



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

School Support System Report and Support Plan

**Cranston Public Schools
October 2022**

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 state performance 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 stratified random sample of students with IEPs 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 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/result or compliance in the topical areas of Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE), Evaluation/Individual Educational Program (IEP) and IDEA Transition. The documentation section of the report distinguishes the source of the finding as compliance or result. 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 timelines 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

Cranston Public Schools School Support System Review

Team Leaders

Team A – Alice Woods

Team B – Sandra Cambio Gregoire

Team C – David Sienko

Team D: Mary Ann Mello

Team E - Jane Slade; Therese Curran, Meg Gilmartin

Team F - Susan Wood

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, 2020– June 30, 2021, State Performance Plan information on Cranston Public Schools Placement is as follows:</p> <p>The percentage of students educated 80 to 100% of the time in general education settings is 66.41% (RI District Average is 71.05%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 10.56% (RI District Average is 12.5%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 5.73% (RI District Average is 5.11%)</p> <p><i><u>Documentation:</u> 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. Participation rate for children with IEPs.</p> <p>ELA 81.23%</p> <p>Math 81.48%</p> <p>B. Proficiency rate for children with IEPs against grade level academic achievement standards.</p> <p>ELA 4.55%</p> <p>Math .65%</p> <p>C. Proficiency rate for children with IEPs against alternate academic achievement standards.</p> <p>ELA 9.52%</p> <p>Math 9.52%</p> <p>D. Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards.</p> <p>ELA 33.57%</p> <p>Math 15.08%</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><u>Preschool</u></p> <p>At the early childhood level, the multi-tiered system of support is an integrated tiered approach. The integration of data and intervention within a multi-level prevention system is implemented to maximize student achievement and to reduce social emotional and behavioral problems. Team meetings are held weekly to review data to make effective decisions through the systematic review process.</p> <p>Understanding the process of MTSS is essential to the success of this approach. The Early Childhood Special Educators implementing MTSS meet with the early childhood teachers to plan, implement, and improve the practice. Discussions with stakeholders are held weekly to report progress.</p> <p>To support students in community preschools, the IECSE (Itinerant Early Childhood Special Education) staff offers monthly virtual MTSS meetings at community preschools on an as needed basis. Coaching and professional development are a focus of the implementation of MTSS/RtI.</p> <p>This process is not meant to take the place of a special education referral. If there are concerns about a specific student’s development that needs to be addressed by the evaluation team, the center is encouraged to make a referral as soon as possible.</p>	<p>Timeline: Immediately</p> <p>Cranston Public Schools will continue to review and refine MTSS systems, structures and supports.</p> <p>Progress Check: October 2023</p> <p><u>FOLLOW-UP FINDINGS:</u></p>
--------	---	---	--

The purpose of the meeting is to address concerns the classroom may have about individual students or classroom management. The team discuss concerns and offer strategies and accommodations.

1. Packets are sent out to community preschools that include:
 - a. Letter about MTSS
 - b. MTSS Documentation Form
 - c. MTSS Guidelines
 - d. Release of information
2. If there is a student, the director/classroom teachers are concerned about then they complete all paperwork.
3. A virtual meeting is scheduled with the center.

MTSS Guidelines

Prior to the meeting:

- specific students are not discussed unless you have informed the parent and have a signed release of information.
- Please set aside one hour of time to meet virtually using Google Meet.
- Complete MTSS Form outlining concerns (for individual students)
- Bring any data and documentation to support concerns (Teaching Strategies Gold, portfolio, observations, incident reports, etc)

- Be prepared to discuss any strategies that have been tried
- Invite staff that work in the classroom or with the child

After the meeting:

- Share summary and strategies with the family
- Implement the strategies listed on the summary form
- Collect data on form provided

Elementary Level

At the elementary level, MTSS is organized in a tiered model to support the diverse needs of all learners for reading, mathematics, social/emotional and behavior. The city-wide MTSS/RtI Coordinator monitors the school level RtI teams in all 16 elementary schools. Grade level data meetings are held every 6 to 8 weeks to review progress monitoring data and benchmark assessments. This data is utilized to support individual formal plans which are created through the MTSS process in cooperation with the parents. All administrators are given monthly updates on interventions, forms and articles related to MTSS/RtI. Weekly meetings are held with the Director of Educational Programs and the MTSS/RtI Coordinator. The MTSS/RtI Coordinator and the Elementary Special Education Coordinator work together to assist special education teachers and classroom teachers to develop plans and strategies that are data driven and based off the student data. Materials are developed and shared with the MTSS/RtI teams as needed.

At the Elementary Level, MTSS is led by the building principal. The principal puts together a team according to the need of the MTSS/RtI meeting. The

	<p>city-wide MTSS/RtI Coordinator attends the meetings to help support the teams and families.</p> <p>To begin the MTSS process, the grade level teachers analyze classroom assessment data from STAR, Wonders Diagnostic Assessment or Foundations and student behavior. Classroom teachers decide what students would benefit from Tier I interventions. They document their interventions and the student's progress monitoring during a 6-8 interval using the following programs. The teachers use programs such as STAR Reading and Math, the various levels of texts from WONDERS, WONDERWORKS, Just Words, WILSON, Wilson Fluency Kits, WONDERS Foundational Kits, Phoneme-Grapheme Mapping, Visualizing and Verbalizing, Fountas and Pinnell, IXL, Zearn, Khan Academy, and Second Step, Superflex and various therapeutic games. All teachers have been trained in the science of reading and have participated in LETRS training. They apply the LETRS skills in their lessons and interventions as well.</p> <p>The building principal helps support the teachers and reviews the assessment data with them. If the classroom teacher and principal decide that the student is not making the progress that was intended, the RtI referral process begins. A meeting with families and support staff comes together to discuss what the student may need to support their education. Each student has an informal observation completed by school personnel that knows that student.</p> <p>At Gladstone and Stone Hill, the MTSS process can involve several interventions cycles, thus, could take up to a year. Efforts are made to develop interventions in general education before referring to special education.</p> <p>Each school within the district was also provided with a MTSS/RtI Handbook that includes district forms, research-based information such as articles by Richard DuFour, and suggestions on interventions. The MTSS/RtI Coordinator</p>	
--	--	--

also researches up-to-date information on MTSS/Rtl, writes a Monthly Newsletter and sends it out to each building. The district has adopted specific forms for the team to document meeting notes, observations, the referral and the student's progress monitoring.

All the schools in Cranston have been streamlined to ensure continuity among schools and students about the MTSS/Rtl process as well as documentation of student progress.

Middle Level

The MTSS/Rtl process at the middle school level mirrors the same process as the elementary schools. Student concerns are brought to the common planning team meeting within the teams. The teams review STAR reading and Math screening data and classroom performance. Content teachers as well as reading support personnel, guidance, social workers, psychologists and the unified arts teachers assist students with their needs. MTSS/Rtl plans are developed amongst the team and the assistant and/or principal of the buildings. They discuss what the student needs in order to make academic or behavioral progress.

Currently, the assistant principal or principal leads their MTSS/Rtl team. In the beginning of the school year, they compile all student STAR (reading and math) data. The data teams review and analyze the student data. Data teams consist of all school personnel. They review the data, analyze past grades of the students and discuss student performance from their past teachers. From there, they decide which students are in most need of MTSS/Rtl support and they create a plan. The data teams meet with the assistant principal every 6-8 weeks to review the current intervention plan and changes with the plan may happen at that time. The assistant principal will have a conversation with the school personnel to update them on the current plan.

	<p>Reading teacher targets specific skills for the students and has the students in flexible groups. Advisory is utilized to target students that may need support with organization and behavior management. Psychologists, social workers and guidance helps support the students with organization, social skills amongst peers and various school behavior strategies.</p> <p>All middle schools have the following programs to assist students. They use STAR Reading and Math, Just Words, WILSON, Wilson Fluency Kits, Phoneme-Grapheme Mapping, Visualizing and Verbalizing, Fountas and Pinnell, IXL, Zearn, Khan Academy, and various therapeutic games. There is a district wide universal behavior screening tool checklist for internalizing behaviors that was developed by the school district however the district is in the process of transitioning to Satchel Pulse Universal Screen Tool.</p> <p>Each school within the district was also provided with a MTSS/RtI Handbook that includes district forms, research-based information, peer reviewed articles and suggestions on interventions.</p> <p>At Bain Middle School teachers were clear about the MTSS process. Grade level teams review data and bring students to the MTSS Team based on academic and SEL needs. The MTSS Team is co-facilitated by the assistant principals with the participation of guidance counselors, special education department chair and others. The MTSS Team will offer strategies for additional supports interventions at the Tier I and II levels. Tier III interventions, however, are unclear and seem to be mostly embedded in special education. The team recognized the need to expand the availability of Tier III interventions and is actively discussing opportunities to find time in the schedule for Tier III supports. The teachers and administrators were clear</p>	
--	---	--

about the MTSS process and when a student may be elevated for a special education referral.

At Bain Middle School the leadership team has reorganized the MTSS process to improve the fidelity of implementation. The full MTSS team meets regularly, and anyone may elevate a student for review. The Bain MTSS team has three subgroups that work with teachers who have referred to the team in the areas of academic, social emotional learning and behavioral support. The sub-teams examine the data, recommend interventions and utilize short cycle progress monitoring. Parent communication is part of the MTSS process. If necessary, some students may be referred for special education evaluation.

At Western Hills Middle School, the RTI/MTSS process was understood by the teachers. The principal facilitates the meetings. The meetings occur every Monday. The team includes a school psychologist, school social worker, special education coordinator, general education lead teacher and guidance. Tier I and II interventions are done in the classroom and Tier III interventions are completed by the special education teachers. There is a reading intervention block that students who performed in a particular range on STAR participate in. That block is taught by a reading specialist and covers units 5 and 6 of the Study Sync program. These classes can have up to 20 students in them.

Tier III interventions are, however, unclear. There used to be a block scheduled that allowed for an intervention block which is not happening this year. There is an after-school math help group that is going to be starting.

High School Level

MTSS Assessment at CHSW:

Academic

- Tier 1 - School-wide screenings in reading and math occur in September, January, & May. All students in grades 9-12 are screened. The only students exempt from screenings are students who are alternatively assessed using RIDE criteria.
- Tier 1-3 Any student scoring below the 50th percentile on STAR Reading or Math is retested and progress monitored at intervention testing windows in November and March.
- Tier 2 & 3 - Interventionists may administer other diagnostic and formative assessments to better determine the root cause of struggle for more targeted instruction/intervention.
- Tier 1 - Common curricular or content benchmark assessments are also given to all students within their respective courses to monitor learning progressions within the specific discipline/content area.

Cranston High School West also has an MTSS chair, although this individual has other teaching responsibilities. It was discussed that if there were additional, dedicated resources to support more Tier I interventions that there may be less need for Tier II and Tier III supports.

At Cranston High School East MTSS is in the very beginning stages. The focus this year has been on expanding Tier I supports.

Data Team/School Improvement:

- Meets every Tuesday during period 2. Also meets during period 2 on Red Mondays; Thursdays, as needed.

	<ul style="list-style-type: none"> ● The data team consists of building administrator(s), literacy specialists, disciplinary department chairs, guidance, a CACTC representative, and a special educator. ● Data shared with faculty for analysis and discussion at faculty meetings. ● Data sets include state performance measures, state/school/district level surveys, STAR Reading & Math data, attendance & discipline data, enrollment data, various student performance measures like common tasks/assessments, curriculum-based data from various curricular platforms, etc. ● Individual departments also reflect on & discuss relevant student data, as needed & appropriate. ● Trends in data are addressed in a variety of ways such as: specific programing, scheduling structures, refined collaboration efforts, instructional approaches, intervention models & placements, curricular/assessment enhancements (made in accordance/approval of the district), advisory efforts, professional learning opportunities, community outreach/supports, and in various initiatives and/or focus groups like the AEC (Academic Environment Committee) and Student Leadership. <p><u>MTSS:</u> Students receive services based on needs and student profiles. Below is a synopsis of key services at each Tier as well as the process and protocol for collaborating and offering students supplemental services to meet their host of needs.</p> <p style="text-align: center;">Tier 1: Academic: StudySync, Reveal Math, ALEKS</p>	
--	--	--

Tier 2: Academic: Push-In Literacy Support, ALEKS, IXL

Tier 3: Academic: StudySync Units 5 & 6, Wilson/OG, IXL

Structure and process with students:

- Meets during period 3 on Red Mondays, Tuesdays, & Thursdays.
- Students are referred to MTSS by any concerned party by completing a referral form documenting concerns and any efforts made to-date. From there, the student's holistic and historical profile is analyzed and discussed, inclusive of parental and student input. Holistic profiles are determined by reviewing and considering file reviews, grades, attendance, behavior, state and district performance measures, writing samples, released medical/clinical history, etc.).
- Referred students are scheduled and followed up on at prescheduled/determined meetings.
- Progress monitoring and initial share-out of intervention plan is shared via a document and the respective student's classroom teachers, interventionists, and guidance counselor for input and collective agreement in approaches and intervention support.
- Participants include administration, literacy specialist/special educator, MTSS math teacher, school clinician, guidance counselor, classroom teacher(s), student, & parent. The nurse or student assistance counselor are invited to attend, as needed & appropriate.
- Guidance counselor is actively involved in all student meetings (Initial review, intervention goals & progress monitoring).

- Guidance and MTSS chair facilitate conversations & collaboration with student's teachers and support staff.
- Parents are invited & encouraged to support, advocate, & participate in the process.
- Students are invited and encouraged to communicate, reflect, & self-advocate.
- Classroom teachers are invited to participate in collaborative, problem-solving discussions pertaining to interventions and progress monitoring.
- Currently, all documentation is housed and shared appropriately with relevant stakeholders via electronic, secure district drives. The district's goal is to eventually house all MTSS documentation in the district's SIS system or an equivalent location so that efforts may be tracked more consistently over time and across potential schools within the district as students' progress on their educational journey.

It is important to note that collective efficacy is the goal of MTSS. It is common practice for interventionists and service providers alike to collaborate and communicate regarding a student's progress who has an IEP or 504. At these times, the service provider and interventionist discuss levels of performance, goals, progress, & accommodations. It is extremely common to find an interventionist as an active participant at a student's evaluation team meeting, 504 meeting, and IEP meeting. While the need to become identified as a student with a disability is a potential outcome of the MTSS framework, it does not exclude or prohibit identified students from receiving supplemental support within the MTSS framework. In fact, the MTSS framework ensures students receive all that they need from a host of potential service providers.

Reading Support

	<p>Reading Interventions are now structured in a Multi-Tiered System of Support model at the elementary school level. Using data students are placed in reading interventions based on the five domains of literacy. Students stay in that cycle of intervention for 8 weeks with progress monitoring taking place monthly. Data is collected and tracked during that cycle. Students receive direct instruction in one area of the domain, for example if the student has needs in phonemic awareness, the district will begin with the earliest progression within phonemic awareness and work up to substituting sounds. At the end of the intervention cycle students are given another assessment to document progress. Students can be 1) exited if they demonstrate performance at grade level; 2) continue with the same intervention area; or 3) continue but with a new domain of literacy. When students are placed in an intervention, the data determines whether the student will receive targeted or intensive instruction. Targeted students meet 2-3 times per week and intensive meets 4-5 times per week. If a student has an IEP in the area of reading, the district will work with the special educator and match the goal of the IEP. The district works together to help support the students with their reading goal.</p> <p>At Gladstone, interventions are provided during a WIN (What I Need) block, where students are grouped across the 4 classrooms of a particular grade level.</p> <p>At the secondary level, students are placed in targeted or intensive reading support based on their STAR reports. Targeted intervention takes place in the English Language Arts classrooms. The reading interventionists push into the ELA class to offer support to the students and teacher. Lessons can be co-taught or small group instruction takes place. The educators use the ELA high-quality curriculum resource (StudySync) with the additional supports as needed that are built into the curriculum resource. Students requiring more intensive services, the reading intervention class is scheduled as a pull-out class. This class encourages the same planning and instruction as the elementary level, focusing on the earliest domains of literacy to close instructional gaps. Student progress and scores are reviewed at the end of</p>	
--	--	--

	<p>semester 1. Students can exit from intervention class when they have demonstrated proficiency. If students meet the exit criteria, they can: 1) exit the intervention; 2) move to a different level of intervention support, say intensive to targeted; or 3) remain in their current intervention support. Teachers and students have data conversations about their assessment results and make plans on what to address next in their progression of learning.</p> <p>There is a Tier III Reading Intervention Committee that meets on a regular basis. The members of the committee include Executive Director of Pupil Personnel; Elementary Special Ed Director; Middle School Assistant Director of Special Education; Executive Director of Curriculum, Assessment, and Grants; and the Tier III Reading Intervention service providers. The committee meets to review current caseloads, conduct file reviews on new referrals and help MTSS teams conduct further data studies, make changes to interventions, or conduct trials of various instructional strategies or programming to see what would work best for the student. Follow-up is done with teams and schools to share the ideas and help teams implement interventions. At the same time, the committee created a referral process procedure and communicated with administrators at district level administrative meetings.</p> <p>On an additional note, as a district staff are currently training in the Right to Read Act. At the elementary level:</p> <ul style="list-style-type: none">• Preschool teachers completed LETRS Early Childhood training last year.• K-5 Elementary Teachers are working through a 2 years LETRS Training K-5. Currently there are 170 teachers in year two of the training and will complete it this year. There are 80 teachers in year	
--	--	--

one of the LETRS training and will complete it in the 2023-2024 school year.

At the secondary level:

- Educators who need to show proficiency are being trained in the Brainspring Orton Gillingham program. There are 80 teachers signed up to begin the work next month.
- For educators who need to have an awareness level of training, they are completing the self-paced module through Bridge RI. Approximately, ~25 have already completed it, while others are going through the process.

Administrators at the elementary level completed the LETRS Admin Training last year. The secondary administrators complete the RIDE Awareness Training via Hill Literacy. All secondary administrators completed this training last year. The new hires this year will complete the training that they need.

At Bain Middle School the reading teacher provided interventions with 15 students. The teacher shared that the enrollment in intervention periods varies from small to large groups.

At Western Hills Middle School the reading teacher teaches an intervention block. The block can often have 20 students and the instruction consists of StudySync units 5 and 6. Students are placed based on their STAR score.

Documentation: Data Analysis; State Performance Plan

Result/ Compliance	4	<p>SPP Disproportionate Representation (State Performance Plan Indicator #9 and #10)</p> <p>The district has significant disproportionality of Native American Students with specific learning disabilities. For the past 3 years, the data are trending in the appropriate direction to correct disproportionality. In the AcceleGrants disproportionality report, the district described plans for providing professional development to teachers and related service providers to provide research based and early intervening strategies to students who are struggling utilizing resources as STAR math, STAR reading, Second Step, Wilson, LETRS and Foundations.. The district will continue to provide training as described in their CCEIS plan and budget. The individual student file review for this race/ethnicity and disability category did not yield compliance findings of inappropriate identification.</p> <p>District:  07 Cranston</p> <table border="1" data-bbox="352 812 1312 1161"> <thead> <tr> <th></th> <th colspan="5">American Indian or Alaska Native</th> </tr> <tr> <th>Item \ Year</th> <th>2018</th> <th>2019</th> <th>2020</th> <th>2021</th> <th>2022</th> </tr> </thead> <tbody> <tr> <td>Students with Disability</td> <td>9</td> <td>12</td> <td>13</td> <td>11</td> <td>10</td> </tr> <tr> <td>Total Students</td> <td>76</td> <td>89</td> <td>87</td> <td>84</td> <td>83</td> </tr> <tr> <td>District Risk</td> <td>11.84</td> <td>13.48</td> <td>14.94</td> <td>13.10</td> <td>12.05</td> </tr> <tr> <td>District Risk Ratio</td> <td>2.40</td> <td>2.96</td> <td>3.20</td> <td>2.79</td> <td>2.55</td> </tr> </tbody> </table> <p><i><u>Documentation:</u> Data Analysis; State Performance Plan</i></p>		American Indian or Alaska Native					Item \ Year	2018	2019	2020	2021	2022	Students with Disability	9	12	13	11	10	Total Students	76	89	87	84	83	District Risk	11.84	13.48	14.94	13.10	12.05	District Risk Ratio	2.40	2.96	3.20	2.79	2.55	<p>Timeline: Immediately</p> <p>The district will continue to review and refine the specific learning disabilities identification process to align with regulatory requirements.</p> <p>Progress Check: October 2023</p> <p><u>FOLLOW-UP FINDINGS:</u></p>
	American Indian or Alaska Native																																						
Item \ Year	2018	2019	2020	2021	2022																																		
Students with Disability	9	12	13	11	10																																		
Total Students	76	89	87	84	83																																		
District Risk	11.84	13.48	14.94	13.10	12.05																																		
District Risk Ratio	2.40	2.96	3.20	2.79	2.55																																		

Result	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. This was not applicable for the Cranston Public Schools as no students with IEPs were suspended for greater than 10 days.</p> <p>State Performance Plan Indicator #4b 0%: (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><i><u>Documentation:</u> Data Analysis; State Performance Plan</i></p>	
Result	6	<p><u>Multi-tiered System of Support (MTSS)/Social Emotional Supports/Social Emotional Resources/Positive Behavioral Supports</u></p> <p><u>Preschool</u></p> <p>At the early childhood level, the multi-tiered system of support is an integrated tiered approach. The integration of data and intervention within a multi-level prevention system is implemented to maximize student achievement and to reduce social emotional and behavioral problems. Team meetings are held weekly to review data to make effective decisions through the systematic review process.</p>	<p>Timeline: Immediately</p> <p>Cranston Public Schools will continue to review and refine MTSS systems, structures and supports.</p> <p>Progress Check: October 2023</p> <p><u>FOLLOW-UP FINDINGS:</u></p>

	<p>Understanding the process of MTSS is essential to the success of this approach. The Early Childhood Special Educators implementing MTSS meet with the early childhood teachers to plan, implement, and improve the practice. Discussions with stakeholders are held weekly to report progress.</p> <p>To support students in community preschools, the IECSE (Itinerant Early Childhood Special Education) staff offers monthly virtual MTSS (similar to RTI) meetings at community preschools on an as needed basis. Coaching and professional development are a focus of the implementation of MTSS.</p> <p>This process is not meant to take the place of a special education referral. If there are concerns about a specific student's development that needs to be addressed by the evaluation team, the center is encouraged to make a referral as soon as possible.</p> <p>The purpose of the meeting is to address concerns the classroom may have about individual students or classroom management. Concerns and offer strategies and accommodations are discussed.</p> <p>Packets are sent out to community preschools that include:</p> <ul style="list-style-type: none">a. Letter about MTSSb. MTSS Documentation Formc. MTSS Guidelinesd. Release of information	
--	--	--

If there is a student, the director/classroom teachers are concerned about completing all paperwork.

The team then schedules a virtual meeting with the center.

MTSS Guidelines

Prior to the meeting:

- Specific students are not discussed unless you have informed the parent and have a signed release of information.
- Please set aside one hour of time for a virtual meeting using Google Meet.
- Complete MTSS Form outlining concerns (for individual students)
- Bring any data and documentation to support your concerns (Teaching Strategies Gold, portfolio, observations, incident reports, etc)
- Be prepared to discuss any strategies that have been tried
- Invite staff that work in the classroom or with the child

After the meeting:

- Share summary and strategies with the family
- Implement the strategies listed on the summary form
- Collect data on form provided

Elementary Level

The city-wide MTSS/Rtl Coordinator monitors the school level Rtl teams in all 15 elementary schools. As with academics, the teams also meet to review students with social emotional needs. Informal observations are conducted by various support personnel in each school. Data from these observations is utilized to develop Rtl based behavior plans. This progress of the student within the social setting is monitored for 6 to 8 weeks and the plan adjusted as needed. The progress is monitored within the classroom setting and with support staff.

When needed, the Behavior Intervention Team is available to assist with students in need of social emotional supports. This team is led by a BCBA and consists of an ASD consultant, and 3 registered behavior technicians. They assist with providing strategies to aid the struggling student in the classroom and assist the classroom teacher with data collection and application of strategies.

This year, the district developed the Social Emotional Team to assist with Universal Screenings, Rtl Social Emotional Support, and Suicide Prevention Training. They have also been actively involved in the new Signs of Suicide roll-out for grades 6 - 8.

Middle Level

The city-wide MTSS/Rtl Coordinator assists to monitor the school team in all four middle schools with the principal and assistant principal being the leaders for MTSS/Rtl at the school level. Middle School students are divided into teams of approximately 100 students. These students are taught by 4 core teachers, who meet weekly as a group to discuss student concerns and monitor progress. This model allows for greater personalization and attention to student needs. Core Academic Team meetings are held at the team levels

	<p>to discuss individual students as appropriate and will include guidance counselors and Tier 3 support staff as needed. Grade level teams may request a consultation from the city-wide MTS/RtI Coordinator who will attend meetings and discuss interventions and accommodations that may be beneficial in supporting academic and social-emotional learning Information is gathered through the universal screeners, report cards, teacher reports, observations, parent input, discipline referrals, attendance, any outside evaluations or reports. Students are monitored by building level attendance teams and have minimum quarterly check-in regularly with guidance counselors. Tier 3 support staff, social workers, and/or school psychologists play a vital role in communication with outside providers and parents. If it is determined that a student is not making adequate progress, the grade level teams refer the child to the 504 team or special education team for further review and/or evaluations. Due to COVID impact, the district has seen an increase in attendance issues, and overall student social and emotional needs around peer interactions and navigating social norms that had been neglected with quarantine, isolation and masking. Building level support staff are running social skills and peer groups to teach/re-teach skills that have been lost. Schools are re-building after-school activities including a variety of non-academic outlets that aim to improve connections with both peers and staff. Unified sports are back at WHMS and PVMS, and one school is launching a GSA club to further support students. The district is working on strengthening the MTSS/RtI process as needs continue to evolve.</p> <p>Positive Behavioral Support programs are within all four middle schools. PBIS points are awarded to students for a variety of reasons. Points can be redeemed by entering raffles for gift cards or VIP lunch with friends. Staff across all settings are reinforcing behavioral expectations and providing real time- consistent feedback to students. The PBIS team meets regularly to review PBIS data, where points are being awarded, and what areas need improvement building wide, i.e., hallway behavior, where building wide</p>	
--	--	--

	<p>interventions can be tried. The schools and PTO are reaching out into communities by doing school wide events to foster the concept that the school is a safe fun place at the heart of the community. Two of the middle schools, Western Hills and Bain, are supported by Effective School Solutions (ESS) to meet the increased social emotional needs at those schools. 13 students (with or without IEP services) are supported by the program at the Tier 3 level.</p> <p>At Bain and Western Hills, the teams and overall support is described below as they also have the support of Effective School Solutions (ESS). ESS provides a full continuum of services aligned around its RTI framework for K-12 Mental Health. It focuses on the core Tier 3 program for customized school-based support based on clinical needs. The main goal is to improve clinical academic and disciplinary outcomes and targeting on school avoidance and attendance. ESS also provides family therapy and support groups for parents and can make home visits.</p> <ul style="list-style-type: none">● <u>MTTS Team</u>: Meets weekly to review attendance issues /success Review teacher referrals - currently setting up parent meetings to discuss concerns; social emotional lunch group set up for identified students● <u>CI /CO Check in/Check out Positive</u>: behavior plan set up by school support (psychologist/ social worker) Students earn points based on targeted behaviors which have been identified by classroom teachers. Teachers fill out electronically for each class daily. Students and parents have access to this data. Students earn PBIS points or can have an individualized reward.	
--	--	--

- PBIS Positive Behavior Intervention System: school wide system promoting positive behaviors. Students can earn points and use these points weekly at a school store or in a raffle. Teachers can also earn rewards by consistently using the PBIS program.
- School psychologist/social workers / ESS /behavior supports/ occupational therapy: support staff work with IEP and non-IEP students. They include many supports within the IEP: break cards, movement break, use of fidgets, Visuals, Social stories, independent folder system where students can work on specific social skills independently. They provide lunch groups as well as individual support as needed.
- Attendance Task Force: meets weekly to organize and promote attendance competition throughout the school.
- Modified Scheduling: teams are restructuring their schedules to include skills-based support to address academic needs. Can be used for MTSS support.

This year, the district developed the Social Emotional Team to assist with Universal Screenings, MTSS/RtI Social Emotional Support, and Suicide Prevention Training. They have also been actively involved in the new Signs of Suicide roll-out for grades 6 - 8.

At Bain Middle School teachers were clear about the MTSS process. Grade level teams review data and bring students to the MTSS Team based on academic and SEL needs. The MTSS Team is co-facilitated by the assistant principals with the participation of guidance counselors, special education

department chair and others. The MTSS Team will offer strategies for additional supports interventions at the Tier I and II levels. Tier III interventions are unclear and seem to be mostly imbedded in special education. The team recognized the need to expand the availability of Tier III interventions and is actively discussing opportunities to find time in the schedule for Tier III supports. The teachers and administrators were clear about the MTSS process and when a student may be elevated for a special education referral.

At Bain Middle School social workers coordinate behavioral health services with school personnel (school social workers, guidance counselors and building administrators) to keep students in their home school while receiving the support they require including coordinating therapeutic intervention services between school and non-school behavioral health providers.

At Western Hills Middle School the team is led by the principal and consists of the special education department chair, school psychologist, school social worker, general education lead teacher, and guidance counselor. Western Hills Middle Schools also has a special education contractor (Effective School Solutions) that will organize behavioral health services as needed and family wrap around for students with and without disabilities.

High School

MTSS Assessment at Cranston High School West:

Social-Emotional/Behavioral

- Tier 1-3 - Students who may be emotionally at-risk are assessed by clinical support staff, medical staff, school resource officers, or

administration using the new screener adopted and required by the state for suicide prevention, *Signs of Suicide*.

- Tier 1-3 Clinicians may also administer additional screeners, scales, or other clinically validated measures to better diagnose a student's social-emotional/behavioral needs.
- Tier 2 & 3 - Observations are often done to assess root cause of behavior and inform any potential behavior plans/interventions

Data Team/School Improvement:

- Meets every Tuesday during period 2. Also meets during period 2 on Red Mondays; Thursdays, as needed.
- The data team consists of building administrator(s), literacy specialists, disciplinary department chairs, guidance, a CACTC representative, and a special educator.
- Data shared with faculty for analysis and discussion at faculty meetings.
- Data sets include state performance measures, state/school/district level surveys, STAR Reading & Math data, attendance & discipline data, enrollment data, various student performance measures like common tasks/assessments, curriculum-based data from various curricular platforms, etc.
- Individual departments also reflect on & discuss relevant student data, as needed & appropriate.
- Trends in data are addressed in a variety of ways such as: specific programing, scheduling structures, refined collaboration efforts, instructional approaches, intervention models & placements, curricular/assessment enhancements (made in accordance/approval of the district), advisory efforts, professional learning opportunities, community outreach/supports, and in various initiatives and/or focus

groups like the AEC (Academic Environment Committee) and Student Leadership.

MTSS : Students receive services based on needs and student profiles. Below is a synopsis of key services at each Tier as well as the process and protocol for collaborating and offering students supplemental services to meet their host of needs.

Tier 1: Social/Emotional: PBIS, Student Assistance
Counselor, Guidance Department, School Clinical Staff

Tier 2: Social/Emotional: PBIS Check-In/Check-Out Feature,
Student Support Center, Student Assistance
Counselor, Guidance Department, School Clinical
Staff

Tier 3 Social/Emotional: PBIS Check-In/Check-Out Feature,
Student Support Center, STEP Program, Student
Assistance Counselor, Guidance Department, School
Clinical Staff Structure and process with students:

	<ul style="list-style-type: none"> ● Meets during period 3 on Red Mondays, Tuesdays, & Thursdays. ● Students are referred to MTSS by any concerned party by completing a referral form documenting concerns and any efforts made to date. From there, the student's holistic and historical profile is analyzed and discussed, inclusive of parental and student input. Holistic profiles are determined by reviewing and considering file reviews, grades, attendance, behavior, state and district performance measures, writing samples, released medical/clinical history, etc.). ● Referred students are scheduled and followed up on at prescheduled/determined meetings. ● Progress monitoring and initial share-out of intervention plan is shared via a document and the respective student's classroom teachers, interventionists, and guidance counselor for input and collective agreement in approaches and intervention support. ● Participants include administration, literacy specialist/special educator, MTSS math teacher, school clinician, guidance counselor, classroom teacher(s), student, & parent. The nurse or student assistance counselor are invited to attend, as needed & appropriate. ● Guidance counselor is actively involved in all student meetings (Initial review, intervention goals & progress monitoring). ● Guidance and MTSS chair facilitate conversations & collaboration with student's teachers and support staff. ● Parents are invited & encouraged to support, advocate, & participate in the process. ● Students are invited and encouraged to communicate, reflect, & self-advocate. 	
--	---	--

- Classroom teachers are invited to participate in collaborative, problem-solving discussions pertaining to interventions and progress monitoring.
- Currently, all documentation is housed and shared appropriately with relevant stakeholders via electronic, secure district drives. The district's goal is to eventually house all MTSS documentation in the district's SIS system or an equivalent location so that efforts may be tracked more consistently over time and across potential schools within the district as students' progress on their educational journey.

It is important to note that collective efficacy is the goal of MTSS. It is common practice for interventionists and service providers alike to collaborate and communicate regarding a student's progress who has an IEP or 504 plan. At these times, the service provider and interventionist discuss levels of performance, goals, progress, & accommodations. It is extremely common to find an interventionist as an active participant at a student's evaluation team meeting, 504 meeting, and IEP meeting. While the need to become identified as a student with a disability is a potential outcome of the MTSS framework, it does not exclude or prohibit identified students from receiving supplemental support within the MTSS framework. In fact, the MTSS framework ensures students receive all that they need from a host of potential service providers.

Cranston High School East

At Cranston East MTSS/Rtl is progressing. The Assistant Principal for Academic Affairs meets with guidance on a weekly basis. The guidance team is the core MTSS/Rtl team with others joining as appropriate. The primary goal of Rtl is to support the school wide STAR screenings in coordination with the reading and math teachers. STAR scores are used to identify students requiring Math and Reading Intervention courses. Progress is monitored regularly by intervention teachers and guidance counselors. Once a student is

identified by the universal screening tool, parents are notified, and students are scheduled into the appropriate intervention classes. These classes are either an intensive intervention which meets daily or targeted that meet 2-3 times per week. The four clinicians meet regularly to discuss students that have social/emotional concerns. Clinicians work closely with guidance counselors, administrators and classroom teachers to provide support to students in need. Various data points are used to identify students who may need support. Reports are run weekly from the student information system to look at academics, absences, conduct etc. to flag students that might be struggling. In addition, students with difficulties arriving at school on time are identified and meet with a designated assistant principal to discuss reasons and obstacles for late arrival. In addition, students with behavioral difficulties are referred to the behavior interventionists.

Once the lists are generated, guidance counselors will meet with students, administration, contact parents, set up teacher conferences and monitor interventions.

This year, the district developed the Social Emotional Team to assist with Universal Screenings, MTSS/RtI Social Emotional Support, and Suicide Prevention Training. They have also been actively involved in the new Signs of Suicide roll-out for grades 6 - 8.

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

Documentation: Interview, Data Analysis, Observations

Result	7	<p>Preschool Continuum</p> <p>Preschoolers with disabilities are provided special education and related services in the Early Childhood Center, 4 elementary schools and 7 private schools. The district’s Early Childhood Coordinator assists the preschools teachers with curriculum planning, assessment, reflection, TSG and progress monitoring.</p> <p>At the classroom environments are as follows:</p> <p>Early Childhood Center: Three Integrated Preschool classrooms, speech program</p> <p>Arlington: One State Preschool with Iterant Early Childhood Special Education (IECSE) services and One Blended Preschool classroom with IECSE services</p> <p>Edgewood Highlands: One Blended Preschool with IECSE services and One Integrated Preschool classroom</p> <p>Glen Hills: Two Self Contained Classrooms</p> <p>Orchard Farms: One Integrated Preschool classroom</p> <p>IECSE services at Arlington, Edgewood, CCAP, Kaydence Academy, Candy Cane Preschool, Western Cranston Early Learning Center, Cornerstone, Little Learners Academy, Child’s University</p> <p>There are 275 preschoolers enrolled in Cranston Public Schools with 128 of the students receiving IEP services. They are supported by 10 special</p>	
--------	---	---	--

	<p>education teachers, 20 paraprofessionals, 10 therapists and an Early Childhood Coordinator.</p> <p>Determination of the amount of special education and related services are made by the IEP team and varies according to the individual child's needs. Most children who receive speech only services are via walk-in services or within a speech program at the Early Childhood Center. A small portion of speech only students receive services at their community preschool.</p> <p>State Performance Plan Indicator #6</p> <p>The Office of Special Education Programs (OSEP) requires districts to collect Early Childhood Environments data for all preschool children with IEPs. The EC Environments data provides a look at the preschool LRE in the district.</p> <p>A. The percent of preschool children with IEPs attending and receiving the majority of their special education and related services within a regular early childhood program was 37.07%.</p> <p>B. The percent of preschool children with IEPs attending a separate special education class, separate school, or residential facility was 12.93%.</p> <p>State Performance Plan Indicator #7</p>	
--	--	--

	<p>The Office of Special Education Programs (OSEP) requires districts to collect Child Outcomes data for all preschool children with IEPs.</p> <p>Statement 1. Of the preschool children who entered the preschool program below age expectations, the percentage who substantially increased their rate of growth 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); 65.6%▪ Acquisition and use of knowledge and skills (including early language/ communication and early literacy); 65.6% and▪ Use of appropriate behaviors to meet their needs 52.7% <p>Statement 2. The percentage of preschool children who were functioning within age expectations in by the time they exited the program:</p> <ul style="list-style-type: none">▪ Positive social-emotional skills (including social relationships); 38.2%▪ Acquisition and use of knowledge and skills (including early language/ communication and early literacy); 46.4% and▪ Use of appropriate behaviors to meet their needs 58.9% <p>Note: The Aspen preschool environments form is an older one and needs to be updated to the current form.</p>	
--	--	--

		<i>Documentation: Data Analysis; State Performance Plan, Interviews, Observations</i>	
Result	8	<p>Program Continuum Elementary Level</p> <p>There are 4,499 students at the elementary level grades K-5 and approximately 472 have IEPs. The special education program continuum is as follows:</p> <p>Each of the 15 elementary schools has at least two special education teachers providing specialized instruction to support students in grades K-5. Special educators provide instruction in various ways including co-taught, small group and one-to-one. In addition, there are many children who receive speech only services within their school.</p> <p>There are 38 special education teachers and 30 paraprofessionals assigned to the elementary schools to support the specialized instruction and support within the general education setting. The paraprofessionals rotate throughout the classrooms each day.</p> <p>There are 21 self-contained classrooms within 9 elementary schools for students in grades K-5. These elementary schools are Arlington, Edgewood Highlands, Gladstone, Glen Hills, Orchard Farms, Peters, Rhodes, Stadium, Stone Hill and Woodridge. 10 out of the 21 classrooms consist of students whose needs require more intensive instruction. Each of these classrooms has a full-time special educator and paraprofessional. These students participate with their general education peers throughout the school day as</p>	

	<p>outlined in their IEPs. For example, some students fully participate in non-academics such as PE and Art classes while others are mainstreamed into the regular education classrooms for math or ELA. Nine of the self-contained classrooms are dedicated to students with significant needs in the areas of functional life skills. These classrooms are at Glen Hills, Stone Hill, Orchard Farms and Woodridge. Students in these classrooms are instructed through the Unique Curriculum, aligned to the Essential Elements, and participate in the Dynamic Learning Maps (DLM) assessment. The students are provided various learning opportunities to be mainstreamed with their peers in non-academic activities such as field trips and social events. There are 24 special education teachers and 36 paraprofessionals who support the self-contained classrooms. One classroom is supported by the Thrive Behavioral support team.</p> <p>The elementary schools are also supported by two special education teachers as well as an Elementary Coordinator. They focus their support on the Evaluation Team and new teachers. A special education teacher (trained in Wilson) to support students who may need reading support.</p> <p>With the increased behavior/social emotional concerns, especially since COVID, the Behavior Intervention Team (BIT) was developed. The team consists of a BCBA, 3 Behavior Specialist, 3 Register Behavior Techs and ASD Coordinator.</p> <p><u>Eden Park:</u></p> <p>Eden Park School is the first in the district to embark on this 21st Century school renovation. The staff at Eden Park participated in many hours of professional development to facilitate the shift in teaching and learning from teacher directed to a student driven learning environment for grades 3-5.</p> <p>The learning community allows for visibility breakout spaces and open concept with flexible seating and floor to ceiling white boards. The furniture allows the</p>	
--	--	--

		<p>students to construct a learning environment that best suits their needs throughout the day.</p> <p>The school reports increased attendance and learning and a decrease in discipline referrals. Professional development has begun for grades k-2 in preparation for teaching and learning shift to take place over the next two school years.</p> <p><u>Documentation:</u> <i>Data Analysis; Interviews; Observation</i></p>	
Result	9	<p>Program Continuum Middle Level</p> <p>There are 2,500 students attending the 4 Middle Schools, Sanders and out of district programs. There are 376 students with IEP services. The special education program continuum is as follows:</p> <p>All programs are highly individualized, and many students may receive support in a hybrid setting. Example: Student is in a self-contained ELA/MATH class but in an inclusion Science/Social Studies class. The district strives to have dual certified teachers in all self-contained classrooms. Students can receive the level of support needed based on this fluid model of support.</p> <p>Intensive instruction in general education settings (Inclusion). Co-taught classes with a Highly Qualified content teacher and a Special Educator. Specific core content classes are ELA, Math, Science and Social Studies. Unified Arts classes are in the general education setting taught by a content specialist. If needed, students are placed in an intensive reading class,</p>	

	<p>instructed by a reading specialist, based on their STAR Reading scores. In the past some students may receive targeted intervention for reading in their science classes. These classrooms as well as Academic Support students are supported by 23 special education teachers and 23 paraprofessionals.</p> <p>Intensive instruction in self-contained settings. Special Educator in a small group setting for all content areas including ELA, Math, Science and Social Studies. Students follow the middle school model of changing classes on a team. Unified Arts classes are in the general education setting taught by a content specialist. If needed, students are placed in an intensive reading class, instructed by a reading specialist, based on their STAR Reading scores. They are supported by 11 special education teachers and 11 paraprofessionals.</p> <p>Academic Support/Transition Skills. The class provides resource support through working on student IEP goals and/or transition related IEP goals. Students receiving this support are in general education settings taught by a content teacher in ELA, Math, Science and Social Studies. If needed, students are placed in an intensive reading class based on their STAR Reading scores and are instructed by a reading specialist. Some students may receive targeted intervention for reading in their science classes.</p> <p>Life Skills. Currently, there are three classrooms for students with significant needs (Western Hills and Park View). Students may take classes within the Life Skills setting or in other academic content areas (ELA, Math, Science, Social Studies) self-contained settings with special educators. In addition to the academic program, students participate in community-based experiences, as well as running a School Cafe and Coffee Connection. The Unique curriculum is utilized to provide standard based instruction that is</p>	
--	---	--

	<p>individualized based on student need and ability. They are supported by 3 special education teachers and 10 paraprofessionals.</p> <p>At Bain Middle School level there are three program models in use, academic support (pull out special education services), inclusion (co-taught with special education teacher and content teacher) and self-contained (with dual certified special education and content teachers). Students will be moved across the continuum based on individual need (ex. Student may be in academic support but participate in a co-taught class based on individual need). All teachers were familiar with the practice of moving students from the different levels of support based on need. Teachers review student level of support in grade level team meetings (held 2 to 3 times per week) including instructional and social emotional learning (SEL) planning. General education teachers report adjusting instructional plans to support the needs of students receiving special education services.</p> <p>Some related services at Bain Middle School are provided in inclusion settings (i.e., SLP provided in ELA class) or through pull out as necessary. Related service personnel utilize progress monitoring to track student progress on IEP goals. Related service personnel report that they have sufficient space to conduct therapies and evaluations.</p> <p>At the middle level, all students have access to extended school day programming including enrichment activities and academic support.</p> <p>Both Bain and Western Hills, teachers report the loss of the period five intervention period as a challenge for addressing the individual needs of students, however, this is new this year. The interventions instead are now provided within the schedule and not done as separate period.</p> <p>At Western Hills Middle School there are also three levels of service: inclusion, self-contained and Life Skills. The inclusion model has a special education teacher and general education teacher in the core classes (reading and math). Most inclusion teams also have a special education teacher in the science and social studies class as well. If a special education teacher is not in science or</p>	
--	--	--

		<p>social studies, then a paraprofessional is there with the inclusive students. Special education teachers report that some teams function as more of a co-teaching model than others. The self-contained classrooms function as a team- students in grades 6, 7, and 8 rotate between 4 self-contained teachers for reading, math, science and social studies. Students in these self-contained classes are also assigned to an inclusion team making the hybrid model an easy flow to follow. Many students move between self-contained settings for some content classes and inclusive classes for others. Both general education and special education teachers reported that this is a seamless action.</p> <p>There are two life skills classes housed at Western Hills Middle School. The life skills teachers successfully advocated to have their students assigned to a home room so that students who can start their day in a less inclusive setting can. There are some instances of students from life skills moving to a self-contained class for a particular academic subject.</p> <p><u>Documentation:</u> <i>Data Analysis; Interviews; Observations</i></p>	
Result	10	<p>Program Continuum High School Level</p> <p>At the High Schools there are approx. 3,995 and 408 have IEPs. The program continuum is as follows:</p> <p><u>High School Level Program Continuum</u></p> <p>At Cranston West High School there are approximately 1,713 students, of which 237 (14%) have IEPs. Teachers teach across the continuum and teach students across the board whether on their caseload or not. The program continuum is as follows: Inclusion classes (44), Transition classes (approximately 47), and Self-Contained (18). These classes meet on a semester basis. There are a variety of inclusion classes that are co-taught. These include Math (Geometry, Algebra I and II, Senior Math Topics), Science</p>	

	<p>(Physical & Earth Science, Chemistry, Biology, Environmental Studies), ELA I-IV, and History (Early and Modern US History, Modern World History). Transition is a class provided in the schedule for students requiring academic support. This class provides students with the opportunity to work on their individual IEP goals through classroom assignments. It is also a place where they may take tests and do assessments when their IEP calls for it. In addition, it is a credit-bearing class where transition assessments are completed and curricula including assignments like resume writing, learning about your accommodations, and graduation requirements are completed. Self-contained core content classes are taught by special education and regular education teachers. The special education teacher typically teaches the same academic subject in a co-teaching class intending to ensure alignment with the curriculum and materials in the general education classes. The inclusive practices are reflected in only having 18 self-contained classes overall (some of which meet first or second semester).</p> <p>The STEP (Students Towards Educational Progress) Program is a highly structured program focusing on behavioral expectations. This program runs transition classes throughout the day. There are specific students that are assigned to the program with an assigned clinician. The program also serves other purposes. If any student in special education has an issue in their classes, they may be sent to the STEP program for a cool down period before going to the main office. There, they can also receive therapeutic assistance from one of the psychologists and social workers. The program is noted and highlighted by the administration as an effective program allowing students to remain in their own community school and least restrictive environment. Finally, the program serves the purpose of in school suspension for students with disabilities. Understanding out-of-school suspension is not effective; the STEP program allows students to remain in school while doing their work and accessing their services while serving their suspension.</p>	
--	--	--

	<p>Life Skills classes is a program which serves students with more significant intellectual disabilities who participate in alternate assessment. This program focuses on personal/social skills, hygiene, independent living skills, communication, functional academics, and vocational skills. Lessons are based on the essential elements (dynamic learning maps) standards and lessons are modified to test for and teach IEP goals for the students. Students take all the same core courses and are included in electives such as art, technology, physical education/health, and music. Students may participate in community service projects, field trips, and classroom fundraising activities. Students also have collaboration with the culinary program, and Entrepreneurship Program at the Career and Technical Center. The plan is to have them collaborating with all programs from exposure to lessons and projects. Students have and will work with the culinary program, and they make and sell calzones at all lunches as an example for their collaboration. In addition, ads were developed to promote the in- school business. Students have a cafe cart that they bring to teachers in the morning and serve lunch throughout the day as a business. They learn the skills associated with the business as indicated above. Students in the life skills program as well as the self-contained population participate in all the above which is deemed the Work Experience Program. There is a goal to bring back the copy machine business for teachers as the district awaits technology on back order due to covid.</p> <p>Students in the life skills programs have “in school” work experiences but do not currently access the community for individualized community or work experiences. The assumption is that students will transition to the Cranston Transition Program (CTP) and receive these experiences in that program. It would be important for students in the life skills program to begin to have both work and community experiences prior to a potential transition to the CTP and/or Project Search. Much of the transition skill instruction being done in both CTP and Project Search should also being done within the life skills program.</p>	<p>Timeline: Immediately</p> <p>Students in the life skills program will have community-based experiences (as appropriate and applicable) during their high school years. A meeting between life skill special education teachers, CTP and Project Search is being planned. Along with this a more structured collaborative skill/career development ladder</p>
--	--	--

	<p>The two life skills classrooms could benefit meeting with CTP and Project Search staff to have a collective understanding of the skills being taught in each program in order to build a more structured collaborative skill/career development ladder so that students continue to build on work readiness skills and reduce duplication.</p> <p>At Cranston High School East there are approximately 1,502 and 217 have IEPs. The program continuum is as follows:</p> <ul style="list-style-type: none"> - Intensive instruction in general education settings. Co-taught classes (9th-12th). Specific core content classes are chosen depending on the overall student need. There are 45 co-taught classes that cover all grades and core subject areas. All teachers who participate in co-teaching have common planning time together. - Intensive instruction in self-contained settings. 21 core content classes are co-taught with a certified content teacher and a special educator in a small group setting. - Academic Support/Transition Skills. The class provides resource support in working on their IEP goals and/or transition related IEP goals. Students typically access resource support either three or six days out of the seven-day rotation. Students receive either a half or full credit for this class. - Life Skills. Currently, there are two classrooms for students with significant intellectual disabilities who are accessing alternate assessments. Students may take classes within the Life Skill setting or in other academic content areas self-contained settings with special educators. In addition to the academic program, students participate in community-based experiences and job experiences. The Unique curriculum is utilized to provide standard based instruction that is individualized based on student need and ability. Students (18-21 years of age) typically attend Cranston Transition Program (CTP). 	<p>will be established between the high school life skill classes, Project Search and CTP.</p> <p>Progress Check: October 2023</p> <p><u>FOLLOW-UP FINDINGS:</u></p>
--	---	--

	<p>Structured transition plans are in place individualized for each student as they move to CTP or another appropriate program. These students take elective classes in a self-contained setting with their general education partners and other students who have IEPs.</p> <p>The partners program has general education typical peers come into the self-contained Life Skills class and work with the students in the Life Skills program. They also work with the students in the Life Skills class and attend elective class with the students.</p> <ul style="list-style-type: none"> - Planning Center. There is a Planning Center that students can access as appropriate. A special educator is the full-time teacher in this setting and this person provides specialized instruction and support as appropriate. This setting can be a temporary placement for both regular and special education students to provide transition support for students returning from an absence from school. This setting can also be a scheduled period for students in the MTSS/ Rtl process or as a 504 accommodation. - The STEP (Students Towards Educational Progress) Program is a highly structured program focusing on behavioral expectations. This therapeutic program runs transition classes throughout the day. There are specific students that are assigned to the program with a behavior plan and an assigned clinician. The program also serves other purposes. If any student in special education has an issue in their classes, they may access the STEP program where they can also receive therapeutic assistance from one of the psychologists and social workers. The program is noted and highlighted by the administration as an effective program allowing students to remain in their own community school and least restrictive environment. - Interpersonal Skills is a social skills course for students on the autism spectrum. It is divided into two sections. One is for grades 9 and 10. The focus of this class is successful transition to high school and how to navigate the social situations they might encounter. The other section is for grades 11 and 12. This class begins to look at what will be coming next after high school and begins to prepare students for transition to adulthood. Topics include 	
--	---	--

	<p>appropriate communication with peers, daily living, self-help, interview skills, etc.</p> <p>There are two full-time psychologists as well as two full-time social workers at the high school. Individualized counseling is provided per the IEP and there are three therapeutic homerooms that the social workers and psychologist work specifically with students in these homerooms. All clinicians provide support to the STEP program as needed. There is a special educator who is also the high school's diagnostic prescriptive teacher (DPT) who facilitated the educational testing as needed.</p> <p>The Cranston Area Career & Technical Center – Cranston hosts the regional Career & Technical Center at Cranston High School West. Students from both East and West may have access to the full array of RI CTE (Career and Technical Education) programs. Programs include Medical Pathways, Architecture/CAD Drafting, Educational Pathways (Child Development), Interactive Digital Media, Residential Construction (including Welding and Plumbing), Pre-Engineering/Robotics, Aquaculture, Information Technology, Graphic Communications, Culinary, Criminal Justice, JROTC, and Entrepreneurship. There is strong collaboration between Career & Technical Center and high school staff, and administrators in supporting students receiving special education. 112 or approximately 50 percent of IEP students are in the program. The center has an academic support teacher in its building that assists all students. In moving to a block schedule, the school has expanded the work experience program, and aligned scheduling with Seniors last period block to provide access to internship or other experiential opportunities. The work experience program currently runs the "West Side Cafe." Collaboration currently exists with all CACTC programs and includes work experience with local area businesses.</p> <p>CTE instructors were providing accommodations, modifications, universal design and specific strategies to support students with IEPs in their programs which seemed sufficient for many students on IEPs. However, there are students that may need additional support based on their individualized needs. It will be important for the Career and Technical Center to consider how they</p>	<p>Timeline: Immediately</p> <p>Cranston Public Schools will develop a formal communication protocol between CTE and the high school special education departments.</p> <p>Progress Check: October 2023</p>
--	---	---

	<p>communicate with the special education department to support students' successful completion of their program.</p> <p>Using the CTE programs as opportunities for career exploration and experiences for the life skills classroom should continue and expand wherever possible.</p> <p>Alternate Educational Program/High School (AEP) is an alternate high school that provides an alternate pathway for students to earn their high school diploma. It serves students with and without IEPs who for a variety of reasons cannot function in a traditional high school. General education students are referred by their guidance counselors and students with IEPs through the IEP team process. Students entering AEP typically have a minimum of 14 credits. Special education, physical education/health and art are provided at AEP. The special educator is the case manager for all students with IEPs who attend AEP. There are clear entrance and exit criteria.</p> <p>Rather than receiving out of school suspensions, both regular and special education students have a program where they can complete their work while receiving services. The district has a STEP (Students Toward Educational Progress) program for special education students and the SSC (Student Success Center) for regular education students. The programs both have special educators teaching as well as clinical support as needed. Online classes (Edgenuity) at times may be part of the plan in the program.</p> <p>Credit Recovery (High School). This option targets students (with or without IEPs) who are missing credits. Only those students who have failed and lack credits to meet graduation requirements may attend credit recovery. Work is completed through Edgenuity. The program is run by a credit recovery case manager that is a former special educator.</p>	<p><u>FOLLOW-UP FINDINGS:</u></p>
--	--	--

New England Laborers (NEL)/CPS

At NEL/CPS there are approximately 158 students, of which 41 have IEPs. They are supported by 4 Special Education Teachers as well as the Secondary Coordinator who supports the Evaluation Team. NEL/CPS offers a pathway to those interested in the field of construction technology or those interested in the World of Work exploratory program. Upon graduation, students may qualify to go on to the New England Laborers' Training Academy in Pomfret, CT for training to become a Construction Craft Laborer Apprentice. In the World of Work Pathway, students refine these skills by gaining full or part-time employment under the guidance and mentorship of the WOW program. There are opportunities for construction, hands on training and experiences, career exploration/work experience, and college preparation. There are a variety of inclusion classes which are co-taught. These include Math (Geometry, Algebra I and II) and ELA 9-12. Transition classes are provided in the schedule for students requiring academic support in reading, writing, and math. These classes also address additional goals like organization and focus on completing transition assessments, preparing for work, training, and college. This class provides students with the opportunity to work on their individual IEP goals and receive accommodations like extended time or small group setting in an area free of distraction. There are support staff available including guidance counselors, social worker and school psychologist to address social emotional concerns.

Sanders Academy

Sanders Academy provides an alternative school program for students in need of a highly structured, supportive, therapeutic environment in order to achieve academic success. The main goal of the Sanders Academy is to help students to acquire the academic, social, emotional and behavioral skills necessary for them to return successfully to a less restrictive setting, to enter the world of work or higher education.

	<p>Sanders Academy is designed to support district students with social emotional needs, who have struggled to be successful in their home schools. School support includes a small student to staff ratio and small class sizes, behavior technical assistants, a full-time social worker and full-time school administrator. Additionally, the school has a therapy dog who attends every Friday. At present, the school has two middle school classrooms and two high school classrooms supporting 24 students. The student capacity is 36.</p> <p>The Sanders Academy mission is to help students be more successful in school, at home and in the community. The staff work tirelessly to assist students in achieving their school goals and thrive in a school environment. This means helping them feel safe, capable and connected. It means to teach them to exhibit self-control, implement coping skills, to be organized and to learn to modify their own behavior.</p> <p><u>Cranston Transition Program</u></p> <p>Cranston Transition Program (CTP) is a life skills program which meets the vocational, transition and educational needs of Cranston Public School students with disabilities, who are between the ages of 18-22 years old. This year an additional classroom was added as there are 30 students within the program and 3 classroom teachers. Due to the increase in students this year, the district has provided the program with a full-time social worker. CTP currently has 10 job coaches who support students while at school, at a jobsite or participating in a community activity. Students who require a higher level of support are provided 1:1 staffing or a CNA if needed.</p> <p>The focus of the program is to teach students the necessary life and work readiness skills needed to succeed in the workplace and to transition into adult life. CTP works with the Office of Rehabilitation Services and Department of Behavioral Healthcare, Developmental Disabilities and Hospitals (BHDDH) to assist students with a seamless transition into adult services.</p> <p>Students are provided a variety of job assignments in the community. Community job sites include: Pranzi's Catering, Aramark main office, Price</p>	
--	--	--

	<p>Rite, CVS, Walgreens, Dave’s Market, Brewed Awakening, Burlington, Aramark at Edgewood Highlands, Savers, Sir Speedy, and JoAnn Fabrics etc. The focus of the program is to try and provide as many experiences as possible and assist students to determine the types of jobs that they like and do well.</p> <p>CTP also focuses on community skills such as shopping, leisure activities and socialization. Hands-on experience is provided for budgeting, money skills, organization, decision making, communication and social skills. Instruction is provided in work readiness, self-advocacy, social skills, life skills, daily living skills, and functional academics.</p> <p>CTP discussed continued challenges with the developmental disabilities process (problems with timely Supports Intensity Scale completion, communication with families, connections to adult provider prior to program exit etc.). To clarify these challenges Cranston has met with the Transition Administrator at Developmental Disabilities and the Regional Transition Coordinator and engaged in collaborative collaborations.</p> <p>CTP has 10 trained Job Coaches but would like to improve job development services for students. Cranston has also engaged in dialogue with the Office of Rehabilitative Services and the Regional Transition Coordinator to review options for expanding job development services.</p> <p>Staff from both high schools may benefit from visiting CTP and Project Search to ‘see’ the experiences and expectations of the students enrolled to better prepare students that may enter these programs.</p> <p>There is a belief that students in the Life Skills program at both high schools will attend either CTP and/or Project Search. These discussions need to take place at each student's annual IEP meeting and make sure students and parents are aware of the differences in experiences and expectations from high school to these opportunities.</p> <p><u>Project Search</u></p>	<p>Timeline: Immediately</p> <p>Students in the life skills program will have community-based experiences (as appropriate and applicable) during their high school years. A meeting between life skill special education teachers, CTP and Project Search is being planned. Along with this a more structured collaborative skill/career development ladder</p>
--	--	--

	<p>Project SEARCH is a one-year high school transition program. It is a business-led, school to work program collaborating with education, rehabilitation services, community providers and long-term support agencies. Total workplace immersion facilitates a seamless combination for classroom instruction, career exploration, and relevant job-skills training through strategically designed internships.</p> <p>The Project SEARCH at Blue Cross Blue Shield Program has Cranston Public Schools as the educational partner providing a special education teacher as the program instructor and a job coach as a skills trainer. Blue Cross Blue Shield of Rhode Island (BCBSRI), in downtown Providence, is the host business providing classroom space and internship opportunities within the company with the support of a BCBSRI employee liaison. The Project SEARCH partners also include the Office of Rehabilitation Services (ORS), Behavioral Healthcare Developmental Disabilities and Hospitals (BHDDH). ORS authorizes Perspectives Corporation to support external employment services for the interns within the program. All partners attend monthly steering committee meetings to collaboratively ensure the programs and intern's progress. The Project SEARCH at Blue Cross Blue Shield program began in the fall of 2015 and has been operating following the Cranston School calendar since except for the time period when the program was closed due to COVID (3/10/20-10/1/21). The program is proud to be back onsite fully this current program year.</p> <p>The current program serves 7 students from Cranston Schools. Past program years have had a range of 6-10 students participating from Cranston and other</p>	<p>will be established between the high school life skill classes, Project Search and CTP. Staff will receive professional development on these opportunities and the fact that these are two out of an array of opportunities that would be reviewed at an IEP meeting.</p> <p>Progress Check: October 2023</p> <p><u>FOLLOW-UP FINDINGS:</u></p>
--	--	--

	<p>Rhode Island school districts with those districts' tuition their students into the program.</p> <p>Interns arrive at the program by 8am each day Cranston Schools is in session. Interns have an hour of classroom instruction focusing on functional academic skills, current events, social skills, independent living skills and self-advocacy skills. Interns then report to their respective internships from 9am-1pm taking breaks and lunch when appropriate for their internship. Interns then return to the classroom for an additional hour prior to dismissing for the day. The final hour of classroom instruction focuses on the same areas of need as mentioned above as well as developing healthy habits by using the onsite gym 2-3 times a week.</p> <p>At the beginning of the program year interns spend time in the classroom adjusting to the program, participating in new employee orientation with Blue Cross Blue Shield of Rhode Island (BCBSRI) and completing a variety of career exploration activities and tasks. There are 3 internship rotations with the first 2 lasting 60 program days and the final internship rotation containing approximately 35 internship days. In between internship rotations, interns revise resumes and develop interview skills to apply for the next internship. In January of the program year time is spent beginning to review employment opportunities and apply for employment; however, this also occurs as interns reach employment readiness prior to January. Perspectives meets with interns monthly at a minimum to research and apply for employment, support on interview should interns want support then support on the job as a job coach.</p> <p>Interns eligible for adult services through Behavioral Healthcare Developmental Disabilities & Hospitals (BHDDH) are assisted in navigating the</p>	
--	---	--

	<p>process in participating in their Supports Intensity Scale meeting, choosing an adult service provider and completing a timely adult services plan or ISP to begin upon the Project SEARCH program completion.</p> <p>A fall informational session is usually held to inform prospective students and families about the program and criteria for Project SEARCH interns. Students must apply to the program and go through an interview process including a skills assessment based on current internships. Upon acceptance, students then become interns.</p> <p>Prior to the program beginning, an orientation is held for incoming interns and families. At orientation all partners are present and represented. Interns begin the onboarding process as employees do at BCBSRI including background checks, a compliance review and discussion of the overall program/company policies/expectations. Transportation is discussed as it is expected that interns arrive at Project SEARCH each day the program is in session using the transportation, they would access for employment including RIPTA, RIDE, family/friend rides, as well as ride sharing apps if appropriate. The Office of Rehabilitative Services (ORS) authorizes Perspectives to train interns on RIPTA, assess the need for RIDE and train on RIDE if needed. ORS and Perspectives also work with interns and families to apply for RIDE and understand the cost of transportation to the Project SEARCH program. Currently three interns use RIPTA independently and 4 interns use RIDE independently.</p> <p>At the informational session, orientation, and throughout the Project SEARCH program Interns and families are encouraged to apply for adult services if not already have done so. The program has monthly employment planning meetings for each intern to discuss and track progress towards employment</p>	
--	--	--

goals as well as working collaboratively to develop a comprehensive transition plan for interns from school to adult services. .

The Project SEARCH at Blue Cross Blue Shield of Rhode Island program has an overall employment rate of approximately 88% for all program years combined. 28 of 32 graduating interns from Project SEARCH at Blue Cross Blue Shield are competitively employed in fully integrated established positions. Former interns are employed at a variety of local businesses including credit unions, Starbucks, Home Depot, Market Basket, Aramark, Cranston Schools, and CulinArt. A current intern was just hired part time at Target!

Project Search staff did express some concern as the Blue Cross Blue Shield employees remain on a hybrid schedule which may lessen the typical interactions for student intern and Blue Cross Blue Shield staff. In response, Cranston continues to review additional and future Project Search sites with the Office of Rehabilitation Services.

Districtwide / All Levels

Private/Parochial students

The district provides IEP services (academic support, speech, occupational therapy) to Cranston students who are parentally placed in private or parochial schools. A meeting is held to discuss the child find process and determine the use of proportionate share funding in the fall with principals of the parochial schools located within Cranston.

The district assigns a special educator, speech and language pathologist, and occupational therapist to provide IEP services to students who attend either of

the three parochial schools located within Cranston. For students who attend private/parochial schools outside of Cranston, the district collaborates with the district where the parentally placed school is located, to see if services can be provided through a service plan. For services not provided through a service plan, the parent brings the student into the district after school to receive their IEP services.

Assistive Technology

Cranston has an extensive assistive technology library located at Norwood Avenue where special education teachers and related service providers can access and trial devices for students per their IEP. Cranston has a comprehensive in-district assistive technology evaluation which has been effective in student's access to appropriate technology in an efficient and timely manner. The district has one speech and language pathologist who works part-time, and her focus is supporting Augmentative Communication throughout the district. In addition, three other speech language pathologists specialize in ACC and supports the students with the greatest needs.

Related service providers also assist with technology needs (purchasing process) as students prepare to exit high school so that students transition with assistive devices prior to graduation.

The assistive technology library at Norwood is well stocked with a variety of assistive technology. This year teachers also received welcome back kits with materials that they can keep in their classroom. These kits were accompanied by extensive professional development on the provided assistive technology.

Behavior Intervention Team

The Behavior Intervention Team (BIT) is designed to assist schools with the development and implementation of best practices for students who continue to struggle with academics, social situations, and behaviors.

Consultation and training are available in the areas of social emotional learning, behavior management, social skills, positive behavioral interventions, etc. The team is composed of professionals from a range of disciplines: Autism Spectrum Disorder, Board Certified Behavior Analysis, Psychology, Social Work and Administration.

The goal of the team is to provide the teacher and/or student with strategies and/or techniques to improve the student's classroom performance.

Consultation Services Include:

- Classroom observations
- Staff, parent, and student interviews
- Modeling Strategies and Best Practices
- Provide strategies on how to accommodate and modify curriculum
- Provide follow up after initial consult
- Recommend resources
- Professional Development

BIT also has its own google classroom which they share with teachers as well as families.

Project Aware

Cranston Public Schools has an established Project AWARE Team dedicated to development of sustainable school-based mental health programs and

	<p>services through universal screening, community collaborations/partnerships and proactive intervention strategies for supporting students and families. Assimilating MTSS with the Universal Screening Tool allows for seamless integration of both, reinforcing best-practice in both academic and SEB strategies that mitigate the potential for students “falling through the cracks”. Additionally, the district is currently in consultation with Bridge-RI for support of this process.</p> <p>Cranston Public Schools is dedicated to utilizing a transformational leadership approach. This approach creates a sense of unity while strengthening and developing bonds, generating energy and ingraining passion around the connection between MTSS, Universal Screening and overall mental health and wellbeing. Project Aware will use this approach to create buy-in with school staff and create an infrastructure that will expand and sustain mental and behavioral Health services and supports for youth. This is so important as it relates to the successful implementation of mental health and emotional well-being support through MTSS. Current goals are aligned to increased collaboration with a variety of community partners including mental health providers.</p> <p>Cranston is dedicated to this effort as it directly relates to the initiatives of the Project AWARE grant. A core SEL team has been established that includes 2 SEL Coordinators, 1 Assistant SEL Coordinator, 1 MTSS/RtI Coordinator and 1 SEL Data Manager. This team has been able to coordinate outside support agencies for the students as well as professional development opportunities for the staff.</p> <p>Cranston is currently in collaboration with other school districts to assist with implementing universal screeners and various data management programs to help within the MTSS process.</p> <p>Cranston’s initiative to reprioritize student support begins with the Project AWARE grant that centralizes sustainability and equity across the district with regards to access to mental health services, both internally and through community partners. Expectations for the grant include development and/or</p>	
--	---	--

	<p>adjustment of policies and procedures as it pertains to mental health related support for students, which validates the need for buy-in from School Committee proprietorship to develop proactive, systemic change around student and family support.</p> <p>Cranston Public Schools serves over 11,000 students across the city. Those 11,000 students come from vastly different socioeconomic and ethnic backgrounds. According to the American Psychological Association’s Mental Health Disparities: Diverse Populations data from 2016, “Ethnic/racial minorities often bear a disproportionately high burden of disability resulting from mental disorders.” Survey Works Data from 2022, shows that out of all Cranston Public School students 66% identify as Asian, 69% Black or African American, 67% Hispanic or Latino and 67% White. The data also shows that 74% of students identify as having two or more ethnicities. Furthermore, American Psychological Association’s Mental Health Disparities: Diverse Populations data from 2016, indicates that “People who identify as being two or more races (24.9%) are most likely to report any mental illness within the past year than any other race/ethnic group, followed by American Indian/Alaska Natives (22.7%), white (19%), and black (16.8%).” This data indicates that the student population is not only disproportionately affected but also at-risk. Within the school department 15% are receiving Special Education services, 36% receiving Free and Reduced Lunch and 7.7% receiving ELL services.</p> <p>The district’s commitment to the students and families in Cranston is evidenced by the creation of 4 strategic goals that align access, opportunity and progressive education practices within each respective school and across the district. Improving student achievement happens when best-practice standards are in place across school-related systems ranging from academics to social emotional. This learning collaborative presents an opportunity to facilitate conversations with other districts around growth and drawbacks as well as troubleshooting potential barriers that could arise as the district moves forward with implementing the district’s vision of student and family support.</p>	
--	---	--

		<u>Documentation:</u> Data Analysis; Interviews; Observation	
Result	11	<p>Adaptive Physical Education (APE)</p> <p>Adaptive physical education is a physical education program for children with disabilities who have needs which cannot solely be met in a general physical education class or a specially designed physical education class. It is taught by a qualified APE specialist either independently, with or without teaching assistants, or in a team-teaching situation with physical education teacher(s) and/or physical therapists. Frequency and duration of services, and goals and objectives/benchmarks, which are monitored by the APE specialist, are identified on an IEP. The APE specialist provides collaborative consultation as a service. This service is provided on behalf of specific students and assists the students in participating in a least restrictive environment of general and specially designed physical education classes.</p> <p>The APE specialist prescribes individual, remedial and developmental motor activity programs within the areas of fundamental motor patterns and skills, physical and motor fitness and skills in aquatics, dance, individual and group games and sports. They teach the personal and social behaviors needed for organized team play. They administer, score, write and share comprehensive adaptive physical education assessments. They develop and implement IEP goals and objectives based on evaluation results. The APE specialist provides modifications to existing PE programs, provides adaptations to physical education equipment, methods and materials, and informs teachers of contraindicated motor activities. They design and present home and classroom exercise programs to carry over APE services. They educate personnel and parents/guardians so that these students can safely and successfully engage in motor activities, games and, also, extracurricular sports with peers of the same age.</p> <p>They collect data and complete trimester/quarterly progress reports, provide three-year re-evaluations and provide end of the year summer packets.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p>	

Result	12	<p>Extended School Year (ESY)</p> <p>ESY is provided to special education students in grade PK-12+, who meet the eligibility criteria. ESY is determined on an individual basis and services are provided per the student’s IEP. The IEP teams make recommendations and complete paperwork for ESY eligibility throughout the school year, with determinations for students with emerging skills typically being considered during the last quarter of the school year. Teachers and service providers collect and review progress monitoring data throughout the school year, paying particular attention to data points collected before and after extended breaks. The ESY Decision Making & Documentation form is reviewed and completed by each students’ case manager. This completed document, along with the IEP and ESY registration forms/checklists, are submitted to special education administrators to assist with program planning.</p> <p>During the 2022 ESY program, 70 students attended district programs, plus 5 students received related services. The ESY program was held at 3 locations (one for students in PK-5th grades, one for middle/high school students and one for the 18 - 22 transition students. Each location housed both a 3-week program (students receiving academic support and inclusion) and a 4-week program (students with significant needs) were provided.</p> <p><u>Documentation:</u> Data Analysis; Interviews, Observation</p>	
Result	13	<p>Local Special Education Advisory Committee (LAC)</p> <p>The Cranston School District Local Special Education Advisory Committee (SEAC) with an identified Chair and Secretary saw a drop in membership. During Covid. The district is currently focused on membership and position recruitment. Presently the district will offer three professional development opportunities to assist with the rebirth of the committee. In addition, the district has reached out to RIPIN to assist with this endeavor. The district has been able to continue to have parents attend all personnel interview teams.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p>	

Result	14	<p>School Efforts to Partner with Parents (State Performance Plan Indicator #8)</p> <p>The Cranston public-school district’s rate of parent participation (for parents whose children have IEPs) in the annual Special Education Statewide Parent Survey (2020-2021) is 17%</p> <p>Percent of the responding parents (with a child receiving special education services) who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities is 78%</p> <p><i><u>Documentation:</u> Data Analysis; State Performance Plan</i></p>	
Result	16	<p>Drop Out / Graduation Rate (State Performance Plan Indicator #1 and #2)</p> <p>The Cranston Public Schools graduation rate is 83.4% for all students and <u>81.25%</u> for students with disabilities. These rates approximate the state average rates of 83.7% for all students and 64.7% for students with disabilities.</p> <p>The Cranston Public Schools dropout rate is 8.8% for all students and <u>8.33%</u> for students with disabilities. These rates approximate the state average rates of 7.7% for all students and 11.7% for students with disabilities.</p> <p><i><u>Documentation:</u> Data Analysis; State Performance Plan</i></p>	

2. EVALUATION / INDIVIDUAL EDUCATION PROGRAM (IEP)

Indicator	Findings	Support Plan
Result/ Compliance	<p>1 Records of approximately 35 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:</p> <ul style="list-style-type: none"> -Some short-term objectives lacked measurability 300.320 -It is unclear by meeting invitation/sign-in sheet if ORS was invited to the meeting and/or if PreETS services was introduced and explained or ORS informational materials provided. RI Regs. 300.322 - Meeting invitation/notice does not state the purpose of the IEP meeting includes consideration of postsecondary goals and transition services -The ASPEN learning disabilities identification form is not aligned to regulatory requirements. -The ASPEN early childhood environments form is outdated and needs to be replaced with the current form. This form has been corrected in ASPEN. -Although there was evidence of both formal and informal assessments many of the items listed were not transition assessments (i.e., ORS consult/discussion, "what's my IEP", on-going transition folder, "student attended IEP"). Much of this information could be explained in present levels of performance as an option. (300.320,300.42) -Some students were identified on the census as one disability category, yet the records indicated another disability category. -A few random items not seen in file folder 	<p>Timely verification 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</p> <p>Progress Check: August 2023</p> <p><u>FOLLOW-UP FINDINGS:</u></p>

		<p><i>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</i></p> <p><u>Documentation:</u> <i>Data Analysis; Interviews; Observation</i></p>	
Result	2	<p>Child Outreach Screening</p> <p>IDEA requires states to identify, locate, and evaluate all children with disabilities, aged birth to 21, who need early intervention or special education services. In Rhode Island, the Child Outreach Screening Program serves as the vehicle for screening children ages 3- 5, prior to kindergarten entry. Screening serves as a first step in identifying children who may have a disability or developmental delay and require intervention.</p> <p>Cranston’s child outreach screenings are available in a range of community-based early childhood programs, Cranston Public Library and at the Early Childhood Center, September through June. Screenings are provided at a variety of times during the day, after school hours, and weekends to accommodate families. Two summer screening dates will be scheduled in July and August, to meet the needs of parents who register their child for school during the summer months, or as requested by a pediatrician or outside agency. Bi-lingual screenings are available at all locations. This school year the district was able to hire two additional screeners to assist with increased screenings.</p> <p>The child outreach coordinator provides guidance to the head screener. All screening tools are valid and reliable and meet the guidelines set forth by RIDE. The child outreach coordinator reviews all referrals for accuracy and referrals are forwarded to the evaluation team in a timely manner. Parents receive a form letter from child outreach with results. If a referral has been</p>	

		<p>made, parents also receive a letter from the evaluation team. A phone call is also made to review the referral letter.</p> <p>Last year the district screened:</p> <ul style="list-style-type: none"> ● 3-year-olds: 2.35% ● 4-year-olds: 18.91% ● 5-year-olds: 35.54% ● Total 3-5-year-olds: 19.67% <p><u>Documentation:</u> <i>State Performance Plan; Data Interviews</i></p>	
Result	3	<p>Child Find (State Performance Plan Indicator #11)</p> <p>Cranston Public Schools for the year 2020 - 2021 was at 100% compliance for meeting evaluation timelines for initial referrals. As of 10/13/22 Cranston Public Schools is thus far at 100% compliance for meeting evaluation timelines for initial referrals.</p> <p><u>Documentation:</u> <i>State Performance Plan Data</i></p>	
Result	4	<p>Student Accommodations and Modifications</p> <p>The district uses ASPEN as their electronic management system to write and monitor their IEPs. ASPEN red flags all accommodations and modifications for students who have accommodations and/or modifications. All teachers and</p>	

	<p>therapists working with the students receive notification of these accommodations and modifications.</p> <p>At the elementary level, special education teachers communicate with general education teachers regarding accommodations and modifications and appropriate pages of the IEP are shared.</p> <p>At the middle school level, teachers report having a collaborative relationship with the special education staff in planning instruction in advance through department meeting time including the provision of accommodations and modifications.</p> <p>At both Bain and Western Hills Middle Schools teachers report that some of the formative assessments in the ELA (StudySync) curriculum cannot be differentiated. At Bain teachers download the assessment, move the content to a Google document and edit the assessment for the students. At Western Hills Middle School students in both inclusion as well as self-contained classrooms are given the ELA (StudySync) assessment as is and if the student does not perform well then, the teacher will create an alternate assessment for the student.</p> <p>At the high school level, special education teachers communicate with general education teachers regarding accommodations and modifications and applicable student needs areas are reviewed.</p> <p><i>Documentation: Data Analysis; Interviews; Document Reviews</i></p>	<p>Timeline: Immediately</p> <p>Professional development on StudySync will be provided to special education teachers. The options for differentiation and accommodations will be reviewed and questions answered.</p> <p>Progress Check: October 2023</p> <p><u>FOLLOW-UP FINDINGS:</u></p>
Result/ Compliance	<p>5 Specific Learning Disabilities Determination (SLD)</p> <p>The district has provided professional development to all special education staff to ensure a clear understanding of the criteria, process and protocols for identifying students with specific learning disabilities. The process of eligibility</p>	<p>Timeline: Immediately</p>

	<p>determination is reviewed annually during a special education department meeting. To provide ongoing support to evaluation/MTSS teams, the district has three educational coordinators as well as an MTSS/Rtl coordinator.</p> <p>The ASPEN system currently has an SLD form that is not aligned with Rhode Island regulatory requirements (300.320). The district and Aspen are working to rectify this error.</p> <p><u>Documentation:</u> Interviews; Record Review, data analysis</p>	<p>The district will align its SLD identification from to align with regulatory requirements. Professional development will be provided to all relevant staff. See also disproportionality finding in Section 1, item 4.</p> <p>Progress Check: October 2023</p> <p><u>FOLLOW-UP FINDINGS:</u></p>
Result	<p>6 Due Process Information (State Performance Plan Indicators)</p> <p>Over the past three years Cranston has the following complaints, mediations, and/or hearings:</p> <p style="text-align: center;"><u>COMPLAINTS</u></p> <p><u>FY 2020-2021</u></p>	<p>Dispute Resolution personnel are responsible for the follow-up and verification of all due process findings.</p>

of Complaints: No complaints during this period

FY 2021-2022

of Complaints: 1 complaint during this period

	ISSUE(S)	RESULT
Complaint #1	(all evaluations completed & IEP in place)	Withdrawn

FY 2022-2023

of Complaints: No complaints during this period

MEDIATIONS

FY 2020-2021

of Mediations: 1 mediation during this period

	ISSUE(S)	RESULT
Mediation #1	Educational Setting	Agreement

FY 2021-2022

of Mediations: 1 mediation during this period

	ISSUE(S)	RESULT
Mediation #1	Placement	Agreement

FY 2022-2023

of Mediations: No mediations during this period

HEARINGS

FY 2020-2021

of Hearings: No hearings during this period

FY 2021-2022

of Hearings: 2 hearings during this period

	ISSUE(S)	FINDING(S)
--	----------	------------

	Hearing #1	Eligibility for IEP Services	Resolution Session Agreement
	Hearing #2	Placement	Resolution Session Agreement
<p><u>FY 2022-2023</u></p> <p><u># of Hearings</u>: No hearings during this period</p> <p><u>Documentation</u>: Data Analysis, RIDE, Due Process Data Base</p>			

3. IDEA TRANSITION

Indicator		Findings	Support Plan
Result/ Compliance	1	<p>Part C (Early Intervention) to Part B Transition (State Performance Plan Indicator #12)</p> <p>The Office of Special Education Programs (OSEP) requires districts to collect Part C to Part B Transition data for all children transitioning to special education from Early Intervention. Indicator 12 is a compliance indicator requiring districts to have 100% of children referred from Part C Early Intervention and found eligible for special education to be in service by their 3rd birthdays.</p>	<p>Timeline: Immediately</p> <p>The district has been having ongoing meetings with Early Intervention. The district looks forward to 100% compliance on Indicator #12 in the current year.</p> <p>Progress Check: October 2023</p>

		<p>The district manages the transition of children from Part C Early Intervention (EI) to preschool special education by utilizing an electronic database of all EI referrals. The Preschool Coordinator and Preschool diagnostic prescriptive teacher (DPT) assist with maintaining this information. Last year's consolidated resource plan (CRP) indicated that the district achieved 97% compliance and that almost all children referred from Early Intervention and found eligible for preschool special education had IEPs developed and implemented by their 3rd birthday.</p> <p><i><u>Documentation:</u> Data Analysis; Interviews; State Performance Plan</i></p>	<u>FOLLOW-UP FINDINGS:</u>
Result	2	<p>IDEA Transition Planning at the Middle Level</p> <p>Case managers facilitate the transition assessments of students on their caseload beginning the year the student will turn 14. Starting the year, a student will turn 14, students are sent their own meeting invitation and will participate in their IEP meeting. All career/transition related information is kept in Transition Folders in the file room and is accessible to all teachers. Assessments utilized include Ten Sigma Survey, MAPS, student interviews etc. Assessment results are documented in the IEP PLAAF pages.</p> <p><i><u>Documentation:</u> Data Analysis; Interviews; Record Reviews</i></p>	
Result	3	<p>IDEA Transition Planning at the High School Level</p>	<p>Timeline: Immediately</p> <p>Transition professional development will be provided to those who have been doing the</p>

	<p>At Cranston <u>High School West</u> case managers facilitate the transition assessments of students on their caseload. All career/transition related information is kept in electronic transition folders in a shared department drive. Assessments utilized Ten Sigma Survey, student interviews, career interest inventories etc. Level I vocational assessments are completed for all incoming students as well as special education reevaluations. Level II vocational assessments are conducted by West Bay Collaborative through the Office of Rehabilitative Services (ORS). The Guidance Department provides presentations in the fall to each grade level explaining expectations, opportunities/strategies for career planning (Naviance now Xello, ILPs), post-secondary planning, etc. There are a variety of opportunities to address students' transition and career planning needs: transition class, support from Supported Employment Specialist, Ten Sigma, guest speakers, High School Work Experience Program and Cafe, as well as exploratory opportunities with Career and Technical programs. Assessment results are documented in the IEP PLAAF pages. Students who remain in school beyond age 18 begin these opportunities in the 18 -21 Cranston Transition Program. In addition, Cranston has partnered with Blue Cross which offers a transition program on site in various classes and internships.</p> <p>The need for a "level" 1 vocational assessments is antiquated. All students with IEPs should first access the assessments available in Xelo and utilize additional individualized transition assessments through the Scope and Sequence to develop students IEP.</p> <p>The transition scope and sequence should be updated on an ongoing basis, and additional transition assessments need to be considered inclusive of assessments to gather parent input prior to an IEP.</p> <p>The guidance and special education department need to consider the alignment and use of each student's ILP and IEP to improve student driven and supported post school goals.</p> <p>Process and services that are provided by Office of Rehabilitative Services (ORS) and Department of Behavioral Healthcare, Developmental Disabilities &</p>	<p>level 1 vocational assessment. The transition scope and sequence will then be updated.</p> <p>Guidance and special education will meet to review the alignment and use of the ILP and IEP to support post school goals.</p> <p>Special education administration will review the ORS and BHDDH process with all special education staff so that all case managers are aware of the process and services, not just the point person for referrals to ORS and BHDDH.</p> <p>Progress Check: October 2023</p> <p><u>FOLLOW-UP FINDINGS:</u></p>
--	---	--

	<p>Hospitals (BHDDH) need to be reviewed with all special educators so that all case managers are aware of the process and services, not just the point person for referrals to ORS and BHDDH.</p> <p><u>Cranston East High School</u>: There is a scope and sequence of transition activities that students engage in for each grade level, and this is managed in their transition folder. The transition scope and sequence should be updated on an ongoing basis, and additional transition assessments need to be considered inclusive of assessments to gather parent input prior to an IEP. Recently, the core transition activities were compiled in an electronic format in Google folders. Each student has a folder for each grade that has transition activities and vocational assessments. Case managers are responsible for ensuring that students are completing and/or accessing the vocational assessments. Hard copies of all activities are kept in the transition files in the special education file room. Assessments results are documented in the IEP PLAAF pages. There are also specific courses that focus on transition related skill building such as Career Prep, Financial Literacy, Personal Finance and Work Experience for students with IEPs. These classes provide specific transitional skills for students requiring intensive instruction and who are capable of independent employment. Topics include banking, bill paying, job searching and general career preparation. Community-based guest speakers also speak at these classes. Café East is another transition related class. This class is set in an actual functioning café with an office area, prep area and kitchen facility. The students are responsible for all aspects of food preparation, cooking, cleaning and sales. They provide real, hands-on work experience under the guidance of training teaching staff. There is also a satellite site at City Hall where students make and sell baked goods to City Hall employees and patrons. Students also work at the Cranston East School store selling products and School supplies. Field trips are planned so students can participate in a variety of state-wide transition related events and workshops (Dare to Dream, Construction Day, health care fair etc.).</p>	
--	--	--

		<p><u>New England Laborers /CPS:</u> Case managers facilitate the transition assessments of students on their caseload. All career/transition related information is kept in Transition Folders in the file room and accessible to all teachers. Assessments utilized include Ten Sigma Survey, student interviews etc. Assessments results are documented in the IEP PLAAF pages. As needed, Level II vocational assessments are conducted by agencies like West Bay Collaborative and Perspectives for eligible students through ORS.</p> <p>At both Cranston High Schools there are point people assigned to the Regional Transition Advisory Committee (TAC).</p> <p><u>Documentation:</u> <i>Data Analysis; Interviews; Record Reviews</i></p>	
Result	4	<p>At the high schools the case manager 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>There are several staff members involved in the referral process. One special educator gets referrals from the life skills and self-contained population. She works on career development plans as well as MAP meetings for these students. Many of these students go on to work with BHDDHA and the Cranston Transition Program as well as Blue Cross Project Search. BHDDHA and ORS are invited to participate in the IEP process.</p> <p>Two other staff members take referrals from the transition and the team-taught population. Students work with ORS/ West Bay Collaborative doing work site evaluations. Students are also part of the Compass Program, and the district is working with the YMCA and Cranston Senior Center for hopeful job sites for the students outside of the West Bay Program. Again, ORS is invited to the IEP process.</p> <p><u>Documentation:</u> <i>Interviews; Document Review</i></p>	

Result	5	<p>Summary of Performance (SOP) is facilitated by the case managers as appropriate. All senior case managers through a collaborative effort with the IEP team fill out a Student Summary of Performance The document is released with all IEP and evaluations, and it is explained to the parent that this information is useful in a college or work setting when looking to qualify for post-secondary accommodations through a 504.</p> <p><i><u>Documentation:</u> Interviews; Document Review, Data Analysis</i></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 Cranston Public Schools are 100% compliant with the requirements. (State Performance Plan Indicator #13)</p> <p><i><u>Documentation:</u> Interviews; Document Review, Data Analysis</i></p>	
Result	7	<p>84% 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 84% (State Performance Plan Indicator #14)</p> <p><i><u>Documentation:</u> Interviews; Document Review</i></p>	