b></p> <p>The East Providence School Department has increased social emotional and positive behavioral supports to students by hiring additional social workers so that at a minimum there would be (1) full time Social Worker per school. East Providence High School has (3), Riverside Middle School has (2) due to the level of programming and student needs in those schools. New this year is a contracted Behavior Specialist working at Whiteknact and Silver Spring Elementary Schools and (1) Behavior Interventionist working at Martin Middle School. East Providence has also developed an after school credit recovery program for each middle school and high school. Two teachers and a social worker are available to meet with students to provide academic credit recovery using Edgenuity aligned to their academic courses and the Social Worker is available to address any social/emotional issues the student(s) may be dealing with impacting their academic performance.</p> <p><b>Elementary Level</b> Waddington School</p> <p><u>PBIS</u></p> <p>The Universal Team meets monthly to plan activities for promoting safe, kind and</p>	<p>Review and refine MTSS processes, policies and procedure as appropriate.</p> <p><b>Timeline:</b> Ongoing</p> <p><b>Progress Check:</b> April 2018</p> <p><b><u>FOLLOW-UP FINDINGS:</u></b></p> <p>Professional development was provided and MTSS policies have been reviewed and refined.</p>

	<p>responsible behaviors. These activities include a monthly assembly that recognizes “Stars of the Month” and classes that earn “Wizard Time” for exhibiting school wide expectations. A good deed is promoted that coordinates with being a Feinsein Leadership School and making a difference in the lives of others. Quarterly, a school wide reward is given. Stars of the Week are randomly drawn from tickets earn and the names are announced over the loudspeaker.</p> <p>Annually, all teachers and teacher assistants are trained in the philosophy of the PBIS Program by the PBIS coordinator, principal and school psychologist. Lessons are taught to students by teachers and teacher assistants about behavior expectations in all areas of the school.</p> <p>In the event that a major behavioral disturbance occurs, a conference to investigate and review the expectations is held with the student(s) by someone outside of the classroom (principal, head teacher, social worker or psychologist) and a disciplinary action is determined (conference, loss of privilege or suspension). Once a “blue” is confirmed by the investigation, the consequence is explained to the child and the form must be signed by the parents and returned the next day. If the form is not returned, a phone call is made to the parent. The purpose of the process is always for re-teaching the school expectations of being kind, safe and responsible, as well as to provide for an opportunity for reconciliation and the development of empathy.</p> <p><u>Care Team</u></p> <p>There is a Care Team in place to respond when children are in crisis or there is an emergency situation. Members are all available staff: nurse, psychologist, social worker, speech teacher, resource teachers, reading teachers, the head teacher, the principal, teacher assistants; etc. The decision to utilize the process to access CPI trained support personnel is individual. There is a flow chart to assist in determining need.</p> <p><b>Middle Level</b> Martin Middle School</p> <p>Common agendas for all students at the beginning of the school year. All students have Instructional Lab class daily which is flexible support time with both general and special education teachers. School guidance counselors hold a number of individual student meetings plus a few IL classes on scheduling and WayToGoRI but supports are not organized into preventative Tiered programming. The Student Support Team meets weekly to review cases of students that have flagged up during the week, and students may have a follow up meeting with guidance or join a group with the school psychologist or social worker. The new student support program is starting to be</p>	
--	---	--

utilized to support some students who are flagging up at the meeting. Parents are often connected with community resources. Staff report that more could be done to reach out to families with positive feedback rather than only calling regarding problems. Also, truancy and mental health needs are not sufficiently supported. Students and families go through truancy court with little visible impact or result. The school psychologist has also worked to begin methods to record social emotional interventions in Skyward to help track who is receiving services. Mental health and social emotional needs outweigh current infrastructure supports.

**PBIS:**

- a. The core values or Respect, Organization, Achievement, Responsibility, and Safety (ROARS) are articulated to students and staff throughout the year. Posters displaying ROARS are visible through the school. The student handbook displays the school-wide expectations for ROARS in classroom, hallway, lockers, cafeteria, bus, PE, Art. Teachers provide 'paws' to students for demonstrating these values. Student who receive paws are eligible for prizes that are drawn weekly. Participating teachers are also eligible for weekly prize drawings.
- b. Behavior (negative) is provided by classroom teachers and recorded in the SWIS PBIS system. SWIS produces a variety of reports that provide information related to individual students, specific behaviors, times of day of incidents, locations, etc.
- c. A new Student Support Program was begun this year to provide intensive support for targeted students who have been identified with significant behavioral, emotional and/or academic deficits. The program's primary goal is to provide opportunities for students to learn and practice alternative strategies in order to increase greater success in their classes and school activities. Students may check in 1x a day or spend up to 3 – 4 periods there. It can also be a cool down location or an alternative work location. Being new, written entry/exit criteria or referrals are not yet in place. It's not yet written into IEPs and general education students participate. Some students are scheduled for instructional lab there on a regular basis with a social emotional learning (SEL) focus. The school social worker connects with the program as does the school psychologist and special education department chair.

		<p><b>High School</b>  East Providence High School is currently developing a more formal MTSS/positive behavior support system. There are currently three full time social workers who work closely with the Guidance Department and administration to identify students in need of social/emotional supports. The building principal meets weekly with her staff to identify students in need and the necessary allocation of resources. This has led to a new program of support for students attending the high school who have a difficult time due to their social and emotional dysregulation. Many of these students evolve into truancy and academic failures. The new program will begin in September 2017 and be staffed by a full time teacher and social worker.</p> <p><b>School Removals/Disciplinary Policies.</b> Throughout the district behavioral expectations along with disciplinary action protocols and policies are comprehensively defined in a student handbook. Those handbooks and the actual policies can be found on the East Providence School Department Website, by school at:  <a href="http://www.epschoolsri.com">www.epschoolsri.com</a></p> <p><i>Documentation: Data Analysis Meeting, Handouts, Students Handbook</i></p>	
Result	7	<p><b>Preschool Continuum</b></p> <p>The preschool program is located at the Early Learning Center (ELC) at Waddington Elementary School. There are (5) full-time Early Childhood Special Educators and an Early Childhood Coordinator (ECC). The ECC coordinates both the ELC and Child Outreach. There are (2) full-time and (.4) part-time speech language pathologists, (1) full-time and (.5) part-time occupational therapists, (1) part-time physical therapist, a (.5) psychologist and (.4) social worker, and (9) Paraprofessionals that support the ELC. Additional services such as teacher of the visually impaired, orientation and mobility, etc. are provided through an outside agency.</p> <p>There are also (7) RIDE PK classrooms (five) of which are housed at Martin Middle School and (2) at Oldham Elementary School. These preschool classrooms are overseen by a PK Principal (not under the auspices of the Pupil Personnel Services Department). Preschoolers in these classrooms are provided service through an itinerant PK special educator and push-in related services.</p> <p>The District presently makes use of a variety of service delivery models to meet the</p>	

	<p>needs of their youngest students: Walk-in services; Itinerant ECSE Service; Integrated PK special education; separate special education programs. Related services are delivered in both a push-in and/or pull-out model based on student need.</p> <p>The district collects early childhood outcomes data on all children with IEPs as required by the federal Office of Special Education Programs. Teachers collect and enter authentic assessment information into an on-line child portfolio. This assessment information is used to shape and individualize instruction and to demonstrate progress.</p> <p><b>Indicator #6</b></p> <p>A. In this district, the percent of preschool children aged 3-4 with IEPs attending a general education early childhood program and receiving the majority of special education services in the general early childhood program was 16.30%.</p> <p>B. The percent of children aged 3-5 with IEPs attending a separate special education class, separate school or residential facility was 49.63%</p> <p><b>State Performance Plan Indicator #7</b></p> <p><b>Statement 1.</b> Of the preschool children who entered the preschool program below age expectations, the percentage who demonstrated substantial improvements by the time they turned 6 years of age or exited the program:</p> <ul style="list-style-type: none"> <li>▪ Positive social-emotional skills (including social relationships); 75.8%</li> <li>▪ Acquisition and use of knowledge and skills (including early language/communication and early literacy); 75% and</li> <li>▪ Use of appropriate behaviors to meet their needs 60%</li> </ul> <p><b>Statement 2.</b> The percent of preschool children who were functioning within age expectations in each Outcome by the time they exited the program were:</p> <ul style="list-style-type: none"> <li>▪ Positive social-emotional skills (including social relationships); 68.1%</li> <li>▪ Acquisition and use of knowledge and skills (including early language/communication and early literacy); 68.1% and</li> <li>▪ Use of appropriate behaviors to meet their needs 63.8%</li> </ul>	
--	---	--



		<u>Documentation: Data Analysis; State Performance Plan</u>	
Result	8	<p><b>Program Continuum Elementary Level</b></p> <p>There are 2696 students at the elementary level and approximately 322 have IEPs (11.94%).</p> <p>The special education program continuum is as follows:  general education classroom with special education and related services support;  special class integrated in a school building;  speech/language and/or related services including occupational therapy, physical therapy, counselling/social skills,etc. - push-in and pull-out;  <i>Specialized</i> program (s) for students with significant developmental disabilities/autism spectrum disorder (3 classrooms) and a specialized brain-based <i>Therapeutic Program</i> for students who have experienced significant trauma and/or experience significant deficits in social/emotional skills (3 classrooms);  a <i>Highly Specialized</i> program meeting the needs of students with disabilities with high impact on all aspects of daily living.</p> <p>Staffing:</p> <ul style="list-style-type: none"> <li>• 16 Special Educators that provide services through a resource model;</li> <li>• 17 special educators in a self-contained model (including the specialized and highly specialized programs);</li> <li>• 8 Social Workers (1 full-time in each Elementary building)</li> <li>• 4.5 Psychologists (.5 in each building w/1 full-time w/the therapeutic program)</li> <li>• 1 Clinical Psychologist consultant to the Therapeutic Program</li> <li>• Paraprofessionals (Building-based; Program-based; Classroom-based; Individual or 2:1 primary responsibility)</li> <li>• Nurses (1:1 &amp; 2:1)</li> </ul> <p><u>Documentation: Data Analysis; Interviews; Observation</u></p>	
Result	9	<p><b>Program Continuum Middle Level</b></p> <p>There are 1195 students attending Martin and Riverside Middle Schools, 185 are students with IEPs. A new specialized program (Connections) for students with severe emotional/behavioral disabilities (which allowed East Providence to bring students back to district from Bradley) and a Middle School extension of the</p>	

elementary brain-based therapeutic program meeting the needs of students transitioning to the middle school. Both programs have a Clinical Psychologist consulting weekly and are located at Riverside.

- 14 Special Educators that provide services through a resource model;
- 6 special educators in a self-contained model (including the specialized and behavior and therapeutic programs); at Martin two self-contained have multi-grades and one is fully for students on alternate assessment while the other has a mix. One self-contained setting is five sections of ELA and one is five sections of math for students with IEPs.
- 3 Social Workers students assistance counselor who is also a social worker)
- 2.0 Psychologists
- Paraprofessionals (Building-based; Program-based; Classroom-based; Individual or 2:1 primary responsibility)

At Martin Middle School, 4 special classes are located separately from the houses directly off the locker rooms on the first floor. These rooms are adjacent to house A (6<sup>th</sup> grade) and house B (8<sup>th</sup> grade) and behind the library. They can only be accessed by going through the locker rooms. Students do participate in specials in house C. Some students in the intensive resource model attend math and/or English in 2 of these rooms. They participate in collaborative science and math classes or in separate science and social studies with another special educator. As students successfully meet their goals, they may be scheduled into resource support for the next grade.

Students who attend primarily separate classes also participate in band and other specials with their general education peers with appropriate supports and accommodations. Some attend collaborative classes once they progress sufficiently.

Resource teachers support core content classes plus teach an instructional support lab (IL) for academic instruction review and front loading, separate testing and organizational skills. All staff reported how helpful the instructional lab structure has been for students and reducing failures. Some self-contained students attend band or chorus rather than IL. IL has been much more beneficial than former literacy and numeracy. It also provides a time for speech, occupational therapy and physical therapy so they are not missing core.

Documentation: Data Analysis; Interviews; Observations

Result	10	<p><b>Program Continuum High School Level</b></p> <p>At East Providence High School there are approx. 1429 and 147 have IEPs. The program continuum is as follows:</p> <ul style="list-style-type: none"> <li>-Co-taught classes. General education classroom with special education and related services support;</li> <li>-Speech/Language and/or related services including occupational therapy and physical therapy,</li> <li>-Counselling/social skills, etc.;</li> <li>- 2 specialized classrooms for students with significant developmental disabilities/autism spectrum disorder (diploma track). The Skills class focuses on students who are significantly below (3-4 grade reading level) and accessing the common core state standards towards a diploma path.</li> <li>-2 specialized classrooms for transition to adulthood, with an emphasis of job skill development, vocational experiences;</li> <li>- A new specialized program (Connections) for students with significant emotional/behavioral disabilities (which allowed East Providence to bring students back to district from Bradley), a Clinical Psychologist consults weekly (.2) fte. Students in Connections work on the majority of their core content subjects via the electronic platform Edgenuity. Some may, as appropriate, go out to core content classes. All participate in elective classes The special educator monitors their overall work and progress on Edgenuity. A credit/point sheet is employed (earning up to 20 points/credits per call). If a student earns eighty-five percent or higher they are allowed some choice/free time at the end of the period. <ul style="list-style-type: none"> <li>● 14 Special Educators that provide services through a resource model;</li> <li>● 6 special educators in a self-contained model (including the Skills (14-18) classroom, Life Skills (specialized 14-18, Alt. Assessment) classroom, JOBS Transition (18-21) classroom; PAL (18-21); 2 specialized behavior classrooms (Connections)</li> <li>● 3 Social Workers</li> <li>● Nurses (1:1 &amp; 2:1)</li> <li>● .5 Psychologists</li> <li>● 1 Consulting Clinical Psychologists for Connections (.2 fte)</li> <li>● Paraprofessionals (Building-based; Program-based; Classroom-based; Individual or 2:1 primary responsibility)</li> </ul> </li> </ul> <p>There are two credit recovery programs. Gradpoint occurs from 2-4 and 4-6. In addition, Edgenuity is slated for students with IEPs. This also runs after school from 2-4 and in the summer. Edgenuity is monitored by two special educators.</p> <p>There are four levels of classes at EP high school:</p>	
--------	----	---	--

		<p>AP/Honors  Level 2(College Prep)  Level 3 (Standard classes which is a slower paced curriculum and less independent work)  Skills classes are small program taught by core content teachers with special education support. The curriculum is a modified curriculum that is diploma track. Students are accessing modified core content standards. The caution is to ensure that as the program grows to be clear what types of needs are being addressed.</p> <p><u>Documentation:</u> <i>Data Analysis; Interviews; Observation</i></p>	
Result	11	<p><b>Adaptive Physical Education (APE)</b></p> <p>There are 36 students receiving APE of a total 897 students receiving special education services (4 %). Of the 24 Physical Education teachers in the District, 13 are APE certified.</p> <p>Service delivery:</p> <ul style="list-style-type: none"> <li>● co-teaching within general education PE class</li> <li>● small group or individual instruction within the general education PE class</li> <li>● small group or individual instruction in a separate location</li> </ul> <p>Services typically include pre-teaching and/or review of foundational or specific activity skill set for implementation within the general education PE class and generalization to other school and community activities.</p> <p>In May 2015 (7) APE teachers were provided 6 hours of Professional Development over (2) days through Rhode Island College Physical Education and Health Department. The APE Teachers were selected from across the District in schools where students received APE: Silver Spring, Waddington, Whiteknact, &amp; Kent Heights Elementary schools, Riverside and Martin Middle schools, and EPHS. The focus of the training was on assessment (TGMD-2 &amp; BOT 2), eligibility/referral process, IEP writing, and service delivery.</p> <p><u>Documentation:</u> <i>Data Analysis; Interviews; Observation</i></p>	
Result	12	<p><b>Extended School Year (ESY)</b></p> <p>The District has approximately 136 students of 897 total student receiving special education services recommended for ESY (15.1%).</p>	

		<p>The service continuum is as follows:</p> <ul style="list-style-type: none"> <li>• Speech/Language and other related services by scheduled appointment</li> <li>• Social skills group by scheduled appointment</li> <li>• TVI and Orientation &amp; Mobility services;</li> <li>• Academic support in reading, written language and Mathematics</li> <li>• Specialized, Highly specialized and Therapeutic program (s)</li> <li>• Transition services, including community work experiences</li> </ul> <p>Staffing for extended school year include:  ESY Coordinator  Special Educators  TVI and O&amp;M  Related Service Personnel: SLP, OT, Pconnections  Nurses  Social Workers  Psychologist  Paraprofessionals  Job Coaches (paras)</p> <p><i>Documentation: Data Analysis; Interviews</i></p>	
Result	13	<p><b>Local Special Education Advisory Committee (LAC)</b></p> <p>East Providence has a very active Local Advisory Committee for Special Education. Meetings are held monthly September through June, on the last Wednesday of the month. They also have a very special Awards Recognition Night each Spring honoring those individuals who make positive impacts in the educational lives of students receiving special education services, especially in the area of inclusive practices.</p> <p><i>Documentation: Data Analysis; Interviews; Observation</i></p>	
Result	14	<p><b>School Efforts to Partner with Parents (State Performance Plan Indicator #8)</b></p> <p>The public school district's rate of parent participation in the annual Special Education Statewide Parent Survey (2015-2016) is 18.5% of parents whose children have IEPs.</p> <p>Of parents with a child receiving special education services who participated in the last survey, the percent that reported that their school's efforts to involve parents as a</p>	

		means of improving services and results for children with disabilities are at or above the state standard is 79%.  <i>Documentation: Data Analysis; State Performance Plan</i>	
Result	16	<p><b>Drop Out / Graduation Rate (State Performance Plan Indicator #1 and #2)</b></p> <p>The East Providence Public Schools graduation rate is 87.9% for all students and 63.04% for students with disabilities. These rates approximate the state average rates of 85.3% for all students and 63.48% for students with disabilities.</p> <p>The East Providence Public Schools dropout rate is 8.95% for all students and 30.43% for students with disabilities. These rates approximate the state average rates of 8.32% for all students and 17.84% for students with disabilities.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	

## 2. EVALUATION / INDIVIDUAL EDUCATION PROGRAM (IEP)

Indicator		Findings	Support Plan
Result	1	<p>Records of approximately 14 students were reviewed prior to the on-site review by the team leaders. Students' records were very accessible. The record review process identified by following:</p> <ul style="list-style-type: none"> <li>-Learning disabilities determination not aligned to Rhode Island regulatory requirements</li> <li>-Reevaluation disability determination changes not reflected in the data seen in files</li> <li>-Transition assessments not consistently seen in the high school files</li> <li>-Discussion of transition services not consistently seen on high school IEP invitations</li> <li>-IEP goals not consistently measurable</li> <li>-Random IEP items not consistently completed or missing</li> </ul> <p><i>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</i></p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p>	<p>Assurances will be provided to the Rhode Island Department of Education, Office of Student, Community and Academic Supports, that compliance issues are addressed and rectified. This Support Plan is applicable for all compliance findings in this section.</p> <p><b>Timeline:</b> Immediately and ongoing 2018</p> <p><b>Progress Check:</b> April 2018</p> <p><b><u>FOLLOW-UP FINDINGS:</u></b></p> <p>Issues resolved and verified.</p>

Result	2	<p><b>Child Outreach</b></p> <p>In 2015/2016 child outreach screenings are available in a range of community-based early childhood programs, such as private schools, head start, and daycare centers, and by appointment at the ELC September through June. In addition, the child outreach team sends a formal invite letter to all families documented in the KIDSNET database developed by the state to participate in this free screening program. Finally, the early childhood coordinator has provided “script pads” to local pediatrician offices to encourage families to participate in the screening. The script provides the families with contact information on how to obtain an appointment.</p> <p>The child outreach coordinator provides child outreach screeners (3) who are trained in the administration of the required 5 screening assessment (vision, hearing, general development, speech/language and social/emotional development) and confidentiality requirements. In addition, when required, students who speak another language other than English have access to an interpreter in their native language.</p> <p>Following the screening session, the early childhood coordinator reviews the screening results and records if the child passes, needs a rescreen, or a referral to the special education evaluation team. Results are documented in KIDSNET and the family is notified of results by letter and/or phone.</p> <p>The state target for screening is 80% of children ages 3, 4, and 5. The district reports the following screening percentages:</p> <ul style="list-style-type: none"> <li>● 3 year olds: 9.11%</li> <li>● 4 year olds: 45.7%</li> <li>● 5 year olds: 56.01%</li> </ul> <p>Total screening average for 3-5 year olds is 36.18% this falls significantly below the State target of 80%.</p> <p><u>Documentation:</u> State Performance Plan; Data Interviews</p>	<p><b>Timeline:</b> The district will review and refine their policies, procedures and practices to increase screening percentages.</p> <p><b>Progress Check:</b> Immediately and ongoing. April 2018</p> <p><b><u>FOLLOW-UP FINDINGS:</u></b></p> <p>The district has reviewed and refined their policies, procedures and practices and has taken steps to increase their screening percentages.</p>
Result	3	<p><b>Child Find (State Performance Plan Indicator #11)</b></p> <p>East Providence Public Schools for the 2015-2016 year was at 100% compliance for</p>	

		<p>meeting evaluation timelines for initial referrals. As of 6/6/17, East Providence Public Schools was thus far at 100% compliance for meeting evaluation timelines for initial referrals for the 2015-2016 school year.</p> <p><i>Documentation: State Performance Plan Data</i></p>	
Result	4	<p><b>Student Accommodations and Modifications</b></p> <p>Throughout the district special educators and case managers complete a document (Snap shot IEP, Student Profile Sheet, Student Success Sheet, and/or Transition Information Sheet, etc.) that is then sent to the general education teachers. EPHS presently uses a paper pencil version, however, they are developing a “Special Services” website which will allow electronic transfer of information and access to an electronic data base; to be implemented for the 17/18 school year. As a checks and balances for the general educator, the student information system (Skyward) has indicators for those students with an IEP, 504, or other health care needs.</p> <p><i>Documentation: Data Analysis; Interviews; Document Reviews</i></p>	
Result/ Compliance	5	<p><b>Specific Learning Disabilities Determination</b></p> <p>The District utilizes Response to Intervention (RTI) data as part of the comprehensive evaluation in determining SLD. The district also makes use of the LDID Report Form (A) at the elementary level.</p> <p>All LEAs have been provided with guidance and resources in the process of identifying a student as having a SLD; All educators have been informed of the expectation in the use of the LD determination Report Form and RTI data as integral information. The information includes addressing issues such as attendance; participation in appropriate instruction; English learner supports; health factors; learning rate, achievement and learning gaps.</p> <p>Throughout the district, school special education staff were unclear about the SLD regulatory requirements and the use of progress monitoring in the determination. This was also evident in the record reviews (EK4). Use of current RI criteria is not consistent in the district and, as a result, some students may be inappropriately identified as having a Learning Disability.</p> <p><i>Documentation: Interviews; Record Review</i></p>	<p><b>Timeline:</b> The district will review and refine their policies, procedures and practices around specific learning disabilities determination to align with RI regulatory requirements.</p> <p><b>Progress Check:</b> Immediately and ongoing. April 2018</p> <p><b><u>FOLLOW-UP FINDINGS:</u></b></p> <p>Policies, procedures and practices have been reviewed and refined.</p>



Result	6	<p><b>Due Process Information (State Performance Plan Indicators)</b></p> <p>Over the past three years East Providence has had the following complaints, mediations or hearings:</p> <p><b><u>COMPLAINTS</u></b> No complaints during fiscal years: 2014-2015; 2015-2016; 2016-2017</p> <p><b>MEDIATIONS</b> <b><u>FY 2014 - 2015</u></b> <b><i># of Mediations: 1 mediations during this period</i></b></p> <table border="1" data-bbox="336 503 1291 625"> <thead> <tr> <th></th> <th>ISSUE(S)</th> <th>RESULT</th> </tr> </thead> <tbody> <tr> <td>Mediation #1</td> <td>LRE</td> <td>Agreement</td> </tr> </tbody> </table> <p><b><u>FY 2015 - 2016</u></b> <b><i># of Mediations: 1 mediations during this period</i></b></p> <table border="1" data-bbox="336 706 1291 828"> <thead> <tr> <th></th> <th>ISSUE(S)</th> <th>RESULT</th> </tr> </thead> <tbody> <tr> <td>Mediation #1</td> <td>Placement</td> <td>Withdrawn</td> </tr> </tbody> </table> <p><b><u>FY 2016 - 2017</u></b> <b><i># of Mediations: 3 mediations during this period</i></b></p> <table border="1" data-bbox="336 909 1291 1177"> <thead> <tr> <th></th> <th>ISSUE(S)</th> <th>RESULT</th> </tr> </thead> <tbody> <tr> <td>Mediation #1</td> <td>Transportation</td> <td>District Declined Mediation</td> </tr> <tr> <td>Mediation #2</td> <td>P&amp;D Disagree about Placement &amp; Supports</td> <td>Unresolved</td> </tr> <tr> <td>Mediation #3</td> <td>Eligibility</td> <td>Declined</td> </tr> </tbody> </table> <p><b><u>HEARINGS</u></b> <b><u>FY 2014 - 2015</u></b> <b><i># of Hearings: 1 hearings during this period</i></b></p>		ISSUE(S)	RESULT	Mediation #1	LRE	Agreement		ISSUE(S)	RESULT	Mediation #1	Placement	Withdrawn		ISSUE(S)	RESULT	Mediation #1	Transportation	District Declined Mediation	Mediation #2	P&D Disagree about Placement & Supports	Unresolved	Mediation #3	Eligibility	Declined	<p>RIDE due process personnel follow up and verify correction of compliance for due process concerns. Issues verified and resolved.</p>
	ISSUE(S)	RESULT																									
Mediation #1	LRE	Agreement																									
	ISSUE(S)	RESULT																									
Mediation #1	Placement	Withdrawn																									
	ISSUE(S)	RESULT																									
Mediation #1	Transportation	District Declined Mediation																									
Mediation #2	P&D Disagree about Placement & Supports	Unresolved																									
Mediation #3	Eligibility	Declined																									

		<i>ISSUE(S)</i>	<i>FINDING(S)</i>	
	Hearing #1	IEP	Withdrawn	
	<b><u>FY 2015 - 2016</u></b>			
	<b><u># of Hearings: 2 hearings during this period</u></b>			
		<i>ISSUE(S)</i>	<i>FINDING(S)</i>	
	Hearing #1	Independent Evaluation	Order	
	Hearing #2	ESY	Resolution Session Agreement	
	<b><u>FY 2016 – 2017</u></b>			
	<b><u># of Hearings: 2 hearings during this period</u></b>			
		<i>ISSUE(S)</i>	<i>FINDING(S)</i>	
	Hearing #1	IEP/Placement/Supports	Case still open	
	Hearing #2	Placement	Case still open	
	<u>Documentation:</u> Data Analysis: RIDE, Due Process Data Base			

### 3. IDEA TRANSITION

Indicator		Findings	Support Plan
Result	1	<p><b>Part C to Part B Transition (Indicator #12)</b></p> <p>The District manages the transition of children from Part C Early Intervention (EI) to preschool special education. A data base of all EI referrals is maintained and upcoming birth dates are monitored to ensure that meetings are scheduled in a timely manner. Last year's consolidated resource plan (CRP) indicated that the district did not achieve compliance as two (2) children referred from Early Intervention and found eligible for preschool special education did not have had IEPs developed and implemented by their 3<sup>rd</sup> birthday. The reason given was that the two children turned three over the summer which is not an acceptable excuse.</p>	<p><b>Timeline:</b> The district will review and refine policies, procedures and practices around Part C to Part B transition to ensure compliance.</p> <p><b>Progress Check:</b> Immediately and ongoing. April 2018</p> <p><b><u>FOLLOW-UP FINDINGS:</u></b></p>

		<i>Documentation: Data Analysis; Interviews; State Performance Plan</i>	District has reviewed and refined their policies, procedures and practices.
Result	2	<p><b>IDEA Transition Planning at the Middle Level</b></p> <p>Career Development plans are initiated at the middle school level and information is shared at the IEP meetings. Students also participate in Dare to Dream each year. A transition center is set up in the special education department chair's office/conference room at Martin Middle School and MAPS meeting pictures are displayed on the wall. Many 8<sup>th</sup> grade resource students applied to CTC program and were accepted.</p> <p>The middle school department chairs and the elementary LEAs meet and review students transitioning with the Assistant Director and Director of Pupil Personnel Services. They then gather specific student transition information from sending special education teachers at their elementary schools. The middle school chairs also presented to the EPLAC along with the High School Department Chair and the Regional Transition Representative from EBEC answering parental questions and concerns. The MS chairs also attend individual IEP meetings when requested to help in the transition process.</p> <p><i>Documentation: Data Analysis; Interviews; Record Reviews</i></p>	
Result	3	<p><b>IDEA Transition Planning at the High School Level</b></p> <p>Case managers facilitate the vocational assessment process for students. Special educators reported that there are transition assessment examples located in the special education office. A scope and sequence has yet to be implemented although one is anticipated to be rolled out in September 2017.</p> <p>There is a new Transition class elective that started this year. It is a half year elective and is for students with IEPs that focusing on real life skills.</p> <p>Career Development plans are initiated for new students to East Providence arriving without them and all CDP's are reviewed yearly at the IEP review meeting. Students also participate in Dare to Dream each year. East Providence is planning a joint transition night with Portsmouth for students and parents in April 2018. ORS and BHDDH representatives are invited to attend IEP meetings for students identified.</p> <p>The HS Department Chair attended a (3) day training through the National Center for</p>	<p>A scope and sequence will be finalized and implemented for September 2017</p> <p><b>Timeline:</b> Immediately and ongoing</p> <p><b>Progress Check:</b> October 2017</p> <p><b><u>FOLLOW-UP FINDINGS:</u></b></p> <p>The Scope and Sequence for Transition Planning was finalized and implemented. Training was provided.</p>

		<p>Innovation and System Improvement (NCISI): Community Based Training on Workforce Development, to increase successful employment outcomes for students with disabilities. The information gleaned from this professional development was presented/disseminated to educators working in the life skills/vocational programs.</p> <p>The Department Head attends TAC monthly meetings and disseminates information to educators through department meetings.</p> <p>The East Bay Transition Coordinator has provided opportunities to secondary educators in a drop-in format to assist educators understanding and implementation of the CDP process.</p> <p>Eight students participated in the (10) week work readiness program through a collaborative partnership with ORS, Northern RI Collaborative, and EP Schools. The partnership is established to engage at risk youth with disabilities in activities to increase employment outcomes.</p> <p>Additional Transition Related Information The high school department chair and the middle school department chairs meet and review students transitioning with the Assistant Director and Director of Pupil Personnel Services. The middle school Chairs also presented to the EPLAC along with the high school department chair and the regional transition representative from EBEC answering parental questions and concerns. The high school chair also attends individual IEP meetings when requested to help in the transition process.</p> <p><u>Documentation:</u> Interviews; Data Analysis; Record Reviews</p>	
Result	4	<p><b>Office of Rehabilitative Services (ORS) and Department of Behavioral Healthcare, Developmental Disabilities &amp; Hospitals (BHDDH).</b></p> <p>At the high school the case manager is the point for referrals to the Office of Rehabilitative Services (ORS) and to the Department of Behavioral Healthcare, Developmental Disabilities &amp; Hospitals (BHDDH).</p> <p><u>Documentation:</u> Interviews; Document Review</p>	
Result	5	<p><b>Summary of Performance (SOP) is facilitated by the case managers as appropriate.</b></p>	

		<p>Case managers complete a summary of performance for all students who are graduating.</p> <p><i>Documentation: Interviews; Document Review</i></p>	
Result	6	<p>Youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, and transition services. The EP Public Schools are 100% compliant with the requirements. <b>(State Performance Plan Indicator #13)</b></p> <p><i>Documentation: Interviews; Document Review</i></p>	
Result	7	<p>90% of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and who have been employed, enrolled in postsecondary school, or both within 1 year of leaving high school. The state average was 79% <b>(State Performance Plan Indicator #14) (2014-15)</b></p> <p><i>Documentation: Interviews; Document Review</i></p>	