



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

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**School Support System Report and Support Plan**

**PAUL CUFFEE SCHOOL  
February 2018**

## **SCHOOL SUPPORT SYSTEM**

### **A Collaborative System of Focused Monitoring**

#### **Introduction**

The purpose of the School Support System (SSS) is to provide a means of accountability for delivery of programs and services for students with exceptionalities. The School Support System model is designed to promote the involvement of the whole school district, general educators as well as special educators and parents. It is designed to learn if the district meets the regulations and what effects programs and services have on student outcomes. Finally, the SSS develops a school support plan for training and technical assistance.

To accomplish this the SSS includes these components:

- **The Orientation Meeting:** The Rhode Island Department of Education (RIDE) staff meets the Local Education Agency (LEA) to plan the site review and identify issues or initiatives that may influence programs or service delivery.
- **Data Analysis Meeting:** The RIDE staff meets to review LEA demographic information on selected reports including: the state performance plan, census information, and information collected through record review, staff questionnaires and parent interviews. To ensure that the child is at the center of the study, all analyses begin with the child. Thus, a sample of approximately 30 students with exceptionalities is selected; the records of these students are reviewed; their parents, teachers and related service providers are interviewed, and their classrooms are observed. The result is an in-depth, unified examination of the actual provision of programs and services for students with exceptionalities. The RIDE staff compiles a preliminary summary of their analyses of this data.
- **Presentation by the LEA and School Site Review:** The on-site review begins with a presentation of programs by teachers and staff. The presentation provides the review team with general and specific information on delivery of programs and services to students. Following this presentation, on-site reviews to all schools are made. The team members interview school administrators and teaching staff. Parents and central office staff are also interviewed. The team gathers sufficient information and works with the LEA personnel to generate a report, covering the following:
  - The district's compliance with the state and federal regulations, relative to the education of students with exceptionalities.
  - The quality and effectiveness of programs and services provided by the district.
  - The need for professional development and technical assistance that will enable the LEA to improve programs and services.
- **The Support Plan:** The Ride team, LEA central office and building administrators meet to review the data and complete a report of results. The group designs a professional development/technical assistance support plan with timelines for implementation. This plan enables the school and district to correct areas of non-compliance and to strengthen promising programs and correct areas of weakness in order to improve services and programs for all students.
- **The SSS Report:** The report summarizes the findings from the various data sources. The format of the report uses four divisions: Indicators, Findings, Documentation, and Support Plan. Indicators describe either performance or compliance. Findings can include a variety of some six categories, from School Improvement to Free Appropriate Public Education in the Least Restrictive Environment. The documentation section of the report distinguishes the source of the finding. The support plan reflects the response to the described findings. The support plan describes the corrective action by the district as well as resources and time lines to improve programs and services.

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**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, 2016 – June 30, 2017 State Performance Plan information on Paul Cuffee Charter School Placement is as follows:</p> <p>The percentage of students educated 80 to 100% of the time in general education settings is 79% (RI District Average is 71.15%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 0% (RI District Average is 11.88%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 0.7% (RI District Average is 5.42%)</p> <p><i>Documentation: Data Analysis State Performance Plan</i></p>	
Result	2	<p><b>Participation and performance of children with IEPs on statewide assessments (State performance Plan Indicator #3):</b></p> <ul style="list-style-type: none"> <li>A. The district (disability subgroup that meets the State’s minimum “n” size) did meet the state’s AYP targets for the disability subgroup.</li> <li>B. Participation rate for children with IEPs 94.12%</li> <li>C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievements standards 21.88% [Note: State has individual grade and content area targets (53.6%). State target is average target across grades and content areas. District</li> </ul>	

		<p>target is average percent of students proficient across content areas (53.6%).]</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	
Result	3	<p><b>Multi-Tiered System of Support (MTSS) Response to Intervention (RTI)/Academics</b></p> <p><b>Elementary Level</b></p> <p>Tier 1 provides core instruction to all students: Foundations, Reading Workshop, Eureka Math, and GEMSnet science. Teachers differentiate within classrooms based on student needs. Students are identified for Tiers 2 &amp; 3 based on reading &amp; math screening assessments (AimswestPlus) administered 3 times a year, Fountas &amp; Pinnell is administered twice a year, and ADDvantage diagnostic math assessment is administered as needed. Literacy RTI team and Math RTI teams meet three times a year for all students identified by screening tools and more frequently as requested by teachers. The teams are composed of principal, literacy and/or math specialist, classroom teacher, and other specialists who service that child. The team reviews and records assessment and classroom data and creates a Personal Literacy Plan or Personal Mathematics Plan for each student which includes current data, goals, interventions and progress monitoring. The plan is reviewed and revised at each RTI cycle, more frequently as needed.</p> <p><b>Middle Level</b></p> <p>Tier 1 provides core instruction to all students: Reading and Writing Workshop, school-developed curriculum in math, and GEMSnet/FOSS curriculum in science. Teachers differentiate substantially within classrooms based on student needs.</p> <p>Students are identified for Tiers 2 &amp; 3 based in part on regular reading and math screening assessments (STAR) administered 3 times a year, Students identified as below proficient may take additional diagnostic assessment (for</p>	

		<p>example Fountas &amp; Pinnell, QRI-6, Key Math Assessment). Students can also be referred to the RTI team by teachers.</p> <p>Teams are composed of principal, literacy and/or math specialist, all core class teachers, social worker, and other specialists who service that child. The team reviews and records assessment and classroom data and creates a plan for each student which includes current data, goals, interventions and progress monitoring. The plan is reviewed and revised in a 6-to-8 week cycle.</p> <p>In addition to classroom supports and accommodations, many students are placed in specific small-group interventions including Math Advantage, Leveled Literacy Intervention, Wilson Reading and Lexia. These classes generally meet four times per week for 60 minutes.</p> <p><b>High School Level</b></p> <p>Tier 1 supports include core instruction in all areas. Science, English and history curriculum is teacher and department created, and it is aligned to the common core and/or NGSS standards. Evidence-based argumentation is a key instructional strategy that is implemented across content areas and disciplines. The math department uses the College Prep math curriculum for Algebra I, geometry, and Algebra II. All students have access to No Red Ink, an online program that supports both writing and grammar. Also, all students take an enrichment and remediation course called SEAS, which helps to build a variety of academic skills and habits that support learning.</p> <p>All students are screened using the STAR assessment, which is administered at least three times per year. Furthermore, the school has a school-wide writing exam that happens three times per a year. The data from these assessments is used to determine whether students need additional supports. Other reading assessments, like Reading Inventory can be used to further assess reading abilities. The school also uses coursework grades and other assessments, like the PSAT, as additional data points (when needed).</p> <p>A group of staff, including department chairs, grade level teachers, administrators, and other support staff will determine if students are in need of additional intervention. The team reviews and records assessment and</p>	
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classroom data and creates a plan for each student which includes current data, goals, interventions and progress monitoring. The plan is reviewed and revised in a 6-to-8 week cycle.

In addition to classroom supports and accommodations, many students are placed in specific small-group interventions

- Enrollment in support courses. For students struggling in literacy, students take a course that uses the READ 180 program. For students struggling in math, students are enrolled in a math foundations course that uses Khan Academy with teacher support to enhance learning. Both interventions take on a blended learning approach.
- Access to online reading materials through Learning Ally.

*Documentation: Data Analysis; State Performance Plan*

Result

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

Black	LD				
	2012	2013	2014	2015	2016
Students with Disability	19	21	23	22	25
Total Students	162	174	168	173	163
District Risk	11.73	12.07	13.69	12.72	15.34
District Risk Ratio	3.4	3.5	4.2	3.7	4.5

Black	S&L				
	2012	2013	2014	2015	2016
Students with Disability	N/A	12	12	12	3
Total Students	162	174	168	173	163
District Risk	N/A	6.90	7.14	6.94	N/A
District Risk Ratio	N/A	4.4	4.8	4.4	N/A



Black	ADR			2015	2016
	2012	2013	2014		
Students with Disability	38	48	46	44	37
Total Students	162	174	168	173	163
District Risk	23.46	27.59	27.38	25.43	22.70
District Risk Ratio	2.8	3.3	3.4	2.9	2.7

Hispanic	LD			2015	2016
	2012	2013	2014		
Students with Disability	30	44	55	49	51
Total Students	406	475	477	485	487
District Risk	7.39	9.26	11.53	10.10	10.47
District Risk Ratio	2.2	2.7	3.5	2.9	3.1

A review of policies, procedures, and practices conducted, including individual student case reviews, found no disproportionate representation due to inappropriate identification practices.

*Documentation: Data Analysis; State Performance Plan*

Result

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**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 Paul Cuffee Charter 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.

		<i>Documentation: Data Analysis; State Performance Plan</i>	
Result	6	<p><b>Multi-tiered System of Support (MTSS)/Social Emotional Supports/Social Emotional Resources/Positive Behavioral Supports</b></p> <p><b>Elementary Level</b></p> <p>Tier 1 social emotional supports are provided to all students: Responsive Classroom (K - 5) and Positive Behavioral Interventions and Supports Primary Prevention including common practices and expectations across K - 5. The social worker and school psychologist supports students in classrooms as well. Paul Cuffee provides coaching and strategies to support staff with classroom management. The school has a number of positive behavior support strategies as well: Bright Spots weekly awards, Head of School's list, attendance award, acknowledgements at Monday Morning Meeting and Town Meetings, pop up parties, and classroom positive supports. Students are identified for Tier 2 &amp; 3 through teacher referral to the SEST (Social Emotional Support Team) or via screening of the school's office referral data (SWIS system). The Social Emotional Support Team is composed of the principal, positive behavior support teaching partner, classroom teacher, social worker, art teacher, and other specialists, with consultation from a BCBA. The SEST meets weekly and more frequently as requested by the teacher. The SEST creates a set of interventions or plan for each student and meets every 6 weeks (or more frequently) to review data and adjust the plan. The team also provides coaching support to staff. For some students in Tier 2, individualized and positively oriented behavior plans and feedback systems are created and supported, and for students in Tier 3 additional crisis response plans are supported. For a few students in Tier 3 a paraprofessional staff is assigned.</p> <p><b>Middle Level</b></p> <p>Tier 1 social-emotional supports are provided to all students: Developmental Designs is used as the schools approach; this includes a daily 20-minute advisory, a weekly 45-minute Wellness class, and a number of relationship/culture building strategies that are incorporated into all classes. The school's philosophy has long been that that S.E.L. should be</p>	

		<p>embedded throughout the day. All staff is trained in Developmental Designs upon hiring (week-long workshop during the summer). When problem behaviors arise, advisors will first problem-solve with students by using the social-conference planning template. Advisors will often involve parents at this stage.</p> <p>Students are identified for Tier 2 and 3 through teacher referral to the SEST (Social Emotional Support Team) or via screening of the school's office referral data (SWIS system). The Social Emotional Support Team is composed of the principal, Dean, social worker, teaching partner, core teachers, and at times other specialists. The SEST will provide an Individualized Positively Oriented Behavior Intervention Plan, which includes supports, accommodations, crisis response plans, and parent-involvement plans. Some specific interventions include Check-In/Check-Out, behavior contract/reward systems, mentoring relationships, modified schedules, special seating arrangements, sensory diets, frequent check-ins, planned ignoring, and 1:1 pairing.</p> <p><b>High School</b></p> <p>At the Upper School, Tier 1 supports are provided to all students. All students are enrolled in an advisory course that supports social emotional learning. The course is based on the Developmental Designs framework. Staff receive Developmental Designs training. Furthermore, the Upper School incorporated positive behavior interventions in a number of ways: providing whole-school acknowledgements at the weekly school meeting, awarding "Turtle Points" when students meet the school's expectations, and acknowledging students for grades, community membership and attendance through the Head of School List, Scholar's List, and regular attendance awards. Furthermore, at the end of each quarter, the school hosts a school-wide awards show.</p> <p>Paul Cuffee school also has a "Behavior Back-Up" team which includes the Dean of Students, Student Success Manager, social worker and two teaching partners who support staff and students with behavioral expectations.</p> <p>Students are identified for Tier 2 and 3 through staff referral to the Behavior Back-Up team. The Behavior Back-Up will provide an Individualized</p>	
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		<p>Positively Oriented Behavior Intervention Plan, which includes supports, accommodations, crisis response plans, and parent-involvement plans. Some specific interventions include behavior contract/reward systems, mentoring relationships, modified schedules, special seating arrangements, sensory diets, frequent check-ins, check-in and check-out and planned ignoring.</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. The School determines appropriateness for suspension from school based on the administrator's belief that a student is a danger to self or others.</p>	
Result	7	<p><b>Preschool Continuum</b></p> <p>Paul Cuffee School does not have a preschool program so early childhood indicators are not applicable.</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	
Result	8	<p><b>Program Continuum Elementary Level</b></p> <p>There are 364 students at the elementary level and 52 have IEPs. The special education program continuum is as follows:</p> <p>Lower school has an inclusion continuum. Curriculum is differentiated based on students' needs. In addition, Paul Cuffee has one student on the alternate assessment and one student on an out of district placement.</p> <p>Special education services are provided by three professional teaching staff through a combination of in-class support and pull-out services (for example, Wilson reading).</p> <p>Each kindergarten and first grade class of 20 students are supported by a full-time general education teacher and paraprofessional. Each grade 2-5</p>	

		<p>classroom of 20 students are supported by a full-time general education teacher, and one paraprofessional supports each grade level.</p> <p>Five students are supported by paraprofessional staff- two are in a 1:1 capacity and 3 are provided significant access to paraprofessional support.</p> <p>A full-time social worker supports the Lower School, and a full-time psychologist supports the three school campuses.</p> <p>A full-time speech and language pathologist, part-time occupational therapist, and part-time physical therapist support students across the Lower School.</p> <p><i>Documentation: Data Analysis; Interviews; Observation</i></p>	
Result	9	<p><b>Program Continuum Middle Level</b></p> <p>There are 189 students attending the Middle School, 38 are students with IEPs. The special education program continuum is as follows:</p> <p>At the middle school, a full-inclusion model is used. There is one special educator associated with each grade level (three grades, three teachers). Students are grouped heterogeneously with the general population. Students have three core classes (science, math, humanities) with the general education teacher and receive in-class support determined by their IEP goals and required class support hours. Students are given work modified at their appropriate level driven by the common core state standards and class content. Students receive additional skill support throughout the day but not interfering with their regular classes (advisory, lunch, recess, after school). The school has an intervention block in which all students (including special-education students) are grouped according to specific need. For example, some students receive Wilson Reading and some receive a math skills block while others might receive a science or art enrichment class. Paul Cuffee also finds time within the class to add in re-teaching and pre-teaching opportunities, using small groups. Additional resources are given to students as deemed appropriate by the teacher and case manager. There are no students at the middle school that were in alternate assessment or self-contained settings.</p>	

		<p>A full-time social worker supports the Middle School, and a full-time psychologist supports the three school campuses. A part-time speech and language pathologist and part-time occupational therapist support students across the Middle School.</p> <p><i>Documentation: Data Analysis; Interviews; Observations</i></p>	
Result	10	<p><b>Program Continuum High School Level</b></p> <p>At Paul Cuffee Upper School there are approximately 257 and 54 have IEPs. The program continuum is as follows:</p> <p>At the upper school a full-inclusion model is used. Differentiated curriculum is used based on students' needs.</p> <p>Special education services are provided by three professional teaching staff through a combination of in-class support and pull-out services. One special educator supports grade 9, one special educator supports English in grade 10-12, and one educator supports math in grade 10-12. In grades 9, the special educator supports in all core classes (English, algebra, biology, and World History I). In grades 10-12, all students with an IEP have a special educator who supports in math and/or English, depending on the child's needs and what is outlined in their IEP.</p> <p>Students are given work modified at their appropriate level driven by the common core state standards and class content. Students receive additional skill support throughout the day but not interfering with their regular classes (lunch, after school). The school has an intervention block in which all students receive a variety of supports. Special education students may be pulled for extra support if their IEP requires it. The school finds time within the class to add in re-teaching and pre-teaching opportunities, using small groups. Additional resources are given to students as deemed appropriate by the teacher and case manager and organizers to help them feel successful. Paul Cuffee does not have any students in a self-contained classroom.</p>	

		<p>Each core class and elective classroom consists of 12-26 students are supported by a full-time general education teacher. One paraprofessional supports each grade level.</p> <p>The Upper School does not have any students who require 1:1 support from a paraprofessional.</p> <p>A full-time social worker supports the Upper School, and a full-time psychologist supports the three school campuses.</p> <p>A part-time speech and language pathologist and part-time occupational therapist support students across the Upper School.</p> <p><i>Documentation: Data Analysis; Interviews; Observation</i></p>	
Result	11	<p><b>Adaptive Physical Education (APE)</b></p> <p>Paul Cuffee Charter School does not currently serve anyone with adaptive physical education students.</p> <p><i>Documentation: Data Analysis; Interviews; Observation</i></p>	
Result	12	<p><b>Extended School Year (ESY): 28 students total participated in ESY 2017</b></p> <p>Lower school had 14 students who participated in ESY during the summer of 2017. The ESY program is for students as identified in IEPs. The ESY program addresses reading, writing and math regression and recoupment. Related services are provided for speech/language, occupational therapy, and physical therapy. The program runs 4 mornings per week, Monday through Thursday, for 4 weeks in July.</p> <p>Middle school had 12 students participate by qualify through collection of data related to their IEP goals and showing they either have regressed in past years during the summer they have lack of sufficient progress on goals in current year. The programs runs 3 mornings per week, Tuesday, Wednesday, and Thursday, for 4 weeks in July. Students work on remedial</p>	

		<p>math, reading and writing in coordination with their IEP goals. Related services are provided per IEP.</p> <p>Upper school students had 2 students participate by qualify through collection of data related to their IEP goals and showing they either have regressed in past years during the summer they have lack of sufficient progress on goals in current year.</p> <p>The programs runs 3 mornings per week, Tuesday, Wednesday, Thursday, for 4 weeks in July. Students work on remedial math, reading and writing in coordination with their IEP goals. Related services are provided per IEP.</p> <p><u>Documentation:</u> Data Analysis; Interviews</p>	
Result	13	<p><b>Local Special Education Advisory Committee (LAC)</b></p> <p>There is a chair and co-chair of the Paul Cuffee School LAC and meetings are held in accordance with Rhode Island regulatory requirements.</p> <p>There are 4 meetings are held per school year with various topics:</p> <ul style="list-style-type: none"> <li>● 10/19/17 Sharing Stories/ Q &amp; A ( Parents led discussions)</li> <li>● 1/11/18 Financial Planning:Trusts &amp; Wills (RI D.D. Council)</li> <li>● 4/26/18 College Planning Panel (RI Regional Transition Coordinators)</li> <li>● 5/10/18 Social/Emotional Impact on Learning (School Psychologist presentation)</li> </ul> <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 public school district's rate of parent participation in the annual Special Education Statewide Parent Survey (2016-2017) was 9.5% (11/116) parents whose children have IEPs.</p>	



		<p>Of parents with a child receiving special education services who participated in the last survey, the percent that reported that their school's efforts to involve parents as a means of improving services and results for children with disabilities are at or above the state standard is 92%.</p> <p><i>Documentation: 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 Paul Cuffee Charter Public Schools graduation rate is 87.7% for all students and 85.7% for students with disabilities. These rates are higher than the State average rates of 85.3% for all students and 63.5% for students with disabilities.</p> <p>The Paul Cuffee Charter Public Schools dropout rate is 9.2% for all students and 7.1% for students with disabilities. These rates are lower than the State average rates of 8.3% for all students and 17.8% for students with disabilities.</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	

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

Indicator		Findings	Support Plan
Result	1	<p>Records of approximately four 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>- Prior Written notice was not seen in the files</li> <li>- Educational Observations were missing from some reevaluations</li> </ul> <p><i>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</i></p> <p><i>Documentation: Data Analysis; Interviews; Observation</i></p>	<p>Assurances will be provided to the Rhode Island Department of Education, Office of Student, Community and Academic Supports, that compliance issues are addressed and rectified. This Support Plan is applicable for all compliance findings in this section.</p> <p><b>Timeline:</b> Immediately and ongoing</p> <p><b>Progress Check:</b> September 2018</p> <p><b>FOLLOW-UP FINDINGS:</b></p> <p>Issues resolved and verified.</p>

Result	2	<p><b>Child Outreach</b></p> <p>As a charter school child outreach is not applicable.</p> <p><i>Documentation: State Performance Plan; Data Interviews</i></p>	
Result	3	<p><b>Child Find (State Performance Plan Indicator #11)</b></p> <p>Paul Cuffee Charter School Public Schools for the 2016-2017 year was at 100% compliance for meeting evaluation timelines for initial referrals. As of 2/5/18, the Paul Cuffee Charter Schools was thus far at 100% compliance for meeting evaluation timelines for initial referrals for the 2017-2018 school year.</p> <p><i>Documentation: State Performance Plan Data</i></p>	
Result	4	<p><b>Student Accommodations and Modifications</b></p> <p>Throughout the district special educators completed an “IEP At A Glance” attaching the IEP supplementary aids and services accommodations page, which they review with general education teachers. That is then sent to the general education teachers. Special education teachers and general education teachers collaborate to determine appropriate testing accommodations. Special educators also meet with general education teachers on a regular basis to review accommodations and modifications and to co-plan for students.</p> <p><i>Documentation: Data Analysis; Interviews; Document Reviews</i></p>	
Result	5	<p><b>Specific Learning Disabilities Determination</b></p> <p>The Evaluation Team (ET) reviews referrals, which may come from individual teachers, parents, or MTSS; and, the ET reviews current students in special education who are up for re-evaluation. The ET collects performance data, classroom observation reports, parent reports, and formal assessments to determine whether evaluations are required. Once evaluations are complete, the team reviews the evaluations and determines if there is evidence of a learning disability. If it is determined that the student is eligible based on specific learning disability, the ET completes the learning disabilities determination document.</p> <p><i>Documentation: Interviews; Record Review</i></p>	

Result	6	<p><b>Due Process Information (State Performance Plan Indicators)</b></p> <p>Over the past three years 0% has no (zero)_complaints, mediations or hearings</p> <p><u>Documentation:</u> Data Analysis, RIDE, due Process Database</p>	
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### 3. IDEA TRANSITION

Indicator		Findings	Support Plan
Result	1	<p><b>Part C to Part B Transition (Indicator #12)</b></p> <p>Paul Cuffee does not have preschool aged students so this indicator is not applicable.</p> <p><u>Documentation:</u> Data Analysis; Interviews; State Performance Plan</p>	
Result	2	<p><b>IDEA Transition Planning at the Middle Level</b></p> <p>Middle School special educators and general educators use a number of tools for transition planning, including interest inventories and career exploration (Way to GO RI). The Middle School is receiving training in MAPS in March to better assist students with transition planning in the future.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Record Reviews</p>	
Result	3	<p><b>IDEA Transition Planning at the High School Level</b></p> <p>The School gives three transition assessments that are considered age and need appropriate.</p> <p>Proof is provided that a student was invited to the IEP meeting and the School's forms have been updated to demonstrate that student was invited.</p> <p>Attainable goals are listed under the "Post-School Goal" section in the IEP.</p>	

		<p>A description of the results of the assessments is included in the "Present Levels of Performance" section in the IEP.</p> <p>A description of how a student's strengths, as outlined in the assessments, will help him achieve his goals and current supports that are aiding him in achieving those goals is listed in the "Present Levels of Performance" section in the IEP.</p> <p>A description of how a student's needs, as outlined in the assessments, will hinder a child from achieving his goals and what supports should be implemented to help him achieve those goals is listed in the "Present Levels of Performance" section in the IEP.</p> <p>Three action items per category in the "Transition Services I Need to Help Me Reach My Post-School Goals" section of the IEP are specific and explain how they will help the student meet his or her goals. .</p> <p>Accommodations in the "Supplementary Aides and Services" section of the IEP are designed to help a student meet his transition goals.</p> <p>The School is beginning to use MAPS and will review the results every year, and make adjustments to the plan as needed.</p> <p><u>Documentation:</u> <i>Data Analysis; Interviews; Record Reviews</i></p>	
Result	4	<p>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 &amp; Hospitals (BHDDH). ORS and BHDDH attend IEP meetings as needed and the high school has worked with ORS to provide trial work experiences for appropriate students.</p> <p><u>Documentation:</u> <i>Interviews; Document Review</i></p>	
Result	5	<p><b>Summary of Performance (SOP) is facilitated by the case managers as appropriate.</b></p> <p>The SSOP must be provided to the student in their final year of high school or eligibility under IDEA, including those who have dropped out.</p> <p>The timing of completion of the SSOP may vary depending on the student's postsecondary goals, but these documents are typically completed in the spring of the student's senior year. Timing of completion of the SSOP is often considered an IEP Team decision. At the Upper School, the SSOP was based off of forms used by other districts, but was modified by the Team. The Case Manager, with input with other</p>	

		<p>professionals who are most knowledgeable about the student's performance and effective accommodations and supports, complete the SSOP.</p> <p><i>Documentation: Interviews; Document Review</i></p>	
Result	6	<p>Youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, and transition services. The Paul Cuffee Charter Schools is 100% compliant with the requirements. <b>(State Performance Plan Indicator #13)</b></p> <p><i>Documentation: Interviews; Document Review</i></p>	
Result	7	<p>78% of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and who have been employed, enrolled in postsecondary school, or both within 1 year of leaving high school. The state average was 67% <b>(State Performance Plan Indicator #14)</b></p> <p><i>Documentation: Interviews; Document Review</i></p>	