

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

School Support System Report and Support Plan

Central Falls Public Schools
March 2013

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 with 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:
 - The district's compliance with the state and federal regulations, relative to the education of students with exceptionalities.
 - The quality and effectiveness of programs and services provided by the district.
 - 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 required by the district as well as resources and time lines to improve programs and services.

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***CENTRAL FALLS PUBLIC SCHOOLS
SCHOOL SUPPORT SYSTEM REVIEW
MARCH 4 – 7, 2012***

TEAM MEMBERS

***Team A* – Emily Klein, Rosa Couto, Sharon Schubert**

***Team B* – Jane Keane, Victoria Palmisano-Duarte**

***Team C* – Susan Wood, Cynthia Van Avery, Michelle Beaulieu,
Elaine Varone**

Emily Klein - Walk through Captain Hunt School

1. FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE/LRE)					
Indicator		Findings	Documentat ion	Support Plan	Follow-up Findings
		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.	Data Analysis State Performance Plan		
Result	1	<p>Least Restrictive Environment Data (State Performance Plan Indicator #5)</p> <p>Based on the FY July 1, 2011 – June 30, 2012 State Performance Plan information on Central Falls Public Schools Placement Data is as follows:</p> <p>The percentage of students educated 80 to 100% of the time in general education settings is 64.78%. (RI District Average is 71.75%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 29.20%. (RI District Average is 13.25%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 3.71%. (RI District Average is 5.14%)</p>	Data Analysis State Performance Plan		
Result	2	<p>Participation and performance of children with IEPs on statewide assessments (State Performance Plan Indicator #3):</p> <p>A. The district (disability subgroup that meets the State’s minimum “n” size) did <u>not</u> meet the State’s AYP targets for the disability subgroup</p> <p>B. Participation rate for children with IEPs. 95.27%</p> <p>C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards. 11.3% [Note: State has individual grade and content area targets (27%). State target is average target across grades and content areas. District target is average percent of students proficient across content areas (11.3%).]</p>	Data Analysis State Performance Plan		
Result	3	<p>Instructional Strategies and Supports</p> <p>Throughout the schools there were examples of student-centered, teacher-facilitated differentiated instruction, modeling, cooperative learning, and student work along with homework assignments, independent self-selected reading and journal writing all aligned to the Early Learning Standards, GLE’s and GSE’s.</p>	Data Analysis Interviews Observation		

		Use of student assessment and performance data to inform instructional practices was evident throughout the district. School faculty are engaged in analyzing student data such as the GRADE, Study Island, Read 180 Pals, Achieve 3000, AIMSweb, NECAP, district benchmark assessments, teacher generated assessments, student work and performance along with classroom observations to discuss student placement (reading and math), instructional strategies and cross content area planning.			
Result	4	<p>Multi Tiered System of Support (MTSS)/ Response to Intervention (Rtl)</p> <p>Elementary Level At the elementary level, both schools visited have data teams for grade level data analysis as well as RTI teams for individual student problem solving. Rtl teams meet 2-3 times a week while Data teams meet monthly. Membership differs but overlaps on the Rtl and Data teams. Each school has articulated interventions by Tier and subject area including social emotional needs. Academic and behavior concerns are merged as appropriate for an MTSS. Intervention duration varies depending on skill area and degree of need but generally last from 6-10 weeks. The district is still building a repertoire of Spanish interventions to appropriately support students in dual language programs. Interventions are progress monitored every 1-2 weeks using AIMSweb, Developmental Reading Assessment, sight word lists and mastery measurements. Students who do not make progress with intensive interventions are referred for special education evaluation. Students who do make progress and close gaps are exited from interventions. Multiyear disaggregated data on intervention delivery, intervention exit, and referral to special education is kept by the teams. Parents are encouraged to participate early on in the RTI process. Currently, 152 students in grades 1-4 receive Tier 2 or Tier 3 interventions.</p> <p>Middle School Level</p> <p>There is an established Rtl Team, an identified Coordinator and Rtl interventionist at both the elementary level at Calcutt Middle School (5th/6th grade) and middle level (7th/8th grade). Determination of Rtl support through various informal and formal assessments has been established. Aims Web is utilized to establish bench marks and progress monitoring. Students may receive up to 36 weeks of identified interventions prior to referral to special education. Rtl teams meet weekly including parents and others as appropriate. At the 7th and 8th grade level additional instructional interventions are provided in ELA and Math. A double period of ELA is required for all 7th/8th grade students. Fifty minutes of ELA instruction and 50 minutes for Achieve 3000.</p> <p>Math interventions for specific students may be provided through an enrichment period using Study Island. Special education students may utilize this period for continued</p>	Data Analysis Interviews Observation		

		<p>specialized instruction. Other students may be engaged with a content area teacher to follow up on specific content area needs.</p> <p>Common planning time is held daily for the 7th and 8th grades and includes the assigned special education teacher. Common planning is structured with leadership and record keeping. Data analysis to inform instruction and student academic needs is reviewed regularly. In addition this time is provided to meet with parents and address grade level team planning.</p> <p>Special educators instructing within the self-contained setting informally will meet with colleagues as needed including co-curricular educators.</p> <p>High School Level At the high school the Rtl team meets weekly to review data and current interventions (Achieve 3000 and Study Island, Scholastic Reading Inventory, Group Reading Assessment and Diagnostic Evaluation, and Acuity are some of the data tools used for progress monitoring). The English Language Learner (ELL) population uses Achieve 3000, Access and Lexia scores. There are currently a variety of interventions in place for 9th and 10th graders (reading and math interventions based on assessment scores results in a period of math and/or reading as appropriate). There is also an administrative guidance intervention (Club 9) where guidance and administration facilitates small groups, one-on-one interventions, home visits, etc.). Rtl is in the process of review and refinement with a focus on potential interventions for 11th and 12th graders. Currently, there are limited formalized Rtl interventions for 11th and 12 graders so plans are underway to add in support and interventions for the next school year (per the revised Rtl 100 day work plan).</p>																																							
Result/ Compliance	5	<p>SPP Disproportionate Representation (State Performance Plan Indicators #9 and #10)</p> <table border="1" data-bbox="323 1154 959 1375"> <thead> <tr> <th></th> <th colspan="3">LD</th> </tr> <tr> <th>White</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Students with Disability</td> <td>85</td> <td>72</td> <td>55</td> </tr> <tr> <td>Total Students</td> <td>710</td> <td>324</td> <td>286</td> </tr> <tr> <td>District Risk</td> <td>11.97</td> <td>22.22</td> <td>19.23</td> </tr> <tr> <td>District Risk Ratio</td> <td>3.13</td> <td>6.33</td> <td>5.61</td> </tr> </tbody> </table> <table border="1" data-bbox="323 1411 959 1485"> <thead> <tr> <th></th> <th colspan="3">OHI</th> </tr> <tr> <th>White</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		LD			White	2010	2011	2012	Students with Disability	85	72	55	Total Students	710	324	286	District Risk	11.97	22.22	19.23	District Risk Ratio	3.13	6.33	5.61		OHI			White	2010	2011	2012					Data Analysis State Performance Plan Record Reviews Interviews Document Reviews	Administration will review data and resolve potential data input issues. Additionally special education administration will continue to provide professional development/ technical assistance on the learning disabilities identification process (initial and reevaluation).	All students in the CFSD were provided an opportunity to update their ethnicity forms. Forms were populated by the technology department and sent home by homeroom
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Students with Disability	24	23	27
Total Students	710	324	286
District Risk	3.38	7.10	9.44
District Risk Ratio	3.45	6.96	8.82

	ADR		
White	2010	2011	2012
Students with Disability	149	127	115
Total Students	710	324	286
District Risk	20.99	39.20	40.21
District Risk Ratio	2.35	4.63	4.77

	LD		
Hispanic	2010	2011	2012
Students with Disability	202	206	214
Total Students	2062	1974	2019
District Risk	9.80	10.44	10.60
District Risk Ratio	2.56	2.97	3.09

The district has been identified as having significant disproportionality in its identification of students with disabilities (Learning disabilities [LD] for students who are white or who are Hispanic, for other health impaired [OHI] students who are White, and in All Disabilities Reported[ADR] for students who are white) as shown by the data in the following tables.

A review of policies, procedures, and practices provided evidence of many appropriate revisions to policies and procedures for the identification of students with significant learning disabilities. Additional probes in the form of further data analysis, record reviews, and interviews reveal the revised procedures are not fully implemented with consistent practices, particularly at the secondary level and also during the re-evaluation process; and this contributes to over representation of students with learning disabilities and other health impairments. Of Central Falls' total student enrollment for the racial category white, 40% have IEPs.

Disproportionate representation due to inappropriate identification practices is identified in the following categories: Learning disabilities for students who are Hispanic and for students who are white, other health impairments for students who are white, all disabilities reported for students who are white.

Timeline: Immediately and ongoing.
Progress check: December 2013

teachers. In addition, the registration form was updated so that parents may complete this information upon arrival to district.

Professional development was provided for all RTI Coordinators and teams at Calcutt Middle School.

The Rtl Coordinator position has changed into the MTSS Coordinator position. More professional development will be provided to High School Team during common planning time in June 2014. Evidence Provided 6/19/14.

Result	6	<p>Suspension (State Performance Plan Indicator #4): 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.</p> <p>In 2010-2011 Central Falls had zero (0) students with IEPs suspended more than 10 days. The total of all students suspended more than 10 days was zero (0). In 2011-2012, Central Falls had zero (0) students with IEPs suspended more than 10 days. The total of all students suspended more than 10 days was zero (0).</p> <p>Multi Tiered System of Support (MTSS)/ Social Emotional Resources / Positive Behavioral Supports and Interventions</p> <p>Throughout the districts, at all levels, there are “restorative specialists” who work with students to develop social /emotional skills and proactive behaviors. The middle and high school offer an Alternative to Suspension (ASC). Students at the middle school are offered a choice of attending an after school program from 3:15pm-5:45pm to attend the ASC to complete classroom work along with specific restorative activities. Students at the high school complete their school work at Progreso Latino and have access to a special educator.</p> <p>Elementary Level At the elementary level, school wide expectations are posted in hallways and lunchroom. Classrooms use a color system (red, yellow, green) and students receive support through small group interventions, class wide reward systems, and individual behavior intervention plans. Each school has a full time school guidance counselor, social worker, behavior specialist, and school psychologist available to consult with teachers and support students. Behavior intervention plan data and office referral data are reviewed by the Rtl teams.</p> <p>Middle Level An advisory program is implemented at the 7th and 8th grade. Group size for the Advisory program ranges from 22 students up to 27. Some advisory groups have two educators as advisors. School guidance counselors provide lesson plans for educators facilitating the advisory program. All special educators facilitate the advisory program with the students they case manage. (resource, inclusion and self-contained programs)</p> <p>High School Level The high school had a variety of social emotional supports for all students. Some of these endeavors including weekly advisories, student support groups (nurse, social workers,</p>			
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		<p>psychologist, guidance counselor) that meet with small groups of students on a weekly basis after school hours to review students needs. Club 9 is another support group for students with social/emotional needs. Family support volunteers participate in a wide variety daily school activities and events in additional to extensive family /community outreach activities and supports for families. Americore also has two volunteers who work with students around non violence and mediation issues.</p> <p>In- School Support Center. Students who may be called out of a class can go to cool down and reengage. They meet with a restorative specialist and attempt to reengage with the school. This is typically for a period.</p> <p>School Removals/Disciplinary Policies Throughout the district behavioral expectations along with disciplinary action protocols and policies are comprehensively defined in a student handbook. District and building leadership strive to ensure that students are in school and not excluded for disciplinary reasons.</p>			
Result	7	<p>Preschool Continuum The preschool program is located at Captain Hunt School and consists of</p> <ul style="list-style-type: none"> • Four self-contained classes (2 for students with medically fragile disabilities, 1 for students with social emotional support needs, 1 for students with mild-moderate needs) which run for a full school day and serve a total of 39 students. Students from these classes have opportunities to interact with each other for library and music as well as lunch and art. Typical peers are invited to spend time in the rooms for students with medically fragile disabilities 30 minutes each day. • Six sessions of ½ day integrated preschool with a teacher and TA who is RI Early Learning Standards (RIELS) level 1 trained and a cap of 15 students per session. All sessions have 7-8 typical peers enrolled and typical peers are the majority in each session. • A speech language therapy group including support from a bilingual speech language therapist. Twenty-three students receive only speech language supports. • Two general education all day preschool classes with 18 students, a teacher, and a TA. <p>Of the 146 students at Captain Hunt, approximately 80 have IEPs.</p> <p>The school shares a principal, school psychologist, social workers, and speech language pathologist with the Kindergarten programs at Robertson Elementary.</p>	Data Analysis State Performance Plan		

	<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. The Preschool Director is responsible for implementing process, procedures, and monitoring strategies to ensure the fidelity of the data collection.</p> <p>In this district the percent of preschool children who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings is at 31% (State Performance Plan Indicator #6)</p> <p>State Performance Plan Indicator #7</p> <p>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"> -Positive social-emotional skills (including social relationships); -Acquisition and use of knowledge and skills (including early language/ communication and early literacy); and -Use of appropriate behaviors to meet their needs. <p>Positive social-emotional skills (including social relationships): 50%</p> <ul style="list-style-type: none"> -Acquisition and use of knowledge and skills (including early language/ communication and early literacy): 60% -Use of appropriate behaviors to meet their needs: 81% <p><i>The percent of children who were functioning within age expectations by the time they exited the program</i></p> <ul style="list-style-type: none"> -Positive social-emotional skills (including social relationships): 27% -Acquisition and use of knowledge and skills (including early language/ communication and early literacy): 76% -Use of appropriate behaviors to meet their needs: 86% 			
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Result	8	<p>Elementary Level At Robertson Elementary school, approximately 18 of 256 students have IEPs. The continuum includes eight general education classes and a part time resource teacher, one inclusion class with a fulltime general educator and full time special educator, and two self-contained classes.</p> <p>At Ella Risk Elementary school there are 446 students in grades 1-4 and approximately 82 have IEPs. The special education program continuum is as follows:</p> <ul style="list-style-type: none"> • two separate classes for students with significant disabilities covering students through grade 5 • two inclusive classes per grade level with a full time special educator and general educator in each • one resource teacher covering grades 1-4 and private school students for pullout supports <p>Many students in self-contained settings are not attending specials (e.g., art, music, library) lunch and recess with <u>same</u> age peers from general education. They have their specials in self-contained settings with no same age peers although there may, at times, be some limited interactions with younger general education students. Teachers have the discretion to hold fully separate lunch and recess locations or to request specials be held with other grades levels than those of the students in class.</p> <p>Substitute teachers are not consistently provided for special education teachers (self-contained or inclusive settings).</p> <p>At Veterans Elementary School there are 490 students in grades 1-4 and approximately 65 have IEPs. The special education program continuum is as follows:</p> <ul style="list-style-type: none"> • one separate class for students with significant social emotional needs, many returning from out of district placements • three separate classes for students with mild/moderate disabilities including social emotional needs • two resource teachers for pull out services <p>Students at Veterans Elementary School in self-contained settings, are afforded opportunities to participate with general education peers in all specials, lunch, and on field trips.</p>	Data Analysis Interviews Observation Document review Student and teacher schedules	<p>Administration will review and revise the schedule to ensure access to environments with same age peers.</p> <p>Substitutes will be provided for special educators in the same manner that they are provided for general educators</p> <p>Timeline: Immediately and ongoing: Progress check : September 2013</p>	<p>All schedules were revised to ensure access to environments with same age peers at Ella Risk.</p>
Result	9	<p>Special Education Program Continuum Middle Level Program Continuum Middle Level There are 589 students attending Calcutt Middle School, 147 are students with IEPs’.</p>	Data Analysis Interviews Observation		

	<p>The special education program continuum is as follows:</p> <p>Students who are fully included in the general education setting receive their specialized instruction through a pull out resource period (held daily). Students are provided content area remediation, re-teaching, time to complete test/quizzes and/or assisting students in organizational management skills as defined by their IEP. Resource services and supports are provided for 21 students. The resource model is currently available for 5th and 6th grade students with IEP's.</p> <p>An inclusive model is facilitated across all grade levels. Instruction is facilitated by a highly qualified content area teacher with a special educator who provides instructional support and student specific accommodations and modifications as directed by students' individual education plan. Collaborative teaching is being facilitated in some inclusion classes by general and special educators. Students travel as a group within the content area classes. (departmentalized) Students participate with their typically developing peers in co-curricular classes with support as appropriate.</p> <p>Self-contained settings are offered at each grade level for students who have been identified as needing more direct instruction. It is unclear how the curriculum at each grade level is aligned with the instruction being facilitated within these settings. (with the exception of the self-contained 8th grade)</p> <p>Additional self-contained settings are as follows:</p> <p>1.) self-contained 6th – 8th grade Life Skills class (two 6th grade students and one 8th grade student). A self-contained setting is provided for students with more significant intellectual challenges needing individualized direct instruction along with life skills development. Students participate with their typically developing peers in co-curricular classes with support (teacher assistant) when appropriate. There are currently 3 students participating in this academic setting all requiring alternate assessments.</p> <p>2.) self-contained 6th – 8th grade (mild/moderate disabilities, nine students) An additional self-contained setting is provided for students with mild moderate disabilities needing direct instruction across content areas. Students participate with their typically developing peers in co-curricular classes with support (teacher assistant) when appropriate.</p>			
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Compliance		<p>3.) self-contained 5th – 8th grade (class for students with social/emotional challenges, currently one student). This setting was originally designed to assist students with severe psychiatric, social emotional and or behavioral disorders the opportunity to return to their home school community/district.</p> <p>In regard to items #2 and #3 above, it is unclear how students on a diploma path are afforded free and appropriate public education (FAPE) in the least restrictive environment (LRE) with regard to accessing the same general education curriculum taught by highly qualified teachers for self-contained settings in grades seven and eighth (RIGL 300.18).</p>		<p>Administrators will review and revise the schedule so students on a diploma path are afforded free and appropriate public education (FAPE) in the least restrictive environment (LRE) with regard to accessing the same general education curriculum taught by highly qualified teachers.</p> <p>Timeline: Immediately and ongoing. Progress check : September 2013</p>	<p>Students on a diploma path are now afforded free and appropriate public education (FAPE) in the least restrictive environment (LRE) and are accessing the same general education curriculum taught by highly qualified teachers.</p>
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Result	10	<p>At Central Falls High School there are approximately 827 students and 214 have IEPs. The program continuum is as follows:</p>	Data Analysis Interviews Observation	a.) The student who is on a diploma path will be afforded free and appropriate public education (FAPE) in the least restrictive environment (LRE) with regard to accessing the same general education curriculum taught by highly qualified teachers.	a.) IEP team qualified student for RIAA.
Compliance		<p>a.) Functional life skills (two classes called Transitional Warriors) are divided by academic capacity. The Transition Warriors classes are all on alternate assessment except for one student who is on a diploma path. It is unclear how this one student on a diploma path is afforded a free and appropriate public education (FAPE) in the least restrictive environment (LRE) with regard to accessing the general education curriculum taught by highly qualified teachers (RIGL 300.18) The age range in this class is 14-20 years of age. Per RIGL 300.116 in providing services to children with disabilities in special classes the age range of the children shall not exceed four years. An exception to this requirement can be made only by the IEP team based on the documented needs of the child and with the agreement of the parents of all of the other students in the class where placement is sought. Transitional Warriors are not scheduled into elective classes (music, art, drama, dance, photography, new media, voice, etc). When asked why these students do not have scheduled electives other than adaptive physical education/ health they were told that there is "no room". Outside specialists come into the class and do various programs with the students. Each class is involved with Goodwill Industries for transition related activities, work readiness and community based field trips (see Section 3: Transition for additional information).</p>		b.) Administrators and staff will receive technical assistance in the area of age range waivers. All regulatory requirements will be adhered to via the appropriate process. Timeline: Immediately and ongoing. Progress check : September 2013	b.) Regulatory requirements have been adhered to.
Compliance		<p>b.) The transitional scholar class also has a work component toward independence as part of their curriculum in addition to core content academics. The transitional scholars take all elective classes with typical peers. They work with Goodwill Industries and participate twice monthly in transitional related field trips. The transitional scholars all take the state assessment NECAP. The age range in this class is 14-20 years of age. Per RIGL 300.116 in providing services to children with disabilities in special classes the age range of the children shall not exceed four years. An exception to this requirement can be made only by the IEP team based on the documented needs of the child and with the agreement of the parents of all of the other students in the class where placement is sought. It is unclear how students within this model are afforded a free and appropriate public education (FAPE) in the least restrictive environment (LRE) with regard to accessing the general education curriculum taught by highly qualified teachers (RIGL 300.18) who are certified in the core content that they teach.</p> <p>c.) Students in the three Warrior classes who choose to participate in transition focused education (typically 18-21 years of age) continue with academic classes and their once a month community experiences with Goodwill. This is done because the students are participating with Goodwill from 9th grade onward (3 hours per month in the community) and have a dismissal time of 2:00pm (as opposed to 3:00pm). This class is functional life skills/community-based program but, some staff feels that because the students miss</p>		c.) Plans are underway to develop a separate progress for the 2013-2014 school year. This program will address the specific transition needs of youth 18-21 in the Warrior classes. Timeline: Immediately and ongoing. Progress check : September 2013	c.) Transition program created at CFHS to address specific transition needs of youth 18-21.
				d.) A formalized process for teachers to access funds for consumable materials will be developed and reviewed with the appropriate staff. Timeline: Immediately and	d.) Director met with the team and administration to discuss process for procuring consumable

Compliance	<p>those monthly 3 academic hours and are dismissed earlier than typical peers there is a need to continue to have students receive a blend of academics and transition experiences until they move on or age out. It is unclear why there is not individualized transition planning for students above the fourth/fifth year.</p>		ongoing. Progress check : September 2013	materials.
Compliance	<p>d.) The two classes of students who are on alternate assessment have no budget (zero) for consumable other materials (class projects, field trips, cooking etc.). The staff did a fundraiser this year to try and create a pool of monies for these activities. They did receive paper, pens, folders, dry eraser makers, an eraser, and a stapler from the district.</p> <p>e.) Departmentalized self-contained (6 classes called the Unified Scholars). Special educators are the core content teacher of record but most are not highly qualified in their respective content area. It is unclear how students within this model on a diploma path are afforded a free and appropriate public education (FAPE) in the least restrictive environment (LRE) with regard to accessing the general education curriculum taught by highly qualified teachers (RIGL 300.18) who are certified in the core content that they teach. Goodwill Industries also has a transition class and then work 10 hours of after school community based work (students receive minimum wage pay).</p> <p>f.) Square Mile High School (located in the Central Falls High School). This program is designed for students who are transitioned back from out of district placements or other who may need a more structured small group setting. This program's hours are 9:00am-2:00pm. Two special educators teach all core content areas with consulting support with some general education teachers. Additional staff associated with these two classes areas are a physical education teacher who is in the principal in residency program, two teacher assistants, and a restorative specialist. There is a point level system associated with this program. Students can earn privileges and rewards based on weekly points (lunch in the cafeteria, physical education in the general education setting, gift cards, etc.). Goodwill Industries comes in and teaches a work skills class once a week and facilitates a work readiness day once a week. A minimum wage salary is attached to the work experiences. Expanded learning opportunities (ELO's) are utilized for some elective classes (photography, etc.). Students in this class participate in physical education with students in the adaptive physical education class as APE helpers and participate in class art activities with students in the Warrior class. The social worker works with many students in this program on a one-on-one basis or to facilitate small groups. This group is involved with Goodwill Industries for transition related activities /work readiness and community based field trips It is unclear how students within this model on a diploma path are afforded a free and appropriate public education (FAPE) in the least restrictive environment (LRE) with regard to accessing the general education curriculum taught by highly qualified teachers (RIGL 300.18) who are certified in the core content that they teach.</p>		<p>e.) Administrators will review and revise the schedule so students on a diploma path are afforded free and appropriate public education (FAPE) in the least restrictive environment (LRE) with regard to accessing the same general education curriculum taught by highly qualified teachers.</p> <p>Timeline: Immediately and ongoing. Progress check : September 2013</p> <p>f.) Administrators will review and revise the schedule so students on a diploma path are afforded free and appropriate public education (FAPE) in the least restrictive environment (LRE) with regard to accessing the same general education curriculum taught by highly qualified teachers.</p> <p>Timeline: Immediately and ongoing. Progress check : September 2013</p>	<p>e. & f) Students on a diploma path are now afforded free and appropriate public education (FAPE) in the least restrictive environment (LRE) and are accessing the same general education curriculum taught by highly qualified teachers.</p>

		<p>-Inclusive classes (ELA and math 9th-12th). Special educator and general educator co-teach. The co-teachers typically have a common planning time. In addition, there is a consultation day where one day a week they are not in the classroom. During this time they consult with general education teachers, progress monitoring, parent meeting, IEP meetings, transition planning. General education core content leads invite special educators to the core content to department meeting and etc.</p> <p>-PM Program from 3:15pm -5:45pm. Students who have difficulty accessing traditional education program may attend the PM Program. This program offers both traditional course work as well as virtual learning. Two special educators as well as core content teachers (ELA, math and science) are attached to this program.</p> <p>Guide to Success (9:00am-2:00pm). This program targets over-aged and under credited students. One special educator is attached to this program which is located at Progreso Latino.</p> <p>English as a Second Language (ESL)/Special education resource. Students who are English Language Learners (ELL) learners and have IEPs go to this resource class for support per their IEP. This teacher also provides intervention support for general education students based on need.</p> <p>Saturday credit recovery – A special educator is also attached to this program.</p> <p>There is full-time school psychologist and social worker at the high school. The psychologist is the facilitator for the evaluation team process. She also facilitates a girls group and individual counseling as appropriate. The social worker works very closely with Unified Scholars and Square Mile program. He facilitates social histories, referrals to outside community agencies, small groups as well as individual counseling. Both have an advisory group on a weekly basis.</p>			
Result	11	Adaptive Physical Education is provided per the IEP as appropriate	Data Analysis Interviews Observation		
Result	12	<p>Extended School Year (ESY) is offered in the district per the IEP.</p> <p>Teachers, as appropriate, throughout the district articulated the process to recommend students for ESY each March with collection of data to support concerns of regression or continuation with emerging skills.</p>	Data Analysis Interviews Observation		

Result	13	<p>Local Special Education Advisory Committee (LAC)</p> <p>A local advisory committee with an identified chair and scheduled meetings is being restarted and supported by the district. The Special Education Administrator attends all meetings. Goals for the LAC include rebuilding membership and bylaws consistent with the regulations. Meeting information and LAC information is shared with families at IEP meetings and is posted in the schools. A point of contact for the LAC is posted online as well.</p>	Data Analysis Interviews Observation Document review		
Result	14	<p>School Efforts to Partner with Parents (State Performance Plan Indicator #8):</p> <p>The district's rate of parent participation in the annual Special Education Statewide Parent Survey (2011-2012) is 7.99% 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 means of improving services and results for children with disabilities, are at or above the state standard is 31%.</p>	Data Analysis State Performance Plan		
Result	15	<p>Drop Out /Graduation Rate (State Performance Plan Indicators #1 and #2)</p> <p>The Central Falls Public Schools graduation rate is 70.33% for all students and 57.58% for students with disabilities. These rates are lower than the state average rates of 77.25% for all students and 58.07% for students with disabilities.</p> <p>The Central Falls Public Schools dropout rate is 8.97% for all students and 10.61% for students with disabilities. These rates are notably higher than the state average rates of 12.47% for all students and 22.09% for students with disabilities.</p>	Data Analysis State Performance Plan		

2. EVALUATION/ INDIVIDUAL EDUCATION PROGRAM (IEP)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Result/ Compliance	1	<p>Records of 19 students were reviewed prior to the on-site review by the team leaders. Students' records were very accessible. The record review process identified areas to be addressed such as</p> <ul style="list-style-type: none"> • Team reports with unclear eligibility determinations and meeting purpose • Learning Disabilities determinations that did not fully apply the new RI Criteria • Use of ages 3-13 IEP document for students turning 14 during the course of the IEP • Documentation of student invitations to IEP meetings missing • Omission of home language and interpreter needs in the family contact section • Inconsistent use of IEP team participant excusal process • Present levels of functional and academic performance often not fully aligned to IEP goals and benchmarks • Inconsistent quantitative measurable baseline information and inconsistent measurability in goals/benchmarks. <p>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</p>	Data Analysis Interviews Observation	<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>Timeline: Immediately and ongoing. Progress check: December 2013</p>	IEP documentation provided and verified by RIDE personnel.
Result	2	<p>Central Fall's child outreach screenings are available in a range of community-based early childhood programs and by appointment September through June.</p> <p>A Child Outreach Coordinator manages the child outreach screening process using multiple sources of data such as the Preschool Language Scale Ages and Stages Social Emotional Parent Questionnaire among others and most measures are available in both English and Spanish and one questionnaire is also available in Portuguese. Interpreters are readily available at screenings and parent meetings. All screening instruments are reliable, valid measures as delineated in "Best Practice Guidelines for Child Outreach Screening Programs in Rhode Island". Notices of screening are distributed to businesses, preschools, doctors, parents of school age children with younger siblings in an effort to increase screening rates.</p> <p>The state target for screening is 80% of children ages 3, 4, and 5. In Central Falls most recent Consolidated Resource Plan, the district reports the following screening</p>	State Performance Plan data Interviews Document review		

		<p>percentages:</p> <ul style="list-style-type: none"> • 3 year olds: 42% • 4 year olds: 61% • 5 year olds: 39% <p>These percentages reflect an increase from the percentages reported the previous year for 4 year olds and a decrease for 3 and 5 year olds.</p>			
Result	3	<p>Child Find (State Performance Plan Indicator #11)</p> <p>Central Falls Public Schools for the 2011-2012 year was at 100 % compliance for meeting evaluation timelines for initial referrals. As of 3/11/13 Public Schools was thus far at 100% compliance for meeting evaluation timelines for initial referrals for the 2012-2013 school year.</p> <p>Many staff at the elementary level held the perception that Rtl would be a required process before any special education referral even if a different disability such as autism, intellectual disability, or traumatic brain injury were in question although the process would be “fast tracked”.</p>	State Performance Plan data Interviews		
Result	4	<p>At the elementary level, grade level teachers have common unassigned time and access to IEPs through Tienet. Special educators providing resource support consult where possible as their schedules do not permit common planning time with all grade levels. Teachers in inclusion settings share common planning time and unassigned time for collaboration on student accommodations.</p> <p>At Calcutt Middle School special educators may informally or informally inform co-curricular teachers about the student specific accommodations and modifications students require per their IEP. Information related to accommodations and modifications required for students are provided verbally.</p> <p>At the high school level special educators complete an accommodation sheet (via Tienet) that is then sent to the general education teachers.</p>	Data Analysis Interviews Observation		
Compliance	5	<p>Specific Learning Disability Determination (SLD)</p> <p>Rtl team coordinators at both elementary schools were familiar with the Learning disabilities identification criteria and collected data comparing rate of progress to peers as well as achievement gaps compared to national norms. Additional evaluations and assessments were completed as appropriate per child. Bilingual assessments were available in Spanish/English although Spanish progress</p>	Interviews Observation Record Reviews Documents	Administration will provide ongoing professional development/ technical assistance in the implementation of SLD determination process	Professional development was provided for all RTI Coordinators and Calcutt Middle School

		<p>monitoring tools are only available for grades 1-2. School nurse teachers contributed data for the rule out of medical considerations.</p> <p>Staff at the middle and high school level were unclear in regard to the SLD determination process for re-evaluation per the RI IDEA regulations. (RI Regulation 300.307, Specific Learning Disability Requirements)</p>		<p>(initial and reevaluation).</p> <p>Timeline: Immediately and ongoing. Progress check: December 2013:</p>	<p>teams.</p> <p>The RtI Coordinator position has changed into the MTSS Coordinator position. More professional development will be provided to High School Team during common planning time in June 2014.</p>
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Result/ Compliance	6	<p>Due Process Information (State Performance Plan Indicators #16, #17,#18 & #19)</p> <p><u>Due Process Data 2010-2013</u></p> <p><u>COMPLAINTS</u></p> <p><u>2010-2013</u> # of Complaints: No complaints during this period</p> <p><u>MEDIATIONS</u></p> <p><u>2010</u> # of Mediations:</p> <table border="1"> <thead> <tr> <th></th> <th>ISSUE(S)</th> <th>RESULT</th> </tr> </thead> <tbody> <tr> <td>Mediation #1</td> <td>Placement</td> <td>No Agreement Reached</td> </tr> </tbody> </table>		ISSUE(S)	RESULT	Mediation #1	Placement	No Agreement Reached	Data Analysis	<p>Compliance identified through due process is reviewed and verified as corrected by RIDE due process personnel. All items noted as noncompliant in the due process findings are verified as corrected.</p>	
	ISSUE(S)	RESULT									
Mediation #1	Placement	No Agreement Reached									

		<p><u>2011</u> # of Mediations:</p> <table border="1"> <tr> <td></td> <td><i>ISSUE(S)</i></td> <td><i>RESULT</i></td> </tr> <tr> <td>Mediation #1</td> <td>Other/Reading Intervention</td> <td>Agreement Reached</td> </tr> </table> <p><u>2012-2013</u> # of Mediations: No mediations during this period</p> <p><u>HEARINGS</u></p> <p><u>2010-2013</u> # of Hearings: No hearings during this period</p>		<i>ISSUE(S)</i>	<i>RESULT</i>	Mediation #1	Other/Reading Intervention	Agreement Reached			
	<i>ISSUE(S)</i>	<i>RESULT</i>									
Mediation #1	Other/Reading Intervention	Agreement Reached									
Compliance	7	<p>Student Specific Compliance Issues</p> <p>Placement decisions are being made outside of the special education required process evaluation team/IEP team with follow-up documentation after the fact. (JK7, JK8)</p>	Interviews	Administration will review and implement procedures per the IDEA regulatory requirements. Timeline: Immediately and ongoing: Progress check: December 2013	Superintendent and Director met with administrator to review procedures and address issues.						
Result	8	<p>Diagnostic Prescriptive Teacher (grades 5-12)</p> <p>The district has a diagnostic prescriptive teacher (DPT) who facilitates all education evaluations and home bound instruction.</p>	Interviews Data analysis								

3. TRANSITION					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Result/ Compliance	1	<p>Part C to Part B Transition (Indicator #12)</p> <p>The preschool Director/Child Outreach Coordinator manages the transition of children from Part C Early Intervention (EI) to preschool special education. A record of all EI referrals is maintained and upcoming birthdates are monitored. As part of the transition process, district staff attend the EI meeting in the home and disseminate information on LAC meetings and procedural safeguards. A second meeting is then scheduled in district to continue the eligibility and transition process. Where concerns</p>	Data Analysis Interviews State Performance Plan	Central Falls will develop a plan to meet 100% compliance for transition from Early Intervention.	An action plan has been developed to meet 100% compliance for transition from Early Intervention.

		<p>over language difference versus disability arise, a bilingual speech language pathologist collects additional data through a speech group within the 60 day timeline. Interpreters are available for all transition meetings as needed. Last year's consolidated resource plan (CRP) indicated that the district achieved 88% compliance.</p>			
Result	2	<p>IDEA Transition Planning at the Middle Level</p> <p>Special educators provide eligible students (14 years of age with IEPs) a variety of opportunities to engage in vocational assessments and/or interest inventories through Casey Life Skills, Ten Sigma, WaytoGoRI, Career Key, Career Cluster, and Interest Profiler. Some special educators may identify additional vocational assessment tools based on individual student need, ability and interest.</p> <p>School counselors facilitate a job fair for career and vocational exploration in addition to facilitating with all students the WaytogoRI program.</p>	Data Analysis Interviews Observation		
Result	3	<p>IDEA Transition Planning at the High School Level</p> <p>The high school has developed a scope and sequence for potential vocational assessment that case managers facilitate with their students. It is the case managers job to facilitate the vocational assessment process and embed it into the IEP.</p> <p>-The majority of students with IEPs participate with Goodwill Industries in terms of the transition related classes and programs including links to paid employment. Students' involvement can result in participating in monthly or bi-monthly community work experiences, job volunteer experiences or wages. Goodwill also offers travel training to all students as appropriate.</p> <p>-Central Falls Tri students in the Unified Scholar classes receive some of their transitional activities via Goodwill. This includes an after school class in work readiness and community work experiences.</p> <p>-Central Falls Youth Works. Students work in the Central Falls community or in the school community and can receive up to \$600.00 for their work. This is an application process that is linked to attendance and grades. Both students with and without IEPs can access this program.</p>	Data Analysis Interviews Observation		

Result	4	<p>At the high school the evaluation team facilitates the referrals to the Office of Rehabilitative Services (ORS). The Transition Coordinator works with the respective case managers for referrals to the Division of Developmental Disabilities (DDD).</p> <p>The Transition Coordinator attends the Transition Advisory Committee (TAC) meetings. Some staff reported not receiving any information from the TAC meetings.</p>	Interviews Document Review		
Result	5	Summary of Performance (SOP) is facilitated by the case managers as appropriate.	Interviews Document Review		
Result	6	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 Central Falls Public Schools are 100% compliant with the requirement. (State Performance Plan Indicator #13)	Interviews Document Review		
Result	7	65% 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 78%. (State Performance Plan Indicator #14)	Interviews Document Review		