



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

---

**School Support System Report and Support Plan**

**East Providence Public Schools  
April 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 sample of approximately 20 students with exceptionalities is selected; the records of these students are reviewed; their parents, teachers and related service providers are interviewed, and their classrooms are observed. The result is an in-depth, unified examination of the actual provision of programs and services for students with exceptionalities. The RIDE staff compiles a preliminary summary of their analyses of this data.
- **Presentation by the LEA and School Site Review:** The on-site review begins with a presentation of programs by teachers and staff. The presentation provides the review team with general and specific information on delivery of programs and services to students. Following this presentation, on-site reviews to all schools are made. The team members interview school administrators and teaching staff. Parents and central office staff are also interviewed. The team gathers sufficient information and works with the LEA personnel to generate a report, covering the following:
  - o The district's compliance with the state and federal regulations, relative to the education of students with exceptionalities.
  - o The quality and effectiveness of programs and services provided by the district.
  - o The need for professional development and technical assistance that will enable the LEA to improve programs and services.
- **The Support Plan:** The Ride team, LEA central office and building administrators meet to review the data and complete a report of results. The group designs a professional development/technical assistance support plan with timelines for implementation. This plan enables the school and district to correct areas of non-compliance and to strengthen promising programs and correct areas of weakness in order to improve services and programs for all students.
- **The SSS Report:** The report summarizes the findings from the various data sources. The format of the report uses four divisions: Indicators, Findings, Documentation, and Support Plan. Indicators describe either performance or compliance. Findings can include a variety of some six categories, from School Improvement to Free Appropriate Public Education in the Least Restrictive Environment. The documentation section of the report distinguishes the source of the finding. The support plan reflects the response to the described findings. The support plan describes the corrective action by the district as well as resources and time lines to improve programs and services.

## **TABLE OF CONTENTS**

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

# **East Providence Public Schools School Support System Review**

## **Record Review Team Leaders**

**Team A – Susan Wood, Sandra Cambio Gregoire, David Sienko, Emily Klein**

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><b>Least Restrictive Environment Data (State Performance Plan Indicator #5)</b></p> <p>Based on the FY July 1, 2019 – June 30, 2020, State Performance Plan information on East Providence Public Schools Placement is as follows:</p> <p>The percentage of students educated 80 to 100% of the time in general education settings is 71.12% (RI District Average is 71.05%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 7.87% (RI District Average is 12.5%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 5.39% (RI District Average is 5.11%)</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	
Result	2	<p><b>Participation and performance of children with IEPs on statewide assessments (State performance Plan Indicator #3):</b></p> <p>B. Participation rate for children with IEPs is typically over 98%, however as with the whole district only approximately 80% of student with IEPs were assessed. The district testing rate was only at 84%. COVID was a contributing factor in the number of students tested.</p> <p>C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievements standards, according to the 2019 Growth in ELA compared to similar aged peers in 2019 indicates that 38% of students made typical or</p>	

		<p>high growth and Growth in Math 27% of students made typical growth.</p> <p>This district reviews state assessment data to make instructional decisions. Grade level meetings are facilitated by building principals to provide intervention based on state local assessments, at all levels. The elementary schools have an intervention block built into the daily schedule and the secondary, middle and high, utilize a WIN (What I Need) block to address individual needs.</p> <p>NA Due to the global pandemic state assessments were not facilitated in 2020</p> <p><i><u>Documentation:</u> Data Analysis; State Performance Plan</i></p>	
Result	3	<p><b>Multi-Tiered System of Support (MTSS) Response to Intervention (RTI)/<u>Academics</u></b></p> <p><b>Elementary Level, Middle Level, High School Level</b></p> <p><a href="#"><u>RTI/MTSS Academics</u></a></p> <p><i><u>Documentation:</u> Data Analysis; State Performance Plan</i></p>	
Result	4	<p><b>SPP Disproportionate Representation (State Performance Plan Indicator #9 and #10)</b></p> <p>District is not disproportionate.</p> <p><i><u>Documentation:</u> Data Analysis; State Performance Plan</i></p>	
Result	5	<p><b>Suspension (State Performance Plan Indicator #4a):</b></p>	

		<p>Due to the global pandemic suspension rates should be interpreted with caution. Data for the 2021 school year was not available. 2021 data reported to OSEP is NA because the cell size is smaller than the state's minimum. To date, EP has not been found to be disproportionate in its suspension rate of students with disabilities.</p> <p><b>School Removals/Disciplinary Policies.</b> Throughout the district behavioral expectations along with disciplinary action protocols and policies are comprehensively defined in a student handbook.</p> <p><u>Documentation:</u> <i>Data Analysis; State Performance Plan</i></p> <p><b><u>Student Code of Conduct</u></b></p>	
Result	6	<p><b>Multi-tiered System of Support (MTSS)/Social Emotional Supports/<u>Social Emotional Resources/Positive Behavioral Supports</u></b></p> <p><b>Elementary Level, Middle Level, High School</b></p> <p><a href="#"><u>RTI/MTSS Behavior</u></a></p> <p><b>School Removals/Disciplinary Policies.</b> Throughout the district behavioral expectations along with disciplinary action protocols and policies are comprehensively defined in a student handbook.</p> <p><u>Documentation:</u> <i>Data Analysis; State Performance Plan</i></p> <p><a href="#"><u>Student Code of Conduct</u></a></p>	
Result	7	<p><b>Preschool Continuum</b></p> <p>The preschool program is located Oldham Early Learning Center</p> <p>The district collects early childhood outcomes data on all children with IEPs as required by the federal Office of Special Education Programs. Teachers collect and enter authentic assessment information into an</p>	

	<p>on-line child portfolio. This assessment information is used to shape and individualize instruction and to demonstrate progress.</p> <p><b>Indicator #6</b></p> <p>A. In this district, the percent of preschool children aged 3-4 with IEPs attending a general education early childhood program and receiving most special education services in the general early childhood program was 58.7%.</p> <p>B. The percent of children aged 3-5 with IEPs attending a separate special education class, separate school or residential facility was 15.22%</p> <p>LRE is carefully considered and most students are able to participate in the integrated setting with 51% or more of students without IEPs. The district is broadening placement options moving forward.</p> <p><b>State Performance Plan Indicator #7</b></p> <p><b>Statement 1.</b> 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"> <li>▪ Positive social-emotional skills (including social relationships); 76.3%</li> <li>▪ Acquisition and use of knowledge and skills (including early language/ communication and early literacy); 76% and</li> <li>▪ Use of appropriate behaviors to meet their needs 80.6%</li> </ul> <p><b>Statement 2.</b> The percent of preschool children who were functioning within age expectations in each Outcome by the time they exited the program were:</p> <ul style="list-style-type: none"> <li>▪ Positive social-emotional skills (including social relationships); 29.8%</li> </ul>	
--	--	--



		<ul style="list-style-type: none"> <li>▪ Acquisition and use of knowledge and skills (including early language/ communication and early literacy); 14.9% and</li> <li>▪ Use of appropriate behaviors to meet their needs 44.7%</li> </ul> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	
Result	8	<p><b>Program Continuum Elementary Level</b></p> <p>There are 2189 students at the elementary level and approximately 373+ have IEPs, or 17%. The special education program continuum is as follows:</p> <p>The special education program continuum is as follows:</p> <ul style="list-style-type: none"> <li>• general education classroom with special education and related services</li> <li>• 3 full inclusion model classrooms (K-2)</li> <li>• special class integrated in a school building</li> <li>• speech/language and/or related services including occupational therapy, physical therapy, counseling/social skills, etc. - push -in and pull-out</li> <li>• Specialized program(s) for students with significant developmental disabilities/autism spectrum disorder</li> <li>• Specialized brain-based Therapeutic Program for students who have experienced significant trauma and/or experience significant deficits in social/emotional skills (K-2 and 3-5 classroom)</li> <li>• Highly Specialized program meeting the needs of students with disabilities with high impact on all aspects of daily living.</li> </ul> <p>Staffing:</p> <ul style="list-style-type: none"> <li>• 17 Special Educators that provide services through a resource model</li> </ul>	<p>Review of the program continuum to ensure an effective co-teaching model that promotes inclusive best practice efforts.</p> <p><b>Timeline:</b> Immediately and ongoing</p> <p><b>Progress Check:</b> March 2023</p> <p><b><u>FOLLOW-UP FINDINGS:</u></b></p> <p>Program review is ongoing at the district level. Select teachers participated in professional development regarding best practices in inclusive education (Specially Designed Instruction and the CoTeach Model and CoTeach). Book studies were hosted at two elementary schools facilitated by school principals.</p>

		<ul style="list-style-type: none"> <li>• 13 Special educators in a self-contained model (including the specialized and highly specialized programs); 1 Program Coordinator</li> <li>• 9.5 Social Workers (1 full time in each Elementary building and additional supports to address needs post-Covid +2 SW)</li> <li>• 4.8 Psychologists (.5 in each building w/1 full -time w/the therapeutic program)</li> <li>• 1 Clinical Psychologist consultant to the Therapeutic Program (Contracted)</li> <li>• Paraprofessionals (Program-based; Classroom-based; Individual or 2:1 primary responsibility)</li> <li>• Nurse (Medically fragile students)</li> </ul> <p><u>Documentation:</u> Data Analysis; Interviews</p>	
Result	9	<p><b>Program Continuum Middle Level</b></p> <p>There are 1127 students attending Martin and Riverside Middle School, 198 or 17.5% are students with IEPs. The special education program continuum is as follows:</p> <p>16 Special Educators provide services through a variety of programs as follows:</p> <ul style="list-style-type: none"> <li>• Resource: Flexible in class and small group instruction for students with IEPs</li> <li>• Skills: Flexible in class and pull out for small group instruction for students with IEPs</li> <li>• Connections (behavioral and social emotional programming to include therapeutic supports)</li> <li>• Life Skills/ Self Contained: Flexible small group instruction for students with significant academic needs, adaptive and life skills.</li> </ul> <p>The Middle level schools are supported by 3 FTE Social Workers as well as 1.5 FTE psychologists. Speech/Language, OT and PT are also</p>	<p>Review of the program continuum to ensure an effective co-teaching model that promotes inclusive best practice efforts.</p> <p><b>Timeline:</b> Immediately and ongoing</p> <p><b>Progress Check:</b> March 2023</p> <p><b><u>FOLLOW-UP FINDINGS:</u></b></p> <p>Program review is ongoing at the district level. Resource and intensive resource models have been implemented differently at the middle school level giving more students access to the general curriculum. Data and student growth has been reviewed by principals to support the ongoing model of intensive resource support. Students are now being provided with a higher level of support in IR</p>

		<p>assigned as needed and dictated by the IEPs. Paraprofessionals are assigned to each building according to the need.</p> <p>Special educators provide specialized instruction for students across grade levels in the general education setting with all highly qualified teachers. In addition, specialized instruction is provided through small group instruction as appropriate. Students with IEPs receive additional small group intervention in an identified area of need during WIN (What I Need) throughout the week.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Observations</p>	(intensive resource in the general education classroom).
Result	10	<p><b>Program Continuum High School Level</b></p> <p>At East Providence High School there are approx. 1550 and 245 or 15.8%, have IEPs. The program continuum is as follows:</p> <ul style="list-style-type: none"> <li>• Co-taught classes. General education classroom with special education and related services support, flexible in class and small group instruction for students with IEPs. More co-taught classes are being offered each year to gradually phase out Skills classes to give more students opportunity to access core curriculum</li> <li>• 1 specialized classroom for students with significant developmental disabilities grade 9-12</li> <li>• The 11-12 grade Skills class focuses on students who are significantly below (3 -4 grade reading level) and accessing the common core state standards towards a diploma path</li> <li>• 1 specialized classroom for transition to adulthood, with an emphasis of job skill development, vocational experiences</li> <li>• Connections (behavioral and social emotional programming to include therapeutic supports). The classroom is supported by a Clinical Psychologist consults weekly. Students in Connections work on most of their core content subjects via the electronic</li> </ul>	<p>Review of the program continuum to ensure an effective co-teaching model that promotes inclusive best practice efforts.</p> <p><b>Timeline:</b> Immediately and ongoing</p> <p><b>Progress Check:</b> March 2023</p> <p><b><u>FOLLOW-UP FINDINGS:</u></b></p> <p>Program review is ongoing at the district level. The high school has designed more co-taught classes to provide for students giving more student access to the general education setting.</p>

		<p>platform Edgenuity. Some may, as appropriate, go out to core content classes. All participate in elective classes The special educator monitors their overall work and progress on Edgenuity. A credit/point sheet is employed (earning up to 20 points/credits per call). If a student earns eighty five percent or higher, they are allowed some choice/free time at the end of the period.</p> <ul style="list-style-type: none"> <li>• Speech/Language, OT, PT, Counseling</li> <li>• 12 Special Educators that provide services through a co-taught or Skills model</li> <li>• 1 special educators, Life Skills (specialized 14 -18, Alt. Assessment) classroom,</li> <li>• 1 Special Educator for JOBS Transition (18 -21) classroom</li> <li>• 2 specialized behavior classrooms (Connections)</li> <li>• 3 Social Workers</li> <li>• Nurses (1:1 &amp; 2:1)</li> <li>• .5 Psychologists</li> <li>• 1 Consulting Clinical Psychologists for Connections (.2 FTE)</li> <li>• Paraprofessionals (Program-based; Classroom -based; Individual or 2:1 primary responsibility</li> </ul> <p>High school has:</p> <ul style="list-style-type: none"> <li>• AP/Honors,</li> <li>• EEP (Early Enrollment Program)</li> <li>• Level 2 (college prep)</li> <li>• GradPoint - credit recovery- after school supported with special education; also used in Summer School - also supported with spec education</li> <li>• Edgenuity- Curriculum for Connections</li> <li>• SKILLS - same but only for gr 10-12; next year 11-12 with the addition of more co-taught models</li> <li>• Connect X - supported anxiety students</li> </ul> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p>	
--	--	---	--

Result	11	<p><b>Adaptive Physical Education (APE)</b>  There are 21 students receiving APE of a total 944 students receiving special education services (2.7%). Of the 21 Physical Education Teachers in the District, 13 are APE certified.</p> <p>Service delivery:</p> <ol style="list-style-type: none"> <li>1. co-teaching within general education PE class</li> <li>2. small group or individual instruction within the general education PE class</li> <li>3. small group or individual instruction in a separate location</li> </ol> <p>Services typically include pre-teaching and/or review of foundational or specific activity skill set for implementation within the general education PE class and generalization to other school and community activities.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p>	
Result	12	<p><b>Extended School Year (ESY)</b>  The district had approximately 107 students of 944 total student receiving special education services recommended for ESY in 2021, (11.3 %). Of that number, 24 students had parents declining ESY services due to COVID 19 concerns.</p> <p>The ESY service continuum is as follows:</p> <ol style="list-style-type: none"> <li>1. Speech/Language and other related services by scheduled appointment</li> <li>2. Social skills group by scheduled appointment</li> <li>3. TVI and Orientation &amp; Mobility services</li> <li>4. Academic support in Reading, Written Language and Mathematics</li> <li>5. Specialized, Highly Specialized and Therapeutic program (s)</li> <li>6. Transition services, including community work experiences</li> </ol>	

		<p>7. Staffing for extended school year include:</p> <ul style="list-style-type: none"> <li>ESY Coordinator</li> <li>Special Educators</li> <li>TVI and O&amp;M</li> <li>Related Service Personnel: SLP, OT, PT</li> <li>Nurses</li> <li>Social Workers</li> <li>Psychologist</li> <li>Paraprofessionals</li> <li>Job Coaches (paras)</li> </ul> <p><u>Documentation:</u> Data Analysis; Interviews</p>	
Result	13	<p><b>Local Special Education Advisory Committee (LAC)</b></p> <p>East Providence has a very active Local Advisory Committee for Special Education. Meetings are held monthly September through June, on the last Wednesday of the month.</p> <p>EPLAC hosts a very special Awards Recognition Night each Spring honoring those individuals who make positive impacts in the educational lives of students receiving special education services, especially around inclusive practices.</p> <p>The following resources was developed by the PPS department to address the needs of parents to engage in and understand the special education process more fully.</p> <p><a href="#">Special Education Parent Information Resource</a></p> <p>This resource is being shared throughout the district the PWN</p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p>	

Result	14	<p><b>School Efforts to Partner with Parents (State Performance Plan Indicator #8)</b></p> <p>The East Providence Public School District's rate of parent participation in the annual Special Education Statewide Parent Survey (2019-2020) is 26.6% of parents whose children have IEPs.</p> <p>Of parents with a child receiving special education services who participated in the last survey, the percent that reported that their school's efforts to involve parents as a means of improving services and results for children with disabilities are at or above the state standard is 25.72%.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	
Result	16	<p><b>Drop Out / Graduation Rate (State Performance Plan Indicator #1 and #2)</b></p> <p>The East Providence Public Schools graduation rate is 85.8% for all students and 72.73% for students with disabilities. These rates exceed the state average rates of 83.9% for all students and 64.4% for students with disabilities.</p> <p>The East Providence Public Schools dropout rate is 6.6% for all students and 9.09% for students with disabilities. These rates are below the state average rates of 8.3% for all students and 12.7% for students with disabilities.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	

## 2. EVALUATION / INDIVIDUAL EDUCATION PROGRAM (IEP)

Indicator		Findings	Support Plan
Result	1	<p>Records of approximately 18 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"> <li>-Learning disabilities identification form inconsistently completed.</li> <li>-Unclear documentation as students went from one disability to another</li> <li>-Short term objectives not consistently written as short-term objectives but rather for the year.</li> <li>-IEP excusal process not consistently facilitated.</li> <li>- Random IEP items not completed or not connected to the student data.</li> <li>-IEP meeting invitation needs to be reviewed (ensuring the notice includes consideration of post-secondary goals and transition services, as well as the provision for participation of the Part C service coordinator or other representative of the Part C System at initial IEP team meeting.</li> </ul> <p><i>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</i></p> <p><u>Documentation:</u> Data Analysis; Interviews; Record Reviews</p>	<p>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><b>Timeline:</b> Immediately and ongoing</p> <p><b>Progress Check:</b> January 2023</p> <p><b><u>FOLLOW-UP FINDINGS:</u></b></p> <p>Individual record review follow up was completed and verification documentation was provided to RIDE.</p> <p>Four in person sessions of professional development were held in March of 2023. Compliance in IEP writing was the topic. Approximately 75 teachers and providers attended. The PowerPoint was shared with the entire department upon conclusion of the sessions. LEA reps need to ensure compliance with each IEP. A thorough review of findings was reviewed with all LEA representatives.</p> <p>The Pupil Personnel Services Department completed the development of a "Special Educator Hub". This newly designed website will allow educators to access</p>



			professional development opportunities and information pertinent to Learning disabilities identification and all other areas of disability.
Result	2	<p><b>Child Outreach</b></p> <p>East Providence’s child outreach screenings are available in a range of community-based early childhood programs and by appointment September through June.</p> <p>The state target for screening is 100% of children ages 3, 4, and 5. The district reported the following screening percentages for the 2019-2020 year:</p> <ul style="list-style-type: none"> <li>• 3 year olds: 5.3% with the state average of 6.6%</li> <li>• 4 year olds: 27% with the state average of 27%</li> <li>• 5 year olds: 47.6% with a state average of 26.6%</li> </ul> <p><u>Documentation:</u> State Performance Plan; Data Interviews</p>	
Result	3	<p><b>Child Find (State Performance Plan Indicator #11)</b></p> <p>The East Providence Public Schools for the 2019-2020 year was at 100% compliance for meeting evaluation timelines for initial referrals. As of 03/01/2022 to East Providence Public Schools was thus far at 100% compliance for meeting evaluation timelines for initial referrals.</p> <p><u>Documentation:</u> State Performance Plan Data</p>	
Result	4	<p><b>Student Accommodations and Modifications</b></p> <p>Throughout the district special educators and case managers use the electronic system to write IEPs. One feature of the system is known as the “IEP At A Glance”. The system automatically generates a document that special education and related service providers can easily share with a teacher to identify necessary accommodations and modifications as stated in the IEP. All special educators are encouraged to use this</p>	

		<p>method of sharing this form which includes accommodations necessary for state testing.</p> <p><a href="#"><u>IEP @ a Glance</u></a></p> <p><i><u>Documentation:</u> Data Analysis; Interviews; Document Reviews</i></p>	
Result/ Compliance	5	<p><b>Specific Learning Disabilities Determination (SLD)</b></p> <p>The district utilizes MTSS data as part of the comprehensive evaluation in determining SLD. The district also makes use of the learning disabilities identification form (LDID) Report Form (see link for sample below). All educators have been trained on the use of the LDID form. The information includes addressing issues such as attendance; participation in appropriate instruction; English learner supports; health factors; learning rate, achievement and learning gaps. Throughout the district, school special education staff were unclear about the SLD regulatory requirements and the use of progress monitoring in the determination. Record review found the LD ID form was inconsistently completed. See Section 2, item #1 for additional information).</p> <p><a href="#"><u>Learning Disabilities Form</u></a></p> <p><i><u>Documentation:</u> Interviews; Record Review</i></p>	<p>Professional development in the area of learning disabilities identification will be facilitated.</p> <p><b>Timeline:</b> Immediately and ongoing</p> <p><b>Progress Check:</b> March 2023</p> <p><b><u>FOLLOW-UP FINDINGS:</u></b></p> <p>Information has been reviewed with all LEA representatives to ensure compliance with learning disabilities identification requirements.</p> <p>The district has embarked, as part of its strategic plan in MTSS systems and structures. This work in ongoing to strengthen core and intervention.</p> <p>The Pupil Personnel Services department completed a “Special Educator Hub”. This newly designed website will allow educators to access professional development opportunities and information pertinent to LDID and all other areas of disability.</p> <p>Four sessions of professional development were offered where IEP goal writing was provided.</p>

Result	6	<p><b>Due Process Information (State Performance Plan Indicators)</b></p> <p>Over the past three years East Providence has the following complaints, mediations or hearings:</p> <p style="text-align: center;"><b><u>COMPLAINTS</u></b></p> <p><b><u>FY 2019-2020</u></b> <u># of Complaints:</u> No complaints during this period</p> <p><b><u>FY 2020-2021</u></b> <u># of Complaints:</u> No complaints during this period</p> <p><b><u>FY 2021-2022</u></b> <u># of Complaints:</u> No complaints during this period</p> <p style="text-align: center;"><b><u>MEDIATIONS</u></b></p> <p><b><u>FY 2019-2020</u></b> <u># of Mediations:</u> 5 mediations during this period</p> <table><tr><td></td><td>ISSUE(S)</td><td>RESULT</td></tr><tr><td>Mediation #1</td><td>Placement</td><td>Parties never met</td></tr><tr><td>Mediation #2</td><td>Placement</td><td>Declined</td></tr><tr><td>Mediation #3</td><td>Tutoring / Placement</td><td>Declined</td></tr><tr><td>Mediation #4</td><td>Placement</td><td>Parties never met (district/parent working on plan for student)</td></tr><tr><td>Mediation #5</td><td>Lack of Educational Progress</td><td>Declined</td></tr></table>		ISSUE(S)	RESULT	Mediation #1	Placement	Parties never met	Mediation #2	Placement	Declined	Mediation #3	Tutoring / Placement	Declined	Mediation #4	Placement	Parties never met (district/parent working on plan for student)	Mediation #5	Lack of Educational Progress	Declined	
	ISSUE(S)	RESULT																			
Mediation #1	Placement	Parties never met																			
Mediation #2	Placement	Declined																			
Mediation #3	Tutoring / Placement	Declined																			
Mediation #4	Placement	Parties never met (district/parent working on plan for student)																			
Mediation #5	Lack of Educational Progress	Declined																			

FY 2020-2021

# of Mediations: 1 mediation during this period

	ISSUE(S)	RESULT
Mediation #1	Placement	Withdrawn (agreement was made prior to mediation)

FY 2021-2022

# of Mediations: 2 mediations during this period

	ISSUE(S)	RESULT
Mediation #1	ESY (found not eligible) & Reading Instruction Services	Unresolved
Mediation #2	Eligibility for IEP Evaluations	Agreement

**HEARINGS**

FY 2019-2020

# of Hearings: 1 hearing during this period

	ISSUE(S)	RESULT
Hearing #1	FAPE/Placement (district / nonpublic special education school)	Parties entered into a settlement agreement prior to the hearing

FY 2020-2021

# of Hearings: No hearings during this period

		<p><u>FY 2021-2022</u>  <u># of Hearings</u>: No hearings during this period</p> <p><u>Documentation</u>: <i>Data Analysis, RIDE Due Process Data Base</i></p>	
--	--	--	--

### 3. IDEA TRANSITION

Indicator		Findings	Support Plan
Result	1	<p><b>Part C to Part B Transition (Indicator #12)</b></p> <p>The district manages the transition of children from Part C Early Intervention (EI) to preschool special education. A data base of all EL referrals is maintained, and upcoming birthdates are monitored to ensure that meetings are scheduled in a timely manner. Last year's consolidated resource plan (CRP) indicated that the district achieved 100% compliance and that all children referred from Early Intervention and found eligible for preschool special education had IEPs developed and implemented by their 3<sup>rd</sup> birthday.</p> <p><u>Documentation</u>: <i>Data Analysis; Interviews; State Performance Plan</i></p>	
Result	2	<p><b>IDEA Transition Planning at the Middle Level</b></p> <p>Career Development plans are initiated at the middle school level and information is shared at the IEP meetings. Students also participate in Dare to Dream each year. A transition center is set up in the special education department chair's office/conference room at Martin Middle</p>	

		<p>School and MAPS meeting pictures are displayed on the wall. In each school MAPS are displayed either digitally or in person.</p> <p>The middle school department chairs and the elementary LEAs meet and review students transitioning with the Assistant Director and Director of Pupil Personnel Services. They then gather specific student transition information from sending special education teachers at their elementary schools.</p> <p>The middle school chairs also presented to the EPLAC along with the High School Department Chair and the Regional Transition Representative from EBEC answering parental questions and concerns. The MS chairs also attend individual IEP meetings when requested to help in the transition process.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Record Reviews</p>	
Result	3	<p><b>IDEA Transition Planning at the High School Level</b></p> <p>Case managers facilitate the vocational assessment process for students as required through the IEP process. Case managers provide information regarding Office of Rehabilitative Services (ORS) and Department of Behavioral Healthcare, Developmental Disabilities &amp; Hospitals (BHDDH) and Employment First when the IEP drafts are sent home for review, before the IEP meeting. Parent/student options are discussed at the IEP meeting. Also, Parent surveys are sent out to high school parents each year (specific versions for each grade) at the same time case managers give transition assessments to students.</p> <p>Career Development plans are initiated for student when appropriate and as required. Students also participate in Dare to Dream each year.</p>	

		<p>The Scope and Sequence for Transition Planning was finalized and implemented, and the scope and sequence are kept by the special education office.</p> <p>Over the course of the last 3 years, the district has had approximately 33 students participate in the After School Work Program. During SY '19-'20, the enrolled students participated in all the classes but were only able to work a couple of weeks due to the COVID shut down.</p> <p>The Department Head attends TAC monthly meetings and disseminates information to educators through department meetings.</p> <p>The high school department chair and the middle school department chairs meet and review students transitioning with the Assistant Director and Director of Pupil Personnel Services. The middle school Chairs also presented to the East Providence Local Advisory Committee along with the high school department chair and the regional transition representative answering parental questions and concerns. The high school chair also attends individual IEP meetings when requested to help in the transition process.</p> <p>The middle and high school special education department attended the professional development regarding IEP writing quality. The information was then reviewed at the department meeting following the professional development.</p> <p><u>Documentation:</u> <i>Data Analysis; Interviews; Record Reviews</i></p>	
Result	4	<p><b>Office of Rehabilitative Services (ORS) and Department of Behavioral Healthcare, Developmental Disabilities &amp; Hospitals (BHDDH).</b></p>	

		<p>At the high school the case manager is the point for referrals to the Office of Rehabilitative Services (ORS) and to the Department of Behavioral Healthcare, Developmental Disabilities &amp; Hospitals (BHDDH).</p> <p><u>Documentation:</u> Interviews; Document Review</p>	
Result	5	<p><b>Summary of Performance (SOP) is facilitated by the case managers as appropriate.</b></p> <p>Case managers complete a summary of performance for all students who are graduating.</p> <p><u>Documentation:</u> Interviews; Document Review</p>	
Result	6	<p>Youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, and transition services. The East Providence Public Schools are 100% compliant with the requirements. <b>(State Performance Plan Indicator #13)</b></p> <p><u>Documentation:</u> Interviews; Document Review</p>	
Result	7	<p>78.95% 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 78.78% <b>(State Performance Plan Indicator #14)</b>. Data is more than likely impacted by COVID. Data reviewed includes 7/01/2019-6/39/2020. District is noted to have made progress with this indicator.</p> <p><u>Documentation:</u> Interviews; Document Review</p>	