



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

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**School Support System Report and Support Plan**

**North Providence Public Schools  
November 2021**

## 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 20 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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# **North Providence Public Schools School Support System Review**

## Record Review Team Leaders

Team A – Susan Wood; Sandra Cambio Gregoire

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, 2019 – June 30, 2020 State Performance Plan information on North Providence Public Schools Placement is as follows:</p> <p>The percentage of students educated 80 to 100% of the time in general education settings is 72.27% (RI District Average is 71.65%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 8.24% (RI District Average is 10.87%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 7.29% (RI District Average is 5.58%)</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</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 97.2%.</p> <p>C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievements standards 7.4% [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 (7.4%).]</p> <p><i><u>Documentation:</u> Data Analysis; State Performance Plan</i></p>	
Result	3	<p><b>Multi-Tiered System of Support (MTSS) Response to Intervention (RTI)/Academics</b></p> <p><i><a href="#">NPSD created a new District MTSS (Rtl) Procedure/Protocol in 2018.</a> All schools review this guide including procedures, protocols and forms each new school year -- all accessed through Google Drive.</i></p> <p><i>All schools have a functioning MTSS (Rtl) team with a standardized system in place to support all students at the Tier II and III levels. The approach remains a problem-solving approach based on a cycle of inquiry model based on student performance data and related research-based interventions. Progress monitoring is also part of this process.</i></p> <p><b>Elementary Level</b> - Title I Reading Specialists intervene with explicit instruction and interventions for qualified students in both Tier II and Tier III.</p>	

Special education teachers, all support staff - school psychologists, social workers, speech and language specialists, and others as needed, as well as classroom teachers, all provide recommendations in the areas of ELA and Math. AIMSWeb Plus Universal tool in Reading and Math, as well as Fountas and Pinnell assessments, are used to both screen and progress monitor the students. The district has also added in resources for interventions such as Squiggle Park, Dreamscape, Lexia, IXL over the past several years. Foundations and Words Their Way have also been utilized as Tier II interventions in ELA as needed. The district is going to be adding Bridges Math and PALS Math as interventions as well.

**Middle Level** - Based on related STAR screening data, teacher formative assessments, and RICAS data, students receive reading interventions from a Reading Specialist. There are scheduled periods during the school day. Both middle schools continue to provide and Excel period to provide interventions and support in all content areas and/or enrichment by certified content area teachers as well as special education teachers. CPT time is utilized to review and analyze student data in order to plan and implement related interventions.

The district will be adding Bridges Math and PALS Math as interventions as well.

**High School Level** - There continue to be several MTSS related teams at the high school. There is a school-wide MTSS team for both academic and social-emotional needs. This team meets monthly to review overall student needs. There is another team that meets every other week and discusses students who are at-risk for academic failure. A specific person is assigned and targeted interventions are implemented. This team also joins the weekly Response Team to update and discuss interventions. There are also two subject area and specific MTSS processes. Based on related STAR and (RICAS - from Grade 8) SAT, PSAT data, students receive reading interventions and support from a Reading Specialist and Math interventions

		<p>from math teachers. NPHS continues to offer after school Math MTSS support provided by math and math/special education certified teachers (voluntary for students). ELA remediation is also provided twice a week for students at risk (primarily freshman and sophomores).</p> <p>Interventions and supports that have been expanded at NPHS include <a href="#">Lexia</a> (literacy), <a href="#">ALEKS</a> (math), <a href="#">IXL</a> (Literacy/Math), and Xello for certain students. .</p> <p><i><u>Documentation:</u> Data Analysis; State Performance Plan</i></p>	
Result	4	<p><b>SPP Disproportionate Representation (State Performance Plan Indicator #9 and #10)</b></p> <p>North Providence is not disproportionate.</p> <p><i><u>Documentation:</u> Data Analysis; State Performance Plan</i></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 North Providence 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</p>	

		<p>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><i><u>Please see the <a href="#">District SEL Website developed for Students, Teachers and Families</a></u></i></p> <p><b>Elementary/Middle Level</b> – All of the Elementary schools and Middle Schools implement a <a href="#">PBIS</a> (Positive Behavioral Support System) in place (Tier I and school wide). Check in systems across all levels (see website above) have been created. At the Tier II level there are interventions put into place based on students’ needs such as Check in/Check out, social skills groups, and support from Inner You for individual counseling. At the Tier III level individualized plans would be created for students based on their unique goals.</p> <p><b>High School</b> -NPHS has adopted the <a href="#">Kingian Non-Violence</a> program to support peer conflict resolution. It is led by two trained teachers with additional teachers and staff. Together with a group of trained students - they meet and help other students conduct peer mediation and conflict resolutions as needed. There is also an active LGBTQ alliance at the school to support students.</p> <p>At NPHS social/emotional support is individualized. There is an MTSS (rtl ) Team (Administration, Guidance, and Support Services) that meet on a</p>	

		<p>weekly basis to discuss student’s social emotional challenges and needs. These meetings then help to create an individualized intervention plan. There is also an MTSS team that meets every other Monday after school (School Psychologist, Social Worker, Assistant Principal, Reading Specialist, General and Special Educators). Teachers may refer students as well as the team who may be at-risk for school failure for discussion and intervention. Google Docs/Drive are used to document the same.</p> <p>NPHS has a social/emotional class as a transition program for any students who are reentering from hospitalization or out of district placements.</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><u>Documentation: Data Analysis</u></p>	
Result	7	<p><b>Preschool Continuum</b></p> <p>The preschool class-room-based programs are located at Centredale and Greystone Elementary Schools. Students requiring walk-in services attend their home-district elementary schools. The district participates in the Itinerant Early Childhood Special Education for the two state-funded preschool programs in North Providence and with other programs as defined by IEPs.</p> <p><u>11/7/2021 Enrollment Census report</u></p> <p>24109 (Centredale):</p> <p>26 preschool students (15 community learners, 11 with IEPs)</p>	

	<p>24110 (Greystone):</p> <p>57 preschool students (30 community learners, 27 with IEPs)</p> <p>24190 (Outplacement):</p> <p>0 preschoolers in out-of-district schools</p> <p>13 preschoolers receiving walk-in services</p> <p>In 2020, the Early Childhood Program partnered with the North Providence Public Library to participate in the Comprehensive Literacy State Development Grant. During the first year, the preschool classrooms began implementing the literacy component of the Boston Focus on Early Learning curriculum. In 2021 the math component (Building Blocks) was added.</p> <p>At each IEP meeting for new students or those currently in a separate educational setting, the Team discusses what services and accommodations would be necessary for students to meet their goals in inclusive settings. Placement decisions are based on individual needs such as the nature or severity of the student's disability is such that participation in a general education program, with the use of supplementary aids and services, cannot be satisfactorily achieved. The district is constantly reviewing and adding tools and staff training to support students. Preschool teachers will review ECTA Center's 2/18/16 webinar "Preschool Inclusion: What's the Evidence, What Gets in the Way, and What do High-Quality Programs Look Like?" at <a href="https://ectacenter.org/~ppts/calls/2016/national_inclusion_webinar_2016-02-18.ppt">https://ectacenter.org/~ppts/calls/2016/national_inclusion_webinar_2016-02-18.ppt</a></p> <p>For children who are enrolled in a private ECE program, parents are encouraged to invite that staff to participate. The ECSE coordinator reviews the RI-IECSE model and its applicability for each student.</p>	
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**Indicator #6**

A. In this district, the percentage 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 37.33%.

B. The percent of children aged 3-5 with IEPs attending a separate special education class, separate school or residential facility was 14.67%

The district collects early childhood outcomes data on all children with IEPs as required by the federal Office of Special Education Programs. Classroom teachers collect and enter authentic assessment information into Teaching Strategies Gold. This assessment information is used to shape and individualize instruction and to demonstrate progress. Annual reviews are provided for veteran staff.

**State Performance Plan Indicator #7**

**Statement 1.** 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:

- Positive social-emotional skills (including social relationships); 51.7%
- Acquisition and use of knowledge and skills (including early language/communication and early literacy); 37.5% and
- Use of appropriate behaviors to meet their needs 53.3%

		<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); 48.8%</li> <li>▪ Acquisition and use of knowledge and skills (including early language/ communication and early literacy); 14% and</li> <li>▪ Use of appropriate behaviors to meet their needs 58.1%</li> </ul> <p><u>Documentation:</u> <i>Data Analysis; State Performance Plan</i></p>	
Result	8	<p><b>Program Continuum Elementary Level</b></p> <p>There are 1434 students (grades K-5) attending North Providence schools at the elementary level and approximately 275 have IEPs. The special education program continuum is as follows:</p> <ul style="list-style-type: none"> <li>• 1 Integrated Kindergarten (Centredale)</li> <li>• 4 Intensive Academic Support Classrooms (Greystone, Whelan, Stephen Olney)</li> <li>• 1 Bradley Partnership Classroom (McGuire)</li> <li>• K-5 Inclusion Services (13 Special Educators)</li> </ul> <p><u>Description of Elementary Services:</u></p>	

*Integrated Kindergarten:* General Education Classroom that is team taught by a general educator and special educator with additional support as needed (Behavior Specialists & Paraprofessionals).

*Intensive Academic Support Classrooms:* Students with disabilities receive a majority of their instruction from a Severe Intellectual Disability Special Educator in the intensive support model. Paraprofessionals & Special Educators support integration with grade level peers into integrated classes across all grade levels (Itinerants, Core Content Classes, etc...). Unique curriculum is utilized to support access to grade level content, standards, and instruction.

*Bradley Partnership Classroom:* Students in this classroom are enrolled as out of district students at Bradley School. Bradley School supplies a special educator, behavioral therapist and clinical team leader. North Providence provides the physical classroom and materials, related service providers, and nursing. Students are encouraged to participate in itinerant and core content classes across grade levels. The program has the capability to enroll students from other districts.

*Resource/Inclusion Services:* Specially Designed Instruction (SDI) is provided to assess the students present levels of performance and address IEP goals in the Least Restrictive Environment. The delivery of instruction varies to support each learner's characteristics across settings (small group, co-taught, and in general education classrooms).

As of November 1, 2021:

*Centredale Elementary School*

There were 39 students (grades K-5) receiving special education services. There are 2.5 special educators; one full-time speech and language pathologist; one full time social worker; and one half-time school psychologist.

Stephen Olney Elementary School

There were 83 students (grades K-5) receiving special education services. There are 4.5 special educators; 1.5 speech and language pathologists: 1.5 social workers: and one full time school psychologist.

McGuire Elementary School

There were 66 students (grades K-5) receiving special education services. There are 3.5 special educators; 1.5 speech and language pathologists; one full time social worker; one full time school psychologist; and one full time behavior specialist.

Greystone Elementary School

There are 48 students (grades K-5) receiving special education services. There are 1.5 special educators; 2 severe intellectual disability teachers; one full time social worker; one full time school psychologist; two full time speech and language pathologists; and one full time occupational therapist.

Whelan Elementary School

There are 39 students (grades K-5) receiving special education services. There are 2.5 special educators; one severe intellectual disability teacher; one full time social worker: one half-time school psychologist: and one full time speech and language pathologist.

		<p><u>Related Services</u></p> <p>The district supports three full time occupational therapists; one certified occupational therapist assistant (3 days a week); and a physical therapist as determined by IEP teams district wide.</p> <p><u>Additional Supports for Elementary Schools:</u></p> <p>Depending on program/individual need, supports include three licensed practical nurses; 12 additional registered behavior technicians; two board certified behavior analysts; and 35 paraprofessionals. All buildings maintain a school nurse teacher.</p> <p><u>Documentation:</u> <i>Data Analysis; Interviews; Observation</i></p>	
Result	9	<p><b>Program Continuum Middle Level</b></p> <p>There are 805 students attending 2 Middle Schools in North Providence, 117 are students with IEPs. The special education program continuum is as follows:</p> <ul style="list-style-type: none"> <li>● 2 Intensive Academic Support Classrooms (Birchwood &amp; Ricci)</li> <li>● 1 Bradley Partnership Classroom (Ricci)</li> <li>● Middle School Inclusion Services (8 Special Educators)</li> </ul>	

Description of Middle School Services:

*Intensive Academic Support Classrooms:* Students with disabilities receive a majority of their instruction from a Severe Intellectual Disability Special Educator in the intensive support model. Paraprofessionals & Special Educators support integration with grade level peers into integrated classes across all grade levels (Itinerants, Core Content Classes, etc...). Unique curriculum is utilized to support access to grade level content, standards, and instruction.

*Bradley Partnership Classroom:* Students in this classroom are enrolled as out of district students at Bradley School. Bradley School supplies a special educator, behavioral therapist and clinical team leader. North Providence provides the physical classroom and materials, related service providers, and nursing. Students are encouraged to participate in itinerant and core content classes across grade levels. The program has the capability to enroll students from other districts.

*Resource/Inclusion Services:* Specially Designed Instruction (SDI) is provided to assess the students present levels of performance and address IEP goals in the Least Restrictive Environment. The delivery of instruction varies to support each learner's characteristics across settings (small group, co-taught, and a majority of instruction in general education classrooms).

As of November 1, 2021:

*Birchwood Middle School*

There are 55 students (grades 6-8) receiving special education services.  
There are 4 special educators; one severe intellectual disability teacher; one

		<p>full time social worker; one half-time school psychologist; one part time speech and language pathologist.</p> <p><u><i>Ricci Middle School</i></u></p> <p>There are 62 students (grades 6-8) receiving special education services. There are 4 special educators; one severe intellectual disability teacher; one full time social worker; one half-time school psychologist; one part time speech and language pathologist.</p> <p><u><i>Related Services</i></u></p> <p>The district supports three full time occupational therapists; one certified occupational therapist assistant (3 days a week); and a physical therapist as determined by IEP teams district wide.</p> <p><u><i>Additional Supports for Middle Schools:</i></u></p> <p>Depending on program/individual need, supports include two additional registered behavior technicians; two board certified behavior analysts; and 12 paraprofessionals. All buildings maintain a school nurse teacher.</p> <p><u><i>Documentation: Data Analysis; Interviews; Observations</i></u></p>	
Result	10	<p><b>Program Continuum High School Level</b></p> <p>At North Providence High School there are approx. 1092 students and 190 students have IEPs. The program continuum is as follows:</p> <ul style="list-style-type: none"> <li>● 2 Intensive Academic Support Classrooms (grades 9-10; grades 11-12)</li> <li>● 1 Bradley Partnership Classroom</li> </ul>	

- 1 Transition Program (18-22)
- High School Inclusion Services (10 Special Educators)

Description of North Providence High School Services:

*Intensive Academic Support Classrooms:* Students with disabilities receive a majority of their instruction from a Severe Intellectual Disability Special Educator in the intensive support model. Paraprofessionals & Special Educators support integration with grade level peers into integrated classes across all grade levels (Itinerants, Core Content Classes, etc...). Unique curriculum is utilized to support access to grade level content, standards, and instruction.

*Bradley Partnership Classroom:* Students in this classroom are enrolled as out of district students at Bradley School. Bradley School supplies a special educator, behavioral therapist and clinical team leader. North Providence provides the physical classroom and materials, related service providers, and nursing. Students are encouraged to participate in itinerant and core content classes across grade levels. The program has the capability to enroll students from other districts.

*Transition Program:* Students with disabilities that have met their academic requirements, but who continue to need transition services are eligible to engage in the NPHS Transition Program located within North Providence High School. The Transition Program has access to daily living activities on site. Students are supported by a special educator and two job coaches to meet their transition goals. All students in the program have a Career Development Plan which supports community based integrated trial work experiences

identified through a person-centered process. Students utilize a North Providence school bus daily to access their individualized work sites.

*Resource/Inclusion Services:* Specially Designed Instruction (SDI) is provided to assess the students present levels of performance and address IEP goals in the Least Restrictive Environment. The delivery of instruction varies to support each learner's characteristics across settings (small group, resource, co-taught, and a majority of instruction in general education classrooms).

As of November 1, 2021:

*North Providence High School*

There are 147 students (grades 9 -Transition) receiving special education services. There are 10 special educators; two severe intellectual disability teachers; 1.5 full time social workers; one full time school psychologist; one part time speech and language pathologist.

*Related Services*

The district supports three full time occupational therapists; one certified occupational therapist assistant (3 days a week); and a physical therapist as determined by IEP teams district wide.

*Additional Supports for High School:*

Depending on program/individual need, supports include one additional registered behavior technician; access to one board certified behavior analyst; and 13 paraprofessionals. All buildings maintain a school nurse teacher.

		<i>Documentation: Data Analysis; Interviews; Observation</i>	
Result	11	<p><b>Adaptive Physical Education (APE)</b></p> <p>Adapted Physical Education is provided per IEP. As of November 1, 2021, 32 students K-12 received APE in seven schools by seven APE Instructors. The service continuum is as follows:</p> <ul style="list-style-type: none"> <li>• Small group or individual instruction within the general PE class</li> <li>• Small group or individual instruction in a separate location</li> </ul> <p>All Services include addressing foundational skills aligned to the general PE class.</p> <p><i>Documentation: Data Analysis; Interviews; Observation</i></p>	
Result	12	<p><b>Extended School Year (ESY)</b></p> <p>Special Education administration informs staff yearly of ESY determination requirements. IEP teams make informed data-based decisions from the criteria outlined by the Rhode Island Department of Education. ESY services are individualized to meet students' IEP goals and objectives. (Related Services by appointment, Academic Support - Reading, Writing, Math, SEL Supports, APE Services, etc.). ESY services for out of district placements are determined by IEP teams based on individual needs.</p> <p>In 2018, 161 students participated</p> <p>In 2019, 121 students participated</p> <p>In 2020, 138 students participated through Distance Learning</p> <p>In 2021, 141 students participated</p>	

		<u>Documentation:</u> Data Analysis; Interviews	
Result	13	<p><b>Local Special Education Advisory Committee (LAC)</b></p> <p>North Providence recently elected a new NPSELAC Chair, after multiple attempts to fill the vacant position. The NPSELAC Chair and Secretary have met to review the needs and focus of the advisory committee. A survey is in its infancy to be administered to parents during November. Brochure is in the process of being updated and distributed to all schools &amp; parents of students who are differently abled.</p> <p>The Special Education Parent Web Page continues to be updated with new materials to support and empower parents. Topics include: Bullying, Trauma, RI Youth Mental Health, COVID resources, Tri-Employment Program, Autism Project, ORS, BHDDH, RIPIN, Dyslexia, Special Education Regulations, Laws, and Procedural Safeguards, 504 Information, IEP, Early Childhood Outreach and Preschool Resources, etc.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p>	
Result	14	<p><b>School Efforts to Partner with Parents (State Performance Plan Indicator #8)</b></p> <p>The district's rate of parent participation in the annual Special Education Statewide Parent Survey (2019-2020) is 19% of parents whose children have IEPs which is above the state average of 7%.</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 of 35% (2019-2020 35% District Average; 32% State Average)</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 North Providence Public Schools graduation rate is 86.4% for all students and 72% for students with disabilities. These rates approximate the state average rates of 83.9% for all students and 64.4% for students with disabilities.</p> <p>The North Providence Public Schools dropout rate is 7.2% for all students and 14% for students with disabilities. These rates approximate the state average rates of 8.3% for all students and 12.7% 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
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Result	1	<p>Records of approximately 8 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>-Transition not consistently checked on IEP invitations</li> <li>-LD determination form not consistently seen in the files</li> </ul> <p><i>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</i></p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</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> July 2022</p> <p><b><u>FOLLOW-UP FINDINGS:</u></b> Staff received technical assistance in the areas of learning disabilities determination and transition/IEP invitations.</p>
Result	2	<p><b>Child Outreach</b></p> <p>North Providence's child outreach screenings are available in a range of community-based early childhood programs and by appointment year round.</p> <p>Child Outreach screening serves as the first step in identifying children who may have special needs or be at risk for learning problems. Children are screened in the areas of vision, hearing, general development, speech/language, and social/emotional development according to the statewide protocol established by RIDE. The early childhood coordinator provides parents with a summary of the Child Outreach Screening by mail. Child Outreach data is also entered into KIDSNET, a secure state-wide database.</p>	

Based on criteria established by the RIDE protocol, results of screening may fall into one of three categories: pass, rescreen, or refer. Children with scores in the rescreen category in one or more areas, are rescreened in the areas of concern approximately three weeks after the initial screening. According to the Child Outreach Coordinator, children who do not attain passing scores following rescreen or initially attain scores in the refer range in the areas of general development, social-emotional and/or speech and language are immediately referred to the preschool evaluation team to consider the need for further evaluation. Children who do not pass hearing and vision after rescreen are referred to a medical professional.

North Providence's Child Outreach screenings are available in a range of community-based early childhood programs and by appointment year round. The Child Outreach Coordinator contacts each DCYF licensed center-based and home-based daycare within North Providence to offer screenings. The district informs parents each year via paper fliers and school department list serves of Child Outreach screenings. Child Outreach information tables are at Parent Expos and other district events. The Child Outreach Coordinator attends kindergarten registration events to schedule appointments. Child Outreach Screening permission forms are included in the new student registration packets.

The state target for screening is 80% of children ages 3, 4, and 5. The district reported the following screening percentages for the 2019-2020 year:

- 3 year olds: 5.43%
- 4 year olds: 27.86%
- 5 year olds: 42.02%

Documentation: *State Performance Plan; Data Interviews*

Result	3	<p><b>Child Find (State Performance Plan Indicator #11)</b></p> <p>North Providence Public Schools for the 2019-2020 year was at 100% compliance for meeting evaluation timelines for initial referrals. As of 9/30/2021 Public Schools was thus far a 100% compliance for meeting evaluation timelines for initial referrals.</p> <p><i><u>Documentation:</u> Data analysis, State Performance Plan Data</i></p>	
Result	4	<p><b>Student Accommodations and Modifications</b></p> <p>General educators access student’s behavior plans, goals, and accommodations via the “My Students with Disabilities” tab in Skyward. These documents are available through the Special Education Department Chair and Case Manager. At the start of each school year and with each annual IEP, special educators electronically forward the supplementary aides/modifications page to each of the students’ teachers. documents.</p> <p><i><u>Documentation:</u> Data Analysis; Interviews; Document Reviews</i></p>	
Result/ Compliance	5	<p><b>Specific Learning Disabilities Determination (SLD)</b></p> <p>The district utilizes response to intervention data as a part of a comprehensive evaluation in determining a specific learning disability. Teams complete the learning disabilities identification forms for students that initially qualify as SLD and/or qualify as a result of the three year re-evaluation. Achievement gaps and rate of educational progress are reviewed by the team and compared to peers of the same age. School attendance, multilingual learner support, participation in academics, and social emotional factors are also included in the team’s discussion. As of November 2020, there are 232 students out of 678 (34%) students eligible for special education that carry the designation of</p>	<p>Special education administration will provide technical assistance to staff in the area of learning disabilities identification/regulatory requirements.</p> <p><b>Timeline:</b> Immediately and ongoing</p>

		<p>a specific learning disability. Record reviews showed LD determination form not consistently seen in file.</p> <p><i><u>Documentation:</u> Interviews; Record Reviews</i></p>	<p><b>Progress Check:</b> July 2022</p> <p><b><u>FOLLOW-UP FINDINGS:</u></b> Staff received technical assistance in the areas of learning disabilities determination.</p>
Result	6	<p>Due Process Information (State Performance Plan Indicators)</p> <p>Over the past three years North Providence has the following complaints, mediations, or hearings:</p> <p style="text-align: center;"><b><u>COMPLAINTS</u></b></p> <p><u>FY 2019-2020</u></p> <p><u># of Complaints:</u> No complaints during this period</p> <p><u>FY 2020-2021</u></p> <p><u># of Complaints:</u> No complaints during this period</p> <p><u>FY 2021-2022</u></p> <p><u># of Complaints:</u> No complaints during this period</p>	

**MEDIATIONS**

FY 2019-2020

# of Mediations: No mediations during this period

FY 2020-2021

# of Mediations: 1 mediation during this period

	ISSUE(S)	RESULT
Mediation #1	Denial of FAPE	Unresolved

FY 2021-2022

# of Mediations: No mediations during this period

**HEARINGS**

FY 2019-2020

# of Hearings: No hearings during this period

FY 2020-2021

# of Hearings: No hearing during this period

			ISSUE(S)	FINDING(S)	
		Hearing #1	FAPE / IEP & Services	Dismissed	
		<p><u>FY 2021-2022</u></p> <p><u># of Hearings:</u> No hearings during this period</p> <p><u>Documentation:</u> Data Analysis, RIDE, Due Process Data Base</p>			

### 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 2019-2020 SPP reported that North Providence was 100% compliant with Indicator #12.</p> <p>Last year's consolidated resource plan (CRP) indicated that the district achieved 100% compliance with Indicator #12. Of the 28 children referred from Early Intervention and found eligible for preschool special education, 17 had</p>	

		<p>IEPs developed and implemented by their 3<sup>rd</sup> birthday. The remaining 11 had acceptable delay reasons:</p> <p>9 students for <b>Delay Reason #1</b> - Of the total indicated in section 1(d), # due to child turning 3 during period of school closing (weekends, holidays and vacations when child is ineligible for ESY during that period)</p> <p>1 student for <b>Delay Reason #2</b> - Of the total indicated in section 1(d), # due to parental refusal to provide consent for evaluation or initial service</p> <p>1 student at <b>Delay Reason #4</b> - Of the total indicated in section 1(d), # due to relocation of family to new LEA during transition process</p> <p>0 students at <b>Delay Reason #5</b></p> <p><i><u>Documentation:</u> Data Analysis; Interviews; State Performance Plan</i></p>	
Result	2	<p><b>IDEA Transition Planning at the Middle Level</b></p> <p><u>Birchwood Middle School &amp; Ricci Middle School - Pre-Employment Transition Services</u> (Career Exploration &amp; Self Advocacy)</p> <p>Students who are approaching 14 years of age with a Secondary IEP are exposed to a variety of transition assessments that encourage students to</p>	

		<p>develop their post school goals (Education &amp; Training, Independent Living, and Employment). Such assessments utilized to capture student needs, services, accommodations, interests, and strengths, may include: Picture Interest Career Survey, Parent Life Skills/Independent Living Survey, components of Unique Learning Curriculum, informal Transition Planning Inventories, Career Clusters, Career Clueless, etc.</p> <p>Field trips are scheduled throughout the school year to support career exploration and community awareness (local businesses, Junior Achievement events, etc.). Both middle schools have special educator leadership represented on the Teacher's of Life Skills group and Middle School Transition Cohort that disseminate information back to their respective schools. Career Development Plans are created and updated annually with an interdisciplinary team with input from students (person centered planning), parents, related services, educators, Office of Rehabilitation Services, and BHDDH.</p> <p>North Providence middle schools participate in ORS funded events such as: Dare to Dream &amp; Career Connections.</p> <p>Students that are moving on to the High School, at their IEP in 8th grade have the receiving school (NPHS) staff (Department Head) at the meeting to discuss educational planning and prepare for success at the next level.</p> <p><i><u>Documentation:</u> Data Analysis; Interviews; Record Reviews</i></p>	
Result	3	<p><b>IDEA Transition Planning at the High School Level</b></p> <p>Transition assessments are completed prior to a student's annual IEP and throughout the school year primarily by the teacher case manager. Students complete a variety of assessments to assist in ascertaining education &amp; training, employment and independent living information to develop post school goals. Xello (online platform) is an additional source of assessing student and vocational interests (Personality Profiles, Learning Profiles, Career</p>	<p><b><u>FOLLOW-UP FINDINGS:</u></b></p>

		<p>Assessments, etc.). District maintains a scope and sequence to support Individualized Learning Plans across the middle and high schools.</p> <p>NPHS has special educator leadership represented on the Teacher's of Life Skills group &amp; the Regional Transition Advisory Council that disseminate information back to their respective high school colleagues. Career Development Plans are created and updated annually with an interdisciplinary team with input from students (person centered planning), parents, related services, educators, Office of Rehabilitation Services, and BHDDH.</p> <p>Pre-Employment Transition Services:</p> <p>North Providence High School participates in ORS funded events such as; Dare to Dream, Tri-Employment, Student Events, Transition 101 for Parents, Community Based Work Experiences, Interview Program, Career Compass, Job Exploration, and Summer Work Experiences.</p> <p>Transition Program:</p> <p>All students in the NPHS Transition Classroom participate in Career Exploration and Integrated Trial Work Experiences based on their Person Centered Plans. Two Job Coaches and a Special Educator support and structure transition services for 13 students. IEPs and CDPs are aligned to support students' future goals. All students are connected with ORS and BHDDH for future support.</p> <p><u>Documentation:</u> <i>Data Analysis; Interviews, Record Reviews</i></p>	
Result	4	<p>At the high school the case manager and/or NPSD Department Chair is the point for referrals to the Office of Rehabilitative Services (ORS) and to the Department of Behavioral Healthcare, Developmental Disabilities &amp; Hospitals (BHDDH).</p> <p><u>Documentation:</u> <i>Interviews; Document Review</i></p>	

Result	5	<p><b>Summary of Performance (SOP)</b> is facilitated by the case manager of the senior students. They prepare the Summary of Performance and compile all necessary documentation.</p> <p><i><u>Documentation:</u> 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 North Providence Public Schools are 100% compliant with the requirements. <b>(State Performance Plan Indicator #13)</b></p> <p><i><u>Documentation:</u> Interviews; Document Review</i></p>	
Result	7	<p>80.8% 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 74% <b>(State Performance Plan Indicator #14)</b></p> <p><i><u>Documentation:</u> Interviews; Document Review</i></p>	