

Rhode Island Department of Education
Office of Special Populations

School Support System Report and Support Plan for the
Cranston Public Schools
October 2007

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.

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Cranston Public Schools
School Support System Review
January 2007

Team A: Emily Klein, Silva Perdomo

Team B: Amy Grattan, Leslie Anderson

Team C: Jane Keane, Jennifer Fraioli

Team D: Susan Wood, Valerie Williams

Team E: David Sienko, Carolyn Taylor, Nancy Stevenin, Janet Sullivan

Jonathan Dyson (walk through at Sanders Academy, Horton School Program, Stone Hill Elementary and the Early Childhood Center)

Jane Keane (walk through at Hugh Bain and Western Hills Middle Schools)

David Sienko (walk through New England Laborers'/ Cranston Public Schools Construction Career Academy, Alternative Education Program and Transition Program)

1. SCHOOL IMPROVEMENT / FAMILY ENGAGEMENT					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	1	<p>The Cranston Public Schools has a Five-Year Strategic Plan which was last revised in May, 2007. The Plan addresses four critical areas; Student Achievement, Personalization, Professional Development and Asset Protection. Alignment with the district strategic plan was evident in all of the individual school improvement plans reviewed throughout the district. All schools visited had active school improvement teams. With the strategic plan as a guide, the district has organized administratively to improve performance and success for all students. Part of this reorganization has resulted in clear alignment of services and supports for students in the context of all improvement activities. The responsibilities of the Executive Directors for Educational Programs and Services is providing a model of integration in curriculum, instruction and supports for all students for the entire district. In Cranston, the goal is to eliminate the line between special education and general education. Illustrations of this emerging philosophy were evident in many schools in the district.</p> <p>The Cranston strategic plan targets:</p> <ul style="list-style-type: none"> • All students accessing the general curriculum • Instruction tailored to the needs of each student • Teachers becoming skilled in instructing all students • Graduates able to demonstrate literacy, numeracy and problem solving skills • Students using technology to support learning <p>With the district goals to:</p> <ul style="list-style-type: none"> • Strengthen academic rigor • Create a safe challenging learning environment • Increase and improve the use of technology. <p>The district has targeted math performance recently after</p>	<p>District Presentation Interviews Documents</p>		

		careful review of student performance data. A variety of interventions are now in place including curriculum strategies, the use of math coaches and professional development. District curriculum guides include strategies for assisting special education students and English language learners. The district has focused on reducing the numbers of special education students served in self-contained settings and this practice was evident at all levels.			
Performance	2	The Cranston Public Schools operate 17 Elementary Schools, 3 Middle Schools, 2 High Schools, 1 regional career and technical center and 1 district operated charter school. Enrollment was 10,814 students with 2,121 students receiving special education services at the time of the RIDE visit.	District Presentation Interviews Documents		
Performance	3	The Cranston Public Schools provide a variety of interventions to address student achievement including: <ul style="list-style-type: none"> • Formal & informal Professional Development • Reading Specialist assigned to every school • Elementary Math Coaches The district has been using the University of Pittsburg model for addressing academic rigor for a number of years hosting learning walks monthly.	District Presentation Interviews		
Performance	4	Cranston has a variety of professional development opportunities for staff including a complete learning academy organized through the Cranston Teachers Alliance. Teachers may choose the training they wish to pursue. Some special education implementation issues may be hampered by the districts inability to “require” targeted training. The district has partnerships with higher education institutions, RIDE and through the West Bay Educational Collaborative. All of the schools also have a number of partnerships with local businesses and community organizations.	District Presentation Interviews Documents	Targeted special education training may include (but not limited to) professional development in the following areas: -Positive Behavioral Intervention & Supports (PBIS) -Functional Behavioral Assessments (FBAs) -Response to Intervention (RTI) -Differentiated Instruction -Data/progress monitoring	

		Throughout the district staff identified a need for district level professional development on inclusive education practices, co-teaching, and progress monitoring in RTI.		-Co-teaching -Elementary interventions for mathematics -Reading interventions -Merging strategies for students who have IEPs and are English Language Learners (ELLs) Timeline: Ongoing. Progress check December 2008	
Performance	5	<p>Cranston has a variety of opportunities for parent engagement including but not limited to:</p> <ul style="list-style-type: none"> • Cranston Education Advisory Board (CEAB) • The Special Education Parent Advisory Board (SEPAB) • Epic – quarterly academic enhancement meetings • COZ – in Title I schools • PTOs in all schools • Parent representation on all school improvement teams • Parent monthly support meetings for preschool parents • Parent participation on all hiring boards <p>Informal parent communication and engagement strategies were also evident in the schools visited.</p>	District Presentation Interviews Documents		
Performance	6	<p>Cranston has active Teacher Support Teams in all schools and this was evident in the schools visited. The district has made a commitment to establish the Response to Intervention (RTI) model throughout the district. Implementation of RTI is at various stages of development throughout the district ranging from emerging to full implementation. The district has enrolled leadership personnel in RTI training and some school teams are being trained. At the secondary level, Cranston High School West has employed the RTI model to address the social/emotional learning needs of students however,</p>	District Presentation Interviews Documents Observations		

		complete integration is still developing.			
Performance	7	Cranston Public Schools maintains active communication with the non-public schools ensuring that students eligible for special education and related services are afforded all opportunities to access necessary services	District Presentation Interviews Document Review Student record review (JDS- 7)		
Performance	8	Cranston has a fully constituted Local Advisory Committee – The Special Education Parent Advisory Board (SEPAB). This group is composed of the parents of students in special education, meets on a scheduled basis and has the direct involvement of district level administrators. Goals for the group include increasing membership, improving communication with parents and improving coordination with the district administrators. Outreach activities include a web page, email and literature sent through the schools and direct mail. Improving the distribution of notices has been identified as an area for improvement. The SEPAB has begun offering workshops and attendance has been good. Teachers may receive professional development credits for attending the workshops and several have attended. The SEPAB has also participated in personnel search committees.	Interviews	The Cranston Special Education Director(s) will continue to work collaboratively with the SEPAB to expand membership, outreach and communication to families who are not currently engaged. The SEPAB brochure handed out at IEP meetings will be reviewed and updated as appropriate. In order to enhance the impact, Cranston Special Education Administration will make connections with State resources and opportunities. Timelines: Ongoing. Progress check: December 2008	

2. FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE/LRE)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	1	<p>Pre/School Child Outreach</p> <p>Cranston provides child outreach screenings for children ages 3 to 5 years old coordinated through the Early Childhood Center. During the 2006-07 school year 1219 screenings were conducted of which 236 were non-Cranston students attending pre-schools in the district. The district provides screenings to students attending private pre-schools (27), Head Start, by appointment, during Kindergarten registration and at students' home schools. Cranston had 64 referrals from Early Intervention in 2006-07. The number of referrals that were found eligible on their 3rd birthday was 30.</p>	<p>District Presentation Interviews Documents Consolidated Resource Plan (CRP)</p>		
Performance	2	<p>Program Continuum- District- Pre-School Level</p> <p>Cranston provides a variety of Developmental Learning Programs (DLP) including three full-day self-contained, eight half day sessions of self-contained and two integrated classrooms. One of the two full day programs is located at Stone Hill Elementary School and is designed for children with Autism Spectrum Disorder (ASD). The pre-school programs utilize visual schedules and communication systems. The ASD program exhibited little evidence of the use of positive behavior supports or curriculum aligned with the Early Learning Standards. There are plans to have second graders included in the class for some period of time as typical peer role models.</p> <p>Students in all pre school programs receive itinerant subjects (i.e. art, music, library, and physical education.) and a number of students in the half day sessions are also provided double sessions, half day DLP/half day Kindergarten, Head Start or private pre-school. The</p>	<p>District Presentation Interviews Documents</p>	<p>Special education administration will support training in the early learning standards and PBIS in all district preschool programs.</p> <p>Timeline: Ongoing. Progress check: December 2008</p>	

		integrated DLP classroom has a ratio of ten typical peers to five special education students. This class and the half day sessions utilize positive behavior supports and curriculum aligned with the Early Learning Standards. Students in the DLP programs are offered a full array of related services as needed. These services are provided through individual and small group instruction in pull-out and in-class models.			
Performance	3	<p>Program Continuum- District- Elementary Level</p> <p>At the elementary level, special education and related services are provided through a variety of programming options including: self-contained classrooms, resource services both integrated and pull out models and full inclusion programs. All services and supports were individualized with a focus on inclusion to the greatest extent possible. Opportunities for common planning time with collaborating special education and general education teachers was available at the elementary level and ranged from 30 minutes per week to 30 minutes per day. In schools where planning time was limited, staff utilized before and after school opportunities to plan.</p>	District Presentation Interviews Documents Observation		
Performance	4	<p>Program Continuum- District- Middle Level</p> <p>At the middle school level, special education and related services are provided through team teaching, in class and pull out resource support, departmentalized self-contained content area instruction and self-contained programs for students needing intensive instruction or life skills. All services and supports are individualized. Students may have schedules modified or split programs where instruction may be provided in general education setting, inclusion, resource and or self-contained setting. ELL support services are provided to students with IEPs as needed at Bain and Park View Middle Schools.</p>	District Presentation Interviews Documents Observation		

	<p>Hugh Bain Middle School has 700 students of which 135 are students with IEPs. Special education services and supports are provided through inclusion in the general education setting, resource supports in class and pull-out, along with a self contained math class in the eighth grade, and a life skills self contained program. There are 2 ½ teams at each grade level with looping at the sixth grade. ELL support services are provided to students with IEPs as needed.</p> <p>Western Hills Middle School has 1128 students of which 140 are students with IEPs. Special Education services and supports are provided through inclusion, resource support in-class and pull-out and two self-contained, one of which is a life skills classroom. There are four teams at each grade level. Inclusion is being facilitated in two educational settings at the sixth grade level, one in the seventh and two in the eighth.</p> <p>Park View Middle School has 811 students of which 163 are students with IEPs. Special education services and supports are provided through inclusion (co-teaching) in class and pull-out resource, and departmentalized/self contained content area subject classes across grade levels. There are three teams at each grade level with inclusion being facilitated in two instructional settings at the six and seventh grade and one at the eighth grade level. ELL Special Education is provided through the New Comer Program (self-contained, multi-grade program with students from multiple language backgrounds). Students in this program participate in the general education setting with ELL supports and services.</p> <p>Common planning time at the middle level is facilitated through grade level teams. The teams meet up to three times a week to address academic and instructional planning as well as student, family and community</p>		<p>District administration with building level administration will develop structures and processes to support teachers in looking at student work,</p>	
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		<p>activities. Currently grade level teams are reviewing student work, assessment (informal and formal) to address and inform instructional practices and strategies. Grade level teams include inclusion and resource teachers. Self contained teachers often will meet with their peers as schedules allow. Co-curricula teachers (Physical Education, Art, Health, Music, Family and Consumer Science) often are not aligned with a grade level team across the middle schools, however, Bain has created opportunity for co-curricular faculty to meet.</p>		<p>understanding informal and formal assessments to inform instructional practices and strategies.</p> <p>Timeline: Ongoing. Progress check: December 2008.</p>	
Performance	5	<p>Program Continuum- District- High School Level</p> <p>Students at both high schools have access to multiple tracks in the general education program. At Cranston High School East there are three levels which are distinguished by number and course description (1 being the highest level of difficulty and then ascending order 2, and 3). Students have options to select courses within the three levels depending on their needs. By reading the course descriptions one can determine the course's targeted scope and sequence. The only exception to this are honors classes which are labeled as "honors" classes. Similarly, the program of studies at Cranston High School West includes, honors level, general level 2 and general level 3 (skills focused) options. Students at West may also access various levels based on need.</p> <p>All courses at both high schools are aligned to GLEs/GSEs. At both high schools all special education self contained classes (academic), and the Behavior Disorder self contained class provide the same curriculum and material as the general education classes. The self contained life skills class provides a curriculum aligned to the AAGSES.</p>	<p>District Presentation Interviews Documents Observation</p>		

	<p>At both high schools, teachers (special and general education) expressed feeling supported by the Special Education Assistant Principals.</p> <p>At both high schools, special education and related services are provided through inclusion, team teaching, pull-out resource support, departmentalized self-contained content area instruction and self-contained programs for students needing social/emotional support or life skills instruction. All services and supports are individualized. Students may have schedules modified or are supported in split programs where instruction may be provided in general education setting, inclusion, resource and or self-contained.</p> <p>Cranston High School East has 1,650 students. Of this number approximately 16% are students with special needs. The program continuum is as follows:</p> <p>-Life Skills classroom (targeting 14-17 year old). Students then have the option to transfer to the Norwood School for continuation in the Cranston Transition Program (18-21). The curriculum for all Life Skills classes in the Life Centered Career Education (LCCE). Staffs report this as providing a life skills continuum for the students as appropriate.</p> <p>-Intensive education (departmentalized self-contained). There is a small group of students that are approximately (K-3rd grade) and another group that is on a 4th-5th grade level. Students who are on intensive PLPs participate in a co-taught section of READ 180 (double block) and an additional ELA class. Students who are on targeted PLPS receive a supplemental reading class taught by a special education teacher.</p>		<p>District administration in conjunction with special education administrators will continue the expansion for the Read 180 program to include all secondary schools.</p>	
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	<p>-Inclusive classes: There are approximately 30 co-taught classes (9th-12th grade throughout all major core content areas) offered at the school. All co-taught classes have a common planning time with their collaborative partner. In addition, teachers have an academic focus so they can become content knowledgeable in a given core content area. Teachers (general and special education) reported common planning time and focus areas as being essential to their successful collaboration.</p> <p>-Academic Support (Resource, pull out).</p> <p>-Monitoring per student's IEP</p> <p>Cranston High School West has 1735 students of which 252 are students in special education. The program continuum at CHS West includes: One self contained life skills class for students 14-17 years old. This program is in its second year at CHSW. The curriculum is focused on developmental academics and life skills. Some students in this program are provided career exploratory opportunities in the Career & Technical Center. This program provides community-based learning experiences after the first quarter. Students in this program will have the option to transfer to the Transition program (for ages 18-21) at Norwood School which opened this year.</p> <p>One self-contained class for students with emotional disturbance. This program provides intensive supports for students with emotional challenges utilizing clinical models and access to related services (social worker and/or school psychologist). All students in this class participate in general education classes to the greatest extent possible.</p> <p>Self contained content area classes with grades 9-10 and 11-12 student groupings. Classes are taught by a special</p>		<p>Timeline: Ongoing. Progress check: December 2008</p>	
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	<p>education teacher who teaches the same academic subject in a team teaching class. This is intended to ensure alignment with the requirements, curriculum and materials in the general education classes.</p> <p>Resource Academic Support classes available every period taught by a special education teacher. This class is provided in the schedule for student requiring resource for academic support. Teachers will see small groups of students in these classes who may or may not be on their case load. One classroom has multiple teachers seeing students in the same room. Staff and administrators discussed advantages and disadvantages to this model.</p> <p>There are 36 inclusion, partial inclusion and team teaching classes. These classes are team taught by a special education teacher and a general education content area teacher. The Resource Teachers who are in team teaching provide instruction in the same content areas in self contained content area classes. This provides for consistency across general education and special education classrooms.</p> <p>Special Education teachers in team teaching classrooms have common planning time with their general education partners. Teachers document objectives and strategies monthly for common planning time.</p> <p>Cranston Area Career & Technical Center</p> <p>Cranston hosts the regional career & technical center at Cranston High School West. High school students from both Cranston high schools may access the full array of certificate programs offered. There was clear evidence of collaboration between the career and technical center staff and administrators in supporting special education students in the various programs.</p>			
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		<p>New England Laborers’/Cranston Public Schools Construction Career Academy</p> <p>The Cranston Public Schools operate a charter school in partnership with the New England Laborers Union. This school targets high school students from Cranston and other communities interested in construction trades and other career options. This school currently enrolls 135 students of which 65 to 68 have IEPs. Two resource teachers and two para-professionals provide support to students based on their IEPs in inclusive academic classes. Parent engagement is facilitated by the school social worker through a parent group. The school has an evaluation team that meets weekly and all related services are provided per a student’s IEP.</p>			
Compliance	6	At the New England Laborers’ /Cranston Public Schools Construction Career Academy there are three special education students who are not receiving services at the level (frequency and duration) specified in their IEPs.	JDS-9, 10, 11	Another teacher has been hired at the New England Laborers’/ Cranston Public Schools Construction Career Academy. This allows all students to appropriately receive their services. This item is resolved.	
Performance	7	<p>Program Continuum- District- Social & Emotional Learning</p> <p>The Cranston Public Schools provides a full continuum of services for students with social and emotional learning needs. The district has focused efforts in the past several years to support students through in district program options and communicate the criteria for program transitions to all personnel and families.</p>	District Presentation Interviews Documents Observation		

	<p>Elementary Level</p> <p>In all elementary schools social emotional supports were available through social workers, school psychologists and guidance counselors. In most schools social workers and school psychologists and guidance counselors provide in-class consultation and lessons, small group supports, individual counseling, screenings and evaluations and home visits. Principals are highly visible and call home frequently to engage families in addressing behavior.</p> <p>Middle School Level</p> <p>Each middle school has just initiated an advisor/advisee program supporting personalization school wide. Each initiative varies in approaches and schedules and includes a program evaluation process.</p> <p>Throughout the middle level there are many initiatives for students to engage in social emotional learning opportunities, some examples include:</p> <ul style="list-style-type: none"> - Specialized Therapeutic Groups - The Power of P.R.I.D.E. - Anti-bullying Task Forces - Project Respect - and many others <p>Throughout the middle level there were clear policies and practices that address student behavior within the school community. Each school facilitates an Immediate Referral Center (IRC) an Intensive Resource Room (IRR) or a Temporary Alternative Classroom (TAC) as options to social/emotional issues. These are temporary settings for students to focus and return to their regular classrooms. These settings have clear entrance and exit criteria and these settings serve as in school suspension options. Across the middle level Planning Centers are used to</p>			
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	<p>support students returning from settings outside of their home school (out of district placement, hospital, etc.) or an in school support setting as directed through the Response to Intervention (RTI) process. The Planning Center provides students with an environment which supports academic success through positive behavioral supports, individual counseling and individual learning plans.</p> <p>High School Level</p> <p>At the high school level the utilization of the Response to Intervention (RTI) model applied to social/emotional learning is emerging. The high schools have a clearly documented code of student conduct and offer a variety of interventions including:</p> <ul style="list-style-type: none"> -Student Support Center (Planning Center) -Referrals to the school based clinical team (social worker and psychologist) -Student Assistance Team -Teacher Support Team -Community Service (options for restitution) -Self contained classrooms -Pet Therapy -Flexibility of clinical team to provide individual/group counseling <p>Cranston High School East has an in-school suspension option. The Alternative Center is monitored by teachers on a rotating basis including special education teachers. This is for both general and special education students. Cranston High School West does not currently have an in school suspension option.</p> <p>For both high schools and the middle level, if students exceed 10 days of suspension they are placed in Interim Alternative Educational Setting (IAES) which is located at the Norwood Avenue School.</p>		<p>District and special education administration will plan a system of interventions (including in-house options, and positive behavioral supports and interventions) to work with students who are at risk for out-of-school suspension or Interim Education Services (IAES). This will assist in reducing the number of days students are placed out of building.</p>	
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	<p>District Wide Services</p> <p>The Cranston Public Schools provides two alternative programs (The Horton Program & Sanders Academy) for special education students with serious emotional disturbance. Both programs provide standards based individualized instruction. To the maximum extent possible, the programs provide the same or similar curriculum aligned with the Grade Level Expectations (GLEs). The programs use the same materials as students in the general curriculum in addition to supplemental specialized materials to assist in differentiating instruction. The programs provide structure and individualization to support the development of students' academic and social/emotional growth. Both have a strong Positive Behavior Supports and Intervention (PBIS) component and utilize Collaborative Problem Solving (CPS) and Cognitive Behavioral Therapy (CBT) to enhance students' social/emotional development.</p> <p>The referral process for both programs is similar with the sending school providing a referral and current documentation of PBS interventions provided to date. The referral process is facilitated through the IEP team process and parents are fully engaged. All students are placed in both programs for a 45-day diagnostic period to ensure the appropriateness of the placement. After the 45-days, an IEP meeting is convened to determine further options including remaining in the program. Related services are provided in both programs based on the students IEP.</p> <p>The Horton Program began in March 2007 with one classroom and has now expanded to two classrooms. The program consists of a classroom for students in grades K-2 and an intermediate classroom for students in grades 3-5. The program is a small, highly structured, caring and</p>		<p>Timeline: ongoing. Progress check: December 2008</p>	
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	<p>positive environment which is designed to help students gain the academic and social/emotional skills to enable them to successfully transition to an elementary school. Parent engagement and participation in their child's program is a major focus. The school has two special education teachers, two behavior technicians and 1.0 FTE of a psychologist and social worker. Itinerant subjects (art, music, library, and physical education) are provided by general education staff certified in the respective area. A structured positive behavior management level program is in place. Students earn points for displaying five positive behavioral expectations. Data is gathered on a daily basis for each student based on points earned. The data is analyzed and results utilized in intervention decision making. All staff are trained in Crisis Prevention Intervention (CPI) and only use passive physical restraint techniques when a student poses a physical danger to self or others. Current enrollment is 9 students (maximum 12 to 16).</p> <p>Sanders Academy is beginning its' sixth year of operation and is designed to address the needs of middle and high school age students with a serious emotional disturbance. The academy consists of three classrooms, two high school level and one middle school level. The program is a small, highly structured, therapeutic environment which promotes positive student social/emotional and academic development. The goal of the academy is to provide students with the necessary academic and social/emotional skills to enable them to successfully transition to a public middle or high school, complete grade level requirements for promotion or graduation. Students from Sanders are able to participate in all home school extra curricular activities. Parent engagement and support is a priority at Sanders and the staff employ a variety of effective strategies to accomplish this. The academy has two high school special educators and behavior technicians and one</p>			
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	<p>middle school educator and behavior technician. A full time social worker provides individual and group counseling, social skills instruction and helps facilitate CPI and conflict resolution activities. Each day students and staff agree on individual goal behaviors and at the end of the day reflect and jointly assess how well the students met their goals. Behavioral data is collected daily and graphed on a weekly, monthly and yearly basis to determine social/emotional progress. Decisions regarding changes to interventions and program strategies are based on this data. Transition activities include referral to the Office of Rehabilitative Services in grade ten, a level two assessment in grade eleven, and a level three assessment in grade twelve. Vocational education and work experience opportunities are also available to eligible students. Current enrollment is 14 (maximum 20).</p> <p>In addition to the special education programs, the Cranston Public Schools operates an Alternative Education Program (AEP) and a IAES (Interim Alternative Education Setting) Program located at the Norwood Avenue School. The AEP has an enrollment of ~64 day and ~120 evening students. Students in the AEP complete academic requirements for credit and complete requirements for graduation. This is an option for all students who are encountering difficulty in completing high school. Special education student enrollment in this alternative varies but ~40% of the students enrolled have IEP's. The IAES Program is for students who exceed the number of days of suspension and require an out of building placement. Students placed in the IAES Program must serve a minimum of 10 days. Both programs utilize the IEP team process when a student is referred to ensure that special education and related services are provided. Both programs have access to a full time social worker and exit interviews are arranged for programming decisions for students returning to their home school.</p>			
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		Cranston utilizes Truancy Court for students with truancy issues. The district is tracking the participation of special education students in truancy court and administrators routinely participate in the hearings.			
Performance	8	<p>Program Continuum- District- Other</p> <p>Related services are available for students throughout the district based on the students IEP. Most related service personnel in the schools visited reported adequate facilities and materials for evaluation and the provision of services. At all levels, students with disabilities who are also English Language Learners receive dual services in a range of programming options from self-contained through inclusion and resource. Adaptive physical education, orientation and mobility, and vision services are available per student's IEP throughout the district.</p> <p>Comprehensive Guidance is provided in all Cranston schools and the district has made a concerted effort to ensure special education students are accessing the full array of guidance services. School Counselors attend all Individual Education Program (IEP) meetings.</p>	District Presentation Interviews Documents Observation		

3. EVALUATION/ INDIVIDUAL EDUCATION PROGRAM (IEP)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	1	The Cranston Public Schools operate the special education program through central administration and Special Education Directors and Assistant Directors. 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	District Presentation Interviews Documents		

		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.			
Compliance	2	<p>While non-English translation is readily available throughout the referral and evaluation process, native language assessment is sometimes not obtained unless the parents and staff strongly advocate. English assessments are orally translated and scored which provides invalid results on a student's ability. As a result, concerns were raised about the accuracy of eligibility decisions for students who are learning English particularly in the areas of speech and language, learning disabilities, and mental retardation.</p> <p>Elementary level staff presented the perception of having to wait for an English language learner to spend a minimum number of years in the English as a Second Language (ESL) program before beginning RTI or the evaluation process if a disability is suspected.</p>	Interviews Document Review Record Review EK-2	<p>Special education administrators have partnered with a variety of community-based services to support interpretative services, outlining native language assessments/evaluations. Training and capacity building will be provided around strategies for working with students who are both ELL and have IEPs. In addition, the district will continue to review and provide professional development in the area of culturally competent best practices.</p> <p>Timeline: Ongoing. Progress check : December 2008</p>	
Performance	3	<p>Functional Behavioral Assessments (FBA)</p> <p>The quality, understanding and use of Functional Behavioral Assessments (FBA) varied across schools at the elementary and middle level. In some schools visited, teams, including teachers, provided input into the development of FBAs. Teams then used the FBA information to make program adjustments and provide students with appropriate social emotional programs. This was not evident in all elementary and middle schools. At the secondary level the Assistant Principals in charge of</p>	Interviews Documents	<p>District and special education administrators will work with school-based teams to develop a consistent system of interventions and data collection and analysis. This will also involve training in PBIS and effective use of FBA including implementation of plans and monitoring (in addition to oversight of the process)</p>	

		special education is the lead for manifestation determination (FBA/BIP) for students with special needs. The secondary schools are at various levels integrating the use of FBAs into a RTI process for social and emotional learning. Both of the secondary Assistant Principals for Special Education regularly review documentation of behavior and discipline and are actively involved in the schools intervention teams.		Timeline: Ongoing. Progress check: December 2008.	
Compliance	4	<p>Individual Education Record Reviews</p> <p>The visiting team reviewed approximately 35 records as part of the School Support Visit. These were selected through a stratified random sampling technique to allow the team to consider a representative variety of students. Additional 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"> - Gaps in timelines or documentation in the evaluation process. - Some information on IEP forms was incomplete - Information to parents about the Local Advisory Committee was missing. 	Documents	<p>Assurances will be provided to the RI Department of Education, Office of Special Populations that compliance issues are addressed and rectified. <i>This Support Plan is applicable for all compliance findings in this section.</i></p> <p>Timeline: Immediately and ongoing. Progress check: December 2008</p>	
Performance	5	Parents contacted throughout the visit reported good communication with their child's teachers, received progress reports and generally reported that the district was addressing their child's needs.	Interviews		

4. TRANSITION					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	1	<p>Pre-School</p> <p>It is unclear if there is a district wide formal transition process for students transitioning from pre-school/DLP to Kindergarten programs. Some staff reported a formal process that included document sharing, visits/observations and meetings between sending and receiving teachers while others reported no formal process.</p>	Interviews	<p>Special education administrators will provide training across the levels for appropriate preschool/DLP staff.</p> <p>Timeline: Ongoing. Progress check: December 2008.</p>	
Performance	2	<p>Elementary & Secondary Levels</p> <p>All schools reported substantial transition activities for students moving from elementary to middle and middle to high school, both at the general education level and in individualized situations for special education students. Visits from Guidance staff to the sending schools, students visiting the schools, parent nights, summer events, staff consultation between buildings and attendance at IEPs, were all noted as standard practice. There were many examples of how special education students have been accommodated in transitioning from different school levels such as attendance at IEP meetings, arranging for small group or individual orientations or extended transition periods.</p>	Interviews Documents		
Performance	3	<p>Secondary Transition – Middle School Level</p> <p>During the eighth grade all students at the middle school level receive the Coin Career Targets Interest Assessment. Students are engaged in a number of activities addressing their individualized assessment outcomes. However, it is unclear if the information from this evaluation is translated</p>	Interviews Documents	a.)Special education administrators in continuum with district administrators will develop a plan for a continuum regarding the utilization of vocational assessment and transition plans from the middle school level to the high school level.	

		<p>into the IEP in the form of transition goals for students who are 14 years of age and older. Also, most of the high school staff were unaware that this evaluation was completed. The alignment of the middle level Life Skills curriculum and the Life Skills high school curriculum is unclear thus, at times, creating duplication of efforts.</p>		<p>b.)Special education administrators will develop a plan for a continuum of curriculum and instruction (life skills at the middle and high school level)</p> <p>Timeline: Ongoing. Progress check: December 2008</p>	
Performance	4	<p>Secondary Transition – High School Level</p> <p>District-wide At both high schools there are a number of career related activities such as guest speakers (cosmetology, boat construction and restoration, etc.) and career exploration community-based trips that occur throughout the year (RI Construction Day, Aviation Day, Johnson and Wales, Network Rhode Island, etc.). The district also contracts with the ARC to assist with student’s community-based career/job exploration per their IEP needs. There are staff assigned at both high schools to coordinate the referral process to adult service agencies.</p> <p>At Cranston High School East the School-to Work Coordinator is the lead for vocational assessments. This is done via all ELA classes (Level 1 of the Harrington O’ Shea interest inventory). A summary sheet is then done and it goes into the student’s guidance file. It is unclear if teachers are aware how or where to access the vocational assessment findings.</p> <p>The Transition Planning Inventory (TPI) was recently procured and staff will receive professional development on the TPI this year. All outside agency referrals are also facilitated by the School-to Work Coordinator.</p> <p>The School-to-Work Program provides both academic and</p>	<p>Interviews Documents</p>	<p>Summaries sheets will be disseminated to the student’s school file (maintained by case manager) and in the main file. In addition, the School to Career Coordinator will maintain a copy. This is currently in process.</p> <p>Timeline: Ongoing. Progress check: December 2008.</p>	

	<p>vocational components to students with IEPs. These students have typically been identified with physical and cognitive challenges. The academic components may be comprised of small group instruction or inclusive opportunities in core subject areas.</p> <p>The components of the School-to Work Program include the following elements. There are two in-school opportunities; 1.) Panda's Pantry (on-site worksite) is an elective class that provides food preparation and on-site career/job experiences. In addition the students sell Panda's Pantry baked goods at City Hall; 2.) the school store which is slated to reopen in November.</p> <p>In addition, students with developmental challenges volunteer at the Roger Williams Greenhouse once a week. Other students (typically those students who participate in self-contained departmentalized classes) go to the recycling center and volunteer there.</p> <p>The student run copy center and the once a week student-run restaurants are no longer in existence due to increased academic requirements so Panda's Pantry is the main school-based career/job experience.</p> <p>At Cranston High School East there are also two transition elective class opportunities:</p> <p>1.) World of Work is an elective that students can take which explores career/ job opportunities (both in-school and community-based experiences).</p> <p>2.) Work Readiness elective focuses on independent living skills/ adult daily living skills. Students who participate in the self-contained departmentalized typically participate in these elective classes though the elective is open to all students with IEPs.</p>			
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Compliance		<p>At Cranston High School West there is a variety of opportunities to address a students transition needs:</p> <ul style="list-style-type: none"> -student accessing career & technical education program -students accessing exploratory opportunities in career & technical education program -support from the Supported Employment Specialist -Careers of the Future (class) -My Road (career development software) -Support through the guidance department <p>Although there were several opportunities available for students, the continuum of transition services is not clear. There was no evidence of a coordinated system for the collection of career/transition information for students, with the exception being those enrolled in the Career & Technical program. The development of measurable transition goals and evidence of vocational evaluations in student records is emerging. The Life Skills class is new and vocational programming is emerging and includes, career exploration in the Career & Technical Center and community based applied learning experiences for students in the life skills program begin after the first quarter. There was no evidence of professional development having been provided for addressing the transition requirements.</p>		<p>Special education administrators in conjunction with district administrators will continue to develop/review and refine their coordinated continuum of transition services (including formal assessments) that will be implemented at Cranston High School West. This will include collaboration with guidance and the integration of the Individual Learning Plans (ILPs) into the transition process. Career classes in collaboration with the business department, supported employment specialists completing Level 1 interest inventories in all ELA classes for students with IEPs. Staff training will also be incorporated into the overall process.</p> <p>Timeline: Ongoing. Progress check: December 2008</p>	
Compliance	5	At Cranston High School West there was no evidence in student's records of vocational evaluations being completed.	JDS – 1,2,3,4,5		

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