



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

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**School Support System Report and Support Plan**

**Cranston Public Schools  
May 2018**

## **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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**Cranston Public Schools  
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**Record Review Team Leaders**

**Team A – Susan Wood, Sandra Cambio Gregorie**

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 Cranston Public Schools Placement is as follows:</p> <p>The percentage of students educated 80 to 100% of the time in general education settings is 65.03% (RI District Average is 71.15%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 14.27% (RI District Average is 12.01%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 5.8% (RI District Average is 5.42%)</p> <p><i><u>Documentation:</u> 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>B. Participation rate for children with IEPs 94.36%.</p> <p>C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievements standards 6.70% [Note: State has individual grade and content area targets (28%). State target is average target across grades and content areas. District target is</p>	

		average percent of students proficient across content areas (6.70%).]	
		<i>Documentation: Data Analysis; State Performance Plan</i>	
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>At the elementary level, Rtl is organized in a tiered model to support the diverse needs of all learners for reading, mathematics, social/emotional and behavior. The city-wide Rtl Coordinator monitors the school level Rtl teams in all 16 elementary schools. Grade level data meetings are held every 6 to 8 weeks to review progress monitoring data and benchmark assessments. This data is utilized to support individual formal plans which are created through the Rtl teams in cooperation with the parents. All administrators are given monthly updates on interventions, forms and articles related to Rtl. Weekly meetings are held with the Director of Educational Programs and the Rtl Coordinator. The Rtl Coordinator and the Elementary Special Education Coordinator work together to assist special education teachers and classroom teachers to develop plans and strategies that are data driven and based off the student data. Materials are developed and shared with the Rtl teams as needed.</p> <p>At the Elementary Level, the Rtl teams are led by the building principal. The principal puts together a team according to the need of the Rtl meeting. The city-wide Rtl Coordinator attends the meetings to help support the teams and families.</p> <p>To begin the Rtl process, the grade level teachers analyze classroom assessment data from STAR, Wonders Diagnostic Assessment or Foundations and student behavior. Classroom teachers decide what students would benefit from Tier I interventions. They document their interventions and the student's progress monitoring during a 6-8 interval using the following programs. The teachers use programs such as STAR Reading and Math, the various levels of texts from WONDERS, WONDERWORKS, Earobics, Just Words, WILSON, Wilson Fluency Kits, WONDERS Foundational Kits, Wilson Foundations, Phoneme-Grapheme Mapping, Visualizing and Verbalizing, Fountas and Pinnell, IXL, Zearn, Khan Academy, and Second Step, Superflex and various therapeutic games.</p>	

The building principal helps supports the teachers and reviews the assessment data with them. If the classroom teacher and principal decides that the student is not making the progress that was intended, the Rtl referral process begins. A meeting with families and support staff come together to discuss what the student may need to support their education. Each student has an informal observation completed by school personnel that knows that student.

Each school within the district was also provided with a Rtl Handbook that includes district forms, research based information such as articles by Richard DuFour, and suggestions on interventions. The Rtl Coordinator also researches up-to-date information on Rtl, writes a Monthly Newsletter and sends it out to each building. The district has adopted specific forms for the team to document meeting notes, observations, the referral and the student's progress monitoring.

All of the schools in Cranston have been streamlined to ensure continuity among schools and students about the Rtl process as well as documentation of student progress.

### **Middle Level**

The Rtl process in the middle schools mirror the same process as the elementary schools. Student concerns are brought to the common planning team meeting within the teams. The teams review STAR data and classroom performance. Content teachers as well as reading support personnel, guidance, social workers, psychologists and the unified arts teachers assist students with their needs. Rtl plans are developed amongst the team and the assistant and/or principal of the buildings. They discuss what the student needs in order to make academic or behavioral progress.

Currently, at Hope Highlands the assistant principal leads their Rtl team. In the beginning of the school year, she compiles all student STAR (reading and math) data. She has data teams review and analyze the student data. Data teams consist of all school personnel. They review the data, analyze past grades of the students and discuss student performance from their past

teachers. From there, they decide which students are in most need of Rtl support and they create a plan. The data teams meet with the assistant principal every 6-8 weeks to review the current intervention plan and changes with the plan may happen at that time. The assistant principal will have a conversation with the school personnel to update them on the current plan.

At Western Hills and Hope Highlands, if the student has been referred to Rtl, the assistant principal holds a meeting with teachers and families. They review the need and if there is a current intervention plan. The discussion is objective and specific to the progress of the student and their need. They review the student's strengths and weaknesses. Sometimes more than one teacher is asked to assist with the student in their plan and may have a different focus to work on with the student. The reading teacher targets specific skills for the students and have the students in flexible groups. Advisory is utilized to target students that may need support with organization and behavior management. Psychologists, Social Workers and Guidance helps support the students with organization, social skills amongst peers and various school behavior strategies.

The Rtl team meets every other week to review the student's progress and plans. The data teams meets frequently to review student progress.

Park View teachers work amongst the guidance counselors and the grade level teams. They discuss student needs based off the STAR data and classroom performance. The Rtl Coordinator assists the teams with support and interventions. They meet with families during their common planning time and discuss the best ways to support student needs. They create intervention plans using school personnel and families. They review the progress of the student with the team and the families after a 6-8 week period.

All middle schools have the following programs to assist with students. They use STAR Reading and Math, Just Words, WILSON, Wilson Fluency Kits, Phoneme-Grapheme Mapping, Visualizing and Verbalizing, Fountas and Pinnell, IXL, Zearn, Khan Academy, and various therapeutic games. There is a district wide universal behavior screening tool checklist for internalizing behaviors that was developed by the school district.



Each school within the district was also provided with a Rtl Handbook that includes district forms, research based information, peer reviewed articles and suggestions on interventions.

### **High School Level**

At Cranston High School West (CHSW), Rtl has evolved over its eleven year existence. It is comprised of an administrator, regular education teachers, special education teachers, and a school psychologist. The entire school staff is well aware of its existence and the organization and process is part of the culture of the building as the district support all students to be successful academically. In general, Rtl is split into two teams and each meet at least once every schedule cycle (every 7 days). Team number 1 is: Rtl - Social/Emotional/Behavioral (Sometimes meets twice in cycle.) Team number 2 is: Rtl - Academic.

An Rtl team comprised of administrators, support staff, guidance counselors, educators and psychologist has been established. A formal process, forms, communication protocols and team plans have been developed. In addition, Rtl team members have been offered district wide Rtl professional development.

The goal of the Rtl - Academic team is to support the school wide STAR screenings in coordination with the reading teachers, identify students requiring Math Intervention courses, and monitoring STAR Math data of all students. The team also works with reading teachers to ensure that the data and monitoring for STAR Reading mirrors this process with Math as much as possible. This group currently consists of an administrator, the mathematics department chair, and three mathematics teachers. Next year the district is moving to further include the ELA department chair, an ELA teacher, and a reading teacher. This team was created to help ensure that the Star Math assessments were given and analyzed with fidelity similar to the supports that the reading teachers provide. Another reason for the creation of this group was to allow for time, during the contractual day, to use the data to make appropriate recommendations for Math Intervention classes and monitor student data to ensure students are placed into Math Intervention classes, if they qualify.

The process for this team is as follows:

- Works with the reading teachers to schedule school wide mathematics screenings and ensure a smooth operation of the monthly monitoring Star math assessments for students in Math Intervention courses.
- At the end of the school year, the team looks at many data points (STAR data from prior years, student grades, teacher feedback, etc.) to create a list that is shared with the Assistant Principal for Academic Affairs and all guidance counselors to ensure that all students are appropriately placed in Math Intervention classes.
- Currently working with a Math Intervention Course Data Team, consisting of Math Intervention teachers and STAR Math Rtl team members) to review how the interventions are structured by reviewing how blended learning strategies can help positively impact these classes by implementing a station model to allow for students to be provided time:
  - to utilize Accelerated Math and improve their STAR Math deficiencies.
  - with the teacher for review of their current math class topics.
  - to learn how to be successful on extended response problems like they see for their common assessments.
- Works in collaboration with reading teachers to make sure that process is also followed for reading interventions as well.

At Cranston East Rtl is progressing. The Assistant Principal for Academic Affairs meets with guidance on a weekly basis. The guidance team is the core Rtl team with others joining as appropriate. The primary goal of Rtl is to support the school wide STAR screenings in coordination with the reading and math teachers. STAR scores are used to identify students requiring Math and Reading Intervention courses. Progress is monitored regularly by intervention teachers and guidance counselors. Once a student is identified by the universal screening tool, parents are notified and students are scheduled into the appropriate intervention classes. These classes are either an intensive

intervention which meets daily or targeted that meet 2-3 times per week. The four clinicians meet regularly to discuss students that have social/emotional concerns. Clinicians work closely with guidance counselors, administrators and classroom teachers to provide support to students in need. Various data points are used to identify students who may be in need of support. Reports are run weekly from the student information system to look at academics, absences, conduct etc. to flag students that might be struggling. Once the lists are generated, guidance counselors will meet with students, administration, contact parents, set up teacher conferences and monitor interventions.

Reading Support

Reading Interventions are now structured in a Response to Intervention format at the elementary school level. Using data students are placed in reading interventions based on the five domains of literacy. Students stay in that cycle of intervention for 8 weeks with progress monitoring taking place every other week. Data is collected and tracked during that cycle. Students receive direct instruction in one area of the domain, for example if the student has needs in phonemic awareness, the district will begin with the earliest progression within phonemic awareness and work up to substituting sounds. At the end of the intervention cycle students are given another assessment to document progress. Students can be 1) exited if they demonstrate performance at grade level; 2) continue with the same intervention area; or 3) continue but with a new domain of literacy. When students are placed in an intervention; the data determines whether the student will receive targeted or intensive instruction. Targeted students meet 2-3 times per week and intensive meets 4-5 times per week. If a student has an IEP in the area of reading, the district will work with the special educator and match the goal of the IEP. The district works together to help support the student with their reading goal.

At the secondary level, students are placed in targeted or intensive reading support based on their STAR reports. Patterns and trends as well as averages are reviewed to determine the best fit for students' needs. Students can exit from intervention class when they have demonstrated proficiency. Teachers and students have data conversations about their assessment results and make plans on what to address next in their progression of learning.

		<p>There is a Wilson Committee that meets on a regular basis. The members of the committee include Executive Director of Pupil Personnel, Elementary Special Ed Director, Middle School Assistant Director of Special Education, Director of Educational Programs, Response to Intervention Coordinator and the 2 Wilson service providers. The committee meets twice a month to review current caseloads, conduct file reviews on new referrals and help Rtl teams conduct further data studies, make changes to interventions, or conduct trials of Just Words or Wilson programming to see what would work best for the student. Follow-up is done with teams and schools to share the ideas and help teams implement interventions. At the same time, the committee created a referral process procedure and communicate with administrators at district level administrative meetings.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	
Result	4	<p><b>SPP Disproportionate Representation (State Performance Plan Indicator #9 and #10)</b></p> <p>Cranston was not disproportionate.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	

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 Cranston 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><u>Documentation:</u> Data Analysis; State Performance Plan</i></p>	
Result	6	<p><b><u>Multi-tiered System of Support (MTSS)/Social Emotional Supports/Social Emotional Resources/Positive Behavioral Supports</u></b></p> <p><b>Elementary Level</b></p> <p>The city-wide Rtl Coordinator monitors the school level Rtl teams in all 16 elementary schools. As with academic, the teams also meet on students with social emotional needs. Informal observations are conducted by various support personnel in each school. Data from these observations is utilized to develop Rtl based behavior plans. This progress of the student within the social setting is monitored for 6 to 8 weeks and the plan adjusted as needed. The progress is monitored within the classroom setting and with support staff.</p> <p><b>Middle Level</b></p> <p>The city-wide Rtl Coordinator monitors the school team in all four middle schools with the principal and assistant principal being the leaders for Rtl at the school level. Team meetings are held at the team levels to discuss individual students. Grade level teams may ask for the city-wide Rtl Coordinator to attend meetings and discuss interventions and accommodations needed. Information is gathered through the universal screeners, report cards, teacher reports, observations, parent input, discipline referrals, attendance, any outside evaluations or reports. Students are monitored and check-in regularly with guidance counselors, social workers, and/or school psychologists. Support staff</p>	

play a vital role with communication with outside providers and parents. If the student is not making adequate progress, the grade level teams refer the child to the 504 team or special education team for further review and/or evaluations.

### **High School**

The goal of the Rtl - Social/Emotional/Behavioral team is to support all staff members in their efforts to help students be successful at CHSW. This team consists of an administrator, school psychologist, CACTC teacher, English teacher, physical education teacher, and a special education teacher. At the meeting the student is not present and the Rtl team works with the Guidance Counselor to determine a plan with further recommendations and keep teachers informed.

- If necessary, the team recommends a full referral which includes the counselor providing the following information to the team. Students referred to Tier 3 interventions are monitored and a folder is created and stored in an Rtl filing cabinet.
  - Teacher reports, report cards and progress reports, discipline records, attendance records, prior IEP/ 504 records, and the RIDE MAP Assessment Report.
  - Per district policy/protocol, an observation is completed since the student has been deemed to be a “full referral” per the designation.
- For students in Tier 3 interventions, students and parents meet with the team and their counselor to provide further supports to both the students and updated communications with the teachers throughout the monitoring process.

Cranston High School West also has an Assistant Principal of Special And Related Services, in addition to the following additional social/emotional support processes exists for the students at Cranston High School West (CHSW):

- Student is initially seen by a clinician on a limited basis to assess needs, focus pass.
- Clinician may reach out to the family to provide outside resources. including but not limited to therapists, psychiatrists, family counseling,

drug rehabilitation, community services, KIDS Link, Wayward petitions, crisis intervention, etc.

- Clinician may do some classroom observations, file reviews, informal interviews of teachers and students to determine educational issues and create a behavior plan.

If all interventions (including Tier 3) have been exhausted, the CHSW Rtl process may determine that a referral to 504 or Evaluation Team is necessary.

Rtl at Cranston East

At Cranston East Rtl is progressing. The Assistant Principal for Academic Affairs meets with guidance on a weekly basis. The guidance team is the core Rtl team with others joining as appropriate. The primary goal of Rtl is to support the school wide STAR screenings in coordination with the reading and math teachers. STAR scores are used to identify students requiring Math and Reading Intervention courses. Progress is monitored regularly by intervention teachers and guidance counselors. Once a student is identified by the universal screening tool, parents are notified and students are scheduled into the appropriate intervention classes. These classes are either an intensive intervention which meets daily or targeted that meet 2-3 times per week. The four clinicians meet regularly to discuss students that have social/emotional concerns. Clinicians work closely with guidance counselors, administrators and classroom teachers to provide support to students in need. Various data points are used to identify students who may be in need of support. Reports are run weekly from the student information system to look at academics, absences, conduct etc. to flag students that might be struggling. Once the lists are generated, guidance counselors will meet with students, administration, contact parents, set up teacher conferences and monitor interventions.

**School Removals/Disciplinary Policies.** Throughout the district behavioral expectations along with disciplinary action protocols and policies are comprehensively defined in a student handbook.

Documentation: Data Analysis

Result	7	<p><b>Preschool Continuum</b></p> <p>The preschool programs are located at Early Childhood Center, Stadium, Edgewood Highland, Garden City, Orchard Farms and Stone Hill. Preschool programs include full day, half day self-contained, half day integrated preschool and itinerant model provision of services. Determination of the amount of special education and related services is made by the IEP team, and varies according to the individual child's needs. Most children who receive speech only services are walk-in students at the Early Childhood Center. A small portion of speech only students receive services at their community preschool.</p> <p>The district collects early childhood outcomes data on all children with IEPs as required by the federal Office of Special Education Programs. Teachers collect and enter authentic assessment information into an online child portfolio. This formative assessment information is used to shape and individualize instruction and to demonstrate progress. All preschool teachers and service providers have completed the Child Outcomes Summary online module training. Children receive a rating when they enter special education, as well as a rating when they exit special education or transition to Kindergarten.</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 36%</p> <p>B. The percent of children aged 3-5 with IEPs attending a separate special education class, separate school or residential facility was 29%</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 substantially increased their rate of growth 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); 72.5%</li> <li>▪ Acquisition and use of knowledge and skills (including early language/communication and early literacy); 71.1% and</li> <li>▪ Use of appropriate behaviors to meet their needs 94.7%</li> </ul>	
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		<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); 49.1%</li> <li>▪ Acquisition and use of knowledge and skills (including early language/communication and early literacy); 49.1% and</li> <li>▪ Use of appropriate behaviors to meet their needs 56.1%</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 4,602 students at the elementary level grades K-5 and approximately 613 have IEPs. The special education program continuum is as follows:</p> <p>Each of the 16 elementary schools has a special education teacher providing specialized academic support to students in grades K-5. This service is provided both in class and pull out based on the individual needs as outlined in each student's IEP. In addition, there are many children who receive speech only services within their school.</p> <p>There are currently 7 elementary schools with inclusion classes for grades K-5. These schools are Orchard Farms, Waterman, Edgewood, Stadium, Gladstone, Garden City and Woodridge. There are a total of 32 classrooms grades K-5. Within these classrooms, special educators provide instruction in a variety of ways including co-taught, small group and one-to-one instruction. Within these 7 elementary schools, the 16 special educators teach 2 grade levels. There are 16 teacher assistants assigned to the inclusion classrooms to support the specialized instruction. The teacher assistants rotate throughout the classrooms each day.</p> <p>There are 20 self-contained classrooms within 8 elementary schools for students in grades k-5. These schools are Eden Park, Rhodes, Glen Hills, Peters, Gladstone, Woodridge, Orchard Farms and Stone Hill. Fourteen (14) out of the 20 classrooms consist of students whose needs require more intensive instruction. Each of these classrooms has a full-time special educator and a teacher assistant. There are 6 classrooms with additional support provided by Behavior Technicians. These students participate with their general education peers throughout the school day as outlined in their IEPs. For example, some students fully participate in non-academics such as PE and Art classes while others are mainstreamed into the regular education classrooms for math or ELA. Six (6) of the self-contained classrooms are</p>	

		<p>dedicated to students with significant needs in the areas of functional life skills. These classrooms are located at Stone Hill and Orchard Farms. The students within these classrooms are instructed through the Unique Curriculum, their IEPs are aligned to the Essential Elements and they participate in the Dynamic Learning Maps (DLM), alternate assessment. Each classroom has a full-time special education teacher along with two full time teacher assistants. Three of the classrooms have behavior technicians. The students are provided various learning opportunities to be mainstreamed with their peers in non academics activities such as field trips and social events.</p> <p><u>Documentation:</u> <i>Data Analysis; Interviews</i></p>	
Result	9	<p><b>Program Continuum Middle Level (6-8)</b></p> <p>There are 2,632 students attending the 4 Middle Schools, 391 are students with IEPs. The special education program continuum is as follows:</p> <p>All programs are highly individualized and many students may receive supports in a hybrid setting. Example: Student is in a self-contained ELA/MATH class but in an inclusion Science/Social Studies class. The district strives to have dual certified teachers in all self-contained classrooms. Students are able to receive the level of supports needed based on this fluid model of supports.</p> <p><b>- Intensive instruction in general education settings (Inclusion).</b> Co-taught classes with a Highly Qualified content teacher and a Special Educator. Specific core content classes are ELA, Math, Science and Social Studies. Unified Arts classes are in the general education setting taught by a content specialist. If needed, students are placed in an intensive reading class, instructed by a reading specialist, based on their STAR Reading scores. Some students may receive targeted intervention for reading in their Science classes.</p> <p><b>- Intensive instruction in self-contained settings.</b> Special Educator in a small group setting for all content areas including ELA, Math, Science and Social Studies. Students follow the middle school model of changing classes on a team. Unified Arts classes are in the general education setting taught by a content specialist. If needed, students are placed in an intensive reading class, instructed by a reading specialist, based on their STAR Reading scores.</p> <p><b>- Academic Support/Transition Skills.</b> The class provides resource support through working on student IEP goals and/or transition related IEP goals. Students receiving this support are in general education settings taught by a content teacher in ELA, Math, Science and Social Studies. If needed, students</p>	

		<p>are placed in an intensive reading class based on their STAR Reading scores and are instructed by a reading specialist. Some students may receive targeted intervention for reading in their Science classes.</p> <p>- <b>Life Skills.</b> Currently, there are two classrooms for students with significant intellectual disabilities. Students may take classes within the Life Skills setting or in other academic content areas (ELA, Math, Science, Social Studies) self-contained settings with special educators. In addition to the academic program, students participate in community-based experiences, as well as, run a School Cafe and Coffee Connection. The Unique curriculum is utilized to provide standard based instruction that is individualized based on student need and ability.</p> <p><u>Documentation:</u> <i>Data Analysis; Interviews</i></p>	
Result	10	<p><b>Program Continuum High School Level</b></p> <p><b><u>High School Level Program Continuum</u></b></p> <p>At Cranston West High School there are approximately 1,395 students, of which 155 (9%) have IEPs. Teachers teach across the continuum and teach students across the board whether on their caseload or not. The program continuum is as follows: -Inclusion classes (approximately 30). There are a variety of inclusion classes which are co-taught. These include Math (Geometry, Algebra I and II), Science (Chemistry, Biology, Physics), ELA 9-12, History (Early and Modern US History, Modern World History, American Law) and Financial Literacy. -Transition classes (approximately 25). This is a class provided in the schedule for students requiring academic support. This class provides students with the opportunity to work on their individual IEP goals through classroom assignments. It is also a place where they may take tests and do assessments when their IEP calls for it. In addition, it is a credit bearing class where transition assessments are completed and curricula including assignments like resume writing, learning about your accommodations, and graduation requirements are completed. There are self-contained core content classes (approximately 10) taught by a special education and regular education teacher. The special education teacher typically teaches the same academic subject in a co-teaching class intending to ensure alignment with the curriculum and materials in the general education classes. The inclusive practices are reflected in only having the 10 self-contained classes overall.</p>	

The STEP (Students Towards Educational Progress) Program is a highly structured program focusing on behavioral expectations. This program runs transition classes throughout the day. There are specific students that are assigned to the program with a behavior plan and an assigned clinician. The program also serves other purposes. If any student in special education has an issue in their classes, they may be sent to the STEP program for a cool down period before going to the main office. There, they can also receive therapeutic assistance from one of the psychologists and social workers. The program is noted and highlighted by administration as an effective program allowing students to remain in their own community school and least restrictive environment. Finally, the program serves the purpose of in school suspension for students with disabilities. Being well aware that out of school suspension is not effective, the STEP program allows students to remain in school while doing their work and accessing their services while serving their suspension.

Life Skills classes is the program which serves students with more significant intellectual disabilities who participate in alternate assessment. This program focuses on personal/social skills, hygiene, independent living skills, communication, functional academics, and vocational skills. Lessons are based on the common core standards as well as the essential elements (dynamic learning maps) standards and lessons are modified to test for and teach IEP goals for the students. Students take all the same core courses and are included in electives such as art, technology, PE/Health, and music. Students may participate in community service projects, field trips, and classroom fundraising activities. Students also have collaboration with the Culinary program, Construction Program, and Entrepreneurship Program at the Career and Technical Center. Students work weekly with the culinary program and they make and sell calzones at all lunches as an example for their collaboration. The Construction Program and Entrepreneurship Program aided the program in creating the West Side Cafe. They assisted in building an outdoor deck to serve lunch in the quad. In addition, ads were developed to promote the in- school business. Students have a cafe cart that they bring to teachers in the morning and also serve lunch throughout the day as a business. They learn the skills associated with the business as indicated above. Students in the life skills program as well as the self-contained population participate in all of the above which is deemed the Work Experience Program.

Cranston has an extensive assistive technology library located at the Norwood school where related service staff can access and trial devices for students per their IEP. Cranston has a comprehensive in-district assistive technology evaluation which has been effective in student's access to appropriate technology in an efficient and timely manner. Related staff assist with technology needs (purchasing process) as students prepare to exit high school so that students transition with assistive devices prior to graduation. Students utilize Edgenuity for credit recovery. These supports serve students who are at-risk of graduating (special education and general education). Core content teachers supervise the delivery of the program and assessments are taken in front of a teacher.

At Cranston High School East there are approximately 1,660 and 230 have IEPs. The program continuum is as follows:

- **Intensive instruction in general education settings.** Co-taught classes (9th-12th.)- Specific core content classes are chosen depending on the overall student need. There are 45 co-taught classes that cover all grades and core subject areas. All teachers who participate in co-teaching have common planning time together.
- **Intensive instruction in self-contained settings.** 21 core content classes are co-taught with a certified content teacher and a special educator in a small group setting.
- **Academic Support/Transition Skills.** The class provides resource support in working on their IEP goals and/or transition related IEP goals. Students typically access resource either three or six days out of the seven day rotation. Students receive either a half or full credit for this class.
- **Life Skills.** Currently, there are two classrooms for students with significant intellectual disabilities who are accessing alternate assessment. Students may take classes within the Life Skill setting or in other academic content areas self-contained settings with special educators. In addition to the academic program, students participate in community-based experiences and job experiences. The Unique curriculum is utilized to provide standard based instruction that is individualized based on student need and ability. Students (18-21 years of age) typically attend Cranston Transition Program (CTP). Structured transition plans are in place individualized for each student as they move to CTP or another

appropriate program. These students take elective classes in self-contained setting with their general education partners and other students who have IEPs. The partners program has general education typical peers come into the self-contained Life Skills class and work with the students in the Life Skills program. They also work with the students in the Life Skills class and attend elective class with the students.

- **Planning Center.** There is a Planning Center that students can access as appropriate. A special educator is the full-time teacher in this setting and this person provides specialized instruction and support as appropriate. This setting can be a temporary placement for both regular and special education students to provide transition supports for students returning from an absence from school. This setting can also be a scheduled period for students in the Rtl process or as a 504 accommodation.

- **The STEP (Students Towards Educational Progress) Program** is a highly structured program focusing on behavioral expectations. This therapeutic program runs transition classes throughout the day. There are specific students that are assigned to the program with a behavior plan and an assigned clinician. The program also serves other purposes. If any student in special education has an issue in their classes, they may access the STEP program where they can also receive therapeutic assistance from one of the psychologists and social workers. The program is noted and highlighted by administration as an effective program allowing students to remain in their own community school and least restrictive environment.

- **Interpersonal Skills** is social skills course for students on the autism spectrum. It is divided into two sections. One is for grades 9 and 10 . The focus of this class is successful transition to high school and how to navigate the social situations they might encounter. The other section is for grades 11 and 12. This class begins to look at what will be coming next after high school and begins to prepare students for transition to adulthood. Topics include appropriate communication with peers, daily living, self-help, interview skills, etc.

There is a full-time psychologist and a part time psychologist as well as two full-time social workers at the high school. Individualized counseling is provided per the IEP and there are three therapeutic homerooms that the social workers and psychologist work specifically with students in these homerooms. All clinicians provide support to the STEP program as needed. There is a special educator

who is also the high school's diagnostic prescriptive teacher (DPT) who facilitated the educational testing as needed.

The Cranston Area Career & Technical Center – Cranston hosts the regional Career & Technical Center at Cranston High School West. Students from both East and West may have access to the full array of certificate programs. Programs include: Medical Pathways, CAD/Drafting, Child Development, Interactive Digital Media, Residential Construction, Pre-Engineering/Robotics, Aquaculture, Cisco Networking, Cyber Security & Forensics, Graphic Communications, Culinary and Entrepreneurship. There is strong collaboration between Career & Technical Center and high school staff, and administrators in supporting students receiving special education. The program has an academic support teacher in its building that assist all students. In moving to a block schedule, the school is looking to expand the work experience program. The work experience program currently runs the cafe. Next year, the plan is to collaborate more with all CACTC program and also branch out into the community to work with businesses.

**New England Laborers (NEL)/CPS**

At NEL/CPS there are approximately 154 students, of which 38 have IEPs. NEL/CPS offers a pathway to those interested in the field of construction technology or those interested in the World of Work exploratory program. Upon graduation, students may qualify to go on to the New England Laborers' Training Academy in Pomfret, CT for training to become a Construction Craft Laborer Apprentice. In the World of Work Pathway, students refine these skills by gaining full or part-time employment under the guidance and mentorship of the WOW program. There are opportunities for construction, hands on training and experiences, career exploration/work experience, and college preparation. There are a variety of inclusion classes which are co-taught. These include Math (Geometry, Algebra I and II) and ELA 9-12. Transition classes are provided in the schedule for students requiring academic support in reading, writing, and math. These classes also address additional goals like organization and also focus on completing transition assessments, preparing for work, training, and college. This class provides students with the opportunity to work on their individual IEP goals and receive accommodations like extended time or small group setting in an area free of distraction. There

are support staff available including guidance counselors, social worker and school psychologist to address social emotional concerns.

Alternate Educational Program/ High School (AEP) is an alternate high school that provides an alternate pathway for students to earn their high school diploma. It serves students with and without IEPs who for a variety of reasons cannot function in a traditional high school. General education students are referred by their guidance counselors and students with IEPs through the IEP team process. Students entering AEP typically have a minimum of 14 credits. Special education, physical education/ health and art are provided at AEP. The special educator is the case manager for all students with IEPs who attend AEP. There are clear entrance and exit criteria.

Interim Alternate Educational Setting (IAES). This program serves those students from middle/high schools that are excluded from their home school for various infractions. Time spent at IAES could be from 15 to 45 days. The Assistant Principal is responsible for getting the students work from his/her teachers and forwards it to the IAES program. All completed work is returned to the home school and is graded by the teachers. A special educator works with the students on an individual basis to provide specialized instruction per the IEP.

Credit Recovery (High School). This option targets students (with or without IEPs) who are missing credits. It is offered from October until the end of May. Only those students who have failed and lack credits to meet graduation requirements may attend credit recovery. Work is completed through course packets or through online classes. A special educator is available for assistance as needed.

### **Sanders Academy**

Sanders Academy provides an alternative school program for students in need of a highly structured, supportive, therapeutic environment in order to achieve academic success. The main goal of the Sanders Academy is to help students to acquire the academic, social, emotional and behavioral skills necessary in order for them to return successfully to a less restrictive setting, to enter the world of work or higher education.



Sanders Academy is designed to support district students with social emotional needs, who have struggled to be successful in their home schools. School supports include a small student to staff ratio and small class sizes, behavior technical assistants, a full time social worker and full time school administrator.

The Sanders Academy mission is to help students achieve to the best of their ability and to be more successful in school, at home and in the community. This means helping them feel safe, capable and connected. It means to teach them to exhibit self-control, to be organized and to learn to modify their own behavior.

### **Cranston Transition Program**

Cranston Transition Program (CTP) is a life skills program which meets the vocational, transition and educational needs of Cranston Public School students with disabilities, who are between the ages of 18-21 years old. Presently have 11 students.

The focus of the program is to teach students the necessary life and work readiness skills needed to succeed in the workplace and to transition into adult life. CTP works with the Office of Rehabilitation Services and Department of Behavioral Healthcare, Developmental Disabilities and Hospitals (BHDDH) to assist students with a seamless transition into adult services.

Students are provided a variety of job assignments in the community. Community job sites include: Walmart, Pet Supply Plus, Pranzi's Catering, Aramark, Price Rite, etc. The focus of the program is to try and provide as many experiences as possible and assist students to determine the types of jobs that they like and do well.

CTP also focuses on community skills such as shopping, leisure activities and socialization. Hands on experiences are provided for budgeting, money skills, organization, decision making, communication and social skills. Instruction is provided in work readiness, self-advocacy, social skills, life skills, daily living skills, and functional academics.

**Project Search**

Project Search is a one year high school transition program. It is a business led, school to work program collaborating with education, rehabilitation services, community providers and long-term support agencies. Total workplace immersion facilitates a seamless combination for classroom instruction, career exploration, and relevant job-skills training through strategically designed internships.

The Cranston Public Schools workplace provider is Blue Cross Blue Shield of RI, in downtown Providence. The Project Search team also includes the Office of Rehabilitation Services (ORS), Behavioral Healthcare, Developmental Disabilities and Hospitals (BHDDH) and the employment services of Perspectives Corporation.

Cranston Public Schools provides a special education teacher and job coach to the program, with a capacity of 10 students. Students who attend the program predominantly are from the Cranston schools, however, other districts have tuitioned their students into the program. Students must apply to the program and go through an interview process. If accepted, students then become interns.

The program runs the same length of the district calendar. During their time at the program, interns work in three different job rotations. While on the job site, interns interact with their job supervisor, coworkers and regularly check in with the programs job coach and teacher for any necessary supports. It is the goal of the program to have students employed in some capacity by the end of the program.

**Private/Parochial students**

The district provides IEP services (academic support, speech, occupational therapy, vision) to Cranston students who are parentally placed in private or parochial schools. A meeting to discuss the child find process and determine the use of proportionate share funding is held each fall with principals of the parochial schools located within Cranston.

		<p>The district assigns a special educator, speech and language pathologist, and occupational therapist to provide IEP services to students who attend either of the three parochial schools located within Cranston. For students who attend private/parochial schools outside of Cranston, the district collaborates with the district where the parentally placed school is located, to see if services can be provided through a service plan. For services not provided through a service plan, the parent brings the student into the district after school to receive their IEP services.</p> <p><i><u>Documentation:</u> Data Analysis; Interviews</i></p>	
Result	11	<p><b>Adaptive Physical Education (APE)</b></p> <p>Adaptive physical education is a physical education program for children with disabilities who have needs which cannot solely be met in a general physical education class or a specially designed physical education class. It is taught by a qualified APE specialist either independently, with or without teaching assistants, or in a team teaching situation with physical education teacher(s) and/or physical therapists. Frequency and duration of services, and goals and objectives/benchmarks, which are monitored by the APE specialist, are identified on an IEP. The APE specialist provides collaborative consultation as a service. This service is provided on behalf of specific students and assists the students in participating in a least restrictive environment of general and specially designed PE classes.</p> <p>The APE specialist prescribes individual, remedial and developmental motor activity programs within the areas of fundamental motor patterns and skills, physical and motor fitness and skills in aquatics, dance, individual and group games and sports. They teach the personal and social behaviors needed for organized team play. They administer, score, write and share comprehensive adaptive physical education assessments. They develop and implement IEP goals and objectives based on evaluation results. The APE specialist provides modifications to existing PE programs, provides adaptations to physical education equipment, methods and materials, and informs teachers of contraindicated motor activities. They design and present home and classroom exercise programs to carry over APE services. They educate personnel and parents/guardians so that these students can safely and successfully engage in</p>	

		<p>motor activities, games and, also, extracurricular sports with same age peers. They collect data and complete trimester/quarterly progress reports, provide three-year re-evaluations and provide end of the year summer packets.</p> <p><u>Documentation:</u> Data Analysis; Interviews</p>	
Result	12	<p><b>Extended School Year (ESY)</b></p> <p>ESY is provided to special education students in grade PK-12+, who meet the eligibility criteria. ESY is determined on an individual basis and services are provided per the student's IEP. The IEP teams make recommendations and complete paperwork for ESY eligibility throughout the school year, with determinations for students with emerging skills typically being considered during the last quarter of the school year. Teachers and service providers collect and review progress monitoring data, throughout the school year, paying particular attention to data points collected before and after extended breaks. The ESY Decision Making &amp; Documentation form is reviewed and completed by each students' case manager. This completed document, along with the IEP and ESY registration forms/checklists, are submitted to special education administrators to assist with program planning.</p> <p>During the summer of 2017, 94 students attended ESY, in addition to 11 students who received related services only. The ESY program was held at 2 locations (one for PK-5th grades, the other for middle/high school students) and both a 3 week program (students receiving academic support and inclusion) and 5 week program (students with significant needs) are offered. In addition to the in-district ESY program, there are a few students that attend specialized programs for ESY, such as the Pathways camp, the Autism Project camp, and Access Point for students working on transition skills (18-21 years of age).</p> <p><u>Documentation:</u> Data Analysis; Interviews</p>	
Result	13	<p><b>Local Special Education Advisory Committee (LAC)</b></p> <p>The Cranston School District maintains a Local Special Education Advisory Committee (SEAC) with an identified Chair and Secretary. There is representation by the Special Education Administrators and member of the School Committee at all meetings, however, General Education Administrators are inconsistent. Student participation has increased this year. The SEAC has consistent monthly meetings and trainings. The SEAC brochure is</p>	

		<p>disseminated at school Open Houses, a website, and during eligibility and IEP meetings, to continue outreach efforts. Attendance has been an ongoing concern and the committee continues to work with the district to increase participation. The SEAC also has representation on all personnel interview teams.</p> <p><u>Documentation:</u> <i>Data Analysis; Interviews</i></p>	
Result	14	<p><b>School Efforts to Partner with Parents (State Performance Plan Indicator #8)</b></p> <p>The public school district's rate of parent participation in the annual Special Education Statewide Parent Survey (2016-2017) is 22.7% 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 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 90%.</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 Cranston Public Schools graduation rate is 86.6% for all students and 76.4% for students with disabilities. These rates are higher than the state average rates of 82.8% for all students and 59.4% for students with disabilities.</p> <p>The Cranston Public Schools dropout rate is 3.8% for all students and 6.9% for students with disabilities. These rates are lower than the state average rates of 8.4% 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	<p>1 Records of approximately 19 students were reviewed prior to the on-site review by the team leaders. Students' records were very accessible.</p> <p><i>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</i></p> <p><u>Documentation:</u> Data Analysis; Interviews; Document review</p>	<p>Issues resolved.</p> <p>Professional Development in the area of transition will continue to be provided.</p>
Result	<p>2 <b>Child Outreach</b></p> <p>Cranston's child outreach screenings are available in a range of community-based early childhood programs and at the Early Childhood Center, September through June. Screenings are provided at a variety of times during the day, including after school hours to accommodate families. Two summer screening dates will be scheduled in July and August, to meet the need of parents who register their child for school during the summer months, or as requested by a pediatrician or outside agency.</p> <p>The child outreach coordinator provides guidance to the head screener. All screening tools are valid and reliable and meet the guidelines set forth by RIDE. The child outreach coordinator reviews all referrals for accuracy and referrals are forwarded to the evaluation team in a timely manner. Parents receive a form letter from child outreach with results. If a referral has been made, parents also receive a letter from the evaluation team.</p>	

		<p>The state target for screening is 80% of children ages 3, 4, and 5. On Kidsnet, the district reported the following screening percentages for the 2016-2017 year:</p> <ul style="list-style-type: none"> <li>● 3 year olds: 14.53%</li> <li>● 4 year olds: 41.4%</li> <li>● 5 year olds: 60.4%</li> <li>● 3-5 year olds: 39.03%</li> </ul> <p><i><u>Documentation:</u> State Performance Plan; Data Interviews</i></p>	
Result	3	<p><b>Child Find (State Performance Plan Indicator #11)</b></p> <p>Cranston Public Schools for the 2016-2017 year was at 100% compliance for meeting evaluation timelines for initial referrals. As of 6/21/18, the Cranston Public Schools was thus far at 100% compliance for meeting evaluation timelines for initial referrals for the 2017-2018 school year.</p> <p><i><u>Documentation:</u> State Performance Plan Data</i></p>	
Result	4	<p><b>Student Accommodations and Modifications</b></p> <p>The district uses ASPEN as their electronic management system to write and monitor their IEPs. ASPEN red flags all accommodations and modifications for students who have accommodations and/or modifications. All teachers and</p>	

		<p>therapists working with the student receive notification of these accommodations and modifications.</p> <p><i><u>Documentation:</u> Data Analysis; Interviews; Document Reviews</i></p>	
Result	5	<p><b>Specific Learning Disabilities Determination</b></p> <p>The district has provided professional development to all special education staff to ensure a clear understanding of the criteria, process and protocols for identifying students with specific learning disabilities. To provide ongoing support to evaluation/Rtl teams, the district has three educational coordinators as well as an Rtl coordinator.</p> <p><i><u>Documentation:</u> Data Analysis; Record Review</i></p>	
Result	6	<p><b>Due Process Information (State Performance Plan Indicators)</b></p> <p>Over the past three years Cranston has the following complaints, mediations and/or hearings:</p> <p style="text-align: center;"><b><u>COMPLAINTS</u></b></p> <p><b><u>FY 2015 - 2016</u></b></p> <p><b><u># of Complaints:</u> No complaints during this period</b></p> <p><b><u>FY 2016 - 2017</u></b></p> <p><b><u># of Complaints:</u> No complaints during this period</b></p>	



**FY 2017 - 2018**

**# of Complaints: 2 complaints during this period**

Case #	ISSUE(S)	RESULT
17-14	Evaluation	In compliance / no non-compliance
18-07	IEP/FAPE	On hold / due process hearing requested

**MEDIATIONS**

**FY 2015 - 2016**

**# of Mediations: 8 mediations during this period**

Case #	ISSUE(S)	RESULT
M15-39	Placement	Withdrawn
M15-42	Transportation	Withdrawn
M15-44	Placement	Withdrawn
M15-54	IEP	Agreement
M15-62	LRE	Withdrawn
M16-09	Evaluations	Withdrawn
M16-22	Placement	Agreement
M16-27	Placement	Unresolved

**FY 2016 - 2017**

**# of Mediations: 6 mediations during this period**

Case #	ISSUE(S)	RESULT
M16-37	FAPE	Agreement
M16-42	Placement	Unresolved
M16-45	Placement	Agreement
M17-14	Placement	Agreement
M17-21	45 Day Placement Request	Agreement
M17-22	Placement	Agreement

**FY 2017 - 2018**

**# of Mediations: 4 mediations during this period**

Case #	ISSUE(S)	RESULT
M17-33	Placement	Declined
M18-01	IEP Eligibility	Agreement
M18-05	District requesting specialized evaluation	Withdrawn
M18-18	IEP Accommodations	On hold

**HEARINGS**

**FY 2015 - 2016**

**# of Hearings: 3 hearings during this period**

Case #	ISSUE(S)	FINDING(S)
LL 15-18	Stay put	Withdrawn
LL 15-29		Resolution Session Agreement
LL 16-10	Evaluation	Withdrawn

**FY 2016 - 2017**

**# of Hearings: 3 hearings during this period**

Case #	ISSUE(S)	FINDING(S)
16-16	Placement	Resolution Session Agreement
17-01	Placement	Resolution Session Agreement
17-10	FAPE	Settlement Agreement

**FY 2017 - 2018**

**# of Hearings: 3 hearings during this period**

Case #	ISSUE(S)	FINDING(S)

Case #	ISSUE(S)	FINDING(S)
17-14	Compensatory education services/placement/reimbursement	Settlement Agreement
17-18	Placement	Resolution Session Agreement
18-01	FAPE	Pending

Documentation: Data Analysis, RIDE, Due Process Data Base

### 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. The Preschool Coordinator and DPT assists with maintaining this information. Last year's consolidated resource plan (CRP) indicated that the district achieved 100% compliance and that all 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:</u> Data Analysis; Interviews; State Performance Plan</p>	
Result 2	<p><b>IDEA Transition Planning at the Middle Level</b></p>	

		<p>Case managers facilitate the transition assessments of students on their caseload beginning the year the student will turn 14. Starting the year a student will turn 14, students are sent their own meeting invitation and will participate in their IEP meeting. All career/transition related information is kept in Transition Folders in the file room and are accessible to all teachers. Assessments utilized include WaytoGoRI, Ten Sigma Survey, MAPS, student interviews etc. Assessments results are documented in the IEP PLAAF pages.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Record Reviews</p>	
Result	3	<p><b>IDEA Transition Planning at the High School Level</b></p> <p><u>Cranston West High School</u> case managers facilitate the transition assessments of students on their caseload. All career/transition related information is kept in Transition Folders in the High School file room and accessible to all teachers. Assessments utilized include WaytoGoRI, Ten Sigma Survey, student interviews etc. As needed, Level II vocational assessments are conducted by West Bay Collaborative, Perspectives, and Access Point for eligible students through ORS. The Guidance Department provides presentations in the fall to each grade level explaining expectations, opportunities/strategies for career planning (WaytoGoRI), post -secondary planning, etc. There is a variety of opportunities to address students' transition and career planning needs: transition class, support from Supported Employment Specialist, Ten Sigma, guest speakers, CHSW Work Experience Program and Cafe, and exploratory opportunities with Career and Technical programs. Assessments results are documented in the IEP PLAAF pages. Students who remain in school beyond age 18 begin these opportunities in the 18 -21 Transition Program. In addition, Cranston has partnered with Blue Cross which offers a transition program on site in various class and internships.</p> <p><u>Cranston East High School:</u> There is a scope and sequence of transition activities that students engage in for each grade level and this is managed in their transition folder. Recently, the core transition activities were compiled in an electronic format in Google folders. Each student has a folder for each grade</p>	

that has transition activities and vocational assessments. Case managers are responsible for ensuring that students are completing and/or accessing the vocational assessments. Hard copies of all activities are kept in the transition files in the special education file room. Assessments results are documented in the IEP PLAAF pages. There are also specific courses that focus on transition related skill building such as Career Prep, Financial Literacy, Personal Finance and Work Experience for students with IEPs. These classes provides specific transitional skills for students requiring intensive instruction and who are capable of independent employment. Topics include banking, bill paying, job searching and general career preparation. Community-based guest speakers also speak at these classes. Café East is another transition related class. This class is set in an actual functioning café with an office area, prep area and kitchen facility. The students are responsible for all aspects of food preparation, cooking, cleaning and sales. They provide real, hands on work experiences under the guidance of training teaching staff. There is also a satellite site at City Hall where students make and sell baked goods to City Hall employees and patrons. Students also work at the Cranston East School store selling products and School supplies. Field trips are planned so students can participate in a variety of state-wide transition related events and workshops (Dare to Dream, Construction Day, health care fair etc.).

New England Laborers /CPS: Case managers facilitate the transition assessments of students on their caseload. All career/transition related information is kept in Transition Folders in the file room and accessible to all teachers. Assessments utilized include WaytoGoRI, Ten Sigma Survey, student interviews etc. Assessments results are documented in the IEP PLAAF pages. As needed, Level II vocational assessments are conducted by agencies like West Bay Collaborative and Perspectives for eligible students through ORS.

At both Cranston High Schools there are point people assigned to the Regional Transition Advisory Committee (TAC).

Documentation: Document review, Data Analysis

Result	4	<p>At the high schools the case manager is the point for referrals to the <b>Office of Rehabilitative Services (ORS)</b> and to the <b>Department of Behavioral Healthcare, Developmental Disabilities &amp; Hospitals (BHDDH)</b>.</p> <p><i><u>Documentation:</u> Data Analysis; Document Review</i></p>	
Result	5	<p><b>Summary of Performance (SOP)</b> is facilitated by the case managers as appropriate.</p> <p><i><u>Documentation:</u> Data Analysis; 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 Cranston Public Schools are 100% compliant with the requirements. <b>(State Performance Plan Indicator #13)</b></p> <p><i><u>Documentation:</u> Data Analysis, Document Review</i></p>	
Result	7	<p>54% 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 68%. <b>(State Performance Plan Indicator #14)</b></p> <p><i><u>Documentation:</u> Data Analysis, Document Review</i></p>	