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

School Support System Report and Support Plan

Pawtucket Public Schools
October 2019

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 embers 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: Indictors, 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 Pubic 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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2. Evaluation/Individual Education Program (IEP)

3. IDEA Transition

Pawtucket Public Schools
School Support System Review

Record Review Team Leaders

Team A – Ruth Gallucci

Team B – Alice Woods

Team C – Sandra Cambio Gregoire; Lisa Carter

Team D – Emily Klein; Bethany Hogan

Team E – Kerri Sorensen

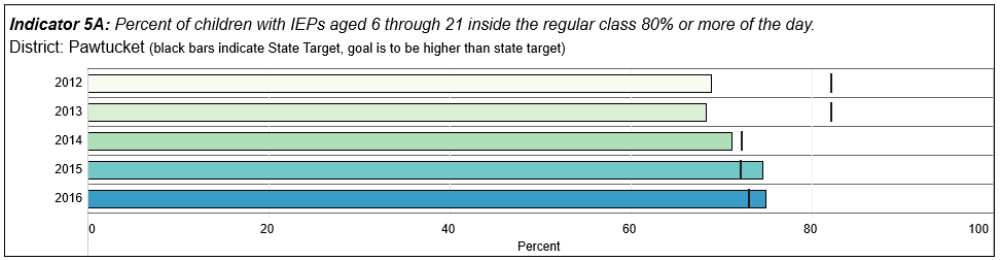
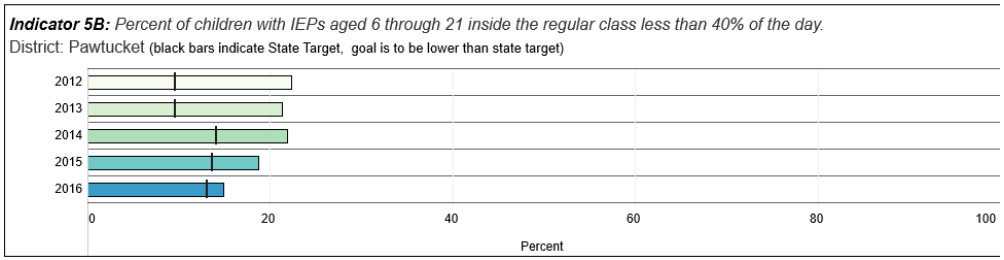
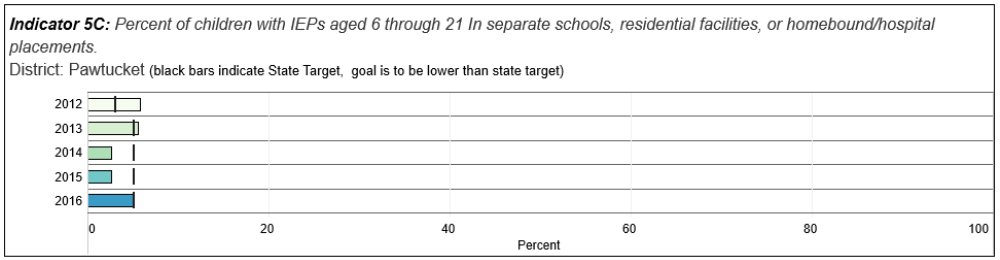
Team F – Jane Slade; Jenifer Doucette

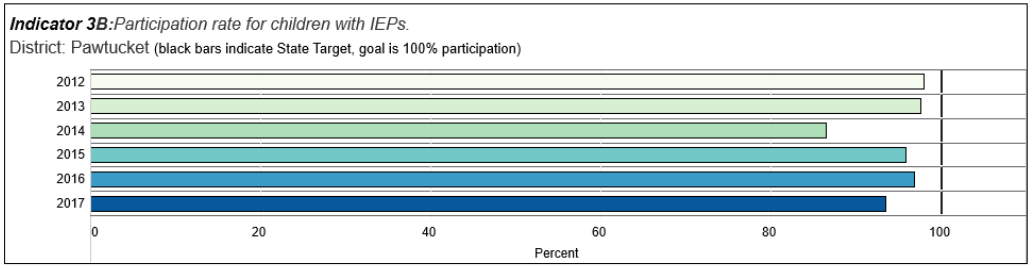
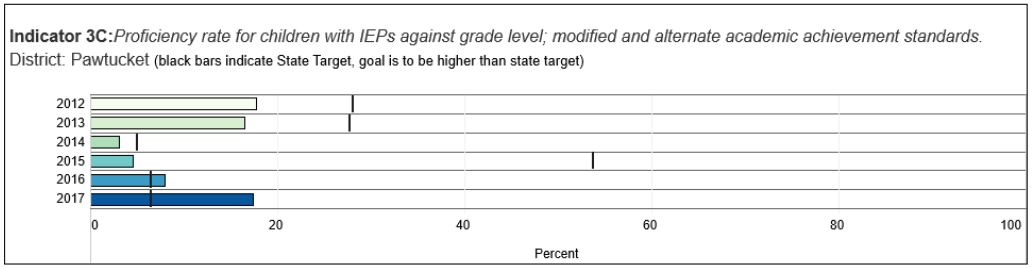
Team G – Susan Wood; Carlin Danner

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. The following schools were reviewed during the week of October 28th 2019: Baldwin, Cunningham, Curtis, McCabe Elementary Schools, Slater and Jenks Middle School, Tolman and Shea High School.

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

Indicator		Findings	Support Plan
Result	1	**Least Restrictive Environment Data (State Performance Plan Indicator #5)** Based on the FY July 1, 2017 – June 30, 2018 State Performance Plan information on Pawtucket Public Schools Placement is as follows: The percentage of students educated 80 to 100% of the time in general education settings is 74.95% (RI District Average is 71.05%) Percentage of students educated for less than 40% of the time in general education settings is 14.87% (RI District Average is 12.5%) Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 3.18% (RI District Average is 5.11%) *Documentation: Data Analysis; State Performance Plan*	

		  	
Result	2	**Participation and performance of children with IEPs on statewide assessments (State performance Plan Indicator #3):** B. Participation rate for children with IEPs 93.55%. C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievements standards 17.33% [Note: State has individual grade and content area targets (6.36%). State target is average target across grades and content areas. District target is average percent of students proficient across content areas: 17.33% *<u>Documentation</u>: Data Analysis; State Performance Plan*	

		 	
Result	3	**Multi-Tiered System of Support (MTSS) Response to Intervention (RTI)/<u>Academics</u>** Staff spoke to the need for an overarching comprehensive (K-12) system of multi-tiered system of support for both academic and social emotional challenges. This was an immediate and persistent need. This was clearly evidenced by teachers and others voicing the need for expanded high quality intervention platforms and guidance on structures, process and protocols. It should be noted that some schools reviewed are further along in their development of MTSS than others. K-12, Star reading and math are used as universal screeners. Use of Star for frequent progress monitoring varies across schools and grades. Some schools had teaming structure and intervention schedules that would support robust practices for literacy and math interventions if utilized effectively. Currently the district level RTI Implementation Team is building a universal integrated system of support across schools. The team began with the formatting of a common digital referral form that is linked to the Student Management System, Skyward. This	The district will continue to review, revise and refine their MTSS process. **Timeline**: Ongoing **Progress Check:** January 2021 **<u>FOLLOW-UP FINDINGS</u>:**

		form is the first step in identifying, monitoring, and tracking the referral process and subsequent RTI interventions for students receiving Tier II and Tier III services. The overarching criteria types for service include: Literacy, numeracy, social and emotional learning and mental health, and attendance. Criteria groups include: Reading foundational standards, language/writing standards, counseling and behavioral health services, ELA comprehension standards, mathematical standards, and social and emotional learning standards. District diagnostic assessments are given three times a year to specific grade bands using a variety of tools. Primary grades use both Schoolpace and STAR, while middle and upper grades solely use STAR. The district seeks to expand our knowledge in diagnostic assessment suites and intends to have a consistent diagnostic tool K-12. Technical assistance documents are currently being prepared to aide in this transition and further align processes to requirements under ESSA. As Pawtucket operates Title-I School-wide Programs on all campuses, evidence driven supplemental resources are a priority to meet the needs of our learners. The RTI Implementation Team at the LEA level is comprised of various stakeholders seeking to align both academic and behavioral services offered. They also coordinate and leverages various grant funds to support integrated initiatives that drive student achievement by linking its actions to the school improvement goals for each school. **Elementary Level** In general at the elementary level, RTI forms are being filled out by the referring teacher. This form is then forwarded to the principal and brought to the team that may include: Team leader, school psychologist, teacher and any other service providers. The team comes up with interventions/strategies and revisits the progress after six weeks. This reoccurs at least over the course of three cycles before being referred to the special education office.	

		Potter School is piloting the online RTI interface. At McCabe Elementary School RTI forms are filled out by the teacher and then forwarded to the RTI coordinator. The principal and coordinator meet and review the referral and brings them to the RTI team. Team meetings are held twice a month. A team member attends the common planning time once a month. At Curtis Elementary School the RTI process has been reestablished this year is a work in progress. A team is in place using the forms that were used in the past. Common planning time at this point is utilized to fill out RTI forms and develop interventions. The special education chair and a special education team member attend common planning time when a Tier ll intervention is needed. RTI will meet for Tier lll as needed. At Cunningham School, a building RTI Referral form is being used until the district form is available. There have been no referrals to this year. **Middle Level** The referring teacher completes the RTI forms. The form is then forwarded to the principal and brought to the team that may include: Team leader, school psychologist, teachers and any other service providers. The team comes up with interventions/strategies and revisits the progress after six weeks. This reoccurs at least over the course of three cycles before being referred to the special education office. Goff Middle School is piloting the online RTI interface. At Slater Middle School, Tier ll intervention and enrichment blocks are in the schedule, but school-wide data is not driving how they are utilized to meet student needs. The groups are larger than would be expected for intervention or enrichment. The intervention class is scheduled with specials/encore and not a school-wide block while the enrichment is for all students and a common period in a team. Teachers meet in	

		PLCs (professional learning communities), both interdisciplinary and by subject area, 4x per 8-day rotation and have an opportunity to review data and plan flexible groups if they were not frequently pulled for coverage. The RTI team has not met yet this year. There are no reading teachers or literacy interventionists and there is one math interventionist. EK3 would qualify for literacy intervention per universal screening data but does not have access, as there is none in the building. Teachers cannot access prior elementary STAR score history but one building administrator can do so. The online system is described as not allowing more than a printout and hand delivery of those scores from elementary to middle as verified by several teachers. A teacher cannot look into the online system to see literacy and math performance over time across grades. Prior MTSS structures ended with the grant ending. At Jenks Middle School, RTI has not been implemented. New building administration is prioritizing RTI. A core RTI team has been formed including the school social worker, an administration team member, guidance counselor, diagnostic prescriptive teacher and school nurse. A separate team is in the process of being formed based on a teacher volunteer system. The roll out meeting was held in September. The purpose of the meeting was to introduce the process and sequence of RTI to the RTI school team. A second meeting was held in October. The purpose of the meeting was to introduce the RTI sequence to teachers. Due to the lack of substitutes at Jenks, teachers have been unable to attend scheduled meetings during PLC periods to review possible new referrals for special education. Teachers have been provided with a paper RTI tracking sheet. School administration plans to have this form electronic in the near future. At Jenks samples for MTSS in development are not in line with Rhode Island models of RTI or MTSS. An alignment is encouraged, **High School Level** Currently, RTI forms are being filled out by the referring teacher. This form is then forwarded to the principal and brought to the team that may include: Team leader, school psychologist, Teacher and any other service providers. The team comes up with interventions/strategies and revisits the progress after six weeks. This reoccurs at least over the course of three cycles before being referred to the special education office.	

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<td>At Shea High School MTSS is work in progress and plans are underway to formalize elements this school year. As of the on-site review no RTI meetings had been held.

At Tolman High School MTTS also seems to be work in progress. Staff seemed unclear of the RTI process and of particular strategies/interventions to support students. Staff are unclear how students are determined eligible for ‘academic intervention’. Credit recovery opportunities occur after school for all students. There is also a Diploma Plus program to make up credits as well.

<u>Documentation</u>: Data Analysis; State Performance Plan</td>
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<td>Compliance</td>
<td>4</td>
<td>SPP Disproportionate Representation (State Performance Plan Indicator #9 and #10)

The district has been found to have significant disproportionality in the area(s) of:

All Disabilities Native American
<table><tr><th>Year</th><th>Risk Ratio</th></tr><tr><td>2016-17</td><td>2.75</td></tr><tr><td>2017-18</td><td>3.01</td></tr><tr><td>2018-19</td><td>2.83</td></tr></table>
A risk ratio of 2.5 or more for 3 consecutive years = significant disproportionality when the minimum cell size is met.

<table><tr><td>District risk ratio</td><td>Compares the district risk for one race/ethnicity to the district risk for all other races/ethnicities combined</td></tr></table></td>
<td>The district will continue to review, revise and refine their MTSS process to ensure appropriate policies, practices and procedures. The district will provide ongoing technical assistance in the area of SLD determination and for both initial reevaluation.

Timeline: Immediately and ongoing

Progress Check: January 2021

FOLLOW-UP FINDINGS:</td>
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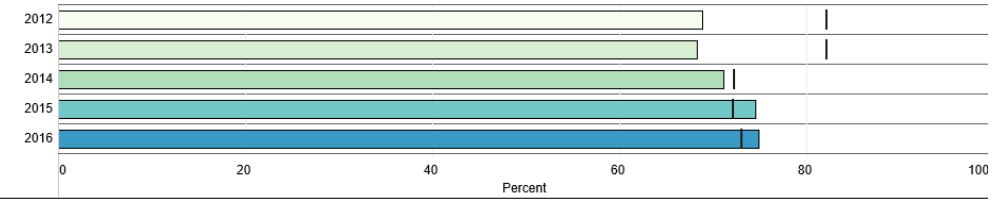
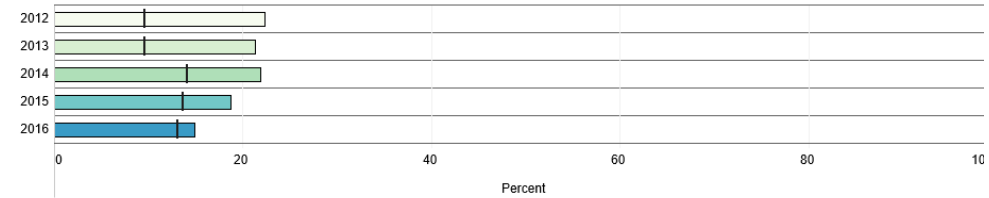
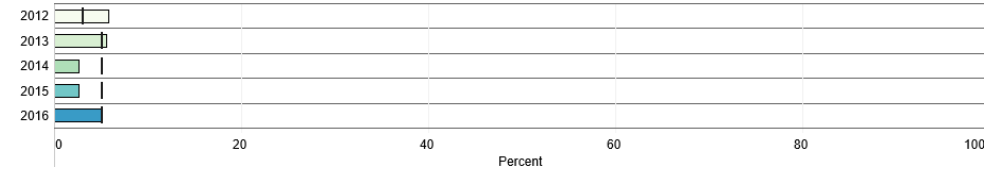
		An onsite review of student records, procedures and practices demonstrated instances of identification that did not meet RI criteria in the area of specific learning disabilities (SLD) determination. Forty-three percent of the Native American students with disabilities are identified in the area of SLD. The remainder are spread across Other Health Impaired, Autism, and Speech Language Disorders. The district is identified as having disproportionate representation of Native American students with disabilities. **(**See also MTSS: Section 1: items 3 and 6; Section 2: items 1 and 5) *Documentation: Data Analysis; State Performance Plan; File Reviews; Interviews;* *Graphs are not made for this indicator as the data are "Yes" or "No"*.	
Result	5	**Suspension (State Performance Plan Indicator #4a):** 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 Pawtucket Public Schools as no students with IEPs were suspended for greater than 10 days. **State Performance Plan Indicator #4b** 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. *Documentation: Data Analysis; State Performance Plan*	

		District: Pawtucket (black bars indicate State Target, goal is to be higher than state target)  ***Indicator 5B:*** *Percent of children with IEPs aged 6 through 21 inside the regular class less than 40% of the day.* District: Pawtucket (black bars indicate State Target, goal is to be lower than state target)  ***Indicator 5C:*** *Percent of children with IEPs aged 6 through 21 In separate schools, residential facilities, or homebound/hospital placements.* District: Pawtucket (black bars indicate State Target, goal is to be lower than state target)  	
Result	6	**Multi-tiered System of Support (MTSS)/Social Emotional Supports/<u>Social Emotional Resources/Positive Behavioral Supports</u>** Staff spoke to the need for an overarching comprehensive (K-12) system of multi-tiered system of support for both academic and social emotional challenges. This was an immediate and persistent need. This was clearly evidenced by teachers and others voicing the need for expanded high quality intervention platforms and guidance on structures, process and protocols. It should be noted that some schools reviewed were considerably further along in their development of MTSS than others. K-12, Star reading and math are used as universal screeners. Use of Star for frequent progress monitoring varies	The district will continue to review, revise and refine their MTSS process. **Timeline**: Ongoing **Progress Check:** January 2021 **<u>FOLLOW-UP FINDINGS</u>:**

		across schools and grades. Some schools had teaming structure and intervention schedules that would support robust practices for literacy and math interventions if utilized effectively. The district level RTI Implementation Team is building a universal integrated system of support across schools. The team began with the formatting of a common digital referral form that is linked to the Student Management System, Skyward. This form is the first step in identifying, monitoring, and tracking the referral process and subsequent RTI interventions for students receiving Tier II and Tier III services. The overarching criteria types for service include: Literacy, numeracy, social and emotional learning and mental health, and attendance. Criteria groups include: Reading foundational standards, language/writing standards, counseling and behavioral health services, ELA comprehension standards, mathematical standards and social and emotional learning standards. District diagnostic assessments are given three times a year to specific grade bands using a variety of tools. Primary grades use both Schoolpace and STAR, while middle and upper grades solely use STAR. The district seeks to expand the knowledge in diagnostic assessment suites and intends to have a consistent diagnostic tool K-12. Technical assistance documents are currently being prepared to aide in this transition and further align processes to requirements under ESSA. As Pawtucket operates Title-I School-wide Programs on all campuses, evidence driven supplemental resources are a priority to meet the needs of the learners. The RTI Implementation Team at the LEA level is comprised of various stakeholders seeking to align both academic and behavioral services offered. They also coordinate and leverages various grant funds to support integrated initiatives that drive student achievement by linking its actions to the school improvement goals for each school. **Elementary Level** Currently, RTI forms are being filled out by the referring teacher. This form is then forwarded to the principal and brought to the team that may include: Team leader, school psychologist, teacher and any other service providers. The team comes up with	

		interventions/strategies and revisits the progress after six weeks. This reoccurs at least over the course of three cycles before being referred to the special education office. Potter School is piloting the online RTI interface. At McCabe Elementary School students can earn “Curvin Cash” from teachers for being considerate and motivated. This can be cashed in every month for various rewards. At the monthly community meeting student of the month award is given, any student can be reorganized for a job well done, attendance, etc. At Curtis Elementary School Students can earn reward tickets that are then entered into various raffles for prizes. At Baldwin Elementary School, students receive “Baldwin Bucks”. Typical interventions include “Check in, Check Out”, using behavior charts, girls’ group and lunch bunches. There are several staff members providing behavioral support to students – two social emotional (SEL) facilitators, and two staff people from RI Alternative Academy as well as the school social worker. Much of the behavior ‘support’ appears to be reactive rather than proactive. SEL facilitators are to provide instruction in the Second Step curriculum within the classroom setting. One teacher reported they were only there one of four scheduled times because they were dealing with other student issues. There is a school-wide program through Boys Town with a specific skill emailed to teachers each week. There were some concerns that students ‘at risk’ or in need of intervention are placed in collaborative classrooms because there were already two teachers in the class. This may, at times, circumvent the formal RTI process as students participate in interventions in their classroom. It also raises concerns as the population of the classroom changes with fewer positive role models and more students at risk and needing intervention. Cunnigham Elementary School There are multiple school-wide practices focusing on SEL and positive student relations (positive calls home, student of the month, sensory walk, TV with pictures of students, ability to take breaks as needed, celebrate small achievements, social worker and SEL specialist at lunch and more). The culture of the school is warm and positive and behavior issues, while present, seem under control.	

		Middle Level Currently, RTI forms are being filled out by the referring teacher. This form is then forwarded to the principal and brought to the team that may include: Team Leader, school psychologist, teacher and any other service providers. The team comes up with interventions/strategies and revisits the progress after six weeks. This reoccurs at least over the course of three cycles before being referred to the special education office. Goff Middle School is piloting the online RTI interface. Slater Middle School has a behavior interventionist who is either in the hallway or classroom to respond to challenging behavior. The school has a focus room where students can have a quiet location for a period or a few periods when behavior is too disruptive. There is a sign in log to record which students by grade attend and whether they come down and do schoolwork or not. EK3 was assigned one period on the on-site review week with the note of “no work” during her time. Some teachers send meaningful work every 3 weeks in case it will be needed in the focus room and the behavior technician from Rhode Island Alternative Academy will also bring down work from the classes if available. Teachers have a rotating duty to cover the focus room. One young person was there due to a dress code violation. The focus room is not meant to be a full day in school suspension assignment. 2.5 social workers organize groups for targeted supports. A student resource officer is also available in the building. The school guidance counselling office has 2.5 staff. Staff frequently report discontinuation of initiatives such as MTSS and school-wide SEL mindfulness when grant money runs out. **High School** Currently, RTI forms are being filled out by the referring teacher. This form is then forwarded to the principal and brought to the team that may include: Team leader, school psychologist, teacher and any other service providers. The team comes up with interventions/strategies and revisits the progress after six weeks. This reoccurs at least over the course of three cycles before being referred to the special education office. At Shea High School MTSS is a work in progress and plan are underway to formalize elements this school year. As of the on-site review no RtI meetings had been held.	

		At Tolman High School there does not appear to be any structured programming, practices to support students with social, emotional or behavioral needs. Staff expressed concerns with the lack of structured programming. **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, interviews*	
Compliance a.)	7	**Preschool Continuum** The preschool program is located at Curtis, Fallon and Greene Elementary Schools. The district has ten four-year-old programs. The district has five three-year-old pre-kindergarten program. The district collects early childhood outcomes data on all children with IEPs as required by the federal Office of Special Education Programs. Teachers in the four-year-old program at Fallon and Greene collect and enter authentic assessment information into an on-line child portfolio. This assessment information is used to shape and individualize instruction and to demonstrate progress. The three and four-year-old programs use COS screenings. Preschool Continuum – Pawtucket School Department provides special education services to preschoolers within three district schools and throughout the community. Curtis School Curtis holds 10 half-day and 2 full day classes supporting (58) 3-year old students with IEPs. a.) The full-day classes are designed as special education integrated classrooms but are all *out of compliance* due to ratios of children with and without	a.) Preschool ratios will be in compliance with regulatory requirements **Timeline**: Immediately and Ongoing **Progress Check:** January 2021

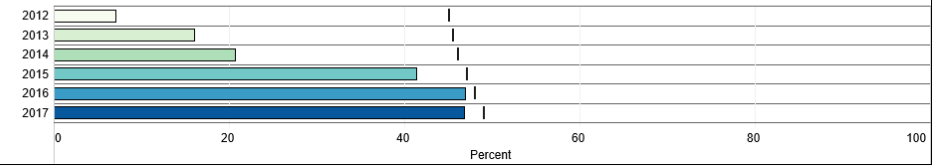
Result b.) Result c.) Compliance d.) and e.)		IEPs. Staff report difficulty filing non-IEP slots in these classes, potentially because they are only half-day. There is also an issue with attendance. b.) At Curtis one teacher reported a concern with staffing, noting that she did not have teaching assistant in her class for over a month. Evaluation Team members spoke to concerns around the registration process. Although some steps are in place, if the families do not return the required documentation and registrations remain incomplete, children cannon be entered into the school management platform, causing numerous work-arounds and at times, delayed IEPs. c.) Additionally, Evaluation Team members reported that eligibility and IEP meetings were almost always completed together and that placement decisions are made during the eligibility portion of the meeting and not at the completion of the IEP meeting. Therapists reported serving almost all children outside of the classroom due to high-caseloads, philosophical beliefs and lack of understanding of how children can be supported in class. d.)Their service hours appear to be standardized (3 year olds get 2 x a week for 20 minutes and full-day students receive 2 x a week for 30 minutes), with little individualization. Multiple staff members reported confusion as to who was in charge and didn't know who to go to when a problem arose. The school playground was an asphalt area with only hoola-hoops available for play. <u>Fallon Memorial School</u> Fallon holds 6 full-day special education integrated preschool classrooms serving 4-year olds. These classes support (42) children with IEPs and (56) children without IEPs. All classes meet the special education regulatory caps and ratios. The Assistant Principal has clear oversight of all preschool programs. She is well versed in early childhood and early childhood special education initiatives. Classroom were well stocked with toys and furniture and the playgroup equipment was plentiful.	**<u>FOLLOW-UP FINDINGS</u>:** **b.)** Administration will investigate the reported staffing concern and address as applicable. **Timeline**: Immediately and Ongoing **Progress Check:** January 2021 **<u>FOLLOW-UP FINDINGS</u>:** **c.)** Professional development on the distinction between evaluation team and IEP team will be provide to all preschool staff documentation to distinguish between the two meetings will be reviewed with all preschool staff. **Timeline**: Immediately and Ongoing **Progress Check:** January 2021 **<u>FOLLOW-UP FINDINGS</u>:** **d.) and e.)** Individualization of service hours appropriative to meet the individualized needs of the students will be reviewed with all preschool staff. Administration will facilitate a review of current service hours to see if they are standardized or individualized. **Timeline**: Immediately and Ongoing **Progress Check:** January 2021

		Speech therapists reported concerns with high caseloads of approximately 55 preschool students, serviced over 4 days per week. The 5th day was reported to be dedicated to ET/IEP meetings, as well as the completion of special education evaluations. e.) Almost all therapy services take place in classrooms, 2 times a week for 30 minutes. <u>State PreK at Fallon & Nathanael Greene</u> Fallon School and Nathanael Greene each house two State-funded PreK classes, supporting a total of 16 children with IEPs. Children receive their services embedded into their everyday classroom activities. <u>Community-Based EC Programs</u> Pawtucket supports 45 students with IEPs within community-based early childhood programs, including the students in the Head Start class at Baldwin School. The district should be commended for their continuous improvement efforts, working towards ensuring that all children have access to a high-quality early childhood education and the necessary specialized instruction to successfully participate. <u>Walk-in Speech</u>	**<u>FOLLOW-UP FINDINGS</u>:**
		47 preschoolers receive weekly walk-in speech services. **Indicator #6** 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 54.48%.	

		B. The percent of children aged 3-5 with IEPs attending a separate special education class, separate school or residential facility was11.19%. **State Performance Plan Indicator #7**	
		The district collects Child Outcomes Summary (COS) data on all children with IEPs as required by federal Office of Special Education Programs. Statement 1. Of the preschool children who entered the preschool program below age expectations, the percentage who substantially increased their rate of growth by time they turned 6 years of age or exited the program: ▪ Positive social-emotional skills (including social relationships); 65.5% ▪ Acquisition and use of knowledge and skills (including early language community and early literacy); 65.2% and ▪ Use of appropriate behaviors to meet their needs 69.5% Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they exited the program were: ▪ Positive social-emotional skills (including social relationships); 33.7% ▪ Acquisition and use of knowledge and skills (including early language community and early literacy); 38.5% and ▪ Use of appropriate behaviors to meet their needs 37.5% <u>Documentation</u>: Data Analysis; State Performance Plan	

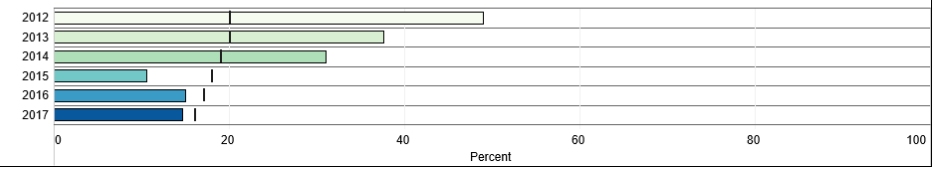
Indicator 6A: *Percent of children aged 3-5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.*

District: Pawtucket (black bars indicate State Target, goal is to be higher than state target)

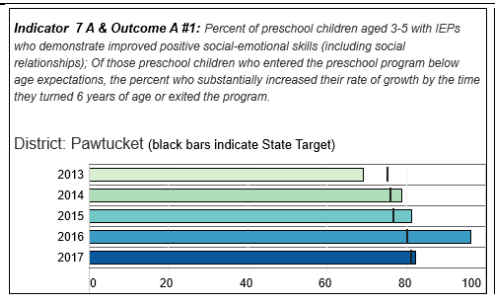
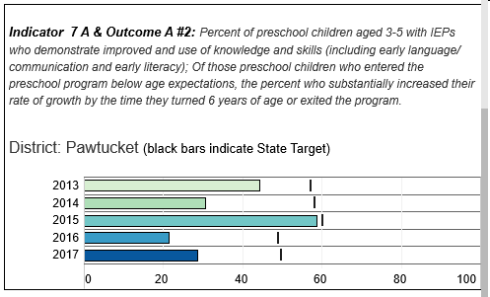
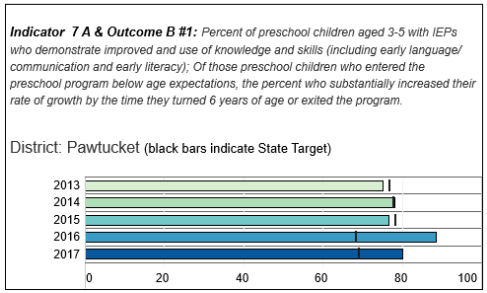
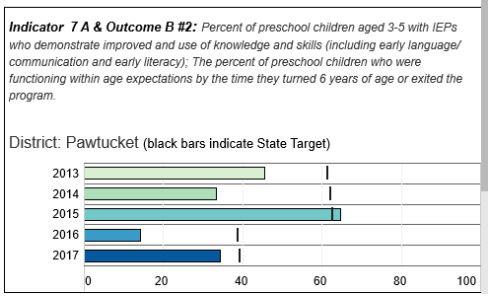
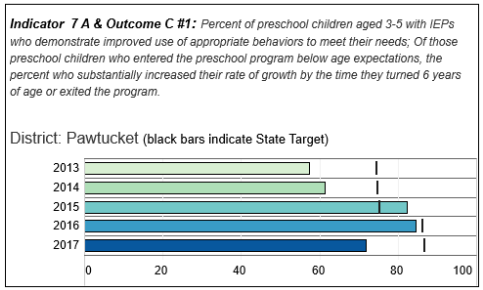
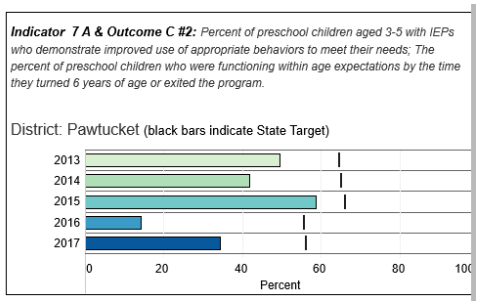


Indicator 6B: *Percent of children aged 3-5 with IEPs attending separate special education class, separate school or residential facility.*

District: Pawtucket (black bars indicate State Target, goal is to be lower than state target)



<u>Documentation</u>: Data Analysis; State Performance Plan

		     	
Result	8	**Program Continuum Elementary Level** There are 4379 students at the elementary level and approximately 723 have IEPs. The special education program continuum is as follows: -Most students with IEPs are serviced in the general education classroom or in intervention blocks by special educators. Several buildings have collaborative special education - general education co-taught classrooms to support students in less restrictive settings	

		-At all elementary schools, the schedule includes frequent common planning time with all special education teachers meeting with general education teachers. Many collaborative co-taught classes exist and provide more support than most inclusive settings where a special educator pushes in across 2-3 grade levels. The determination of co-taught classes are based on the student population for the school year and student level of service. All schools have access to at least one full time school social worker and part-time school psychologist to support social emotional learning (SEL). The schools that have SEL support are: Baldwin, Cunningham, Fallon and Jenks. All schools have a designated district special education team leader to oversee evaluation team meetings, IEP compliance, caseloads and support building administrators and case managers in supporting students with special needs in their buildings. Baldwin Elementary School has 31 classrooms. There are 5 classes of K-3 and 5. There are four grade 4 classrooms. Baldwin Elementary School has two specialized classrooms. One of the classrooms is designated for students in grades K-2 and is staffed by a special educator and a teacher assistant. The other classroom is designated for students in grades 3-5. It is staffed with a special educator, teacher assistant and two personal care attendants. Baldwin has six collaborative classrooms spanning kindergarten through grade 5. Baldwin also has a special education resource teacher to provide services to students who are not in collaborative settings. Baldwin is staffed with two behavior technicians to provide social emotional learning support to the entire building. Baldwin provides specialized services to three students with visual needs. In addition to the full-time school social worker, Baldwin has two social workers assigned to Social/Emotional needs. Cunningham Elementary School has 22 classrooms. There are four classrooms of grades K, 1, 3 and 4. There are three classrooms of grades 2 and 5. Cunningham Elementary School has six collaborative classrooms spanning kindergarten through grade 5. Cunningham provides specialized services to two students with visual needs. Each of these students has a personal care attendant assigned to them along with teachers of the visually impaired and orientation and mobility. In addition to the full-time school social worker, Cunningham has a social emotional learning specialist.	

		Curtis Elementary School has 21 classes in the building. There are two classes of every grade kindergarten through 5. There are three substantially separate classrooms. Two of the classes provide support for the students with intellectual disabilities/ /medically fragile students across the district. The other specialized classroom supports students with social/emotional learning needs in grades PK -1. This was based on the difficulty of the students not adjusting to the PK classes with a goal of gradually reintegrating students. Curtis has two special educators who provide support to students during the day across K-5 to meet the needs of the IEP within an inclusive setting. Curtis provides specialized services to three students with visual needs. Curtis is staffed with one behavior technician to provide social emotional learning support to the entire building. McCabe Elementary School has three specialized classrooms for students with moderate communication needs and a diagnosis of autism spectrum disorder. The grade levels are as follows: K-2, 1-3 and 3-5. The K-2 room is staffed by a special educator, two teacher assistants and one personal care attendant. The 1-3 classroom is staffed by a special educator two teacher assistants and two personal care attendants. The 3-5 classroom is staffed by a special educator and two teacher assistants. Curvin provides collaborative classroom settings in grades K, 3, 4, 5. There is one special educator to provide services across grades 1 and 2. Curvin is staffed with one behavior technician to provide SEL support to the entire building. Fallon Elementary School has two specialized classrooms. One of the classrooms is designated for students in grades K-2 and is staffed by a special educator and two teacher assistants. The other classroom is designated for students in grades 3-5. It is staffed with a special educator and teacher assistant. Fallon provides collaborative classroom settings in grades K, 1, and 5. There are two special education teachers to provide services in grades 2-4. In some elementary schools (Little, Greene and Curtis), it was reported they are not able to successfully support students with challenging behaviors. Fallon is staffed with one behavior technician to provide SEL support to the building. In addition to the full-	

		time school social worker, Fallon has a social worker assigned to social/emotional needs. Greene Elementary School has 19 classrooms, 3 of each grade level K-5. In each of these grade levels, 2 classrooms per grade are designated as dual language programs. Greene has one substantially separate classrooms of student's grades 3-5 with moderate to significant disabilities staffed by a special educator and teacher assistant. There are three special educators who provide support to students in grades K-5 in the inclusive setting. Greene is staffed with one behavior technician to provide SEL support to the entire building. Little Elementary School has 18 classes in the building, 3 of each grade level K-5. Little has three special educators who provide support to students during the day across K-5 to meet the needs of the IEP within an inclusive setting. Potter provides collaborative classroom settings in grades K, 2, and 5. There are two special educators to provide services across grades 1, 3 and 4. Varieur Elementary School has 19 classrooms. There are 3 classrooms for grades 1, 2 and 5. There are 2 classrooms for 3, 4, and 6. Varieur Elementary School has two specialized classrooms. Both classrooms are designated for students in grades 3-5 and are both staffed by a special educator and a teacher assistant. There are three special educators to provide special education services across grades K-6 in inclusive settings. Varieur is staffed with one behavior technician to provide SEL support to the entire building. Winters Elementary School has 18 classes in the building, 3 of each grade level K-5. Winters has four special educators who provide support to students during the day across K-5 to meet the needs of the IEP within an inclusive setting. Winters is staffed with one behavior technician to provide SEL support to the entire building. The following elementary schools are participating in Unified Sports through Special Olympics: Baldwin, Cunningham, Curtis, Curvin, Fallon, Potter, Varieur and Winters. Baldwin, Curvin and winters are also participating in the Best Buddies Program.	

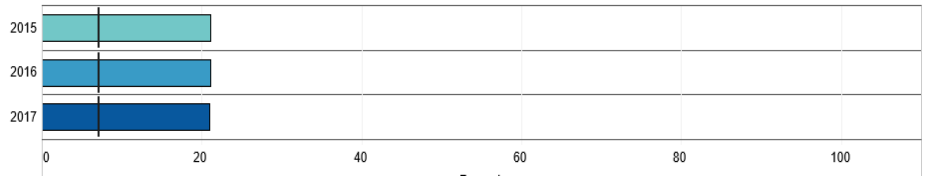
Result	9	**Program Continuum Middle Level** There are 674 students attending Joseph Jenks Middle School, 162 are students with IEPs'. The special education program continuum is as follows: At Jenks Middle School, there are two specialized small classrooms for students on Alternative Assessment with significant needs for grades 6,7 and 8. The class for students with moderate to significant needs contains 14 students. There is one special educator and one teacher assistant is assigned to the classroom. The class for students with intellectual disabilities contains 8 students and 4 teacher assistants. In addition, there are two specialized "traveling" small classrooms for students who have IEPs and were unsuccessful participating in large general education classes in the four core subjects due to SEL needs. One class services students in the 7th grade (13 students) and the other is for 8th grade (6 students). In both classes, there is a special educator present who travels with them for all core subjects and classes are co-taught with a general educator. The students travel to the general education teacher's classroom during the period the core subject is being taught. The students are integrated with other students for electives and are pulled individually or in group settings for service providers depending on services outlined in their IEPs. There are three large co-taught classroom, grade 6, grade 7 and grade 8. Students who are in need of greater support from a special educator, but are able to function in a large setting are scheduled in these settings. The remainder of students with IEPs are supported in co-taught ELA and Math only, with attendance in other core subjects without support from a special educator. All students receiving special education services participate in inclusive electives. Related services available at Jenks Middle School are physical therapy, speech/language, occupational therapy, social worker, school psychologist and social emotional learning specialists. A district special education evaluation team leader is assigned to this school who collaborates with the principal, Guidance, and educators, in addition to processing special education referrals, re-evaluations and completes education evaluations.	

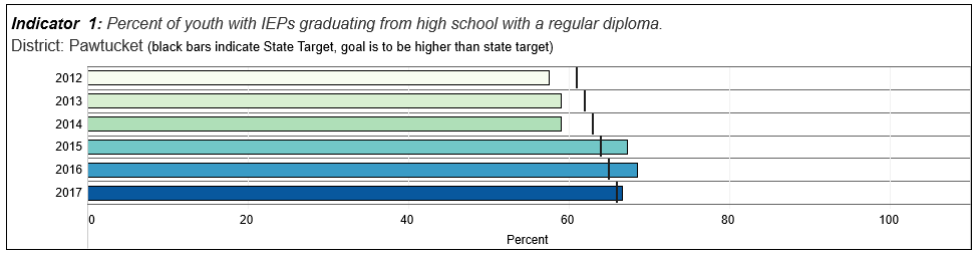
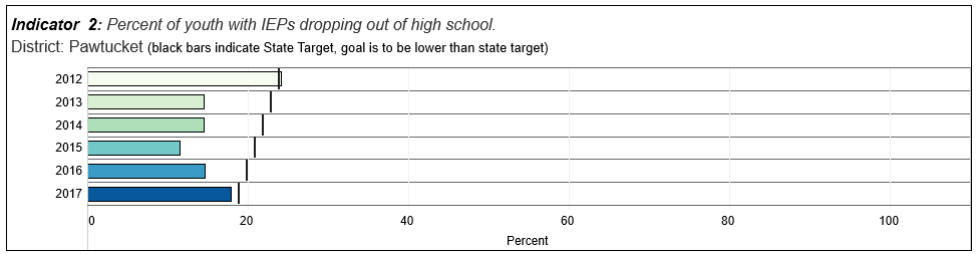
		There are 805 students attending Samuel Slater Middle School, 110 are students with IEPs'. The special education program continuum is as follows There is one specialized small class for students in grade 6 who have IEPs and were unsuccessful participating in large general education classes in the four core subjects. Some of these students have the opportunity to participate in large general education settings part-time for the four core subjects, while other students remain full-time for the four core subjects in the specialized class taught by a special educator. There are two large co-taught classrooms, grade 6, and grade 7. Students who are in need of greater support from a special educator but are able to function in a large setting are scheduled in these settings. The remainder of students with IEPs are supported in co-taught ELA and Math only, with attendance in other core subjects without support from a special educator. Students receiving special education services participate in all inclusive electives. Related services available at Slater Middle School are physical therapy, speech/language, occupational therapy, social worker, and a school psychologist. A district special education evaluation team leader is assigned to this school who collaborates with the principal, Guidance, and educators in addition to processing special education referrals, re-evaluations and completes education evaluations. An intervention period is available during specials/electives for special educators to provide small group services for students. Special educators use the time for re-teaching core content or extended time to complete core learning for groups of 11-15. Students still receive specials/electives, enrichment, physical education/health, and core classes within the 8 period 8-day rotation. High teacher absence and beginning of year teacher vacancies frequently interrupt access to core instruction. Multiple daily coverages were called by the office and one day three separate classes were collected in the cafeteria by an administrator since no coverage teachers were available. There are 718 students attending Lyman B. Goff Middle School, 100 are students with IEPs'. The special education program continuum is as follows: There are two specialized small classrooms for students who have IEPs and were unsuccessful participating in large general education classes in the four core subjects. One classroom services students in the 6th grade and the other is for 7/8th grade. The	

		6th grade classroom is taught by a special educator and the 7/8th grade specialized class is co-taught by a special educator and a general educator both for the four core subjects. There are three large co-taught classrooms, grade 6, grade 7 and grade 8. Students who are in need of greater support from a special educator but are able to function in a large setting are scheduled in these settings. The remainder of students with IEPs are supported in co-taught ELA and math. Other subject areas do not have co-taught support. All of the students receiving special education services participate in all inclusive electives. Related services available at Jenks Middle School are physical therapy, speech/Language, occupational therapy, social workers, and a school psychologist. A district special education evaluation team leader is assigned to this school who collaborates with the principal, Guidance, and educators, in addition to processing special education referrals, re-evaluations and completes education evaluations. *Documentation: Data Analysis; Interviews; Observations*	
Result	10	**Program Continuum High School Level** At Tolman High School there are approximately 968 and 182 have IEPs. The program continuum is as follows: 1) Two specialized classes for students qualifying for alternate assessment for core subjects with an additional vocational class and computer class. These students attend itinerant subjects with general education students and participate in the Community/Work program. 2) Specialized small sized classroom for students who do not qualify for alternate assessment but have difficulty in larger class settings. Subjects in the small setting include 9/10 world literature, 11/12 public speaking/creative writing, 9/10 biology, 11/12 applied chemistry, 9/10 American government and civics, and 9-12 Topics in mathematics with a general educator and a special educator. 3) All other students with IEPs are scheduled in the general education setting where credits are needed for these students. Special educators are assigned in the classes	

		where support/specialized instruction is needed in accordance with their IEPs. These students also have scheduled intervention blocks available to them, taught by special educators. At Shea High School there are approximately 891 and 129 have IEPs. The program continuum is as follows: Specialized class for students qualifying for alternate assessment for core subjects with an additional Vocational Class. These students attend itinerant subjects with general education students. Specialized small sized class setting for students who do not qualify for Alternate Assessment but have difficulty in larger class settings. Subjects in the small setting include math, ELA social studies. All other students with IEPs are scheduled in general education classes. Special educators are assigned in the classes where support/specialized instruction is needed in accordance with their IEPs. These students also have scheduled Intervention blocks available to them taught by special educators. Diploma Plus is a program that targets students who need a later start time and different environment to work on credit recovery. It is from 9-1 every day with individualized supports as applicable There is a focus room where students can be assigned to regroup and reflect. It is manned by rotating teachers as a duty. Students who need special education services can access them accordingly. *Documentation: Data Analysis; Interviews; Observation*	
Result	11	**Adaptive Physical Education (APE)** The district has one adaptive physical education teacher who travels throughout the district to service students requiring APE services in accordance with their IEP. The teacher travels to: Baldwin, Cunningham, Curtis, Curvin, Fallon, Greene, Varieur, Winters, Goff, Jenks, Slater, Shea. Students requiring these services at Tolman	Tolman High School will align the students IEP to the designated services. **Timeline**: Immediately and ongoing

		receive services with the physical education teacher at that school who is certified in APE. Currently, the district APE teacher services 48 students across all of these schools. She participates in their annual IEP and evaluation team meetings. She consults with the physical education teachers, occupational therapists, physical therapists and any other service providers working with the student. Sessions take place in individual, small group or within the general physical education class. Assessments are completed and reviewed by the APE teacher at evaluation team meetings. *Documentation: Data Analysis; Interviews; Observation*	**Progress Check:** January 2020 **FOLLOW-UP FINDINGS:**
Result	12	**Extended School Year (ESY)** The ESY program runs for 5 weeks in the summer to service students who qualify for that program. The programs are housed at Curtis, Curvin, Varieur and Tolman. During the 2019 ESY program, 208 students qualified for services. Students receive services in academics, behavior, physical therapy, occupational therapy, and speech and language with qualifying data. The programs are staffed with special education teachers, teacher assistants, PCAs, 1:1s, CNAs and behavior techs as appropriate to their IEPs. Preschool personnel reported a clear and seamless system for requesting ESY services. Some therapists report that students are only recommended for summer services if classroom-based services are needed. Documentation: Data Analysis; Interviews	
Result	13	**Local Special Education Advisory Committee (LAC)** Pawtucket School Department has an active special education advisory committee (SEAC) parent group meetings 4 times per year at the Jenks Middle School Media Center. This school year's scheduled dates are as follows: 1) Tuesday, September 24, 2019: Topic - Special Education Open House. Informational booths were available which included RIPIN, emergency management, pre-school, related service providers, special educators and the	

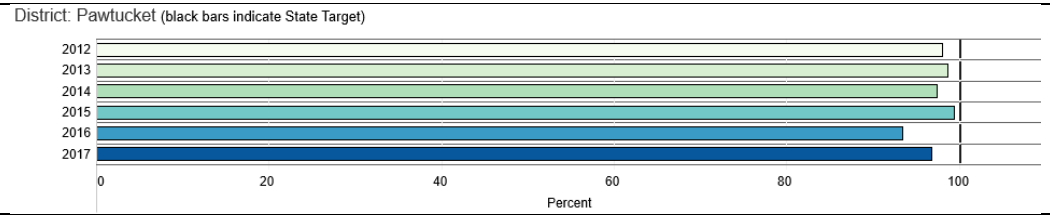
		Transition Program 2) Tuesday, October 22, 2019: Topic TBA 3) Tuesday, March 24, 2020: Topic TBA 4) Tuesday, April 28, 2020: Topic TBA The district posts the meetings and topics on the Website and follow-up with a Robo call to encourage parent participation. SEAC brochures are also distributed at all special education evaluation team and IEP meetings and elementary PTO meetings. Attendance is a mix of teachers and parents; attendance at meeting range from 6-20 people. The SEAC Leaders continue to focus on increased committee membership. *<u>Documentation</u>: Data Analysis; Interviews; Observation*	
Result	14	**School Efforts to Partner with Parents (State Performance Plan Indicator #8)** Pawtucket School Department's rate of parent participation in the annual Special Education Statewide Parent Survey (2018-2019) is 15% parents whose children have IEPs. Of parents with a child receiving special education services who participated in the last survey, the percent that reported that their school's efforts to involve parents as a means of improving services and results for children with disabilities are at or above the state standard is 29%. *<u>Documentation</u>: Data Analysis; State Performance Plan* ***Indicator 8:*** *Percent of parents with a child receiving special education services who report that school facilitated parent involvement as a means of improving services and results for children with disabilities.* District: Barrington (black bars indicate State Target, goal is to be above state target) 	

Result	16	**Drop Out / Graduation Rate (State Performance Plan Indicator #1 and #2)** The Pawtucket Public Schools graduation rate is 82.2% for all students and 66.7% for students with disabilities. These rates approximate the state average rates of 84.12% for all students and 62.98% for students with disabilities. The Pawtucket Public Schools dropout rate is 9.6% for all students and 17.9% for students with disabilities. These rates approximate the state average rates of 7.42% for all students and 13.47% for students with disabilities. *Documentation: Data Analysis; State Performance Plan*  	**FOLLOW-UP FINDINGS:**

2. EVALUATION / INDIVIDUAL EDUCATION PROGRAM (IEP)

Indicator		Findings	Support Plan
Result/ Compliance	1	Records of approximately 26 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:	Assurances will be provided to the Rhode Island Department of Education, Office of Student, Community and Academic Supports, that

		-Specific learning disabilities identification not consistently adhered to per State regulatory requirements. See also item #5 in this section. -Random IEP items were not completed -Measurability not consistent for all goals and/or objectives. *(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)* *<u>Documentation</u>: Data Analysis; Interviews; Observation*	compliance issues are addressed and rectified. This Support Plan is applicable for all compliance findings in this section. **Timeline**: Immediately and ongoing **Progress Check:** January 2021 **<u>FOLLOW-UP FINDINGS</u>:**
Result	2	**Child Outreach** The Child Outreach Coordinator is responsible for meaning Pawtucket's screening program. She maintains the CO data in KIDSNET, compiles reports as needed, oversees staff training and develops and implements program improvements. The CO Coordinator attends bi-monthly CO state meetings. Pawtucket does not have a Head Screener but has 3 screeners, one of whom is bilingual. The state aims to screen all children 3-5 annually, prior to kindergarten. In 2017-2018, the district screened the following percentages of children: ● 3 year olds: 12,51% ● 4 year olds: 38.18% ● 5 year olds: 57,58% *<u>Documentation</u>: State Performance Plan; Data Interviews*	
Result	3	**Child Find (State Performance Plan Indicator #11)** Pawtucket Public Schools for the 2016-2017 year was at 100% compliance for meeting evaluation timelines for initial referrals. As of 10/29/19 to Pawtucket Public Schools was thus far at 100% compliance for meeting evaluation timelines for initial referrals for the 2015-2016 school year. *<u>Documentation</u>: State Performance Plan Data*	

			
Result	4	**Student Accommodations and Modifications** Throughout the district special educators completed a Supplementary Aids and Services/Program Modifications page of the student's IEP that is then shared with the general education teachers via an electronic database. In some cases, per the discretion of the case manager, in some instances, case managers print a copy of this IEP page and hand deliver it to general educators and ask they sign they received the document. All student accommodations and modifications are outlined in the student's IEP. All teachers who provide students with direct instruction have access to the student's IEP electronically in the district information data system Skyward. Skyward software generates an Access Log documenting anyone who views or edits the document. Special educators ensure all necessary faculty have access to the IEP and are informed to view the IEP/Accommodations and Modification. It is also the special educator/case manager's responsibility to ensure all accommodations and modifications are followed by all teachers. *Documentation: Data Analysis; Interviews; Document Reviews*	
Result / Compliance	5	**Specific Learning Disabilities Determination (SLD)** (see also Item #1 in this section) Special education teachers were unclear about the overall process, procedures and protocols for identifying and reevaluating students with specific learning disabilities and it is unclear if the information contained in the forms was part of comprehensive evaluation process. While the "forms" were completed they frequently appear to be completed in isolation with staff not understanding why they were done or if they were done. K-12, Star reading, and math are used as universal screeners. Use of Star for frequent progress monitoring varies across schools and grades. Some schools had teaming structure and intervention schedules that would support robust practices for literacy and math interventions if utilized effectively. Some schools with high need have no reading specialist or literacy teachers to implement Tier 2 and 3 reading interventions. (See also record review findings; item #1 in this Section, MTSS and disproportionality findings in Section 1 of this report).	The district will provide professional development in the SLD determination process for both initial and reevaluations. **Timeline**: Immediately and ongoing **Progress Check:** December 2020 **FOLLOW-UP FINDINGS:**

<table>
<tr>
<td></td>
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<td>Each school in the district has an assigned district special education evaluation team leader who coordinates all referrals to special education and chairs the special education evaluation team. The evaluation team, which includes a special educator, general educator, English Learner (EL) representative if student has EL concerns, LEA, Team leader, appropriate related services providers and school psychologist, reviews all pertinent data regarding the specific student. Discipline records, absent and tardy reports, all or any RTI assessments, results of progress monitoring (example, STAR in ELA and Math) and classroom performance. The team then determines what formal evaluations are needed to determine whether a student qualifies for special education services under SLD.

Once assessments are completed, an LD/ identification form is completed documenting all achievement and assessment data from multiple sources. Once multiple sources of data are reviewed by the team, exclusionary factors are reviewed and the team makes a decision on whether the student qualifies as a student with a learning disability.

<u>Documentation</u>: Interviews; Record Reviews</td>
<td></td>
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<tr>
<td>Result</td>
<td>6</td>
<td>Due Process Information (State Performance Plan Indicators)

Over the past three years Pawtucket has had the following complaints, mediations or hearings.

<u>COMPLAINTS</u>
<u>FY 2016-2017</u>
<u># of Complaints</u>: 2 complaints during this period
<table>
<tr><th></th><th>ISSUE(S)</th><th>RESULT</th></tr>
<tr><td>Complaint 1</td><td>Transportation</td><td>Non-compliance</td></tr>
<tr><td>Complaint 2</td><td>Transportation</td><td>Non-compliance</td></tr>
</table></td>
<td>RIDE due process personnel mandate compliance follow up. All items are resolved and closed</td>
</tr>
</table>

FY 2017-2018
# of Complaints: 3 complaints during this period

	ISSUE(S)	RESULT
Complaint 1	Transportation, one-to-one aid and placement	Not a valid Complaint
Complaint 2	Chrome Book missing and Alternative Placement	Not a valid Complaint
Complaint 3	Evaluation	Non-compliance / in-compliance

FY 2018-2019
# of Complaints: No complaints during this period

MEDIATIONS

FY 2016-2017
# of Mediations: 1 mediation during this period

	ISSUE(S)	RESULT
Mediation 1	Transportation	Declined (by District)

FY 2017-2018
# of Mediations: 1 mediation during this period

	ISSUE(S)	RESULT
Mediation 1	Eligibility	Declined (by District)

FY 2018-2019
# of Mediations: 2 mediations during this period

	ISSUE(S)	RESULT
Mediation 1	Continuation of service of one to one behavior therapist / communication / BCBA	Partial Agreement
Mediation 2	Eligibility	Agreement

HEARINGS

FY 2016-2017
# of Hearings: No hearings during this period

FY 2017-2018
# of Hearings: No hearings during this period

FY 2018-2019

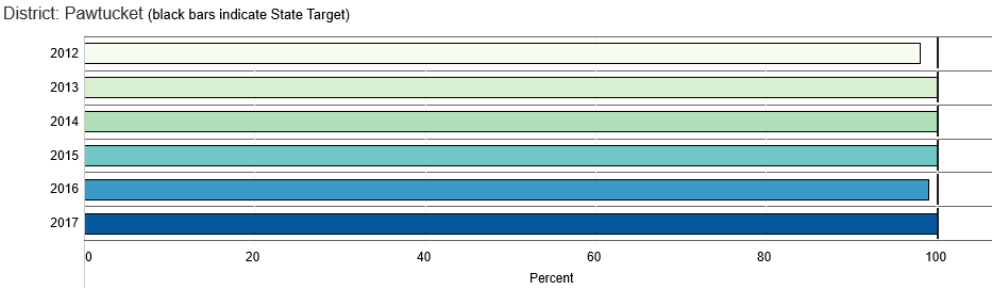
		<u># of Hearings</u>: 3 hearings during this period [illegible]

	ISSUE(S)	FINDING(S)
Hearing 1	"Stay Put" Placement	Withdrawn
Hearing 2	"Stay "Put" Placement	Withdrawn
Hearing 3	FAPE/IEP Services	Dismissed

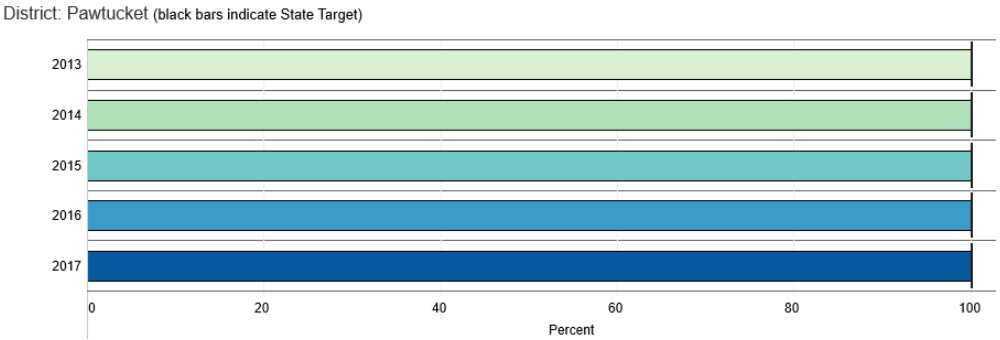
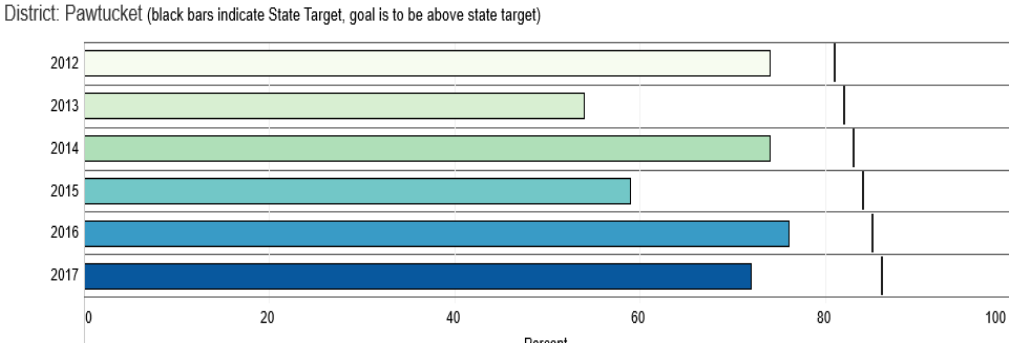
<u>Documentation</u>: Data Analysis, RIDE, Due Process Data Base

3. IDEA TRANSITION

Indicator		Findings	Support Plan
Result	1	**Part C to Part B Transition (Indicator #12)** The District manages the transition of children from Part C Early Intervention (EI) to preschool special education. A database of all EL referrals is maintained, and upcoming birthdates are monitored to ensure that meetings are scheduled in a timely manner. Last year's consolidated resource plan (CRP) indicated that the district reported 100% compliance with 87 children referred from Early Intervention and found eligible for preschool special education had IEPs developed and implanted by their 3rd birthday. Children are referred to team just prior to 30 months. The social worker contacts the EI program and schedule the EI transition meeting. Although these EI transition meetings are intended to take place in the family's home, the social worker reports that most of	

		them take place in school, only going to the home upon parent request. She reported that she wasn't aware of state guidance relative to the location. The social worker reports that during the meeting, she explains the referral process and registration process and schedules the referral meeting. She also arranges for cabs, interpreters, and the hearing screeners. The social worker reported a significant program with use of cabs and families frequently don't get picked up as requests need to be sent multiple times. *<u>Documentation</u>: Data Analysis; Interviews; State Performance Plan*  	
Result	2	**IDEA Transition Planning at the Middle Level** Teachers at the middle school level have been trained in the transition assessments, career development plans, and person-centered planning. During the 2018-2019 school year each middle school held a transition day where all students with an IEP participated in "Getting to Know Your IEP" and completing transition assessments. During the 2019-2020 school year, Transition Days will be held at each of the 3 middle schools. There will be guest speakers to understand self-determination and self-advocacy. There will also be a pilot program taking part in all three middle schools specifically for 14+. This will be targeting the students who most likely would benefit but not qualify for adult services. It will focus on career research, talk about strengths and realize weaknesses. 150 licenses have been secured for virtual job shadowing and staff are looking forward to having students participate in the virtual job shadowing. *<u>Documentation</u>: Data Analysis; Interviews; Record Reviews*	
Result	3	**IDEA Transition Planning at the High School Level** High school students with IEPs are being exposed to job tours in many career fields based on their current career development plans and person-centered planning. The Pawtucket School Department hired an employment specialist to assist with securing work sites and work experience trials for students at both high schools and the	

		transition program. Pawtucket is also in the process of creating a scope and sequence for assessments and topics covered throughout high school. Transition Night was held during the 2018-2019 school year and will be held again during the 2019-2020 school year. The employment specialist is supporting students with mild/moderate needs at Tolman for Career Exploration Tours. Ongoing communication and collaboration amongst the employment specialist and Tollman staff will assist in continuing to support the development of integrated work trial sites for students covered under the consent decree. The LEA has provided job coach training to all teacher assistants that support students out in the community at Tolman. These teacher assistants have as job coach certification. Staff have recently attended the Introduction to State Services meeting, which provides general, and referral information about the Division of Development Disabilities (DDD) and Office of Rehabilitation. *Documentation: Data Analysis; Interviews; Record Reviews*	
Result	4	The **Department of Behavioral Healthcare, Developmental Disabilities & Hospitals (BHDDH)** and the **Office of Rehabilitative Services (ORS)** At the high school the case manager is the point for referrals to the Office of Rehabilitative Services (ORS) and to the Department of Behavioral Healthcare, Developmental Disabilities & Hospitals (BHDDH). All students included in the Department of Justice decree in both high schools invite ORS and BHDDH to their IEP meetings. RIPIN has provided BHDDH information to students in the event BHDDH cannot be in attendance. The case manager assists students in all invites to their MAPS, career development plans and IEP meetings. *Documentation: Interviews; Document Review*	
Result	5	**Summary of Performance (SOP)** A Summary of Performance is complete is facilitated by the case managers for all graduates who had IEP *Documentation: Interviews; Document Revie*	
Result	6	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 Pawtucket Public Schools are 100% compliant with the requirements. **(State Performance Plan Indicator #13)**	

		<u>Documentation</u>: Interviews; Document Review  	
Result	7	45% 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 79% **(State Performance Plan Indicator #14)** *<u>Documentation</u>: Interviews; Document Review*