



**Rhode Island Department of Education  
Office of Student, Community and Academic Supports**

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**School Support System Report and Support Plan**

**Central Falls Public Schools  
November 2017**

## **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 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 state performance 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 by the district as well as resources and time lines to improve programs and services.

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# **Central Falls Public Schools School Support System Review**

## **Record Review Team Leaders**

Team A – Emily Klein, Tracy Andrews-Mellouise, Anne Caron

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The RIDE, Office of Student, Community & Academic Supports School Support System process was facilitated to provide a means of accountability for delivery of programs and services to improve outcomes for students with disabilities. The following pages reflect the findings of that process.

**1. FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE/LRE)**

Indicator		Findings	Support Plan
Result	1	<p><b>Least Restrictive Environment Data (State Performance Plan Indicator #5)</b></p> <p>Based on the FY July 1, 2016 – June 30, 2017 State Performance Plan information on Central Falls Public Schools Placement is as follows:</p> <p>The percentage of students educated 80 to 100% of the time in general education settings is 61.97% (RI District Average is 71.05%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 22.12% (RI District Average is 12.5%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 3.37% (RI District Average is 5.11%)</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	
Result	2	<p><b>Participation and performance of children with IEPs on statewide assessments (State performance Plan Indicator #3):</b></p> <p>A. Participation rate for children with IEPs 95.64%.</p> <p>B. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievements standards 2.28% [Note: State has individual grade and content area targets (28%). State target is average target across grades and content areas. District target is average percent of students proficient across content areas (2.28%).]</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	

Result	3	<p><b>Multi-Tiered System of Support (MTSS) Response to Intervention (RTI)/<u>Academics</u></b></p> <p><b>Elementary Level</b></p> <p>MTSS/RTI teams are maintained building based in each elementary school. There is a chair who schedules, maintains documentation and oversees the team. Parents are included in the process and invited to meetings. Ella Risk and Veterans hold meetings outside of school hours (before or after). STAR and IRLA screening data support benchmarking and progress monitoring at elementary level. Easy Curriculum Based Measurement (ECBM) fluency tools as well as Developmental Reading Assessment (DRA) and AIMSweb tools are also used for progress monitoring. Principals have authority to create the system that works best for their school. Each team member has a role (notetaker, parent liaison, facilitator, teacher liaison); parents are invited. Classroom interventionists attend reading block to deliver small group Tier 2 in addition to the core lesson. In either school, there is little distinction between Tier 3 and special education except for perhaps less intensity in special education. Little math RTI exists compared to literacy, however, the district is involved in the State Systemic Improvement Plan (SSIP) math project with American Institute for Research (AIR) and piloting peer-assisted learning strategies (PALS) math this year in some classes.</p> <p><b>Middle Level</b></p> <p>MTSS/RTI team is chaired by the guidance counselor who facilitates meetings before school. The team collects data, accepts referrals and develops interventions that might include enrichment classes, computer programs, reading specialists, etc.</p> <p>Calcutt</p> <p>There is a guidance counselor who serves at the RTI Coordinator. The team meets before school to review referrals and develop intervention plans. This team addresses academic referrals and will broaden the scope of the referral if behavioral challenges are also involved with the referral. There are intervention classes in the 7<sup>th</sup> and 8th grade for ELA and mathematics. Intervention classes are graded pass/fail and have a class size of 24-28 students. Students are enrolled by the semester. School wide STAR assessments are used three times a year for a universal screening tool. Intervention classes can at times have a special education teacher assigned. Math intervention class uses the core Eureka math curriculum and Khan Academy as interventions. It is unclear why core math is repeated as an intervention when it is part of the core. A wider array of interventions is needed for reading and math intervention classes. The development of Tiered Intervention is viewed as a priority by the administration yet the size of the intervention class is at the contractual limit and thwarts the delivery of more intense Tier 3 intervention.</p>	
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**High School Level**

The high school has an established MTSS/RTI team that is comprised of a variety of teachers. It's coordinator schedules meetings every other week before school starts. Student's data and progress is aligned with available intervention options within the classroom or outside the classroom including - multiple pathways (alternative educational options), extended learning opportunities (in school and after school experiences/activities) or access to specialists as appropriate. Parents are invited and encouraged to continue supporting their students as they gain more independence. Staff spoke about the need to have more formalized academic interventions and supports.

Documentation: Data Analysis; State Performance Plan; on-site interviews and document review

Result/  
Compliance

4

**SPP Disproportionate Representation (State Performance Plan Indicator #9 and #10)**

White	LD					OHI				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Students with Disability	55	51	39	39	34	27	25	24	20	16
Total Students	286	239	253	273	349	286	239	253	273	349
District Risk	19.2	21.3	15.4	14.2			10.4			
	3	4	2	9	9.74	9.44	6	9.49	7.33	4.58
District Risk Ratio	5.6	6.2	4.7	4.2	2.9	8.8	9.8	8.9	6.1	3.5

Hispanic	LD				
	2012	2013	2014	2015	2016
Students with Disability	214	200	202	205	188
Total Students	2019	2008	1980	1919	1680
District Risk	10.60	9.96	10.20	10.68	11.19
District Risk Ratio	3.1	2.9	3.1	3.1	3.3

White	ADR				
	2012	2013	2014	2015	2016
Students with Disability	115	103	89	89	82

Central Falls will review and revise their data, policies, procedures and practices.

Timeline: Immediately and ongoing

Progress Check: August 2018

FOLLOW UP FINDINGS

New staff were hired for school year 2018-2019 for registration and entering of data for new students to the district. Registration is now scheduling families for appointments to meet individually with staff.

Completed professional development with new registration staff. Staff will review the registration packet with families during their scheduled appointments.

A policy has been put in place to ensure that the correct data is entered using the current information in Skyward, registration forms etc.

		<table border="1"> <tr> <td>Total Students</td> <td>286</td> <td>239</td> <td>253</td> <td>273</td> <td>349</td> </tr> <tr> <td>District Risk</td> <td>40.21</td> <td>43.10</td> <td>35.18</td> <td>32.60</td> <td>23.50</td> </tr> <tr> <td>District Risk Ratio</td> <td>4.8</td> <td>5.1</td> <td>4.3</td> <td>3.8</td> <td>2.8</td> </tr> </table>	Total Students	286	239	253	273	349	District Risk	40.21	43.10	35.18	32.60	23.50	District Risk Ratio	4.8	5.1	4.3	3.8	2.8		<p>The Student Services Office reviewed all current data in eRIDE and Skyward to ensure it was all accurate. Discrepancy requests were sent to make changes in census data for student with inconsistent or inaccurate data.</p>
Total Students	286	239	253	273	349																	
District Risk	40.21	43.10	35.18	32.60	23.50																	
District Risk Ratio	4.8	5.1	4.3	3.8	2.8																	
Result	5	<p><b>Suspension (State Performance Plan Indicator #4a):</b> Significant discrepancy in the rate of suspensions (for students with IEPs) greater than 10 days as compared to the rate of suspensions (for students without IEPs) greater than 10 days. This was not applicable for the Central Falls Public Schools as no students with IEPs were suspended for greater than 10 days.</p> <p><b>State Performance Plan Indicator #4b</b> 0% had: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>																				
Result	6	<p><b>Multi-tiered System of Support (MTSS)/Social Emotional Supports/Social Emotional Resources/Positive Behavioral Supports</b></p> <p><b>Elementary Level</b></p> <p>MTSS/RTI teams are building based and use a variety of means of collecting data of students that struggle social emotionally. (Same team that examines academic RTI.) Restorative specialists are assigned to each building and record their daily interactions with students and</p>																				



shared with administration. They provide consultation to teachers, support to students and whole class circles. Each school has a social worker, two school psychologists for three schools and social worker interns from Rhode Island College. Sensory rooms in each building are maintained by occupational therapist and students can visit as needed or on a scheduled basis for sensory support.

Teachers share information from their individual classroom behavior systems with the team when referring for support. Parents are included in the process so that the team can work together and utilize any outside support when necessary. A guidance counselor is shared between Ella Risk and Veterans Elementary schools. A bilingual social worker attends RTI meetings at Veterans Elementary School. Ella Risk is a trauma informed school and a RIC professor in MSW program is working with them offering professional learning on trauma for support staff. Staff can request clinical evaluations through team but staff described it as a one-time drop in with no ongoing follow up. Support Staff Team meets every Monday on social emotional learning (SEL) issues and includes the principal. The team is starting to bring teachers into the meeting on students who flag up frequently, but it is not a proactive data review system of SEL needs. The team is trying to improve collection of data on teacher response to behavior but implementation is inconsistent.

#### **Middle Level**

Restorative specialists are a daily component of supporting students throughout the building. In addition, there is one social worker, social work interns from Rhode Island College and a school psychologist. Besides supporting IEP students with counseling needs they offer lunch groups for students struggling with social skills or overwhelmed by large cafeteria. This year the middle school began a homeroom period in the morning to provide an opportunity for students to get information and maintain consistent access to additional adults if support is needed. Data is maintained on a monthly basis of restraints or incident reports to identify a student or a group of students who might need intervention. A resource office is present during the school hours to help support the building when necessary. There are two guidance counselors available to support students both academically and social emotionally.

Calcutt has several initiatives that are designed as social emotional supports for students grades 5-8 though the initiatives are not systemic. Positive behavioral Interventions and Support (PBIS) has been reinstated at Calcutt and "Brave Bucks" can be earned by students to purchase items from the school store. The PBIS is implemented inconsistently as a Tier 1 strategy. Instructional teams in 5<sup>th</sup> grade have a token economy system and students can earn "Brave Bucks". Staff utilizes "check and connect" and "walk and talk" as Tier 2 interventions. The Restorative Justice program exists as a Tier 3 intervention. Students exhibiting challenging behaviors are removed from the classroom by restorative staff and escorted to the Restorative Justice room to process the situation. There were implementation and communication challenges noted by staff and observed by the visiting team.

		<p>The social worker and school psychologist facilitate any risk assessments for students who are suspected of being suicidal or homicidal. The annual number of risk assessments over the last few years has ranged between 174-192. The volume of risk assessments allows the psychologist and social worker less time on support preventative school wide initiatives.</p> <p><b>High School</b></p> <p>The high school has worked to create a culture that fosters communication and responsibility. Restorative specialists can be found throughout the building, engaging in activities such as morning check-in for school uniforms, lunch supervision and circles after school. They maintain the data to monitor social suspension, re-entry meetings and engage in community activities. A resource office is present during school hours to help support the building when necessary. A restorative room is available to help re-engage students back into the learning environment with minimal interruption to learning for all students. Students who have significant social emotional needs that might need a modified day have options such as ELOs (extended learning opportunities), virtual learning or PM School. Data is maintained on a monthly basis of incident reports to identify a student or a group of students who might need intervention. There is a social worker, school psychologist, RIC Interns, RIC social worker supervisor, substance abuse coordinator, on sight clinic and home school liaison to support students at the high school. There are two guidance counselors assigned to the high school to support students and one bi-lingual counselor is for SLIFE ELL students (Students with Limited, Interrupted, Formal Education). There are also some after school social emotional groups (girls group and boys group) that meet one-two times weekly.</p> <p><b>School Removals/Disciplinary Policies.</b> Throughout the district, behavioral expectations along with disciplinary action protocols and policies are comprehensively defined in a student handbook.</p> <p><i>Documentation: Data Analysis; State Performance Plan, on-site interviews, document review, file reviews</i></p>	
Result	7	<p><b>Preschool Continuum</b></p> <p>The preschool program is located Captain Hunt Elementary School and Robertson Elementary (1 classroom)</p> <p><b>Indicator #6</b></p> <p>A. In this district, the percent of preschool children aged 3-4 with IEPs attending a general education early childhood program and receiving the majority of special education services in the general early childhood program was 37.84%.</p> <p>B. The percent of children aged 3-5 with IEPs attending a separate special education class, separate school or residential facility was 13.51%.</p>	

		<p><b>State Performance Plan Indicator #7</b></p> <p><b>Statement 1.</b> Of the preschool children who entered the preschool program below age expectations, the percentage who demonstrated substantial improvements by the time they turned 6 years of age or exited the program:</p> <ul style="list-style-type: none"> <li>▪ Positive social-emotional skills (including social relationships); 85.7%</li> <li>▪ Acquisition and use of knowledge and skills (including early language/ communication and early literacy); 76.2% and</li> <li>▪ Use of appropriate behaviors to meet their needs 81.0%</li> </ul> <p><b>Statement 2.</b> The percent of preschool children who were functioning within age expectations in each Outcome by the time they exited the program were:</p> <ul style="list-style-type: none"> <li>▪ Positive social-emotional skills (including social relationships); 69.2%</li> <li>▪ Acquisition and use of knowledge and skills (including early language/ communication and early literacy); 65.4% and</li> <li>▪ Use of appropriate behaviors to meet their needs 69.2%</li> </ul> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	
Result	8	<p><b>Program Continuum Elementary Level</b></p> <p>There are 1,164 students at the elementary level and approximately 228 have IEPs. The special education program continuum is as follows:</p> <ul style="list-style-type: none"> <li>• Speech only students</li> <li>• Resource students are provided service by special educator grades – bilingual resource teacher available</li> <li>• Inclusion students with special educator supporting content teacher in Math or ELA</li> <li>• Related service providers – speech, occupational therapy, physical therapy, adaptive physical education, social worker</li> <li>• Hybrid schedules – inclusion and small group instruction for some courses</li> <li>• Self-contained – taught using Common Core with teacher aide. Some inclusionary opportunities in itinerants and other specific times.</li> <li>• Self-contained - that is taught using Common Core, has a teacher’s aide and restorative specialist with home base in the classroom. Students are typically identified with social emotional needs. Additional behavioral management supports and reset area in the classroom.</li> <li>• Self-contained – students qualify for alternate assessment and taught using Common Core Connectors. Teacher Aide assigned to classroom. Students are placed based on academic and adaptive functioning. Separate classes for students with significant medical needs and functional skills programs are located at Ella Risk.</li> </ul>	<p>Central Falls will review and revise all elementary school schedules to ensure equity of access with appropriate grade level peers</p> <p>Timeline: Immediately and ongoing</p> <p>Progress Check: August 2018</p> <p><b><u>FOLLOW-UP FINDINGS:</u></b></p> <p>District has reviewed and revised all elementary school schedules and will continue to ensure equity of access for the 2019-2020 school year.</p> <p>Two co-teaching classrooms began for first grade at Veterans Elementary School for school year 2018-2019 and will expand to 2<sup>nd</sup> grade for 2019-2020.</p>

<p>Compliance</p>	<p>While a continuum of service of programs for students with disabilities exists across the elementary level, students must switch buildings to move along the continuum in many cases or forgo a needed change to avoid switching buildings in the middle of the school year. Co-teaching classrooms are located at Ella Risk. Separate classes for students with intensive academic needs are located at Veterans. Students in separate classes at Veterans have opportunities to integrate with one grade level which may or may not match their own, but a greater degree of integration would necessitate a school change in most cases. Staff reported that this meant that students attend the same grade level of art, music or physical education for three consecutive years. It is unclear why they would not attend art, music or physical education for their respective grades to access their grade level curriculum and grade/age appropriate peers.</p> <p>Examples include the following. Grades 1-4 students with social emotional challenges in a separate setting integrate with grade 2 for lunch/recess and specials every year despite having a 1<sup>st</sup> grader, two 4<sup>th</sup> graders, and a 3<sup>rd</sup> grader in addition to four 2<sup>nd</sup> graders. A student who spends grades 1-4 in that program would only ever get 2nd grade lunch/recess and specials. General education students go to only their appropriate grade for specials. Grades 3-4 separate class integrates with 3<sup>rd</sup> grade for specials and lunch/recess. So the two 4<sup>th</sup> graders attend the 3<sup>rd</sup> grade specials they had the prior year. Grades 1-3 separate class continues to be attached to 1<sup>st</sup> grade for specials and lunch/recess (for years). Grades K-2 separate class with five in Kindergarten (EK1, EK6, EK7) and five in 1<sup>st</sup> grade currently attached to grade 1 for specials and lunch/recess and no access to general education kindergarten anywhere in building, however, it is reported that this will be rectified in January 2018.</p> <p>At Ella Risk grades 2-4* (2, 3, 3, 4, 4) separate classes integrate with the teacher assistant attending 4<sup>th</sup> grade specials, and lunch and recess are 1<sup>st</sup> grade based on schedules for their related service; 1 student goes out for science (grade 3) and 2 go up for science (grade 4); a student from the record review (EK3) is currently in grade 3 yet he attends 4<sup>th</sup> grade specials and will get them again next year but does lunch and recess with 1st graders.</p> <p>*(This is not referencing students who are in medically fragile group or the students with intellectual challenges.)</p> <p>Resource services are provided at Veterans. The inclusion/co-taught classes at Ella Risk are considered more restrictive than the resource services at Veterans and a student would need to switch schools to move along that continuum. The ratios of general education students to special education students in inclusion classes are skewed. There may be 45% of the class with IEPs, a few more students with 504, another 8 receiving EL supports, and two students without IEP or EL status. Each grade level at Ella Risk has at least two general education classes that could accommodate some students with IEPs if special education personnel were available to co-teach or provide resource supports there.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p>	<p>Direction will be given to principals to monitor which grades these classrooms are following and to make appropriate changes ensuring equity of access for students.</p> <p>Additional attention to scheduling lunches with appropriate grades was given at the beginning of the school year.</p> <p>Kindergarten classes will be spread out 2019-2020 school year among the three elementary schools. There is also the plan for two preK classes to be at Veterans. Based on numbers and reconfiguration there will be multiple options of small group at Veterans and Ella Risk Elementary.</p> <p>Classroom ratios evened out in the first grade starting in 2018/2019 school year with the addition of two inclusive classrooms at Veterans Elementary. These ratios will continue when a second grade inclusion cohort will progress at Veterans.</p> <p>Teachers at Ella Risk were hired under the label of inclusion/resource so they have the flexibility of supporting students in either model.</p> <p>With Robertson Elementary School becoming a dual language program students with disabilities will still be serviced by the bilingual resource teacher, speech, occupational therapist and social workers.</p>
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Result	9	<p><b>Program Continuum Middle Level</b></p> <p>There are 692 students attending Calcutt Middle School, 151 are students with IEPs. The special education program continuum is as follows:</p> <ul style="list-style-type: none"> <li>• Resource students are provided service by special educator grades 5<sup>th</sup> &amp; 6<sup>th</sup> – bilingual resource teacher available.</li> <li>• Inclusion students with special educator supporting content teacher in math or ELA</li> <li>• Related service providers – speech, occupational therapy, physical therapy, adaptive physical education, social worker.</li> <li>• Hybrid schedules – inclusion and small group instruction for some courses</li> <li>• Self-contained (Rotate) 7<sup>th</sup> &amp; 8<sup>th</sup> grade – certified special educator/content teachers – English, Math, Science and Social Studies – students are grouped by grade, taught using Common Core. Teacher Aide assigned to classroom grade.</li> <li>• Self-contained – two different classrooms 5<sup>th</sup> &amp; 6<sup>th</sup> grade – students see one teacher for two subjects then rotate to other teacher – taught using Common Core. Teacher Aide assigned to each classroom.</li> <li>• Self-contained – students qualify for alternate assessment and taught using Common Core Connectors. Teacher Aide assigned to classroom.</li> </ul> <p>Calcutt - Evidence based instructional practices were inconsistently used to support students in inclusive settings. Capacity building is challenging at Calcutt due to high staff turnover resulting in a high percentage of new teachers learning their craft. There are voluntary professional development opportunities. (Note that the number of students with IEPs in inclusive settings comprise fewer than 50% of the total students in the class).</p> <p><u>Documentation:</u> Data Analysis; Interviews; Observations</p>	
Result	10	<p><b>Program Continuum High School Level</b></p> <p>At Central Falls High School there are approximately 669 and 121 have IEPs. The program continuum is as follows:</p> <ul style="list-style-type: none"> <li>• Co-taught classes in math and ELA (special educator/general educator). There are also co-taught classes in science with plans to expand to another subject for the next school year. The majority of inclusion classes have between 5-6 students with IEPs out of an average of 27 students. The largest class had 12 students with IEPs</li> <li>• Self-contained (Rotate/Unified Scholars) – certified special educator/content teachers – English, math and social studies. Each self-contained classroom has a teacher assistant assigned to it. There are approximately 36 students in these self-contained settings. Staff reported that this larger number of students in self-contained settings was due to student ability levels and emotionality (e.g., low reading levels and generalized anxiety) or that</li> </ul>	<p>Review and revise to ensure that students with IEPs receive their literacy services per their Personal Literacy Plans (PLPs).</p>

Compliance	<p>most students came up from the middle school in self-contained. These rationales speak to the need for expanded interventions (academic and social emotional). For example, if students with IEPs need reading interventions (based on formal reading assessment data) they do not get a personal literacy plan (PLP) or reading intervention services because, according to staff, they receive special education services and there is only one reading specialist for the high school.</p> <ul style="list-style-type: none"> <li>• Hybrid schedules – Some students have classes in both co-taught classes and self-contained settings.</li> <li>• Self-contained – Students qualify for alternate assessment and taught using Common Core Connectors. There are two classes of students who are grouped by grade and need levels. Students are taught using Common Core. Teacher aide assigned to classroom.</li> <li>• Teacher Aide assigned to classroom or personal care attendants. Students in these functionally based life skills classes typically take dance electives each year. The only electives offered at Central Falls High School are dance, drama, art and physical education.</li> <li>• Transition/Life Skills – students who are 18+ and have requirements necessary for graduation. A teacher and two job coaches are assigned. Community activities such as shopping, cooking, laundry and transportation. Soft job skills are taught and students are provided with job experiences in area of interest. This classroom is in the middle of the two functional life skills classes and the three groups of students frequently do activities together. Staff spoke to the need to be more focused as a community-based transition program as opposed to just another class in the Life Skills program.</li> <li>• Related service providers – speech, occupational therapy, physical therapy, adaptive physical education, social worker etc.</li> </ul> <p>Educational options within the high school</p> <ul style="list-style-type: none"> <li>• Multiple pathways (alternative education programs) such as PM School (2:30-5:30) targets students that need an alternative school structure. This is for both general education and students with IEPs. A special educator and special education/ESL teacher support this program. Credit recovery also falls into multiple pathway. Credit recovery runs in October, January and April.</li> <li>• Extended Learning Opportunities (ELO) are learning opportunities offered during the school day or after school and are offered in a variety of areas.</li> <li>• Guide to Success is another pathway that targets over age under credited students. Both programs are connected to paid job internships and a weekly class on job related skills etc. Sixteen out of 43 have IEPs in both PM School and Guide to Success.</li> <li>• Ninth grade academy. All 9<sup>th</sup> grade students (except for 9<sup>th</sup> grade Unified Scholars who are in a self-contained rotate mode) have the same ELA and math teachers with two special educators who co-teach in those classes. A reading specialist provides the reading intervention support.</li> </ul>	<p>Timeline: Immediately and ongoing</p> <p>Progress Check: August 2018</p> <p><u>FOLLOW-UP FINDINGS:</u></p> <p>Starting in January 2018 students with IEPs were included in the matrix of students that receive support through the reading specialist at the high school. Starting in January 2019, additional literacy intervention classes were developed and include students with IEPs.</p> <p>Under new administration from the Chief Academic Officer and principal personal literacy plans are being further developed throughout the district for all eligible students.</p>
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Result	11	<p><b>Adaptive Physical Education (APE)</b></p> <p>Two APE teachers were designated last year, they split the caseload among the district – one elementary and the other middle/secondary. They have shared space with occupational and physical therapy when more specific skills need to be worked on in small group or individually. APE teachers have reached out into the community to involve students with activities such as bowling, rock climbing, swimming, etc. These teachers are also involved with Unified Sports and Special Olympics.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p>	
Result	12	<p><b>Extended School Year (ESY)</b></p> <p>IEP teams begin determining the need for ESY services around February for more severe disabilities and later in the year for others. Data in all areas of services is reviewed to determine necessity of services and amount.</p> <p>Staff is hired in May depending on number of students – academically and for related services. Teacher assistants are hired to support classrooms. Breakfast and lunch are provided. This program runs three days a week for five weeks in July and August.</p> <p><u>Documentation:</u> Data Analysis; Interviews</p>	
Result	13	<p><b>Local Special Education Advisory Committee (LAC)</b></p> <p>Over the last several years, Central Falls has provided opportunities for a Local Advisory Committee to develop, although no consistent individual or group of parents want to lead the group. Meeting and activities are ongoing with parents attending as desired. The Director of Student Services has developed a plan to work with the new home school liaisons and team translators to encourage more participation and develop a group to maintain independence.</p>	<p>Family engagement opportunities and meetings are scheduled. The first meeting Tuesday March 19<sup>th</sup> will be a recruitment for parents to join the LAC committee. The Superintendent announced there will also be a new Director of Family Engagement that will help facilitate parent meetings</p>

		<p><u>Documentation:</u> <i>Data Analysis; Interviews; Observation</i></p>	<p>Four opportunities for workshops have been scheduled for parents with the help of our two team translators. Using RIPIN workshop support.</p> <p>Central Falls website has been updated to provide parents with new information and announce activities.</p>
Result	14	<p><b>School Efforts to Partner with Parents (State Performance Plan Indicator #8)</b></p> <p>The Central Falls Public School district's rate of parent participation in the annual Special Education Statewide Parent Survey (2016-2017) is 5.2% of parents whose children have IEPs.</p> <p>Of parents with a child receiving special education services who participated in the last survey, the percent (79%) 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 is 81%.</p> <p><u>Documentation:</u> <i>Data Analysis; State Performance Plan</i></p>	
Result	16	<p><b>Drop Out / Graduation Rate (State Performance Plan Indicator #1 and #2)</b></p> <p>The Central Falls Public Schools graduation rate is 71.8% for all students and 53.5% for students with disabilities. These rates approximate the state average rates of 85.3% for all students and 63.5% for students with disabilities.</p> <p>The Central Falls Public Schools dropout rate is 18.8% for all students and 25.6% for students with disabilities. These rates approximate the state average rates of 8.3% for all students and 17.8% for students with disabilities.</p> <p><u>Documentation:</u> <i>Data Analysis; State Performance Plan</i></p>	



## 2. EVALUATION / INDIVIDUAL EDUCATION PROGRAM (IEP)

Indicator		Findings	Support Plan
Result	1	<p>Records of approximately 17 students were reviewed prior to the on-site review by the team leaders. Students' records were very accessible. The record review process identified by following:</p> <ul style="list-style-type: none"> <li>- Assessments were not consistently documented in the record as provided and administered in the child's native language or other mode of communication (300.304c)</li> <li>- Short-term objectives are not consistently measurable</li> <li>- Regulatory requirements for determining the existence of a specific learning disability was not adhered to as seen by the documents in the file (see also finding #5 in this section)</li> <li>- IEP Meeting Participants §300.321</li> <li>- Services were not determined by an appropriately constituted IEP team.</li> <li>- Annual Academic and/or Functional Goals (§300.320) do not consistently state how often the data will be collected</li> <li>- Considerations documentation inconsistent or inaccurate</li> <li>- Explanation of Nonparticipation in Regular Class, Extracurricular and Nonacademic placement missing or an inaccurate match to service page hours</li> </ul> <p><i>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</i></p> <p><i>Documentation: Data Analysis; Interviews; Observation</i></p>	<p>Assurances will be provided to the Rhode Island Department of Education, Office of Student, Community and Academic Supports, that compliance issues are addressed and rectified. This Support Plan is applicable for all compliance findings in this section.</p> <p><b>Timeline:</b> Immediately and ongoing</p> <p><b>Progress Check:</b> December 2018</p> <p><b><u>FOLLOW-UP FINDINGS:</u></b></p> <p>Issues have been resolved and verified.</p>
Result	2	<p><b>Child Outreach</b></p> <p>Central Falls' child outreach screenings are available in a range of community-based early childhood programs and by appointment September through June.</p> <p>The child outreach coordinator manages the screening process using the "Best Practice Guidelines for Child Outreach Screening Programs in Rhode Island" and from information shared at state level meetings. The Preschool Language Scale Ages and Stages Social Emotional Parent Questionnaire is available English, Spanish and Portuguese. Screenings are completed in the schools, at registration and at area daycare/preschool facilities such as Progresso Latino, Children's Friends and Children's Workshop. Two screenings are completed to ensure validity. Notices are disseminated around the city in businesses, all schools, daycares and preschools.</p> <ul style="list-style-type: none"> <li>• Additional audiometer was acquired last school year to allow for two screeners and increase percentages of students screened.</li> </ul>	

		<p>The state target for screening is 80% of children ages 3, 4, and 5. The district reported the following screening percentages for the 2016-2017 year:</p> <ul style="list-style-type: none"> <li>• 3 year olds: 34.05%</li> <li>• 4 year olds: 57.95%</li> <li>• 5 year olds: 80.51%</li> </ul> <p><i>Documentation: State Performance Plan; Data Interviews</i></p>	
Result	3	<p><b>Child Find (State Performance Plan Indicator #11)</b></p> <p>Central Falls Public Schools for the 2016-2017 year was at 100% compliance for meeting evaluation timelines for initial referrals. As of 10/30/17, Central Falls Public Schools was thus far at 100% compliance for meeting evaluation timelines for initial referrals for the 2017-2018 school year.</p> <p><i>Documentation: State Performance Plan Data</i></p>	
Result	4	<p><b>Student Accommodations and Modifications</b></p> <p>Throughout the district, special educators completed an accommodation and modifications page of the student's IEP on PowerSchool (Tienet) that is then sent to the general education teachers.</p> <p>Teachers have opportunity to discuss student needs, strengths and progress in their common unassigned time at the elementary level. Common planning time is a regularly scheduled additional opportunity organized around content and data.</p> <p>Staff will also meet and complete a record review on students to brainstorm ideas for interventions, resources and possible need for change of services.</p> <p>This year case managers will become part of the process of state testing in regards to identifying accommodations for 11<sup>th</sup> grade students taking the SATs with College Board.</p> <p><i>Documentation: Data Analysis; Interviews; Document Reviews</i></p>	
Result/ Compliance	5	<p><b>Specific Learning Disabilities Determination</b></p> <p>In determining if a student is initially eligible for special education services as a student with a specific learning disability (SLD) the team uses data presented from MTSS/RTI team, norm-referenced evaluations, observations or other pertinent information. The team must determine that a student's lack of performance is not a result of absences, cultural factors, limited English proficiency or other required exclusionary factors.</p>	<p>Central Falls will review and revise policies, procedures, protocols and practices.</p> <p><b>Timeline:</b> Immediately and ongoing</p> <p><b>Progress Check:</b> August 2018</p>

	<p>Evaluations are available in both English and Spanish, with a Creole interpreter if necessary.</p> <p>Record reviews and school-based interviews indicated that the RI regulatory requirements are not adhered to consistently across the grade levels. Elementary level initial eligibility for SLD show more consistent data and demonstration of RI Criteria for Identification of SLD while re-evaluations of LD do not consistently demonstrate all components of RI SLD criteria (such as lack of educational progress data collected frequently in response to intervention/instruction and clear documentation of data to support required rule outs).</p> <p><i><u>Documentation:</u> Interviews; Record Review</i></p>	<p><b><u>FOLLOW-UP FINDINGS:</u></b></p> <p>Policies, procedures, protocols and practices have been reviewed and professional development has been provided to staff. Additional professional development will be provided, as there will be changes in team coordinators and case managers next school year.</p>						
Result	<p>6 <b>Due Process Information (State Performance Plan Indicators)</b></p> <p>Over the past three years Central Falls Public Schools has the following complaints, mediations or hearings:</p> <p style="text-align: center;"><b><u>COMPLAINTS</u></b></p> <p><i><u>FY 2015-2016</u></i> <i><u># of Complaints:</u> No complaints during this period</i></p> <p><i><u>FY 2016-2017</u></i> <i><u># of Complaints:</u> No complaints during this period</i></p> <p><i><u>FY 2017-2018</u></i> <i><u># of Complaints:</u> No complaints during this period</i></p> <p style="text-align: center;"><b><u>MEDIATIONS</u></b></p> <p><i><u>FY 2015 -2016</u></i> <i><u># of Mediations:</u> 1 mediations during this period</i></p> <table border="1" data-bbox="338 1154 1205 1252"> <thead> <tr> <th></th> <th style="text-align: center;"><b>ISSUE(S)</b></th> <th style="text-align: center;"><b>RESULT</b></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><b>Mediation #1</b></td> <td style="text-align: center;"><b>Placement</b></td> <td style="text-align: center;"><b>Agreement</b></td> </tr> </tbody> </table> <p><i><u>FY 2016-2017</u></i> <i><u># of Mediations:</u> No mediations during this period</i></p> <p><i><u>FY 2017-2018</u></i> <i><u># of Mediations:</u> No mediations during this period</i></p>		<b>ISSUE(S)</b>	<b>RESULT</b>	<b>Mediation #1</b>	<b>Placement</b>	<b>Agreement</b>	
	<b>ISSUE(S)</b>	<b>RESULT</b>						
<b>Mediation #1</b>	<b>Placement</b>	<b>Agreement</b>						

		<b><u>HEARINGS</u></b>	
		<u>FY 2014 - 2015</u> <i># of Hearings: No hearings during this period</i>	
		<u>FY 2015 - 2016</u> <i># of Hearings: No hearings during this period</i>	
		<u>FY 2016 - 2017</u> <i># of Hearings: No hearings during this period</i>	
		<u>Documentation: Data Analysis, RIDE, Due Process Data Base</u>	

### 3. IDEA TRANSITION

Indicator		Findings	Support Plan
Result	1	<p><b>Part C to Part B Transition (Indicator #12)</b></p> <p>The District manages the transition of children from Part C Early Intervention (EI) to preschool special education. A database of all EI referrals is maintained and upcoming birthdates are monitored to ensure that meetings are scheduled in a timely manner. Last year's consolidated resource plan (CRP) indicated that the district achieved 100% compliance and that all 31 children referred from Early Intervention and found eligible for preschool special education had IEPs developed and implemented by their 3<sup>rd</sup> birthday.</p> <p><u>Documentation: Data Analysis; Interviews; State Performance Plan</u></p>	
Result	2	<p><b>IDEA Transition Planning at the Middle Level</b></p> <p>Middle school case managers and students utilize transition assessments, Career Development Plans, MAPS and begin the process of understanding what transition is in preparing them for high school. Students visit the high school during 8<sup>th</sup> grade and case managers share information on students to prepare their new teachers. Teachers participate in transition professional development, Dare to Dream and career development opportunities.</p> <p><u>Documentation: Data Analysis; Interviews; Record Reviews</u></p>	

Result	3	<p><b>IDEA Transition Planning at the High School Level</b></p> <p>This year Career Development Plans will be expanded to not only ID students but those under the eligibility of multi-handicapped, autistic and blind/visually Impaired. Plans are underway to expand the transition curriculum to meet the needs of any students with IEPs who may be in need of transition services.</p> <p>MAPS and Career Development Plans (CDP) trainings are facilitated by the life skills/transition teacher. CFHS hired an additional Job Coach to assist with job placements, and teacher aides/personal care attendants were provided job coach training. Transition Advisory Committee (TAC) coordinator and the Life Skills teacher attend meetings and professional development and share information with staff through Google Drive. Central Falls High School participates in Transition Institute, mid-year cadre and other professional development opportunities to stay current with transition regulations, news and initiatives. Transition assessments are updated yearly with a continuum of assessments so not to duplicate each year (transition coordinator had matrix). There is a transition class for seniors with IEPs. The focus is on self-determination and advocacy and it is a pass/fail class.</p> <p>Summary of Performances are completed for 12<sup>th</sup> graders. Once a month on a Friday there is a Transition Guest Speaker who speak on a myriad of transition topics. All students with IEPs are invited to attend.</p> <p><i>Documentation: Data Analysis; Interviews; Record Reviews</i></p>	
Result	4	<p>At the high school, the case manager is the point person for referrals to the Office of Rehabilitative Services (ORS) and to the Department of Behavioral Healthcare, Developmental Disabilities &amp; Hospitals (BHDDH). The high school also has Spanish speaking representatives come in from the various State agencies to work with families whose native language is Spanish.</p> <p>Central Falls has a consistent ORS worker that is invited and comes to many of the IEP meetings. BHDDH representative is invited to meetings for students eligible. Central Falls participates in an ORS program (TRI-Program) that currently involves 8-10 students in training of work skills and provides opportunity for community opportunities.</p> <p><i>Documentation: Interviews; Document Review</i></p>	
Result	5	<p><b>Summary of Performance (SOP) is facilitated by the case managers as appropriate.</b></p>	

		<p>Most high school case managers have had experience in completing SOPs, however for the last few years the transition teacher has had all the 12<sup>th</sup> graders on her case load. Each SOP is completed with students individually.</p> <p><i>Documentation: Interviews; Document Review</i></p>	
Result	6	<p>Youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment and transition services. The Central Falls Public Schools Public Schools are 100% compliant with the requirements. <b>(State Performance Plan Indicator #13)</b></p> <p><i>Documentation: Interviews; Document Review</i></p>	
Result	7	<p>79 % of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and who have been employed, enrolled in postsecondary school, or both within 1 year of leaving high school. The state average was 67% <b>(State Performance Plan Indicator #14)</b></p> <p><i>Documentation: Interviews; Document Review</i></p>	