

2025



RIDE

RHODE ISLAND
DEPARTMENT
OF EDUCATION

Rhode Island's

Blueprint & Strategic Plan for Differently-Abled Students' Success 2025-2030





Commissioner's Statement

As we continue our commitment to providing an accessible, high-quality education for all students, I am pleased to introduce Rhode Island's Blueprint and Strategic Plan for Differently-abled Students' Success. With this Blueprint and Strategic Plan, the Rhode Island Department of Education sets out a new and bold vision for the education of our differently-abled students; one that promises not just an inclusive education, but one that ensures all students are rightfully present. This effort represents a pivotal step forward in our mission to ensure that every student—regardless of race, gender, socioeconomic status, and/or disability category—experiences a robust and equitable education founded on high expectations that are designed to promote self-determination. RIDE is dedicated to implementing this vision with integrity over the next five years.

Special education is not just a segment of our education system; it is a cornerstone of our commitment to preparing all children for positive life outcomes. We aspire to an educational system that holds high expectations for all students, is responsive to students' individual needs, and pushes the boundaries of imagination and innovation to create better learning conditions for students and educators. We recognize that each student holds unique strengths and potential, and it is our shared responsibility at all levels of the Rhode Island's educational system to provide the responsive instruction and support necessary for students to thrive in their education and in lives beyond schooling.

This Blueprint and Strategic Plan is crafted with the input of key stakeholders including educators, administrators, parents, advocacy organizations, community leaders, and students. It embodies our shared vision for a more inclusive, responsive, and effective education system for our state's differently abled students—one that ensures they are rightfully present. Our goals are comprehensive and guided by five guiding principles developed with a foundation in equity in opportunities, resources, and access for differently abled students.

Every child deserves to learn in a welcoming environment where they are nurtured, supported, and pushed to reach their greatest potential. In Rhode Island, our goal is to support districts, schools, educators, and families in providing equitable, high-quality educational experiences to all students. To make those experiences truly accessible for all, our vision must include helping schools develop effective strategies to meet the needs of differently abled students.

As we move forward with this Strategic Plan, we are dedicated to a belief in the limitless potential of every student. Together, we will work to build an education system that not only meets the needs of our students but also celebrates their diverse abilities and aspirations. I extend my deepest gratitude to everyone who has contributed to the development of this plan. Your dedication and insight have been invaluable. With your continued support, we will advance our mission to provide a high-quality, inclusive education for all students in Rhode Island.

**ANGELICA
INFANTE-GREEN**



**Rhode Island Commissioner of
Elementary and Secondary Education**



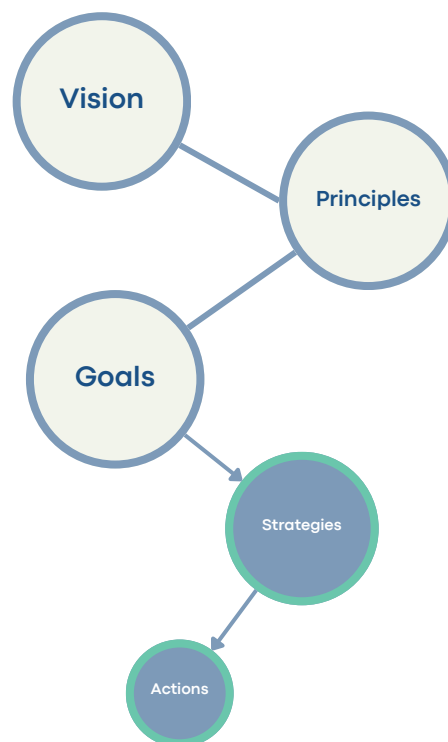
Table of Contents

Introduction	04
Vision	06
Guiding Principles	07
Introduction of the Goals	09
Timeline, Process, and Implementation	11
Differently Abled Students in Rhode Island	15
Goals, Strategies, & Actions	19
Next Steps	20
Promising Futures	21
Strategic Plan (Detailed Goals, Strategies, and Actions)	23
Acknowledgements	43
Key Terms	45
References	48

**OVERVIEW**

Introduction

Rhode Island's Blueprint and Strategic Plan provides direction for state and local leaders to act on their shared commitment to and collective vision for the success of differently-abled students.* The plan is grounded in extensive research and developed through a collaborative process involving a diverse group of stakeholders. This work aims to improve the support systems, instruction, and outcomes for Rhode Island's differently-abled students who receive special education services. Using the Blueprint and Strategic Plan as a guiding force, the Rhode Island Department of Education (RIDE) aims to create a more fundamentally integrated and comprehensive educational system with high expectations and expansive opportunities for all differently-abled students—one that prepares them for success in education and life.



 This figure outlines the structure of the DAS Strategic Plan, including the vision, the guiding principles, the seven goals, and their associated strategies and actions.

A Mindset Shift to Rightful Presence

Rhode Island has had success in implementing special education requirements consistent with the Individuals with Disabilities Education Act (IDEA) and often goes beyond its requirements. To continue to reach beyond compliance-driven inclusion, this Blueprint and Strategic Plan encourages a mindset shift to Rightful Presence, ensuring differently-abled students truly belong in and have access to all school has to offer.

Rightful Presence is an educational approach that encourages the co-creation of a learning environment that fosters a culture of true belonging for students, families, and educators. This can be particularly meaningful for those who have been historically disenfranchised and marginalized based on perceived identities, such as race, culture, language, gender, and ability. Rightful Presence means more than just being included; Rightful Presence requires viewing all aspects of education through a justice-oriented lens to redesign and transform school ecosystems so all students can thrive and grow. Each component of this Blueprint and Strategic Plan was crafted with Rightful Presence at the core; it asks leaders, educators, families, and students to work together to critically assess existing policies and practices for existing barriers to access and areas suited for improved student support, such that all members of our Rhode Island education system are rightfully present.



Call to Action

Twenty percent of Rhode Island’s students are classified as differently-abled, and they are an integral part of our state’s educational system—not a population apart. This plan describes the driving vision and principles, and goals; sets out the process of development; provides an overview of Rhode Island’s differently-abled students; and details the goals, strategies, and actions to be implemented over the next five years. With this Strategic Plan, the RIDE commits to investing in the success of differently-abled students in all environments with respect to their individual needs, skills, and capabilities.



Our Vision

Vision

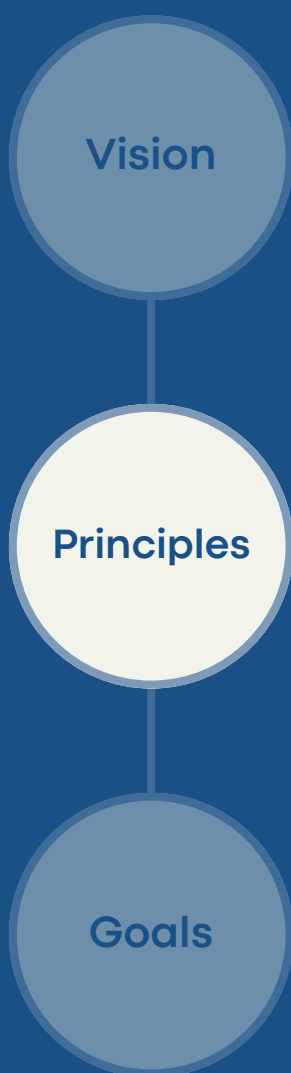
Principles

Goals

“In the state of Rhode Island, differently-abled students—regardless of race, gender, language, socioeconomic status, and/or disability category—experience an equitable education founded on a culture of Rightful Presence and high expectations that are designed to promote self-determination. Differently-abled students engage in a rigorous curriculum with individualized support ensuring they make significant academic, social, emotional, functional, and behavioral progress to thrive in their educational experiences and in their desired postsecondary education, careers, and life opportunities.”



Guiding Principles



PRINCIPLES

These five guiding principles are critical characteristics for a system that enables continuous improvement for differently-abled students at all levels of education. The state and the districts and schools will use these principles as a foundation when they analyze or design system-wide policies, programs, and practices to continuously improve outcomes for differently-abled students and all students.



Differently-Abled Students is the terminology used by the Rhode Island Department of Education for students receiving special education services under IDEA. For Rhode Island, the choice to use the term differently-abled students is purposeful, reflecting a decision to use asset-based language and demonstrate commitment to confronting and eliminating biases about abilities, while shifting the expectations that educators and communities have about student opportunity and achievement. There are currently more than 26,000 Rhode Island students who have been identified as differently-abled.

Guiding Principles

Principle 1:

An asset-oriented system embraces expectations and approaches that value, respect, engage, and sustain differently-abled students.

Principle 2:

A high-quality instructional system (including curriculum, instruction, materials, assessments, and professional learning) provides access to inclusive, rigorous standards-aligned academic and nonacademic learning opportunities and empowers students.

Principle 3:

A student-, family-, and community-centered system maximizes the assets of students, families, communities, and schools so that differently-abled students reach their full potential.

Principle 4:

A research- and data-informed system holds all education professionals responsible for continuously strengthening the education of differently-abled students.

Principle 5:

An equitable, coherent, and nimble system aligns policies, resources, and practices to increase achievement of differently-abled students.



Introduction of Goals

This Blueprint and Strategic Plan sets out seven goals developed to drive the improvement of educational outcomes and success of Rhode Island's differently-abled students. RIDE worked closely with internal and external experts in an iterative, collaborative process to develop goals that center equity in opportunity and access, while reaching beyond inclusion toward ensuring Rightful Presence for differently-abled students.

Vision

Principles

Goals



Overview of Goals

Each goal contains a set of evidence-based strategies with clear action steps that RIDE will implement over the next five years.

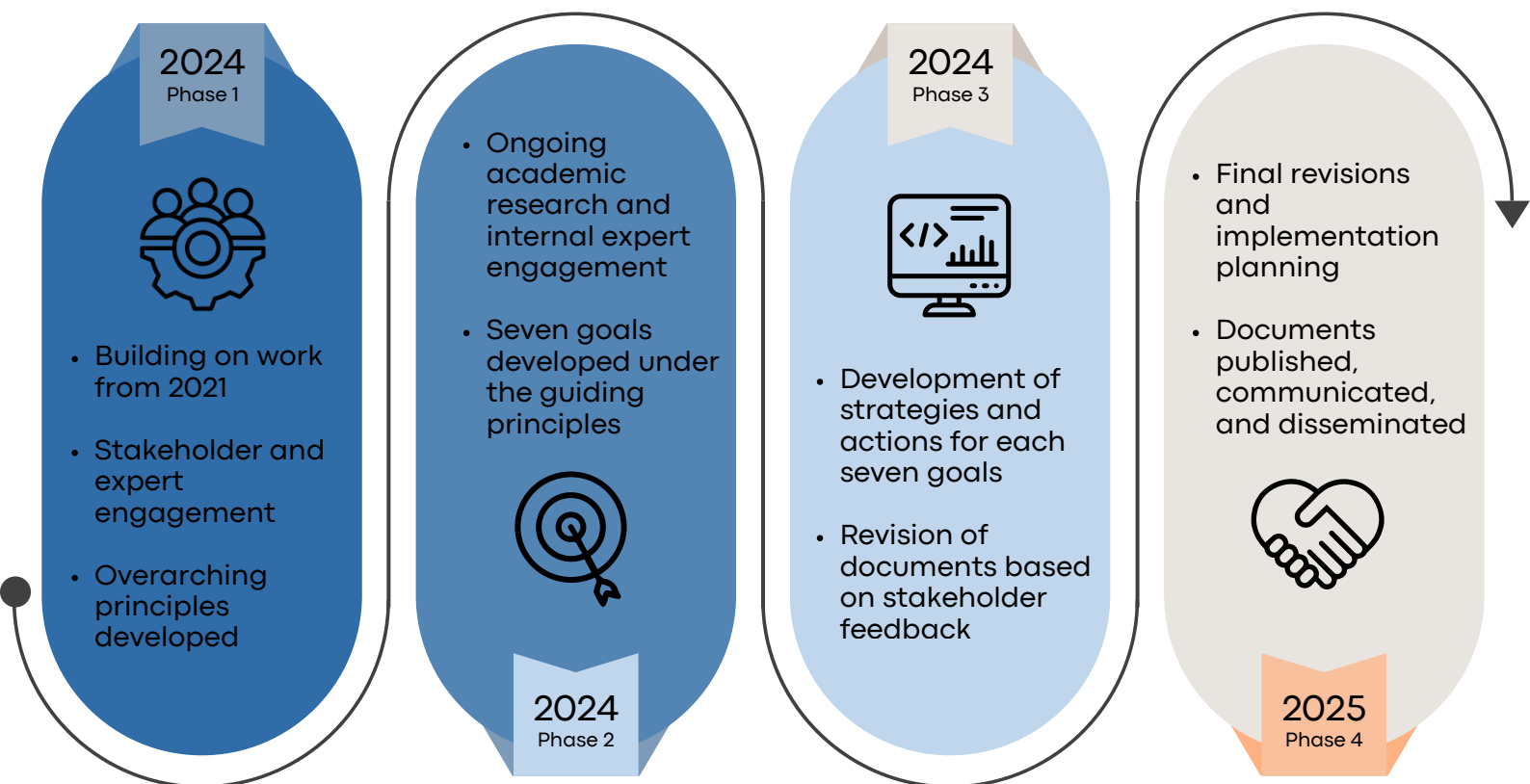




Timeline, Process, & Implementation

Development Timeline

Over the course of several years, RIDE has worked closely with groups of diverse stakeholders to develop a vision and align on principles that are at the core of the Blueprint and Strategic Plan for differently-abled students. The work began in 2021 and, following a pause, was resumed with renewed commitment, refreshed stakeholder groups, and deepened research. The first implementation of the Blueprint and Strategic Plan is targeted to begin in the 2025-2026 school year.

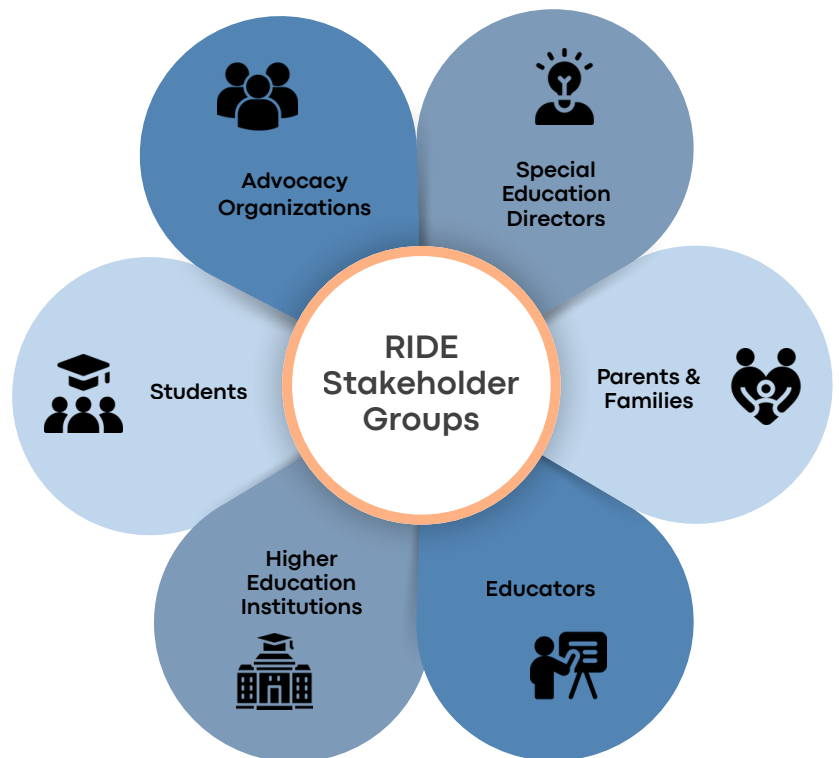




Timeline, Process, & Implementation

Stakeholder Engagement

RIDE initiated a multilevel and iterative process of stakeholder engagement to develop the Blueprint and Strategic Plan. Over several years, RIDE worked with representatives from classroom settings, families, students, advocacy organizations, and more to make sure that their voices, values, and competencies shaped this work. Through more than 11 sessions, the groups met and worked to shape the Blueprint and Strategic Plan. As part of implementation planning, RIDE also held four regional meetings with education leaders and special education directors from across the state. These meetings initiated collaboration between RIDE and districts; stakeholders were able to review the Blueprint & Strategic Plan and shared areas of alignment with their existing work and potential challenges.





Timeline, Process, & Implementation

Research Process

RIDE reinforced the goals and developed strategies based on academic research, existing evidence-based practices, recommendations from national advocacy organizations and technical assistance centers, as well as guidance from other states on effective and evolving practices. The process relied on internal and external experts to define measurable actions that will drive the implementation of the Blueprint and Strategic Plan.





Implementation Planning

Communicating

- Spreading and deepening understanding
- On-going learning from stakeholders



Organizing



- Enlisting and developing champions
- Partnering with community members & organizations

Planning

- Setting out and sharing detailed five-year plan
- Continuous and ongoing communication for implementation



2025 & Beyond

RIDE aims to finalize this DAS Strategic Plan in 2025 and will continue to engage families, school-level educators, community members, students, and district leaders to deepen understanding of the work ahead and the shifts required. The work will need champions and on-going partnerships to be successful. RIDE's next steps include beginning implementation of this five-year plan with a focus on continuous improvement, making adjustments where needed.

Differently-Abled Students in Rhode Island

While differently-abled students in Rhode Island spend more time in general education classrooms than the national average, we strive to foster an environment that goes beyond just “inclusion” into general education and provides every person involved in a differently-abled students’ educational journey with the resources and tools necessary to help differently-abled students thrive. Every district and almost every school educates differently-abled students. Their presence and experiences are inseparable from the state's educational system and success. This section shares a snapshot of relevant data to help deepen understanding of the current state of differently-abled students in Rhode Island.



DAS in Rhode Island

By the Numbers

There are **over 26,000** differently-abled students in Rhode Island.

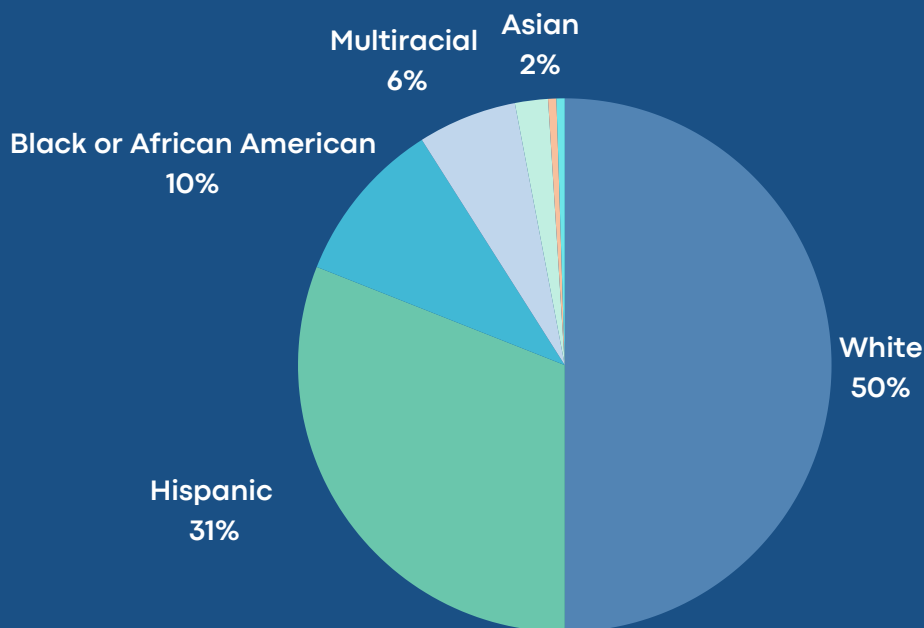
99% of schools in Rhode Island serve at least one student with an IEP.

72% of RIDE's differently-abled students are in a general education classroom for more than 80% of the day.

DAS in Rhode Island

By the Numbers

DAS Demographics



*American Indian, Alaska Natives, Native Hawaiians, and other Pacific Islanders represent ~1% of DAS in Rhode Island

Differently-abled students in Rhode Island are a diverse group of children with unique capabilities and backgrounds. This Blueprint and Strategic Plan aims to ensure that differently-abled students, regardless of where they fall on the continuum, are **rightfully present** in Rhode Island Schools.



Data point	Description
~20%	The percentage of differently-abled students in Rhode Island, including in Early Childhood Special Education.
88% / 66%	The IDEA / ESSA graduation rate for differently-abled students in the 2022-2023 school year.
65% / 35%	The percentage of differently-abled students that are male / female
2.18x	Differently-abled students are 2.18 times more at risk for a suspension infraction

For data sources, please see the [Data Sources](#) section on page 58

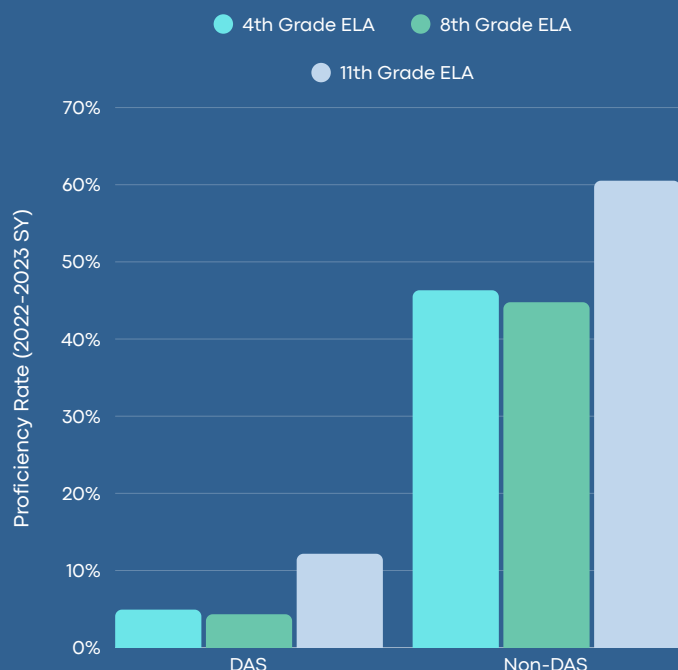


Why do we need a Strategic Plan?

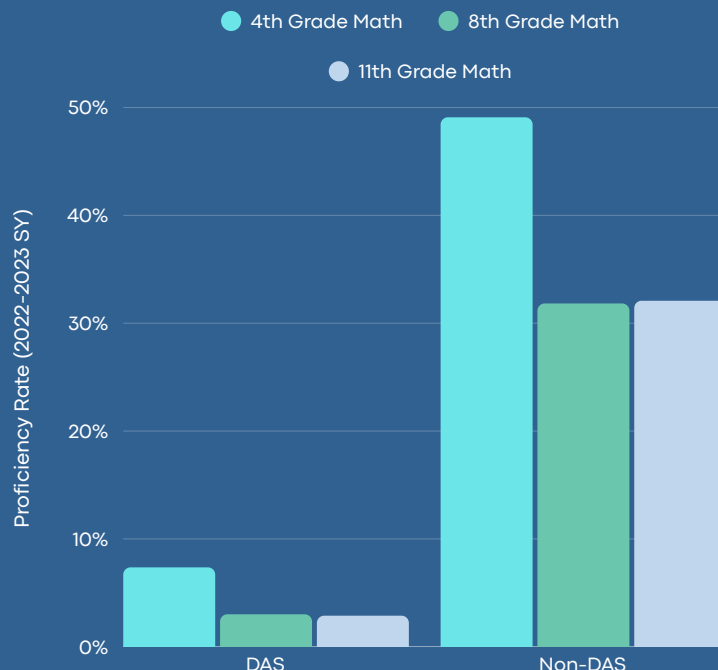
Rhode Island educators at the school, district, and state level all work hard to give a meaningful educational experience to all differently-abled students. Differently-abled students are more likely to encounter structural inequities in programming, services, and—most notably—mindset.

The Blueprint and Strategic Plan will enable RIDE to identify and implement the meaningful improvements to ensure students in all Rhode Island districts and schools are rightfully present. The goals, strategies, and actions aim to address the immediate and long term needs of differently-abled students, their loved ones, and the community members who work with them every day.

DAS ELA Proficiency



DAS Math Proficiency





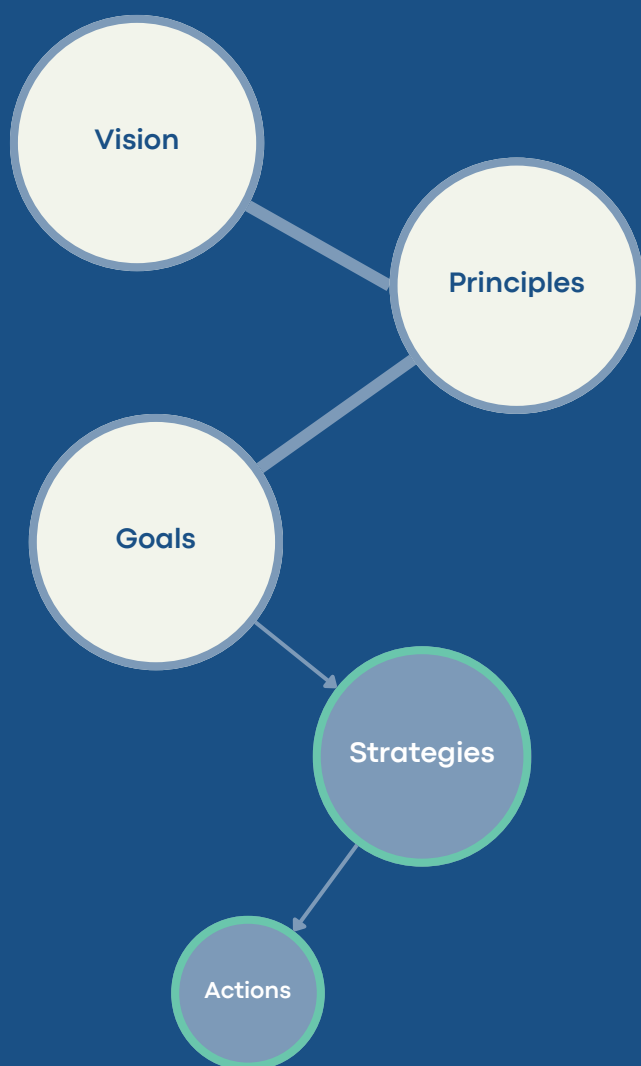
Goals, Strategies, & Actions

The seven goals represent RIDE's areas of actionable priorities to drive implementation. Each goal contains evidence-based strategies with action steps to be completed over five years to:

1. Support the professional development of general and special educators,
2. Enhance high-quality instruction and learning opportunities for differently-abled students, and
3. Enable families and communities in their efforts to better support differently-abled students inside and outside of the classroom.

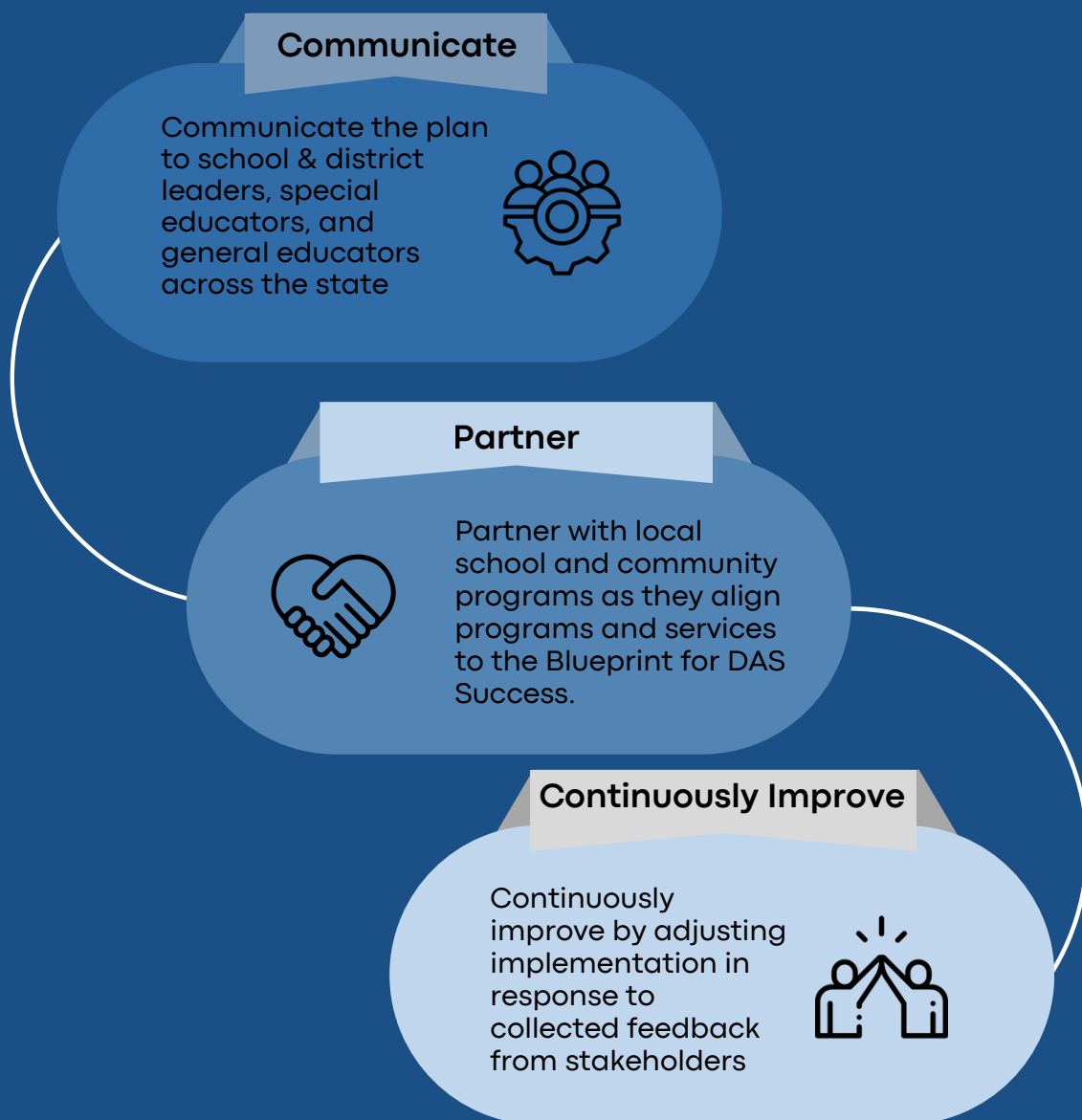
RIDE's five core principles continue to guide this work throughout the implementation, execution, and measurement of the actions committed to in this Blueprint and Strategic Plan.

Please find the full Goals, Strategies, and Actions at the end of the report.



Next Steps

Publishing the Blueprint and Strategic Plan is not the end. As RIDE begins implementation of the goals, strategies, and actions of this Strategic Plan, the following steps are anticipated:



Promising Futures

Rhode Island's Blueprint and Strategic Plan for Differently-Abled Students' Success introduces a clear, actionable plan with strategies to establish systems of communication and collaboration that address the intersectional needs of each differently abled student. Implementing these strategies over the next five years requires a robust partnership between RIDE and the stakeholders across the state. With collective effort, this work will ensure Rhode Island provides its differently-abled students with an excellent education that sets them up for future success.



YOUR RIDE TEAM

Feel free to reach out to your RIDE team for any additional questions, comments, and feedback.



J. David Sienko
David.Sienko@ride.ri.gov

SPECIAL THANKS

to our partners at the Center for Public Research and Leadership for their support with the management of this project and the facilitation of our engagement sessions.



**Center for Public
Research and Leadership**





Strategic Plan for DAS Success

This Strategic Plan sets out seven goals, each with several aligned strategies and actions. The goals are the drivers of improved educational outcomes for our differently-abled students, while the strategies represent the evidence-based means. The actions are steps that will be taken to enact those strategies. The actions, of course, may change over the course of this five-year plan as we learn from implementation and our environment evolves in unpredictable ways.

Table of Contents

All Goals & Strategies	24
Goal 1: Strategies & Actions	31
Goal 2: Strategies & Actions	33
Goal 3: Strategies & Actions	35
Goal 4: Strategies & Actions	37
Goal 5: Strategies & Actions	39
Goal 6: Strategies & Actions	40
Goal 7: Strategies & Actions	42



Goals, Strategies, & Actions

Goal #1

Center belonging to ensure our instructional system has Rightful Presence as its foundation:

Ensure differently-abled students have meaningful access to welcoming settings by co-creating environments with students, staff, and families so that every school community member is rightfully present.

High-Level Strategies

Strategy 1.1

Establish a culture of true belonging that recognizes differently-abled students' inherent value and enables them to freely bring their whole selves into the school.

Strategy 1.2

Co-design educational systems, policies, and practices with educators, families, students, and communities that recognizes the full humanity and inherent value of differently-abled students.

Strategy 1.3

Grow the capacity of each differently-abled student to actively engage as a valued member of the learning community by developing their self-advocacy, leadership, self-determination, and goal-setting skills.

Strategy 1.4

Develop and implement evidence-based practices around assistive technology and other accommodations to ensure that every student has effective and efficient means to communicate across all settings.

Strategy 1.5

Implement policies and practices that will reduce the disproportionate rates of discipline for differently-abled students.



Goals, Strategies, & Actions

Goal #2

Enhance the effectiveness of family, school, and community partnerships:
Build and leverage the capacity of educators and leaders to work together with families and community members as equal partners to improve outcomes for differently-abled students.

High-Level Strategies

Strategy 2.1

Incorporate family expertise as an integral part of the continuous improvement efforts of the state, LEAs, and schools to improve the outcomes of differently-abled students.

Strategy 2.2

Strengthen the collective skills and knowledge of support systems for differently-abled students by developing professional learning offerings for educators, administrators, and families.

Strategy 2.3

Expand opportunities for culturally and linguistically responsive family and community engagement that value racial, ethnic, cultural, and economic diversity.

Strategy 2.4

Cultivate mutual trust by enabling and enhancing the reciprocal exchange of information between educators, schools, LEAs, and families, where families are valued as experts.

Strategy 2.5

Provide families with increased access to resources and data that will assist in their efforts to advocate for their differently-abled students from preschool to graduation and beyond.

Strategy 2.6

Revisit and meaningfully update the IEP process and documents with a greater emphasis on data and family engagement.



Goals, Strategies, & Actions

Goal #3

Provide social-emotional learning to support a culture of Rightful Presence:

Ensure that schools integrate age-appropriate social-emotional learning (SEL) practices into every classroom to improve students' developmental outcomes, self-sufficiency, academic achievement, and post-school success.

High-Level Strategies

Strategy 3.1

Strengthen educator expertise and capacity to incorporate SEL principles and evidence-based strategies into teaching and supporting differently-abled students.

Strategy 3.2

Equip schools with guidelines and tools for implementing evidence-based SEL curricula and programs that are specifically tailored to meet the unique needs of differently-abled students across all grades and settings.

Strategy 3.3

Standardize the use of SEL-based interventions and supports for all students to address behavioral needs of and reduce discipline referrals for differently-abled students.

Strategy 3.4

Improve statewide family engagement and community partnerships designed to increase school capacity to meet SEL needs.



Goals, Strategies, & Actions

Goal #4

Implement high-quality curriculum materials and instruction for differently-abled students: Ensure that differently-abled students across the state receive effective, equitable, and coherent instruction utilizing high-quality curriculum materials (HQCM) as an essential component of a rigorous education that prepares them for success in college, career, and life after school.

High-Level Strategies

Strategy 4.1

Develop guidance on using high-quality curriculum materials and instructional practices to foster program coherence across instruction, assessment practices, and materials for differently-abled students.

Strategy 4.2

Strengthen educator competencies and capacity to implement high-quality curriculum materials and instructional practices with differently-abled students.

Strategy 4.3

Generate additional guidance and processes to adapt high quality curriculum materials and instruction for differently-abled students.

Strategy 4.4

Support collaboration and reflection between all educators on use of high-quality curriculum materials and instructional practices for differently-abled students.



Goals, Strategies, & Actions

Goal #5

Promote the use of data-based instructional decisions and a multi-tiered system of supports:

Establish a comprehensive framework that promotes teacher implementation of data-based, individualized decisions that are aligned with a multi-tiered system of supports (MTSS) for differently-abled students.

High-Level Strategies

Strategy 5.1

Develop a statewide strategy to improve the understanding and use of data-based individualization (DBI) in order to better target instruction, inform individualized educational plans (IEP), and improve student outcomes for differently-abled students.

Strategy 5.2

Develop a coherent vision and communication strategy that uses accessible language to define the distinctions between and alignment of multi-tiered system of supports (MTSS), data-based individualization (DBI), and specially designed instruction (SDI) and how they can work together to improve outcomes for differently-abled students.

Strategy 5.3

Ensure students with individualized educational plans (IEP) receive specially designed instruction (SDI) within a multi-tiered system of supports (MTSS).



Goals, Strategies, & Actions

Goal #6

Establish a fully aligned, consistent early childhood experience for differently-abled students:

Ensure seamless and equitable transitions and services for children with diverse needs from Early Intervention to early childhood special education and into kindergarten, fostering a continuum of support that promotes their individual growth, development, and inclusion in the least restrictive educational settings.

High-Level Strategies	
Strategy 6.1	Build a foundation of trust between schools, districts, and families by strengthening family awareness of and participation in differently-abled students screening, assessments, eligibility, placement, and access to services.
Strategy 6.2	Increase district capacity to conduct Child Outreach screenings to support growth toward screening 100 percent of children between the ages three and five prior to kindergarten entry.
Strategy 6.3	Recruit new and train existing early childhood special education professionals so that all young children who have been identified as differently-abled are served effectively in their least restrictive environment.
Strategy 6.4	Enhance existing data sharing efforts between Early Intervention, Child Outreach, and community organizations including child care providers to support districts in preparing for and supporting incoming differently-abled preschool students.
Strategy 6.5	Use Rhode Island's Early Intervention and Early Childhood Special Education Comprehensive Child Outcomes Measurement System (COS) to reflect on the progress of differently-abled preschool students and advance continuous improvement of services within districts and across the state.



Goals, Strategies, & Actions

Goal #7

Ensure a seamless secondary/post-school transition:

Raise expectations and expand access and opportunities for all differently-abled students to prepare for and participate in coursework and experiences that prepare them for college, career, and life after school.

High-Level Strategies

Strategy 7.1

Ensure that all districts and schools have strong and improving systems of career guidance and post-secondary skills training for all differently-abled students.

Strategy 7.2

Ensure that Rhode Island's Career and Technical Education (CTE) provides equitable access, programming, and supports so that differently-abled students have meaningful outcomes.

Strategy 7.3

Continue to collaborate, develop, and maintain sustainable services and programs that strengthen the Employment First Policy.

Strategy 7.4

Create a data strategy to track outcomes of differently-abled students through the transition and post-transition process and use data findings to continuously improve outcomes for future cohorts.



Goal #1 Center belonging to ensure an instruction system that has Rightful Presence as its foundation: Ensure differently-abled students have meaningful access to welcoming settings by co-creating environments with students, staff, and families so that every school community member is rightfully present.

Strategy**Strategy 1.1**

Establish a culture of true belonging that recognizes differently-abled students' inherent value and enables them to freely bring their whole selves into the school.

Actions**Action 1.1.A**

Consult with the OSEP/Swift Center and their pilot states on best practices for cultivating a mindset of Rightful Presence.

Action 1.1.B

Develop pilots to implement rightful presence strategies in a select number of districts in consultation with the Swift Center and share ongoing findings in a statewide communications plan.

Action 1.1.C

Create leadership teams across the state to facilitate learning opportunities with educators, families, policy makers, and community members on the shift toward Rightful Presence.

Strategy**Strategy 1.2**

Co-design educational systems, policies, and practices with educators, families, students, and communities that recognizes the full humanity and inherent value of differently-abled students.

Actions**Action 1.2.A**

Revise professional learning systems and partnerships to support the growth and training of educators to incorporate Rightful Presence in all educational settings.

Action 1.2.B

Support the ongoing school/district-level stakeholder groups that include educators, students, and parents/community members, that collect student input to provide feedback and champion this paradigm shift.

Action 1.2.C

Connect educators in cross-LEA partnerships to share learnings to ensure consistency and collaboration in the implementation of Rightful Presence.

Strategy**Strategy 1.3**

Grow the capacity of each differently-abled student to actively engage as a valued member of the learning community by developing their self-advocacy, leadership, self-determination, and goal-setting skills.

Actions**Action 1.3.A**

Research existing self-advocacy methodologies to identify and share best practices on incorporating self-advocacy into classroom interventions and instructional practices.

Action 1.3.B

Ensure differently-abled students of all diverse abilities are actively involved in the development of their IEP and provide training and/or resources for both educators and students related to student-led IEPs



Strategy	
Strategy 1.4	Develop and implement evidence-based practices around assistive technology and other accommodations to ensure that every student has effective and efficient means to communicate across all settings.
Actions	
Action 1.4.A	Research and catalog assistive technology that is most effective for students with complex learning needs and prioritize effective communication and access for all students.
Action 1.4.B	Develop guidance and continue professional learning for educators and school leaders on proper use of assistive technology in classrooms.
Action 1.4.C	Explore increased funding opportunities to improve availability of assistive technology.
Strategy	
Strategy 1.5	Implement policies and practices that will reduce the disproportionate rates of discipline for differently abled students.
Actions	
Action 1.5.A	Improve communication of the guidance meant to help reduce the disproportionate rates of discipline for differently-abled students.
Action 1.5.B	Develop and distribute a template for schools to analyze discipline data to identify causes, patterns, and subsequent supports” that includes an evidence based review of their district report card and specific subgroups of differently-abled students with any disproportionate outcomes (if identified).
Action 1.5.C	Review and update RIDE’s current practices and policies regarding discipline in schools and scaffold technical assistance to reduce disproportionate discipline rates for differently-abled students.

**Goal #2 Enhance the effectiveness of family, school, and community partnerships:**

Build and leverage the capacity of districts, schools, and educators to work together with families and community members as equal partners toward improved outcomes and well-being for differently-abled students.

Strategy**Strategy 2.1**

Incorporate family expertise as an integral part of the continuous improvement efforts of the state, LEAs, and schools to improve the outcomes of differently-abled students.

Actions**Action 2.1.A**

Develop a statewide framework for family engagement that is evidence-based and aligned to the Dual Capacity Framework and the NAFSCE Core Competencies.

Action 2.1.B

Support school and family leaders in the implementation of effective family engagement practices in line with the statewide framework.

Action 2.1.C

Establish a process to include family input in progress reviews of the DAS Strategic Plan.

Strategy**Strategy 2.2**

Strengthen the collective skills and knowledge of support systems for differently-abled students by developing professional learning offerings for educators, administrators, and families.

Actions**Action 2.2.A**

Develop dual professional learning experiences for educators and parents so that families of differently-abled students are engaged in student learning and collaborative decision making.

Action 2.2.B

Identify community partners to engage and advocate with families in the broader Rhode Island network to promote effective partnerships between families and schools.

Action 2.2.C

Partner with higher education teacher preparation programs to provide family engagement training aligned with the statewide framework.

Strategy**Strategy 2.3**

Expand opportunities for culturally and linguistically responsive family and community engagement that value racial, ethnic, cultural, and economic diversity.

Actions**Action 2.3.A**

Ensure all resource materials for differently-abled students, virtual and printed, are available in accessible (plain language) English, Spanish, and other top languages in the state.

Action 2.3.B

Set expectations that LEAs and schools identify families and communities that are the most underserved and provide tailored support to build trust and meaningful engagement.

Action 2.3.C

Develop practices and procedures that create environments both inside and outside the school that are welcoming, inviting and uphold the diverse cultures of families.



Strategy	
Strategy 2.4	Cultivate mutual trust by enabling and enhancing the reciprocal exchange of information between educators, schools, LEAs, and families, where families are valued as experts.
Actions	
Action 2.4.A	Provide technical assistance and training to administrators, educators, and families on facilitative strategies to promote collaboration and shared decision making in the IEP process.
Action 2.4.B	Partner with parent organizations to empower families to (1) navigate the special education system and (2) develop leadership and advocacy skills to serve a variety of capacities within schools.
Action 2.4.C	Expand the Facilitated IEP/504 Meeting initiative and provide increased visibility of this work to families, educators, and stakeholders to increase understanding and implementation.
Strategy	
Strategy 2.5	Provide families with increased access to resources and data that will assist in their efforts to advocate for their differently abled students from preschool to graduation and beyond.
Actions	
Action 2.5.A	Ensure that individual student data is easily understood and frequently shared so that families are able to see how their children are progressing over time, in relation to grade level standards and to the progress of other children.
Action 2.5.B	Collect family feedback on current access to resources and data for differently-abled students and utilize feedback to improve communication methods.
Action 2.5.C	Develop data tools to measure the effectiveness of engagement practices for families of differently-abled students at the state and local levels.
Strategy	
Strategy 2.6	Revisit and meaningfully update the IEP process and documents with a greater emphasis on data and family engagement.
Actions	
Action 2.6.A	Revise the state IEP process and form.
Action 2.6.B	Collect feedback on the new IEP process, forms, documents, and communication plan.
Action 2.6.C	Provide training and professional learning on use of the new IEP process and form.

**Goal #3 Provide social emotional learning to support a culture of Rightful Presence:**

Ensure that schools integrate age-appropriate social-emotional learning (SEL) practices into every classroom to improve students' developmental outcomes, self-sufficiency, academic achievement, and post-school success.

Strategy**Strategy 3.1**

Strengthen educator expertise and capacity to incorporate SEL principles and evidence-based strategies into teaching and supporting differently-abled students.

Actions**Action 3.1.A**

Establish professional development programming to increase educator proficiency in SEL principles and evidence-based practices for differently-abled students.

Action 3.1.B

Enhance the training and coaching for early childhood educators to implement the SEL domain of the Rhode Island Early Learning and Development Standards (RIELDS) and expand access to Conscious Discipline training.

Strategy**Strategy 3.2**

Equip schools with guidelines and tools for implementing evidence-based social-emotional learning (SEL) curricula and programs that are specifically tailored to meet the unique needs of differently abled students across all grades and settings.

Actions**Action 3.2.A**

Ensure Rhode Island's SEL standards effectively support differently-abled students by conducting a comprehensive review, mapping current implementation, and utilizing findings to update the standards as appropriate.

Action 3.2.B

Create guidelines and tools for districts to support schools in adoption of SEL programs and practices that support differently abled students social-emotional learning needs.

Action 3.2.C

Develop and implement a process for regularly reviewing the effectiveness of SEL programming that supports the Rightful Presence of differently-abled students using data to inform continuous improvement.

Strategy**Strategy 3.3**

Standardize the use of SEL-based interventions and supports for all students to address behavioral needs of and reduce discipline referrals for differently-abled students.

Actions**Action 3.3.A**

Collect and review discipline data to develop guidance and policy around suspension of elementary school students, including pre-K to grade 3, and disaggregating for differently-abled students.

Action 3.3.B

Review and update current data sets and tools to track LEA discipline data for special education students and general education students, identify disproportionality based on race, poverty status, and disability status, and provide guidance and training to LEAs based on the data.

Action 3.3.C

Connect LEAs and schools to expert state agencies to train all staff on how to incorporate SEL-based interventions into school activities to reduce discipline referrals for differently-abled students.



Strategy	
Strategy 3.4	Foster collaborative family engagement and community partnerships across the state to supplement school capacity for meeting the social-emotional learning (SEL) needs of differently-abled students.
Actions	
Action 3.4.A	Provide ongoing family engagement initiatives that offer continuous support for social-emotional skill development, with a focus on bridging the gap between home and school for differently-abled students.
Action 3.4.B	Co-develop resources for parents on evidence-based strategies that support social-emotional learning for differently abled students.
Action 3.4.C	Identify and disseminate information about state, district, and school-level SEL experts who can support districts and schools in addressing the SEL needs of differently-abled students.



Goal #4 Implement high quality curriculum materials and instruction for differently-abled students: Ensure that differently-abled students across the state receive effective, equitable, and coherent instruction utilizing high-quality curriculum materials (HQCM) as an essential component of a rigorous education that prepares them for success in college, career, and life after school.

Strategy**Strategy 4.1**

Develop guidance on using high-quality curriculum materials and instructional practices to foster program coherence across instruction, assessment practices, and materials for differently-abled students.

Actions**Action 4.1.A**

Review, leverage, and improve existing resources, including learnings from ongoing pilots, to build and communicate a shared framework for high quality instruction for differently-abled students that includes evidence-based, student-centered, and asset-based tenets of teaching and learning.

Action 4.1.B

Develop a resource guide to help parents and stakeholders understand high quality instructional practices for differently abled students.

Action 4.1.C

Identify and revise observation and walkthrough tools for district administrators and school leaders to support educators as they implement high quality curriculum materials and instructional practices for differently-abled students.

Strategy**Strategy 4.2**

Strengthen educator competencies and capacity to implement high-quality curriculum materials and instructional practices with differently-abled students.

Actions**Action 4.2.A**

Provide professional learning programming for all educators to develop an asset-based mindset on implementing high quality curriculum materials and instructional practices for differently-abled students.

Action 4.2.B

Partner with educator preparation program providers to ensure all educators are trained to adapt high quality curriculum materials and instructional practices for differently-abled students while maintaining alignment to standards.

Action 4.2.C

Leverage Rhode Island Early Learning and Development Standards (RIELDS) trainings and high quality endorsed curriculum materials to engage early childhood educators in understanding and implementing supports specific to differently-abled preschoolers.

Strategy**Strategy 4.3**

Generate additional guidance and processes to adapt high quality curriculum materials and instruction for differently-abled students.

Actions**Action 4.3.A**

Review and enhance resources that outline guidelines for educators on effective instructional practices such as scaffolding, differentiation, specially designed instruction (SDI), and distinguishing between accommodations and modification, ensuring high-quality instruction and access for differently-abled students.

Action 4.3.B

Identify existing resources, actions, and assistive technology available to enable the use of communication systems and translation supports provided for differently-abled students and establish expectations that educators will make use of the resources and technology to ensure meaningful access to HQCM.

Action 4.3.C

Create a crosswalk to ensure the alignment of the essential elements of alternate academic achievement standards (e.g., Dynamic Learning Maps) with the Rhode Island Core Standards.



Action 4.3.D

Develop opportunities for districts and schools to exchange their achievements and insights in making HQCM accessible to differently-abled students.

Strategy

Strategy 4.4

Support collaboration and reflection between all educators on use of high quality instruction and HQCM for differently-abled students.

Actions

Action 4.4.A

Provide resources and supports to school leaders and instructional personnel on supporting and maintaining co-planning between general education and special educators.

Action 4.4.B

Support the establishment of lines of communication between general education teachers and special education teachers to share their successes and challenges.



Goal #5 Promote the use of data-based instructional decisions and a multi-tiered system of supports: Establish a comprehensive framework that promotes teacher implementation of data-based, individualized decisions that are aligned with a multi-tiered system of supports (MTSS) for differently-abled students.

Strategy**Strategy 5.1**

Develop a statewide strategy to improve the understanding and use of data-based individualization (DBI) in order to better target instruction, inform individualized educational plans (IEP), and improve student outcomes for differently abled students.

Actions**Action 5.1.A**

Conduct a needs assessment of state and local capacity to hire a vendor to implement a consistent vision of DBI structures for differently-abled students.

Action 5.1.B

Invest in support structures for DBI, including team-based and individual coaching.

Action 5.1.C

Revise the state's Specific Learning Disability (SLD) Guidelines to move from Response to Intervention (RTI) to MTSS that is inclusive of the DBI process and mirrors updated materials.

Strategy**Strategy 5.2**

Develop a coherent vision and communication strategy that uses accessible language to define multi-tiered system of supports (MTSS), data-based individualization (DBI), and specially designed instruction (SDI) and how they can work together to improve outcomes for differently-abled students.

Actions**Action 5.2.A**

Align and communicate clear internal language, messaging, and processes across RIDE offices that can be applied to a statewide understanding of MTSS, DBI, and SDI.

Action 5.2.B

Build resources to demonstrate the effective application of MTSS, DBI, and SDI and align general education and special education resources, practices, and interventions.

Strategy**Strategy 5.3**

Ensure students with individualized educational plans (IEP) receive specially designed instruction (SDI) within a multi-tiered system of supports (MTSS).

Actions**Action 5.3.A**

Develop and provide guidance and resource documents on the implementation of SDI for differently-abled students.

Action 5.3.B

Pilot the implementation of new SDI resources and materials with select and diverse LEAs.

Action 5.3.C

Establish robust feedback loops for special education directors and educators on the implementation of SDI and establish processes to learn from the feedback.



Goal #6 Establish a fully aligned, consistent early childhood experience for differently-abled students:
Ensure seamless and equitable transitions and services for children with diverse needs from Early Intervention to early childhood special education and into kindergarten, fostering a continuum of support that promotes their individual growth, development, and inclusion in the least restrictive educational settings.

Strategy**Strategy 6.1**

Build a foundation of trust between schools, districts, and families by strengthening family awareness of and participation in differently-abled students screening, assessments, eligibility, placement, and access to services.

Actions**Action 6.1.A**

Guide LEAs to host information sessions and partner with parent organizations to increase awareness, understanding, and participation in differently-abled students screening and outreach, assessment, referral, eligibility, placement, and accessing preschool and K-12 services.

Action 6.1.B

Consider public awareness strategies, such as paid advertising, to share information about Child Outreach screening across the state.

Action 6.1.C

Update existing and create new public awareness materials to share with LEAs and community partners that explains what Child Outreach is and highlights the process for screening.

Strategy**Strategy 6.2**

Increase district capacity to conduct Child Outreach screenings to support growth toward screening 100 percent of children between the ages three and five prior to kindergarten entry.

Actions**Action 6.2.A**

Share information with districts about how to leverage Child Outreach screening resources, including how to effectively use federal preschool special education funds to support screener time or purchase needed screening resources.

Action 6.2.B

Grow LEA capacity to provide language support for screening services to families with MLLs.

Strategy**Strategy 6.3**

Recruit new and train existing early childhood special education professionals so that all young children who have been identified as differently-abled are served effectively in their least restrictive environment.

Actions**Action 6.3.A**

Create professional learning opportunities to support the existing teacher workforce in mitigating disruptions for differently-abled students as new teachers are onboarded.

Action 6.3.B

Explore potential certification pathways and education opportunities to support students through flexible pathways to become ECSE professionals.

Action 6.3.C

Develop training materials for new and existing staff focused on supporting needs specifically related to early childhood education of differently-abled students.



Strategy	
Strategy 6.4	Enhance existing data sharing efforts between Early Intervention, Child Outreach, and community organizations including child care providers to support districts in preparing for and supporting incoming differently-abled preschool students.
Actions	
Action 6.4.A	Encourage collaboration between preschool and elementary educators to discuss and review learning environments to support student transition.
Action 6.4.B	Review the transition process between Early Intervention and ECSE to identify and codify ways to support families in an effective and seamless way.
Action 6.4.C	Share data regularly with LEAs highlighting early childhood indicators such as: compliance with Early Intervention transitions, Child Outreach screening rates and outcomes, and timeliness of services for preschool students.
Strategy	
Strategy 6.5	Use Rhode Island's Early Intervention and Early Childhood Special Education Comprehensive Child Outcomes Measurement System (COS) to reflect on the progress of differently-abled preschool students and advance continuous improvement of services within districts and across the state.
Actions	
Action 6.5.A	Support LEAs to provide virtual and in-person trainings for families on how to participate in the child outcomes measurement process.
Action 6.5.B	Develop professional learning for ESCE coordinators and special educators on how to engage families in child outcomes measurement in the IEP development process.
Action 6.5.C	Develop Rhode Island specific modules to support LEAs in completing the COS entry and COS exit process and support staff in implementation.

**Goal #7 Ensure a seamless secondary/post-school transition:**

Raise expectations and expand access and opportunities for all differently-abled students to prepare for and participate in coursework and experiences that prepare them for college, career, and life after school.

Strategy**Strategy 7.1**

Ensure that all districts and schools have strong and improving systems of college and career readiness and post-secondary skills training for all differently-abled students.

Actions**Action 7.1.A**

Increase intentional inter-office collaboration between OSCAS and other RIDE offices to create more integrated in-school and post-school supports.

Action 7.1.B

Collaborate with higher education institutions to ensure college and career guidance for differently-abled students is incorporated into pre-service training for secondary counselors and special educators.

Action 7.1.C

Provide support to educators implementing new academic requirements to ensure differently-abled students maintain access to coursework and classes needed on a pathway to college and career.

Strategy**Strategy 7.2**

Ensure that Rhode Island's Career and Technical Education (CTE) programs provide equitable access and supports so that differently-abled students have meaningful outcomes.^[1]

Actions**Action 7.2.A**

Continue to expand ongoing professional development that provides CTE instructors the training and tools needed to support differently-abled students in the classroom.

Action 7.2.B

Seek funding opportunities to implement co-teaching models with CTE instructors and special educators.

Action 7.2.C

Cultivate opportunities for inter-agency collaboration, particularly with Office of Rehabilitative Services (ORS), in order to supplement and support students' work-based learning opportunities in CTE.

Strategy**Strategy 7.3**

Continue to collaborate, develop, and maintain sustainable services and programs that strengthen the Employment First Policy.

Actions**Action 7.3.A**

Improve the quality of Career Development Plans and compliance with the Consent Decree by continuing to provide monitoring and consultation to LEAs.

Action 7.3.B

Identify LEAs with lower rates of differently abled student participation in CTE and provide targeted outreach and support.

Action 7.3.C

Regularly collect feedback from differently abled students participating in CTE programs to monitor and improve the effectiveness of programming to place differently abled students into competitive and integrated employment.

^[1] Please note: Outcomes can vary widely depending on the diverse needs of our differently abled students, and cannot be limited to common metrics like completion or graduation.



Strategy

Strategy 7.4

Explore options on how to develop and implement data tools and strategies to track post-school outcomes for differently-abled students.

Actions

Action 7.4.A

Research the practices of other states and Rhode Island LEAs on how to track post-school outcomes data for differently-abled students and document the learnings.

Action 7.4.B

Develop and implement a data tool that tracks the year to year results of Indicator 14 in order to analyze the impacts of student's individualized school based experiences on post-school outcomes.



Acknowledgements

RIDE Planning Team (2024):

- J. David Sienko, Director, Office of Student, Community, & Academic Supports (OSCAS), RIDE
- Jane Slade, IDEA Coordinator, OSCAS, RIDE
- Kathleen Perry, Education Specialist, OSCAS, RIDE
- Jennifer Doucette, Education Specialist, OSCAS, RIDE

RIDE Workgroup Members (2024):

- Mary Spencer, Education Specialist, OSCAS, RIDE
- Emily Klein, Education Specialist, OSCAS, RIDE
- Mary Ann Mello, Education Specialist, OSCAS, RIDE
- Maryellen Hagerty, Education Specialist, OSCAS, RIDE
- Margaret Hassan, Education Specialist, OSCAS, RIDE
- Vanesa Morales, School Health Policy & Program Specialist, OSCAS, RIDE
- Michele Walden-Doppke, MTSS Implementation Specialist, OSCAS, RIDE
- Samantha Clarke, IDEA Data Manager, OSCAS, RIDE
- Susan Wood, Senior Quality Assurance Services Administrator, RIDE
- Olivia Smith, Executive Associate, State Strategy & Student Opportunity, RIDE
- Kim Chouinard, Education Specialist, Office of School & District Improvement (OSDI), RIDE
- Hilda Portrzeba, Education Specialist, Office of Educator Excellence & Certification Services (EECS), RIDE
- Phyllis Lynch, Director, Office of Instruction, Assessment, and Curriculum (IAC), RIDE
- Joshua Lach, Mathematics Specialist, IAC, RIDE
- Trish Pora, Education Specialist, IAC, RIDE
- Bindu Sunil, Instructional Improvement Specialist, IAC, RIDE

Workgroup Members (2024):

- Heather Kennedy, Parent
- Naiommy Baret, Parent, Parents Leading for Educational Equity
- Sue Donovan, Program Director, Rhode Island Parent Information Network (RIPIN)
- Kathleen Conti, Coordinator, RIPIN
- Paige Ramsdell, Chair, Rhode Island Special Education Advisory Committee (RISEAC)
- Paige Clausius-Parks, Ed.M., Policy Analyst, Rhode Island KIDS COUNT
- Christine Lawrence, Teacher, Portsmouth Schools
- Louise Seitsinger, Asst. Superintendent, North Providence Public Schools

- Jennifer Connolly, Executive Director of Specialized Instruction & Exceptional Student Services, Providence Public Schools
- Melissa Denton, Director of Student Services, Narragansett School System
- Donna Hanley, Principal, Centredale Elementary School, North Providence Public Schools
- Diane Correia, Educational Services Coordinator, Department of Children, Youth & Families (DCYF)
- Lisa Fratus, Supervisor for the Office of Student Supports, Davies Career & Technical School
- Susan Jewel, Manager of Family Supports, The Autism Project
- Paula Dillon, CAO, Providence Public Schools
- Kevin McNamara, Asst. Superintendent, Lincoln Public Schools
- Cindy VanAvery, Director of Student Services, North Providence Public Schools
- Jessica Perry, Director of Special Education Services, West Warwick Public Schools

RIDE Workgroup Members (2021)

* Note: Titles may be reflective of time of service in 2021

- J. David Sienko, Director, OSCAS, RIDE
- Jane Slade, Education Specialist, OSCAS, RIDE
- Emily Klein, Education Specialist, OSCAS, RIDE
- Susan Wood, Education Specialist, OSCAS, RIDE
- Samantha Clarke, IDEA Data Manager, OSCAS, RIDE
- Michele Walden-Doppke, MTSS Intervention Specialist, (contracted by) RIDE
- Kelvin Roldan, Deputy Commissioner, System Transformation, RIDE
- Lisa Foehr, Chief, Division of Teaching & Learning, RIDE
- Scott Gausland, Director, Office of Data & Technology Services (ODAT), RIDE
- Mary-Jane James, Research Specialist, ODAT, RIDE
- Kim Chouinard, Education Specialist, Office of School & District Improvement (OSDI), RIDE
- Krystafer Redden, Education Specialist, OSDI, RIDE
- Andrew Milligan, Education Specialist, OSDI, RIDE
- Hilda Potrzeba, Education Specialist, Office of Educator Excellence & Certification Services (EECS), RIDE
- Veronica Salas, Multilingual Learner Specialist, OSCAS, RIDE

Workgroup Members (2021)

* Note: Titles may be reflective of time of service in 2021

- Ramona Santos, Parent, Parents Leading for Educational Equity
- Lynn Kapiskas, Parent, Chair, Special Education Local Advisory Committee (SELAC)
- Heather Kennedy, Parent
- Asia Mosca, Parent
- Amanda Pagnano, Parent
- Jill Gauthier, Parent
- Brenna Scott, Parent
- Stephen Marchetti, Parent
- Crystal Leonard, Parent
- Trecia Pimer, Parent
- Colleen McCarthy, Parent
- Morna Murray, Executive Director, Disability Rights Rhode Island
- Veronika Kot, Staff Attorney, Rhode Island Legal Services
- Jennifer Wood, Executive Director, Rhode Island Center for Justice
- Sam Salganik, Executive Director, RIPIN
- Naiommy Baret, Rhode Island Parent Support Network (PSN)
- Paige Ramsdell, Chair, RISEAC
- Joanne Quinn, Executive Director, Autism Project
- Antonia Brooks, Program Coordinator, Educational Advocate Program
- Kathleen Cloutier, Executive Director, Dorcas International Institute of Rhode Island
- Claudia Cordon, Coordinator, Progreso Latino
- Marcela Betancur, Executive Director, Latino Policy Institute
- Loren Spears, Executive Director, Tomaquag Museum
- Nancy Xiong, Lead Organizer, Alliance of Rhode Island Southeast Asians for Education (ARISE)
- Paige Clausius-Parks, Ed.M., Senior Policy Analyst, Rhode Island KIDS COUNT
- Danielle Dennis, Director of School of Education, University of Rhode Island
- School of Education
- Carol Patnaude, Human Services Department Chair & Assistant Professor of Early Childhood Education Community College of Rhode Island
- Lynn Jackson, Associate Professor, Human Services, Community College of Rhode Island
- Keri Rossi-D'entremont, Assistant Dean of Students, Accessibility and Inclusion, Rhode Island College
- Heather Allcock, Assistant Professor, Elementary & Special Education, Providence College
- Andrew Ballou, Former Student, West Warwick High School, West Warwick Public Schools
- Capri Martinelli, Former Student, Ponaganset High School, Foster-Glocester Regional School District
- Xavier Kelly, Former Student, Westerly Transition Academy
- Karen Festa, Special Educator, Narragansett Elementary School, Narragansett School System
- Christine Lawrence, Co-Teacher & Department Chair, Portsmouth High School, Portsmouth City Schools
- Lauren Hopkins, General Educator, Coventry High School, Coventry Public Schools
- Amy Messerlian, Special Educator & Department Chair, North Kingstown High School, North Kingstown School Department
- Julie Driscoll, Early Childhood Special Educator, Cranston Public School District
- Tracey Andrews-Melloise, Early Childhood Coordinator, South Kingstown School District
- Jen Paolantonio, Special Educator, Ponaganset High School, Foster-Glocester Regional School District
- Charles Myers, CTE Instructor, Construction Technology, Ponaganset High School, Foster-Glocester Regional School District
- Kris McCarthy, Special Educator, Alan Shawn Feinstein Middle School, Coventry Public Schools
- Suzy Santos, Special Educator, Gilbert Stuart Middle School, Providence Public Schools
- Gary Martinelli, Special Education Department Chair & Resource Teacher, Ponaganset High School, Foster-Glocester Regional School District
- James Erinakes, Superintendent, Exeter-West Greenwich Regional School District
- Louise Seitsinger, Assistant Superintendent, North Providence School District
- Sarah Monaco, Assistant Superintendent, Smithfield Public Schools
- Karen Tarasevich, President-Elect, Superintendent, West Warwick Public Schools
- Brad Wilson, Director, Rhode Island Association of Special Education Directors (ARIASE)
- Robert E. Littlefield, Executive Director, Rhode Island Association of School Principals (RIASP)
- Jessica Hassell, Principal, West Warwick High School, West Warwick Public Schools
- Jessica Perry, Special Education Director, West Warwick High School, West Warwick Public Schools
- Dr. Ryan Borden, Assistant Principal, Broad Rock Middle School, South Kingstown Public Schools
- Cindy VanAvery, Special Education Administrator, North Providence Public Schools
- Edda Carmadello, Special Education Director, Johnston Public Schools
- David Alba, Special Education Director & RISEAC member, Burrillville Public Schools
- Barbara Mullen, Chief of Equity, Culture and Student Supports, Providence Public Schools
- Maria DiNobile, School Psychologist, Central Falls Public Schools

- Donna Hanley, Principal, Centredale Elementary School, North Providence Public Schools
- Melissa Moniz, Principal, Governor Aram J. Pothier Elementary School, Woonsocket Public Schools
- Melissa Denton, Director of Student Services, Narragansett School System
- Representative Joseph M. McNamara, Chairman, House Education Committee, State of Rhode Island General Assembly
- Senator Sandra Cano, Chair Senate Education Committee, State of Rhode Island General Assembly
- Christine Lopes Metcalfe, Senior Adviser, Education, Governor's Office
- Elizabeth Winangun, Deputy Chief of Staff, Governor's Office
- Laura Etkind, Director of Special Services, Achievement First Mayoral Academy
- Tina Tonino, Director of Special Populations, Blackstone Valley Prep
- Diane Correia, Educational Services Coordinator, Department of Children, Youth & Families (DCYF)
- Kim Einloth, Chief Operating Officer, Perspectives Corporation
- Olivia Williams, Options Administrator, Fogarty Center
- Michelle Brophy, Director of Policy Implementation, Behavioral Health, Developmental Disabilities & Hospitals (BHDDH)
- Mike Ferrera, Principal, Peace Street Campus, Metropolitan Regional Career and Technical Center (The Met School)
- Mary Pendergast, Special Education Director, Rhode Island School for the Deaf
- Briar Dacier, CTE Instructor of Manufacturing Technology, Davies Career & Technical School

CPRL Team:

- Elizabeth Daniel, Director, CPRL
- Kyle Kate Dudley, Fellow, CPRL
- Tracey Albert, Associate, CPRL
- Luke Foreman, Associate, CPRL
- Beniva Ganther, Associate, CPRL
- Chloe O'Neil, Associate, CPRL

Key Terms

Assistive technology - Tools that are used to increase, maintain, or improve the functional capabilities of people with differences. The term usually includes products, equipment, and systems that can enhance learning, working, and daily living for differently-abled people.

Child Outreach Screening - A diagnostic screening designed to determine whether a child may experience a challenge that will interfere with the acquisition of knowledge or skills. Children are typically screened for vision, hearing, social emotional behavior, and other developmental metrics. The results of the screening can help families understand how their child is progressing and how they can continue to support their development.

- Rhode Island's [resource](#) on Child Outreach Screenings

Common Core State Standards (CCSS) - A set of academic standards for English language arts (ELA) and Math that were adopted by more than 40 states in 2010.

Data-Based Instruction (DBI) - A research-based process for individualizing and intensifying interventions through the systematic use of assessment data, validated interventions, and research-based adaptation strategies.

Facilitated IEP/504 Meeting - An option for using an impartial, trained third party to guide the IEP/504 process, promote effective communication, and assist the IEP team in coming to consensus on issues related to the student's unique educational needs.

- Rhode Island's [resource](#) for facilitated IEP/504 Meetings.

High-Quality Curriculum Materials (HQCM) - High-quality curriculum materials are aligned to rigorous college and career-ready standards that provide students with rigorous grade-level content and effective learning strategies.

Individualized Education Program (IEP) - An Individualized Education Program (IEP) is a written document developed for each eligible child with a qualifying disability. The IEP is developed by a team, inclusive of the parents/guardians. The IEP documents the child's current performance, learning goals, and the supports and services needed to help the child to be successful and make progress toward their goals.

- Rhode Island's [resource](#) for IEPs

Individuals with Disabilities Education Act (IDEA) - The Individuals with Disabilities Education Act (IDEA) is a federal law that requires all schools to provide free and appropriate public education to differently-abled students and provides funding and related services for special education.

- Rhode Island's [resource](#) for IDEA

Local Education Agencies (LEAs) - A public authority that manages public schools in a given area of the state, often known as school districts. In Rhode Island, the LEA may cover a county, city, town, or region. Charter schools and some specialized schools are also considered LEAs.

Multi-Tiered Systems of Support (MTSS) - A framework for school improvement that ensures that all students are supported for meeting academic, behavioral, and social emotional outcomes through the use of ongoing progress monitoring and evidence-based interventions. In a MTSS, all students have equitable access to strong, effective core instruction using high-quality curriculum and universally designed and differentiated practices at Tier 1, evidence-based group interventions at Tier 2, and intensive individualized interventions at Tier 3.

- MTSS Rhode Island's [website](#) has more information.

Post-Secondary - Any formal education that takes place after high school, such as four-year college programs, vocational school, apprenticeships, or community college. It is also known as tertiary education.

Professional Learning (PL) / Professional Development (PD) - Professional learning (PL) and professional development (PD) are terms used to describe learning opportunities for educators. PD and PL are often associated with formal events such as workshops, seminars, and lectures that can be delivered to a group of professionals.

RI Early Learning and Development Standards (RIELDS) - A set of expectations adopted by the Rhode Island Board of Education in 2013 and defines what children should know and be able to do from birth to age five. The RIELDS provide early childhood professionals with a common understanding of what children should know and be able to do as they exit preschool programs and enter kindergarten.

- Rhode Island's [resource](#) on RIELDS

Rightful Presence - A equity-based ideology focused on co-creating schools, classrooms, and curriculum to cultivate true belonging so that students, educators, and families can partake in an educational experience meaningful and relevant to their lives. It is commonly perceived as a step past compliance-driven inclusion.

- The SWIFT National Center on Inclusion Toward Rightful Presence's [website](#) provides more information..

Self-determination - A combination of skills, knowledge, and beliefs that enable a person to set goals, solve problems, and take responsibility for their actions based on an understanding of one's strengths, limitations, and self. Self-determination is important to all people, including differently-abled students, because it directly influences a student's quality of life.

Social-Emotional Learning (SEL) - A process that helps people develop the skills they need to develop healthy identities, manage emotions, achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. SEL is an important focus of Rhode Island schools and elements of SEL are incorporated into classrooms and instruction.

- Rhode Island's [resource](#) on Social & Emotional Learning

Specially-Designed Instruction (SDI) - As part of the Individuals with Disabilities Education Act (IDEA), SDI means adapting the content, methodology or delivery of instruction to address the unique needs of the child and to ensure access of the student to the general education curriculum.

Students With Disabilities (SWD) - A child aged 3-22, evaluated and determined to have an intellectual disability, a hearing impairment, a speech or language impairment, a visual impairment, a serious emotional disturbance, an orthopedic impairment, autism spectrum disorder, traumatic brain injury, other health impairment, a specific learning disability, deaf-blindness, or multiple disabilities, and, who needs special education and related services. In Rhode Island, the preferred term is Differently-Abled Students (DAS).

Technical Assistance (TA) - A process that transfers knowledge and skills from experts to individuals or organizations that need support. Technical assistance can help organizations achieve their goals by providing them with the expertise they need to succeed; examples include professional development, small-group facilitation, written resources, data analysis support, and more.

U.S. Office of Special Education Programs (OSEP) - The Office of Special Education Programs (OSEP) is a unit within the U.S Department of Education that is tasked with developing and implementing policies to improve the lives of children and infants with disabilities.

What Works Clearinghouse (WWC) - A program sponsored by the U.S. Department of Education that reviews and summarizes research on the effectiveness of education programs, products, practices, and policies. Through scientific evidence and publishing reviews, they aim to answer the question "What works in education?".

- For more information on WWC's work, visit their [webpage](#).

References

Goal 1: Rightful Presence

Beilmann, S., Fisher, K., Hong, M., Klein, R., & Richardson, T. (2023). Advancing Equity and Inclusion for Young Children with Disabilities and Delays. *Start Early: Champions for Early Learning*. https://www.startearly.org/app/uploads/2022/09/NOV_Branded-IDEA-State-Policy-Opps-1-1.pdf

Calabrese Barton, A. & Tan, E.. (2020). Beyond Equity as Inclusion: A Framework of “Rightful Presence” for Guiding Justice-Oriented Studies in Teaching and Learning. *Sage Journals*. <https://doi.org/10.3102/0013189X20927363>

Clark, A. (2019). *Fostering Equitable Learning Opportunities for Middle School Students in Special Education by Reducing Their Discipline Disproportionality Rates* (13898584) [Ed.D., City University of Seattle]. <https://www.proquest.com/docview/2273363965/abstract/1D558788CF0E4558PQ/1>

Cruz, R. A. (2020). *Brown v. Board of Education’s Midlife Crisis: Exclusionary School Discipline and Disproportionality in Special Education* (Cruz_berkeley_0028E_19532. Merritt ID: ark:/13030/m5x6955j) [UC Berkeley]. <https://escholarship.org/uc/item/3bk8j1tw>

DeRosa, A. (2022). *DEIA Strategic Plan*. New York State Council on Developmental Disabilities. <https://cdd.ny.gov/system/files/documents/2023/09/deia-strategic-plan-2.pdf>

Discipline in Schools | RI Department of Education. (n.d.). State of Rhode Island Department of Education. Retrieved September 6, 2024, from <https://ride.ri.gov/students-families/health-safety/discipline-schools>

Fernández-Batanero, J. M., Montenegro-Rueda, M., Fernández-Cerero, J., & García-Martínez, I. (2022). Assistive technology for the inclusion of students with disabilities: A systematic review. *Educational Technology Research and Development*, 70(5), 1911–1930. <https://doi.org/10.1007/s11423-022-10127-7>

Garcia-Melgar, A., Hyett, N., Bagley, K., McKinstry, C., Spong, J., & Iacono, T. (2022). Collaborative team approaches to supporting inclusion of children with disability in mainstream schools: A co-design study. *Research in Developmental Disabilities*, 126, 104233. <https://doi.org/10.1016/j.ridd.2022.104233>

Hernandez, S. J. (2013). Collaboration in Special Education: Its History, Evolution, and Critical Factors Necessary for Successful Implementation. *US-China Education Review*, 3(6) 480-498. <https://files.eric.ed.gov/fulltext/ED544122.pdf>

Mitnacht, M. (2015). Technical Assistance Advisory SPED 2016-2: *Promoting Student Self-Determination to Improve Student Outcomes*. Massachusetts Department of Elementary and Secondary Education. <https://www.doe.mass.edu/sped/secondary-transition/promoting-student-self-determination.docx>

Morgan, E., Salomon, N., Plotkin, M., & Cohen, R. (2014). *Strategies from the Field to Keep Students Engaged in School and Out of the Juvenile Justice System*. The Council of State Governments Justice Center. <https://csgjusticecenter.org/wp-content/uploads/2020/01/SDCPExecutiveSummary.pdf>

Office of Special Education Instruction. (2019). *K-12 Inclusive Practices Guide*. Virginia Department of Education. <https://www.doe.virginia.gov/home/showpublisheddocument/33463/638052335244270000>

Office of Special Education. (2005). *Blueprint for Improved Results for Students with Disabilities*. New York State Education Department. <https://www.nysed.gov/sites/default/files/programs/special-education/blueprint-students-disabilities-special-education.pdf>

Pak, K. & Parsons, A. (2020). Equity Gaps for Students with Disabilities. The University of Pennsylvania Graduate School of Education’s Online Urban Education Journal. <https://urbanedjournal.gse.upenn.edu/volume-17-spring-2020/equity-gaps-students-disabilities>

Perry, N. (2023). Partners announced for KU initiative to move toward rightful presence in regular education classrooms. KU News. <https://news.ku.edu/news/article/2023/08/25/partners-announced-ku-initiative-move-toward-rightful-presence-regular-education>

Significant Disproportionality in Special Education: Current Trends and Actions for Impact. (2020). National Center for Learning Disabilities. https://nclld.org/wp-content/uploads/2023/07/2020-NCLD-Disproportionality_Trends-and-Actions-for-Impact_FINAL-1.pdf

Goal 2: Family Engagement

Baule, S. M. (2020). Evaluating the Accessibility of Special Education Cooperative Websites for Individuals with Disabilities. *TechTrends*, 64(1), 50–56. <https://doi.org/10.1007/s11528-019-00421-2>

Bodenhausen, N. & Birge, M. (2017). *Family Engagement Toolkit: Continuous Improvement through an Equity Lens*. California Department of Education. <https://www.cde.ca.gov/fg/aa/lc/documents/family-engagement.pdf>

BRIDGE-RI Course Catalog. (n.d.). Google Docs. Retrieved September 6, 2024, from https://docs.google.com/document/d/1BygdyeAzHoX7BjQ93z9_m6nqH4OYuBzESTMmv1yUYuo/edit?usp=embed_facebook

Danker, N. M. (2021). *Disrupting the School-To-Prison-Pipeline for Students with Disabilities* (28769554). [Ed.D., Drexel University]. <https://www.proquest.com/docview/2591040417/abstract/61B1E680AA4644EBPQ/1>

De Geeter, K. I., Poppes, P., & Vlaskamp, C. (2002). Parents as experts: The position of parents of children with profound multiple disabilities. *Child: Care, Health and Development*, 28(6), 443–453. <https://doi.org/10.1046/j.1365-2214.2002.00294.x>

Ferrel, J. (2012). *Family Engagement and Children with Disabilities: A Resource Guide for Educators and Parents*. Harvard Family Research Project. <https://ctserc.org/documents/resources/Family%20Engagement%20and%20Children%20With%20Disabilities%20A%20Resource%20for%20Educators.pdf>

Family and Community Engagement Recommendations (2016). (2016). The Washington State Governor’s Office of the Education Ombuds. <https://www.oeo.wa.gov/sites/default/files/public/1408ReportRevisedFinal.2017.03.10.pdf>

Family Engagement Core Competencies: A Body of Knowledge, Skills, and Dispositions for Family-Facing Professionals. (2022). The National Association for Family, School and Community Engagement. <https://nafsce.org/page/CoreCompetencies>

Family Engagement Framework—Parent/Family (CA Dept of California). (n.d.). California Department of Education. Retrieved September 6, 2024, from <https://www.cde.ca.gov/ls/pf/pf/documents/famengageframeenglish.pdf>

Gomez, H. & S., M. (2021). *Coping and Hoping: Latino/a/x Parent Engagement Experiences in Early Childhood Special Education* (28498826). [Ed.D., Mills College]. <https://www.proquest.com/docview/2544895868/abstract/CA26184CB6BB432EPQ/1>

Jacques, C., & Villegas, A. (2018). *Strategies for Equitable Family Engagement*. State Support Network. https://oese.ed.gov/files/2020/10/equitable_family_engag_508.pdf

Mapp, K. & Bergman, E.. (2019). *Dual Capacity-Building Framework for Family-School Partnerships*. Dual Capacity. <https://www.dualcapacity.org>

Relationship-based Competencies to Support Family Engagement | ECLKC. (2021). Head Start | ECLKC. <https://eclkc.ohs.acf.hhs.gov/family-engagement/relationship-based-competencies-support-family-engagement/relationship-based-competencies-support-family-engagement>

Rhode Island Parent Information Network. (n.d.). RIPIN Webinars. RIPIN. Retrieved September 15, 2024, from <https://ripin.org/webinars/>

Scott, L. A., Thoma, C. A., Gokita, T., Bruno, L., Ruiz, A. B., Brendli, K., Taylor, J. P., & Vitullo, V. (2021). I’m Trying to Make Myself Happy: Black Students With Intellectual and Developmental Disabilities and Families on Promoting Self-Determination During Transition. *Inclusion*, 9(3), 170–188. <https://doi.org/10.1352/2326-6988-9.3.170>

Smith, S. W. (2001). Involving Parents in the IEP Process. ERIC Digest E611. Information Analyses---ERIC Digests (Selected) in Full Text (073);]. ERIC Clearinghouse on Disabilities and Gifted Education. https://permanent.fdlp.gov/websites/eric.ed.gov/ERIC_Digests/ed455658.htm

State of Rhode Island Department of Education. (n.d.). RIDE Report Card—Home Page. Retrieved September 6, 2024, from <https://reportcard.ride.ri.gov/>

STRENGTHENING PARTNERSHIPS A Framework for Prenatal through Young Adulthood Family Engagement in Massachusetts. (2020). Massachusetts Department of Elementary and Secondary Education. <https://www.doe.mass.edu/sfs/family-engagement-framework.pdf>

The State of Rhode Island Department of Education. (n.d.). *STATE PERFORMANCE PLAN / ANNUAL PERFORMANCE REPORT: PART B*. Retrieved September 6, 2024, from https://ride.ri.gov/sites/g/files/xkgbur806/files/2024-06/SPP_AnnualPerformanceReport_FFY22.pdf

Thurlow, M. L., Liu, K. K., & Mentan, C. F. T. (2022). Engaging Parents or Guardians in Meeting the Needs of English Learners with Disabilities. *New Waves-Educational Research and Development Journal*, 25(1), 47–64. <https://eric.ed.gov/?id=EJ1361382>

Turnbull, A., & Turnbull, R. (2021). *Trusting Partnerships and Belonging for Families of Students with Disabilities*. In J. L. Jones & K. L. Gallus (Eds.), *Belonging and Resilience in Individuals with Developmental Disabilities: Community and Family Engagement* (pp. 35–47). Springer International Publishing. https://doi.org/10.1007/978-3-030-81277-5_3

Goal 3: Social emotional Learning

Alsalamah, A. A. (2023). Special Education Teachers' Self-Efficacy in Implementing Social-Emotional Learning to Support Students with Learning Disabilities. *Learning Disabilities Research & Practice*, 38(3), 209–223. <https://doi.org/10.1111/ldrp.12318>

Daley, S. G., & McCarthy, M. F. (2021). Students With Disabilities in Social and Emotional Learning Interventions: A Systematic Review. *Remedial and Special Education*, 42(6), 384–397. <https://doi.org/10.1177/0741932520964917>

Duchesneau, N. (2020). *Social, Emotional, and Academic Development Through an Equity Lens*. The Education Trust. <https://edtrust.org/wp-content/uploads/2014/09/Social-Emotional-and-Academic-Development-Through-an-Equity-Lens-August-6-2020.pdf>

Espelage, D. L., Rose, C. A., & Polanin, J. R. (2016). Social-Emotional Learning Program to Promote Prosocial and Academic Skills Among Middle School Students With Disabilities. *Remedial and Special Education*, 37(6), 323–332. <https://doi.org/10.1177/0741932515627475>

Hernandez, S. J. (2013). Collaboration in Special Education: Its History, Evolution, and Critical Factors Necessary for Successful Implementation. *US-China Education Review B*, 3(6), 480–498. <https://files.eric.ed.gov/fulltext/ED544122.pdf>

Massachusetts Department of Elementary and Secondary Education. (n.d.). *Multi-Tiered System of Support (MTSS)—Systems for Student Success Office*. Retrieved September 6, 2024, from <https://www.doe.mass.edu/sfss/mtss/>

Massachusetts Department of Elementary and Secondary Education. (n.d.). *Social and Emotional Learning in Massachusetts—Office of Student and Family Support (SFS)*. Student and Family Support (SFS). Retrieved September 6, 2024, from <https://www.doe.mass.edu/sfs/sel/default.html?section=all#topics>

McCoy, A. L., & Tregembo, M.. (2023). *DDC Special Education Ombud Annual Report*. New Mexico Developmental Disabilities Council. <https://www.nmddpc.com/media/files/DDC%20Special%20Education%20Ombud%20Annual%20Report%2012.1.23.pdf>

Morales, J. A. (2020). *Social Emotional Learning Curriculum in Middle School Students with Disabilities* (28093683). [Psy.D., Fairleigh Dickinson University]. <https://www.proquest.com/docview/2444643089/abstract?parentSessionId=n3pTh7AYNXsJH4aGpaCKVDkZ3vQNAHbkJwjvM2%2BLKzM%3D&sourcetype=Dissertations%20&%20Theses>

Office of Special Education. (2005). *Blueprint for Improved Results for Students with Disabilities*. New York State Education Department. <https://www.nysed.gov/sites/default/files/programs/special-education/blueprint-students-disabilities-special-education.pdf>

Standards of Effective Practice. (2023). Minnesota Professional Educator Licensing and Standards Board. https://mn.gov/pelsb/assets/Standards%20of%20Effective%20Practice%20-%2006.2023%20-%20Accessible_tcm1113-579957.pdf

State Theory of Action: Systemic Social and Emotional Learning for States. (2021). CASEL. <https://casel.org/systemic-social-and-emotional-learning-for-states/>

Washington State Social Emotional Learning Implementation Guide. (n.d.). Washington Office of Superintendent of Public Instruction. Retrieved September 15, 2024, from <https://ospi.k12.wa.us/sites/default/files/2023-02/appendix-c-washington-sel-implementation-guide-final.pdf>

Zagona, A. L., Walker, V. L., Lansey, K. R., & Kurth, J. (2021). Expert Perspectives on the Inclusion of Students With Significant Disabilities in Schoolwide Positive Behavioral Interventions and Supports. *Inclusion*, 9(4), 276–289. <https://doi.org/10.1352/2326-6988-9.4.276>

Goal 4: HQCM

Gartland, D., & Strosnider, R. (2017). Learning Disabilities and Achieving High-Quality Education Standards. *Learning Disability Quarterly*, 40(3), 152–154. <https://doi.org/10.1177/0731948717696277>

LaRock, D. E. (2018). *The Common Core State Standards as Applied to the Instruction of Students with Disabilities: Special Education Teachers' Perceptions* (10811275). [Ph.D., Columbia University]. <https://www.proquest.com/docview/2041045699/abstract/569D2020F7F4470FPQ/1>

Mckeithan, G., Rivera, M., & Robinson, G. (2021). *High-Leverage Instructional Practices for Students with Autism and Mild Disabilities in Traditional and Remote Learning Settings*. 7. <https://doi.org/10.19080/GJIDD.2021.07.555719>

Mississippi Department of Education Strategic Plan 2023-2027. (2021). Mississippi Department of Education. <https://www.lbo.ms.gov/misc/strategic/FY23/202-00-plan.pdf>

Office of Special Education. (2005). *Blueprint for Improved Results for Students with Disabilities*. New York State Education Department. <https://www.nysed.gov/sites/default/files/programs/special-education/blueprint-students-disabilities-special-education.pdf>

The Role of Special Education Services in an Equitable Multi-Level System of Supports. (2019). Wisconsin Department of Public Instruction. <https://files.eric.ed.gov/fulltext/ED609668.pdf>

Washington, W. R. (2022). Collaborative Practices between General Education and Special Education Teachers in Middle School Inclusion Classrooms (28774426). [Ed.D., Walden University]. <https://www.proquest.com/docview/2596445404/abstract/182572BE14A84348PQ/1>

Wisconsin's Results-Driven Accountability State Systemic Improvement Plan Phase III, Year IV. (2020). Wisconsin Department of Public Instruction. https://nceo.umn.edu/docs/StateSSIPs2020/WisconsinSSIP_2020.pdf

Goal 5: DBI

Bruhn, A. L., Estrapala, S., Mahatmya, D., Rila, A., & Vogelgesang, K. (2019). Professional Development on Data-Based Individualization: A Mixed Research Study. *Behavioral Disorders*. <https://doi.org/10.1177/0198742919876656>

Choi, J. H., McCart, A. B., & Sailor, W. (2020). Achievement of Students With IEPs and Associated Relationships With an Inclusive MTSS Framework. *The Journal of Special Education*, 54(3), 157–168. <https://doi.org/10.1177/0022466919897408>

Fish, W. W. (2008). The IEP Meeting: Perceptions of Parents of Students Who Receive Special Education Services. *Preventing School Failure: Alternative Education for Children and Youth*, 53(1), 8–14. <https://doi.org/10.3200/PSFL.53.1.8-14>

Lembke, E. S., McMaster, K. L., Smith, R. A., Allen, A., Brandes, D., & Wagner, K. (2018). Professional Development for Data-Based Instruction in Early Writing: Tools, Learning, and Collaborative Support. *Teacher Education and Special Education*, 41(2), 106–120. <https://doi.org/10.1177/0888406417730112>

More, C. M., & Hart Barnett, J. E. (2014). Developing Individualized IEP Goals in the Age of Technology: Quality Challenges and Solutions. *Preventing School Failure: Alternative Education for Children and Youth*, 58(2), 103–109. <https://doi.org/10.1080/1045988X.2013.782533>

Nolan-Spohn, H. (2016). Increasing Student Involvement in IEPs. 28(3). <https://scholarworks.bgsu.edu/cgi/viewcontent.cgi?article=1178&context=mwer>

Pounds, L., & Cuevas, J. (2019). Student Involvement in IEPs. *Georgia Educational Researcher*, 16(1), 23–47. <https://eric.ed.gov/?id=EJ1206045>

Reiman, J. W., Beck, L., Coppola, T., & Engiles, A. (2010). Parents' Experiences with the IEP Process: Considerations for Improving Practice. Center for Appropriate Dispute Resolution in Special Education (CADRE). <https://eric.ed.gov/?id=ED512611>

Rodgers, W. J., Weiss, M. P., & Ismail, H. A. (2021). Defining Specially Designed Instruction: A Systematic Literature Review. *Learning Disabilities Research & Practice*, 36(2), 96–109. <https://doi.org/10.1111/ldrp.12247>

Sayeski, K. L., Reno, E. A., & Thoele, J. M. (2023). Specially Designed Instruction: Operationalizing the Delivery of Special Education Services. *Exceptionality*, 31(3), 198–210. <https://doi.org/10.1080/09362835.2022.2158087>

Goal 6: Early Childhood Experience

Aggregating and Sharing Data About Children’s Progress During Transition to Kindergarten | ECLKC. (2020). Head Start | ECLKC. <https://eclkc.ohs.acf.hhs.gov/transitions/transition-kindergarten-engaging-families/aggregating-sharing-data-about-childrens-progress-during-transition-kindergarten>

Beatson, C., Dana Grayson, Gabriela Mottes, Melissa Rasberry, & Julia Zammith. (n.d.). *The State’s Role in Addressing Teacher Shortages Today to Sustain the Profession in the Future*. WestEd. <https://www.wested.org/resources/states-role-in-addressing-teacher-shortages/>

Beatson, C., & Wylen, M. (2022). *Enhancing Certification Reciprocity to Expand Connecticut’s Educator Talent Pool*. WestEd. <https://www.wested.org/wp-content/uploads/2022/07/Connecticut-Reciprocity-Tool.pdf>

Billingsley, B.S., Griffin, C.C., Smith, S.J., Kamman, M., & Israel, M. (2009). *A Review of Teacher Induction in Special Education: Research, Practice, and Technology Solutions*. National Center to Inform Policy and Practice in Special Education Professional Development. https://ncipp.education.ufl.edu/files_6/NCIPP_Induc_010310.pdf

BMCC Leads Partnership to Address Dire Shortage of Early Childhood Special Education Teachers (2023). BMCC. Retrieved September 6, 2024, from <https://www.bmcc.cuny.edu/news/bmcc-leads-partnership-to-address-dire-shortage-of-early-childhood-special-education-teachers/>

Brown, T., & Riden, B. (2023). Increasing Enrollment and Diversity in Special Education Preparation Through Grow Your Own Programs. *Journal of Special Education Preparation*, 3(2), Article 2. <https://doi.org/10.33043/JOSEP.3.2.26-36>

Building Partnerships | ECLKC. (2020). Head Start | ECLKC. <https://eclkc.ohs.acf.hhs.gov/children-disabilities/disability-services-coordinator-orientation-guide/building-partnerships>

Coordination and collaboration with the local agency responsible for implementing IDEA. | ECLKC. (n.d.). Head Start | ECLKC. Retrieved September 15, 2024, from <https://eclkc.ohs.acf.hhs.gov/policy/45-cfr-chap-xiii/1302-63-coordination-collaboration-local-agency-responsible-implementing-idea>

Department of Developmental Services. (2023). *Family Resource Centers*. CA Department of Developmental Services. <https://www.dds.ca.gov/services/early-start/family-resource-center/>

Departments of Early Education and Care, Department of Public Health, & Department of Elementary and Secondary Education. (2014). *Best Practices in Early Childhood Transition*. Massachusetts Department of Elementary and Secondary Education. <https://www.mass.gov/doc/best-practices-in-early-childhood-transition-a-guide-for-families/download>

Ensuring Smooth Transitions | ECLKC. (2020). Head Start | ECLKC. <https://eclkc.ohs.acf.hhs.gov/children-disabilities/disability-services-coordinator-orientation-guide/ensuring-smooth-transitions>

Family Infant Toddler Program. (n.d.). *Family Handbook: A guide to early intervention in New Mexico*. New Mexico Department of Health. Retrieved September 15, 2024, from <https://www.nmhealth.org/publication/view/general/3477/>

Feng, L. & Sass, T.R. . (2015). *The Impact of Incentives to Recruit and Retain Teachers in "Hard-to-Staff " Subjects: An Analysis of the Florida Critical Teacher Shortage Program*. The CALDER Center. <https://caldercenter.org/sites/default/files/WP%20141.pdf>

Interagency Agreement on IDEA Part C to B Transition. (2023). Washington Office of Superintendent of Public Instruction. <https://ospi.k12.wa.us/sites/default/files/2024-01/dcyf-ospi-interagency-agreement-24-1239.pdf>

New York State Department of Health. (2019). EIP Transition Guidance Document: Appendix K - Other Programs and Resources for Young Children and Their Families—New York State Department of Health. New York State. https://www.health.ny.gov/community/infants_children/early_intervention/transition/appendix_k.htm

NYC Public Schools. (n.d.). Developmental Screening and Authentic Assessment. Retrieved September 6, 2024, from <https://infohub.nyced.org/in-our-schools/working-with-the-doe/early-childhood/early-childhood-educators/supporting-quality-care-and-instruction/screening-assessment>

Olson, L. (2023). *Networks forge a path to school improvement*. Learning Forward. <https://learningforward.org/wp-content/uploads/2023/03/focus-networks-forge-a-path-to-school-improvement.pdf>

Pennsylvania Department of Education. (n.d.). Special Education Community Resources. Department of Education. Retrieved September 6, 2024, from <https://www.education.pa.gov:443/K-12/Special%20Education/Complaints/Pages/SpEdResources.aspx>

Rhode Island's Guidelines For Implementing Child Outreach Screening. (2018). State of Rhode Island Department of Education. https://ride.ri.gov/sites/g/files/xkgbur806/files/2023-01/RI_Guidelines_CO_Screening%20%281%29.pdf

Screening Children | ECLKC. (2020). Head Start | ECLKC. <https://eclkc.ohs.acf.hhs.gov/children-disabilities/disability-services-coordinator-orientation-guide/screening-children>

Special Education Division, California & Department of Education. (n.d.). Handbook on Transition from Early Childhood Special Education. California Department of Education. Retrieved September 15, 2024, from <https://www.seedsofpartnership.org/pdf/transition.pdf>

Steed, E. A., Stein, R., Burke, H., & Charlifue-Smith, R. (2023). Early Childhood Professionals' Reported Use of Culturally and Linguistically Responsive Practices During Initial Evaluations: A Mixed Methods Study. *Topics in Early Childhood Special Education*, 43(3), 214–226. <https://doi.org/10.1177/02711214231163720>

STEP UP and Teach: Supporting Teacher Education, Preparation and Undergraduate Program. (n.d.). LAUSD Unified. Retrieved September 6, 2024, from <https://www.lausd.org/STEPUP>

Sindelar, P. T., Daunic, A., & Rennells, M. S. (2004). Comparisons of Traditionally and Alternatively Trained Teachers. *Exceptionality*, 12(4), 209–223. https://doi.org/10.1207/s15327035ex1204_3

Tips for screening children from diverse cultures. (2014). Paul H. Brookes Publishing Co. <https://agesandstages.com/wp-content/uploads/2018/09/Tips-for-screening-children-from-diverse-cultures.pdf>

The CEDAR Center, & The Center on Great Teachers and Leaders. (2020). Preparing and Retaining Effective Special Education Teachers: Short-Term Strategies for Long-Term Solutions. U.S. Department of Education. <https://cedar.education.ufl.edu/wp-content/uploads/2020/01/CEEDAR-GTL-Shortages-Brief.pdf>

The State and District Role in Root Cause Analysis. (n.d.). U.S. Office of Elementary and Secondary Education. Retrieved September 15, 2024, from <https://oese.ed.gov/resources/oese-technical-assistance-centers/state-support-network/resources/state-district-role-root-cause-analysis/>

Transition From Early Intervention (Part C) to Early Childhood Special Education (Part B) | Virginia Department of Education. (n.d.). Virginia Department of Education. Retrieved September 6, 2024, from <https://www.doe.virginia.gov/teaching-learning-assessment/early-childhood-care-education/children-with-disabilities/transition-from-early-intervention-part-c-to-early-childhood-special-education-part-b>

Zuschlag, D. F., Burroughs, N. A., & Quinn, D.J. (2021). Grow Your Own Teachers: A Focus on Special Education Teachers. Public Policy Associates, Inc. <https://publicpolicy.com/wp-content/uploads/2021/12/Grow-Your-Own-Special-Educators.pdf>

Goal 7: Post-School Transition

Adams, J. K. (n.d.). Supporting All Students In New York State Career & Technical Education Programs. CTE Technical Assistance Center of NY. https://nyctecenter.org/images/Supporting_All_Students_in_NYS_CTE_Final_508.pdf

Add Universal Design for Learning to Your CTE State Plan. (n.d.). CAST. Retrieved September 6, 2024, from <https://www.cast.org/news/2023/universal-design-for-learning-udl-cte-state-plan>

CA Transition Alliance. (2020, January). Secondary Transition Planning: The Basics. California Department of Education. https://6abb391c-dbc9-4e2e-9cd4-f10c9c4bb967.filesusr.com/ugd/c055a4_f1b186d9ab24411eb8971d6583e849b5.pdf

Cimera, R., Burgess, S., & Bedesem, P. (2014). Does Providing Transition Services by Age 14 Produce Better Vocational Outcomes for Students With Intellectual Disability? *Research and Practice for Persons with Severe Disabilities*, 39, 47–54. <https://doi.org/10.1177/1540796914534633>

Clay, T., Quann, G., Lemos, A., Mayer, J., Perry, R., Seaton, S., Elledge, K., Lawton, A., Slootweg, M., & Johnston, S. (n.d.). *Improving Performance of Students with Disabilities: A Handbook for Providing Technical Assistance to Local Education Agencies*. CCSESA. <https://charterselpa.org/wp-content/uploads/2017/10/IPSD-2019-06-26-reduced.pdf>

DETERMINING TRANSITION SERVICES FOR STUDENTS WITH DISABILITIES, BEGINNING AT AGE 14. (2018). Los Angeles Unified School District. <https://www.lausd.org/cms/lib/CA01000043/Centricity/domain/351/eppm%20uploads%202018/weblinks%20for%20eppm%20categories%20feb.%20and%20mar.%202018/DETERMINING%20TRANSITION%20SERVICES%20FOR%20STUDENTS%2014%20AND%20OOLDER%20-%20FINAL-%203.5.18%20Uploaded%203.6.18.pdf>

Family Guide to Transition Planning: Preparing Students with IEPs for Life After High School. (n.d.). New York City Department of Education. <https://www.schools.nyc.gov/docs/default-source/default-document-library/family-guide-to-transition-planning.pdf>

Field Guide: Serving Students with Special Needs in CTE. (n.d.). Maine Department of Education. Retrieved September 6, 2024, from <https://www.maine.gov/doe/sites/maine.gov.doe/files/2023-01/Field%20Guide-%20Student%20with%20Special%20Needs%20in%20CTE1.pdf>

Horn, L., Berkold, J., & Bobbitt, L. (1999). *Students With Disabilities in Postsecondary Education: A Profile of Preparation, Participation, and Outcomes*. National Center for Education Statistics. <https://nces.ed.gov/pubs99/1999187.pdf>

Improving Equity and Access to Quality CTE Programs for Students with Disabilities. (n.d.). Advance CTE. Retrieved September 6, 2024, from https://careertech.org/wp-content/uploads/2023/01/AdvanceCTE_Making_Good_on_Promise_Students_Disabilities_07212020.pdf

Indicator 13: Secondary Transition—Special Education. (n.d.). Massachusetts Department of Elementary and Secondary Education. Retrieved September 6, 2024, from <https://www.doe.mass.edu/sped/spp/indicators/indicator13/>

Mazzotti, V. L., Rowe, D. A., Kwiatek, S., Voggt, A., Chang, W.-H., Fowler, C. H., Poppen, M., Sinclair, J., & Test, D. W. (2021). Secondary Transition Predictors of Postschool Success: An Update to the Research Base. *Career Development and Transition for Exceptional Individuals*, 44(1), 47–64. <https://doi.org/10.1177/2165143420959793>

Office of Special Education. (2023, December). *Important Transition Ages and Milestones*. Colorado Department of Education. https://www.cde.state.co.us/cdesped/ta_agemilestones

Office of Special Education and Rehabilitative Services. (2020). *A Transition Guide to Postsecondary Education and Employment for Students and Youths with Disabilities*. U.S. Department of Education. <https://sites.ed.gov/idea/files/postsecondary-transition-guide-august-2020.pdf>

Reed, M. J., Kennett, D. J., Lewis, T., Lund-Lucas, E., Stallberg, C., & Newbold, I. L. (2009). The relative effects of university success courses and individualized interventions for students with learning disabilities. *Higher Education Research & Development*, 28(4), 385–400. <https://doi.org/10.1080/07294360903067013>

Roberts, E. L., Ju, S., & Zhang, D. (2016). Review of Practices That Promote Self-Advocacy for Students With Disabilities. *Journal of Disability Policy Studies*, 26(4), 209–220. <https://doi.org/10.1177/1044207314540213>

Sanford, C., Newman, L., Wagner, M., Cameto, R., Knokey, A.-M., & Shaver, D. (n.d.). *The Post-High School Outcomes of Young Adults With Disabilities up to 6 Years After High School*. Key Findings From the National Longitudinal Transition Study-2 (NLTS2). <https://ies.ed.gov/ncser/pubs/20113004/pdf/20113004.pdf>

School to Work Transition Brochures Videos. (n.d.). Connecticut State Department of Aging and Disabilities. Retrieved September 6, 2024, from <https://portal.ct.gov/aginganddisability/content-pages/programs/school-to-work-transition--brochures--videos>

Shandra, C. L., & Hogan, D. P. (2008). School-to-work program participation and the post-high school employment of young adults with disabilities. *Journal of Vocational Rehabilitation*, 29(2), 117–130. <https://pubmed.ncbi.nlm.nih.gov/25309111/>

Special Populations: Diversity, Equity, and Inclusion. (n.d.). Michigan Department of Education. Retrieved September 6, 2024, from <https://www.michigan.gov/mde/services/octe/educators/cte-instructional-resources-for-all-programs/special-populations>

Suk, A. L., Martin, J. E., McConnell, A. E., & Biles, T. L. (2020). States Decrease Their Required Secondary Transition Planning Age: Federal Policy Must Change. *Journal of Disability Policy Studies*, 31(2), 112–118. <https://doi.org/10.1177/1044207320915157>

Test, D. W., Fowler, C. H., Brewer, D. M., & Wood, W. M. (2005). A Content and Methodological Review of Self-Advocacy Intervention Studies. *Exceptional Children*, 72(1), 101–125. <https://www.proquest.com/docview/201207143/abstract/2411D052AF9C401APQ/1>

Theobald, R. (2018). Career and Technical Education for Students with Disabilities. CALDER Center. <https://caldercenter.org/publications/career-and-technical-education-students-disabilities>

Transition from School to Work. (n.d.). Pennsylvania Department of Labor & Industry. Retrieved September 6, 2024, from <https://prddli.pwpca.pa.gov:443/Individuals/Disability-Services/ovr/Pages/Transition-from-School-to-Work.aspx>

Wagner, M. M., Newman, L. A., & Javitz, H. S. (2016). The Benefits of High School Career and Technical Education (CTE) for Youth With Learning Disabilities. *Journal of Learning Disabilities*, 49(6), 658–670. <https://doi.org/10.1177/0022219415574774>

What can school personnel do to help students in the transition planning process? (n.d.). IRIS Center. Retrieved September 6, 2024, from <https://iris.peabody.vanderbilt.edu/module/tran/cresource/q2/p03/#content>

Key Terms

Bennett, D. (N.d.). What is specially designed instruction? N2Y. <https://www.n2y.com/blog/specially-designed-instruction-101/#:~:text=What%20is%20specially%20designed%20instruction,%2C%20functional%2C%20and%20transition%20needs.>

Bridge RI. (2023). MTSS Framework. Rhode Island Department of Education. <https://www.mtssri.org/mod/page/view.php?id=206>.

Cal State LA. (2024). Self-determination. Cal State LA. <https://www.calstatela.edu/coe/cats/self-determination#:~:text=Self%2Ddetermination%20is%20a%20combination,influences%20student's%20quality%20of%20life.>

California Strategic Growth Council. (2024). Technical Assistance Toolkit: Definitions. State of California. [https://sgc.ca.gov/technical-assistance/toolkit/definitions.html#:~:text=116760.20\(n\)\).-,Technical%20Assistance,through%20a%20web%2Dbased%20clearinghouse.](https://sgc.ca.gov/technical-assistance/toolkit/definitions.html#:~:text=116760.20(n)).-,Technical%20Assistance,through%20a%20web%2Dbased%20clearinghouse.)

Code of Federal Regulations. (2024). § 303.23 Local educational agency. National Archives. <https://www.ecfr.gov/current/title-34/subtitle-B/chapter-III/part-303/subpart-A/subject-group-ECFR8d7eb7e02db8abe/section-303.23>.

Collaborative for Academic, Social, and Emotional Learning (CASEL). (2024). Fundamentals of SEL. CASEL. <https://casel.org/fundamentals-of-sel/>.

Dibblee, I., Woods, K., & McCart, A. (2024). Realizing Rightful Presence Through Justice-Oriented Leadership. Swift Education Center. <https://swiftschools.org/wp-content/uploads/2024/05/Realizing-Rightful-Presence-Through-Justice-v5.pdf>

Iris Center. (2024). What is data-based individualization? IRIS Center Peabody College Vanderbilt University. <https://iris.peabody.vanderbilt.edu/module/dbi2/cresource/q1/p01/#:~:text=DBI%20is%20a%20research%2Dbased,need%20additional%20support%20or%20intervention.>

National Center for Education Evaluation at Institute of Education Sciences. (2022). What Works Clearinghouse Procedures and Standards Handbook, Version 5.0. U.S. Department of Education. https://ies.ed.gov/ncee/WWC/Docs/referenceresources/Final_WWC-HandbookVer5_0-0-508.pdf.

Rhode Island Department of Education. (2024). Child Outreach Screening. Rhode Island Department of Education. <https://ride.ri.gov/instruction-assessment/early-childhood-education/child-outreach-screening>.

Rhode Island Department of Education. (2024). Facilitated IEP/504 Meetings. Rhode Island Department of Education. <https://ride.ri.gov/students-families/facilitated-iep504-meetings>.

Rhode Island Department of Education. (2024). Individualized Education Program (IEP). Rhode Island Department of Education. <https://ride.ri.gov/students-families/special-education/iep-individual-education-program>.

Rhode Island Department of Education. (2024). RIDE Releases Local Education Agency (LEA) Accountability Results. Rhode Island Department of Education. <https://ride.ri.gov/press-releases/ride-releases-local-education-agency-lea-accountability-results>.

Rhode Island Department of Education. (2024). Rhode Island Early Learning and Development Standards (RIELDS). Rhode Island Department of Education. <https://ride.ri.gov/instruction-assessment/early-childhood-education/ri-early-learning-and-development-standards-rields>.

Rhode Island Department of Education. (2023). Social & Emotional Learning (SEL). Rhode Island Department of Education. <https://ride.ri.gov/students-families/health-safety/social-emotional-learning>.

Scherff, L. (2018). Distinguishing Professional Learning from Professional Development. Regional Educational Laboratory Program. https://ies.ed.gov/ncee/edlabs/regions/pacific/blogs/blog2_DistinguishingProfLearning.asp#:~:text=Professional%20development%2C%20which%20%E2%80%9Chappens%20to,and%20customized%20to%20teachers'%20needs.

Science Direct. (2024). Students with Disabilities. Science Direct. <https://www.sciencedirect.com/topics/social-sciences/students-with-disabilities#:~:text=Students%20with%20Disabilities%20are%20individuals,alongside%20their%20peers%20without%20disabilities.>

Swift Education Center (2024). 10 Point Paradigm. Swift Education Center. https://swiftschools.org/wp-content/uploads/2024/05/10-Point-Paradigm-Definitions_Website_5.3.24-1.pdf

Texas Education Agency. (2024). High-Quality Instructional Materials. Texas Education Agency. <https://tea.texas.gov/academics/instructional-materials/high-quality-instructional-materials.>

U.S. Department of Education. (2024). About IDEA. U.S. Department of Education. <https://sites.ed.gov/idea/about-idea/>.

Data Sources

There are over 26,000 differently-abled students in Rhode Island (page 16)

- Source: [June 2024 Special Education Census](#)

99% of schools in Rhode Island serve at least one student with an IEP (page 16)

- Source: [June 2024 Special Education Census](#)

72% of RIDE's differently-abled students are in a general education classroom for more than 80% of the day (page 16)

- Source: [December 2023 Special Education Census & EDFacts Child Count Data Collection \(x002\)](#)

Racial demographics of DAS (50% White, 31% Hispanic, 10% Black, 6% Multiracial, 2% Asian) (page 17)

- Source: [June 2024 Special Education Census](#)

~20% of students are identified as differently-abled students in Rhode Island, including in Early Childhood Special Education (page 17)

- Source: [March 2024 Enrollment Collection](#)

88% of differently-abled students graduated in the 2022-2023 school year - IDEA graduation rate (page 17)

- Source: [2022-23 EDFacts Special Education Exiting Data Collection \(FS009\)](#)

66% of differently-abled students graduated in the 2022-2023 school year - ESSA graduation rate (page 17)

- Source: XX

65% / 35% are the percentages of differently-abled students that are male / female (page 17)

- Source: [June 2024 Special Education Census](#)

Differently-abled students are 2.18 times more at risk for a suspension infraction (page 17)

- Source: [2022-23 Enrollment Suspension and Discipline Collection](#)