Rhode Island Department of Education
Office for Diverse Learners

School Support System Report and Support Plan

Pawtucket School Department
January 11-14, 2010

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 Results. 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 Result 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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PAWTUCKET SCHOOL DEPARTMENT
SCHOOL SUPPORT SYSTEM REVIEW
January 11-14, 2010

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1. SCHOOL IMPROVEMENT OVERVIEW / FAMILY ENGAGEMENT					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Result	1	**District Strategic Plan** Pawtucket School Department has a District Strategic – Corrective Action Plan. The approach in the district has been to implement improvements for all students and not segregate sub-populations of students in the implementation of improvement activities. Implementation activities throughout the Strategic Plan represent the involvement of special education administrators, teachers and related service providers.	District Presentation, Document Review Interviews		
Result	2	Throughout the district there was evidence of School Improvement Plans which were aligned to the District Strategic Plan. Most School Improvement Plans included mission and belief statements, objectives, and actions plans along with specific targets. The School Improvement Teams are comprised of school administrators, general and special educators, support staff and parents. The teams meet monthly with sub committee actives held as appropriate.	District Presentation, Document Review Interviews		
Result	3	Pawtucket has a district-wide curriculum which is electronically based to ensure access for all teachers. Examples of student work and professional development on the curriculum is routinely offered. The district has a comprehensive literacy intervention system throughout all grade levels and special education students access all levels of intervention.	District Presentation, Document Review Interviews		
Result	4	**Professional Development** Professional development district-wide is provided for faculty and staff through a variety of job embedded opportunities. The focus for school-wide professional development is currently addressing the school improvement targeted areas. Professional development is offered district-wide at the administration building and the district provides teachers the opportunity to take graduate level courses. Pawtucket offers limited professional development opportunities for related service providers. Speech and language providers (SLPs) meet monthly as a group and may have professional	District Presentation, Document Review Interviews	The Special Education Administration is in the process of establishing special education professional development opportunities and will produce a professional development schedule by Fall 2010. **Timeline**: Immediately and ongoing but no later than April 2011. Progress check: April 2011.	A professional developed schedule was developed and adhered to for ongoing professional development opportunities. These opportunities included but are not limited to the following: co-teaching workshops, autism topical areas,

		development during these meetings. Other related service personnel do not meet on a regular basis and may receive approval for an annual conference. Throughout the district, comprehensive Response to Intervention (RtI) professional development is desired and needed by staff. While a Tiered Literacy System is in place, other academic areas and social emotional components are absent.			model lessons such as science for alternate assessment, portfolios at the high school and assistive communication for younger students. Three professional development sessions were facilitated jointly with the ELL department, related services and evaluation team members In addition staff engaged in exploring volunteer advisory grouping of special education teachers. District Math and reading advisory teams include special education teachers.
Result	5	**Partnerships with Higher Education/Community** The Pawtucket School Department has partnerships with higher education and community service organizations throughout the district. Several schools have partnerships with community organizations.	District Presentation, Document Review Interviews		
		Use of Student Assessment and Performance Data to Inform Instruction & Response to Intervention (RtI)			
Result	6	Throughout the district there was evidence of student centered, standards based, teacher facilitated differentiated instruction, with posted rubrics, modeling, cooperative learning, student problem solving, posted student work along with homework assignments, independent self-selected reading and journal writing all aligned to the grade level expectations (GLE's), grade span expectations (GSE's) and alternate assessment grade span expectations (AAGSE's) as appropriate.	Interviews, Documents, Observation, Teacher and Student Schedules		

Result	7	The Pawtucket School District has focused on the development of Response to Intervention (RtI) models and has experienced success with the implementation at the elementary level although schools may describe their process and team utilizing different terms. Development of RtI at the secondary level has been more difficult. Fidelity of the intervention plans and progress monitoring has been inconsistent.	Interviews, Documents, Observation, Teacher and Student Schedules	RtI will be addressed via professional development offerings. The Special Education Administration is in the process of establishing special education professional development opportunities and will produce a professional development schedule by Fall 2010. **Timeline**: Immediately and ongoing but no later than April 2011. Progress check: April 2011.	Math and reading advisory committees are led by general education and inclusive of special education teachers, frequent reading program and working on math. District working heavily with learning disabled RtI Guidebook and Colorado Model as professional development guides.
Result	8	Elementary schools across the district have a Response to Intervention (RtI) process for addressing reading issues. All elementary schools have reading specialists and special education teachers who provide Tier 3 level supports and classroom teachers provide reading interventions through Personal Literacy Plans (PLPs) process for Tier 2 students. Data is collected on a regular basis through the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and Developmental Reading Assessment (DRA), resulting in needs of students being met and progress being attained.	Interviews, Documents, Observation		

Result/ Compliance	9	The structured process of identifying intervention, instructional strategies along with progress monitoring is unclear and varies widely across schools. RIGL 300.307 & 300.309 <u>Middle Level RtI</u> At both Jenks and Slater Junior High Schools, identification of interventions and strategies defaults to the evaluation team/ multidisciplinary team (MDT). As students are referred to the "MDT", the team determines the appropriate next steps (i.e. to evaluate, to determine eligibility for special education and/or to re-direct the referring teacher/team to gather further evidence regarding student performance). When the "MDT" re-directs the referring teacher/team to gather further information the process is informal. At Jenks there is a minimally functioning Teacher Support Team (TST). Though a number of RtI activities are being implemented at the middle level there is not a formalized RtI structure at Slater. Further, more students qualify for interventions than the infrastructure can support at Slater. Goff has a functioning RtI process and problem-solving team. <u>High School Level RtI</u> At Shea High School the TST also serves as the RtI team. A myriad of core content areas are represented on TST/RtI. They meet as needed. At Tolman High School there was no TST/RtI Team.	Interviews, Documents, Observation, Teacher and Student Schedules	RtI will be addressed via professional development offerings. The Special Education Administration is in the process of establishing special education professional development opportunities and will produce a professional development schedule by Fall 2010. **Timeline**: Immediately and ongoing but no later than April 2011. Progress check: April 2011.	Will attend all appropriate State offered Rti professional development and apply for RtI waiver. Issue resolved.
		Local Special Education Advisory Committee/Family Engagement			
Compliance	10	Pawtucket is reforming a Local Special Education Advisory Committee (LAC). There was a meeting held in the fall and two parents attended. The group agreed to develop a community resource fair in January 2010 as a way to reestablish an active LAC in the district. RIGL 300.900	Interviews	The Special Education Director has met with parent volunteers and continues efforts to reestablish a Local Special Education Advisory Committee in conjunction with support from RIPIN. **Timeline**: Immediately and ongoing but no later than April 2011. Progress check: September 2010.	The LAC is now reformed and has two new co chairs. Discussion re underway to develop their plans for the upcoming school year. Issue resolved.

Result	11	Parent Teacher Organizations/Associations were evident throughout the district. Parent participation rates varied. An effort to strengthen parent attendance and create community involvement is an ongoing priority. <u>School Efforts to Partner with Parents:</u> The district's rate of parent participation in the annual Special Education Statewide Parent Survey is 13.64% of parents whose children have IEPs. Of parents with a child receiving special education services who participated in the last survey, the percent that reported that their school's efforts to involve parents, as a means of improving services and results for children with disabilities, are at or above the state standard of 29 %.	Interviews, Documents	The special education administration has participated in RIDE informational events on the parent survey and is implementing some of the strategies recommended by RIDE to improve parent participation in the survey including the sending of letters and direct contact by case managers. The district is utilizing the results with the LAC and district level administrators to target improvements for parental engagement in special education. **Timeline**: Immediately and ongoing but no later than April 2011. Progress check: April 2011.	Issue already addressed through the LAC meeting. In addition, case managers will call families to encourage them to complete the survey.

2. FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE/LRE)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Result	1	**District Special Education Data** • The Pawtucket School Department educates over 9000 students. o 67% qualify for free & reduced lunch o 10% receive services as English Language Learners o 16% qualify for special education and related services o The district has a 23% mobility index (state average 15.5%) o The graduation rate is 56.9% (state 73.9%)	Document Review State Performance Plan		
Compliance	2	The Pawtucket School Department has a compliance rate of 88% of children with parental consent to evaluate within 60 days (RI State Performance Plan Indicator #11). The federally mandated target is 100%. RIGL 300.301	Document Review State Performance Plan	The special education administrators have plans for continued training with DPTs and have instituted the use of a tracking form. The administrators will	Compliance with Indicator #11 regarding parental consent to evaluate is currently at a 95%compliance rate up from 77% with continued

				monitor this indicator and provide further activities if necessary to reach 100% compliance. **Timeline**: Immediately and ongoing but no later than April 2011. Progress check: With CRP application May/June 2010.	goal of 100% compliance. Staff received professional development on Indicator 11 and received 60 day calendar tool to assist in their timeline calculations. Issue resolved.
Result	3	**Preschool & Child Outreach** The Pawtucket School Department has an early childhood program composed of several service options. The majority of the outreach for Child Find comes from screening of students in existing child care, pre-school and Head Start programs and through direct parent request. The district does not offer a comprehensive pre-school screening. All kindergarten students are screened. In the FY2009 Consolidated Resource Plan the district reported the following screening data: 20.61% of 3 year olds 33.77% of 4 year olds 66.39% of 5 year olds The state target is 80% screened. Pawtucket is below the state target. Students transitioning from early intervention programs are handled through the special education department. In the FY2009 Consolidated Resource Plan the district reported that 181 of 3391 children ages 3 to 5 years old were receiving special education and related services. This rate of identification is 5%, well below the state and national averages. The district attributes this to the district's practice of screening children, recommending interventions to be provided by the parent and/or child care provider and then re-screening again at a later date. The district reports that they monitor the implementation of the interventions and will reengage with the child if progress is not obtained, (progress is defined as a 2-3 month developmental gain). The district has a number of interagency agreements for providing services for eligible children. The district operates the ALPHA program and the HIPPY program which provides in home supports and operates a home visit program. Approximately 150 children are served in these programs.	Interviews, Consolidated Resource Plan Application (CRP)	The district is sending new flyers and brochures to various community locations and doctors' offices as well as at Kindergarten registration. The district is looking at broadening the use of the social emotional screening tool. **Timeline**: Immediately and ongoing but no later than April 2011. Progress check: April 2011.	Staff have received professional development on child find screening. In addition, Pawtucket will have screeners at Kindergarten level regularly to catch up younger students. Also, Pawtucket has simplified the process for parent permission to screen

		The district provides a variety of special education services options for eligible students and operates classrooms in three district school buildings serving approximately 45 students.			
Result	4	**Program Continuum** The Pawtucket School Department has a continuum of special education programs at all levels. The district has intentionally focused on students being educated in the least restrictive setting for the past several years. The district has reduced the number of self-contained settings and for students served in self-contained classrooms there is a strong focus on students being in general education settings to the greatest extent possible. Pawtucket has also focused on returning students from out of district placements. There is evidence of the provision of special education services in general education classrooms throughout the district in all grade levels. Resource supports and co-teaching (secondary level) are common inclusive practices in the district. <u>Placement Data</u> The percentage of students educated 80 to 100% of the time in general education settings is 72.5%. (RI District Average is 70.67%) Percentage of students educated for less than 40% of the time in general education settings is 18.99% (RI District Average is 14.71%) Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 5.05% (RI District Average is 5.68%) Although the district has emphasized students being educated in the least restrictive setting, the district still has 18.99% of the special education students educated in general education settings less than 40% of the time. This exceeds the state average of 14.71% The district leadership expressed a need to continue to improve middle to high school articulation and more effective use of co-teaching models in the high schools (see also high school program continuum finding, item #7, for additional information)	Interviews, Document Review State Performance Plan (SPP)	The special education administrators are in the process of reviewing input data for LRE to ensure the reported data is accurate. In addition, the administration is exploring strategies to increase the participation of special education students in the least restrictive setting by increasing inclusive strategies. **Timeline**: Immediately and ongoing but no later than April 2011. Progress check: April 2011.	Administrators reviewed the LRE placement data and refined the program continuum to maximize LRE efforts. This is an ongoing endeavor.
Result	5	*<u>Elementary Level Continuum</u>* Program Continuum at the elementary level includes resource support provided primarily in the general education setting with some pull-out service delivery. Special educators also provide Tier 3 reading support for children without IEPs on a long-term basis and for children with IEPs. Related services are provided primarily in a pull-out model with some in-class delivery. There are self-contained classrooms in some of the elementary schools that provide supports for children with autism, behavior or intellectual disabilities. Access to general education varies greatly for children in self-contained settings. Some children have no access to integration with grade level peers; some	Interviews Document Review	The special education administrators are in the process of reviewing input data for LRE to ensure the reported data is accurate. In addition,	Issue resolved.

		have access to integration during recess, lunch and/or related arts; and there are pockets of children who participate with grade level peers during academics. Criteria for determining inclusion opportunities are unclear.		the administration is exploring strategies to increase the participation of special education students in the least restrictive setting by increasing inclusive strategies. **Timeline**: Immediately and ongoing but no later than April 2011. Progress check: April 2011.	
Result	6	*Middle Level Continuum* Many students with IEPs are included in a grade level team with general education students. Each grade level team has a special education teacher assigned to it. Additional special education teachers are assigned across two teams as needed to ensure a sufficiently low student: teacher ratio to support IEP goals. The inclusion model for IEP students may not afford an opportunity for individualized or intensive instruction for some students within the classroom. In addition small group or individual instructional supports are facilitated during class time within the core content general education setting. Grade level teams collectively review curriculum, instructional strategies, and student progress. Teams provide school administration with agendas and meeting minutes for continued support. Common planning agendas vary from team to team. At Slater, most students participating in the inclusion program travel as a group for all content area subjects but they do participate with other grade level peers in electives, lunch and special activities. One grade level team at Slater and all teams at Jenks and Goff have assigned students with disabilities across content area classes rather than assigning them as a group to the same math, English, science, or social studies class. The special educator provides in-class supports to students where their greatest IEP-specific needs are. At all middle schools, a daily intervention block permits additional instructional support. At Slater and Goff, a self-contained class is facilitated at each grade level providing a small group intensive instructional setting for students experiencing cognitive and/or behavioral challenges. Some students who participate in this instructional setting may attend content area classes as	Interviews Document Review		

		appropriate along with electives and special activities. At Jenks, four self-contained classes address the needs of students with significant intellectual and/or behavioral challenges as follows: -1 class for students with severe or profound disabilities -1 class for students needing intensive behavior support -1 seventh grade class for students with moderate academic support needs -1 eighth grade class for students with moderate academic support needs At the middle level each school has a diagnostic prescriptive teacher (DPT) that facilitates all education evaluations for new evaluations/3 year re-evaluations. Additionally, the position manages all meeting notices, parental consent, and follow-up.			
Result Compliance	7	*High School Level Continuum* Both Shea and Tolman High Schools provide: -Co-taught classes in all content areas with in class supports provided by special education teachers or in some circumstances, by a teacher assistant. - Self-contained classes – one classroom at Shea High School and three classes at Tolman High School for students with intellectual disabilities. Two classrooms at Tolman for students with social/emotional learning needs. *Co-taught Classes* Special education teachers assigned to co-teaching are assigned based on their highly qualified content areas. These teachers participate in all department activities including common planning time (CPT) weekly. Although special education teachers report participating in content departmental CPT, they report that there is little time devoted to individual student discussion, planning for diversification of instruction, and assessment accommodations. Teachers report that there was professional development provided a few years ago on co-teaching, but there has not been any training provided recently. At Tolman and Shea, students access special education support through co-taught classes, during advisory and/or "as needed". Both high schools have after school programs designed for students who may needed additional assistance in various subject areas. In addition, there is weekly after school department time where students can ask specific content area questions and get assistance. Staff at both high schools reported that students who need support beyond this level are referred to the Alternative Learning Program (ALP). The respective high school Evaluation Teams keep a list of students who are at-risk and potentially may need placement in the ALP as it is the only option for students who need more specialized support than is available in co-teaching classrooms. One student is not getting the small group and individual instruction specified in their IEP and is only being seen in a co-taught classroom where the individual instruction time specified in the IEP is not	Interviews Document Review	The Special Education Administrators will	Student is receiving small

		being provided. (DS-13). RIGL 300.320 Two years ago, the district special education director informed special education teachers that they were not to provide instruction in co-taught classes but only the supports specified in the student's IEP. Teachers were told that content instruction is the sole responsibility of the general education teacher. Teachers report that this has created difficult learning environments in the classrooms where special education students are identified by who provides their support. Teachers report that this has reduced the overall effectiveness of co-teaching. The majority of special educators at Shea reported feeling that despite that central office directive they were active co-teachers. Some, however, questioned what their role really was in the classroom and wanted clarification from central office. Students at Tolman and Shea High School are placed in co-teaching classes by the head of the Guidance department based on IEP and teacher recommendations. The evaluation team members or teachers may recommend that students may be moved from or to a co-teaching class. The criteria used for these decisions are not clear. The head of guidance reports that this has been difficult to facilitate without a consistent presence of the special education department in the decision making.		review the IEP of the identified student (DS-13) and ensure compliance with the services required. **Timeline**: Immediately and ongoing but no later than April 2011. Progress check: April 2010.	group instruction as per the IEP. Issue resolved.
Compliance Result		Two students were exited from speech prior to attending Tolman High School, subsequently, both were re-referred and found eligible (DS-6, DS-7). In one instance, the record of how the team determined the student no longer in need of services or notification to the parent could not be produced. RIGL 300.304 through 300.111 *Self-Contained Classes for Students with Intellectual Disabilities* At Shea high school there is one "life skills' classroom. Students in the class participate in some general education classes based on their individual needs. Consumable materials are procured via a small budget and building based fundraising. This year the teacher chose Pea Pod to procure consumables as local grocery stores no longer accept purchase orders. Pea Pod does not allow for students to have Life Skills experience of the bus and grocery shopping in a store. Tolman High School has three self-contained special education classrooms for students with intellectual disabilities: -1 functional/work skills class with 2 teachers and 20 students -1 class with students with significant needs, 6 students -1 class with students with moderate needs, 13 students Some students in the self-contained classrooms at Tolman are not accessing the Proficiency Based Graduation Requirements (PBGRs) based on the GLEs and/or AAGSEs. These students do not complete artifacts for the portfolio requirements and it was explained that they are out of the building so often that the school has not considered how the students would do the work necessary to meet		The Special Education Administrators will review the criteria for termination of services and ensure that the process complies with all procedural requirements, (parent consent, complete evaluation, training of teams, team review with parent, documentation of team recommendations). **Timeline**:	Criteria has been reviewed, exit summary for data on file. Issue resolved

Compliance Result		the requirements. In the other self-contained setting, students are participating in the PBGR portfolio processes. The criteria for the portfolios in this classroom are not clear, however, the students are active in the PBGR process. Students in self-contained settings access electives as a group with only students with special needs in their classes. At Tolman High School placement of students across the intellectual disability self-contained classrooms is not clear and lacks evidence of objective measures. Teachers were not clear about the criteria used to place students in these classrooms. Further, the criteria for determining if a student exits after four years of high school or continues at the Transition Academy does not appear to be based on assessment data and/or the accomplishment of measurable functional and academic skills. Some students participate in general education settings, but the criteria for placement are unclear. At Tolman High School in one self-contained classroom (students with more significant disabilities) several students are not receiving therapeutic services. According to teacher and staff the district exited the students from the service prior to entering the high school. It is unclear what criteria were used to exit the students from services. The students clearly have disabilities that warrant related services as part of their special education program and several therapeutic needs were observed in the classroom. There were no services or goals in the students' IEP to address the needs. The services include speech, physical therapy occupational therapy, and adaptive physical education; (DS – 8, 9, 10, 11, 12). The district began an audit of the services provided for students in this classroom immediately after the visit and has identified areas that may warrant further evaluation and/or team review of services that were appropriately terminated. RIGL 300.324 The Pawtucket Schools have utilized resources from the ARRA funds to improve instruction for students served in self-contained settings. The district recently hired consultants to work with teachers in these classrooms to improve academic instruction and improve communication skills for students to interact outside of the self-contained setting. *Self-Contained Classes for Students with Social/Emotional Needs* Tolman High School has two self-contained classrooms for students with social/emotional needs. Students are on a point system and all have behavior plans and behavior goals in their IEPs. Some of the students attend general education classes. All of the students are completing work consistent with all grade level requirements and PBGR requirements. Teachers, at Tolman, in these classrooms are not highly qualified in all content areas. Tolman and Shea have few options for placement of students with social/emotional challenges. The options include the self-contained classroom or the ALP (however, staff report that the focus of the ALP has changed and fewer students with challenging social emotional difficulties can attend the ALP). Shea and Tolman High Schools have a diagnostic prescriptive teacher (DPT). The DPT leads the evaluation team and facilitates education testing. Both high schools have a school psychologist and		Immediately and ongoing but no later than April 2011. Progress check: April 2010. The Special Education Administrators will review program criteria for the employment program at Tolman and Shea to align community based employment instruction with PBGR requirements. **Timeline**: Immediately and ongoing but no later than April 2011. Progress check: April 2011. The Special Education Administrators will establish program criteria and objective measures for key secondary special education	Program criteria has been reviewed and aligned with PBGR requirements. Issues resolved. Program was reviewed and refined to establish clear and objective measures. In addition, the Toolkit/Handboo

		social worker who provide evaluation and individual and small group services. *PBGR & Common Planning Time* Both high schools utilize the portfolio with common task and comprehensive course assessments as part of the PBGR system. The students interviewed were knowledgeable about the PBGR requirements. For some students the completion of PBGR requirements has been difficult to fulfill in co-teaching classrooms. Students at both high schools are provided the opportunity to complete work and receive support after school or in advisory period. At both Shea and Tolman High Schools teachers participate in common planning time (CPT) every Wednesday by content area teams. The department chair leads this meeting. Special education teachers participate in the department CPT based on their primary co-teaching assignment. At Shea, teacher assistants also attend common planning time for the respective core content areas that they serve. Self-contained teachers at Tolman are not participating in CPT. Each of the high schools have a leadership team that meets on a weekly basis. There is a volunteer representative from special education on the Shea team. Tolman has not had the same consistency of participation since the elimination of the special education department chair position. At both high schools special education teachers meet approximately 4-6 times a year as a team. Both high schools have advisories. Faculty and students were clear about the purpose for advisory (portfolio and completing classroom work). Faculty and students report that this is a time special education teachers may "catch up" with students on their caseloads and address issues. Students in the self-contained class at Shea participate in an advisory as a group with general education students. Program of Study- At both high schools there is a program of study that includes the PBGR and the Pathways and Academics students may access. Many students and faculty were not clear on the details of the pathways at Tolman; most attributed this to the programs being new. It is unclear how students in the self-contained rooms access the pathways. Both high schools have a variety of after school support programs for students to achieve academic success. Shea has the STAR program (students & teachers achieving results) which provides after school academic support (1-2 times per week) in a variety of core content areas and foreign language. A special educator is also there to assist students with IEPs as needed. In addition, both high schools have GAP, Upward Bound, homework help from the Pawtucket Public Library, after school and evening credit recovery, nursery for parenting teens (at Tolman) and access to community service agencies.		programs such as the transition employment program and the transition academy. The program criteria will be communicated to all staff. **Timeline**: Immediately and ongoing but no later than April 2011. Progress check: April 2011 The Special Education Administrators have conducted an audit of the Tolman self-contained program for the provision of appropriate related services and is conducting team meetings and evaluations as appropriate. **Timeline**: Immediately and ongoing but no later than April 2011. Progress check: April 2011	k was refined for consistency of message. Issue resolved. Audit conducted with team meetings and evaluations as appropriate. Issue resolved.

				The Special Education Administrators will examine methods for including the self-contained teachers (appropriately) in CPT and other high school redesign efforts. **Timeline**: Immediately and ongoing but no later than April 2011. Progress check: April 2011.	Building schedules have been revisited. Co-teaching inclusive training provided. Issue resolved.
Result	8	**District Alternative Programs** The district offers an Alternative Learning Program (ALP) for all secondary students. Currently, 63 students are enrolled in ALP. Of those enrolled, 35 have IEPs. About 1/3 of the students enrolled have come from outside placements. Attendance is at 97% which the home being called if a student has not arrived by 10 a.m. Students and families complete a contract prior to enrollment in the ALP. The classroom management system includes clear expectations, a daily point system with resulting privileges, and a time out or de-escalation area. The program philosophy, mission, goals, and admission/referral process are articulated in a packet. Students are referred from either the IEP team or from the TST for students without disabilities. A list of 8 criteria is included in the program description to help guide the referral process. The ALP has a full time director, social worker, career counselor, 2 math teachers (1 with special education certification), 2 English Language Arts teachers (1 with special education certification and reading teacher), 1 science teacher, 1 social studies teacher, and 2 instructional teacher assistants. Staff participate in district professional development initiatives related to the content area, CPI certification, and suicide prevention trainings. Teachers also have Common Planning time with department heads at a high school. Students take the NECAP at their home high school. The ALP has its own student council and school store. The ALP school day runs from 7:55 a.m. to 2:20 p.m. and some students go back to their home high school after the school day for sports and other activities. All staff and students attend a daily	Interviews Document Review	The district is examining various option including online programs for students to meet foreign language requirements at the ALP. **Timeline**: Immediately and ongoing but no later than April 2011. Progress check: April 2011.	APEX virtual learning is utilized to expand course opportunities. Currently there is a ½ time guidance counselor and a ½ time social worker and a 1/2 time school psychologist at the site.

		morning meeting which runs approximately 10 minutes to review the day schedule, program rules, daily quote, and brief motivational statement. Classes were observed to have 10-15 students each. Student work and GSEs/learning objectives were posted. Students have access to Read 180 for literacy intervention. The program has a computer lab in addition to the Read 180 lab. Students in the ALP do not have access to foreign language classes. Through the My Turn program provided by the Career Counselor, students have access to summer programs with paid internships, service learning activities, industry tours, in-class sessions and presentations, and afterschool resume development sessions. Students participate in the PBGR process, have Individual Learning Plans, and develop portfolios and presenting to a board for approval. Students can enter at any high school grade level, and several work towards returning to the home high school for senior year. Vocational assessments include Choices/Careers through the Northern RI Collaborative, assessments in the work environment via Goodwill Industries, WaytogoRI, and assessments conducted by the Office of Rehabilitative Services (ORS). In addition, the district offers Diploma Plus for students to recover credits and remain on track for graduation. This program is also used as an alternative setting for suspensions and has been used by the truancy Court for students to make up missed work. After school and evening credit recovery options/Diploma Plus. The district uses non-public special education programs for interim placements. - Walsh Arts Academy Pawtucket School Department operates an alternative High School for students based on the arts. Students must audition and 70% of the decision for admission is based on the student audition. Currently there are 95 students enrolled in the school and 7 students receive special education and related services. All special education services are provided by staff from Tolman High School.			
Result	9	**Extended School Year (ESY)** The ESY program is located at Curtis Elementary School for primary age students and at the Transition Academy for middle and high school students. Staff did not receive progress reports from ESY and were unaware if any were completed. Throughout the district, faculty and administrators were unclear about the process and criteria for ESY services.	Interviews	The Special Education Administration is reviewing district protocols for ESY based on RIDE guidance. **Timeline**: Immediately and ongoing but no later than April	ESY RIDE guidance template is being utilized. This has also been revised in the Toolkit/Handbook.

				2011. Progress check: April 2011.	
Compliance	10	**Adaptive Physical Education (APE)** Teachers report that students are routinely exited from adaptive physical education in the 8th grade. Tolman and Shea each provide a physical education class for students with adaptive physical education needs; however none of the students have adaptive physical education goals in their IEPs. The students are from self-contained settings. RIGL 300.324	Student files, observation, interviews	The special education administration is examining the alignment of the physical education curriculum and is reviewing current IEPs to ensure that students who have a need for Adaptive Physical Education will have goals addressing it as needed in their IEPs. **Timeline**: Immediately and ongoing but no later than April 2011. Progress check: April 2010.	IEPs have been reconvened to address APE services/goals. Issue resolved.
Compliance	11	At Shea High School a teacher assistant in a general education science class has been frequently been pulled to "cover" the office when office support staff were out (three times in the past week and a half as of the review teams visit). As this assistant was pulled for office duties she did not go to her assigned core academic class to support students with IEPs. This is a violation of the students FAPE in the LRE (as well as an improper use of IDEA monies). RIGL 300.103 & 300.114	Interview	Issue resolved as of 3/10/10.	Issue resolved as of 3/10/10.
Compliance	12	At Shea High School general education teachers reported inconsistency in receiving information on students with IEPs. Some teachers provide information and others expect the general education teachers to access the information via TINET. Others stated that they did not always receive the information. General education teachers requested a clear policy from special education administration in this area. RIGL 300.324	Interviews Document Review	Issue resolved as of 3/10/10.	Issue resolved as of 3/10/10.

Compliance	13	**Disproportionality** **Identification** Pawtucket has significant over representation of students who are White for Emotional Disturbance and Other Health Impairments. While the risk ratio for ED is trending in the correct direction, OHI ratios are increasing. While not yet at the significant level, over representation of Black students with Other Health Impairments is increasing. RIGL300.646	Special education census data, enrollment census, eRIDE State Performance Plan (SPP)	The district is engaging in professional development for school psychologists and social workers to examine eligibility practices especially in the areas of ED and OHI. This work includes additional student file reviews to identify policies, practices, and procedures in need of revision to correct disproportionality. Part of this work will involve increasing district capacity of RtI/TST to address social emotional needs. This work will include examination of MMS data on attendance, discipline referrals, suspension to identify students at risk and develop interventions. Also, an examination of coordination of individuals funded by Early Intervening Service in this RtI/TST intervention process will inform the work. Training on this data and intervention process and connections to reduction of suspension or inappropriate identification of students as having ED	Professional development delivered. Reviewed criteria methods, need more regarding universal screening.PBIS data is also used if a school is PBIS school. Issue resolved.

White	ED			OHI		
	2006	2007	2008	2006	2007	2008
Students with Disability	111	90	86	89	104	91
Total Students	4104	3848	3628	4104	3848	3628
District Risk	2.70	2.34	2.37	2.17	2.70	2.51
Nat'l Risk	0.69	0.72	0.72	0.90	0.85	0.85
District Risk Ratio	3.92	3.25	3.29	2.41	3.18	2.95

Black	OHI		
	2006	2007	2008
Students with Disability	23	26	34
Total Students	2080	2091	2151
District Risk	1.11	1.24	1.58
Nat'l Risk	0.90	0.85	0.85
District Risk Ratio	1.23	1.46	1.86

LRE

White students with disabilities are over represented in Separate Placements as compared to statewide data for both 2007-2008 and 2008-2009 school years.

Suspensions > 10 days

	Special Education				General Education				Risk Ratio
	Total	Susp.	change from 05-06	Risk	Total	Susp.	change from 05-06	Risk	
2006 - 2007	1587	44	+19	2.77 %	7265	69	+10	0.95 %	2.92

	Total	Susp.	change from 06-07		Total	Susp.	change from 06-07		
2007-2008	1598	33	-11	2.07%	7095	52	-17	0.73%	2.82
	Total	Susp.	change from 07-08		Total	Susp.	change from 07-08		
2008-2009	1441	39	+6	2.71%	7097	68	+16	0.96%	2.82

Suspensions > 10 Days	Black	Hispanic	White
2008-2009 Risk Ratio	6.47	3.88	2.07

For both the 2007-2008 and 2008-2009 school years, students in special education were more than 2.5 times more likely to be suspended more than 10 days than general education students. Pawtucket is significantly discrepant for suspensions of more than 10 days for students with disabilities.

Based on the 2008-2009 school year, students in special education who are Black are over 6 times more likely to be suspended more than 10 days than Black students without disabilities. Students in special education who are Hispanic are almost 4 times more likely to be suspended more than 10 days than Hispanic students without disabilities and students in special education who are White are 2 times more likely to be suspended more than 10 days than White students without disabilities. Pawtucket is significantly discrepant for Black and Hispanic students with disabilities suspended more than 10 days.
The Pawtucket School Department has had several Social Worker positions eliminated in recent years and the district has accessed ARRA resources to establish new programs and services for students with emotional needs. The district leadership expressed concerns about sustaining school based interventions for students with social and emotional needs in light of current district finances. Early Intervening Services (EIS) funds under IDEA are being used to target social emotional supports with behavior specialists at the middle and high school levels. These EIS do not appear to be coordinated with any RtI or TST system.

or OHI will be provided in coordination with RIDE to district leadership and teachers. The district will also examine ways to continue funding staff who provide social emotional supports when ARRA funds expire.

Timeline: Immediately and ongoing but no later than April 2010. Progress check: April 2011

Result	14	**Social Emotional Learning**	Interviews,	The district is engaging in	PBIS is currently

		All schools have a social worker and psychologist assigned to their building for some portion of the week. Social workers and some psychologists provide counseling and crisis intervention for students with and without IEPs. They provide social skills groups and classroom meetings in some schools and participate on evaluation teams in their buildings. Staff and administrators provide positive reinforcements for students in the classrooms and school, although a comprehensive data collection and analysis system for behavior is not in place in most schools and staff have not received professional development in problem-solving models for behavior issues. High schools and middle schools have advisory times for students. At the middle level every trimester is focused on a specific topic including the documentation required for Individual Learning Plan (ILP) development. WaytogoRI is also facilitated in the keyboarding class and discussed through the advisory period. Specialized advisories have been established to provide students with specific social emotional supports. Social emotional learning along with positive behavioral interventions are student centered and individualized. The faculty members engage in a number of student supports through advisory, in class workshops, counseling, topical groups and community speakers along with school-wide recognition of student achievement. The middle schools have a newer system to collect a variety of data such as attendance, suspension and discipline. This year some social workers, psychologists, and other staff at Tolman and Jenks are devoting a percentage of their time to Early Intervening Service (EIS). Although details are emerging on what this entails, staff have begun providing support to a group of students who were identified as "at risk". The criteria for this selection was not clear to the clinicians. The use of data to drive behavior supports and interventions is not apparent nor was there evidence of entrance and exit criteria for social or behavior interventions. In addition, some staff providing behavior supports were unclear about their role and duties in the buildings. While suspension data is given to faculty, it is not clear how the data will be used to drive improvement. Social emotional learning was not connected to a systemic Response to Intervention process at either the middle or high school levels. **School removals/disciplinary policies (removal from LRE)** Throughout the district behavioral expectations along with disciplinary action protocols and policies are comprehensively defined in the various student handbooks. Middle schools and high schools do not have an in-house suspension setting and manage behavior requiring disciplinary action through detention processes and out of school suspension. An increase in out-of-school suspensions for this level was noted by school leadership and teachers and verified in the data. Staff expressed concern that former in-school suspension structures were not currently in existence. The middle and high schools are using the "3 to 5 Program" as a placement setting for students who reach the 10th day of suspension and recently, the Truancy Court Magistrate has assigned students to this program for short term make up work. Students complete work in the "3 to 5 Program" and then return to the high school or middle school with their completed work.	CRP, student and teacher schedules, observation	professional development for school psychologists and social workers to examine eligibility practices especially in the areas of ED and OHI. This work includes additional student file reviews to identify policies, practices, and procedures in need of revision to correct disproportionality. Part of this work will involve increasing district capacity of RtI/TST to address social emotional needs. This work will include examination of MMS data on attendance, discipline referrals, suspension to identify students at risk and develop interventions. Also, an examination of coordination of individuals funded by Early Intervening Service in this RtI/TST intervention process will inform the work. Training on this data and intervention process and connections to reduction of suspension or inappropriate identification of students as having ED or OHI will be provided in coordination with	at Curtis and Agnes Little Schools.

				RIDE to district leadership and teachers. The district will also examine ways to continue funding staff who provide social emotional supports when ARRA funds expire. **Timeline**: Immediately and ongoing but no later than April 2010. Progress check: April 2011	
Result	15	The leadership team at Shea and Tolman High Schools expressed concern that there was no special education department chair. Special education is the second largest department at the high schools. Staff expressed concerns that the oversight/guidance/growth of policies and procedures at a school-based level is limited at best without the department chair or other organizing structures in place.	Interviews		
Compliance	16	**Facilities** Elementary Facilities Space and Storage is an issue at most elementary schools. Specific sightings include: -Individual and/or small group specially designed instruction is provided at the end of a hallway blocking an exit door (Baldwin). -If no other space is available, individual and/or small group specially designed instruction is provided in the hallway outside a classroom (Cunningham) - Occupational therapy, physical therapy, adaptive physical education (and regular physical education) were taking place in the hallway (Curtis) -Janitorial equipment and supplies (mop, dirty water, bucket, cleaning solutions) stored in all purpose room were accessible to students (Curtis) during physical education. RIGL 300.114 <u>Middle School Facilities</u> At Jenks written evacuation plans for students with mobility impairments were not found. Separate classes for students with disabilities were all located on the first floor with cafeteria, gym, media center, computer lab, art, music, and cooking while all teams and core content classes were located	Interviews Observation	APE at Curtis is now taking place in the gym and all janitorial equipment and supplies have been moved to a new storage closet as of 3/10/10. Issues resolved. At Jenks, written evacuation plans for students with mobility impairments have been developed, and signs labeling rooms	New Superintendent conducted a facilities audit to identify and address issues. Issue resolved.

		on the second floor. Two rooms for students with disabilities were separate enough that they would not even be along the route of students traveling to specials or lunch. All but one separate class for students with disabilities had signs posted in the hallway outside the classroom door labeling them special education. In the cafeteria, some separate classes for students with disabilities sat at an isolated table distinctly separate from the remaining school population. While there was space to locate additional tables near those students with disabilities without adversely impacting easy exit from the cafeteria in case of emergency, all other tables were located on the opposite side of the cafeteria.		as special education have been removed as of 3/10/10. A new cafeteria plan is in place as of 3/15/10. Issues resolved. The district will ensure that individual and/or small group instruction does not obstruct exits (Baldwin). The district is examining the placement of classrooms at Jenks to promote inclusive efforts. **Timeline**: Immediately and ongoing but no later than April 2011. Progress check: April 2010.	Issue resolved
Compliance	17	At Tolman and Jenks, some students are dismissed 15-35 minutes earlier than the rest of the building. At Tolman, the administration is under the impression that students are coming in earlier to accommodate the difference, this was not observed by the visiting team. As a result, academic class time and/or Advisory time is lost. RIGL 300.101 and 300.114	Observation, Document Review (schedules), Interviews	The special education administration is currently reviewing the drop-off/pick-up procedures at both schools to ensure that	Administrators work with the bus company on an on-going basis to ensure that they are on schedule and not early.

				students are receiving full FAPE and are participating in the general education curriculum. Jenks early dismissal has been corrected as of 3/17/10. Issue resolved. **Timeline**: Immediately and ongoing but no later than April 2011. Progress check: September 2010.	Issue resolved.
Compliance	18	The Pawtucket School Department purchased VeriQuest printers for each school (utilizing IDEA Part B ARRA funds) to be used as assistive technology for special education students. In all schools but one, faculty and staff interviewed were not clear about the purpose of the equipment. Although the district described the use of these machines as a tool to enhance instruction for students with IEPs, there were not attributable IEP records calling for this specific technology. Further, there were instances throughout the district where the machines were being used for purposes other than the provision of specialized instruction and related services. The IDEA funds provided for the purchase of these machines is to be used for the excess cost of the provision of special education and related services. Evidence of this purpose was vague in all but one school. RIGL 300.5	Interviews Observation Document Review Consolidated Resource Plan (CRP)	The Special Education Director will conduct an audit of the use of the VeriQuest machines and provide a report to RIDE on the specific excess cost for the provision of special education and related services use of each machine. The cost of the legitimate use of the	An audit was conducted by the special education direct. Student IEP's were reviewed and evidence indicated the use of such machines was supplemental. However,100% of the use of the machines was not by special educators. Therefore, the

				machines for special education and related services will be prorated and amended in the ARRA IDEA Part B application. **Timeline**: Addressed as of March 2010. Progress check through ARRA application May/June 2010.	district operating budget paid the difference

3. EVALUATION/ INDIVIDUAL EDUCATION PROGRAM (IEP)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Compliance	1	Records of approximately 39 students were reviewed prior to the on-site review by the visiting team. These were selected through a stratified random selection technique to allow the team to consider a representative variety of students. Students' records reviewed were accessible and generally well organized. The following findings illustrate the themes that emerged from the record review that will require district attention. 1. Inconsistency with evaluation/reevaluation consent dates and completion of evaluations. 2. Inconsistencies in the provision of parental notices and notices to students where transition services are to be discussed or at the age of majority. 3. Inadequate documentation of interpreters at Evaluation Team meetings and provision of notices in native languages. 4. No documentation of information provided about the Local Advisory Committee (LAC). 5. IEP: a) Some records missing required participants without	Record Reviews Tienet Documentation	Assurances will be provided to the Rhode Island Department of Education, Office for Diverse Learners, that compliance issues are addressed and rectified. This Support Plan is applicable for all compliance findings in this section. The district has begun additional IEP training and Evaluation Teams have been informed of these findings and the need for correction. **Timeline**: Immediately and ongoing. Completion date: No later than April 2011. Progress check: April 2011.	Pawtucket's IEP Coach conducts monthly meetings at each school to review IEP writing issue and concerns. The record review summary is used a guide to assist in planning professional development. Issue resolved.

		documentation of excusal. b) Transition assessments indicated, not clear the connection to the post-school goals. c) The measurability is lacking in the present level of academic and functional performance and annual goals and objectives in many IEPs. d) Some sections of IEPs are not completed consistently: - Progress reporting to parent with frequency. - Extent of participation with non-disabled peers. e) There is little evidence in the student files of progress reporting on IEP goals and objectives. f) There are inconsistencies in the "Consideration" and "Provision of Services" sections of IEPs (e.g., extent of participation and service hours). 6. Documentation of notice of transfer of rights inconsistent in student records. Subpart D—Evaluations, Eligibility Determinations, Individualized Education Programs, and Educational Placements and RIGL 300.900			
Compliance	2	While interpreters are present for IEP meetings and most district notices go out in three languages, no invitations to IEP and Evaluation Team meetings were seen in languages other than English in student files or on site. Staff report notifying parents in their home language by phone or informal note. Spanish and Portuguese versions of meeting notices are not available in Tienet, nor has the district uploaded a translated version. In contrast, the form for IEP team member excusal is reported to be available in Spanish in Tienet. RIGL 300.322	Record Reviews, Interviews (staff and parent)	The district has requested a price quote from Tienet on incorporating Spanish and Portuguese notices in the system. **Timeline**: Immediately and ongoing but no later than April 2011. Progress check: April 2011.	Interpreter's in-district providing written document translations. Issue resolved.
Compliance	3	Elementary Level IEP Issue Staff reported that they were told to authorize IEP services for only ½ hour increments by Central Office administration a few years ago and have continued this practice. RIGL 300.320	Interviews	Historically, the district practice has been to indicate the actual number of minutes provided. This will be addressed in the IEP training currently underway. **Timeline**: Immediately and ongoing but no later than April 2011. Progress check: April 2011.	See previous finding.

Compliance	4	Several staff and a parent interviewed, reported that service times on IEPs are not always followed due to scheduling conflicts and unexpected issues (AW 5). RIGL 300.320	Interviews Record Review	The special education administrators are addressing the service times required and if necessary, will provide compensatory services. **Timeline**: Immediately and ongoing but no later than April 2011. Progress check: April 2011.	Summer occupational therapy compensatory services was offered. Issue resolved.
Compliance	5	Teachers stated and record reviews confirmed that attendance at IEP meetings by general educators is limited because coverage is not provided. RIGL 300.321	Interviews, Student Records	The district will provide training on the use of excusal forms in cases where it is impossible for general educators to attend IEP meetings. This will be included in the IEP training currently underway. **Timeline**: Immediately and ongoing but no later than April 2011. Progress check: April 2011.	IEP Coach provided IEP excusal forms training. Issue resolved.

4. TRANSITION					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Result	1	**School-to-School Transition** At the elementary schools, the principals and special educators meet at the end of the school year to plan classroom assignments for children with IEPs. Children are assigned to specific classrooms to appropriately meet their IEP needs. All 6th grade students participate in a "Jump Up" Day at the end of the school year and a day during the summer. Self-contained teachers take it upon themselves to facilitate visits by students and to share information with middle school staff so that individual planning can take place for students. At the secondary level, evaluation team members or special	Interviews Records Document Review		

		education administrators attend IEP meetings of the students transitioning to the middle schools and high schools. At the high school level the communication from the middle schools to the high schools appears inconsistent. Teachers do not always receive records (beyond what is available through TIENET). Teachers do not consistently attend IEP meetings of the students that will be entering their programs the next year. This is especially apparent as there is no special education department head to coordinate this endeavor.			
Result	2	**Transition/Vocational Assessments** At the middle level a number of transition and vocational planning activities are provided, (Exchange City participation for 7th grade students, career pamphlets, WaytogoRI, Advisory discussions) Faculty identified more professional development as a need in writing transition IEPs to assure linkages are created for transition planning to high school. All students receive an interest inventory in the eighth grade (Choices Explorer-Career Finder). Teachers reported receiving the transition folder/information from the middle level.	Interviews Document review	Professional development has been provided as of 3/17/10 and further professional development opportunities are being examined. **Timeline**: Immediately and ongoing but no later than April 2011. Progress check: April 2011.	Transition teacher goes to the Transition Advisory Committee and any advanced trainings on transition tools.
Result	3	At both high schools, teachers reported using WaytogoRI for their transition and vocational assessment tool. They were unaware of the availability of any other potential transition tools or the ongoing nature of the transition evaluation process. The students complete the inventory and the teacher then reviews it with the student. It may or may not have been printed out. Paper or electronic documentation of transition or vocational assessments was not evident in the student's records. Special education teachers reported that the coordination of transition and vocational documentation and integration of the results into the IEP are areas of needed development. In addition, an array of structured and supported vocational experiences/career exploration opportunities for students with IEPs is needed. Both high schools have career pathways in the program of studies including the Ready to Work Pathway which some students are accessing.	Interviews Document review	The special education administrators are exploring additional tools and the development of a continuum of transition assessments by grade level. Training on Waytogo RI is available and will be brought into the district so teachers may provide more precise assessments. **Timeline**: Immediately and ongoing but no later than April 2011. Progress check: April 2011.	See previous finding.
Result	4	**Transition Services at the High School Level** Both High Schools provide a variety of transition activities for	Interviews Document review	The special education	Pawtucket currently

		students. At both high schools, students in the self-contained classes appear to access a continuum of transition services from academic focused services in grades 9-11 with a shift to community and employment focus in grades 12 and beyond. The self-contained classrooms at both schools have access to a vocational coordinator and two job coaches. Students are provided individual and group work experiences. The program coordinator is attempting to expand the number and quality of vocational experience sites. Tolman High School has a transition course in the program of studies. It is not offered every trimester. Targeted junior and senior students may take the course. For students in co-teaching classes the continuum of transition services is inconsistent. Transition assessments are completed without clear connections to the post-school goals. The social worker and others attempt to coordinate the referral to adult service agencies, but without a single point of contact, communication is inconsistent. Teachers report many students are not accessing services or working after school exit.		administrators are addressing inconsistencies in the delivery of transition services and the coordination with adult service agencies. Several issues have emerged and are being addressed at the regional and district levels. **Timeline**: Immediately and ongoing but no later than April 2011. Progress check: April 2011.	works with three Office of Rehabilitative Service counselors
Result	5	At Shea and Tolman High Schools special education teachers were either unaware or stated that they did not routinely receive Transition Advisory Committee (TAC) information.	Interviews Document review	District administration has adjusted procedures to address this need as of 3/17/10. Issue resovled. **Timeline**: Immediately and ongoing but no later than April 2011. Progress check: April 2011.	Transition teacher meets with special education supervisor and they plan delivery and dissemination priorities.
Result	6	Case managers are responsible for completing the Summary of Performance (SOP)	Interviews Document review		
Result	7	Pawtucket operates a Transition Academy program situated in the administration building. This program provides services for students typically eligible beyond the four years of high school. Students enter the program with their academic requirements met and the services are based on community instruction and	Interviews Document review	The Special Education Administrators will establish program criteria and objective measures for key secondary special	Program criteria and objective measures for key secondary special education

		functional life skills. Criteria for students transitioning from the high schools to the Transition Academy are unclear. Teachers in both high schools are unaware of the criteria used for admission to the Transition Academy.		education programs such as the transition employment program and the transition academy. The program criteria will be communicated to all staff. **Timeline**: Immediately and ongoing but no later than April 2011. Progress check: April 2011	programs have been established and reflected in the handbook.