

Rhode Island Department of Education
Office of Special Populations

School Support System Report and Support Plan for the
East Providence School Department
May 7-11, 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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East Providence School Department
School Support System Review
May, 2007

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*Walk through schedule: Meadowcrest Early Childhood Family Center, Orlo Ave Elementary School
and Watters Annex*

1. SCHOOL IMPROVEMENT / FAMILY ENGAGEMENT					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	1	<p><u>School Improvement</u> The mission of the East Providence School Department, “<i>in partnership with families and the community is to provide a comprehensive, inclusive program of academic excellence in a safe, nurturing environment, preparing all students to become responsible, life-long learners, able to meet the challenges of the 21st century.</i>”</p>	Interviews Document Review District Presentation		
Performance	2	<p>There is a strong commitment to strategic planning in the East Providence School Department. District Strategic Plans are aligned with School Improvement Plans. The District Strategic Plan includes three main objectives:</p> <ol style="list-style-type: none"> 1. By 2008, all subgroups of students will meet or exceed the standards, the 2008 Annual Measurable Objective (AMO) targets for English/Language Arts. 2. By 2008, all subgroups of students will meet or exceed the standards, the 2008 Annual Measurable Objective (AMO) targets for Mathematics. 3. All students will maintain the rate of improvement that will meet or exceed the disaggregated Safe Harbor Targets. 	District Presentation Interviews Document Review Observation		
Performance	3	<p>Across the district there is evidence of comprehensive school improvement plans aligned to the district strategic plan, which address four specific goals/targets and expected increment of change. Each goal includes tactics for school change, evidence of need from/for study, an action plan including action strategy, means/assistance</p>	District Presentation Interviews Document Review Observation		

		required and monitoring ongoing progress, an annual evaluation and expected outcome statement. The school improvement teams are comprised of administrators, general and special education teachers, parents and local business representatives.			
Performance	4	<p>District Accountability and Assessment</p> <ul style="list-style-type: none"> ▪ Annual Report Nights for NECAP/NSRE results ▪ District Report Card at School Committee meeting ▪ Quarterly local assessments and progress reports ▪ Common Task Assessments ▪ SRA/Gates-MacGinite Literacy Assessments ▪ K-12 Student Portfolio – evidence of student learning ▪ Vocational/Career Assessments ▪ On-going classroom assessments & review of student work ▪ 	<p>District Presentation</p> <p>Interviews</p> <p>Document Review</p> <p>Observation</p>		
Performance	5	<p><u>Teacher Support Teams/ Response to Intervention</u></p> <p>All schools have Teacher Support Teams (TST), although their alignment and/or connectivity to the RTI process has not occurred. There were no school wide initiatives regarding Response to Intervention (RTI), although some staff accessed professional development opportunities.</p>	<p>Interviews</p> <p>Document Review</p> <p>Data Analysis</p>		
Performance	6	<p>The district has over the past five years, continued to make teaching and learning a high priority for ongoing improvement in student outcomes. Throughout the district there was evidence of teacher facilitated instruction, teacher/student modeling, cooperative learning, student problem solving, independent self selected reading and journal writing.</p>	<p>Interviews</p> <p>Observations</p> <p>Document Review</p>		

Performance	7	The district houses an Assistive Technology Team at Martin Middle School comprised of two specialists who provide district wide evaluation, consultation and facilitation of equipment acquisition and set up. In addition, the team offers families, teachers and administrators with professional development in utilization of assistive devices. The team manages an assistive technology resource center housed at Martin Middle School. A computer/lab classroom at Martin Middle School has been established to support students with special needs providing relevant software programs such as Inspiration, AT Premier Accessibility Suite, Co-Writer, Paragraph Punch, and Boardmaker.	District Presentation Interviews Document Review		
Performance	8	<p><u>Professional Development</u></p> <p>The East Providence School Department's professional development plan is based upon the Rhode Island Quality Standards for Professional Development. East Providence utilizes data from various sources (NECAP, NSRE, local assessments, School Support System reports, SALT, WIDA, PLPs, etc.) to determine priorities for professional development. Professional development has included various topics identified through these sources. These have included but are not limited to the following:</p> <ul style="list-style-type: none"> ▪ Literacy/Numeracy ▪ Differentiated Instruction ▪ ELL Learner Workshop ▪ EBEC: Lab classroom ▪ Teacher as Trainer Model ▪ Crisis Prevention Intervention (CPI) Training 	District Presentation Interviews Document Review		

		<ul style="list-style-type: none"> ▪ Teacher Mentors ▪ Rhode Island State Wide Curriculum <p>Staff reported a desire to have continued and additional professional development in the following:</p> <ul style="list-style-type: none"> ▪ Collaborative Teaching ▪ Differentiated Instruction ▪ Response to Intervention ▪ IEP Development ▪ Functional Behavioral Assessments 			
Performance	9	At the secondary level (middle & high) faculty have been participating in the East Bay Educational Collaborative Lab Classroom professional development. Lab classrooms have been piloted in Math, Science, English and Social Studies. Some of these Lab Classrooms are co-taught.	Interviews Document Review District Presentation		
Performance	10	<p><u>Community and Family Engagement</u></p> <p>The district has many relationships with institutes of higher education as well as strong ties to community agencies and business. These relationships often assist in the procurement of grants, job/exploration opportunities and other interactive relationships and supports.</p> <p>Throughout the district there was a variety of parent engagement opportunities. These include, but are not limited to family activity nights, Title 1 Parent Room, Family book making night, and Parent Institute Newsletters. Many parents volunteered their time in the schools. All schools have active parent organizations. Schools offer parent training/technical assistance opportunities.</p>	Interviews Document Review District Presentation		
Performance	11	The East Providence Local Advisory Council (LAC) meets on a regular basis. Current LAC membership	District Presentation		

		<p>includes a myriad of individuals including parents of students with special needs and special education teachers. The group goals for the year were as follows:</p> <ol style="list-style-type: none"> 1. Improve networking with parents and families. 2. Further develop the LAC website to make it more interactive. Increase the number of presentations to include a variety of topical areas. 3. Increase the number of presentations to include a variety of topical areas. 	<p>Interviews Document Review</p>		
Performance	12	<p><u>Private School Outreach</u> Consultation meetings were held in June 2005 with area private schools regarding parentally placed private school students who have disabilities. Affirmation agreements were completed with the private or faith-based schools to utilize the proportionate share of special education funds.</p>	<p>District Presentation Interviews Document Review</p>		
Performance	13	<p><u>Special Education Compliance</u> In 2005, there was one (1) special education mediation session, and no (0) complaints, resolution sessions, or hearings. In 2006, there were no (0) special education mediation sessions, complaints, resolution sessions or hearings.</p>	<p>Document Review Data Analysis</p>		

2. FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE/LRE)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	1	East Providence is one of three districts in the state that have a teacher of the visually impaired (TVI). This teacher works four days a week and provides both vision services and orientation and mobility training throughout the district as needed.	District Presentation Interviews Document Review		
Performance	2	<p><u>Special Education Continuum-District Level –Pre School</u></p> <p>In 2005-2006 East Providence screened 18.3% of resident 3 year olds. In 2005-2006 East Providence screened 28.2% of resident 4 year olds. There was an 11% increase in the number of 3 year olds screened and an 11.8% increase in the number of 4 year olds screened. The target increase for 2005-2006 was 20% for both 3 year olds and 4 year olds. Child Outreach in East Providence is facilitated by the Child Outreach Coordinator.</p> <p>Meadow Crest Early Learning Center has National Association for the Education of Young Children (NAEYC) accreditation and has cooperative agreements with Head Start and RI School for the Deaf. Head Start has two classes and there is one class collaborative class with (Head Start students and students with IEPs) co-taught by a Head Start teacher and an East Providence special education teacher. Meadowcrest has two half day classes for students who are English Language Learners (ELL) and, three half day self-contained classes for students with developmental delays and one extended day program for students with Autism Spectrum Disorders and severe communication needs.</p>	Consolidated Resource Plan (CRP)		

		<p>Students with IEPs have positive opportunities for integration in the Head Start and ELL classrooms.</p> <p>Head Start students with IEPs also receive related services (speech and language, occupational therapy, physical therapy) on-site at Meadowcrest.</p>			
Performance	3	<p><u>Special Education Continuum-Elementary Level –</u></p> <p>At the elementary level there are 16 elementary special education classes including one 230-day class, one visual support class, and one behavior classroom. This number is expected to be reduced in the 2007-2008 school year.</p> <p>Integration for students in self-contained classes ranges from full inclusion to inclusion for itinerant classes only to limited or no inclusion. A continuum of resource and related services are also provided ranging from a traditional pull-out model to teachers supporting students in the general education environment.</p> <p>At Myron Francis, students who are self-contained are appropriately integrated into general education classes with needed supports, making this a model program. General education, special education, teaching assistants and related services staff collaborate to provide services to all students.</p> <p>At the elementary level, Positive Behavioral Supports and Interventions (PBIS) is running and active at Orlo Avenue and Silver Springs Elementary School. Three additional elementary schools, Hennessy, Waddington, and Whiteknact, have applied to be part of the PBIS initiative for the</p>	<p>Interviews Observation Document Review</p>		

		2007-2008 school year. There are a variety of activities that promote character education along with positive behavioral learning opportunities.			
Performance	4	<p><u>Special Education Continuum-Middle Level –</u> Martin Middle School currently has 863 students. Of that number, 182 students have IEPs.</p> <p>Martin Middle School facilitates instruction via three houses. Each house has a sixth, seventh and eighth grade team. A fourth house currently provides instructional settings for Study Organization (resource), English as a Second Language (ESL), Foreign Language, Reading and Special Education Technology. Each house has an assistant principal, school counselor and a secretary.</p> <p>Additionally, resource teachers provide intensive instruction as a pulled out service. Intensive classes include SRA Reading and Math. Students in any given intensive class are pulled from across houses as well as different grades. Martin Middle School has five self-contained instructional settings providing intensive instruction in the core content areas with some students participating in core content settings along with participating in homeroom, unified arts, health and PE often across houses.</p> <p>An additional self-contained setting provides students with social emotional behavioral issues an educational environment to address academic needs. The program focuses on academic content as well as appropriate decision-making and positive behavioral redirection. Students participating in this program are provided with a functional</p>	Interviews Observation Document Review		

	<p>behavioral assessment leading to individualized behavior intervention plans. This program has had a clear entrance and exit criteria along with a level behavior management system addressing individual student need. Decision making outside of the program protocols has impacted the current behavior management approach and realized program success. Plans are underway to redesign this program.</p> <p>Additionally, collaboratives in English and Math are facilitated by general and special education resource teachers across houses. Resource teachers support students in collaboratives through multiple grades and houses. Students participating in the collaborative settings may or may not be on the special education teacher's caseload. Additionally, students and other teachers may or may not know who their "go to person" is for special education academic support.</p> <p>The English as a Second Language (ESL) middle level program is held at Martin Middle School. Currently, there are two students with IEPs participating in the ESL Program with a potential referral pending. There are six students with IEPs who are on a monitor for ESL. Procedures and protocols for identifying ESL students who may be eligible for special education is unclear.</p> <p>Communication between faculty providing services and support to these students is informal and not structured for continuity.</p> <p>Riverside Middle School has approximately 500 students, 149 of whom have IEPs. There are two seventh grade teams, a sixth grade team, an eighth grade team and a split sixth/eighth team where students are grouped by grade but teachers teach</p>			
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<p>Compliance</p>	<p>both grade levels.</p> <p>At Riverside Middle School pull-out English and Math replace the general education English and Math classes but use the same curricular materials as general education. Resource teachers received the same math training. Class size varies from 4-17 students, all with IEPs and a special education teacher. Students receive their English and Math grades from these pull-out classes. There are plans underway to offer collaborative English and Math classes.</p> <p>Riverside Middle School has six self contained settings. Students placed in self-contained classes participate in homeroom, heterogeneous, advisory, exploratories, lunch, and physical education. One sixth grade homeroom is exclusively students with IEPs who have specific organizational needs.</p> <p>In the current team structure, self-contained teachers and students do not belong to teams. Often times, this results in students in self -contained settings being excluded from field trip opportunities. Plans are underway to redesign this team structure.</p>		<p>Teachers in self-contained settings a weekly common planning time with the general education teachers to facilitate communication. All staff received information in a faculty meeting regarding the field trip policy. In September, there will be another review of this policy.</p> <p>Timeline: May 2007 and progress check October 2007</p>	<p>The schedule and team structure at RMS has been changed.</p>
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Performance	5	<p><u>Special Education Continuum-High School Level –</u></p> <p>There are approximately 2,100 students at East Providence High School and 449 have an IEP. The program continuum is as follows:</p> <p>-Two classes for student with mild/ moderate disabilities (divided by chronological age). The younger class is school-based with some community activities. The teacher co-teaches family and consumer class and industrial arts class. These classes included her students as well as typical partners. The older class is community-based with an emphasis on vocational and job related skills. The classes do fundraising throughout the year to support a variety of school and community-based activities.</p> <p>-Resource classes. There are approx. 16 resource classes in ELA and math which function as self-contained classes. Plans are underway for the next school year to provide resource support in the classroom.</p> <p>There are also two types of support classes:</p> <p>a.) Organization Skills. This class provides targeted support in a core content class of the student’s need/ choosing. Students meet with their organizational skills class and receive one credit for this class.</p> <p>b.) Support. This is a class where students can touch base with their case managers. This class is geared for students who are working relatively</p>			
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		<p>independently in general education classes and “touch base” on a weekly/ biweekly basis or as needed with their support teacher.</p> <p>-Collaborative classes are offered in social studies, ELA, math, and science on the standard level (there are three levels of classes at the high school; honors, college prep and standard). General and special educators co-teach these collaborative classes. About half of the collaborative classes have common planning time; otherwise, they meet whenever they can carve out time. Plans are underway to have a technology and senior project collaborative. Some teachers expressed a need for continued dialogue to look at collaboratives across both standard and college prep levels. Each special educator informs the organizational skills teacher of what is going on in the class thus maintaining communication channels between teachers and the student.</p> <p>-Self-contained classes.</p> <p>a.) There are three self-contained classes for students with emotional disturbance. Two of the three classes are housed at the Waters Annex. The third class is in the high school.</p> <p>b.) Self-contained classes (8 classes). These classes are for students with varying disabilities and reflect all the core content area subjects and a transition skills course.</p> <p>There is also occupational therapy, physical therapy, and adaptive physical education per the student’s IEP.</p>			
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Performance	6	Watters Annex: Alternative Learning Program	Interviews		
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		<p>This program is comprised of two self-contained classes for high school students with significant emotional and behavioral challenges and is located at the Watters Annex. Typically, the self-contained programs are for students who formerly would have been identified as needing private placements outside the district and require a more intensive placement than currently offered by the high school. Students within the district who need significantly more restrictive placements are placed in this program as an option instead of being placed in nonpublic schools for students with special needs.</p>	<p>Observation Document Review</p>		
Performance	7	<p>The East Providence Career and Technical Center (CTC)</p> <p>This program is designed for students who have indicated an interest or aptitude in mechanical, career or technical subjects. Students in this program attend the Career and Technical Centers for either one or two periods (9th and 10th grade attends one period, 11th and 12th grade attends two periods).</p> <p>The following programs are offered at the East Providence Career and Technical Center:</p> <ul style="list-style-type: none"> ▪ Pre-Engineering I & II ▪ Auto Collision Repair/Refinishing ▪ Automotive Technology ▪ Bio-Medical Technology ▪ Construction ▪ Culinary Arts ▪ Electronic/Robotics ▪ Graphic Communications/Printing ▪ Landscaping/Greenhouse Management ▪ Business & Entrepreneurial Technology ▪ Cooperative Education 	<p>Interviews Observation Document Review</p>		

Performance	8	<p>At the high school the classes for students with mild/moderate disabilities are involved in a Partners Program. This is a model program.</p> <p>Students (general and special education) apply to be a class partner as a year long elective to work with students in the mild/moderate classes. These students spend one class every other day in the class and participate in a variety of activities with the students (academic partners, family and consumer science partners, industrial arts partners, computer/vocational partners, physical education partners, leisure time partners). Students reported these experiences to be very positive.</p>	<p>Interviews Document Review Observation</p>		
Performance	9	<p><u>Special Education Structure</u></p> <p>The special education leadership at the central office consists of a special education director. At the school-based level (elementary and middle) there are three diagnostic prescriptive teachers (DPTs) who facilitate the evaluation teams and serve as the Local Education Agency (LEA) representative at in and out of district IEP meetings. There is a transition coordinator who works with both the middle and high school on transition related issues and a special education department head at each of the middle schools and the high school. The transition coordinator also facilitates the high school and alternative school team meetings and serves as the LEA representative at in and out of district IEP meetings.</p>	<p>Interviews Document Review Observation</p>		
Performance	10	<p><u>School Psychologists and Social Workers</u></p> <p>At the elementary level school psychologists and social workers are centralized at the administration building. They serve on teams and provide assessments for evaluations. The social worker also, may provide linkages to outside agencies.</p>	<p>Interviews</p>		

		<p>There are two school counselors for eight elementary schools. They counsel students as well as provide information on community supports. At the elementary level, teachers reported it was difficult to access social/emotional supports for students.</p> <p>Teachers reported that IEPs for students that move into the district which include counseling are rewritten without this counseling support.</p> <p>At the middle level social workers and school psychologists attend evaluation team meetings and conduct social histories and cognitive evaluations. School wide at the middle level social emotional support and interactions for individual and/or small student groups who may benefit from counseling and/or topical groups (social skills, anger management, etc.) are not being facilitated.</p> <p>The high school has a full-time psychologist and social worker. The social worker conducts an Aspergers social skills group on a weekly basis. If a student has counseling on their IEP then the student is referred to community based services for that counseling. The social worker and school psychologist participate in evaluation meetings and facilitating social histories and cognitive evaluations.</p> <p>Social workers and school psychologists at all levels address crisis issues and facilitate crisis procedures as appropriate.</p>			
Performance	11	<p><u>Functional Behavioral Assessments (FBAs)</u></p> <p>At the elementary level staff reported FBA's are being conducted. It was unclear who conducted the</p>	Interviews Document	There will an FBA in-service via elementary school faculty meetings in the fall to review policies and procedures for	A new procedural manual has been in process during this school year. It

		FBA's and how these were used to develop behavior plans.	Review	facilitating FBA's. Timeline: Progress check: December 2007	will be finalized and printed to be given to Administrators and teams with professional development. FBA training will be targeted as appropriate and coordinated with RTI and PBIS.
Compliance	12	At Riverside Middle School a student has been suspended beyond 10 days and the FBA and Manifestation Determination were not conducted by the 10 th day. No assessment portions were completed on the Manifestation Determination and an FBA was not on file in the building. Another student has been suspended 13 days and the FBA and Manifestation Determination were not conducted by the 10 th day. No assessment portions or recommendations were made on the Manifestation Determination. An FBA was not on file in the building or available to the classroom teacher.	Interviews Document Review	There will an FBA in-service via middle school faculty meetings in the fall to review policies and procedures for facilitating FBA's. Timeline: Progress check: December 2007	A new procedural manual has been in process during this school year. It will be finalized and printed to be given to Administrators and teams with professional development. FBA training will be targeted as appropriate and coordinated with RTI and PBIS.
Performance	13	The high school conducts FBA's via the team process as needed. The teacher for students with social emotional challenges reported working with the social worker to facilitate behavioral intervention plans.	Interviews Document Review		
Compliance	14	<u>FAPE in the LRE</u> Based on the FY July 1, 2005- June 30, 2006 State Performance Plan information on East Providence	State Performance Plan (SPP)	The special education administrators have conducted a review of programs with a specific lens towards inclusive	There has been on-going PD through EBEC including both off

		<p>program placement data is as follows:</p> <p>The percentage of students educated 80 to 100% of the time in general education settings is 69%. (RI District Average is 63%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 26% (RI District Average is 15%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 4.5% (RI District Average is 3.14%)</p> <p>If a district is 1 standard deviation from the RI district average the district is considered discrepant for the target. East Providence is discrepant for percentage of students educated for less than 40% of the time in general education settings (1 SD = above 23% and East Providence is 26 %).</p>		<p>educational opportunities including co-teaching /collaborative models. To this end, the number of self-contained settings has been reduced and a significant amount of co-teaching and differentiated instruction professional development opportunities have already occurred and will continue in the following school year.</p> <p>As polices and procedures are reviewed overall the IEP plan and its development will be reviewed and refined as appropriate.</p> <p>Timeline: Ongoing. Progress check December 2007</p>	<p>site workshops and in school PD. This will continue during the 08/09 school year. The new procedural manual will address policies and procedures. In May RITAP presented a workshop on the new IEP to EP staff. There will be additional PD scheduled for the 08/09 school year.</p>
Performance	15	East Providence is <i>not</i> discrepant for identifying a disproportionate number of racial and ethnic groups in special education or in specific disability categories as a result of inappropriate identification.	State Performance Plan (SPP)		
Compliance	16	<p><u>FAPE-Elementary Level</u></p> <p>At Whiteknact Elementary School, the resource teacher has a case load of 31 students with eight students in the referral process.</p>	Interviews Document Review Observation	<p>This will be resolved in September 2007.</p> <p>Timeline: Progress check October 2007</p>	Issue resolved
Compliance	17	<p><u>FAPE-Middle Level</u></p> <p>a.) At Riverside Middle School an eighth grade self</p>	Interviews Document	a.) The Special Education administrators in conjunction	Immediate issues resolved-

		<p>-contained class has had the teaching assistant on a scheduled absence for approximately two months with a substitute assigned only 3 or 4 days during this time.</p> <p>b.) This same 8th grade self -contained class sits directly above the music room and shakes/vibrates when the music room is in use thus creating a learning environment that is not conducive to teaching and learning.</p>	Review Observation	<p>with human resources and the union will develop a structured plan for building-based teacher assistance coverage. This plan will be in place for September 2007.</p> <p>b.) This class will be relocated for September 2007.</p> <p>Timeline: Immediately and ongoing. Progress check: October 2007</p>	<p>discussions continue as to long-term solutions to shortage of qualified substitutes.</p> <p>Issue resolved</p>
Compliance	18	At Martin Middle School approximately 42 students receiving resource services and supports are not participating in an English class/receiving writing instruction or exposure to literature instruction. As a result, these students do not have access to a full continuum of English instruction and curriculum. In addition, two resource students in house B (6 th grade) are pulled from science and/or social studies for SRA reading instruction.	Interviews Document Review Observation	<p>This will be addressed via the schedule over the summer of 2007. This will be resolved by September 2007.</p> <p>Timeline: Immediately and ongoing. Progress check: October 2007</p>	The schedule at MMS has been adjusted
Performance	19	At Riverside Middle School, students receive a full period of ELA plus a full period of literacy following the scaffolded literacy program which operates throughout the school and has been supported by year long professional development activities.	Interviews Document Review Observation		
Performance	20	At the middle level, common planning across grade level teams is held twice a week. Though the teams are encouraged to maintain meeting minutes it is unclear how this information is managed and	Interviews		

		<p>accounted for. Special education teachers have limited opportunities to participate in common planning time activities due to scheduling conflicts along with cross grade and house assignments. Self-contained and united arts teachers plan with their service related colleagues. At Riverside Middle School, self-contained teachers have recently been added to a general education common planning time once a month although the teachers do not share students.</p>			
Compliance	21	<p><u>FAPE-High School Level</u> At the high school the special education department orders a variety of consumable materials and textbooks to meet a range of diverse learning needs. General education textbooks are procured via their respective core content departments. Special educators reported having difficulty accessing some general education books. They were told that they could not have them as general education teachers may need them.</p> <p>There is no structured process for special education teachers to access science lab/materials.</p>	<p>Interviews Document Review</p>	<p>A structured protocol to request general education textbooks/materials and lab access has been developed and implemented.</p> <p>Timeline: Issue resolved</p>	<p>Issue resolved</p>
Compliance	22	<p>a.) At the high school in the occupational and physical therapist room, there is an older piece of exercise equipment that the therapists would like moved as it is not utilized (a request has been made to have the equipment moved) The equipment has been pushed to the side of the room but still takes up a significant amount of space. Due to the size of the equipment and the room, it limits the amount of group work that can be done in class. More than one student in a wheelchair cannot be</p>	<p>Interviews Document Review Observation</p>	<p>a.) The equipments detailed in the finding will be relocated over the summer of 2007. b.) A computer has been procured for the therapy room (occupational/physical) and it does support the Write Out Loud” software.</p>	<p>Item b is now resolved.</p>

		<p>accommodated.</p> <p>b.) There is a student who needs specific software (Voice output software “Write Out Loud”) but the computer in the therapist class is antiquated and does not support that software. The therapist utilizes a computer in the middle/moderate classroom but other students are present thus presenting a challenge to effectively work with the student in need.</p>		<p>Timeline: Issue resolved June 2007</p>	
Performance	23	<p><u>Communication</u></p> <p>At the middle and high school levels, written communication between resources, exploratory and general education teachers regarding student’s needs for accommodations and modifications occurred regularly.</p> <p>Elementary itinerant teachers report no formal process to be notified on students with IEPs in their classes to provide accommodations and modifications.</p>	<p>Interviews Document Review</p>		

3. EVALUATION/ INDIVIDUAL EDUCATION PROGRAM (IEP)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Compliance	1	<p>Records of approximately 38 students were reviewed by the visiting team. 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. Students’ records were accessible and generally well organized. The following themes emerged from the record review that will require</p>	<p>Record reviews</p>	<p>Assurances will be provided to the RI Department of Education, Office of Special Populations that compliance issues are addressed and rectified.</p> <p>Timeline: Immediately and ongoing. Progress check April</p>	<p>A new procedural manual will be given to administrators and teams with PD. There has been a RITAP workshop in May for EP staff</p>

		<p>district attention.</p> <ul style="list-style-type: none"> ▪ There was a lack of consistency in parent notices forms (IEP and team meetings) seen in files. ▪ Annual goals in the IEP were inconsistent (i.e. No standard/grade level benchmark, not measurable etc.) ▪ There was little or no evidence of quarterly progress reports seen in central office special education files. ▪ Accommodations for assessment section was often incomplete, or lacking specific assessment level information ▪ Inconsistent indication of dissemination of Local Advisory Committee information ▪ Inconsistent documentation of discussion of Extended School Year. <p>The East Providence special education central office currently utilizes an antiquated record keeping system that does not lend itself to ease of locating student's records or appropriate filing of student information and forms etc. (see also findings above).</p>		2008	on the new IEP. More PD is being scheduled for 08/09 school year
Compliance	2	At Riverside Middle School, practices of student placement driven by seat space regardless of grade level or student need were evident for some students. A sixth grade student was placed in an eighth grade self-contained class and then the following year was moved to seventh grade self-contained class.	Interviews Document Review Observation	This issue will be resolved via the scheduling process over the summer 2007. The overall issue will be resolved by September 2007. Timeline: Immediately and ongoing. Progress check: October 2007	Students have access to grade level inclusion classes.
Compliance	3	At Martin Middle School decisions to reevaluate including Extended School Year eligibility are not made through the team process. Individuals process	Interviews	Special education administrators will review polices and procedures with the special	On-going and will be addresses in new manual and

		information often excluding the parent and/or team.		education staff. Timeline: Immediately and ongoing. Progress check: October 2007	PD
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4. TRANSITION					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	1	Transition for incoming kindergarten students involves a spring kindergarten orientation and informal conversations among staff at Meadowcrest and the elementary schools. When feasible, self-contained teachers attend IEP meetings at Meadowcrest to discuss the transition.	Interviews Document Review		
Performance	2	<p><u>Elementary to Middle School Transition</u> Fifth grade students participate in morning visits to the middle school in the spring and the middle school offers a parent orientation. Resource students elementary and middle school special education teachers and central office staff meet to review student IEPs and needs.</p> <p><u>Middle to High School Transition</u> The Transition Coordinator meets with the middle level school counselors and special educators each year to develop individual student's schedule plans</p>	Interviews Document Review		

		and profiles for the high school. Students with IEPs have access to all high school programs and activities including those at the Career and Technical Center.			
Performance/ Compliance	3	<p><u>Secondary Vocational Assessments (middle and high school)</u></p> <p>At the middle school interest inventories are being provided for all eighth grade students. At the middle level the findings of this assessment for students with IEPs who are 14 years of age are currently not linked/embedded within those students IEP</p> <p>At the high school vocational assessments (career interest inventory) for all students are done via the school counseling office and the Individual Learning Plan process. There was no structured process for communication of the results of the vocational assessments to the special education case managers. Not all teachers were aware of what was involved in a vocational assessment or how to access the results for a previously given vocational assessment.</p>	Interviews Document Review	<p>In May 2007, there was a secondary guidance meeting (middle and high school) that addressed the need for coordinated efforts regarding the overall career interest inventory and individual learning plan process. The agenda and plan to address the finding is as follows:</p> <p><u>Career Interest Inventory</u></p> <ul style="list-style-type: none"> • Middle School guidance counselors will administer the Career Interest Inventory by April 1 each year. • The results will be stapled to the students' permanent folder and transferred to the high school. • The high school case manager will obtain the Career Interest information from the permanent folder. <p>In addition, the Transition Coordinator will provide professional development regarding the overall vocational assessment process at the high</p>	Specific new assessment procedures and materials will be addressed in the new manual and needed assessment materials will be ordered.

			<p>school and embedding the vocational assessment into the IEP process. Further the Transition Coordinator will be available to provide individual technical assistance to teachers as needed.</p> <p><u>Individual Learning Plan</u></p> <ul style="list-style-type: none"> • For the 2007-2008 school years, the two middle schools and the high school will use the same ILP template. • The template will have grades 6-12 on the card and will be transported to the high school in the permanent folder. Guidance and case manger will collaborate and share information. <p>Note: Follow-up meetings will be held in January 2008 and May 2008 (the Transition Coordinator and Department Chair will be included in the May 2008 meetings) to review and revise these plans.</p> <p>Timeline: Immediately and ongoing. Progress check:</p>	
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				January 2008	
Performance	4	At the high school training on the Summary of Performance (SOP) was provided during the prior school year. The teachers are reminded about the SOP during department meetings. Plans are underway to review the SOP with staff as needed.	Interviews Document Review		
Performance	5	At the high school there are three sections of a transition skills classes. There is a transition curriculum that is used throughout the class. This is offered for both students in self -contained settings and in resource settings (as an elective). Students focus on career exploration, post secondary options and overall life skills.	Interviews		
Performance	6	At the high school students who participate in the mild/moderate program in the older class (typically 18-21 years of age) have a strong community-based program. This program, Joining Our Businesses and Students (J.O.B.S.), includes placement in a variety of local site job including but not limited to the following: Senior Center, Weaver Library, Savers, Stop n' Shop, Shaws, Wal-Mart, Johnson & Wales Inn, East Providence Boys and Girls Club, etc. Another initiative is currently in the development phase. The class teamed up with a regional nonprofit (Arc of Blackstone Valley) for a federal grant to start a thrift store which will be staffed primarily by residents with disabilities. Confirmation of this grant will occur next week. There are two teacher assistants who are job coaches and assist in supporting students on their job sites. The teacher manages the overall process.	Interviews Document Review Observation		

Performance	7	At the high school referrals to the Office of Rehabilitative Services (ORS) and the Division of Development Disabilities (DDD) is done by the transition coordinator and case managers. The case manager for older students with mild/moderate disabilities utilizes an age related check list that she reviews with students and parents sign off as each step is reviewed and completed. Last fall during the school's Open House, the class for students with mild/moderate disabilities had five adult service providers present to the parents and had a question and answer time. In the spring they had a guest speaker from Ocean State Community Resource speak about the Options Program regarding service alternatives/options.	Interviews Document Review		
Performance	8	Extended School Year (ESY) for elementary students is held at Waddington Elementary and at Martin Middle School for middle and high school students (due to air conditioning). It is a four day program for approximately five weeks. Northern Rhode Island Collaborative, Trail Blazers, Meeting Street School, and Sergeant Center have also been utilized for extended school year services, as well as home tutoring and walk-in for related services.	Interviews Document Review		