

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

School Support System Report and Support Plan

Cranston Public Schools
May, 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.

TABLE OF CONTENTS

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

Cranston Schools

School Support System Review MAY 13 – 16, 2013

Team Members

Team A – Denise Achin, Mari-Ellen Boisclair

Team B – Barrie Grossi, Candace Andrade

Team C – Craig Levis, Greg Stewart

Team D – Jane Keane, Nancy Stevenin

Team E – Sue Constable, Melissa Dingley,

Team F – Susan Wood, James MacDonald, Peter Boland, Frank Cornachione

Team G – Jane Slade, Kelly McCorkle, Therese Curran

1. FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE/LRE)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
		<p>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.</p> <p>The following schools were reviewed and visited in May 2013 as part of the School Support System process: Edward S. Rhodes, Edgewood, Eden Park, Woodridge, Orchard Farms and Stonehill Elementary Schools, Western Hills Middle School, Hugh Bain Middle School, Cranston East and West high school as well as several alternate educational programs [Sanders Academy Program, Alternate Educational Program/ High School (AEP), Cranston Transition Program, Interim Alternate Educational Setting, IAES, Credit Recovery High School, High School Equivalency/ Adult Basic Education and English as a Second Language (GED/ABE/ESL)].</p>	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, 2010 – June 30, 2011 State Performance Plan information on Cranston 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 74.9%. (RI District Average is 71.75%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 10.15% (RI District Average is 13.25%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 4.80% (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. 97.64%</p>	Data Analysis State Performance Plan		

		C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards 29.62% [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 (29.62%).]			
Result	3	<p>Instructional Strategies and Supports</p> <p>Throughout the schools reviewed there were examples of student centered, teacher facilitated differentiated instruction, with posted rubrics, modeling, cooperative learning, student lead projects and problem solving, posted agendas and student work along with homework assignments, independent self-selected reading and journal writing all aligned to the Early Learning Standards, Common Core.</p> <p>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 Standardized Testing and Reporting Results (STAR), Northwest Evaluation Association (NWEA,) READ 180, SOLO 6 literacy site, Progress Towards Standards Online Assessment 3 (PTS3), Aspen Learning Managements Services, New England Common Assessment Program (NECAP), 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.</p> <p>Students with significant special education needs are provided with a high level of instructional practices. Individualized augmentative communication systems are systematically and consistently utilized by all faculty and staff to ensure optimum access to the curriculum. Work systems, including individual schedules and work stations, are standard practice and students have been taught to use them as a means to increase independence. Behavior data is recorded and reviewed frequently by the special educators to analyze trends and anomalies. Technology is integrated, by general educators and special educators, into lessons in meaningful and effective ways. Routines and expectations for all students are clearly defined, enhancing the student's overall educational experience. Collaboration and consultation between teaching faculty, therapists, and support staff is ongoing. Binder systems are utilized by special educators and therapists to track progress data on students IEP goals and objectives.</p>	Data Analysis Interviews Observation		
Result	4	<p>Multi Tiered System of Support (MTSS)/ Response to Intervention (Rtl)</p> <p>Elementary Level</p> <p>At the elementary level, Rtl is organized in a tiered model to support the diverse needs of all learners for reading, mathematics, social/emotional and behavior. Across the district the implementation of Rtl varies at each elementary school and includes schools where the practice is emerging and schools that are refining their Rtl processes, data and intervention strategies.</p> <p>At the elementary level most Rtl teams are led by the building principal and grade level coordinators,</p>	Data Analysis Interviews Observation		

the team meets weekly at **Edward S. Rhodes, Orchard Farms and Stonehill Elementary Schools**. The members of the team include the building principal, school psychologist, speech and language therapist, a grade level teacher, special educator, parent(s) and the reading specialist when appropriate. Other persons may be invited depending upon the issue. Grade level meetings are utilized to discuss tier one data, interventions and strategies, these discussions may lead to a referral to the problem solving team for RtI. At some schools the RtI problem solving approach is used for both behavior and academics. The staff is utilizing universal screening tools for academics such as STAR reading, PALS, PTS3 and Fountas and Pinnell. Interventions for academics include programs such as Sidewalks, Fresh Reads, and Earobics. There is a district wide universal behavior screening tool checklist for internalizing behaviors that was developed by the school district. The interventions for behavior include programs such as Second Step, Superflex and therapeutic games. RtI plans are written as a team approach and the team reviews progress towards goals every six to eight weeks.

Middle Level

Staff understanding of the RtI process varies at **Western Hills Middle School**. Some staff reported there was no RtI process. Others reported that student concerns are brought to the common planning team meeting. For those students who score lower on STAR and NECAP, they get supplemental support through IXL (online math), System 44, and Read 180. There is a data team at WHMS and this team will spend 3 days this summer in professional development to learn how to look at data.

At **Hugh Bain Middle School**, school wide and student specific intervention strategies addressing both academic proficiency and social emotional behavioral growth are systemically addressed through a number of structured initiatives. A data team addresses all school wide data informing curriculum, instruction and school climate. A problem solving team reviews findings identified throughout the data team to plan for and develop interventions needed to improve and or support student outcomes. Additionally, this team reviews all referrals to the RtI or Student Support Team for appropriate planning. Teams meet regularly and are structured, managed and provide student specific interventions and progress monitoring strategies. Academic Interventions include but not limited to Read 180 program, System 44, Voyager Math Live, Accelerated Reader Program, Mandatory Home Work Club/Check In, and the Bain +2 After School Program. Two certified reading specialist provide targeted reading, Read 180, lesson support and data analysis as appropriate. Through the Student Support Team, interventions to address social, emotional and or behavioral issues is provided concerns through individual and group counseling, individual student check in sessions, self management training, therapeutic advisory and home rooms, support break, social skills classes, therapeutic resources and specialized therapeutic groups. Bain is both a Title I school as well as the recipient of a 21st Century Grant.

Common planning time at Bain is scheduled for all educators three periods a week. This time is structure and managed to incorporate analysis of student data and tier I interventions, content area planning, parent meetings and other related school wide activities. Special educators assigned to the

grade level team attend all team meetings. School counselors attend common planning time as liaisons to the established intervention teams to bring related information as appropriate.

High School Level
 At **Cranston West**, one of the Assistant Principals is the point for Rtl. Rtl is in its first year of implementation. An Rtl team comprised of administrators, support staff, guidance counselors, educators and psychologist has been established. Rtl process, forms, communication protocols and team plan have been developed. In addition, Rtl team members have participated in district wide Rtl professional development that has been provided.

At **Cranston East** Rtl is emerging. The assistant principal for academic affairs meets with guidance on a weekly basis. The guidance team is the core Rtl team with others joining as appropriate. Currently, various academic interventions include math and literacy interventions, Planning Center, credit recovery via Odyssey, etc. Students can also access the district's credit recovery school site after school or during the school day.

District-wide there are plans to have Star math implemented for the 2013-2014 school year. Wilson is also implemented throughout the district as many teachers have been trained in its methodology. Ongoing professional development/technical assistance is planned for the 2013-2014 school year on MTSS with an emphasis concentrating on the middle and high school levels.

Result

5

SPP Disproportionate Representation (State Performance Plan Indicators #9 and #10)
 The district has been identified as significantly disproportionate in its identification of students with disabilities as shown by the data in the following tables. A review of policies, procedures, and practices conducted onsite and electronically, including individual student case reviews, found no disproportionate representation due to inappropriate identification practices.

White	OHI			ASD		
	2010	2011	2012	2010	2011	2012
Students with Disability	234	250	208	113	124	122
Total Students	7133	6930	6742	7133	6930	6742
District Risk	3.28	3.61	3.09	1.58	1.79	1.81
District Risk Ratio	3.35	3.54	2.88	3.60	3.31	3.07

Native American	ADR		
	2010	2011	2012
Students with Disability	11	12	13
Total Students	52	48	43
District Risk	21.15	25.00	30.23
District Risk Ratio	2.37	2.96	3.59

Data Analysis
 State Performance Plan
 Record reviews
 Interviews
 Document review

--	--	--	--

Black	OHI		
	2010	2011	2012
Students with Disability	10	14	16
Total Students	436	457	462
District Risk	2.29	3.06	3.46
District Risk Ratio	2.34	3.00	3.24

Two or More	OHI		
	2010	2011	2012
Students with Disability	12	12	10
Total Students	315	342	374
District Risk	3.81	3.51	2.67
District Risk Ratio	3.89	3.44	2.50

Result

6

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.

In 2010-2011, the Cranston Public Schools had 13 students with IEPs suspended more than 10 days. The total of all students suspended more than 10 days was 31. In 2011-2012, Cranston had 8 students with IEPs suspended more than 10 days. The total of all students suspended more than 10 days was 19.

Social emotional resources / positive behavioral supports

Evident throughout the district were opportunities for social emotional learning along with character education supporting a whole school community climate. Per Cranston's most recent Consolidated Resource Plan (CRP) grant monies were used to support Tier II: social/emotional and behavioral supports. Behavioral Expectations are clearly defined and implemented school wide through the positive behavioral supports and interventions (PBIS) initiatives. A myriad of activities both formally and informal that support both students and faculty are implemented daily. Additionally data is maintained for all activities implemented to address impact, climate changes and intervention planning.

School Removals/Disciplinary Policies. Throughout the district behavioral expectations along with disciplinary action protocols and policies are comprehensively defined in a student handbook.

Result	7	<p>Preschool Continuum</p> <p>There is a full continuum of services for preschool students with disabilities. Preschool programs include full and half day early childhood special education class programs, and half day integrated preschool programs. Cranston also provides services for students with disabilities in the community Head Start program. The districts integrated preschool program is located at two different school sites. Decision for placement and amount of special education and related services is determined by the IEP team for each individual child. The service provider location for students with speech only needs is located at the Early Childhood Center.</p> <p>The district collects early childhood outcomes data on all children with IEPs as required by the federal of Office of Special Education Programs. Teachers collect and enter authentic assessment information into an on-line child portfolio for Teaching Strategies Gold. This assessment information is used to shape and individualize instruction and to demonstrate progress. The district Administrator of Preschool Special Education 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 92% (State Performance Plan Indicator #6)</p> <p>State Performance Plan Indicator #7</p> <p>Of the 50 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); 81% -Acquisition and use of knowledge and skills (including early language/ communication and early literacy); 86% and -Use of appropriate behaviors to meet their needs 79%. 	Data Analysis State Performance Plan		
Result	8	<p>Elementary Level</p> <p>The elementary special education program continuum, for the specific schools reviewed, includes special education support and services in the general education classroom, in other settings, in special education classrooms exclusively for students with disabilities integrated within the school setting for interactions with their non disabled peers.</p> <p>At Eden Park Elementary and Woodridge Elementary Schools there are approximately 690 students and 80 students with IEPs. In Woodridge and Eden Park there are two self-contained classrooms, one for grades 1-3 and one for grades 4-6, taught by a special educator, with the support</p>	Data Analysis Interviews Observation		

	<p>of 2 assistants, and a behavior technician. All students in the self-contained settings are included in itinerants, special projects, homeroom and participate in social studies and science in the general setting as appropriate.</p> <p>At Orchard Farms Elementary school there are 393 students, and 27 students with IEPs. The program continuum includes a primary self contained classroom, two intermediary self -contained classrooms, and an autism spectrum disorders (ASD) classroom. Academic support is provided both in class and in small group settings and a full complement of specialized support staff. Additional supports include a speech and language therapist, occupational therapist, physical therapist, adapted physical educator, a teacher of the visually impaired, a social worker, school psychologist, multiple teacher assistants in each program and a school nurse.</p> <p>At Stonehill Elementary School there are approximately 320 students and 32 have IEPs. The program continuum includes an integrated preschool classroom, a developmental learning program (DLP) self-contained classroom for kindergarten, a primary self contained ASD program, academic support provided both in class and in small group settings, as well as a full complement of specialized support staff. The student support staff includes speech and language therapist, occupational therapist, physical therapist, adapted physical educator, a social worker, school psychologist, multiple teacher assistants in each program and a school nurse.</p> <p>At Rhodes Elementary School, there are 286 students in grades K-6, and 37 students have IEPs. The Program continuum includes three self-contained classrooms: a primary, a grade four, and an intermediate. Academic and behavioral supports are provided both in class and in small group settings. Support staff includes speech and language therapist, occupational therapist, a social worker, school psychologist, school counselor, multiple teacher assistants in each program and a school nurse. Students with academic IEPs are clustered in one class so that there is flexibility in making opportunities for children with more intense behavioral or academic supports to participate in the other classroom. Grade level teachers collaborate with each other for group activities. Delivery of specialized instruction and encouragement of student participation was enhanced by the use of technology for all students.</p> <p>Edgewood Elementary School has one self-contained class for students in grades 1-3 (at 4th grade they attend another school) and two classes for each grade K-6. One class at each grade level is a collaborative English Language Learners (ELL) class. As appropriate, small group instruction is provided for students both within the general education setting and as pull-out instruction for more intensive service delivery. Support staff includes speech and language therapist, occupational therapist, a social worker, school psychologist, school counselor, multiple teacher assistants in each program and a school nurse.</p>			
--	---	--	--	--

Result	9	<p>Program Continuum Middle Level</p> <p>Western Hills Middle School provides instruction for grades seven and eight. There are four grade level teams in both grades with a total of 636 students, 60 of whom are students with IEPs. The special education program continuum is as follows:</p> <p>For students with Individual Education Plans (IEPs) specialized instruction is provided through academic support (students are seen in academic classes and are pulled out once a week for small group work), inclusion (students are serviced in the classroom by the case manager. Two times per week there is time for the case manager to work with the students to reinforce skills they may be having difficulty within the school day).</p> <p>There is common planning time for the teams to meet three times per week. Once a week, the special educator attached to that team attends the meeting. Once a week the guidance counselor attends this meeting.</p> <p>Additionally, a Planning Center is available for students who return from being out of school or who are having difficulty staying in class. This planning center is also the room for the Teacher Alternative Classroom (TAC). This is also where students use the IXL Learn math computer program. Students also go there for their “performance skills” time. This is also a place a student can go to catch up on work. This time is offered to students who need it.</p> <p>There is a Life Skills class, which focuses on functional daily living skills. These students participate in Alternate Assessment. These students access to academics as well. The students in the Life Skills class often go to the inclusion social studies and science classes</p>	Data Analysis Interviews Observation		
Compliance		<p>a.)The eighth grade students in the self-contained program are all on a diploma path. The special educators who teach ELA and math are not highly qualified in those respective core content areas. The class goes in to general education classes for science and social studies, almost daily to receive the content information. At this time ELA is taught in the self-contained placement by a special education teacher. 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). for ELA and math (RIGL 300.18).</p>		A.), b.) and c.) Review and refinement of the schedule will ensure that students on a diploma path are afforded FAPE in the LRE with regard	All students, on a diploma path, in the classes referenced in findings a.), b.) and c.) are now fully accessing the general
Compliance		<p>b.) Self-contained class for students Autism spectrum disorders (ASD) who are on a diploma path. This class is taught by the same teacher who teaches the above described grade 8 self-contained class. The special educator is the teacher of record for all core content classes for students in the ASD class. They spent the beginning of the year going in to a general education Social Studies class but it was unsuccessful due to the makeup of the class. It is unclear how students within this model are afforded a free and appropriate public education (FAPE) in the least restrictive environment (LRE) with</p>			

Result	<p>regard to accessing the general education curriculum taught by highly qualified teachers (RIGL 300.18).</p> <p>Western Hills also has 2.5 guidance counselors on staff and a full-time social worker and a half time school psychologist. Support personnel monitor students as appropriate on a daily or weekly basis. They meet with teams during common planning time to problem solve specific situations and communicate with parents as appropriate..</p>		to accessing the general education curriculum	education curriculum taught by highly qualified teachers. Issue resolved.
Result	<p>Hugh Bain Middle School provides students in the 7th and 8th grade a middle level educational experience. There are 412 students attending the middle school, 78 are students with IEPs. There are two teams at each grade level along with a split 7th/8th grade team. Special educators are assigned to each team.</p> <p>Specialized instruction is facilitated through the following opportunities.</p>		Immediately and ongoing. Progress check: January 2014	
Result	<p>Resource/Academic Support – Resource is provided as a pull out support for students requiring additional content area remediation, re-teaching, time to complete test/quizzes and or assisting students in organizational management skills. As determined by need, students can participate in this opportunity from two to five periods a week.</p>			
Result	<p>Inclusive practices – As determined by the IEP team students are fully included in all content area classes with the support of a special educator / co-teacher. The special educator collaborates with the general educator (teacher of record) for ELA, Math, science and social studies. Students travel together as a group with their identified special educator across content area classes. Some students as directed by their specific IEP goals will attend inclusion content areas classes and participate in full inclusion classes when goals are not relevant. As students make progress transition to a less restrictive opportunity is planned for. Students participate in all co-curricular classes independently.</p>			
Compliance	<p>c.) Two self-contained settings are provided for students with learning and social emotional challenges needing individualized direct instruction along with life skills development. Two special educators facilitate collaboratively cross content area instruction. Content area curriculum is aligned to the general education content area including alignment with the common core. Students participate with their typically developing peers in co-curricular classes with support (teacher assistant). There are currently 17 students participating in a split classroom with nine students in one class and eight students in the other. As students make academic progress, opportunities to participate in the general education content area classes are offered on a trial basis. However the teacher of record for content area instruction remains with the specific special education case manager. It is unclear how students within this model (all of whom who are 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).</p>			

Result		<p>Planning Center – This opportunity mostly supports general education students, however may be utilized for students with IEP’s as determined by their IEP team. In addition students with health related issues may utilize this learning support to maintain access to the general education curriculum with the special education supports necessary to meet their individual education plan. Overall this setting is provided for students who may have significant absenteeism due to unique circumstances, truancy, and or at risk academically needing additional content area remediation, re-teaching, time to complete test/quizzes and or assisting students in organizational management skills</p>			
Result	10	<p>High School Level Program Continuum</p> <p>At Cranston High School East there are approximately 1,600 and 300 have IEPs. The program continuum is as follows:</p> <ul style="list-style-type: none"> - Intensive instruction in general education settings. Co-taught classes (9th-12th)- Specific core content classes are chosen depending on the overall student need. There are 37 co-taught classes that cover a myriad of grades and subject areas. All teachers who participate in co-teaching have common planning time together. -a.) Intensive instruction in self-contained settings. There are also academic classes taught in self-contained settings by special educators (math, science, ELA, and social studies). Math is co-taught with a highly qualified math teacher. Not all of the other intensive classes are taught by high qualified teacher under NCLB . It is unclear how students within this model (all of whom who are 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). -Academic Support/Resource- Students typically access resource either three or six days out of the seven day rotation. Students receive either a half or full credit for this class. -Academic Support/Transition Skills. The class provides resource support in working on their IEP goals and/or transition related IEP goals -Life Skills I. One class for students with significant intellectual disabilities who are accessing alternate assessment. Students may take classes within the Life Skill setting or in other academic content areas self-contained settings with special educators. In addition to the academic program, students participate in community-based experiences and job experiences. Life Centered Career Education (LCCE) curriculum standards are identified and addressed via these activities². Students access public transportation for the majority of these experiences. Students (18-21 years of age) typically attend Cranston Transition Program (CTP). Structured transition plans are in place individualized for each 	Data Analysis Interviews Observation	A.), b.) and c.) for Cranston High School East and West. Review and refinement of the schedule will ensure that students on a diploma path are afforded FAPE in the LRE with regard to accessing the general education curriculum	All students, on a diploma path, in the classes referenced in findings a.), b.) and c.) are now fully accessing the general education curriculum taught by highly qualified teachers. Issue resolved.

	<p>student as they move to CPT or another appropriate program. These students take elective classes in self-contained setting with their general education partners and other students who have IEPs.</p> <p>The partners program has general education typical papers come into the self-contained Life Skills class and work with the students in the Life Skills program. They also work with the students in the Life Skills class and attend elective class with the students.</p> <p>- b.)Life Skills II. Various special educators teach ELA, math, social studies and science. It is unclear how students within this model (all of whom who are 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).</p> <p>- c.) Credit Recovery- A class to provide an alternate planning center and special education student support center. A student can be referred for credit recovery through virtual learning (Odysseyware) where the traditional setting is ineffective or impractical. A special educator is the full-time teacher in this setting. It is unclear how students within this model (all of whom who are 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 monitored by highly qualified teachers (RIGL 300.18).</p> <p>Planning Centers. There are two Planning Centers that students can access as appropriate. One is the same physical setting as the credit recovery room and is also utilized as an in-school suspension setting. A special educator is the full-time teacher in this setting and this person provides specialized instruction as appropriate.</p> <p>-Interpersonal Skills is social skills course. It divided into two sections. One section for students on the autism spectrum and one for students in the life skills classes. Topics include appropriate communication with peers, daily living, self-help etc.</p> <p>There is a full-time psychologist and two full-time social workers at the high school. Individualized counseling is provided per the IEP and there are three therapeutic homerooms that the social workers and psychologist work specifically with students in these homerooms.</p> <p>There is a special educator who is also the high school's diagnostic prescriptive teacher (DPT) who facilitated the educational testing as needed</p> <p>At Cranston West High School there are approximately 1513 students and 176 (9%) have IEPs. The program continuum is as follows:</p> <p>-Co-taught classes (approximately 39). There are a variety of co-taught inclusion classes. These include math (Geometry, Algebra I and II), science (Chemistry, Biology, Physics), ELA, 9-12, history</p>			
--	--	--	--	--

	<p>(Democracy in Action, US History, World History).</p> <p>-Academic Support Classes (approximately 19). This is a class provided in the schedule for student requiring resource for academic support. Teachers see small group/individual students who may or may not be on their caseload. There are typically two special educators who provide the support.</p> <p>Cranston has been proactive in providing additional academic supports and varied opportunities for those students who scored below proficient on NECAP testing (before/after school tutoring, RIDE math modules, intensive instruction classes)</p> <p>-a.)Self-contained core content and reading classes (approximately 12)- Classes are taught by a special education teacher who teaches the same academic subject in a co-teaching class intended to ensure alignment with the curriculum and materials in the general education classes. It is unclear how students within this model (all of whom who are 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 monitored by highly qualified teachers (RIGL 300.18).</p> <p>-b.)The STEP (Students Towards Educational Progress) Program is a highly structured program focusing on behavioral expectations. Students enrolled in this program typically have a diagnosis of emotional disorder and a history of being academically unsuccessful. Students receive intensive instruction for the majority of content classes within the STEP program and are integrated for elective classes. Instruction is done by a special educator who is not highly qualified in content areas. Students attending this program also receive a transition skills class focused on post secondary planning. Program is noted and highlighted by administration as an effective program allowing students to remain in their own community, school and least restrictive environment. It is unclear how students within this model (all of whom who are 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 monitored by highly qualified teachers (RIGL 300.18).</p> <p>-Life Skills classes- One classroom serves students with more significant intellectual disabilities who participate on the alternate assessment. This program focuses on personal/social skills, hygiene, independent living skills, functional academics and vocational skills. Students may participate in community service projects, field trips and classroom fundraising activities. There was evidence that Life Centered Career Education (LCCE) curriculum standards are identified and addressed via these activities. Students also have collaboration with the Culinary program at the Career and Tech. Center two days/week. The other classroom serves students who still need a life skills component but who also participate on the regular state assessment. Cranston has an extensive assistive technology library located at the Norwood school where related service staff can access and trial devices for students per their IEP. Cranston has a comprehensive in-district assistive technology evaluation which</p>			<p>All students, on a diploma path, in the classes referenced in findings a.), b.) and c.) are now fully accessing the general education curriculum taught by highly qualified teachers. Issue resolved.</p>
--	--	--	--	--

		<p>has been effective in student's access to appropriate technology in an efficient and timely manner. Related staff assist with technology needs (purchasing process) as students prepare to exit HS so that students transition with assistive devices prior to graduation.</p> <p>-c.)Alternate Planning Center- The center is utilized for credit recovery, temporary placement (students removed from class), in school suspension, and for students transitioning back to school. Supports and serves students who are at-risk of graduating (special education and general education). Students utilize Odysseyware for credit recovery. It is unclear how students within this model (all of whom are on a diploma path) are afforded a free and appropriate (FAPE) in the least restrictive environment with regard to accessing the general education curriculum monitored by highly qualified teachers (RIGL 300.18). High School administration expressed wanting to increase and expand virtual learning opportunities for all students.</p> <p>-Cranston Area Career & Technical Center- Cranston hosts the regional Career & Technical Center at Cranston High School West. Students from both East and West may have access to the full array of certificate programs. Programs include: Medical Pathways, CAD/Drafting, Child Development, Interactive Digital Media, Residential Construction, Pre-Engineering/Robotics, Aquaculture, Cisco Networking, Cyber Security & Forensics, Graphic Communications, Culinary and Entrepreneurship.</p> <p>It was evident that there is strong collaboration between Career & Technical Center and high school staff, and administrators in supporting students receiving special education.</p>			
Result	11	<p>Construction and Career Academy (District Charter School)</p> <p>This is a district charter school serves students (grades 9-12) from Cranston, Johnston, Cumberland, Exeter-West Greenwich, Scituate, Pawtucket, Cranston, Warwick, West Warwick, Smithfield and North Cranston. The mission of this charter school is to target students who are interested in the field of construction technology or those who are interested in the World of Work exploratory program. There are three special educators who provide specialized instruction and support to students with IEPs who attend this charter school. Special educators co-teach with the general education teachers. Classes that have co-teachers are chosen based on student need.</p> <p>Cranston Transition Program-Cranston operates a Transition Program for students 18-21 years of age at the Norwood Avenue School. This program is in its fifth year. There are two classrooms each with nine students supported by a classroom teacher and teacher assistant. Classroom instruction is focused on functional, vocational and daily life skills as well as self determination and self advocacy skills supported by the LCCE curriculum and the Ten Sigma Rubrics for Transition. In addition, all students have WaytoGoRI accounts and participate in career planning activities. Students are offered a variety of vocational opportunities that are both in school and community based. Students have developed and operate several small businesses' (Cut Above, garden, culinary and laundry) which has</p>	Data Analysis Interviews Observation		

		promoted good connections to the local community. The Cranston Transition Academy has partnerships with adult community providers that assist with supported employment opportunities in integrated community settings as well as a school social worker that supports the TPC program. Linkages to the Office of Rehabilitative Services (ORS) and the Division of Developmental Disabilities (DDD) are facilitated by the case manager.			
Result	11	<p>The Norwood Avenue School Building is the location for two of Cranston's district-wide programs. They are as follows:</p> <p>Cranston Transition Program-Cranston operates a Transition Program for students 18-21 years of age at the Norwood Avenue School. This program is in its fifth year. There are two classrooms each with nine students supported by a classroom teacher and teacher assistant/job coaches. Classroom instruction is focused on functional, vocational and daily life skills as well as self determination and self advocacy skills supported by the LCCE curriculum and the Ten Sigma Rubrics for Transition. In addition, all students have WaytoGoRI accounts and participate in career planning activities. Students are offered a variety of vocational opportunities that are both in school and community based. Students have developed and operate several small businesses' (Cut Above, garden, culinary and laundry) which has promoted good connections to the local community. The Cranston Transition Academy has partnerships with adult community providers that assist with supported employment opportunities in integrated community settings as well as a school social worker that supports the TPC program. Linkages to the Office of Rehabilitative Services (ORS) and the Division of Developmental Disabilities (DDD) are facilitated by the case manager.</p> <p>a.) The Sanders Academy Program is an alternative specialized setting for students experiencing social emotional and or behavioral challenges. The goal of the program is to assist students in achieving their individual potential academically and to provide students with the necessary skills to meet the challenges of personal growth and young adulthood within the educational setting, home and the community. Read 180, System 44 are two of the academic intervention tools used at Sander. There are currently three class settings providing curriculum aligned to the grade level content areas for both middle and high school level students (one middle level class and two high school level classes). The program is additionally supported by a full-time social worker and four behavioral/technical assistants. Special educators at Sanders are involved in the general education professional development through the Dana Center science and math curriculum work, Common Core trainings in ELA and math, department meetings within general education areas to develop Common Core Course Assessment and Common Tasks and involvement in Discrete math work sessions. The high school level educators, who are the teachers of record, are not highly qualified in ELA, math and or science. At the middle level the educator is not highly qualified across content areas for both seventh and eighth grades. It is unclear how students within this model (all of whom who are on a diploma path) are afforded a free and appropriate public education (FAPE) in the least restrictive</p>	Data Analysis Interviews Observation	a.) Sanders Academy Program. Review and refinement of the schedule will ensure that students on a diploma path are afforded FAPE in the LRE with regard to accessing the general education curriculum	All students, on a diploma path, in the classes referenced in findings a.) are now fully accessing the general education curriculum taught by highly qualified teachers. Issue resolved.
Compliance				Immediately and ongoing. Progress check: January 2014	

		<p>environment (LRE) with regard to accessing the general education curriculum taught by highly qualified teachers (RIGL 300.18).</p> <p>The Sanders Academy has established policies and practices addressing entrance / exit criteria, program philosophy, curriculum, therapeutic support and behavior intervention and management strategies. Referral and placement to the academy is made through the IEP process. Placement includes a six to eight week diagnostic assessment addressing educational, behavioral and psychological needs to assure the placement is appropriate and to develop an individual education plan supporting the assessment outcomes. The length of stay for students is determined by the IEP team recommendations and varies from less than one year to several years depending on the needs of the student. Students additionally can complete their high school graduation requirements and receive a diploma from the Cranston Public Schools.</p>			
Result	12	<p>Cranston Alternate Education Programs</p> <p>Alternate Educational Program/ High School (AEP) is an alternate high school that provides an alternate pathway for students to earn their high school diploma. It serves students with and without IEPs who for a variety of reasons cannot function in a traditional high school. General education students are referred by their guidance counselors and students with IEPs through the IEP team process. Students entering AEP typically have a minimum of 14 credits. Special education, physical education/ health and art are provided at AEP. The special educators is the case manager for all students with IEPs who attend AEP. There are clear entrance and exit criteria.</p> <p>Interim Alternate Educational Setting (IAES). This program serves those students from middle/high schools that are excluded from their home school for various infractions. Time spent at IAES could be from 15 to 45 days. The Assistant Principal is responsible for getting the students work from his/her teachers and forwards it to the IAES program. All completed work is returned to the home school and is graded by the teachers. A special educator works with the students on an individual basis to provide specialized instruction per the IEP.</p> <p>Credit Recovery (High School). This option targets students (with or without IEPs) who are missing credits. It is offered from October until the end of May. Only those students who have failed and lack credits to meet graduation requirements may attend credit recovery. Work is completed through course packets or through online classes. A special educator is available for assistance as needed.</p> <p>High School Equivalency/ Adult Basic Education and English as a Second Language (GED/ABE/ESL) . Age appropriate students who do not have a diploma may, who lack basic skills, or who need to learn English can enroll in these programs. Day and evening classes are offered.</p> <p>Vocational Training for Adults (VTA) Classes are offered two evenings a week in the following</p>	Interview Observation Documentation		

		programs: certified nursing assistant, phlebotomy technician, medical office skills, and dental assistant			
Result	13	<p>Adaptive Physical Education</p> <p>Adaptive Physical Education is provided per the student's IEP. At Cranston High School East students who qualify for APE participate in a modified small group within the context of a physical education class when possible.</p>	Data Analysis Interviews Observation		
Result	14	<p>Extended School Year Services (ESY)</p> <p>ESY is provided per the student's IEP as appropriate. There is a process in place for IEP teams to make recommendations and complete paperwork for ESY programming each spring.</p>	Data Analysis Interviews Observation	.	
Compliance	15	<p>Facilities</p> <p>At Western Hill Middle School the elevator works intermittently as it breaks down often. There is a self-contained class that has four students in wheelchairs (evacuation plans are posted). There is an exit door in the class, but it does not have a ramp so the students in wheelchairs do not have access to this exit as there is a step. In order to exit the building, the students have to go to the other side of the building and exit through the cafeteria. There is another exit door upstairs (in the first floor computer room) but students use this with caution as once they tried to exit using this door and it was locked.</p>	Interviews Observation	This issue will be addressed and rectified. Immediately and ongoing. Progress check: January 2014	All students have direct access outside the classroom via a wheelchair ramp.
Result	16	<p>Local Special Education Advisory Committee (LAC)</p> <p>A local advisory committee with membership, operation, and scheduled meetings, consistent with Regents' requirements is in place and is supported by the district.</p> <p>The Cranston School District maintains an active Local Special Education Advisory Committee (SEAC) and identified co-chairs. There is representation by the Special Education and General Education Administrators at all meetings. The SEAC has active, consistent membership with monthly meetings and trainings offered on alternate months. The SEAC developed a new brochure which is disseminated at school Open Houses, a website and direct mailings to continue outreach efforts. The SEAC also has representation on all personnel interview teams.</p>	Data Analysis Interviews Observation		

		<p>Goals and Accomplishments of the SEAC to date:</p> <p>Goal 1- Increase the mandated attendees and rotation of administrative representation at monthly meetings. Goal accomplished.</p> <p>Goal 2- Ensure all teachers receive professional development in special education area. SEAC unable to accomplish to date due to needed potential change in the teacher contract. Further investigation is needed to determine accomplishments on this goal.</p> <p>Goal 3- Provide workshops guest speakers on various topics, peer disability awareness, dissemination of SEAC information to PTO's and parents. This goal was accomplished by having these presentations done on a bi-monthly basis. Trainings were provided by RI Parent Information Network, the Groden Center, SIBLINK and a financial planning presentation. This year the SEAC Chair and new parent member attended the LAC Leadership training class hosted by RIPIN. SEAC meets monthly and continues ongoing collaboration with Director of Pupil Personnel.</p>			
Result	17	<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 (2012-2013) is 23% 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 40%.</p>	Data Analysis State Performance Plan		
Result	18	<p>Drop Out /Graduation Rate (State Performance Plan Indicators #1 and #2)</p> <p>The Cranston Public Schools graduation rate is 77.20% for all students and 56.54% for students with disabilities. These rates approximate the state average rates of 77.25% for all students and 58.07% for students with disabilities.</p> <p>The Cranston Public Schools dropout rate is 11.51% for all students and 20.56% for students with disabilities. These rates approximate 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 approximately 43 students were reviewed prior to the on-site review by the team leaders. Students' records were very accessible. The record review process identified the following trends in some of the records reviewed:</p> <ul style="list-style-type: none"> - IEP invitation/notice does not state that purpose of the IEP meeting includes consideration of postsecondary goals and transition services (8 secondary records) -process of inviting students participation to IEP not evidenced in file (4 records for students age 14 and older) -Post school goals, short term goals and objectives, progress monitoring lacks measurability (9 instances over 48 records) -Present level of academic and functional performance written in limited manner (10 instances over 48 records) -Specially designed instruction lacks description (3 instances out of 48 records) -Various IEP items left blank not completely properly (49 instances over 48 records) <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: January 2014</p>	All items have been rectified and verified.
Result	2	<p>The Cranston Public School's child outreach screenings are available in a range of community-based early childhood programs and by appointment September through June.</p> <p>Childhood outreach screenings are conducted daily at a variety of different times t throughout the day. Cranston attempted to provide night screenings last year as well to accommodate families. Cranston has hired one head screener who assists in the delivery and coordination of all screenings. All screening instruments are reliable, valid measures as delineated in "Best Practice Guidelines for Child Outreach Screening Programs in Rhode Island".</p> <p>In the Cranston Public Schools; most recent Consolidated Resource Plan, the district reports the following</p>	State Performance Plan data Interviews		

		<p>screening percentages:</p> <ul style="list-style-type: none"> • 3 year olds: 37% (target 40%) • 4 year olds: 56% (target 60%) • 5 year olds: 33% (target 36%) <p>Although Cranston did not meet their set targets they did increase their percentages in each age group by 1-2 percentage points.</p>			
Result	3	<p>Child Find (State Performance Plan Indicator #11)</p> <p>Cranston Public Schools for the 2011-2012 year was at 100% compliance for meeting evaluation timelines for initial referrals. As of June 3, 2013, the Cranston Public Schools was thus far at 100% compliance for meeting evaluation timelines for initial referrals for the 2012-2013 school year.</p>	State Performance Plan data		
Result	4	<p>Student specific accommodation information is available through the electronic management system (ASPEN). Teachers reported receiving this information or being directed to review it electronically.</p>	Data Analysis Interviews Observation		
Result/ Compliance	5	<p>Specific Learning Disability (SLD) identification determination</p> <p>At the majority of schools reviewed, special education staff were unclear with regard to the SLD identification determination per regulatory requirements for the reevaluation process. It was noted that the director of personnel services would be providing a systemic process for all staff to implement for the 2013-2014 school year.</p> <p>The exception to this above finding was Bain Middle School. Staff had a clear understanding of the criteria, process and protocols for identifying students with specific learning disabilities.</p>	Record reviews Interviews	<p>Professional development/ technical assistance will be provided to special educators on the SLD reevaluation determination.</p> <p>Timeline: Immediately and ongoing. Progress check January 2013</p>	<p>Professional development/ technical assistance has been provided to special educators on the SLD reevaluation determination.</p>
Result/ Compliance	6	<p>Due Process Information (State Performance Plan Indicators #16, #17, #18 & #19)</p> <p><u>COMPLAINTS</u> <u>2010</u> <u># of Complaints:</u></p>	Due process information Data analysis	Compliance identified through due process is reviewed and verified as	Compliance identified through due process is reviewed and verified as

	<i>ISSUE(S)</i>	<i>RESULT</i>
<i>Complaint #1</i>	Other/Re-evaluation	Finding of Compliance

2011
of Complaints: No complaints during this period

2012
of Complaints:

	<i>ISSUE(S)</i>	<i>RESULT</i>
<i>Complaint #1</i>	Other/Home tutor	Withdrawn
<i>Complaint #2</i>	Placement	Finding of Noncompliance

2013
of Complaints: There have been no complaints filed to date

2010
of Mediations:

	<i>ISSUE(S)</i>	<i>RESULT</i>
<i>Mediation #1</i>	Placement	Withdrawn
<i>Mediation #2</i>	Evaluation	No Agreement Reached
<i>Mediation #3</i>	Placement	Withdrawn

2011
of Mediations:

	<i>ISSUE(S)</i>	<i>RESULT</i>
<i>Mediation #1</i>	Other/Services	Withdrawn
<i>Mediation #2</i>	Placement	Withdrawn
<i>Mediation #3</i>	Placement	Withdrawn
<i>Mediation #4</i>	IEP	Agreement Reached

2012
of Mediations:

	<i>RESULT</i>

corrected by RIDE due process personnel. All items noted as noncompliant in the due process findings are verified as corrected.

corrected by RIDE due process personnel. All items noted as noncompliant in the due process findings are verified as corrected.

Mediation #1	Withdrawn
Mediation #2	Withdrawn
Mediation #3	Withdrawn
Mediation #4	Withdrawn
Mediation #5	Withdrawn
Mediation #6	Agreement Reached

2013

of Mediations: There have been no mediations to date

HEARINGS

2010

of Hearings:

	<i>ISSUE(S)</i>	<i>FINDING(S)</i>
Hearing #1	Placement	Resolution Session Agreement

2011

of Hearings:

	<i>ISSUE(S)</i>	<i>FINDING(S)</i>
Hearing #1	Other/eligibility	Resolution Session Agreement

2012

of Hearings:

	<i>ISSUE(S)</i>	<i>FINDING(S)</i>
Hearing #1	Placement	Resolution Session Agreement
Hearing #2	Placement	Withdrawn by Parent
Hearing #3	Placement	Withdrawn by Parent
Hearing #4	Other/Appropriate Services	Resolution Session Agreement

		2013 # of Hearings: <i>There have been no hearing to date</i>			
--	--	--	--	--	--

3. IDEA TRANSITION					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Result	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 data base of all EI referrals is maintained and upcoming birthdates are monitored to ensure that meetings are scheduled in a timely manner. Last year's consolidated resource plan (CRP) indicated that the district achieved 100% compliance and that all children referred from Early Intervention and found eligible for preschool special education had IEPs developed and implemented by their 3rd birthday.</p>	Data Analysis Interviews State Performance Plan		
Result	2	<p>IDEA Transition Planning at the Middle Level</p> <p>At both Hugh Bain and Western Hills Middle Schools a variety of formal and informal transition planning activities are being facilitated for eligible students turning 14 years of age with an IEP (interest inventories/vocational, transition assessments (Ten Sigma and WaytoGoRI, Connections, Youth Transition worksheets etc.) At Hugh Bain Middle School, findings from the variety of assessments are not consistently embedded within the IEP.</p>	Data Analysis Interviews Observation	Professional development/ technical assistance will be provided to middle school special educators on connecting transition assessment to the IEP process. Timeline: Progress check: January 2014	Professional development/ technical assistance has been provided to middle school special educators on connecting transition assessment to the IEP process.
Result	3	<p>IDEA Transition Planning at the High School Level</p> <p>Cranston West High School case managers facilitate the transition assessments of students on their caseload. All career/transition related information is kept in</p>	Data Analysis Interviews Observation		

	<p>Transition Folder in the High School main office and accessible to all teachers. Assessments utilized include WaytoGoRI, Ten Sigma Survey, TPI, LCCE Inventories, student interviews and Reading Free Interest Inventory. As needed, Level II vocational assessments are conducted by West Bay Collaborative, Perspectives and Access Point for eligible students. The Guidance Department provides presentations in the fall to each grade level explaining expectations, opportunities/strategies for career planning (WaytoGoRI), post-secondary planning, etc. Guidance Counselors also meet with Life Skill program teachers in early spring to collaborate on individual students needs for the upcoming school year's course schedule.</p> <p>There is a variety of opportunities to address students' transition and career planning needs: transition class, support from Supported Employment Specialist, Ten Sigma and Life Centered Career Education Curriculum (LCCE), guest speakers, and exploratory opportunities with Career and Technical programs. There were no off-site community-based vocational experiences available to students but group field trips are used for career exploration. Students who remain in school beyond age 18 begin these opportunities in the 18-21 Transition Program. High School administration and staff have had some initial conversation about the desire to expand community-based vocational options, and school to work opportunities for all youth at the High School.</p> <p>Cranston East High School</p> <p>There is a scope and sequence of transition activities that students engage in for each grade level and this is managed in their transition folder. Case managers are responsible for completing and/or accessing the vocational assessments. There are also specific courses that focus on transition related skill building such as Career Prep for students with IEPs. This course is divided into two sections (one for 9th/10th graders and one for 11th/12th graders). This class provides specific transitional skills for students requiring intensive instruction and who are capable of independent employment. Topics include banking, bill paying, job searching and general career preparation. Community-based guest speakers also speak at these classes. Plans are underway to have financial literacy as a transition related class for the 2013-2014 school year. Café East is another transition related class. This class is set in an actual functioning café with an office area, prep area and kitchen facility. The students are responsible for all aspects of food preparation, cooking, cleaning and sales. They provide real, hand on work experiences under the guidance of training teaching staff. There is also a satellite site at City Hall where students make and sell baked goods to city hall employees and patrons. Students also work at the Cranston East School store selling products and School supplies. Field trips are planned so students can participate in a variety of state-wide transition related events and workshops (Dare to dream, Construction Day, health care fair etc.).</p>			
--	--	--	--	--

		At both Cranston High Schools there are point people assigned to the Regional Transition Advisory Committee (TAC).			
Result	4	The case managers are responsible for referring students to Office of Rehabilitative Services (ORS) and the Transition Advisory Committee (TAC) member is responsible for processing the paperwork.	Interviews Document Review		
Result	5	Summary of Performance (SOP) is facilitated by the case manager 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 Cranston Public Schools are 100% compliant with the requirement. (State Performance Plan Indicator #13)	Interviews Document Review		
Result	7	84 % of youth who are no longer in secondary school, has 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 69%. (State Performance Plan Indicator #14)	Interviews Document Review		