



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

School Support System Report and Support Plan

**North Providence Public Schools
February 2017**

Introduction

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

To accomplish this the SSS includes these components:

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

TABLE OF CONTENTS

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

**North Providence Public Schools
School Support System Review**

Record Review Team Leaders

Team A – Ruth Gallucci; Julie Driscoll; Tracy Andrews-Mellouise

Team B – Alice Woods; Christianne Fisher

Team C – Susan Wood; Therese Curran

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		Schools that received an on-site review were Marieville and Greystone Elementary Schools, Birchwood Middle School and North Providence High School.	
Result	1	<p>Least Restrictive Environment Data (State Performance Plan Indicator #5)</p> <p>Based on the FY July 1, 2015 – June 30, 2016 State Performance Plan information on North Providence Public Schools’ Placement is as follows:</p> <p>The percentage of students educated 80 to 100% of the time in general education settings is 74.92% (RI District Average is 71.75%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 14.60% (RI District Average is 13.25%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 5.75% (RI District Average is 4.35%)</p> <p><u>Documentation:</u> Data Analysis State Performance Plan</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. NA.</p> <p>B. Participation rate for children with IEPs is 78.17% for 2014-15.</p> <p>C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievements standards is 8.11% for 2014-15. [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 (28%).]</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	
Result	3	<p>Multi-Tiered System of Support (MTSS) Response to Intervention (RTI)/<u>Academics</u></p> <p>All schools have a functioning RtI team with a standardized system in place to support students at Tier II and III. The RtI Model employs a problem-solving model based on student performance data and research-based interventions.</p> <p>Elementary Level</p> <p>Title 1 Reading Interventionists work with students at Tier II and Tier III. Special education resource teachers, speech and language pathologists, and classroom teachers provide recommendations in the areas of reading, math, writing, and language. Aimsweb reading and math as well as Fountas and Pinnell assessments are used for screening and progress monitoring. Staff report a need for additional Tier II and Tier III resources.</p>	<p>Timeline: Ongoing</p> <p>The district’s MTSS Coordinator in conjunction with school-based administrators will review and refine an aligned MTSS system (K-12) with an emphasis of implementing a systemic MTSS structure.</p> <p>Progress Check: December 2017</p> <p><u>FOLLOW-UP FINDINGS:</u></p>

	<p>Middle Level</p> <p>Based on STAR screening data and PARCC data, students receive reading intervention by reading specialists in scheduled periods during the day. The middle school schedule provides an Excel period on alternating days to provide intervention support in all content areas and/or enrichment by certified content area teachers as well as resource teachers. CPT time is designated for student data monitoring and intervention planning.</p> <p>There is no formalized Rtl team or process at Birchwood Middle School. Academic teams discuss and plan Tier I interventions but there are no structured Tier II or Tier III interventions.</p> <p>High School Level</p> <p>There are a number of Rtl related teams at the high school. There is a school-wide RTI team for both academic and social/emotional needs. This team meets monthly to review overall student needs. There is also a team that meets every other week and discusses students who are at-risk for academic failure. A point person is assigned and specific interventions are implemented. This team also joins the weekly Response Team to update and discuss interventions. There are also two subject area specific Rtl processes. Based on STAR screening data and PARCC data, students receive reading intervention by reading specialists and math interventions by math teachers. In addition, NPHS offers after school math Rtl support provided by math and math/special education certified teachers (this is voluntary for the students). ELA remediation is also provided twice a week for students at risk (primarily freshmen and sophomores).</p> <p>As the high school has a number of Rtl related teams and each has a number of components it could benefit from review and consolidating and aligning the current Rtl structures with an eye toward expanding Tier I interventions in the general education classes.</p>	
--	--	--

		<u>Documentation</u> : Data Analysis; State Performance Plan																																																																							
Result	4	<p>SPP Disproportionate Representation (State Performance Plan Indicator #9 and #10)</p> <table border="1"> <thead> <tr> <th rowspan="2">White</th> <th colspan="5">OHI</th> </tr> <tr> <th>2012</th> <th>2013</th> <th>2014</th> <th>2015</th> <th>2016</th> </tr> </thead> <tbody> <tr> <td>Students with Disability</td> <td>81</td> <td>81</td> <td>77</td> <td>75</td> <td>74</td> </tr> <tr> <td>Total Students</td> <td>2398</td> <td>2365</td> <td>2321</td> <td>2245</td> <td>2143</td> </tr> <tr> <td>District Risk</td> <td>3.38</td> <td>3.42</td> <td>3.32</td> <td>3.34</td> <td>3.45</td> </tr> <tr> <td>District Risk Ratio</td> <td>3.2</td> <td>3.2</td> <td>3.1</td> <td>2.8</td> <td>2.7</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th rowspan="2">White</th> <th colspan="5">ASD</th> </tr> <tr> <th>2012</th> <th>2013</th> <th>2014</th> <th>2015</th> <th>2016</th> </tr> </thead> <tbody> <tr> <td>Students with Disability</td> <td>40</td> <td>37</td> <td>43</td> <td>42</td> <td>47</td> </tr> <tr> <td>Total Students</td> <td>2398</td> <td>2365</td> <td>2321</td> <td>2245</td> <td>2143</td> </tr> <tr> <td>District Risk</td> <td>1.67</td> <td>1.56</td> <td>1.85</td> <td>1.87</td> <td>2.19</td> </tr> <tr> <td>District Risk Ratio</td> <td>2.8</td> <td>2.7</td> <td>3.0</td> <td>2.6</td> <td>2.7</td> </tr> </tbody> </table> <p><u>Documentation</u>: Data Analysis; State Performance Plan</p>	White	OHI					2012	2013	2014	2015	2016	Students with Disability	81	81	77	75	74	Total Students	2398	2365	2321	2245	2143	District Risk	3.38	3.42	3.32	3.34	3.45	District Risk Ratio	3.2	3.2	3.1	2.8	2.7	White	ASD					2012	2013	2014	2015	2016	Students with Disability	40	37	43	42	47	Total Students	2398	2365	2321	2245	2143	District Risk	1.67	1.56	1.85	1.87	2.19	District Risk Ratio	2.8	2.7	3.0	2.6	2.7	<p>Timeline: Ongoing</p> <p>The district's MTSS Coordinator in conjunction with school-based administrators will review and refine an aligned MTSS system (K-12) with an emphasis of implementing a systemic MTSS structure at the middle and high school level.</p> <p>Progress Check: December 2017</p> <p><u>FOLLOW-UP FINDINGS:</u></p>
White	OHI																																																																								
	2012	2013	2014	2015	2016																																																																				
Students with Disability	81	81	77	75	74																																																																				
Total Students	2398	2365	2321	2245	2143																																																																				
District Risk	3.38	3.42	3.32	3.34	3.45																																																																				
District Risk Ratio	3.2	3.2	3.1	2.8	2.7																																																																				
White	ASD																																																																								
	2012	2013	2014	2015	2016																																																																				
Students with Disability	40	37	43	42	47																																																																				
Total Students	2398	2365	2321	2245	2143																																																																				
District Risk	1.67	1.56	1.85	1.87	2.19																																																																				
District Risk Ratio	2.8	2.7	3.0	2.6	2.7																																																																				
Result/ Compliance	5	<p>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.</p>	<p>Timeline: Immediately and ongoing</p> <p>Review, refine and revise disciplinary procedures with a particular focus on the secondary level. This is also tied into the MTSS support plan for</p>																																																																						

	<p>In Rhode Island a significant discrepancy is defined as the comparison of the risk of a district's special education students to be suspended for more than 10 days to the risk of the district's general education students to be suspended for more than 10 days to obtain a risk ratio.</p> <p>Districts with a risk ratio of 2.5 or higher for 2 consecutive years and a minimum cell size of 10 students with IEPs that are suspended greater than 10 days would be considered significantly discrepant.</p> <p>The risk ratio for students suspended out of school greater than 10 days was 3.42 in 2014-15 and 4.2 in 2015-2016. Specifically, in 2015-2016, all 17 students with IEPs that were suspended out of school more than 10 days were at the high school. In 2014-15, 8 out of the 10 students with IEPs suspended more than 10 days out of school were at the high school, (1 at each middle school).</p> <p>State Performance Plan Indicator #4b North Providence did not have (a) a significant discrepancy by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.</p> <p><u>Documentation</u>: Data Analysis; State Performance Plan</p>	<p>social/emotional supports. To date, a new "Discipline Referral Form" has been created. It has been reviewed with all administrators and is being implemented.</p> <p>Progress Check: December 2017</p> <p><u>FOLLOW-UP FINDINGS:</u></p>
Result	<p>6</p> <p><u>Multi-tiered System of Support (MTSS)/Social Emotional Supports/Social Emotional Resources/Positive Behavioral Supports</u></p> <p>Elementary Level</p> <p>North Providence is in year two of a three-year program to develop and implement a MTSS system. Three elementary schools are involved: Centredale, Marieville, and</p>	<p>Timeline: Ongoing</p> <p>The district's MTSS Coordinator in conjunction with school-based administrators will review and refine an aligned MTSS system (K-12) with an emphasis of implementing a systemic MTSS structure.</p>

	<p>McGuire. All elementary schools and Ricci Middle School have a school-wide positive behavior support system.</p> <p>Marieville has partnered with multiple community organizations to provide “wrap-around” supports to all of their students and families. The staff participate in various before and after school activities which complement the school day and are eager to talk about the positive culture in their school. A “check-in/check-out” system has recently been put in place as a Tier II intervention for students with behavioral challenges. Staff across the schools are pleased with the outcome of the new system. Teachers report however a need for additional options at Tier II and Tier III if the “check-in/check-out” is ineffective.</p> <p>At both schools reviewed, the district provides support staff to children with significant behavioral needs via an outside agency, however, the provision of specialized instruction (special education) appears to be insufficient, as is the training and oversight of the support staff. Social workers or psychologists are frequently providing related services, however, service delivery is inconsistent across schools as staff report that they are frequently pulled to other schools. Staff universally expressed concern with the effectiveness of the purchased support services. (RG6, RG7)</p> <p>Middle Level:</p> <p>There is no formalized RTI team or process at Birchwood Middle School. Academic teams discuss and plan Tier I interventions but there are no structured Tier II or Tier III interventions.</p> <p>High School Level</p> <p>At the high school social/emotional support is individualized. There is Response Team (administration, guidance and support services) that meet on a weekly basis to discuss student’s social emotional challenges and needs. This can inform a targeted and individualized intervention response. There is also an RTI team that meets</p>	<p>Progress Check: December 2017</p> <p><u>FOLLOW-UP FINDINGS:</u></p>
--	--	--

		<p>every other Monday after school (school psychologist, social worker, assistant principal, reading specialist, general and special educators). Teachers can refer students as well as the team bringing up students who may be at-risk for school failure for discussion and intervention. Google docs are used as a documentation structure.</p> <p>The high school uses a social/emotional class (BO3) as a step down program for students (with and without IEPs) who are coming from hospitalization or out of district placements.</p> <p>As the high school has a number of RTI related teams and each has a number of components it could benefit from review and consolidating and aligning the current Rtl structures with an eye toward expanding Tier I interventions in the general education classes.</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> <p><u>Documentation:</u> Data Analysis, On-Site Review</p>	
Result	7	<p>Preschool Continuum</p> <p>As of December 2, 2016, there were 48 preschool students receiving special education services. An additional 45 preschoolers without disabilities participated in preschool classrooms. Preschool classrooms are located at Centredale and Greystone Elementary Schools. Walk-in speech services are provided at Dr. Edward A. Ricci Middle School by a part-time speech and language therapist. No special education services are provided in community based early care and education programs although the district reports that staff are available to consult in these programs.</p>	

	Students without IEPs	Students with IEPs	Total
Centredale	16	8 (integrated)	24
Greystone	29	17 (integrated) 13 (self-contained)	59
Ricci	0	14	14

(12/2/16 NPSD weekly count; 12/1/16 census)

Centredale Elementary has one integrated preschool classroom with a morning and afternoon session.

Greystone Elementary has two integrated preschool classrooms with morning and afternoon sessions and a self-contained classroom which also has a morning and afternoon session. The program is rated with two stars in the BrightStars program, with several aspects rated at the three-, four-, and five-star levels.

Teachers address the Rhode Island Early Learning and Development Standards' nine domains: Physical Health and Motor Development, Social and Emotional Development, Language Development, Literacy, Cognitive Development, Mathematics, Science, Social Studies, and Creative Arts.

Teachers are no longer using Teaching Strategies Gold as a formative assessment tool for children on IEPs and expressed uncertainty regarding what instrument should be implemented. Teacher reports indicated that they are using individually created checklists and forms to collect information on children's progress. In addition, teacher report indicates a lack of connection to preschool curricula in addition to a lack of opportunity to meet with the early childhood coordinator which has led to confusion regarding policies and procedures.

Indicator #6

<p>Compliance</p>	<p>A. In North Providence, 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 54.02% for 2014-15. According to December 2015 data, this percentage has dropped to 36.17% demonstrating a significant decrease in the delivery of special education services within the general education environment.</p> <p>B. The percent of children aged 3-5 with IEPs attending a separate special education class, separate school or residential facility was 21.84% for 2014-15. According to December 2015 data, this percentage has remained stable at 21.28%.</p> <p>State Performance Plan Indicator #7 As of November 2016, Rhode Island is collecting the mandatory Office of Special Education Programs early childhood outcomes data through a state devised Child Outcomes Summary Process (COS). Although the BEP requires the continued use of formative assessment, such as provided in Teaching Strategies Gold (TSG), TSG is no longer used to determine outcomes.</p> <p>North Providence has <u>not</u> implemented the COS process as required by November 1, 2016, nor have the preschool special education teachers, SLPs or evaluation/IEP team members accessed the required online training modules. The COS process requires input from not just the LEA representative but the evaluation/IEP team members, preschool special educators, SLP's and parents. Participation in the online training modules ensures that the process is completed with fidelity and that the COS rating is accurate. Teacher report indicates that they are unaware of the new COS process or the new early childhood special education data collection requirements. Delay in implementing the new COS process will result in a lack of reliable data for the federally mandated public reporting which is a legal requirement of the IDEA.</p> <p>According to 2015-2016 data:</p>	<p>Timeline: Immediately and ongoing</p> <p>The Early Childhood Coordinator in conjunction with early childhood educators will implement the Child Outcome Summary Process.</p> <p>Progress Check: August 2017</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): 68% ▪ Acquisition and use of knowledge and skills (including early language/communication and early literacy): 61.5% ▪ Use of appropriate behaviors to meet their needs: 58.3% <p>Statement 2. The percent of preschool children who were functioning within age expectations in each Outcome by the time they exited the program:</p> <ul style="list-style-type: none"> ▪ Positive social-emotional skills (including social relationships): 67.6% ▪ Acquisition and use of knowledge and skills (including early language/communication and early literacy): 67.6% ▪ Use of appropriate behaviors to meet their needs: 61.8% <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	<p><u>FOLLOW-UP FINDINGS:</u></p>
Result	8	<p>Program Continuum Elementary Level</p> <p>There are 1550 students (12/2/16) at the elementary level and approximately 283 have IEPs. The special education program continuum is as follows:</p> <ul style="list-style-type: none"> ● 1 integrated kindergarten ● 5 intensive support classrooms (self-contained) ● 1 Bradley Partnership ● K-5 resource services (10 special educators) 	

<p>Compliance</p>	<p>Personnel report that referrals to Special Education must be approved by a Central Office staff member prior to being accepted. Frequently requests are sent back to schools and noted as requiring additional data prior to referral. Staff expressed significant concern regarding this practice, especially as they indicated that several cycles of interventions had been attempted and data provided.</p> <p><u>Description of Elementary Services:</u></p> <p><i>Integrated Kindergarten:</i> This general education classroom at McGuire Elementary is team taught by a general educator and special educator with a part-time building aide assigned by the principal.</p> <p><i>Intensive Support Classroom:</i> In this model, students with disabilities receive the majority of their instruction from a special educator in the intensive support classroom. Students are integrated with grade-level peers for itinerant classes and some subjects. School based staff report that these classes are frequently moved between buildings, sometimes on an annual basis. The class at Maguire, was located in the basement, next to a storage room, along with the resource classes and ELL program.</p> <p>a.) A lack of individualization of specialized instruction was observed in elementary schools as well as in preschool.</p> <ul style="list-style-type: none"> • In general, children in intensive support programs are removed from general education and “mainstreamed” in general education as a group based on grade level. The use of supplementary aids and services provided in general education appears not to be considered on a child by child basis or individualized across curricula prior to removal. 	<p>Timeline: Immediately and ongoing</p>
-------------------	--	---

<p>Result</p>	<p>b.) IEP reflects all academics within the self-contained setting with participation in general education class not determined by the IEP team but as deemed appropriate by the case manager. (RG 3, RG 7)</p> <p>c.) Support Staff: A large percentage of related services (physical therapy, occupational therapy, speech and language therapist, adaptive physical education) are provided within separate settings. Staff reported that these decisions are made based on personal preference or scheduling concerns rather than consideration of the least restrictive environment. (RG1)</p> <p>d.) Each building has a part-time school psychologist. Greystone and Marieville Elementary Schools have a full-time social worker each. The other schools have a part-time social worker. Social workers are routinely pulled due to issues/priorities at other schools which staff report as a significant concern. This is particularly concerning to staff when social workers are primary service providers for children with behavioral needs.</p> <p><i>Resource Services:</i> Resource services are provided to students in order to remediate skill deficits in the areas of reading, writing, math, organization, behavior, or emotional regulation. These services are provided to students individually or in a small-group setting, primarily in a resource classroom, and sometimes in general education classrooms.</p> <p><i>Bradley Partnership Classroom:</i> Students in this classroom are enrolled as out-of-district students at Bradley School. Bradley School supplies a special educator, behavioral therapist and clinical team leader (half-time). North Providence provides the classroom and materials, related service providers, and nursing. The program has the capability to enroll students from other districts.</p> <p><u>Centredale Elementary School</u> As of December 1, 2016, there were 36 students (grades K-5) receiving special education services. There are 1.5 resource teachers; one full-time speech and language therapist; one half-time social worker; and one part-time school</p>	<p>a.) b.) c.) Professional development /technical assistance will be provided to elementary level special educators and related service providers.</p> <p>b.) c.) IEP meetings will be reconvened to determine individualized specialized instruction appropriate to meet the need of the students in the least restrictive environment.</p> <p>d.) The district's MTSS Coordinator in conjunction with school-based administrators will review and refine an aligned MTSS system (K-12) with an emphasis of implementing a systemic MTSS structure.</p> <p>Progress Check: December 2017</p> <p><u>FOLLOW-UP FINDINGS:</u></p>
---------------	---	---

psychologist. Centredale has one integrated preschool classroom (morning and afternoon sessions).

Greystone Elementary School

As of December 1, 2016, there were 41 students (grades K-5) receiving special education services. There are one full-time and one part-time resource teachers; One full-time and one part-time speech and language therapists; one full-time social worker; and two part-time school psychologists. Greystone has two integrated preschool classrooms and one intensive support classroom with morning and afternoon sessions for each.

Marieville Elementary School

As of December 1, 2016, there were 59 students receiving special education services. There are two intensive support classrooms; two resource teachers; a full-time speech and language therapist; a full-time social worker; and a half-time school psychologist.

James L. McGuire Elementary School

As of December 1, 2016, there were 56 students receiving special education services. There are one full-time and two part-time resource teachers; one full-time speech and language therapist; one half-time social worker; and, one part-time school psychologist. Personnel report that the social worker is frequently pulled. There is one intensive support classroom. The integrated kindergarten classroom is located at McGuire.

Stephen Olney Elementary School

As of December 1, 2016, there were 45 students receiving special education services. There is one full-time resource teacher; one full-time speech and language therapist; one half-time social worker; and, one half-time school psychologist. There is one intensive support classroom. The Bradley Partnership classroom is located at this school.

Dr. Joseph A. Whelan Elementary School

As of December 1, 2016, there were 46 students receiving special education services. There are one full-time and one part-time resource teachers; one part-time

		<p>speech and language therapist; one half-time social worker; and, one half-time school psychologist. There is one intensive support classroom.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p>	
Result	9	<p>Program Continuum Middle Level</p> <p>There are 443 students (12/2/16) attending Birchwood Middle School, 65 are students with IEPs (12/1/16 census). The special education program continuum is as follows:</p> <p>1 Intensive Support Classroom 4 Resource Teachers</p> <p>Birchwood Middle School is an inclusion-based school, in which the special education teachers work alongside the general education teachers in the ELA and math classrooms to meet the needs of all students. There is also small group pull-out for tests and quizzes with all core subjects. Every morning resource teachers have a check-in during advisory. Every other day on a 6-day rotation the resource teachers have an excel class with the students they service, in order that they may retaught or complete work. During CPT the team has student conferences with any student that may need help, focus, redirection or self-motivation to get back on track.</p> <p>There are 424 students (12/2/16) attending Dr. Edward Ricci Middle School, 58 are students with IEPs (12/1/16 census). The special education program continuum is as follows:</p> <p>1 Intensive Support Classroom 4 Resource Teachers</p>	

	<p>Ricci Middle School is an inclusion-based school. Special education teachers co-teach ELA and Math classes. Special and general education teachers plan lessons together. Teaching assistants can work in Science and Social Studies classes. Special educators also have an Excel class to assist students in a small group setting for remedial skills.</p> <p>Special education resource teachers go into general education classes to work with students who have IEPs and more intensive needs.</p> <p><u>Description of Middle School Services</u></p> <p><i>Intensive Support Classrooms:</i> In this model, students with disabilities receive the majority of their instruction from a special educator in the intensive support classroom. Students are integrated with grade-level peers for itinerant classes and some subjects, based on individual needs</p> <p><i>Resource Services:</i> Resource services are provided to students in order to remediate skill deficits in the areas of reading, writing, math, organization, behavior, or emotional regulation. These services are provided to students individually or in a small-group setting, primarily in a resource classroom and sometimes in regular education classrooms.</p> <p><i>Support Staff:</i> Therapists (PT, OT, SLP) and APE Teachers are determined by IEP Teams. Each middle school has a full-time social worker and a part-time school psychologist.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Observations</p>	
--	---	--

Result	10	<p>Program Continuum High School Level</p> <p>At North Providence High School there are approximately 953 students (12/2/16) and 141 have IEPs (12/1/16 census). The program continuum is as follows:</p> <ul style="list-style-type: none"> - Resource Support - The Work Study Program -The social/emotional program -The Transition Program -Bradley Partnership Classroom: <p><u>Description of High School Services</u></p> <p>Inclusion classes: Two teachers (general education and special education teacher) across all subject areas (approximately: 10 co-taught classes including: Algebra, Geometry, Jr. Essentials, ELA, Science, Social Studies). These classes are predominately students with IEPs who are below grade level. Teachers spoke about following the core content scope and sequence and using supplemental materials.</p> <p>Special educators spoke to the need for individual science (self-contained) classes, however, it appears that overall general educators could benefit from professional development in the area of co-teaching and differentiated instruction for broad range abilities in the same classes. This may assist with the belief that the school needs more self-contained settings to accommodate students below grade level.</p> <p>There are “Individual Academic” classes (self-contained) where special educators (who are also core content certified teachers) teach students with IEP who are significantly below grade level. Some students who need additional support in Algebra I -9th grade receive specialized instruction via the same special educator that they have in the inclusion class.</p> <p>There are three levels of general education classes. Typical general education classes taught by a core content area teacher, co-taught classes comprised mostly of students with IEPs who are below grade levels and Individual Academic (self-</p>	
--------	----	---	--

<p>Compliance</p>	<p>contained) classes for students with IEPs who are significantly below grade level or who need additional support.</p> <p>Resource/Academic Support: There are resource teachers that service students in co-taught settings as well as in a traditional resource setting.</p> <p>The Work Study Program is taught by a special education teacher and a classroom assistant. Students are in class from 7:30-11:30 and then transition to their work placement. All four core content classes are facilitated through an online program (GradPoint) with a special educator providing specialized instruction and support.</p> <p>The social/emotional program (BO3) is primarily delivered via the online platform GradPoint. It is monitored by a special education resource teacher and a program assistant. This program is for students with and without IEPs. The social worker covers one class in this program (for the special educator’s common planning time) and uses this time for social groups and transition related discussion.</p> <p>There is a Life Skills/Living Skills program that is taught by a special education teacher with a classroom assistant and a personal care assistant. This targets students typically 14-18 years of age and focuses on functional academics. There are 13 students in the class. There is also a Pathways program where typical peer seniors apply to intern in the Daily Living Skills class.</p> <p>The Transition Program special educator teaches one vocational class (to cover the Life Skills teacher’s prep period). This class is combined with her class for a total of approximately 17-19 students (ages 14-20.5). This is a very large class with an age span of more than four years (300.116(f)). The teacher uses the UNIQUE curriculum for Transition (18-21 years of age). This is different from the UNIQUE curriculum for high school (14-18 years of age) as the two groups are in very different career development phases. The Life Skills students are accessing the Transition curriculum instead of the high school curriculum during this time. Further, when this class (per the rotating schedule) is slated for the morning the special educator is not able to teach class (as she is in the community with the Transition students) so a</p>	<p>This issue is currently being addressed via staffing and schedule additions.</p> <p>Timeline: Immediately and ongoing</p> <p>Progress Check: September 2017</p> <p><u>FOLLOW-UP FINDINGS:</u></p>
-------------------	--	---

<p>Result</p>	<p>substitute is procured. This lends itself to inconsistencies in programming and service delivery for the students in that class.</p> <p>The Transition Program is taught by a special education teacher and two job coaches in a fully equipped apartment that was created last summer through the Lowe's Hero Program. This is for students 18-21 who need additional transitional and life supports. The High School has partnered with the Salvatore Mancini Senior Center so the students have access to the community for work exploration with the use of their van and driver. The partnership has proven extremely useful for the students to have more opportunities in the community for work exposure and experience. Students go to work every day except Friday (Walmart, Sodexo, Carl Anthony Tuxedo, a Honda dealership etc.). Friday is recreational and leisure day (swimming in the morning and cooking, cleaning in the afternoon etc.).</p> <p><i>Bradley Partnership Classroom:</i> Students in this classroom are enrolled as out-of-district students at Bradley School. Bradley School supplies a special educator, behavioral therapist and clinical team leader (half-time). North Providence provides the classroom and materials, related service providers, and nursing. These students can attend general education classes with special education support. The program has the capability to enroll students from other districts.</p> <p>Related Service Providers: Physical therapists, occupational therapists and speech and language providers provide services per the IEP.</p> <p>In-school suspension is manned by a special education resource teacher for students (with and without IEPs). If a student is having a tough day or request to cool down, they can request an alternate learning environment (ALE) and for a very short period of time (1-2 days) they can do their core content work.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p>	
---------------	--	--

Result	11	<p>Adaptive Physical Education (APE)</p> <p>Adaptive physical education is provided per the IEP. This past year 27 students K-12 received APE in eight schools by three APE teachers.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p>	
Result	12	<p>Extended School Year (ESY)</p> <p>Special education administration informs staff yearly of ESY determination requirements. IEP teams make informed decisions based on the legal criteria. ESY programs include resource, classroom and individual therapies. ESY services for out-of-district placements are determined by IEP teams based on individual needs.</p> <p><u>Documentation:</u> Data Analysis; Interviews</p>	
Result	13	<p>Local Special Education Advisory Committee (LAC)</p> <p>The local advisory committee meets per regulatory requirements. The chair underscored the positive working relationship with the current special education director and the proactive accomplishments that have occurred under his leadership thus far.</p> <p>There are various LAC representatives who attend school orientations and both parent Expos to encourage membership. In addition, LAC brochures are given out at every IEP meeting. The LAC facilitated a number of parent workshops including but not limited to the following: Stress reduction, improving language skills through reading and play, practical tools to promote sensory integration in the home setting etc.</p>	

		<u>Documentation</u> : Data Analysis; Interviews; Observation	
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 (2015-2016) is 20.8% 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 78%</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 North Providence Public Schools graduation rate is 94% for all students and 88.7% for students with disabilities. These rates are better than the state average rates of 83.2% for all students and 67.6% for students with disabilities. (6/30/16).Note: the most recent graduation rate put the high school at 98% overall (3/9/17)</p> <p>The North Providence Public Schools dropout rate is 0.4% for all students and 1.9% for students with disabilities. These rates are better than the state average rates of 6.7% for all students and 11.9% for students with disabilities. (6/30/16)</p> <p><u>Documentation</u>: Data Analysis; State Performance Plan</p>	

2. EVALUATION / INDIVIDUAL EDUCATION PROGRAM (IEP)

Indicator		Findings	Support Plan
Result	1	<p>Records of approximately 15 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: (300.320)</p> <ul style="list-style-type: none"> - Learning disabilities determination was not facilitated per regulatory requirements - Notice of meeting does not list discussion of transition results for age appropriate students - Explanation of nonparticipation in regular class is insufficient - IEP goals were not consistently measureable - Random IEP items missing <p><i>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</i></p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p>	<p>Assurances will be provided to the Rhode Island Department of Education, Office of Student, Community and Academic Supports, that compliance issues are addressed and rectified. This Support Plan is applicable for all compliance findings in this section.</p> <p>Timeline: Immediately and ongoing</p> <p>Progress Check: March 2018</p> <p><u>FOLLOW-UP FINDINGS:</u></p>
Result	2	<p>Child Outreach</p> <p>Child Outreach screening serves as the first step in identifying children who may have special needs or be at risk for learning problems. Children are screened in the areas of vision, hearing, general development, speech/language, and social/emotional development according to the statewide protocol established by RIDE. The early childhood coordinator provides parents with a summary of the Child Outreach Screening by mail. Child Outreach data is also entered into KIDSNET, a secure state-wide data base.</p>	

		<p>Based on criteria established by the RIDE protocol, results of screening may fall into one of three categories: pass, rescreen, or refer. Children with scores in the rescreen category in one or more areas, are rescreened in the areas of concern approximately three weeks after the initial screening. According to the Child Outreach Coordinator, children who do not attain passing scores following rescreen or initially attain scores in the refer range in the areas of general development, social-emotional and/or speech and language are immediately referred to the preschool evaluation team to consider the need for further evaluation. Children who do not pass hearing and vision after rescreen are referred to a medical professional.</p> <p>North Providence’s Child Outreach screenings are available in a range of community-based early childhood programs and by appointment year round. The Child Outreach Coordinator contacts each DCYF licensed center-based and home-based daycare within North Providence to offer screenings. The district informs parents each year via paper fliers and school department list serves of Child Outreach screenings. Child Outreach information tables are at Parent Expos and other district events. The Child Outreach Coordinator attends kindergarten registration events to schedule appointments. Child Outreach Screening permission forms are included in the new student registration packets.</p> <p>The state target for screening is 80% of children ages 3, 4, and 5. The district reports the following screening percentages: (preliminary data)</p> <ul style="list-style-type: none"> ● 3 year olds: 18.65% ● 4 year olds: 49.04% ● 5 year olds: 59.54 % <p><u>Documentation:</u> State Performance Plan; Data Interviews</p>	
Result	3	<p>Child Find (State Performance Plan Indicator #11)</p> <p>North Providence Public Schools for the 2015-2016 year was at 100% compliance for meeting evaluation timelines for initial referrals. As of 2/22/17 North Providence</p>	

		<p>Public Schools was thus far at 100% compliance for meeting evaluation timelines for initial referrals for the 2016-2017 school year.</p> <p>12/1/16 100% compliant</p> <p><u>Documentation:</u> State Performance Plan Data</p>	
Result	4	<p>Student Accommodations and Modifications</p> <p>General educators access student’s behavior plans, goals, and accommodations via the “My Students with Disabilities” tab in Skyward. With each IEP, special educators complete the General Education Teacher Review form available on Skyward and send to each general educator who then sign and date the form after reviewing each student’s documents. Special education administrators have access to general educator profiles to determine if a teacher has reviewed a specific document.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Document Reviews</p>	
Result/ Compliance	5	<p>Specific Learning Disabilities Determination</p> <p>At the middle school that was visited (Birchwood) and North Providence High School staff were unclear about the learning disabilities determination process per the regulations for both initial and reevaluations. This was also evidenced in the record review. (300.307)</p> <p><u>Documentation:</u> Interviews; Record Review</p>	<p>Timeline: Staff will receive professional development in the area of learning disabilities identification. Policies, procedures and protocols will be reviewed and implemented per the Rhode Island regulations on learning disabilities identification (initial and reevaluation) This will be tied into the support plan for MTSS review, revision and alignment.</p> <p>Progress Check: December 2017</p> <p><u>FOLLOW-UP FINDINGS:</u></p>
Result	6	<p>Due Process Information (State Performance Plan Indicators)</p>	

COMPLAINTS

FY 2014-2015 - No complaints during this period

FY 2015-2016 - No complaints during this period

FY 2016-2017 - Two complaints during this period

MEDIATIONS

FY 2014 -2015 - No mediations during this period

FY 2015- 2016 - One mediation during this period

	<i>ISSUE(S)</i>	<i>RESULT</i>
<i>Mediation #1</i>	FAPE	withdrawn

HEARINGS

FY 2014 – 2015 - 1 hearing during this period

			<i>ISSUE(S)</i>	<i>FINDING(S)</i>	
		<i>Hearing #1</i>	Funding/Placement	Resolution Session Agreement	
<p><u>FY 2015 – 2016 - No hearings during this period</u></p> <p><u>FY 2016 - 2017 - No hearings during this period</u></p> <p><u>Documentation:</u> Data Analysis, RIDE, due Process Data Base</p>					

Result/ Compliance	7	<p>Evaluation versus IEP</p> <p>At the high school, for reevaluations, there is a Step 1 meeting which is an evaluation team meeting to determine what evaluations to do. After the evaluations are completed there is Step 2 meeting which is also an evaluation team meeting to review the evaluations and determine eligibility. The final step is to convene the IEP meeting and write the IEP. (300.303) (c)</p> <p><u>Documentation:</u> Data Analysis; Interviews; Document Reviews</p>	<p>All special education staff will receive professional development/ technical assistance in that reevaluations will be facilitated through the IEP team by the case manager. Initial referrals will be facilitated by the Evaluation Team. The created terms of Step 1 and Step 2 per the Evaluation Team will no longer be used.</p> <p>Timeline: Immediately and ongoing</p> <p>Progress Check: October 2017</p> <p><u>FOLLOW-UP FINDINGS:</u></p>
-----------------------	---	--	---

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 database of all EI referrals is maintained and upcoming birth dates are monitored to ensure that meetings are scheduled in a timely manner. Last year the district achieved 100% compliance and considering allowed excusals, all children 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>Currently at Birchwood Middle School and Ricci Middle School the students who are 14 years of age with IEPs do engage in interest inventories (via The Unique Learning Curriculum) and with transitional assessments (PICS picture interest career survey, exploring jobs, life skills job applications (via Unique Learning Curriculum), a job for me, pick and choose a job from pictures, parent life skills/independent living survey, needs interest, strengths and needs to develop their IEPs. Students that are moving on to the High School, at their IEP in 8th grade have the receiving school (NPHS) staff (Department Head) at the meeting to discuss educational planning and prepare for success at the next level.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Record Reviews</p>	
Result	3	<p>IDEA Transition Planning at the High School Level</p> <p>Each individual case manager is responsible for completing all transition assessments</p>	

		<p>(i.e. Onet, job survival, TIPS Transition Inventory Planning, Enderle-Severson, Unique Learning Curriculum Interest Inventories, Maps, CDP Career Development Plan). Guidance counselors conduct individual learning plans for each student and also utilize WayToGo.RI. Those students that are in the Transition Program are introduced to ORS Office of Rehabilitative Services and BHDDH Department of Behavioral Healthcare, Developmental Disabilities and Hospitals to help with future aspirations, work involvement and career opportunities.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Record Reviews</p>	
Result	4	<p>Office of Rehabilitative Services (ORS) and Department of Behavioral Healthcare, Developmental Disabilities & Hospitals (BHDDH).</p> <p>The work study teacher is the point for referrals to the Office of Rehabilitative Services (ORS) and to the Department of Behavioral Healthcare, Developmental Disabilities & Hospitals (BHDDH).</p> <p><u>Documentation:</u> Interviews; Document Review</p>	
Result	5	<p>Summary of Performance (SOP) is facilitated by the case managers as appropriate.</p> <p>Case managers fill out a Summary of Performance (SOP) for those students who are graduating. These document is available online for each student.</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</p>	

		<p>transition assessment, and transition services. The North Providence 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>67% (6/30/16) of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and who have been employed, enrolled in postsecondary school, or both within 1 year of leaving high school. The state average was 79% (State Performance Plan Indicator #14)</p> <p><u>Documentation:</u> Interviews; Document Review</p>	