



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

School Support System Report and Support Plan

**Pawtucket Public Schools
June 6-12, 2015**

SCHOOL SUPPORT SYSTEM
A Collaborative System of Focused Monitoring

Introduction

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

To accomplish this the SSS includes these components:

- **The Orientation Meeting:** The Rhode Island Department of Education (RIDE) staff meets the Local Education Agency (LEA) to plan the site review and identify issues or initiatives that may influence programs or service delivery.
- **Data Analysis Meeting:** The RIDE staff meets to review LEA demographic information on selected reports including: the LEA annual plan, census information, and information collected through record review, staff questionnaires and parent interviews. To ensure that the child is at the center of the study, all analyses begin with the child. Thus, a sample of approximately 30 students with exceptionalities is selected; the records of these students are reviewed; their parents, teachers and related service providers are interviewed, and their classrooms are observed. The result is an in-depth, unified examination of the actual provision of programs and services for students with exceptionalities. The RIDE staff compiles a preliminary summary of their analyses of this data.
- **Presentation by the LEA and School Site Review:** The on-site review begins with a presentation of programs by teachers and staff. The presentation provides the review team with general and specific information on delivery of programs and services to students. Following this presentation, on-site reviews to all schools are made. The team members interview school administrators and teaching staff. Parents and central office staff are also interviewed. The team gathers sufficient information and works with the LEA personnel to generate a report, covering the following:
 - 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 by the district as well as resources and time lines to improve programs and services.

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**Pawtucket Public Schools
School Support System Review**

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

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

Indicator		Findings	Support Plan
Result	1	<p>Least Restrictive Environment Data (State Performance Plan Indicator #5)</p> <p>Based on the FY July 1, 2011 – June 30, 2012 State Performance Plan information on Pawtucket Public Schools Placement is as follows:</p> <p>The percentage of students educated 80 to 100% of the time in general education settings is 68.44% (RI District Average is 71.75%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 22.14% (RI District Average is 13.25%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 5.31% (RI District Average is 4.35%)</p> <p><i>Documentation: Data Analysis State Performance Plan</i></p>	
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 meet the state’s AYP targets for the disability subgroup.</p> <p>B. Participation rate for children with IEPs 98.04%.</p> <p>C. Proficiency rate for children with IEPs against grade level, modified and alternate</p>	

		<p>academic achievements standards 17.71% [Note: State has individual grade and content area targets (28%). State target is average target across grades and content areas. District target is average percent of students' proficient across content areas (17.71%).]</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	
Result	3	<p>Multi-Tiered System of Support (MTSS) Response to Intervention (RTI)/Academics</p> <p>Pawtucket has had significant support and assistance through MTSS over the past two years. Four elementary schools (Baldwin, Fallon, Cunningham and Winters) and two Junior High Schools (Goff and Slater) have been deeply immersed in MTSS for behavior and academics.</p> <p>Elementary Level</p> <p>At the elementary level, there is an intervention block every day and the students are assigned to different levels. Students with IEPs receive their specialized instruction and therapy during this time. No student misses core instruction to receive interventions or direct service on the IEP. The block is 40 minutes reading and writing and 30 minutes for math. Intervention blocks are designed at the grade level. Teachers meet and divide students by level. The special educator at each grade level is assigned an intervention block where they do their specialized instruction. General education students receive interventions or enrichment during the intervention block while students with disabilities access additional interventions or service time with special educators</p> <p>Students are screened three times a year using the Star Enterprise math assessment in grades 3-12. The district continues to use DIBELS as a screener for grades K-2 three times a year. The screening assessments provide information that helps determine the skills that need to be developed. Progress monitoring is completed by the classroom teachers and/or other service providers for students performing below benchmark. Frequent monitoring for Tier II or III interventions is evident in some teacher files but does not consistently appear in Evaluation Team reports or in IEPs. School-wide,</p>	<p>Review, refine, develop and implement a culturally responsive multi-tiered system of support.</p> <p>Timeline: Immediately and ongoing.</p> <p>Progress Check: April 2016</p> <p><u>FOLLOW-UP FINDINGS:</u></p>

universal screening for math and reading happens three times a year and individual classroom teachers use additional and more frequent data points ranging from monthly to every 6 weeks.

Middle Level

Slater Middle School (SMS) is in its second year of MTSS professional development. An MTSS planning team has been established comprised of administrators, educators across grade levels and content areas and specialist (special education, school psychologists and a school counselor). The composition of the team enables continued carry-over of professional development through common planning time and faculty meetings. The MTSS professional development has mainly focused on universal and emerging tier II interventions. Currently there are school based interventions in math, ELA and reading (Read 180). Based on STAR data, district/teacher generated assessments, writing rubrics and teacher recommendation, students are identified to participate in the current available interventions. As students meet targeted benchmarks, they are exited from the program. The intervention classes are identified as elective classes. As students exit the intervention classes they are then placed in an elective class. Often students will participate in an elective class that they have had before within the same year.

Though student placement is based on a number of factors, it is unclear how intervention teachers meet with case managers assigned to students with IEP goals in math, reading, and or ELA/writing. Faculty expressed a lack of confidence in an ability to implement an intervention initiative that addresses both an academic and behavioral multi-tiered system of support.

This upcoming school year the team will be involved in a more in-depth learning opportunity to address the development of a multi-tiered support system. The continued MTSS professional development will offer the team the opportunity to explore an intervention system that includes individualized targeted instruction that is research based.

At Jenks Junior High School there is not a structured MTSS process. It is in the planning

stages for implementation in September 2015

Students who score low on STAR screening are assigned to math intervention or READ 180. In the 6th grade, every student is scheduled for a core math, an ELA class, as well as math and ELA intervention. Depending on scores, students receive interventions or enrichment. Teachers try to do some grouping by skill level. The math intervention class for 7th and 8th graders has a teacher with about 28 students (maximum capacity) approximately 13 of which are students with IEPs. Some students are also assigned due to scheduling issues. Instruction is delivered to the whole class, with no individualization, computer-based instruction or other stations.

High School Level

There is no formal MTSS team at Shea High School. There are various teams that do meet to review student needs. For example, the leadership team meets in conjunction with guidance counselors, social worker and case manager if the student being discussed is a student with an IEP. There is also a 9th grade team that meets every three days to review student needs and challenges. The special educator assigned to the 9th grade team, due to schedule issues, does not meet with the 9th grade team. Teachers report this as being a missing piece of their team meetings as during their team time they review student data and make tweaks (academic and behavioral) as appropriate.

At Tolman High School the MTSS team at the High School level is chaired by the Principal and team members include guidance counselor (when requested), the nurse, English department chair, reading specialist, math department chair, general educator, social worker (when requested). The psychologist is a member of the team but reports that MTSS meetings take place when she is not scheduled to be at Tolman. The team meets upon request and reportedly has no set meeting schedule. There are processes, protocols and forms for referral to the MTSS Team, although some general educator and special educators were unaware of the process.

Staff indicate that there are minimal supports beyond that of Tier I interventions,

however, the administration highlights the following:

- Tier II – Meetings with school psychologist/social worker, homework club, reading, credit recovery and math interventions
- Staff who have referred students to MTSS did provide appropriate data collection to assist in further determining student needs and strategies.
- Academic supports include credit recovery, homework club 4 days/weeks & academic intervention

Documentation: Data Analysis; State Performance Plan

Result/
Compliance

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

	ASD				
White	2010	2011	2012	2013	2014
Students with Disability	49	52	67	65	70
Total Students	3003	3010	2982	3076	3122
District Risk	1.63	1.73	2.25	2.11	2.24
District Risk Ratio	3.7	3.9	3.8	3.6	3.6

While Pawtucket has significant disproportionality in the area of ASD for students who are white, file reviews and reviews of policies, procedures, and practices did not find disproportionate representation due to inappropriate identification practices.

Review, refine, develop and implement a culturally responsive multi-tiered system of support.

Timeline: Immediately and ongoing.

Progress Check: April 2016

FOLLOW-UP FINDINGS:

Native American	ADR			2013	2014
	2010	2011	2012		
Students with Disability	10	N/A	13	20	18
Total Students	56	54	54	64	63
District Risk	17.86	N/A	24.07	31.25	28.57
District Risk Ratio	2.0	N/A	2.9	3.7	3.5

File reviews and reviews of policies, procedures, and practices revealed disproportionate representation due to inappropriate identification practices impacting students who are Native American. Of the students in the All Disabilities Reported (ADR) group, 50% are identified as learning disabled. Also see the section of the report on LD Identification compliance.

Documentation: Data Analysis; State Performance Plan, File review, Interviews, Document Review

Suspension (State Performance Plan Indicator #4a): Significant discrepancy in the rate of suspensions (for students with IEPs) greater than 10 days as compared to the rate of suspensions (for students without IEPs) greater than 10 days. This was not applicable for the Pawtucket Public Schools as less than 10 students with IEPs were suspended for greater than 10 days.

State Performance Plan Indicator #4b 0% had: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

Documentation: Data Analysis; State Performance Plan

Result	6	<p><u>Multi-tiered System of Support (MTSS)/Social Emotional Supports/Social Emotional Resources/Positive Behavioral Supports</u></p> <p>Elementary Level</p> <p>Administrators and special educators received training in the functional behavioral assessment/ behavioral intervention plan (FBA/BIP) process this school year (grades 3-5 were required, other grades as a part of professional development offered by the district). Additionally, the RIDE professional development modules on emotional disturbance and other health impaired as well as information on social and emotional learning have been distributed to staff.</p> <p>Pawtucket has had significant support and assistance through MTSS over the past two years. Four elementary schools (Baldwin, Fallon, Cunningham & Winters) and two Junior High Schools (Goff and Slater) have been deeply immersed in MTSS for behavior and academics. The focus and training at the middle level was on positive behavioral interventions and supports. One school has developed a team using the intervention “Check and Connect” for students struggling academically or behaviorally. Additional professional development and support was received from the Autism Project for students diagnosed with autism spectrum disorder.</p> <p>At most elementary schools, the social workers engage in a number of supportive activities such as running several lunch groups, whole classroom lessons such as Second Step and delivering direct service to students with counseling goals. Check and Connect has been implemented for a number of students. Students earn rewards points/tickets and can exchange them for small items or participation in special activities. The school psychologist coordinates functional behavioral assessments and development of behavior intervention plans.</p> <p>At some elementary schools, PBIS expectations and acknowledgements are posted</p>	<p>Review, refine, develop and implement a culturally responsive multi-tiered system of support.</p> <p>Timeline: Immediately and ongoing</p> <p>Progress Check: April 2016</p> <p><u>FOLLOW-UP FINDINGS:</u></p>

throughout the buildings, and teachers described the use of color charts and movement breaks in the classrooms. At Curtis Elementary School there are many students with significant social /emotional challenging behaviors yet the majority of these students do not have FBAs and BIPs developed and/or implemented.

Middle Level

Slater Middle School has implemented a number of school-wide initiatives to acknowledge and support both students and educators through their PBIS program aligned to the school motto addressing loyalty, cooperation and perseverance. Additionally the school has established a culture of mindfulness and is currently researching Heart Math strategies for implementation next school year. As the MTSS professional development continues next school year, implementation of a check and connect initiative will be explored along with an enhanced daily advisory program. Continued planning for alignment to the overall MTSS system is in process.

At Jenks Junior High School, there is no consistent school-wide behavior support program, such as positive behavioral interventions and supports (PBIS), or social emotional learning (SEL) programs. There are minimal supports in place for students exhibiting numerous (chronic) absences (e.g., phone calls home, and referral to truancy court). At the end of the year, however, truancy court was full and was not accepting new referrals.

Counseling and other social/emotional supports are provided by either the social worker or psychologist, each of whom are at Jenks on a part-time basis. Functional behavioral assessments are completed by the social worker or school psychologist. If a student has a crisis when the person assigned to them is at another school, then the other person fill in on their behalf. Students may also go to the nurse for support. According to her records, there were 1,239 visits to her office from 162 students out of 674 total enrollment.

		<p>High School</p> <p>At Shea High School there is no formal MTSS structure. Administration holds monthly grade level meetings with the students. Social /emotional recognition occurs during this time. There is a peer mediation process that is active on an as needed basis.</p> <p>At Tolman High School there is no formal MTSS structure. Children’s Crusade, Tides Family Services and referral to outside services are often accessed by the social worker and psychologist for student and family supports. Staff report challenges in outreach to families and family engagement.</p> <p>School Removals/Disciplinary Policies. Throughout the district behavioral expectations along with disciplinary action protocols and policies are defined in a student handbook.</p> <p><u>Documentation:</u> Data analysis, interviews</p>	
Result	7	<p>Preschool Continuum</p> <p>Teachers reported little communication between preschool and kindergarten for incoming students with disabilities, no transition visits or attendance of a kindergarten teacher representative at preschool IEP meetings. Many times, IEPs needed to be rewritten to align with Common Core State Standards for kindergarten (RI Early Learning Standards are used up to age 6). Teacher assistants at Fallon and Varieur Elementary School are sent to Child Outreach on Wednesdays to be part of the screening team.</p> <p>The preschool program serves approximately 100 students, 86 of whom are in integrated setting. The continuum is as follows:</p> <p>-Fallon Elementary School (four morning and afternoon inclusive classes); Morning classes are for 3 year olds and are inclusive 3 out of 4 days with Mondays being only students with disabilities; afternoon classes are for 4 year olds (proposed reduction to 3 classes next year).</p>	<p>The district will review its preschool to kindergarten transition process and make best practice refinements as appropriate.</p> <p>Timeline: Ongoing</p> <p>Progress Check: April 2016</p> <p><u>FOLLOW-UP FINDINGS:</u></p>

-Varieur Elementary School has two morning and afternoon inclusive classes

-Curtis Elementary School has one structured TEACH model classroom for two half day sessions, and one medically fragile/substantial intellectual challenges pre-kindergarten and kindergarten classes.

-The administration building has a preschool team that convenes IEP meetings for new preschoolers. The district does not have a bilingual evaluator but interpreters are hired for evaluations. Rarely, are bilingual evaluations contracted to an agency. While no formal agreement exists, the team connects with the Providence Center and Bradley (pedi partial) programs. The district would benefit from more interagency mental health agreements to support children and families.

Tentative plans for full day preschool program are underway (39 slots for 4 year olds will be for a full day program 5 days a week while the program for 3 year olds will remain half day sessions for 4 days a week). There is registration assistance being provided to families. Parents have also received information on the new pre-kindergarten spaces and Headstart programs as Pawtucket is working collaboratively with Headstart on completing the program requirements.

Pawtucket provides services to an additional 60 or so students in 12 community locations through on-site or walk-in services.

The district collects early childhood outcomes data on all children with IEPs as required by the federal Office of Special Education Programs. Teachers collect and enter authentic assessment information into an on-line child portfolio. This assessment information is used to shape and individualize instruction and to demonstrate progress.

Indicator #6

A. In this district, the percent of preschool children aged 3-5 with IEPs attending a general education early childhood program and receiving the majority of special education services in the general early childhood program was 16.06%.

		<p>B. The percent of children aged 3-5 with IEPs attending a separate special education class, separate school or residential facility was 37.61%.</p> <p>State Performance Plan Indicator #7</p> <p>Statement 1. Of the preschool children who entered the preschool program below age expectations, the percentage who demonstrated substantial improvements by the time they turned 6 years of age or exited the program:</p> <ul style="list-style-type: none"> ▪ Positive social-emotional skills (including social relationships); 69.1% ▪ Acquisition and use of knowledge and skills (including early language/ communication and early literacy); 75% and ▪ Use of appropriate behaviors to meet their needs 57.4% <p>Statement 2. The percent of preschool children who were functioning within age expectations in each Outcome by the time they exited the program were:</p> <ul style="list-style-type: none"> ▪ Positive social-emotional skills (including social relationships); 44.2% ▪ Acquisition and use of knowledge and skills (including early language/ communication and early literacy); 45.5% and ▪ Use of appropriate behaviors to meet their needs 49.4% <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	
Result	8	<p>Program Continuum Elementary Level</p> <p>There are 5,114 students at the elementary level and approximately 836 have IEPs. The special education program continuum is as follows:</p>	<p>a.) Students will have access to general education peers and not be isolated or otherwise excluded.</p> <p>Timeline: Immediately and ongoing</p>

The majority of students with IEPs are serviced in the general education classroom or in intervention blocks by special educators. Some buildings have collaborative special education - general education co-taught classrooms to support students in less restrictive settings.

As necessary and appropriate, the district supports students in special education day schools and residential school placements. The district regularly reviews those students for appropriateness to return to less restrictive settings.

At Baldwin, Green, Little and Winters Elementary Schools, the schedule includes frequent common planning time with all special education teachers meeting with general education peers. School-based and central office leadership looks for teachers to provide data to support their recommendations and when this does not occur there is a perception that teacher input is ignored. Some collaborative co-taught classes exist and provide more support than most inclusive settings where a special educator pushes in across 5-9 general education rooms. However, these more intensive collaborative classes are not available at all grade levels in all buildings and students must, at times, move from building to building to continue to access them. In some cases, students in separate classes also must move to another building to continue to access separate classes since a class at their grade level is not available.

Little has two substantially separate classrooms of student's grades 1-3 and 3-5 with moderate to significant disabilities staffed by a special educator and teacher assistant. There are three special educators who provide support to students during the day.

Green has two substantially separate classrooms of student's grades 4-5 and 5-6 with moderate to significant disabilities staffed by a special educator and teacher assistant. There are four special educators who provide support to students during the day.

Curtis has 21 classes in the building. There are two classes of every grade kindergarten through 5. They have one collaborative 3rd grade with 30 students. There are 10 substantially separate classrooms. These separate classes include the following:

- One preschool class
- Two elementary classes for children with autism.
- Two classes for students with social/emotional challenges
- Two for students with significant intellectual challenges
- Two classes for students with emotional disturbance
- One behavior classroom taught and managed by Lifespan (Bradley School)

Progress Check: October 2015

FOLLOW-UP FINDINGS:

Compliance		<p>Cunningham Elementary School has a collaborative kindergarten and a collaborative first grade classroom.</p> <p>Curvin Elementary School has a collaborative kindergarten , two substantially separate classrooms of student’s grades k-1 and 3-4 with significant intellectual challenges and diagnoses of autism spectrum disorder and a substantially separate classroom for students with significant social,/emotional, and behavioral challenges.</p> <p>Fallon has one substantially separate classroom of students grades 1-3 with social/emotional challenges</p> <p>Baldwin Elementary School has a collaborative kindergarten and one substantially separate classroom for students with intellectual disabilities grades K-2.</p> <p>In some schools (Little, Greene and Curtis) it was reported they are not able to successfully support students with challenging behaviors.</p> <p>a.) Students in separate classes at Green, Little, Curtis and Fallon attend library, music, art and physical education separate from general education peers. It appears this is done at the convenience of the schedule as opposed to free and appropriate public education in the least restrictive environment (FAPE in the LRE). Little to no inclusive opportunities were available for students in those classes (300.114).</p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p>	
Result	9	<p>Program Continuum Middle Level</p> <p>There are 1,849 students at the middle level and approximately 215 have IEPs. The special education program continuum is as follows:</p> <p>Slater Middle School currently has 685 students, of that total 64 are students with IEPs. There are two teams at each grade level aligned with special education support. Specialized instruction</p>	<p>a.) Students will be afforded FAPE in the LRE with regard to accessing the general education curriculum taught by highly qualified teachers.</p>

<p>a.) Compliance</p> <p>b.) Result</p> <p>c.) Compliance</p>	<p>is most often facilitated in the general education setting. In some content area classes special educators co-teach.</p> <p>Special educators provide in class support in all math and ELA classes. They are often assigned to more than one team and or grade level. With this model and schedule, participation on grade level common planning time is limited.</p> <p>There are two self-contained settings for students needing more direct instruction along with behavioral health interventions and supports. One setting offers students with more significant academic needs individualized direct instruction (for one 7th grader and seven 8th graders). A second self-contained setting is provided for students needing a more significant social/emotional needs. In this behavioral management instructional model (for five 6th graders and four 7th graders) it is unclear how individualized behavioral management strategies, interventions and progress monitoring is implemented. a.) All students receive their content area instruction by a special education teacher who is not highly qualified (300.18) Note: No students in this setting are on alternate assessment. Some students participate in the general education setting with support; others travel as a group to all co-curricular classes with support as appropriate. b.) Further, alternate assessment eligibility determination is unclear. Teacher perception is that If a student is eligible one year, student remains eligible the following year and so on. If a student is not found eligible one year, the student remains not eligible the following year.</p> <p>Goff Jr. High School has two substantially separate classrooms, taught by special educators, with a mix of 6, 7, and 8th graders, one class of students with significant academic needs and the other social/emotional/behavioral needs. c.) It is unclear if these special educators are highly qualified in all core content subject areas (300.18). The students in these classes have varying needs and challenges. Some students are in one to two general education classes with the support of a teacher assistant or special educator, while others are in this setting for all core subjects and in general education classes for the arts, physical education, and technology classes.</p> <p>Jenks Jr. High School has three substantially separate classrooms, taught by special educators, with a mix of 6, 7, and 8th graders. One class supports students with mild/moderate intellectual disabilities, another supports students with significant intellectual disabilities, and the third classroom supports students with autism spectrum disorders and/ or intellectual disabilities. One classroom has students on both PARCC assessment and alternate assessment, all taught by the</p>	<p>b.) Teachers will receive professional development /clarification on the alternate assessment eligibility criteria.</p> <p>c.) Students will be afforded FAPE in the LRE with regard to accessing the general education curriculum taught by highly qualified teachers.</p> <p>d.) Students will be afforded FAPE in the LRE with regard to accessing the general education curriculum taught by highly qualified teachers.</p> <p>e.) Students will have access to general education peers and not be isolated or otherwise excluded due to the convenience of the schedule.</p> <p>Timeline: Immediately and ongoing</p> <p>Progress Check: October 2015</p> <p><u>FOLLOW-UP FINDINGS:</u></p>
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<p>d.) Compliance</p> <p>e.) Compliance</p>		<p>same special education teacher for all content areas. d.)This teacher was not highly qualified in all core content areas (300.18).</p> <p>Students at Jenks in the substantially separate classrooms have little opportunity to interact with non-disabled peers. e.) Students in these classes do not participate in electives, advisory, or other general education classes like their nondisabled peers (300.114). All three classes attend art and physical education together, every day. There are some general education students in the physical education class. Only one student goes out to a general education class. It appears this is done at the convenience of the schedule as opposed to free and appropriate public education in the least restrictive environment (FAPE in the LRE). Little to no inclusive opportunities were available for students in those classes (300.114).</p> <p>Other students with IEPs receive services within the general classroom setting from a special educator. These services are supportive as compared to co-teaching. The same teachers are with students for two years (looping). Special educators participate in team planning meetings and also 'loop' with the students for two years.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Observations</p>	
<p>Result</p>	<p>10</p>	<p>Program Continuum High School Level</p> <p>At the High School level there are approx. 1,285 and 389 have IEPs. The program continuum is as follows:</p> <p>At Shea High School there are approximately 900 students and 105 students with IEPs. Most students with IEPs are serviced in the general education setting by special educators. Special educators generally service these students in ELA and math classes, although some have additional in-class support in other core academic classes. Teachers reported that there are general education college prep classes that have minimal with IEPs and other classes that have a very high number of students with IEPs. These classes have a special educator co-teaching.</p> <p>There is 9th grade academy where students are located in one wing and have the same core teachers. There is also a resource period for 9th graders who are in need (9th Academic Learning</p>	<p>a.) Students will be afforded FAPE in the LRE with regard to accessing the general education curriculum taught by highly qualified teachers.</p> <p>b.) Students will be afforded FAPE in the LRE with regard to accessing the general education curriculum taught by highly qualified teachers.</p> <p>c.) Special educator's self-made curriculums will be reviewed and refined for alignment with CCSS and overall fidelity. Technical assistance will be provided to special educators in order to ensure that they have access to appropriate materials and tools needed to</p>

<p>a.)Compliance</p>	<p>Lab). At Shea High School 9th and 10th grades who are reading below grade level receive an ELA prep class as their ELA core class. Ninth graders on grade level take a standard ELA class. All students take Algebra 1 in 9th grade. Students below grade level take a math lab class in addition to Algebra 1. A math teacher teaches five sections of this intervention class and a special educator teaches the other five sections. a.) The special educator is not highly qualified in math (300.18) Students receive a half credit for this class.</p> <p>Shea High School has one substantially separate 9-12th classroom (ages 14-18); comprised of students with intellectual disabilities. Students in this classroom are all on alternate assessment (four students).</p> <p>Shea High School also has one substantially separate class structure (i.e., departmentalized self-contained) for students who are significantly below grade level and do not qualify for alternate assessment. Special educators who are highly qualified in core content areas as well as the teacher of students with intellectual challenges teach these students (approximately 9 students).</p>	<p>teach content area classes on a high school level.</p> <p>d.) Staff, especially newer staff, will receive information regarding the reimbursement process.</p> <p>e.) Teachers will receive professional development in the area of IEP goal writing tied to progress reporting. Additional professional development in the area of connecting transition assessments to the student's vocational goals will be provided.</p> <p>Timeline: Immediately and ongoing</p> <p>Progress Check: October 2015</p>
<p>b.)Compliance</p>	<p>b.) Some of these students (described above) have science class with the special educator who is not highly qualified in science and receive a science credit for this class (300.18). Another example of this is SW5. This student has taken life skills classes for all four years of her high school career (as reflected on her transcript) but was never on alternate assessment. It is unclear why students who are not on alternate assessment are accessing a course of study/program that focuses on essential knowledge and skills (e.g., functional daily living skills, communication and mobility) nor is it clear how this will prepare them for taking NECAP, PARRC, general education core content classes or in completing typical graduation requirements (300.114).</p>	<p><u>FOLLOW-UP FINDINGS:</u></p>
<p>c.)Result</p>	<p>c.) Other special educators (who are highly qualified in core content areas) stated there was not a formal/structured curriculum for their substantially separate classes. They create their own curriculum based on student need. Some of the general education core content teachers reported not having text books available for all subject areas. Teachers who do not have textbooks available develop their own curriculum based on a district pacing guide. Both general and special educators spoke of a lack of consistency and the overall lack of fidelity in regard to the self-made curriculums.</p> <p>Shea has a summer academic (science and STEM lab program). It is open to everyone. There</p>	

<p>d.)Result</p>	<p>is also a summer school program for students who have failed classes. As special educator is attached to the summer school program.</p> <p>Shea has a full-time social worker and a psychologist that is at the school 2.5 days. Both facilitate groups (e.g., social thinking for students with autism spectrum disorders and anger management). Both see students per the IEP as appropriate.</p> <p>At Tolman High School, there is one classroom that supports five students (17-21 years of age) with the most significant challenges. All of these students participate in alternate assessment. The special educator reported using a variety of curriculum materials to meet the needs of the classroom: modified common core, Boardmaker, Writing with Symbols, alternate assessment concepts for Math, 1:1 correspondence activities, written work through writing with symbols. These students do not access the community/work experiences. Currently, they use the school bus to access field trips (Emerald Mall) and walking around the community. Staff reports receiving a budget of \$250.00, however, d.) newer staff may be unaware of the reimbursement process.</p> <p>A second classroom supports approximately 15 students grades 9 and 10 with moderate disabilities. Some of these students participate in alternate assessment. Access to the general education curriculum is provided to some students through co-taught teaching model within the special education class setting. This structure is similar for grades 11 and 12 (with two classes of 12 and 10 students respectively) .</p>	
<p>e.)Compliance</p>	<p>A special educator coordinates a community-based work program for students in grades 9-12 (exclusive of students with the most significant challenges). The work program reportedly used to be a full time program and is now part time due to conflicts with PARCC testing and student preparation. There are three work sites that students have the opportunity to access: “Little Bit of Everything” which is a retail store where students do stocking; the Food Bank where students assemble food bags; and The Miriam Hospital where students clean tables and do food preparation. e.) Two of the five student records indicate vocational goals related to this community work program yet there is no data kept on student progress at work sites (300.320). In addition, these work sites do not appear to be based on transition assessment or to support students post school goals. Students do utilize public transportation with supports to access this program.</p> <p>There is one classroom “Trails” that functions similar to a “check-in” room available currently to five students with behavioral challenges. These students are supported in the general education</p>	

		<p>curriculum by a teaching assistant.</p> <p>Diploma Plus (Virtual Credit Recovery)/APEX infusion credit recovery is available during and after school in small classroom environment.</p> <p>There is a psychologist at Tolman High School 3 days/week providing counseling services to approximately 15 students per their IEP. The psychologist works in collaboration with the department chair to organize and conduct re-evaluations. Social worker is at the high school 5 days a week supporting 33 students on IEPs.</p> <p>District-wide</p> <p>The Pawtucket Learning Academy (PLA) located at the central office administration building supports students with significant barriers to learning, often with social, emotional, and/or behavioral issues from all district high schools. Those classes include general and special education students in collaboratively instructed classrooms. Math and reading intervention classes are provided to those students that require intensive intervention. There is a referral process (application) completed by guidance department including a recent functional behavioral assessment, however, reportedly this referral process used to occur through more of a multidisciplinary team to determine eligibility entrance to the PLA which staff found to be more effective.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p>	
Result / Compliance	11	<p>Adaptive Physical Education (APE)</p> <p>a.)Students receive adaptive physical education as required by their IEPs from an APE teacher at the elementary and middle school levels; the High Schools have dual certified teachers that provide APE as appropriate. It can be difficult to find space, so services may be provided in the hall or cafeteria (300.114).</p> <p>b.)At Shea High School there is one student who has physical needs yet he had not been evaluated for APE services. The physical education teacher reports he is unable to participate in</p>	<p>a.) Students receiving adaptive physical education will be offered the same equity of access to the gymnasium as general education peers. b.) Further, all students who are in need of being evaluated for APE will receive an evaluation and if found eligible services will be provided per regulatory requirements.</p> <p>Timeline: Immediately and ongoing</p>

		<p>activities except for walking with direct teacher supervision (300.114).</p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p>	<p>Progress Check: October 2015</p> <p><u>FOLLOW-UP FINDINGS:</u></p>
Result	12	<p>Extended School Year (ESY)</p> <p>Pawtucket's extended school year (ESY) program typically includes 16 classrooms across four district schools. Early childhood has three classrooms with morning/afternoon sessions. Six elementary classrooms are offered for students with significant behavior and academic regression issues. A high school vocational and life skills academics classroom is offered. Walk-in academic and related services are available for those student that qualify but parents sometimes decline walk in ESY services.</p> <p>At some of the elementary schools teachers reported the ESY paperwork as being confusing. Teachers access a guidance document on a shared online teacher folder with a packet to complete to demonstrate regression, obtain parent agreement, and submit to special education and assist directors for approval.</p> <p>Staff at Slater Middle School and Jenks Jr. High School were also unclear in regards to ESY policy and practice. Currently, the understanding if students did not receive services previously that practice would continue and/or only certain populations (students in substantially separate classrooms) are eligible. Due to this misunderstanding there are a number of students who could be eligible for ESY as determined by the IEP team; however this possibility is not being considered or addressed (300.106).</p> <p><u>Documentation:</u> Data Analysis; Interviews</p>	<p>Professional development will be provided to staff regarding the process and protocols for ESY.</p> <p>Timeline: Immediately and ongoing</p> <p>Progress Check: April 2016</p> <p><u>FOLLOW-UP FINDINGS:</u></p>
Compliance			
Result	13	<p>Local Special Education Advisory Committee (LAC)</p> <p>Teachers and related service providers reported that fliers with LAC information go home routinely in backpacks for regularly scheduled LAC meetings. The district is currently working with the RI Parent Information Network to provide professional development to parents on organization and facilitation of the LAC.</p>	

		<u>Documentation:</u> Data Analysis; Interviews	
Result	14	<p>School Efforts to Partner with Parents (State Performance Plan Indicator #8)</p> <p>The public school district's rate of parent participation in the annual Special Education Statewide Parent Survey (2013-2014) is 9.2% 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 39.1%.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	
Result	16	<p>Drop Out / Graduation Rate (State Performance Plan Indicator #1 and #2)</p> <p>The Pawtucket Public Schools graduation rate is 75.5% for all students and 58.5% for students with disabilities. These rates approximate the state average rates of 79.7% for all students and 59.2% for students with disabilities.</p> <p>The Pawtucket Public Schools dropout rate is 12.5% for all students and 26.3% for students with disabilities. These rates are higher than the state average rates of 9.1% for all students and 17.1% for students with disabilities.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	

2. EVALUATION / INDIVIDUAL EDUCATION PROGRAM (IEP)

Indicator		Findings	Support Plan
Result	1	Records of approximately 66 students were reviewed prior to the on-site review by the team leaders. Students' records were very accessible. The record review process identified by following:	Assurances will be provided to the Rhode Island Department of Education, Office of Student, Community and Academic Supports, that compliance issues are

	<p>How student's progress will be measured does not note how often data will be collected consistently throughout the IEP.</p> <ul style="list-style-type: none"> -The IEP notice for secondary students, in general, does not state that the review will include the consideration of the postsecondary goals for the child and the transition services needed to assist the child in reaching those goals. -No data to show progress on interventions. -Present levels of functional performance and academic achievement do not align to post school goals. -Present levels of functional performance and academic achievement though detailed are not based on quantitative baseline data that will be used to develop measurable goals in the areas needing specialized instruction <p>Baselines are not document as specific, quantitative, measurable information that defines what the student can currently do in the area of need</p> <ul style="list-style-type: none"> - Present levels of functional performance and academic achievement are not significantly detailed. - Inconsistent protocols, procedures and practices on the evaluations and reevaluation process. -Documentation is not based on quantitative baseline data that will be used to develop measurable goals in the areas needing specialized instruction. Information presented did not provide how statements were justified through a collection of data. -Short-term objectives/benchmarks though detailed for various goals are not measurable. <p><i>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</i></p> <p><u>Documentation</u>: Data Analysis; Interviews; Observation</p>	<p>addressed and rectified. This Support Plan is applicable for all compliance findings in this section.</p> <p>Timeline: Immediately and ongoing</p> <p>Progress Check: April 2016</p> <p><u>FOLLOW-UP FINDINGS:</u></p>
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Result	2	<p>Child Outreach</p> <p>Pawtucket's child outreach screenings are available in a range of community-based early childhood programs and by appointment September through June. Summer screening is not available.</p> <p>The state target for screening is 80% of children ages 3, 4, and 5. In Pawtucket's most recent Consolidated Resource Plan, the district reports the following screening percentages:</p> <ul style="list-style-type: none"> ● 3 year olds: 33.83% ● 4 year olds: 53.73% ● 5 year olds: 25.76% <p>To increase screenings, an increase of staff is needed (e.g., ASQ, PLS5 English and Spanish, Development ESI, vision and hearing screenings). The screening room holds four tables with dividers but there is little confidentiality for families that are sharing the space. Location is a challenge since there is no large scale space and having a small screening room makes it hard to screen more than one child at a time.</p> <p>The Child Outreach Coordinator has a team of eight teacher assistants on Wednesdays to cover more screenings at large community sites, but works alone on other days of the week. Two teacher assistants are bilingual screeners who participated in state training a few years ago. The teacher assistants can also assist with packets for families, and the Coordinator handles all meetings and calls with families as well as notices for referrals and entries into TIENET. Potential staffing changes and program changes for next year could continue to reduce screening time.</p> <p>Given the reports of kindergarten students with intense social emotional and behavioral needs who are new to school with no preschool experience and never screened at Child Outreach; increased screening and service delivery appears to be a priority need.</p> <p><u>Documentation:</u> State Performance Plan; Data Interviews</p>	<p>The district will review and refine their structure for screening in order to increase efficiency and overall percentages.</p> <p>Timeline: Ongoing</p> <p>Progress Check: April 2016</p> <p><u>FOLLOW-UP FINDINGS:</u></p>
Result/ Compliance	3	<p>Child Find (State Performance Plan Indicator #11)</p> <p>As of 6/22/15 to Pawtucket Public Schools was thus far at 97.27% compliance for meeting</p>	<p>The district will continue to review its policies, procedures and practices to ensure 100%.</p>

		<p>evaluation timelines for initial referrals for the 2014-2015 school year.</p> <p><u>Documentation:</u> State Performance Plan Data</p>	<p>Timeline: Immediately and ongoing</p> <p>Progress Check: April 2016</p> <p><u>FOLLOW-UP FINDINGS:</u></p>
Result	4	<p>Student Accommodations and Modifications</p> <p>Throughout the district general educators access student accommodations via an electronic data base, TIENET.</p> <p>At the elementary level, most service providers shared documentation of accommodations and modifications with general education teachers and have various opportunities to discuss student needs At most elementary schools, iPads or Chromebooks and laptops or desktops are readily available to support students and staff.</p> <p>At Slater Middle School the practice of providing information regarding accommodation and or modification of students requiring supports in the classroom is not consistent and or clear. The general education response was some review TIENET, some do not and some feel it is the special educator’s responsibility and not the general educators.</p> <p>At Jenks Junior High, general educators learn about needed accommodations from the special educator that is part of their team.</p> <p>At Tolman and Shea High Schools case managers also touch base with general educators on their students and their needs/support.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Document Reviews</p>	<p>Teachers (general and special) will receive district guidance on the policies, procedures and protocols for accessing student accommodations and modifications.</p> <p>Timeline: Immediately and ongoing</p> <p>Progress Check: April 2016</p> <p><u>FOLLOW-UP FINDINGS:</u></p>
Compliance	5	<p>Specific Learning Disabilities Determination (SLD)</p> <p>The Specific Learning Disabilities criteria and documentation form were not evident in student files or at the buildings. Teachers and related service providers have not received training on learning disabilities determination criteria in the last several years. Some teachers described</p>	<p>The district will provide professional development on the culturally responsive process, protocols, and procedures for SLD identification per the regulations. There will be ongoing supervision of the implementation process.</p>

	<p>bringing monthly and weekly data to team meetings but this practice was inconsistent and informal.</p> <p>Throughout the district, evaluation teams meet weekly for new referrals and reevaluations. School wide data, classwork and additional diagnostic assessments are used in the evaluation process and decided by teams.</p> <p><u>Documentation:</u> Interviews; Record Review; onsite documents</p>	<p>Timeline: Immediately and ongoing</p> <p>Progress Check: April 2016</p> <p><u>FOLLOW-UP FINDINGS:</u></p>
Compliance	<p>Specific Compliance Findings</p> <p><u>Slater Middle School</u></p> <p>a.) Speech and language pathologist . Confidential information kept in a milk crate, no locked cabinet available or suitable to fit in space used for treatment. Treatment space is not appropriate to service needs (face-to-face). JK 1,3</p> <p>b.) Occupational therapist / certified occupational therapist assistant (COTA) – doesn't follow as IEP documents, but helps student as he sees at the moment in time. JK 1,3,4</p> <p>c.) Excusal process –General educators most often do not attend IEP meetings as discussed through the interview process due to coverage and responsibility. It was unclear what documentation was provided prior to the meeting. JK 1,2,3,4</p> <p><u>Facilities and Confidentiality</u></p> <p>d.) At Fallon, there is inadequate space for the speech therapist and the diagnostic prescriptive teacher (DPT). The speech therapist's service space is a storage closet which includes the Pre K slides and equipment. Every morning she moves the equipment outside the general education classroom. She reported she does not have enough testing materials. She also does not have adequate access to a computer and printer to be able to provide augmentative communication supports.. The DPT works in a room downstairs and shares the space with others. She does not have access to a confidential space for communicating with parents or assessing students.</p> <p>e.) At Curtis, there is also limited space for some of the providers. Some of them share space</p>	<p>a.) A secure storage space will be provided for all confidential materials/information. Treatment space will be appropriate to serve the needs of the students.</p> <p>b.) Contractors will receive technical assistance on the legal implications of not following the IEP. All IEPs will be implemented as written.</p> <p>c.) The process for general educators to attend IEP meetings will be reviewed with principals and staff. Coverage will be provided as necessary in order to ensure regulatory compliance.</p> <p>d.) Service space and equipment will be appropriate to serve the needs of students with IEPs. Appropriate and current testing materials will also be provided so the service provider can service students and assess their needs and progress. The DPT will have access to a confidential space for communicating with parents or assessing students.</p> <p>e.) Service space and equipment will be appropriate to serve the needs of students with IEPs. A lack of adequate space does not make it allowable for teachers and students to walk through the speech therapist's</p>

	<p>(occupational therapist, physical therapist, COTA and adaptive physical education) and so, they cannot use the space at the same time. Because of this, individual therapy is often done in the hall. The speech therapist has a very small space and the ELL teacher's space is behind the speech therapists. This room can only be accessed by going through the speech therapist's office. The school psychologist at Curtis has her office in the conference room where meetings take place. It is extremely difficult, as she has no confidential space if there are meetings taking place in her office/work space.</p> <p>At Baldwin, there are combined music and physical education classes 1-2 times a month which result in a group of students with disabilities merged with non-disabled peers with an age spread greater than 4 years which would require parent permission documentation. EK5, EK8-18</p>	<p>room during service provision. The school psychologist will be provided with access to a confidential space when she is servicing students.</p> <p>Timeline: Immediately and ongoing</p> <p>Progress Check: April 2016</p> <p><u>FOLLOW-UP FINDINGS:</u></p>
Result	<p>6 Due Process Information (State Performance Plan Indicators)</p> <p><u>COMPLAINTS</u></p> <p><u>2012</u> <u># of Complaints:</u> No complaints during this period</p> <p><u>2013</u> <u># of Complaints:</u> No complaints during this period</p> <p><u>2014</u> <u># of Complaints:</u> No complaints during this period</p>	<p>All items of noncompliance will be verified as corrected by RIDE due process resolution center personnel.</p>

MEDIATIONS

2012

of Mediations: 1 mediation during this period

	ISSUE(S)	RESLT
Mediation #1	Other	Agreement Reached

2013

of Mediations: 3 mediations during this period

	ISSUE(S)	RESLT
Mediation #1	Placement	Agreement Reached
Mediation #2	Other	Agreement Reached
Mediation #3	Placement	Agreement Reached

2014

of Mediations: 1 mediation during this period

	ISSUE(S)	RESLT
Mediation #1	IEP	No Agreement Reached

HEARINGS

2012

of hearing: 1 hearing during this period

	ISSUE(S)	RESLT
Hearing #1	Other	Resolution Session Agreement

2013

of Hearings: No hearings during this period

	<p>2014 # of Hearings: No hearings during this period</p> <p><u>Documentation:</u> Data Analysis, RIDE, due Process Data Base</p>	
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3. IDEA TRANSITION

Indicator		Findings	Support Plan
Result	1	<p>Part C to Part B Transition (Indicator #12)</p> <p>The District manages the transition of children from Part C Early Intervention (EI) to preschool special education. A data base of all EL 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> <p><u>Documentation:</u> Data Analysis; Interviews; State Performance Plan</p>	
Result	2	<p>IDEA Transition Planning at the Middle Level</p> <p>One middle level special educator has been released to attend the state transition conference over the past two years. Transition planning at the middle level is still a work in progress. Professional development has taken place at all three middle schools by the Regional Transition Coordinator. Informal assessments and beginning conversations concerning long-term goals are completed with students at the middle level.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Record Reviews</p>	<p>Professional development/technical assistance in the area of IDEA transition will continue on an ongoing basis to ensure best practice and ongoing regulatory compliance.</p> <p>Timeline: Ongoing</p> <p>Progress Check: April 2016</p> <p><u>FOLLOW-UP FINDINGS:</u></p>

Result	3	<p>IDEA Transition Planning at the High School Level</p> <p>The High School Special Education department chairs have been active in the transition process. Professional development in this area has occurred at both Shea and Tolman from the Regional Transition Coordinator and the Department Chair s in both high schools have participates in the State Transition Institute. The transition focus last year was on student participation in IEP meetings; the focus for next year is development of student advocacy skills through IEP meetings.</p> <p>At Shea and Tolman High Schools case managers are responsible for facilitating the vocational assessment process. They reported using a variety of assessments (Transition Planning Inventory, WaytogoRI, Casey Life Skills, etc.).</p> <p>Although there is evidence of a variety of transition assessments used to consider students interests, preferences, abilities the lack of a scope and sequence often leaves teachers to choose assessments at random. It was unclear that the assessments were age appropriate in the classroom with students with the most significant challenges.</p> <p><u>Documentation:</u> Interviews, Record Reviews</p>	<p>Professional development /technical assistance in the area of IDEA transition will continue on an ongoing basis to ensure best practice and ongoing regulatory compliance.</p> <p>Timeline: Ongoing</p> <p>Progress Check: April 2016</p> <p><u>FOLLOW-UP FINDINGS:</u></p>
Result	4	<p>Referrals to Office of Rehabilitative Services (ORS) and the Department of Behavioral Healthcare, Developmental Disabilities & Hospitals (BHDDH)</p> <p>Both high school department chairs work in conjunction with the school social workers and case managers to inform parents about adult agencies at IEP meetings. They have parents (or students as appropriate) sign releases and make referrals to the Office of Rehabilitative Services (ORS) and Department of Behavioral Healthcare, Development Disabilities & Hospitals (BHDDH) as appropriate. Staff report challenges in communications with ORS, eligibility determination for students and overall collaboration with the agency.</p> <p>The out-of-district Coordinator works with students placed in outplacement schools at IEP meetings to insure they have equal access to ORS and BHDDH as appropriate.</p>	
Result	5	<p>Summary of Performance (SOP) is facilitated by the case managers as appropriate.</p> <p>Each student that graduates or exits the district is expected to have a SOP completed by the case manager and distributed to the parent and student. Graduates are expected to receive their</p>	

		<p>SOP prior to graduation; students who exit school receive theirs within a month of exiting the system.</p> <p><u>Documentation:</u> Interviews; Document Review</p>	
Result	6	<p>Youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, and transition services. The Pawtucket Public Schools are 100% compliant with the requirements. (State Performance Plan Indicator #13)</p> <p><u>Documentation:</u> Interviews; Document Review</p>	
Result	7	<p>48% of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and who have been employed, enrolled in postsecondary school, or both within 1 year of leaving high school. The state average was 60% (State Performance Plan Indicator #14)</p> <p><u>Documentation:</u> Interviews; Document Review</p>	