

Rhode Island Department of Education
Office of Special Populations

School Support System Report and Support Plan for the
Central Falls Public Schools
April 2008

SCHOOL SUPPORT SYSTEM

A Collaborative System of Focused Monitoring

Introduction

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

To accomplish this the SSS includes these components:

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

TABLE OF CONTENTS

1. School Improvement /Family Engagement
2. Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE)
3. Evaluation/ Individual Education Plan (IEP)
4. Transition

Central Falls Public schools
School Support System Review
April 2008

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1. SCHOOL IMPROVEMENT / FAMILY ENGAGEMENT					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	1.1	<p>District Wide Goals:</p> <ul style="list-style-type: none"> ○ Increasing Student Achievement through a consistent and comprehensive focus on teaching and learning ○ Creating capacity to support and nurture continuous learning environment ○ Strengthening parent and public engagement through promotion of adult learning and advocacy. <p>District Vision – all Central Falls schools are members of a continually improving system, graduating students who perform at or above grade level expectations as determined by local and state assessments.</p>	District Presentation Interviews Documents		
Performance	1.2	Throughout the district, students could access various after school programs supported by partnerships with higher education and community agencies.	District Presentation Interviews Documents		
Performance	1.3	Throughout the district, the student learning environment consisted of teacher-guided and student-centered instruction with posted rubrics, modeling, cooperative learning, student problem solving, posted student work, essential questions, student performance data, independent self-selected reading, and journal writing all aligned to GLE's and GSE's.	District Presentation Interviews Documents		
Performance	1.4	Most schools in the district had evidence of comprehensive School Improvement Plans which were aligned to the District Strategic Plan. All developed school improvement plans have clear goals, targets, and action plans. Throughout the district, School Improvement Teams were comprised of school administrators, educators, parents, students and community representatives.	Interviews Documents		

Performance	1.5	Central Falls supports new staff with a Teacher Mentoring program as evidenced a comprehensive handbook. The mentoring coordinator starts the school year with an induction program for new hirees.	Interviews Documents		
Performance	1.6	<p>Partnership with Higher Education/Community – RI College – ESL program curriculum development and professional development URI - Central Falls has partnership with the University of Rhode Island (URI). The focus of this partnership is to build capacity of both students and teachers. URI also provides academic enhancement (after school tutorials), parent outreach (10 new parent liaisons throughout K-12 will be hired), arts and literacy initiatives (focus on ELL students experiencing literacy through the arts). URI also assists the high school with systemic thinking and capacity building. There is a URI liaison that is on-site in the high school on a regular basis.</p> <p>RI Skills Commission – PBGR Gateway Healthcare, Inc. - since 1999, CF has had a partnership with Gateway that was initiated at the high school level and expanded from there. Gateway provides program interventions and modifications to support behavior and academics to improve the culture/climate in targeted schools and classes; 1 specialist at elementary level, 2 at middle, 3 at HS level both sites Goodwill Industries of RI – transition and vocational assessments Northern RI Collaborative Sherlock Center – inclusion initiative Crusaders Providence College – Rtl AimsWeb Hasbro - Asthma Education Program Progreso Latino Blackstone Valley Community Action</p>	District Presentation Interviews Documents	<p>URI provides academic tutorials, parent outreach, arts and literacy initiatives. On site URI liaison is Ron D’Orio who is in the high school every day of the school week. 10 Parent liaisons were hired K-12 HS – 2 Calcutt- 2, ER- 1</p>	

Performance	1.7	Instructional Literacy programs in Central Falls include Scott Foresman, Read 180, Read About, Reading Mastery, Corrective Reading, Wilson and Lexia supported with PD modules, clear roles and responsibilities, monthly learning strides. The district is also implementing a new vocabulary program at elementary level (Isabella Beck). A District-wide Literacy Team has been identified (training model) to participate in the literacy module training sessions to then bring back that information and present it to faculty (campus training) at the school base level through a central focus, demonstration lessons, strategy guides, planning activities and trainers notes. Targeted observations are facilitated to assess the level of implementation in the classroom setting. Specific data is collected to evaluate impact of teaching on student learning. Resources are further provided for faculty to continue to explore and network additional opportunities.	District Presentation Interviews Documents	Instructional Literacy programs have been implemented. A district wide Literacy Team has been implemented with a training model. Barbara Hazel (reading) and Claire Pollard (math) provide training to the school district reading and math coaches to present to faculty for training. School Data teams are assessing its impact through state assessment results (NECAP, GRADE, PALS and informal reading inventories. System wide administrative meetings and faculty meetings review data to strategize new instruction.	
Performance	1.8	Throughout the district there was evidence of review of student, school and community data. Through various administrative and faculty meetings educators are engaging in data review focused on specific assessments such as the NECAP, GRADE, Literacy and Math benchmarks for grades 2-8, PALs for grades K-2, Informal Reading Inventory, SRI and teacher developed assessments.	District Presentation Interviews Documents		
Performance	1.9	Professional Development There is ongoing, embedded professional development offered to the staff which is aligned to district and school improvement plans. Most contracted professional development times are devoted to instructional initiatives such as literacy, math curriculum, and science; therefore most communication from the special education director regarding new policies and procedures happens via memo (see finding 3.5). There is also a voluntary special education support group (paid stipend for attendance)	District Presentation Interviews Documents	Mandatory PD was given throughout the district on August 25, and 26th. Special Education support staff was in-serviced by Futures management systems on Sp/Lang. Enter/exit criteria. Other support staff was in-serviced on Special Ed. Law and IDEA. Voluntary sp. ed support group meets monthly to align curriculum with IEP goals. All special educators are provided opportunity to attend PD in their	

		<p>which meets monthly the day after district wide professional development where the staff looks at aligning the curriculum with student's IEP goals and objectives. While open to all special educators, the group is targeted towards teachers of students in self-contained settings. Special education and support staff did attend recent training related to writing IEPs on TIENET. Staff can also attend professional development opportunities outside of the district and there are professional development days they can use. They must pay for it themselves.</p>		<p>areas of expertise.</p>	
Performance	1.10	<p>Central Falls has an English Language Learner population of 714 students from more than 24 countries with 115 entering since 8/31/07. The ESL curriculum for grades 6-12 has been developed in conjunction with national experts and partners in higher education.</p>	<p>District Presentation Interviews Documents</p>		
Performance	1.11	<p>Rtl/TST a) TSTs have been broadened to include related service personnel and special education staff. Implementation is inconsistent across district. Some school teams have attended the Rtl professional development modules offered by RIDE while others are in the very beginning stages. Rtl is not viewed as a general education initiative. Staff who have had training on Rtl are typically special educators and support staff such as OT, Sp/L, School Psychologists. b) At the elementary level, the school improvement team at Veterans has an Rtl subcommittee that has worked on formalizing forms and process and now is piloting AIMSweb. c) Calcutt Middle School has a functioning active TST facilitated by a school counselor with the team comprised of two school counselors, two special educators, two general educators and the school nurse. The TST team will be attending Rtl training to expand this initiative to include more research based strategies and interventions.</p>	<p>District Presentation Interviews Documents</p>	<p>b) Providence College is engaged in a partnership for the stewardship of RTI development and intervention at Veterans school. A formal handbook, assessments, and practices will be guided by the Providence College special education leadership. The formal use of AIMSweb will be monitored throughout the year with all models of staff. The RTI subcommittee has a deep and working knowledge of RTI and will help guide and support</p>	<p>Timeline: May 2009 Progress Check October 2008 All schools now have Rtl/TST teams which include regular, special ed. teachers. Some team members have been trained, others are scheduled to be trained. All administrators, ET and IEP members have met with the Special Ed. Consultant to develop an understanding</p>

	<p>Additionally, the faculty at Calcutt Middle School is engaged in RtI activities school wide to create interventions, monitor, and plan for effective instruction.</p>		<p>this endeavor. Adjunct professors from among the Central Falls staff further enhance this work. Central Falls will investigate technical assistance available via RIDE and apply.</p>	<p>that RtI is a regular ed. initiative only and to stress the need for regular educators as chairpersons. Some schools have support staff on these teams b) Lynn Ryan and Lauri Grupp of Providence College have partnered with Veterans Elementary School for RtI development and intervention. A RtI manual was developed, complete with forms, differentiated instruction practices and AimsWeb partnership schedule. Program monitoring is done on a weekly basis. Phyllis Lynch, liason for Regional Technical Assistance will assist for teams of 4-6 individuals District Wide: CF has been</p>
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					<p>invited and will participate in RIDE's Response to Intervention Technical Assistance Program. Although it has already started CF has been given the authority to join at this time.</p> <p>Benchmarks were established. Staff at the school were taught how to access and read computer data. Currently they are working on goal setting. Regarding the handbook, PC leadership group is working with Veterans staff to develop interventions to be implemented in the handbook. Estimated time for handbook to be completed by the end of the school year. Regarding the AIMSweb monitoring, progress monitoring occurs weekly</p>
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		d) RtI at the high school is in the emerging stage. There have been some preliminary trainings held and a team is in the process of being formed.	District Presentation Interviews Documents		2 Adjunct professors from PC, Lynn Ryan and Laurie Grupp will partner with Ella Risk Elementary to create RtI process as was one with Veterans. A RtI team has been formed at the HS for the 08-09 school year. It is chaired by the Asst. Principal, Andrew Ben. Four members are regular educators and 3 are special educators. Two members of the RtI team have been trained including the chairperson. Mr. Benn will serve as the new assistant special education director and will continue to oversee this process.
Performance	1.12	Common Planning Time (CPT) a) At the elementary level general education and "inclusion self contained" staff did have coordinated free periods which most did use for common planning time. Resource staff interfaced with too many general educators (between 7 and 10) to be afforded common planning time. Some self-contained and ESL	District Presentation Interviews Documents		Timeline: May 2009 Progress Check October 2008 C) 38 minutes

	<p>teachers also had free periods coordinated with grade level peers that could be used for common planning purposes.</p> <p>b) At Ella Risk Elementary School, the itinerant teachers (health, art, music, library, physical education) get common planning time daily and provide collaborative enrichment programs via the RI Art Connection Grant to showcase integration of arts and literacy for 3rd – 5th grade students. Enrichment activities took place daily with additional morning practices culminating in 5 performances (1 at night). Approximately 30% of participants were students with disabilities.</p> <p>c) At Calcutt Middle School common planning time (CPT) is held three to four times a week. CPT is facilitated by a team leader with structured agendas, documentation of discussions, and follow-up. Directed by structured agendas, grade level teams address organizational planning, analysis of assessment outcomes along with student work to inform instruction and job embedded professional development presentations and discussions. Resource Teachers have common planning time with their assigned grade level team. Self-contained teachers and Encore Teachers have common planning time with their peers.</p> <p>PBGR/Common Planning Time</p> <p>d) Central Falls High School has received preliminary approval for their PBGR system from RIDE. Currently, each content area teacher is responsible to give students three (3) portfolio tasks per semester. Information regarding the student's portfolio items is reported on student's report cards. There is an advisory period that is part of the comprehensive guidance program. Student presentations are also embedded into the advisory period. Once a week before school begins there is common planning time where teachers continue to work on structured teaching and learning activities. This year a "Special Education Parent Advisory Council" was formed by the high school special education department in an effort to discuss issues and concerns related to the PBGR and other related special education topics. Topics have included transition planning and IEP development.</p> <p>e) For students with more significant challenges in self-contained settings (Life Skills) there are concerns regarding PBGR information/preparation and overall</p>		<p>d) The Commissioner's letter of May 27th requires all unassigned time at the High School to be used for professional time and common planning time. The High School expects one half of every unassigned period to be spent in common planning.</p> <p>The delayed opening of school, one day a week, provides an additional hour of professional development time for teachers to work across departments.</p>	<p>out of 45 minutes at Calcutt Middle School * Calcutt Too common planning time is held 5 times a week. CPT is facilitated by the team leaders with structured agendas, documentation of discussions and follow-up. Resource teachers are on one or more teams but do have CPT. Principal insists on planned agendas and she often attends the meetings.</p> <p>d) Commissioner's letter requires all unassigned time at the hs to be used for professional time and common planning time. As agreed by commissioner and contract it is 38 minutes 4 days a week</p>
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	<p>student curriculum exposure. In general, there appears to be a lack of equity and access for these students. Specifically, the classes are not working on any common tasks. Teachers of students with more significant needs who are in self-contained settings individualize curriculum primarily using teacher made materials. There is not a formal structure to procure curriculum materials for these classes. Teachers share developed curriculum aligned with learner outcomes but the curriculum is not purposefully aligned with the GLEs/GSE's. Please note that no students in these classes are pursuing alternate assessment. Some of the self-contained teachers were recently told (end of Feb/beginning of March) that within a time span of a few weeks their students had to deliver an oral presentation on their portfolio work which the students did not have nor had their teachers been engaged in any prior formal discussions regarding portfolios or artifacts in core content classes. The presentations did not occur nor did any direction regarding the situation or next steps. Many parents of students in these classes participate in the high school Special Education Parent Advisory Council to find out information regarding the PBGR system.</p> <p>f) Elective Classes for some of these self-contained classes are also in self-contained settings. There have been some portfolio artifacts done in some elective classes. For example in Keyboarding/Life Skills the students are engaged in learning basic power point skills. The technology teacher has taken the Life Skills teacher's learners outcomes and aligned them to 8th grade technology GSE's to create a portfolio artifact.</p> <p>g) There do not appear to be any formal policies/procedures for communicating the Central Falls High School PBGR system for students in special education out-of-district placements.</p>		<p>e) Visitations by special educators to other school districts have begun. Over the course of the summer professional development opportunities to cull from existing best practices will be shared and studied developing a full curriculum. For 2008-2009 a comprehensive portfolio process will be piloted and monitored for success.</p> <p>f) With the new teaming approach at the high school's lower house all elective classes will be integrated.</p> <p>f-g) This comprehensive process will be communicated to all Out-of-District partners so as to mutually</p>	<p>e) Student curriculum for Life Skills classes now integrate PBGR information preparation. Classroom teachers teach and TAs reinforce the material to prepare them. T Curriculum aligns with the GLE/GSE in some classes. SC teachers from CFHS are encouraged to visit other school districts to view other models. PD is on-going in offering teachers best practices for student learning. A comprehensive portfolio progress report and assessment is used. Proficiency Based Graduation Requirements with evidence required to support satisfactory</p>
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				<p>support the on-going and natural cross communication among all of our students and service providers.</p>	<p>completion. Faculty Portfolio Handbook is followed with comprehensive portfolio in process for piloting to monitor its success.</p> <p>f) The new lower house uses a team approach in which elective subjects are integrated</p> <p>g) Meetings are in place to formalize policies/procedures for students in special education between the special education administrators, PBGR coordinator and the high school principal. Currently they are not addressed separately</p> <p>Timeline: May 2009 Progress Check October 2008</p>
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Performance	1.13	<p>Local Advisory Committee (LAC) The chairperson and special education director report that there is variable attendance at quarterly professional development LAC meetings. No evidence of regular membership, elections for officers, other officers besides the chairperson, meeting minutes, complete topic list, or a schedule of meetings was found. One meeting topic is an annual in-service from Bradley Hospital. Most staff was not knowledgeable about meetings or notices to parents. Record reviews did not provide evidence of notice to parents of LAC meetings. The special education director sees no evidence of membership drives or participation in SEAN and will seek training through RIPIN.</p>	Interviews Documents	<p>A formalized LAC will be in place by November 2008. A year long calendar of events will be shared with a community calendar so that across the district general education and special education families are afforded the opportunities available from the LAC.</p> <p>Formal minutes will be made public and will be maintained for review. RIPIN will assist us in all our efforts with this process.</p>	<p>Timeline: May 2009 Progress Check October 2008</p> <p>Flyer made and distributed in schools, at IEP meetings and sent via Connect Ed First LAC meeting date is October 21, 2008</p> <p>Distribute flyers to ET members and IEP teams</p> <p>Formal minutes will be made public and will be maintained for review. RIPIN will assist us with our efforts with this process</p> <p>The district has developed a flyer reflecting the dates of all four LAC meetings which will be distributed at all IEP meetings for the 09-10 school year. RIPIN representative will be at first LAC meeting and will offer strategies for membership</p>
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					drives to participants.
Performance	1.14	<p>Parent Engagement Central Falls has a district wide family engagement master calendar in the form of a bilingual pamphlet which outlines parent teacher conferences, superintendent's open forum nights, math and literacy nights, and the parent advisory council meetings (general, not special education LAC). Throughout the district there are parent liaisons who work at the schools in addition to translators so someone is in the building who speaks Spanish at all times. The Home School Liaisons facilitate home visits to promote home school communication, partnerships, and parental involvement.</p>	District Presentation Interviews Documents	The home school liaisons will deepen and expand their work with families with more frequent visitations and the presentation of the Second Step Responsibility Development Program right in the homes across all the elementary schools beginning at Veterans.	Timeline: May 2009 Progress Check October 2008 Home school liaisons have increased their percentage of work time to include more home visits via the second step Responsibility Development Program throughout all of the elementary schools
Performance	1.15	Faculty at Calcutt Middle School recently engaged in a community exploration interviewing students, parents, community members, and workers. Faculty made inquires to gain first hand experience of the students' community to identify implications for teaching and learning. (A Journey into Our Student's Community: Mapping a Course for Powerful Learning and High Achievement for all Students).	District Presentation Interviews Documents	In spring 2008 professional development was held and this PD is done every spring.	

2. FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE/LRE)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	2.1	<p>Program Continuum Elementary Level The continuum of services varies greatly at the elementary level.</p> <p>a) Captain Hunt Elementary has 224 children including 61 Preschoolers with IEPs and 10 Kindergarteners with IEPs; 3 students have both ESL and IEP services. The school offers 5</p>	Data Analysis Interviews Documents	a) The district will formally revamp the evaluation teams, with a bilingual component and centralizing their work among the	Timeline: May 2009 Progress Check October 2008 a) Capt. Hunt School and Child Outreach are two separate formalized teams

	<p>half-day preschool integrated sessions and 1 half-day self-contained preschool session with 10 students with IEPs plus 1 full day full-year class for students with severe/profound disabilities and 3 typical peers. There are 6 kindergartens (1 inclusion, 2 ESL, 3 general education). The inclusion K has a total of 33 students (23 general education and 10 special education) with 2 teachers and a teacher assistant. For preschoolers who are ready to transition from a self-contained to an integrated setting, it means moving from a group of 10 to a group that's three times larger.</p> <p>b) Veterans Memorial Elementary has 534 students, including 49 resource students, approximately 30 "Inclusion self-contained" students (3 inclusion self-contained staff); 14 students in self contained classrooms (2), and 140 ELLs. One full time school psychologist, 1 part time social worker, 1 parent liaison, 1 nurse are on staff at Veterans.</p> <p>Resource: 2 teachers – each serves students from approximately 7 different general education classes in pull-out settings. Resource staff also do demonstration lessons on reading interventions, teacher consults, observations, RtI interventions with students plus probes for progress monitoring.</p> <p>Inclusion "Inclusion self contained" classrooms are adjoining classrooms, one for the general educator and one for the special educator. The special educator carries a case load of up to 10 students while the general educator can have as many as 25 general education students. The division of students for instructional groups and subjects is determined by the teacher pairs. For some teachers and some subjects, 35 students are together as a whole group for instruction. For some teachers reading instruction is delivered to small groups of special education and general education students.</p> <p>Self contained: The two self-contained classes are divided into a K-1 classroom and a grade 2-5 classroom. The latter instructs students to AAGSEs/Alt. Assessment. While the schedules allow for students in those classes to be integrated with general education peers for itinerant classes, staff chose to provide separate itinerant classes and lunch with the exception of physical education for the 2-5 classroom to manage behavior</p>		<p>elementary levels. Specific training in general education strategies and intervention planning will guide Child Outreach Team toward a more inclusive less restrictive intervention for our younger students. The district will request follow-up training from the New England Equity Assistance Center. The district has made a commitment to limit inclusion class size at the primary level to the standard cap of 23/25 students, two teachers (general and special educator) full time.</p> <p>b) The elementary bilingual centralized evaluation team will process, monitor, and be held accountable for all elementary referrals ensuring the robust RTI process is followed.</p> <p>All elementary schools will institute the in-classroom services model of special education support required by the IEP. This provides an additional layer of intervention opportunity for all students.</p> <p>Veterans has entered into a partnership with URI school of psychology whereby all classes will experience the Second Step Responsibility Development Program decision making program and practices. The psychologist intern along with a cadre of graduate level students will provide numerous consulting</p>	<p>with bilingual professionals on both teams. CF partnered with Futures Health Core, particularly Dr. Michael Neiman to lend his speech expertise to both teams and share enter/exit criteria for sp/1 and best practices for this population. This resulted in significantly lower numbers of sp/1 referrals and special ed. referrals in general from those teams.</p> <p>b) Veterans Elem. has its own ET with two bilingual professionals on the team. The 3 tier approach to RtI is in place. All RtI participants have been trained. All elementary schools have in-class services model of special education support required by the IEP. Veteran's partnership with URI includes 3 student interns who work with the students in the self-contained classes. These psychology interns provide consultation under the</p>
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	<p>concerns.</p> <p>c) Ella Risk Elementary has 460 students, approximately 90 students on IEPs, and 150 ELLs receiving direct service plus several ELLs on monitor. Resource: 2 resource teachers do some pull-out but mostly in class work across several general education classrooms each. Inclusion: This school has 3 full inclusion classes for the first time this year comprised of up to 7 students on IEPs and the balance general education students (25 max) with two teachers (general educator and special educator). These classes are at the 1st, 3rd, 4th grade levels. Staff were observed to be engaged in co-teaching. Leadership expects to add inclusion for 2nd and 5th grade next year. Self-contained: one 2nd grade self-contained class of 7 students; two 5th grade "Self-contained/integrated" classes which merge together for science (35 students and 2 teachers when merged). There are no teacher assistants in inclusion classes. The students with IEPs spend a substantial part of their day separate from the general education students and teacher, and were observed to be using grade level programs and texts. Students with IEPs are fully included with general education peers for itinerant classes. Next year, there are plans to place students by the level of service needed in various full inclusion settings. English Language Learners with disabilities are reportedly served throughout the continuum.</p> <p>d) Robertson Elementary has 207 students. There is one class each of K, 1, 2 and 3 plus two 4th and 5th grades. There are four self-contained special education classes and two English as a Second Language classes (1st grade & 5th grade). The special education classrooms have a variety of students in them. There is not a clear continuum of programs at Robertson. There are general education, resource, inclusion and self-contained programs, however, the inclusion classroom at Robertson is really a self-contained classroom. These classes join the grade level class for itinerants, recess, and lunch. The students receive academic instruction in the self-contained classrooms. One fifth grade self-contained is labeled an inclusion classroom.</p>		<p>services under the leadership of the dean of psychology. These services include parent and community workshops as well as family visitations and outreach.</p> <p>c) This inclusive practice of 35 students has been abolished. Inclusion in Central Falls is 2 teachers in a classroom full time without going beyond the cap of the general education classroom.</p> <p>Resource model will be within the general education classrooms for 2008-2009.</p> <p>Placement of teacher assistants is based upon student need. At this time no classrooms with fewer than eight students have a teacher assistant in the room.</p> <p>Ella Risk is expecting to work with the Rhode Island College/Sherlock Center to deepen the awareness of inclusive practices and eventually eliminating any pull out for students in the inclusion room through a two year formal commitment program.</p> <p>d) Rhode Island College/Sherlock Center will be coming in for informal consultation.</p> <p>Based on student need, Robertson is instituting full inclusion classrooms at the 2nd, 3rd and 4th grade levels.</p>	<p>leadership of the dean of psychology. Ron D’Orio, on campus URI partner oversees all of the activities of URI student personnel in the district.</p> <p>c) All grades and classes at Ella Risk are using an Inclusionary model with one general education and one special education professional in each classroom. Some of them have PCA s as classroom aides and others as 1:1 aides. All classes have fewer special education students than regular education numbers. Resource models are within the general education classrooms during this 2008-2009 school year.</p> <p>Teacher</p>
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	<p>The students in this class join the general education class for science as well as the itinerants. The second grade self-contained classroom joins the general education classroom for itinerants, science and a writing activity once a week. The special education teachers and general education teachers have prep time when the students are with the itinerants, but do not consistently use this time as common planning time.</p> <p>Some of the staff are not clear as to why a student would move from a resource model to a self-contained model. The principal reported that if a student needs more accommodations than the resource teacher can provide, then the student would move to a more restrictive setting. Some staff were not clear on the justification, procedures, and protocols for the removal of students who present with very challenging behaviors. It was reported if a child was a danger to himself or others, he would be removed. Resource support as well as other supports are most often done as a pull-out model.</p> <p>e) Feinstein Elementary has 179 students. There is one general education first grade. There are two general education second grades as well as an ESL second grade. There is one general education third grade and one third grade ESL. There is one fourth grade general education, 1 inclusion fourth grade, and one ESL fourth grade. There is one general education fifth grade, one fifth grade ESL and one fourth/fifth grade self-contained classroom. Resource support is offered in small groups as a pull out model or within the general education setting. The fourth grade general education ESL and inclusion classrooms are divided into three equal-sized groups with the special education teacher sometimes keeping her own students in addition to others. The fifth grade self-contained classroom joins the general education classroom for one itinerant and for science. One student is in the self-contained classroom for most of the day.</p>		<p>Student support is based on the student needs. Accommodations are based on student progress and services are delivered in the least restrictive environment. The goal is to keep the child in school and maintain educational integrity.</p> <p>Professional Development will be secured to make all staff aware of practice and intervention strategies.</p> <p>e) Based upon student need. Feinstein is instituting the full inclusion in grades 1 and 5.</p>	<p>assistants are based on student need. Some classrooms with fewer than 8 or 8 have TAs</p> <p>Ella Risk has an on-going year round partnership with RIC Sherlock Center to insure best practices in inclusion and has reduced pull out student percentage. The partnership has formalized a two year commitment to the program. ER staff has had PD with Sherlock Staff at RIC during Orientation days before school began in August.</p> <p>d.) Robertson is using a full inclusion model following the model of Ella Risk and reducing the number of pull out students for services. Social worker and psychologist are servicing groups in the classrooms</p>
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					<p>here. Full inclusion is used at the 2nd, 3rd and 4th grade levels.</p> <p>High student achievement is the goal at Robertson. Teachers, principal, staff monitor the progress of the children and LRE is kept as a targeted goal. PD was held for two days before school began and will be instituted 3 more days during the school year. Best practices and interventions have been used based on the Sherlock Centers suggestions.</p> <p>d) Robertson is partnering with Rhode Island College/Sherlock Center for informal consultation. Two psychology interns from RIC are working in inclusionary model classrooms, actively working</p>
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					<p>with the students multiple times weekly</p> <p>Robertson is instituting full inclusion classrooms at the 3rd and 4th grade levels. The 2nd grade has ESL students. This is in response to students' needs.</p> <p>Plan is to continue with model based on student needs and student progress</p> <p>PD was provided 2 days (District wide) on best practices. There are a total of 5 PD days provided district wide.</p> <p>e). Feinstein has instituted full inclusion in grades 1 and 5 and is working to expand it to grade 2 next year.</p>
Performance	2.2	<p>Program Continuum Middle Level</p> <p>a) Currently, Calcutt Middle School has a total of 812 students. Of that total 190 are students with IEPs. Calcutt Middle School's</p>	Data Analysis Interviews Documents	a)The secondary (middle/high) bilingual centralized evaluation team	Timeline: May 2009

	<p>instructional program is facilitated in two buildings due to limited space. Calcutt Too was created in 2007 to support instruction for sixth grade students with the seventh and eighth grade students remaining in the main building.</p> <p>b) The Calcutt Middle School population of seventh and eighth grades is 551. Of that total 127 are students with IEP's.</p> <p>c) Calcutt Middle level instruction for seventh and eighth grade students is provided through five 7th /8th grade looping teams. Each team has an assigned resource/special educator. Resource teachers are assigned to two teams. Special Education services and supports are provided through a continuum which included resource (in class and pull out instruction for 56 students), a Rotate team (departmentalized self contained for 50 students), and five self-contained settings for 41 students needing more individualized direct instruction and life skills experiences. One of the self-contained settings is provided for students identified as seriously emotionally disabled. 92 students are participating in self contained instructional settings.</p> <p>d) Though there is a school-based committee addressing scheduling for the future. Students currently participating in the Rotate model are homogenously placed and are prohibited to move to a less restrictive instructional setting (including Encore, Physical Education and lunch) due to scheduling and classroom overages.</p> <p>e) The Calcutt Too facilitates instruction through two six grade teams for 237 students. Of that total, 62 are students with IEP's. Special education services and supports are provided through a continuum which includes:</p> <ul style="list-style-type: none"> ○ A Resource Inclusion Model with pull out services and supports as appropriate. ○ A self contained/inclusion model, which is supported by a special educator following 13 students in their core content area subjects. In addition the special educator within the inclusion model team teaches with Reading, ELA, and Social Studies general educator. ○ A self contained/departmentalized model for students 		<p>will process, monitor, and be held accountable for all secondary referrals ensuring the robust RTI process is followed.</p> <p>c) Calcutt Middle School will provide intensive special education support to a targeted group of special education students in a fully integrated team. Progress monitoring will take place on a quarterly basis.</p> <p>d) There is no longer a rotate model.</p> <p>e) All secondary (middle/high) schools will institute the in-classroom services model of special education support required by the IEP. This provides an additional layer of intervention opportunity for all students.</p> <p>f) A secondary (middle/high) alternate learning program, housed at Calcutt Too, will open 2008-2009. This program will serve the needs of</p>	<p>Progress Check October 2008</p> <p>a) The secondary centralized bilingual evaluation team was formed covering grades 6-12. It includes a psychologist (coordinator) Social Worker, Speech Therapist, Administrator, Guidance Counselor, Special Educator and regular educator. It is accountable for all secondary referrals ensuring the robust RtI process is followed.</p> <p>C) Calcutt Middle School is providing integrated teams of special ed and regular ed models within each classroom. Regular and special ed. teachers work in this setting. Encore teachers teach these students within</p>
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	<p>needing more individualized direct instruction and life skills experiences. (Students can participate in core content areas if they meet teacher recommendations and performance outcomes).</p> <ul style="list-style-type: none"> ○ An academic intervention class is provided for both general and special education students struggling academically. <p>There are currently 29 students receiving their special education instruction in a self contained setting, 27 students receiving special education instruction in a resource model and 13 students participating in an inclusion/self-contained model with a special educator in attendance in all content area classes.</p> <p>Calcutt Middle School Educational Options</p> <p>f) Through a number of specialized approaches and settings are provided for students with social, emotional and/or behavioral challenges, (Behavior Disordered self-contained classroom, Transition Class, and the Student Support Center) these initiatives could not be substantiated through faculty interviews and or documentation in regards to defining the purpose of the initiative, the criteria for placement/exit, and population to be served. There are currently 7 students participating in these initiatives and others as determined daily. Currently at Calcutt Middle school there is not a team (outside the ET/IEP Team) approach to decision making regarding comprehensive planning for students experiencing social, emotional behavioral challenges.</p> <p>g) Intervention Highway is comprised of two resource teachers who provide assistance to all students experiencing academic difficulties in the classroom with consultation to general educators.</p> <p>h) The Beginners/Newcomers ESL Program at Calcutt Middle School is in its first year. The program allows all beginners/newcomers to begin school in a safe learning environment. They are in the same classroom with an ESL certified teacher all day, except for encore and gym. The program is literacy based through English, Math, Science and Social Studies mainstream curriculum. The basic premise is to</p>		<p>both general education and special needs students offering traditional, accelerated, intermittent and/or independent learning opportunities. The revised program continuum will be reviewed at a staff meeting.</p>	<p>the regular ed. setting.</p> <p>d) The Secondary Evaluation Team is currently addressing scheduling for 7th and 8th grade students to move to a more inclusive model. Students are currently in a model containing special education students with regular education models within it. All students move to a less restrictive instructional setting for Encore, Physical Education and lunch.</p> <p>e) Calcutt Too facilitates integrated model of special education support as required by the IEP. Intervention is provided by both regular and special education professionals. As the test scores improve in core subject areas,</p>
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	<p>introduce them to the content vocabulary, themes and skills from each content area. In this way, they will be familiar with the mainstream curriculum when they transition to the intermediate ESL classes during the year. The middle school is currently working in conjunction with the Pawtucket School ESL Department in developing a Newcomer/Level 1 Curriculum. The English portion is complete and is being piloted this year. The goal by September is to have all content curriculums being piloted in both Central Falls and Pawtucket. ESL teachers at both middle and high school have also been trained in the SIOP Model of ESL instruction. Leadership plans to expand this work to 4th and 5th grades during the 2008-2009 school year.</p>			<p>students are integrated in higher less restrictive settings providing a higher challenge of intervention opportunity.</p> <p>f) The Behavior Disordered self-contained classroom and Transition Class have been eliminated The IIS program is still an active program at the school.</p> <p>The crisis team is available for students experiencing social, emotional and behavioral challenges.</p> <p>g) Intervention Highway is comprised of three resource teachers who provide assistance to all students experiencing academic difficulties in the classroom with consultation to general educators. CF</p>
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					offers these supports to all students who need extra support. Behavioral specialist offers social and behavioral support to all students who are in need
Performance	2.3	<p>Program Continuum High School Level</p> <p>a) There are approximately 898 students at the high school and 204 have IEPs. The current program continuum is as follows:</p> <p>b) Inclusion classes (88 or 44% of students with IEPs are in inclusion classes 50% or more of the time) – there are 35 inclusive classes in the core content area classes. Inclusion classes at Central Falls High School means that a special educator is in the general education class for a percentage of the time. This year teachers are not in the same inclusion class on a daily basis nor is there any structured common planning time for inclusion teachers so that has created some frustration. Plans are underway for the next school year to have full inclusion at the 9th and 10th grade level. Teachers (general and special education) expressed concerns regarding the change in the inclusion model. There has been ongoing support provided for collaborative teachers (Rhode Island College professor providing support and coaching) however formal professional development has just started.</p> <p>c) Departmentalized classes for core content classes (40% or 80 students with IEPs are in departmentalized self-contained classes for 50% or more of the time). These are self-contained classes where students rotate among a small group of special education teachers for their various core content area subjects.</p> <p>d) Self-contained: A total of 17% or 34 students are served in full-time self-contained classes for 50% or more of the time. The high school has two self-contained Life Skills classes (16) students. The classes are divided according to the students'</p>	Data Analysis Interviews Documents	<p>b) In 2008-2009 the Lower House special educators are part of the make-up of the teams servicing both general and special education students according to need.</p> <p>In the Upper House the numbers of special educators is completely driven by IEPs.</p> <p>A contract with East Bay Education Collaborative provides on-going instruction and support for teachers in the collaborative model of classroom instruction.</p> <p>c) The Rotate has been abolished.</p> <p>d) For 2008-2009 the centralized team will purposely monitor the case management of students in self-contained life skills classes at the high school. A review of the regulations will begin this process to</p>	<p>Timeline: May 2009 Progress Check October 2008</p> <p>b) There are 3 self-contained classes at the high school. Out of the 220 students at the high school, 37 of the students are self-contained (16%)</p> <p>9th and 10th grade now have full inclusion with a regular and sped. staff person in each classroom. In the Upper House special educators meet with general educators and collaborate teaching</p>
Compliance					

<p>Compliance</p>	<p>cognitive/developmental levels. One of the classes has students who are 15-21 years of age. The two teachers work together where one is point for academic classes and one is point for vocational classes. This year Goodwill Industries is the lead for the community-based program (vocational and employment awareness/exploration is the primary focus of Goodwill Industries). Job-sites include Central Falls Community Center, RI Food Bank, International Miracles, local restaurants, etc. Goodwill typically will email the vocational lead teacher regarding the community-based experiences and that teacher is able to follow up with students in class regarding vocational exploration topics etc.</p> <p>Adaptive physical education (APE) is done via an itinerant APE teacher who works district-wide. Elective classes for these students are also self-contained. For example, all students in the two Life Skills classes take the elective class Keyboarding/Life Skills at the same time. They are the only students in the class.</p> <p>One self-contained Life Skills class is for students who have significant social and learning challenges. Goodwill Industries also works with these students for work study experiences. (Maintenance assistant, local supermarkets, day care, etc.).</p> <p>e) There is a transitional class (called Square Mile) that is located off-site (Tides, Pawtucket). This class is a step-down program for some students who have transitioned to Central Falls from out-of district placements. Plans are underway to move this class into the district for the next school year. Goodwill Industries has also just begun work with students in this class on vocational exploration/job experiences.</p> <p>f) Central Falls High School has an Alternative Learning Class (ALC) which functions as an in-school suspension. A long term substitute monitors the class with support from the behavioral specialists as needed. Teachers report the ALC as being frequently full. Teachers are supposed to check the daily ALC list and send work to the ALC. Teachers report that students with IEPs who are ALC do not receive their special education services while in the ALC class.</p>	<p>inform and initially address any non-compliance issues. Teachers/case managers will regularly report any changes to their roster to the centralized team. The age-range issue will be rectified.</p> <p>All student schedules for 2008-2009 will be fully integrated with the elective classes.</p> <p>e) A true alternative learning program for grades 7- 12 will be housed at the lower level of Calcutt Too for 2008-2009.</p> <p>f) All special education services will be delivered to students who have IEPs and are in in-school</p>	<p>strategies during common planning time.</p> <p>Timeline: May 2009 Progress Check October 2008</p> <p>Immediately and on-going</p> <p>c) The rotate has been abolished 100% at the high school</p> <p>d) All high school classes have been adjusted to reflect the 4 year age range plan</p> <p>Any student who is in one of these three self contained classes and is bilingual will be reported to the bilingual centralized team for review.</p> <p>Selected students are referred to ORS for employment awareness/ exploration</p> <p>Self contained students are integrated in PE</p>
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				<p>suspension. A strict accounting of students will be maintained by the administrator in charge.</p> <p>The work will be delivered by the case manager/team leaders on an on-going and continuous basis. The in-school suspension room must be staffed by a special educator.</p>	<p>and music classes</p> <p>e) Square Mile High is a secondary alternate learning program for 9-12, housed at Calcutt Too. This program serves the needs of special needs students offering intermittent, credit recovery, independent learning opportunities for students returning from Out of District or students whose needs cannot be served in the regular public school.</p> <p>f) Saturday detention now replaces in school detention and is run by two special education educators. Any student who attends and has an IEP will be</p>
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					<p>provided special education services.</p> <p>Modifications of work for any student on an IEP will be provided to ensure the student receives their special education services.</p>
Performance	2.4	<p>Program Continuum – ELLs with IEPs</p> <p>In Central Falls there are 133 English Language Learners (ELLs) with disabilities (22 HS, 33 Middle, 78 Elem). Forty-eight receive special education resource, 31 are in special education inclusion settings, 35 are in special education self-contained settings, and 19 are receiving speech services only. Some special education staff are also certified ESL teachers. Most staff reported that students eligible for dual services for ESL and special education were receiving those services.</p>	Documents Interviews		
Compliance	2.5	<p>At the High School the school social worker divided his time between the high school and Square Mile Class. He has 35 students on his list for one-on-one counseling addition to crisis intervention as needed. He is often not able to see the students for counseling due to crisis intervention. A crisis intervention team is in the process of being re-developed.</p>	Interviews	<p>For 2008-2009 the caseloads of one to one counseling needs will be divided equitably among service providers prior to the start of school. The centralized team will review these case loads quarterly to ensure continued balance. Please note that both the social worker and the psychologist will be available for direct one on one service as well as small group provisions.</p>	<p>Timeline: Immediately and on-going Caseloads for social workers and psychologists at the high school are divided evenly. Emergencies are served by both when in the building and not serving in other buildings. The secondary ET, principal, vice principal and special education</p>

					administrators monitor the balance of their caseloads.
Performance	2.6	At the high school the team was repeatedly informed that not all students with IEPs who should have a PLP have a PLP. According to staff the RIDE Office of Instruction granted the high school a PLP waiver for this school year. Teachers, however, are unclear who is responsible for writing and implementing the PLPs of students with IEPs. Special education teachers were unclear as to what the PLP implementation plan is for the following school year.	Interviews	The writing of a PLP is a collaborative and informed effort of both the general and special educator. These are electronically maintained and reviewed monthly.	Timeline: May 2009 Progress Check October 2008 The writing of a PLP is a collaborative and informed effort of both the general and special educator. These are electronically maintained and reviewed.
Compliance	2.7	At the high school students with IEPs who take the school bus to school arrive at 8:15 a.m. The school day (homeroom) begins at 7:45 a.m. This has led to students repeatedly and routinely missing homeroom and the first part of period one, thus preventing equity of access to the curriculum for those students who take the bus.	Interviews	For the 2008-2009 school year and on-going all busses throughout the district will honor the scheduled opening times.	Timeline: Immediately and on-going Students with IEPs are arriving at CFHS by 7:30 am.
Performance	2.8	At the high school, special education teachers create their own documents to inform general education teachers about students on their case load and of specific students' accommodations etc. Some general education teachers reported that they did not get the accommodation sheets for all students. When this happens, general education teachers provide the special education department chair with their class roster and the chair checks off who has an IEP.	Interviews	Centralized forms will be used on a regular basis to encourage and maintain appropriate communication and consistency.	Timeline: May 2009 Progress Check October 2008 The Secondary Evaluation Team and special education teachers will communicate, encourage and inform general education

					<p>teachers about specific student accommodations by attempting to place both a general education and special education teacher on team for every case brought to the ET.</p>
Performance	2.9	<p>Education Options</p> <p>a) ESY/Summer School: Staffed by 8 teachers, 10 TA's and 9 Personal Care Assistants to serve 84 students and conduct summer teams for IEPs and evaluations. The determination of programs is unclear. The ESY continuum for summer 2007 and student assignment presented does not clearly account for "summer tutoring ESY" described in interviews. Also, the district is planning new initiatives for summer school with parent education components in conjunction with URI and EBEC.</p> <p>b) Teachers of students in self-contained settings at the high school reported looking at student work and progress to make ESY determinations. This was done apart from a team process. Based on the individual teacher determinations a list is sent to central office.</p>	Interviews Documents		<p>Timeline: Immediately and on-going</p> <p>a) Summer 2008 URI initiative was in place called Read Talk & Play with URI and Johnson & Wales partnership. This was a 3 week program for all students and parents in the district. ESY programs provided for students who display regression of skills or to maintain skills</p> <p>b) All ESY decisions are made at the IEP meeting</p>
Compliance				<p>b) The centralized secondary team and the portfolio process are being developed in order to stream line these decisions via the team process.</p>	

Compliance	2.10	<p>At Calcutt Middle School student confidential records (both general and special education) were noted to be in crates on the floor under the desk in the school counselors' support staff office. Though this setting is locked during after school hours, this information still remains unsecure and not filed appropriately for comprehensive record management. The office space is open to adults and students moving from the office to the support staff office.</p>	Interviews Observations	All confidential records have been appropriately filed and locked providing comprehensive record management.	<p>Timeline: Immediately and on-going At Calcutt Middle School student confidential records (both general and special education) are appropriately filed and locked providing comprehensive record management.</p>
Performance	2.11	<p>PBIS/FBA a) The district has created a Behavior Management Policy Manual for PK-12. This manual communicates the district philosophy, code of conduct, and procedures and expectations to staff and parents.</p> <p>b) The elementary schools are not positive behavioral support schools although Ella Risk is planning to participate next year. Captain Hunt is piloting the Nurtured Heart school-wide behavior program which is coordinate by the social worker. Some schools use a color coded behavior system. Punitive approaches (taking away free time) are used in some classrooms and positive behavioral support is used in others. At the elementary level the school psychologists offer social groups, and individual and/or group counseling if the need arises. They facilitate FBAs through the Evaluation Team as a student approaches the 8th day of suspension. The school psychologists also work with families and help them connect to local agencies. The social workers at most schools do individual counseling as well as group sessions with students when the need arises. One school social worker runs a monthly parent support group.</p> <p>c) Secondary Level (Middle and High School):</p>	District Presentation Interviews Documents		<p>a) The district has a Behavior Management Policy Manual for PK-12.</p> <p>b) All teachers and non-certified staff have been trained in the Nurtured Heart Program at Captain Hunt School. At the elementary schools, special education administration/p rincipals have moved toward positive only supports and the use of group counseling more often and within</p>

	<p>The social worker and psychologist see students for individual counseling, private crisis intervention assistance, evaluations, and so forth. They are also involved in the emergency response process. Suspension and expulsion data provided by central office did not appear to be reliable or valid. The high school uses the SWISS (school wide intervention systems) data system which is part of the PBIS initiative. The school psychologist is the lead in for monitoring the SWIS data system in regard to special education students' suspension data. The manifestation meeting is then facilitated and an FBA is completed. FBAs are only done when a student is approaching the 10 days of suspension or prior to facilitating clinical psychological or psychiatric evaluations.</p>			<p>the classroom. FBAs have not been necessary at any school in Central Falls so far this school year. Kindergarten teachers in all schools will be trained in The Nurtured Heart Approach for the 09-10 school year.</p> <p>c) Secondary level social worker and psychologist provide individual and group counseling. They are encouraged to provide counseling in the classrooms. Suspension and expulsion data is provided by Guidance. The HS psychologist is in charge of PBIS initiative. No FBAs have been needed at Calcutt or at CFHS so far this school year as no student has approached the 10 day mark.</p>
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Performance	2.12	Gateway partnerships provide schools with a behavior specialist that can consult with staff on positive intervention/prevention strategies and provide direct service to all students including special education students; peer mediation, conflict resolution, crisis management, re-engagement, specialized programs, Behavior Intervention Plans and strategies are also facilitated. At Veterans, the social-emotional learning consultant does a 10 week cycle of lessons on bullying, etc. as invited by teachers. Having only one behavior specialist for all elementary schools limits the degree of service each building is able to receive.	District Presentation Interviews Documents		Performance Gateway has partnered with CF to increase the number of behavioral specialists from 2 last year to 7 currently. Two are housed at the high school, 2 at Calcutt, one at Calcutt Too, one at Square Mile. Currently one for elementary schools is vacant but is intended to be filled soon.
Performance	2.13	The Advisory program has just been initiated at Calcutt Middle School. A curriculum has been identified (The Treasure Chest) and the School Counselors have received professional development. Some educators have initiated an advisory but this initiative is currently not being facilitated school wide. At Calcutt Too the Advisory is school wide.	Interviews	Advisories will be fully implemented school wide in 2008-2009 with a secondary reform administrator.	Timeline: May 2009 Progress Check October 2008 Performance Advisories have been fully implemented school wide at Calcutt. It is currently active. They meet for one half hour a week on Fridays with a secondary administrator at its helm.
Compliance	2.14	Disproportionality a) Central Falls has been identified as having significant disproportionality of Hispanic students with Emotional Disturbance & Learning Disabilities, of White students with Emotional Disturbance, Learning Disabilities, Mental Retardation, Other Health Impairments, and in the All	Interviews Record Reviews	a-b) Central Falls has partnered with nationally recognized consultants and RIDE to develop a plan for immediate implementation.	Timeline: Immediately and on-going CF has partnered with Futures Health

	<p>Disabilities category for students who are white. In addition, students who are Black, Hispanic, or White are over-represented in separate classroom settings. White students are also over-represented in Separate Placements.</p> <p>b) The district ESL director reviewed elementary level referrals to special education to look for patterns in referral for students who are English Language Learners. Due to lack of data systems, this involved a manual review of records. It was found that many students were referred for speech/language concerns. Additional data review of students with LD (not ELL only) found that 27% were referred and identified in PK or K with another 16% referred and identified in the 1st grade.</p> <p>c) While bilingual evaluations routinely occur, it appears there are pockets of expertise and that differentiating between linguistic difference and disability does not happen uniformly across district evaluation teams. A dozen staff across the district have participated in recent technical assistance sessions provided through RIDE and the New England Equity Assistance Center. The district does use evaluation instruments that have been developed in Spanish and normed on Spanish-speakers. The district contracts with outside agencies to provide evaluations in other languages as needed.</p> <p>d) IEPs for some ELLs with disabilities did not contain specially designed instruction. It was unclear if the youngsters did require specially designed instruction that was not being communicated appropriately on the IEP or if the youngsters could have been served through general education interventions or 504 plans.</p>		<p>The intense training for the Child Outreach Team, the centralization of elementary and secondary evaluation teams, the in-class resource delivery of services and the on-going monitoring through case-management makeup the initial elements of the plan.</p> <p>c) The centralized teams will be staffed with bi-lingual personnel.</p> <p>d) IEP training has already begun and will be on-going throughout the summer and fall.</p> <p>The centralized team will ensure Least Restrictive Environment (LRE) placements.</p>	<p>Core to develop a plan to reduce disproportionality.</p> <p>c) The 6 school evaluation teams all have bilingual personnel. CF ensures that all testing will be completed in child's primary language using appropriately normed tests. Testing in English as appropriate</p> <p>d) PD has been provided in the use of technology as well as the specific IEP form used in the district. PD will be offered for th 09-10 school year to further address the needs. It is the responsibility of the team to ensure that each student is placed in the appropriate placement according to</p>
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Performance	2.15	<p>a) Child Outreach Team is coordinated by a school psychologist and consultant weekly at Ella Risk Elementary. Two bilingual screeners at Child Outreach registration center administer the Early Screening Inventory in English and Spanish. 500+ screenings are conducted per year.</p> <p>b) The district preschool programs are aligned to the Early Learning Standards in Spanish and English. The district is also participating in the Creative Curriculum pilot to document the success of preschoolers through online assessment tools which involve classroom observations of social emotional, physical, and language skills.</p>	<p>District Presentation Interviews Documents</p>		<p>LRE.</p> <p>All evaluation teams have bilingual personnel</p> <p>b) All preschool programs are aligned to the early Learning Standard in Spanish and English and follow Creative Curriculum.net assessment process.</p> <p>Child Outreach Team is coordinated by a special education teacher/ educational diagnostician. The team is at Ella Risk Elementary School. Three bilingual screeners at child Outreach registration center administer the Early Screening Inventory in English and Spanish. ET members include: Educational diagnostician, school psychologist,</p>
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					Social Worker and sp/l therapist.
Compliance	2.16	<p>Facilities</p> <p>Captain Hunt Elementary School: a) Support staff often has no confidential space to provide services or evaluations for PT, OT, Sp/L and must work in the common spaces between “classrooms”. Captain Hunt has an open floor plan that does not clearly delineate separate rooms and hallways throughout the building. In order to access the evaluation team, one must cross through the integrated K classroom disrupting instruction.</p> <p>Calcutt Middle School: b) Throughout both middle school settings there was limited evidence of posted emergency evacuation procedures/map design.</p> <p>c) Classrooms for students receiving self-contained special education instruction in Rm. 249 and 212 have limited space to facilitate the program.</p> <p>d) Space for service delivery (APE, OT, and PT) currently is not always available and noted to be facilitated in the hall way.</p> <p>Calcutt Too: e) Calcutt Too overall is not “handicapped accessible.”</p> <p>f) A self-contained classroom is shared with the guidance counselor’s office. Adults and students walk through at varying times disrupting instruction and/or compromising confidentiality.</p> <p>g) The resource room is not confidential. The upper portion of the wall divider is an open screen.</p> <p>h) Social worker provides services and supports in a custodian’s sink closet.</p> <p>i) The only girls’ bathroom is in the basement where the adult</p>	Interviews Observation	<p>a) Plans are being generated to insure privacy in an enclosed area. Completion expected by September 2008.</p> <p>b-d) These programs are moving to substantially larger spaces for 2008-2009. Rm. 212 has been designated OT/PT space guaranteeing privacy and adequate space.</p> <p>e-j) Calcutt Too has taken over the building’s lower level which is “handicap accessible.”</p> <p>f-h) All adequate space will be available and has been earmarked for student use.</p> <p>i) All adult classes are held either at the Registration Center during school hours or in our school buildings after school hours.</p> <p>j) Appropriate space has been designated for encore classes to provide uninterrupted classroom instruction.</p>	<p>Timeline: Immediately and on-going</p> <p>a) Contractors will build walls and place doors to provide confidential space to provide services or evaluations for PT, OT and Sp/L services.</p> <p>e) Calcutt Too has taken over the building’s lower level which is handicap accessible</p> <p>F) self contained room and guidance counselor’s office are separate</p> <p>G) The resource room is confidential. No open screen is seen</p> <p>h) Social Worker’s office is separate and confidential for service providing</p>

		<p>ESL classroom is held during school hours. Supervision of environment is not provided for children.</p> <p>j) Cafeteria areas are used for music and other Encore classes. Two self-contained classes are adjacent to the cafeteria/music/encore classes where the noise level is disruptive to instruction.</p>			<p>i) Girls bathrooms are accessible in 3 areas: basement, nurse's office and first floor.</p> <p>j) Encore classes are provided in inclusionary setting to provide uninterrupted classroom instruction.</p>
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3. EVALUATION/ INDIVIDUAL EDUCATION PROGRAM (IEP)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	3.1	The Central Falls Public Schools operate the special education program through central administration. Administrative and instructional staff throughout the district are very knowledgeable about special education procedures and requirements. The district has well documented special education procedures and protocols. Evaluation teams exist in all schools, meet regularly, provide clear documentation of proceedings, and appear fully constituted with the required personnel in attendance. This current special education administrative structure appears effective to ensure a preponderance of compliance with special education requirements.	District Presentation Interviews Documents		
Compliance	3.2	Individual Education Record Reviews The visiting team reviewed approximately 40 records as part of the School Support System review. These were selected through a stratified random sampling technique to allow the team to consider a representative variety of students. Additional	Record Reviews Documents	Assurances will be provided to the RI Department of Education, Office of Special Populations that compliance issues are addressed and rectified. This Support Plan is	Timeline: Immediately and on-going A new form (checklist) was created to

	<p>students came to the attention of the team during the review. The records were relatively well organized and the majority of compliance issues arose in the following areas:</p> <ul style="list-style-type: none"> -- Some information on IEP forms was incomplete or inaccurate -Some documentation missing from central office files (consents, vocational assessments). 		<p>applicable for all compliance findings in this section.</p> <p style="text-align: center;"><u>Assurances</u> <u>May 2008</u></p> <p>The Central Falls School District has listed the following assurances pertaining to the Special Education Record Review of March 2008. The following are provisions toward compliance:</p> <ul style="list-style-type: none"> • Accuracy of paperwork completion will be monitored by the student services secretaries and closely reviewed by the district Evaluation Team. • Student folder reviews by the district Evaluation Team will prevent missing forms and reports. This includes the needs of bilingual evaluations and the translations of written documents. • Notification to staff as a reminder to send copies for the student service confidential file. These include such items as parent meeting notices, quarterly progress records, etc. • System of monitoring through TIENET to prevent overdue IEP's and to meet regulatory timelines of evaluations. • Provisions to be made for the general education teacher to attend Evaluation Team/IEP meetings. • Professional Development to be 	<p>document IEP infractions and sent back to school personnel for revisions via principal or designee</p>
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				<p>provided in regards to the writing of measurable IEP goals and the new IEP format for July 1, 2008.</p> <p>Timeline: Immediately and ongoing. Progress check: October 2008</p> <p>Note: The development and implementation of special education policies and procedures aligned with the requirements of the new regulations will also occur within the next 8 months.</p>	
Performance	3.3	<p>a) Throughout the district the Evaluation Team had core membership that included the psychologist, social worker, and chair. Other members included the case manager, parent(s) and others as needed. Determination of composition of the Evaluation Team along with roles and responsibilities was unclear at Calcutt Middle School.</p> <p>b) The evaluation team process at the High School occurs all day every Monday. It is facilitated by the special education department chair. Core members of the ET are the special education department chair, psychologist, and social worker. The psychologist and social worker attend every single evaluation team discussion. Other members include the case manger, parent(s) and other teachers as needed.</p>	Interviews	<p>a) The secondary (middle/high) centralized evaluation team will process, monitor, and be held accountable for all secondary referrals ensuring the robust RTI process is followed.</p> <p>b) The secondary (middle/high) centralized evaluation team will process, monitor, and be held accountable for all secondary referrals ensuring the robust RTI process is followed.</p>	<p>Timeline: May 2009 Progress Check October 2008 a&b) The secondary (middle/high) bilingual centralized evaluation team is ensuring the robust RTI process is being followed and is being held accountable for all secondary referrals</p>
Compliance	3.4	<p>a) Despite district efforts to hire and/or contract with additional speech language therapists, ten preschoolers who qualify for bilingual speech language services are not receiving them due to lack of staff available to provide the service (EK 10-19).</p> <p>b) Child Outreach screeners must share a room or one must screen in the hallway due to lack of space at the Registration Center.</p> <p>c) Staff expressed concern that insufficient program space</p>	Interviews Documents	<p>a) Contracted services were obtained effective 5/6/08. Speech/Language service schedules were readjusted to appropriately provide services to affected children. Compensatory summer services will be offered and letters will go out to families prior to June 9th.</p>	<p>Timeline: Immediately and on-going a) Contracted services were obtained effective 5/6/08. Speech/Language service schedules were readjusted to appropriately</p>
Performance					

		exists for students who turn 3 in the spring and could result in delayed onset of services or compensatory services in the summer.		b-c) Child Outreach is being relocated this summer to Ella Risk School. Ample testing, conference and office space will be provided.	<p>provide services to affected children. Compensatory summer services were offered.</p> <p>b) Child Outreach screeners relocated to a private, confidential space. CF increased number of bilingual screeners to 3 in September. Ample testing, conference and office space has been provided</p> <p>c) Program space is sufficient for all students who turn 3. Three new classrooms have opened at Capt. Hunt - 2 preschool and 1 kindergarten.</p>
Compliance	3.5	<p>District-wide communication regarding policies and protocols to facilitate special education services and supports was not consistent and/or timely.</p> <p>a) General Educators typically do not attend IEP meetings for students in inclusive settings due to the lack of substitute teacher availability at most schools.</p> <p>b) At Calcutt Middle School Too, educators reported that at the</p>	Interviews Record Reviews	<p>a) An Evaluation Team substitute teacher is provided on each team day.</p> <p>b) In June, by the close of the census, all records will be</p>	<p>Timeline: Immediately and on-going</p> <p>a) An evaluation Team substitute teacher is provided on each team day. In addition, one or two building</p>

	<p>beginning of the year resource teachers would receive their 5th grade roster from central office on the first/second day of school and the students noted may or may not be resource students (self contained, speech only and/or monitor).</p> <p>c) Concerns additionally arose in regards to the identified LEA representative at IEP meetings and the need to clarify responsibility and role at Calcutt Middle School.</p> <p>d) At the Calcutt Middle School information regarding accommodations and/or modifications for students with IEPs was not available for Encore educators.</p> <p>e) At the elementary level, communication of students' accommodations or modifications to general educators and itinerant teachers was typically facilitated by the special educator but not in a consistent or systematized fashion across grades and schools.</p>		<p>disseminated to all receiving schools for study and review.</p> <p>c) An administrative designee has been assigned to chair the centralized evaluation teams.</p> <p>d-e) All Encore educators shall have access and information for all students and for all modifications on the team.</p>	<p>substitutes are hired for each building for each school day</p> <p>b) The list was updated in August.</p> <p>Administration middle and elementary personnel collaborated on information for teachers and best placement</p> <p>c) An administrative designee has been assigned to chair the bilingual centralized teams.</p> <p>d) All Encore teachers are on teams and have equal access to information for all students and have access to all modifications made for students on their teams.</p> <p>e) General educators are part of the IEP team and have access to /are informed of modifications or accommodations across grades and schools.</p>
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Compliance	3.6	The numbers at the high school were high (approx. 55) for students who receive speech only. A focused effort to review students and evaluate students' needs have exited 16 students from speech and language. The new pathologist has been onboard since January 2008. Teachers reported that some students have not had any speech services since January 2008 while others reported that the contracted speech and language pathologist started providing services a week ago. It was unclear what the compensatory service plan will be for the school.	Interviews	Contracted services were obtained effective 5/6/08. Speech/Language service schedules were readjusted to appropriately provide services to affected children. Compensatory summer services will be offered and letters sent to parents by June 9th.	Timeline: Immediately and on-going Contracted services were obtained effective 5/6/08. Speech language service was appropriately readjusted to provide services to affected students. Compensatory services were offered. Sp/L was also provided by speech language provider during ESY.
Performance	3.7	The high school evaluation team processed approximately 4 new to special education referrals during the course of the current year thus far. The other students reviewed were students who already had an IEP, were returning to the district from other districts, or were moving to the district.	Interviews		
Compliance	3.8	At the high school individual teachers arrange their own IEP meetings and create their own IEP invitation forms/progress forms and put these into the general education teachers' boxes for upcoming IEP meetings. There is no systemic process/protocols to accomplish these things. In addition, many teachers reported that meetings are rarely done via the IEP team (typically the teacher and parent meet alone) and almost always there is no LEA present at the meetings. Signatures are procured after the meeting had occurred.	Interviews Record Reviews	Staff will utilize the special education manual which provides clear guidance with accompanying forms for consistent IEP development. The designated administrator in concert with case managers is responsible for coordinating the meetings and appropriate timelines. The IEP meetings do not take place during the centralized evaluation team times.	Timeline: Immediately and on-going The spec. education manual provides clear guidance/w accompanying forms for consistent IEP development. The Secondary ET Coordinator is responsible for

					<p>coordinating the meetings and appropriate timelines. The IEP meetings do not take place during the bilingual centralized evaluation team times.</p>
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4. TRANSITION					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	4.1	The transition process from pre-school to K and from K to 1 for students with disabilities was not implemented uniformly across elementary schools.	Interviews		
Performance	4.2	All elementary schools have a first day celebration for new students entering the building. For example, Ella Risk has a kindergarten roundup where teachers volunteer to attend and all kindergarteners in attendance receive story books; teachers met with parents as orientation for school and a tour of the building. Ella Risk is also exploring a newcomer class for brand new ELLs.	Interviews Documents		
Performance Compliance	4.3	<p>a) Transition planning from the elementary to the middle level is facilitated through school visits and orientation events for both students and parents. Students additionally go to the middle school for the day to experience “a day in life” at the middle school. Special educators from the elementary and middle level have informal discussions to plan for individual student transitions.</p> <p>b) Transition discussions for students in elementary and middle level self-contained settings working towards AAGSEs have been limited as the monthly community exploration lessons have been discontinued this year due to district transportation reductions. It is unclear how these students will fulfill Alternate Assessment and IEP goals related to community involvement and daily living skills.</p>	Interviews Document Review	<p>b) A variety of weekly community involvement activities must be scheduled in advance by quarter. Appropriate transportation will be provided.</p>	<p>Timeline: Immediately and on-going</p> <p>b) Elem/middle self-contained students participate in field trips in the community. Older middle schoolers participate in Interest</p>

<p>Performance</p>	<p>c) For 8th grade students transitioning to the high school, a school tour is scheduled annually. Special educators discuss transition planning for 8th grade students with IEPs with the high school special education chair person. These discussions direct student placement within the high school options as defined vs. meeting individual needs.</p> <p>d) Vocational Assessments/procedures, linkages to transition planning/connectivity to the IEP. Though Calcutt Middle School engages in a number of vocational/career related activities (Exchange City and the Choices Interest Inventory), including discussing the IEP transition page with students, vocational assessments and outcomes for students with IEPs who are 14 years of age are not clearly communicated through the IEP process.</p>		<p>c) A secondary reform administrator with specific transitioning duties will facilitate and monitor 8th grade to 9th grade transition planning for all students.</p> <p>d) The secondary (middle/high) centralized evaluation team will process, monitor, and be held accountable for all secondary referrals ensuring the robust RTI process is followed. This team will ensure the communication of vocational assessment review.</p>	<p>Inventories by Goodwill Industries. Some SC students transition through ORS representatives.</p> <p>c) A secondary reform administrator (assistant principal) with specific transitioning duties was appointed and is facilitating and monitoring transition planning. CF is pursuing further training with Jane Slade for the secondary transition IEP.</p> <p>(d) Vocational Assessments are done on 14 year olds through Goodwill Industries on a regular basis. Vocational evaluations are placed in student files at main office when received and are reviewed at IEP meetings.</p>
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Performance	4.4	At the high school, case managers are the lead for facilitating referral to Office of Rehabilitation Services (ORS) for students on their case load.	Interviews		
Compliance	4.5	<p>Secondary Vocational Assessments (high school)</p> <p>a) Central Falls contracts with Goodwill Industries for interest inventories. Teachers were aware Goodwill Industries was the vocational contracted entity for students in self-contained settings. Teachers were unclear if students who are in inclusion classes or departmentalized/rotate classes had interest inventories completed. Some reported not having access to those interest inventories and some reported having copies of the interest inventories for a few of their students. Due to the lack of clarity, the interest inventories were typically not part of the transition planning process for these students. It was evident through the SSS record review process that compliance with transition regulatory requirements was a significant challenge. Transition pages for the records reviewed were either left blank or for the most part partially completed.</p> <p>b) Teachers acknowledged that this is an area that needs attention in terms of a coordinated and documented transition evaluation process that has meaning and connectivity to the IEP planning process. In addition, staff expressed the desire and need to have a transition structure that provides an array of structured and supported vocational experiences/career</p>	Interviews Document Review/.Record Reviews	<p>a & b) Greater communication among Case Managers, Goodwill Industries, and guidance will serve to enlighten all parties as to the vocational interests and results of inventories. These results must be incorporated into the IEP on the transition page. Greater participation in the IEP training will also address this need. The overriding responsibility rests with the Designated Administrator to assure this three way communication.</p> <p>b) A secondary reform administrator with specific transitioning duties will oversee these transition elements as well.</p>	<p>Timeline: Immediately and on-going</p> <p>a) Interest Inventories completed by Goodwill Industries are housed in the permanent files of special education students. These results shall be incorporated into the IEP on the transition page. A memo from the Special Education administrator to sped. teachers emphasized and assured</p>

		<p>exploration opportunities for students as appropriate. This year Goodwill Industries had been contracted to provide community-based job exploration opportunities to students in self-contained settings.</p>			<p>commitment to improve transition page. PD to be given on IEP training through the Dept. of Ed.</p> <p>b) Goodwill Industries performs full vocational evaluations on 30-40 students annually, most in SC settings. Currently 2 representatives from Goodwill service other groups of students about vocational exploration and attempt to place them in part time jobs.</p>
Performance	4.6	<p>Transition Advisory Committee (TAC) meetings are facilitated via the regional collaborative. Representative(s) from Central Falls High School attend the TAC meeting; however, a number of special education staff reported not having any knowledge of the information that is shared at the TAC meetings.</p>	Interviews	<p>In the reorganization of the Office of Special Education, a central office administrator will attend these meetings. Communication follow-up is a must.</p>	<p>Timeline: May 2009 Progress Check October 2008 A self contained teacher is now attending TAC meetings and is communicating/sharing information with Special Ed staff</p>