

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

School Support System Report and Support Plan

East Providence Public Schools
February 6-9, 2012

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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EAST PROVIDENCE

***SCHOOL SUPPORT SYSTEM REVIEW
FEBRUARY 6 – 9, 2012***

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1. FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE/LRE)					
Indicator		Findings	Documentation	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, 2009 – June 30, 2010 State Performance Plan information on East Providence 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 62.95%. (RI District Average is 70.86%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 25.36% (RI District Average is 14.55%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 7.5% (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. 98%</p> <p>C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards 11.69% [Note: State has individual grade and content area targets (26%). State target is average target across grades and content areas. District target is average percent of students proficient across content areas (11.69%).]</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 teaching and learning, 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 and Common Core</p>	Data Analysis Interviews Observation		

		<p>state standards.</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 SWIS, DRA, SRA, GRADE, Gates-MacGinitie, Learned Literacy Interventions, NECAP, teacher generated assessments, student work and performance along with classroom observations to discuss student placement (ELA, reading and math), instructional strategies and cross content area planning.</p>			
Result	4	<p>Response to Intervention (Rtl)</p> <p>District Rtl teams meet every other month to work on Rtl K-12 development and alignment. A Northern Rhode Island Collaborative Rtl specialist attends district meetings and provides technical assistance as scheduled through these meetings.</p> <p>Response to Intervention at the Elementary Level</p> <p>At the elementary level, grade-level teams and building-based problem solving teams are established and engaged in analyzing student assessment data (e.g. Curriculum-Based Measurements, SWIS, Rigby Literacy, DRAs, Learned Literacy Interventions, student work samples and observations). Each building has weekly meeting times with protocols for bringing student needs to the problem solving meeting, documenting interventions, data collection, and continued meetings to determine continuation or change in intervention and referral for special education evaluation. Students also receive intervention blocks with flexible grouping based on review of student progress. The criteria for identification of specific learning disabilities have yet to be established. Elementary schools varied across the district in development and implementation of Rtl.</p> <p>Response to Intervention at the Middle Level</p> <p>At Riverside Middle School, the curriculum is currently being revamped to develop a clear scope and sequence with set benchmarks which could then be fully immersed in the culture of Rtl.</p> <p>Positive behavioral support and interventions (PBIS) officially began in January. Students can earn rewards such as the principal serving them lunch. They are working on getting all staff to implement the program with fidelity. If a student engages in challenging behaviors, they may receive a minor or major consequence/slip. No one is sure how many majors equal a suspension. Currently, there is confusion among the staff as to how these are given and how they are tracked. They do not have an in-school suspension program as they do not have the staff to support the program. The trend is to try not to suspend and if they do, it is for one or two days.</p>	Data Analysis Interviews Observation		

	<p>They are working on drop-out prevention. A targeted team looks at the student's data and makes specific recommendations such as homework club. Last year, the data showed that 50% of the students improved in their grades. They now plan to look at the data on the students who were not successful.</p> <p>Literacy is another focus. For the students who score 3s and 4s on the NECAP, the targeted team provides enrichment opportunities via a literacy block where district literacy strategies are implemented.</p> <p>Martin Middle School's RtI/Effective Instructional and Behavioral Supports (EIBS) is in process. The team is currently involved in professional development to address differentiated instructional strategies; progress monitoring and data based analysis and decision making. Current efforts are addressing creating a process for universal screening.</p> <p>Intervention strategies identified by assessment analysis (NECAP, GRADE, etc.) are currently supporting students needing tier II and tier III interventions in ELA, Math and reading. Students can move from tier interventions as they master the targeted goal.</p> <p>A Universal PBIS team has been established. The team meets biweekly to explore best practices addressing universal procedures, school wide behavior management strategies and supports. Current efforts include the development of a school wide behavior documentation form along with procedures and protocols. School wide behavior interventions have been provided to faculty along with "Paws for Positive Behavior" supporting student's pro-active behavior through a positive reinforcement. Martin Middle School is in its first year as a PBIS School. The PBIS initiative will eventually be coordinated with the RtI/EIBS activities.</p> <p>Martin and Riverside Middle Schools are part of an RtI Cohort in Warwick. Common Planning at the middle level is scheduled daily for all grade level teams which includes the special educators. Common planning is dedicated to student specific issues, student data analysis, content area planning, family meetings and overall scheduling.</p> <p>Response to Intervention at the High School</p> <p>RtI at the high school is emerging. There is an RtI group that meets biweekly. It is comprised of the assistant principal, reading specialist, guidance head, world language teachers, special educator, and social studies educator. Current work includes clarifying intervention tiers and data used to inform interventions. Professional development on high school level has and will be provided by the principal and assistant principal.</p> <p>Currently the high school has a math and ELA lab (grades 9-12). The ELA lab is facilitated by the reading specialists.</p>			
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-Saturday Portfolio Camp. East Providence students must pass (show proficiency) in two out of five portfolio subject areas. The first part of the camp is instructional support and the second part of the day is retaking the portfolio task. There is also after school academic support/portfolio assistance. Teachers will target students who may need math, ELA, science, or general education remediation. Parents are contacted and students are requested to attend. A late bus is provided.

-Academic student data review meetings. This meeting occurs weekly with the guidance department and an assistant principal to review and discuss students who may not be meeting proficiency. Based on data review plans are set to introduce different intensive math interventions for the upcoming school year.

Result

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

Data Analysis
State Performance
Plan

	ED		OHI	
	2010	2011	2010	2011
White				
Students with Disability	97	87	259	215
Total Students	4294	4171	4294	4171
District Risk	2.26	2.09	6.03	5.15
District Risk Ratio	3.59	3.72	6.15	5.05

	ED		OHI		ADR	
	2010	2011	2010	2011	2010	2011
Black						
Students with Disability	28	17	45	45	185	154
Total Students	774	688	774	688	774	688
District Risk	3.62	2.47	5.81	6.54	23.90	22.38
District Risk Ratio	5.74	4.41	5.93	6.41	2.68	2.65

			OHI			
Hispanic			2010	2011		
Students with Disability			16	17		
Total Students			348	399		
District Risk			4.60	4.26		
District Risk Ratio			4.69	4.18		
	ED		OHI		ADR	
Nat'l Risk	0.63	0.56	0.98	1.02	8.92	8.46

While East Providence continues to have areas of significant disproportionality as shown with the most recent data collected in the new seven race format, an onsite verification of policies, procedures, and practices as reported in the CRP process demonstrated no areas of inappropriate identification practices nor individual cases of inappropriate identification as causal factors of disproportionate representation. Continued implementation of strategies and social emotional supports through participation in positive behavioral supports and interventions and technical assistance on Rtl are encouraged to continue the downward trend in the areas of emotionally disturbed (ED), other health impaired (OHI), and all disabilities reported (ADR). The addition of a full time Rtl coordinator is highly recommended to continue the development of Rtl implementation K-12 with capacity to sustain implementation over time considering that the currently embedded technical assistance will be diminishing for the 2012-13 school year.

Result

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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 2009-2010 East Providence had 16 students with IEPs suspended more than 10 days and in 2010-2011, there were 19, compared to 18 (09-10) and 31 (10-11) general education students. This resulted in a risk ratio of 2.45 and 1.92, respectively. While close, this does not constitute a significant discrepancy (2.5 risk ratio for 2 consecutive years). When broken down by race/ethnic background, there were less than 10 students suspended more than 10 days in each category, and no significant discrepancy (Indicator 4B).

Social emotional resources / positive behavioral supports

Elementary Level

At the elementary level, the schools visited had consistently implemented Positive Behavioral Interventions and Supports (PBIS) with whole school reinforcement of positive behavior. PBIS teams set clear expectations for all students, with encouragement and modeling from all staff with

	<p>student rewards, school events and visual supports throughout the buildings.</p> <p>School social workers, psychologists and counselors provide individual, small group and whole class support for students and facilitate support groups like social skills, problem solving, crisis intervention, anger management and anti-bullying. All elementary schools participate in positive behavioral supports and interventions (PBIS).</p> <p>Middle Level</p> <p>At Martin Middle School there are numerous activities supporting students' social emotional and behavioral growth. Students have access to all related support personnel, including the school psychologists, social workers, the school resource officer and school counselors. Specialized groups are offered with topics covering self-esteem, bereavement, social skills, anger management and girls groups.</p> <p>At Riverside Middle School, the Rachel's Challenge program is being coordinated with PBIS. All students have created handprints and have put their own positive messages and intentions on them. There was evidence through student behavior of an understanding of behavioral expectations.</p> <p>The Advisory program at Martin Middle School varies in implementation, class size and student grouping. Curriculum implementation is currently not aligned to typical activities as described in the "advisory binder". Both students and educators reported using this time for academic support, homework, etc. Some advisory classes have up to 25 students per class. Lastly, some students do not attend an advisory due to scheduling. Faculty clearly stated that the intent and meaningfulness of the advisory initiative is difficult to achieve under the current circumstances.</p> <p>At Riverside Middle School advisories are used to teach and reinforce expected behaviors throughout the building. At the middle level each school has a social worker and psychologist.</p> <p>High School Level</p> <p>Teachers at East Providence High School reported a need for a wider array of positive behavioral supports that are connected to response to intervention.</p> <p>Some of the social/emotional resources/supports include the following:</p> <p>-The 2-5-2 Program. This program targets students who have two suspensions, five absences/tardies and two failing grades. It is managed by the guidance counselors in conjunction with two conflict resolution specialists. There is a weekly meeting every Friday with guidance and the principal to review student needs and challenges. There is intensive and individualized follow-up based on students' needs. Data thus far have indicated that this program assists with getting students back on track.</p>			
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	<p>-Conflict resolution specialists. There are two conflict resolution specialists at the high school. One of these individuals is trained in Crisis Prevention Intervention (CPI). They receive referrals from teachers, parents, etc. They make referrals as appropriate, to the school social worker or nurse. They also procure guest speakers on bullying and conflict resolution. The social worker meets with the conflict resolution specialist on a monthly basis to review the conflict resolution logs. It is unclear what specific follow-up may occur with regard to the need for an IEP review and the potential development of a functional behavioral assessment and behavioral intervention planning (see program continuum finding for additional information).</p> <p>-Advisories</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.</p>			
Result	<p>7 Early Childhood/Preschool Special Education</p> <p>The early childhood special program is currently housed at the Meadowcrest School. Discussions are currently underway to see how to better integrate typical peers into the preschool special education continuum. The current continuum is as follows:</p> <p>VSP 1 (Visual Support Program) Extended day program (4.5 hrs) for our students with severe language delays (most of the children have been diagnosed with autism or will probably get the diagnosis at a later point in time when parents are ready to go down that road).</p> <p>VSP 2 Two, 2.5 hour sessions for children who don't require the level of service as those mentioned above.</p> <p>Program for children with significant behavioral issues Two, 2.5 hour sessions- children are placed in am or pm sessions according to their strengths/needs, napping schedules and/or to accommodate participation in Head Start's am program located at Meadowcrest. Many of these children will have participated in Bradley's Pediatric Partial Hospital Program prior to entering this program or will participate during their enrollment.</p> <p>3 year olds Two, 2.5 hour sessions for the youngest children- children are placed in am or pm sessions based upon the criteria mentioned above.</p>	Data Analysis State Performance Plan		

	<p>4/5 year olds One, 2.5 hour session for children who are expected to enter elementary settings in the following school year. Some of these children may have behavioral challenges.</p> <p>Generic Language Based Program Two, 2.5 hour sessions for children who have significant language delays- some of the students are on the "autistic spectrum" but don't require the level of support as the VSP 2. Some of the children may have hearing impairments, etc. Placement in am or pm session is based upon criteria mentioned above.</p> <p>Fully Integrated Program with Head Start Partners One, 2.5 hour am session for children who are expected to enter elementary settings in the following year with little to no special education support, and/or who have physical challenges.</p> <p>In addition to the "EP/Head Start Inclusive Program", there are two other Head Start classrooms located at Meadowcrest. Some of the children attend Head Start until having their lunch and then attend one of the 2.5 hour afternoon special education programs. Other students in Head Start programs receive therapies via IEPs during the course of their school day.</p> <p>"Walk In" services for children who only require speech/language or speech/occupational therapy or speech/physical therapy.</p> <p>Given the continuum of services in one location, classroom placement is fluid within the school context; children move in/out of programs as their strengths and needs change. Some children enter Meadowcrest at age 3 and are placed in the most restrictive setting, moving into less restrictive settings during their tenure and are able to attend regular Kindergarten with support services. Some of the students enter as "walk ins" and eventually are placed in class settings.</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 51% (State Performance Plan Indicator #6).</p> <p>State Performance Plan Indicator #7 Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:</p> <ul style="list-style-type: none"> -Positive social-emotional skills (including social relationships); 67% -Acquisition and use of knowledge and skills (including early language/communication and early 			
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		literacy); 70% and -Use of appropriate behaviors to meet their needs 86%.			
Result	8	<p>Elementary Level</p> <p>There are 2,457 students at the elementary level and approximately 357 student have IEPs. The special education program continuum is as follows:</p> <p>East Providence elementary schools provide programming for students in grades K-5. The schools visited provide a variety of programs for children with disabilities (e.g. small class instruction, individual and small group interventions, co-taught classrooms) and all children with IEPs have access to the general education curriculum. All elementary schools provide special education support for students in the general education classroom and in other settings as appropriate. Supports for students with disabilities include specialized programs for students with learning, social emotional and behavioral challenges and students on the autism spectrum. Supports are provided by the special educators, therapists, psychologists, social workers, guidance counselors, teacher aids, and related staff. Delivery of specialized program instruction and encouragement of student participation was enhanced by the use of technology for all students. Students with IEPs also participate as appropriate to the full extent possible in all itinerants, physical education and lunch.</p> <p>There is a strong sense of shared responsibility for all students among the staff. Common planning time is viewed by staff as beneficial to collaboration.</p> <p>In addition to above program continuum there is a Visual Support Program with three classrooms for students K-5 who have autism spectrum disorders at Whiteknact Elementary School. This class provides a structured learning environment, supported by the use of by use of the Picture Exchange Communication System. Currently discussions are underway with teachers and administrators to determine what additional supplies/materials are needed to support students with visual needs.</p> <p>Also housed at Whiteknact Elementary is a Bradley School class. East Providence students in this program access lunch and electives in the general elementary setting. They participate in general education classes as per their IEPs.</p>	Data Analysis Interviews Observation		
Result	9	<p>Program Continuum Middle Level</p> <p>There are approximately 596 students attending Riverside Middle School and 98 students have IEPs. The special education program continuum is as follows:</p>	Data Analysis Interviews Observation		

	<p>There are two teams at each grade level grade with a special educators assigned to each team. Specialized instruction is facilitated through a collaborative inclusionary/self contained model. Some special educators engaged in co-teaching as appropriate and/or provide collaborative support within the content area classes.</p> <p>Two departmentalized small group self-contained settings are provided for students needing more intensive instruction with support. Students are provided all content area subjects within this setting with the exception of science. Students participate in a co-taught science class with a content teacher, special educator and a teacher assistant.</p> <p>One Life Skills class. A self-contained setting for students who require more individualized direct instruction and life skills experiences. Students participate with their typically developing peers as appropriate. There are currently two students requiring an alternate assessment.</p> <p>There are 596 students attending Edward Martin Middle School, 101 are students with IEPs. The special education continuum is as follows:</p> <p>The Martin Middle School educational model is facilitated through two distinct House structures. Each House contains three academic grade level teams (6, 7 and 8th grade) with an assigned school counselor. Special educators are assigned to each grade level team.</p> <p>Specialized instruction is facilitated through a collaborative inclusionary/self-contained model. Special educators may co-teach as appropriate and/or provide collaborative support. Settings for students needing more intense instruction and/or support participate in core content subjects as appropriate with support. Students participate fully with their general education peers in all electives, physical education, health and lunch.</p> <p>Special education students receive their specialized instruction within the general education setting. Students are engaged in all content area classes and participate in all relevant co-curricular classes independently. Special educators may co-teach and/or provide collaborative classroom support as appropriate.</p> <p>Students needing more instructional support receive their specialized instruction within the general education setting as a defined group with a special educator and teacher assistant. Students along with special education support travel together for each content area class with the exception of co-curricular and physical education classes. Special educators may co-teach and/or provide collaborative support. Within this model general education students independently transition from content area.</p> <p>A self-contained setting is provided for students needing intensive small group instruction and</p>			
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		<p>support. As appropriate students participate in content area classes as determined by their readiness and progress. Students additionally participate with their general education peers in all co-circular classes as appropriate with support.</p> <p>An additional self-contained setting is provided for students experiencing behavioral health challenges. Though exit and entrance criteria and protocols have not yet been established, the class model offers behavior intervention plans along with IEP goals and objectives, based on individualized functional assessments, supporting their social emotional behavioral growth. Faculty and staff within this program are all certified in Crisis Prevention Intervention (CPI). Classroom behavior management strategies are aligned to the school-wide PBGRs and offer students an opportunity to participate in the general education setting as appropriate with support. Students in collaboration with educational and support staff play a major role in individualizing their program.</p> <p>A Bradley School program is housed at Martin Middle School. Students participate in whole school activities as appropriate</p>			
Result	10	<p>Program Continuum High School Level</p> <p>At East Providence High School there are approximately 1,575 students and 333 students have IEPs. The program continuum is as follows:</p> <ul style="list-style-type: none"> -Co-taught classes (9th-12th)- All standard classes and some college prep classes are co-taught classes (general and special educator). Special educators pick a subject area and, as much as possible, are assigned co-teaching classes in the same content area. Special educators who co-teach also attend subject matter department meetings and special education department meetings on a rotating basis. Many co-teachers also have common planning time which they reported as beneficial to their content planning. -Student's with IEPs that have PLPs are serviced via two reading specialists. Students who have IEP goals specifically for reading issues also receive a reading class every other day. Students receive a half credit for this reading class. -Two classes for students with significant intellectual disabilities. These are divided chronologically (14-18 and 18-21 years of age). The focus of the younger class is academics. The older class focus is on community-based work experience (local nursing homes, Savers, Lowes, Marshalls, Sports Authority, Wal-Mart, etc). Students in the Life Skills classes also take classes at the Career and Technical Center and receive grades base on a modified rubric. In addition, the Partners program has been very successful this year. It partners general education students with special education students in a variety of school settings. <p>In terms of transition and students in the Life Skills classes, teachers do not have vocational</p>	Data Analysis Interviews Observation		

		<p>assessments for students with significant needs. They utilized Way to Go RI with considerable teacher assistance and teacher interviews as their vocational assessments. It is unclear, however, how valid and reliable vocational assessments are facilitated and connected to IEP planning due to these limitations (see also the transition section for additional information).</p> <p>-There is one "Transition Skills" class where students with social emotional challenges check in for 7th period and receive resource support. This class is being phased out after this year.</p> <p>Staff expressed concerns about students who need more intensive academic supports who are not being successful in co-teaching situations. They were unclear what the plan is for those students although no one was able to provide specific student names.</p> <p>-One Bradley School class is also located in the program. East Providence students in this program access lunch and electives with in the general high school setting. They participate in general education classes as per their IEPs.</p> <p>There is a psychologist at the high school four days a week and a fulltime social worker. Both participate on the Evaluation Team. The psychologist works with students with IEPs or those being considered by the Evaluation Team. The social worker facilitates a social skills group for students on the spectrum. Neither is involved in the formalized Rtl process regarding behavioral interventions.</p> <p>The Career and Technical Center is located behind the high school. There are approximately 559 students and 160 students have IEPs. Students who attend the Career and Technical Center take their core content classes at the high school. Case managers provide the career and technical teachers an accommodation sheet detailing supports. There are no co-taught classes at the Career and Technical Center. Some staff expressed frustration at this structure. Career and Technical offerings include:</p> <ul style="list-style-type: none"> -Auto collision repair/refinishing -Automotive technology -Culinary Arts -Environment and Life Science -Graphic Communications -Pre-Engineering -Construction -Cosmetology 			
Result	11	Adaptive Physical Education is provided per the IEP	Data Analysis Interviews Observation		
Result	12	Extended School Year (ESY) is offered in the district per the IEP. It is typically housed at	Data Analysis		

		Waddington and Meadowcrest Elementary Schools, and Martin Middle School.	Interviews Observation		
Result	13	<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 East Providence district maintains an active Local Special Education Advisory Committee (LAC). The LAC has 14 active members and two identified chairs.</p> <p>The Interim Pupil Personnel Director currently does not attend the Local Special Education meetings. This was cited as a concern due to the need for clarity in regards to special education policies, practice and service delivery throughout the district. An identified contact person as a liaison to the LAC has not been established. In addition, the LAC reported limited opportunities to effectively communicate with the special education central office. These concerns were shared with the school committee through the presentation of the LAC annual report for the 2010-2011 school year. To date, no changes have occurred. Clarity in regards to the current roles and responsibilities of the special education central office personnel would assist in directing communication. The LAC is additionally concerned about potential cuts in special education budget and its impact on service delivery.</p> <p>Accomplishments this year include hosting two successful workshops to provide parents and school personnel information on basic rights and the social skills program "Circle of Friends". Another workshop is scheduled for February called "How to Build an Assistive Technology Toolkit for Special Needs Children". In addition, overall parent advocacy continues. This May the LAC will host their 4th Annual Special Needs Recognition night where teachers, school personnel, students and community programs are recognized for their commitment to students with disabilities.</p> <p>Goals for the LAC include the following: Developing a working relationship with the current Pupil Personnel Director and getting clarity of roles and responsibilities. The LAC will also continue to offer workshops and support professional development, especially in the area of inclusive practices.</p>	Data Analysis Interviews Observation	Director of Pupil Personnel will work with the RI Parent Information Network (RIPIN) to provide training regarding roles and responsibilities of the LAC.	Timeline: March 2013 (Progress check December 2012)
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 (2010-2011) is 16% of parents whose children have IEPs.</p> <p>Of parents with a child receiving special education services who participated in the last survey, the</p>	Data Analysis State Performance Plan		

		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%.			
Result	15	<p>Drop Out /Graduation Rate (State Performance Plan Indicators #1 and #2)</p> <p>The East Providence Public Schools graduation rate is 68% for all students and 52.80% for students with disabilities. These rates are notably lower than the state average rates of 75.80% for all students and 57.20% for students with disabilities.</p> <p>The East Providence Public Schools dropout rate is 23.4% for all students and 34.7% for students with disabilities. These rates are notably higher than the state average rates of 14.10% for all students and 23.60% 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 32 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:</p> <ul style="list-style-type: none"> -The purpose of the IEP notice did not address transition planning -Specific IEP items/lines left blank -Strengths and needs portion of the IEP limited in details and quality -IEP baseline, annual goals and short term objectives not consistently measurable -Missing paperwork not seen in student files (No documentation of written prior notice missing parent consents) <p>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements and 300.322)</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>In addition, TIENET has been procured for the district. Trainings have</p>	

				<p>occurred. The business rules in TIENET will assist in ensuring no items are left blank on the IEP document.</p> <p>Timeline: Immediately and ongoing. June 2012</p>	
Result	2	<p>East Providence's child outreach screenings are available in a range of community-based early childhood programs and by appointment September through June.</p> <p>The state target for screening is 80% of children ages 3, 4, and 5. In 2011 most recent Consolidated Resource Plan, the district reports the following screening percentages:</p> <ul style="list-style-type: none"> • 3 year olds: 33% • 4 year olds: 45% • 5 year olds: 40% 	Data Analysis State Performance Plan Interviews		
Result	3	<p>Child Find (State Performance Plan Indicator #11)</p> <p>East Providence Public Schools for the 2010-2011 year was at 100% compliance for meeting evaluation timelines for initial referrals. As of 2/6/12 East Providence Public Schools was thus far at 100% compliance for meeting evaluation timelines for initial referrals for the 2011-2012 school year.</p>	Data Analysis State Performance Plan		
Result/ Compliance	4	<p>High School IEP/Evaluation Structure</p> <p>The high school has a full-time special education department chair. Case managers arrange annual IEP reviews and facilitate those meetings. There is also an "LEA" who comes every Thursday to facilitate the Evaluation Team meetings. Staff consistently reported that re-evaluation reviews and some IEP meetings may occur through either evaluation team meetings or the IEP team. (RIGL 300.303 (ii))</p>		<p>Special education administration in conjunction with school-based personnel will provide clarity about roles and responsibilities.</p> <p>Timeline: Immediately and ongoing.</p>	

				June 2012	
Result	5	Throughout the district special educators completed an accommodation sheet that is then sent to the general education teachers.	Data Analysis Interviews Observation		
Result/ Compliance	6	<p>Specific Student Compliance Issues</p> <p>a.) SW1 stated he would like to participate in chess club but cannot due to there not being an accessible late bus. (RIGL 300.42)</p> <p>b.)SW5 states some teachers do not provide proximal seating because there is a “set seating arrangement” This student has proximal seating as one of her IEP modifications. (RIGL 300.323(i)(ii))</p> <p>c.) In East Providence, staff was typically unaware of the requirements for SLD determination (initial and reevaluation). East Providence has a secondary waiver for the 2011-2012 school year. (RIGL 300.311)</p> <p>d.)Interpreters needed for all relevant meetings regarding home native language often is left to the support staff at Martin Middle School. The process for procuring appropriate interpreters for relevant meetings is unclear. (JK1, JK7) (300.322 (e)(5))</p> <p>At Whiteknact Elementary school, students with speech language services on their IEPs were not receiving services for part of last year and until December of this year due to the unavailability of a speech language pathologist. Speech services are now being provided, as well as compensatory services (MP6, 9, 10). Currently, East Providence is actively recruiting a speech and language pathologist to assist with compensatory services.(RIGL 300.151(b)(1)(2))</p> <p>At Martin Middle School, 21 students require speech related services and supports. A part-time speech language pathologist is currently providing compensatory services and a speech language pathologist has been hired to provide ongoing services. (RIGL 300.151(b)(1)(2))</p>	Interviews Observation Record Review	<p>a.)Special education administration will review and resolve. Timeline: June 2012</p> <p>b.)Special education administration will review and resolve. Timeline: June 2012</p> <p>c.)Ongoing professional development will be provided on SLD determination (initial and reevaluation) The first professional development is slated for June 5th, 2012.</p> <p>Timeline: Immediately and ongoing. March 2013 (Progress check June 2012).</p> <p>d.) Special education administration will</p>	

				provide ongoing information on providing interpreters. Timeline: Immediately and ongoing. March 2013 (Progress check June 2012).																											
Result/ Compliance	7	<p>Due Process Summary (State Performance Indicators #16,#17,#18,and #19)</p> <p>During the SSS data analysis due process information is reviewed for the past three years. A summary is provided here.</p> <p><u>COMPLAINTS</u></p> <p><u>2009</u> # of Complaints:</p> <table border="1"> <thead> <tr> <th></th> <th><u>ISSUE(S)</u></th> <th><u>FINDING(S)</u></th> </tr> </thead> <tbody> <tr> <td><u>Complaint #1</u></td> <td><u>Placement</u></td> <td><u>Withdrawn</u></td> </tr> </tbody> </table> <p><u>2010</u> # of Complaints:</p> <table border="1"> <thead> <tr> <th></th> <th><u>ISSUE(S)</u></th> <th><u>FINDING(S)</u></th> </tr> </thead> <tbody> <tr> <td><u>Complaint #1</u></td> <td><u>Other/Speech/OT</u></td> <td><u>Finding of Non-Compliance</u></td> </tr> </tbody> </table> <p><u>2011-2012</u> # of Complaints:</p> <table border="1"> <thead> <tr> <th></th> <th><u>ISSUE(S)</u></th> <th><u>FINDING(S)</u></th> </tr> </thead> <tbody> <tr> <td><u>Complaint #1</u></td> <td><u>Other/Records</u></td> <td><u>Finding of Compliance</u></td> </tr> <tr> <td><u>Complaint #2</u></td> <td><u>IEP/Transportation</u></td> <td><u>Finding of Non-Compliance</u></td> </tr> <tr> <td><u>Complaint #3</u></td> <td><u>Other/ESY</u></td> <td><u>Finding of Compliance</u></td> </tr> <tr> <td><u>Complaint #4</u></td> <td><u>IEP</u></td> <td><u>Finding of Non-Compliance</u></td> </tr> </tbody> </table> <p><u>MEDIATIONS</u></p> <p><u>2009</u> # of Mediations:</p>		<u>ISSUE(S)</u>	<u>FINDING(S)</u>	<u>Complaint #1</u>	<u>Placement</u>	<u>Withdrawn</u>		<u>ISSUE(S)</u>	<u>FINDING(S)</u>	<u>Complaint #1</u>	<u>Other/Speech/OT</u>	<u>Finding of Non-Compliance</u>		<u>ISSUE(S)</u>	<u>FINDING(S)</u>	<u>Complaint #1</u>	<u>Other/Records</u>	<u>Finding of Compliance</u>	<u>Complaint #2</u>	<u>IEP/Transportation</u>	<u>Finding of Non-Compliance</u>	<u>Complaint #3</u>	<u>Other/ESY</u>	<u>Finding of Compliance</u>	<u>Complaint #4</u>	<u>IEP</u>	<u>Finding of Non-Compliance</u>	State Performance Plan Due process Data Data analysis	Compliance items in the "Due Process" section have been resolved as verified by the RI Department of Education.
	<u>ISSUE(S)</u>	<u>FINDING(S)</u>																													
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	ISSUE(S)	RESULT
Mediation #1	Other/Transportation	Agreement Reached
Mediation #2	Other/Transportation	Agreement Reached
Mediation #3	Placement	Agreement Reached

2010

of Mediations:

	ISSUE(S)	RESULT
Mediation #1	Placement	Agreement Reached
Mediation #2	Other/Math Instruction	Agreement Reached
Mediation #3	Placement	Agreement Reached
Mediation #4	Other/1:1	Agreement Reached

2011-2012

of Mediations:

	ISSUE(S)	FINDING(S)
Mediation #1	Other/1:1	Withdrawn
Mediation #2	IEP	Agreement Reached
Mediation #3	Other/Curriculum	Withdrawn
Mediation #4	Placement	No Agreement Reached
Mediation #5	Other/Eligibility/ESY	Withdrawn

HEARINGS

2009

of Hearings: No hearing during this period

2010

of Hearings:

	ISSUE(S)	FINDING(S)
Hearing #1	IEP	Withdrawn/Parent

2011-2012

of Hearings: No hearing thus far during this period

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 10 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>Preschool to Elementary Level Transition</p> <p>Elementary school personnel described the transition from the preschool program to the elementary level for students with IEPs as lacking a formal coordinated process. Elementary staff perceive that decisions are made by preschool staff with little or no involvement from elementary level personnel.</p>	Data Analysis Interviews Observation		
Compliance	3	<p>IDEA Transition Planning at the Middle Level</p> <p>At the middle level, it was noted that Way to Go RI is sometimes used in conjunction to career exploration by school counselors and special educators. However, assessment outcomes are not utilized to inform IEP's of students eligible for transition planning (JK4, 5).</p> <p>Additionally the articulation of a systematic approach for students 14 years old with IEP's is not consistently applied. The following represent the areas to be clarified:</p> <ul style="list-style-type: none"> -The purpose of the IEP meeting notices did not address transition planning. -Summary of performance information left blank. -Invitation to IEP meetings did not include the student. -Student interviews were noted as the tool for transition assessment to determine post school goals. -Present Levels of Functional/Academic Performance/Achievement not addressed and/or aligned to inform the IEP. (RIGL 300.43 and 300.46) 	Data Analysis Interviews Observation	<p>Special education administration in conjunction with school-based staff will develop a transition related scope and sequence for the middle and high school levels.</p> <p>Timeline: Immediately and ongoing. March 2013 (Progress check December 2012)</p>	
Result	4	<p>Drop Out /Graduation Rate (State Performance Plan Indicators #1 and #2)</p>	Data Analysis State Performance Plan		

		<p>The East Providence Public Schools graduation rate is 71.80% for all students and 64.60% for students with disabilities. These rates approximate than the state average rate of 75.80% for all students and is slightly higher than 57.20% for students with disabilities.</p> <p>The East Providence Public Schools dropout rate is 15.00% for all students and 16.10% for students with disabilities. These rates approximate the state average rate of 14.10% for all students and is lower than 23.60% for students with disabilities.</p>			
Compliance	5	<p>IDEA Transition Planning at the High School Level</p> <p>Case managers stated that they facilitate vocational assessments for students on their case load. Currently, there is no systemic scope and sequence for transition assessment/planning. Staff is working on developing vocational assessment options for 9th graders with IEPs, however, reported spending considerable time trying to locate vocational assessments on their own and reported wanting more guidance and direction in this area. Teachers also reported that there was no case management time to facilitate the vocational assessments so students had to be pulled out of class if one was facilitated. The department chair is the representative to the Transition Advisory Committee (TAC) which meets monthly. It is unclear why the full-time special education department chair is not the lead for transition planning (i.e., providing direction and guidance on transition related requirements and tools to special educators in her department).</p> <p>There were no student vocational assessments seen in the files (SW1-6). Neither were any produced at the school. (RIGL 300.43 and 300.46)</p>	Data Analysis Interviews Observation	<p>Special education administration in conjunction with school-based staff will develop a transition related scope and sequence for the middle and high school levels.</p> <p>Timeline: Immediately and ongoing. March 2013 (Progress check December 2012)</p>	
Result/ Compliance	6	<p>At the high school, staff reported that they complete Summary of Performance (SOP) and forward to central office. Staff was unclear what happens to the SOPs once they go to central office as SOPs are not always reviewed with the students (as seniors graduate two weeks prior to the last day of school) and SOPs may be completed after they have graduated and left. (RIGL 300.304 (3))</p>	Interviews Document Review	<p>Special education administration will review policies and procedures regarding Summary of Performance with the high school special education department.</p> <p>Timeline: Immediately and ongoing. June 2012</p>	

Result	7	96.87% of 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. (State Performance Plan Indicator #13)	Interviews Document Review		
Result	8	87.10% 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 78%. (State Performance Plan Indicator #14)	Interviews Document Review		