



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

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**School Support System Report and Support Plan**

**Providence Public Schools  
October 2016**

## 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 LEA annual 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:
  - o The district's compliance with the state and federal regulations, relative to the education of students with exceptionalities.
  - o The quality and effectiveness of programs and services provided by the district.
  - o 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 timelines to improve programs and services.

## **TABLE OF CONTENTS**

1. Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE)
2. Evaluation/Individual Education Program (IEP)
3. IDEA Transition

# Providence Public Schools School Support System Review

## Record Review Team Leaders

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

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

Indicator		Findings	Support Plan
Result	1	<p><b>Least Restrictive Environment Data (State Performance Plan Indicator #5) -</b></p> <p>Based on the FY July 1, 2015 – June 30, 2016 State Performance Plan information on Providence Public Schools Placement is as follows:</p> <p>The percentage of students educated 80 to 100% of the time in general education settings is 62.89% (RI District Average is 70.85%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 18.66% (RI District Average is 12.94%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 6.94% (RI District Average is 4.91%)</p> <p>It is the procedure of the Providence Public Schools (PPSD) that students with disabilities receive specially designed instruction, supplementary aids and services, as determined by an individualized education program (IEP) team, in the least restrictive environment. The general education classroom with all appropriate supplementary aids and services is the first educational setting that the IEP team must consider. PPSD provided a guidance document for teams to review when looking at a more restrictive setting to ensure the LRE is provided.</p> <p>Additionally, with a group of both general educators and special educators, PPSD has developed a Collaborative Teaching Guide which provides guidance and information regarding the models of co-teaching, strategies for implementation, roles and responsibilities and information on scheduling and</p>	

		<p>grading. Most of the teachers and evaluation teams have been trained and provided training on this guidance document</p> <p><u>Documentation:</u> Data Analysis State Performance Plan</p> <p>District forms and information: Request for Content Expert Assistance, Least Restrictive Environment Analysis, IEP Placement Procedures Flow Chart, Continuum of Services Document, LRE Guidance Procedure, Collaborative Teaching Guide</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. N/A</li> <li>B. Participation rate for children with IEPs 85.02%.</li> <li>C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievements standards 4.27% [Note: State has individual grade and content area targets (28%). State target is average target across grades and content areas. District target is average percent of students proficient across content areas (4.27%).]</li> </ul> <p>Providence Public Schools continues to share Collaborative Teaching Guide with teachers and use it as a tool to reinforce the importance of collaborative teaching and inclusive supports for students with IEPs. Teaching assistants are also being provided professional development to better meet the needs of students in all areas.</p> <p>PPSD continues to move towards an increase in school autonomy. This allows Instructional Leadership Teams to analyze student data and allocate resources to support teaching and learning in the areas of needs. Individual school initiatives which will positively impact the achievement of students with disabilities include: computer based programs such as; Lexia, Odysseyware,</p>	

	<p>Dreambox, Island Math and IXL. Many schools are increasing the use of the blended learning approach to individualized student learning and increase student achievement. All schools are increasing the use of technology in the classroom.</p> <p>Last year, district wide, the administrators and instructional coaches have engaged in the Academic Leveraging Leadership professional development which provides information regarding instruction aligned to the common core. This work is brought back to schools and professional development for teachers is provided during Common Planning Time. The goal of this work is to boost the achievement aligned with Common Core State Standards for all students.</p> <p>This school year the whole District will participate in Instructional Rounds. The first step of the Instructional Rounds process is for Principals and staff of schools to identify a problem of practice. On the day of the Instruction Rounds school visitation the Instructional Rounds team members will participate in classroom observations and debrief to provide an analysis of trends and patterns. Teams will present Next Level of Work to host school and provide feedback to connect to current improvement work. The Special Education Administrators are excited to be part of the Instructional Rounds process.</p> <p>Across the district PSD utilized STAR math and STAR reading to progress monitor student achievement in reading and mathematics. STAR Early Literacy was introduced in kindergarten to second grade. This program allows progress monitoring and analysis of the individual needs of students with and without disabilities. This analysis allows teachers to target their interventions to areas of student need.</p> <p>At the secondary level, greater support is being provided to meet student needs in inclusive settings. There has been an expansion of special education teachers co-teaching with core-content area teachers. To meet their needs in inclusive settings, smaller groups of students with special needs are provided bell-to-bell specially designed instruction with support from special education teachers and</p>	
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		<p>teaching assistants. This allows students to be in more inclusive settings for core content areas, while still offering self-contained settings for those who require more support. Also at the secondary level, Learning Centers are in place to support students with their IEP needs and support for core content areas.</p> <p>The District provides professional development to support special and general education teachers with research models to maximize positive outcomes. The Special Education Department has offered professional development opportunities for teachers on aligning IEPs to the Common core. A component of this professional development was a review of the district's LRE process to guide teams in determining the appropriate education placement for students with disabilities in the least restrictive placement. Ongoing professional development has been provided to schools on the Response to Intervention Process with a strong focus on data analysis and the implementation of research-based interventions which will support students in the general education setting. Universal Design PD has been provided in previous years and is available through the District's shared computer drive and is referenced in team meetings when needed.</p> <p><i><u>Documentation:</u> Data Analysis; State Performance Plan</i></p>	
Result	3	<p><b>Multi-Tiered System of Support (MTSS) Response to Intervention (RTI)/<u>Academics</u></b></p> <p><b>Overview</b></p> <p>The Providence School Department has adopted the Response to Intervention (RTI) model to provide academic and behavioral support in the general education classroom with the goal of preventing students from falling behind through early intervening.</p> <p>RTI is an integrated approach to service delivery that encompasses a multi-tiered service delivery model. It utilizes a problem-solving framework to identify</p>	



and address academic and behavioral difficulties for all students using scientific, research-based instruction.

PPSD utilizes a three-tier approach. In an RTI system, all students receive instruction in the core curriculum and positive behavioral supports, supplemented by strategic and intensive interventions for academic and behavioral needs. Therefore, all students have access to core curriculum. Screenings, progress monitoring, fidelity of implementation and problem solving occur within each tier to analyze student progress. The District is currently in the process of completing an RTI policy to be adopted by the School Board. This policy has been reviewed by several stakeholders in the District and is ready for implementation.

**Elementary Schools**

Fogarty Elementary School RTI team meets weekly for an hour. The RTI team is comprised of qualified professionals. The psychologist and social worker are in attendance for students with social emotional needs. All students participate in the core curriculum based on common core standards. STAR universal screening information is collected for all students three times during the school year. This information is utilized to determine flexible grouping arrangements. Next, students are administered the Phonics Screener for Intervention this determines which reading intervention they will be placed in and develop instructional plans. The reading intervention programs utilized at Fogarty are as follows: Read 180, System 44 or Lexia. The math intervention utilized is Dreambox. Student's performance is continually monitored. Strategic Interventions are reviewed to revise and/or discontinue small group instruction. Interventions may increase in intensity, duration and/or frequency of instruction.

Charles Fortes Elementary School RTI team meets for an hour and a half after school as needed. The team is comprised of qualified professionals. STAR universal screening information is collected for all students three times during the school year. Students are administered the Phonics Screener for Intervention. Then the Phonemic Awareness Screener Inventory data is utilized

	<p>to create intervention groups. Interventions are identified and an intervention plan is developed. Progress monitoring is used to track student learning, plan/change instruction and revise group. Staff have been trained in the Gate program to utilize as an intervention program. Students are progress monitored weekly.</p> <p>George West Elementary School RTI team meets one time per week for an hour either before or after school to accommodate teachers' schedules. The RTI team consists of qualified professionals. Students receive core instruction and differentiation is delivered through stations. The STAR screener and Phonics Screener for Intervention are administered to students and the information assists in placing students into intervention groups. Students are progress monitored every few weeks with the Phonics Screener for intervention. The math intervention utilized is Dreambox. Students are progress monitored to monitor progress toward benchmarks and/or to increase the intensity, duration and/or frequency of instruction. The Targeted Team meets on Monday afternoons. The team is comprised of the classroom teacher, principal and/or assistant principal, psychologist, social worker and two clinicians from the Providence Center. This team meets once per week for two hours to address social/emotional concern, set goals and put intervention plans in place.</p> <p>Vartan Gregorian Elementary School RTI team meets once per month during common planning time. The teachers bring their data to review with their principal, reading and math coaches, grade level colleagues and an ELL collaborative teacher. The teachers review STAR data, attendance issues and classroom data. The RTI team utilizes this information to determine groups and develop instructional plans. Interventions that are implemented by teachers. The Soliday System is utilized as a tier three intervention. The math intervention utilized at Vartan is IXL. The psychologist and social worker provide support for students who need behavior interventions.</p> <p><b>Middle Level -</b></p> <p>DelSesto Middle School utilizes a number of strategies to target students in need</p>	
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	<p>of support and provides targeted interventions to help support students.</p> <p>The DelSesto Response to Intervention Team (Rtl) is comprised of a diverse team who include a special education teacher, a social worker, guidance counselor, as well as core-curriculum teachers. The Rtl team meets weekly to review referrals and analyze teacher data. The Rtl team reviews data from Star Math and ELA, as well as grades and teacher-developed classroom assessments.</p> <p>DelSesto is utilizing Read 180 to address deficiencies in reading and writing as well as suggesting strategies to support teachers. Read 180 is a blended learning intervention program that builds reading comprehension, academic vocabulary, and writing skills using the latest research on how the brain learns to read.</p> <p>Delsesto Middle School offers daily Tier 2 Literacy Intervention and the students' schedules reflected this. The Read 180 is a blended learning program that can be differentiated and was described as Tier 2 and 3 interventions. The students enrolled in this class receive a reduction in core English instruction time of 50%.</p> <p>To address deficiencies in math, DelSesto is utilizing V-Math, which is a targeted math intervention program for struggling students that provides additional opportunities to master critical math concepts and skills.</p> <p>Teachers have been trained through professional development in utilizing these intervention programs to best support students.</p> <p>Greene Middle School's Targeted Support Team (TST) consists of general education and special education teachers covering all three grade levels, as well as an ELL teacher and a guidance counselor. During the review process, parents of the referred student and the referring teacher are invited. The TST team meets every Monday.</p> <p>Greene uses various assessment data including Star reading and math, Read 180, Trans and V-Math, System 44, teacher developed materials, reports and a</p>	
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review of the student's permanent records. When students are not responding, the intervention is adjusted or a referral to special education is made. ACCESS testing and additional language testing is part of the data review for ELs in RTI.

Interventions vary and intensity of supports are alternated as needed. Greene has specifically developed its master schedule to allow students in need of various interventions to be flexible to allow students to change classes to meet their needs.

Greene also utilizes community partners to help support struggling and at-risk students. Greene has worked with the Providence Center. Greene works with Youth Build (for male students) and Sweet Creations (for female students).

#### **High School Level--**

Mount Pleasant High School's Teacher Support Team (TST) includes a school psychologist, guidance counselor, core classroom teachers, as well as a building administrator. The TST meets on a weekly basis and reviews data including teacher referrals. Students in need of intervention participate in a multi-week process, throughout which data is reviewed by the TST.

To address and support concerns in math, MPHS utilizes ALEKS (Assessment and Learning in Knowledge Spaces). This web-based, artificially intelligent assessment and learning system uses adaptive questioning to quickly and accurately determine exactly what a student knows and doesn't know in a course. ALEKS then instructs the student on the topics they are most ready to learn.

To address concerns in reading and writing, MPHS utilizes Read 180, and also has begun to utilize MobyMax. This program finds and fixes learning gaps through personalized learning. The adaptive curriculum creates an individualized education plan for each student, ensuring that students get the extra instruction they need.

		<p>Providence Career &amp; Technical Academy (PCTA) has an Rtl team comprised of four core-curriculum teachers, a special education teacher, and a school psychologist. This team meets every other week and based on referrals.</p> <p>Once a student is identified as in need of interventions, PCTA uses various strategies to support the student and address deficiencies. PCTA offers after-school tutoring for students. The Rtl team has developed specific advisory classes to target specific areas of need. If a student is identified as needing support, they are added to the appropriate advisory that will target their specific need.</p> <p>To address interventions in math, PCTA utilizes IXL. This intervention is designed to engage students' mind and approach topics from multiple angles, offering visual representations and interactive activities.</p> <p>PCTA also uses Odysseyware to support students in need of interventions. Odysseyware uses targeted instruction, prescriptive learning paths, and flexible customization to support student needs. It also monitors student progress to help the Rtl team see if students are being successful or need more support.</p> <p><u>Documentation</u>: Data Analysis; State Performance Plan</p>																																				
Result	4	<p><b>SPP Disproportionate Representation (State Performance Plan Indicator #9 and #10) -</b></p> <table border="1" data-bbox="317 1049 1062 1341"> <thead> <tr> <th rowspan="2">White</th> <th colspan="5">ED</th> </tr> <tr> <th>2011</th> <th>2012</th> <th>2013</th> <th>2014</th> <th>2015</th> </tr> </thead> <tbody> <tr> <td>Students with Disability</td> <td>73</td> <td>81</td> <td>54</td> <td>58</td> <td>53</td> </tr> <tr> <td>Total Students</td> <td>2092</td> <td>2105</td> <td>2057</td> <td>2130</td> <td>2199</td> </tr> <tr> <td>District Risk</td> <td>3.49</td> <td>3.85</td> <td>2.63</td> <td>2.72</td> <td>2.41</td> </tr> <tr> <td>District Risk Ratio</td> <td>6.2</td> <td>7.1</td> <td>4.9</td> <td>5.4</td> <td>4.6</td> </tr> </tbody> </table>	White	ED					2011	2012	2013	2014	2015	Students with Disability	73	81	54	58	53	Total Students	2092	2105	2057	2130	2199	District Risk	3.49	3.85	2.63	2.72	2.41	District Risk Ratio	6.2	7.1	4.9	5.4	4.6	Review of policies, procedures, and practices including individual student file reviews did not find inappropriate identification practices.
White	ED																																					
	2011	2012	2013	2014	2015																																	
Students with Disability	73	81	54	58	53																																	
Total Students	2092	2105	2057	2130	2199																																	
District Risk	3.49	3.85	2.63	2.72	2.41																																	
District Risk Ratio	6.2	7.1	4.9	5.4	4.6																																	

Black	ED				
	2011	2012	2013	2014	2015
Students with Disability	175	158	140	109	84
Total Students	4356	4335	4192	4150	4099
District Risk	4.02	3.64	3.34	2.63	2.05
District Risk Ratio	7.2	6.7	6.2	5.3	3.9

Two or More	ED				
	2011	2012	2013	2014	2015
Students with Disability	23	17	18	30	25
Total Students	671	716	729	824	913
District Risk	3.43	2.37	2.47	3.64	2.74
District Risk Ratio	6.1	4.4	4.6	7.3	5.3

White	ASD				
	2011	2012	2013	2014	2015
Students with Disability	54	45	49	50	45
Total Students	2092	2105	2057	2130	2199
District Risk	2.58	2.14	2.38	2.35	2.05
District Risk Ratio	5.9	3.6	4.0	3.8	2.9

The Special Education Office works to provide training and professional development in the areas of identified disproportionality. The Special Education

Office and PPSD has revised and written guidance procedures, protocols, and policies. The Special Education Office has written guidance on completing comprehensive assessments in the areas of ED, ASD, and ID. Additionally guidance documents on the topics of IEP Development, Child Find, Collaborative Teaching, Grading and Behavioral Rtl have been written and staff have been trained accordingly. A new policy has been developed for grading students. Currently a Rtl policy is in development. (See Attached)

Additionally to ensure a comprehensive assessment, PPSD has developed a review of referral form to guide teams when reviewing a referral of ELL student. This document ensures that the several significant areas are reviewed such as school history, language acquisition development, medical history and interventions provided. Additionally as a guide school psychologists may utilize the MAMBI as a guide to decide on the most appropriate modality to assess ELL students looking at both language development and educational placement. Also, psychologists and speech therapists have been extensively trained in the Cross Battery Assessment Matrix which provides for the effects of culture and language on test performance. This matrix uses data from standardized norm-referenced tests to determine the relative influence of English Language proficiency and the level of acculturation on test performance. Also, the District ELL specialists and/or ELL Director attend ELL student's IEP and evaluation team meetings to ensure that a person with ELL expertise is at the table to assist in determining need and eligibility.

Over the past several years disproportionality data has decreased significantly in several areas due to the training, leadership and supports provided to school based teams. The Early Intervening Team provides evaluation teams with professional development on completing a comprehensive assessment focusing on the areas of OHI, LD, ID and ED. The Autism Team works to support schools in completing a comprehensive assessment for students on the spectrum. A great deal of professional development is in place to provide support to school based evaluation teams.

Documentation: Data Analysis; State Performance Plan, District forms and

		documents, ASD Guidance Document, Emotional Disturbance Document, Intellectual Disabilities Document, OHI - Guidance Form, ELL Referral Form Draft Rtl Policy, Multidimensional Assessment Model for Bilingual Individuals ( <i>MAMBI</i> ). Grading Students with Disabilities Grading Policy Early Intervening Letter	
Result	5	<p><b>Suspension (State Performance Plan Indicator #4a):</b> Significant discrepancy in the rate of suspensions (for students with IEPs) greater than 10 days as compared to the rate of suspensions (for students without IEPs) greater than 10 days. This was not applicable for the Providence Public Schools as no students with IEPs were suspended for greater than 10 days.</p> <p><b>State Performance Plan Indicator #4b</b> 0% had: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	
Result	6	<p><b><u>Multi-tiered System of Support (MTSS)/Social Emotional Supports/Social Emotional Resources/Positive Behavioral Supports --</u></b></p> <p>Positive Behavior Interventions and Support (PBIS) is utilized throughout the District at varying degrees. Schools track their discipline and behavioral data either using SWIS and/or Skyward. Schools are trained in PBIS by the District's Safe and Caring Team which consists of psychologists, social workers and the Director. Schools also utilize check in/out as a tiered intervention as well as counseling, check in/check out, social skills groups and behavioral intervention plans. FBAs and referrals to mental health agencies are implemented as appropriate. All administrators and a cadre of staff at each school are trained in Crisis Prevention and Intervention with a focus on de-escalation strategies.</p>	



Also, the Special Education Department has a Behavioral Rtl Manual which provides guidance to schools in meeting the social / emotional needs of students. Psychologists and Social Workers have been trained in completing Behavioral Plans and FBAs. The District also has a Behavioral Assistance and Support Team (BAST) that assists schools with developing behavioral supports for students. The BAST meets weekly and is available to staff members, individual and in teams, who would like guidance in development of individual plans for students. Additionally, some schools have Mental Health Providers in their schools to provide mental health services to the students and his/her family.

**Elementary Level**

Elementary Schools implement PBIS to varying degrees. Schools have instituted school wide reward systems and training on positive feedback, classroom management strategies and plans. Targeted/Rtl teams are utilized to provide planning and support to meet the social/emotional needs of at risk students. At these meetings, SWIS/Skyward school wide data is analyzed as well as individual data as appropriate. Additionally, at GJ West, the Providence Center is situated in the building to provide Mental Health Services to those families and students who need this support. At Charles Fortes School, Family Services is part of the school community. They provide coordination of supports to address improving health and well-being, decreasing absenteeism, and improving school climate.

**Middle Level**

All Middle Schools, PBIS is implemented to varying degrees. Middle schools have school wide rewards and work to provide support on classroom management strategies. FBAs and behavioral plans are developed as appropriate to support student need. Additionally, at Nathanael Greene Middle School, the Providence Center is situated in the building to provide Mental Health Services to those families and students who need this support. The Providence Center is also scheduled to support students and families at Delsesto Middle School but this has not begun yet. Nathan Bishop Middle

School has two staff members, one of them full-time, dedicated to the Restorative Justice Model. This is integrated into their school culture as a way to foster relationships and solve problems or conflicts.

**High School**

At high schools, targeted teams are utilized to provide tiered support and intervention to meet the social/emotional need of students. FBAs and behavioral plans are developed as appropriate to support student need. Additionally, at MPHS, PBIS is implemented school wide to support students.

Documentation: Data analysis, Behavioral RTI Document, BAST Brochure

**School Removals/Disciplinary Policies.** No child is suspended due to behavior or any disability unless the behavior presents a serious danger to other students or staff. The policy is always to maintain the child in the classroom and school setting to resolve disciplinary issues whenever possible.

To ensure a safe learning environment, there is zero tolerance for threats, violence, illegal substances and weapons. Illegal substances and weapons will be confiscated and turned over to The Providence Center security, and the police may be notified. In addition, the student's parent(s)/guardian and school district will be asked to meet with staff to cooperate in determining appropriate consequences.

If a student uses a weapon in a threatening manner, the police will be contacted immediately, and the student will be removed from the school. The parent(s)/guardian and a representative from the school must meet with staff before the student may return (if appropriate) to school.

Any student who engages in any of the above behaviors will have in-school restrictions placed on him/her and possibly be subject to periodic searches (turning out pockets, emptying backpacks, removing socks and shoes). Two staff will conduct searches.

Result	7	<p><b>Special Education Teacher Recruitment and Retainment</b></p> <p>Throughout the District there are challenges with recruiting and retaining special educators. Providence utilizes long term substitutes to assist in this capacity (typically they are appropriately certified and qualified individuals) as well as Teach for America teachers to fill positions. Human Resources is well aware of this challenge and is actively making plans to address the issue.</p>	
Result	8	<p><b>Preschool Continuum-</b></p> <p>Providence Public Schools is dedicated to providing young children with the highest quality pre-kindergarten experience, in order to maximize their further success in life. The City of Providence has embraced a phrase from cradle to career. This phrase is paramount to the work that the Early Childhood office embarks on for the benefit of the youngest children in the District.</p> <p>The District offers a continuum of service for its 3-5 year old population. Services are provided in many of the early childhood locations and the all of the head start programs that are located within the city limits. Services range from speech services, specialized education services, physical therapy and occupational therapy. The District also has numerous integrated pre-kindergarten classes across the District in five of the elementary schools. In addition to the inclusive pre-kindergarten classes, there are 2 self-contained autism classrooms, 1 self-contained behavior classroom, 4 exceptional student services classrooms and one self-contained classroom. These self-contained classrooms are all located in buildings that house inclusive classrooms to ensure that students are included with same age non-disabled peers to the maximum extent possible. In one of the elementary schools, the District has a general pre-kindergarten classroom. This classroom is filled strictly by lottery.</p> <p>The District has placed pre-kindergarten classrooms in five of its elementary schools within its boundaries. The five locations are:</p> <ul style="list-style-type: none"> <li>· Anthony Carnevale School -125 Springfield Street</li> </ul>	

- Charles Fortes Early Learning Center – 134 Daboll Street
- Asa Messer at Bridgham - 1655 Westminster Street
- Pleasant View Elementary School - 50 Obediah Brown Road
- Robert F. Kennedy Elementary School – 195 Nelson Street

At each of these school locations there are a number of programs within each building. There are a total of 27 classroom teachers that have full or half day classrooms in the Providence Public School District. The locations and classroom designations are in the table below:

		Full Day/Half Day
Carnevale	Self -contained Autism	Full Day
	Integrated Pre-K	Half Day
Charles Fortes		
	Self-contained	Full Day
	Integrated Pre-K	Full Day
	Integrated Pre-K –ESL	Full Day
	Integrated Pre-K – Bilingual	Half Day
	Integrated Pre-K – English	Half Day
Asa Messer	Integrated Pre-K	Full Day
	Integrated Pre-K	Half Day

	Self-contained	Full Day
Pleasant View		
	Self-contained	Full Day
	Integrated Pre-K	Full Day
	Integrated Pre-K	Half Day
	Integrated Pre-K ESL	Half Day
	Integrated Pre-K Bilingual	Full Day
	Integrated Pre-K Bilingual	Half Day
Kennedy	Integrated Pre-K	Half Day

Fortes Pre-kindergarten programming includes 10 sessions/classes of programming (six full day and four half day) and 8 full-time teachers. One class is a new hybrid inclusion class with a ratio of 5 children with disabilities and 6 children without disabilities. This classroom provides an inclusion experience for lower incidence children. There is also a new class at Fortes which is modeled from the state funded pre-kindergartens. This class was chosen solely by lottery. There are 18 children in the classroom. If there are children that require services in this classroom a pre-kindergarten resource teacher will assist in supporting the children in the classroom. There are 2 full day English integrated classes and one full day ESL integrated class. There are also 2 half day classes. One is an English integrated class and the other is an ESL integrated class. The final class is a self-contained classroom for children who are exhibiting significant behavioral challenges. The pre-kindergarten program

manager saves seats in the integrated classes in order to provide the children in the self-contained classroom as much experience and as many opportunities throughout the day to be included with same age non-disabled peers.

The District has also been developing a parent handbook/Curriculum Framework. This document serves as a welcome document for families but also explains the District's multi-aged program. A draft of this document has been enclosed

Documentation: Pre-kindergarten Evaluation Team Brochure, Pre-kindergarten fact sheet, Draft Pre-kindergarten handbook

**Indicator #6-**

**Data obtained from the FFY 2014 Part B annual Performance Report (APR)**

- 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 47.79%.
- B. The percent of children aged 3-5 with IEPs attending a separate special education class, separate school or residential facility was 12.85%

Pre-kindergarten programming across the district ensures that children who are being provided their education in a separate special education class are afforded the opportunity for integration throughout the school day. Teachers work collaboratively in order to integrate the children that are in separate classes for the maximum extent possible. The children are included for itinerants, however each child is included with opportunities to integrate and be with non-disabled same age peers for appropriate times of the day. This is managed by the Pre-kindergarten program manager ensuring that there is at least one IEP seat that is saved in particular classes in order to provide the children in separate classes these critical opportunities.

**State Performance Plan Indicator #7-**

**Statement 1.** Of the preschool children who entered the preschool program below age expectations, the percentage who demonstrated substantial improvements by the time they turned 6 years of age or exited the program:

- Positive social-emotional skills (including social relationships); 81.6%
- Acquisition and use of knowledge and skills (including early language/communication and early literacy); 80% and
- Use of appropriate behaviors to meet their needs 75.3%

**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); 54.3%
- Acquisition and use of knowledge and skills (including early language/communication and early literacy); 53.3% and
- Use of appropriate behaviors to meet their needs 63.8%

The district collects early childhood outcomes data on all children with IEPs as required by the federal Office of Special Education Programs. Teachers collect and enter authentic assessment information into an on-line child portfolio. This assessment information is used to shape and individualize instruction and to demonstrate progress. The teachers are provided time to enter data through weekly common planning time. Approximately once per month they are allotted approximately 40 minutes to use for data entry. The teachers are also afforded the opportunity to sign up for the substitute assigned to the building on team days in order to enter this critical information, The pre-kindergarten program manager, pre-kindergarten intervention specialists and building principals are responsible for ensuring that the data is entered and is of high quality. For the 2016-2017 school year, the requirement will change to a new child outcomes

		<p>measurement tool. The District will still be utilizing Teaching Strategies Gold for ongoing assessment in order to effectively plan intentional learning experiences for the children that are enrolled in the Providence Pre-kindergarten program. This includes collecting assessment data on all children that are enrolled. The data was provided through the State Performance Plan.</p> <p><u>Documentation</u>: Data Analysis; State Performance Plan and assessment calendar for pre-kindergarten</p>	
Result	9	<p><b>Program Continuum Elementary Level</b></p> <p>The Providence School Department provides a continuum of services designed to meet the needs of children with disabilities. This continuum is developed to educate all students with disabilities in the least restrictive environment.</p> <p><b>Inclusion</b> This means that special education students receive specially designed instruction and supports that will enable them to succeed alongside their peers in a general education classroom to the maximum extent possible.</p> <p><b>Special Educator in a General Education Setting (Resource/Intensive Resource/Inclusion)</b></p> <p>Students with disabilities receive special education instruction and support in the general education setting. In this type of programming, the general educator and special educator collaborate to plan and carry out the models of co-teaching that are determined to be most successful for all students, including those with IEPs.</p> <p><b>Collaborative K &amp; 1</b> Students with disabilities receive their special education instruction in their classroom by a dual certified early childhood teacher. The class size is smaller than that of the regular District kindergarten size, in order to provide a transitional year for those children who require a smaller setting but also inclusive services. The amount of specialized instruction each of the seven children receive is based on the child's IEP.</p> <p><b>Special Class Programming</b> The students in this program receive specially designed instruction in a separate</p>	



Compliance	<p>special education setting outside of the general education classroom for the majority of the school day. These students have significant special education needs that cannot be satisfactorily achieved in a less restrictive setting.</p> <p><b>Specialized Special Class Programs Include:</b></p> <p><b>Behavior Intervention Program</b> This program provides individualized behavior intervention designed to meet the needs of students with emotional/behavioral disabilities. The program is supported by behavior coaches and behavior support assistants. Staff who work in these classrooms have specialized training in reinforcement and de-escalation strategies.</p> <p><b>Autism Program</b> The students in this program have been diagnosed with Autism Spectrum Disorder. This program is staffed with special educators and teacher assistants who receive specialized training to meet the needs of students diagnosed with Autism Spectrum Disorder. Two BCBA's, a school psychologist, a school social worker, an occupational therapist, and two social coaches support the District's students on the autism spectrum. Students with Autism receive special education services in both the general education setting and in special classrooms.</p> <p><b>Exceptional Child Services</b> Students receiving these services are significantly disabled and may have a combination of both cognitive and medical issues that affect their educational performance.</p> <p>Concerns regarding access to general education exist for students in special education elementary self-contained classrooms. Several staff members, administrators and teachers indicated that although students would benefit from spending portions of their day in integrated settings, it was their understanding that the classrooms were at capacity. As these students are not counted on the general education rosters, the opportunities for LRE are at times limited or unavailable. (RI Regulations 300.101 &amp; 300.114).</p> <p>It is also relevant to note that this issue was cited in the prior IDEA monitoring</p>	<p><b>Timeline:</b> Immediately and ongoing</p> <p>PPSD will ensure that students with IEPs are provided FAPE in the LRE within all general education environments. The issue of "special education seats" will be addressed so it is not a barrier to FAPE in the LRE.</p>
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Result	<p>report. A support plan was done and follow up was provided. The issue, however, has resurfaced.</p> <p><u>Support plan from 2012</u>          “The district will ensure systemic access to general education opportunities for students with IEPs. Separate rosters will end so that all students with IEPs will now be on general education rosters.”</p> <p><u>Follow up Finding from 2013.</u> The district provided documentation to RIDE that this issue was resolved via a “Quarterly memo sent to self-contained teachers dated 1/31/2013.”</p> <p>There are 11,676 students at the elementary level and approximately 1,475 have IEPs. The special education program continuum is as follows:</p> <p><b><u>Charles Fortes</u></b></p> <p>Charles Fortes has approximately 340 students and 75 students with IEPs PK-2</p> <ul style="list-style-type: none"> <li>● 1 - Collaborative K</li> <li>● 1 - Collaborative 1</li> <li>● 1 - Special education services delivered in the general education setting</li> <li>● 1 - Bilingual special education services delivered in the general education setting</li> </ul> <p><b><u>Mary E. Fogarty</u></b></p> <p>Mary E. Fogarty has approximately 444 students and 41 students with IEPs K-5</p> <ul style="list-style-type: none"> <li>● 3 - Special education services delivered in the general education setting</li> <li>● 2 - Self Contained</li> </ul> <p><b><u>George J. West</u></b></p>	<p><b>Progress Check:</b> July 2017</p> <p><b><u>FOLLOW-UP FINDINGS:</u></b></p> <p>Issue resolved and verified.</p>
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		<p>George J. West has approximately 832 students and 39 students with IEPs K-5</p> <ul style="list-style-type: none"> <li>• 3 - Special education services delivered in the general education setting</li> </ul> <p><b><u>Vartan Gregorian</u></b></p> <p>Vartan Gregorian has approximately 405 students and 61 students with IEPs K-5</p> <ul style="list-style-type: none"> <li>• 3- Self Contained - mainly student on alternate assessment</li> <li>• 2 - Special education services delivered in the general education setting</li> </ul> <p><u>Documentation:</u> Data Analysis; Interviews; Observation, Behavior Intervention Program Brochure, Autism Program Brochure</p>	
Result	10	<p><b>Program Continuum Middle Level</b></p> <p>There are 5,542 students at the middle school level and approximately 886 have IEPs. The special education program continuum is as follows:</p> <p><b><u>Inclusion</u></b></p> <p>This means that special education students receive specially designed instruction and supports that will enable them to succeed alongside their peers in a general education classroom to the maximum extent possible.</p> <p><b><u>Special Educator in a General Education Setting (Inclusion)</u></b></p> <p>Students with disabilities receive special education instruction and support in the general education setting. In this type of programming, the general educator and special educator collaborate to plan and carry out the models of co-teaching that are determined to be most successful for all students, including those with IEPs.</p>	

**Hybrid**

Depending on a student's need, special education services are provided in both general education classroom and separate classroom environment for parts of the school day (special educator/teacher assistant and general educator).

**Special Class Programming**

The students in this program receive specially designed instruction in a separate special education setting outside of the general education classroom for the majority of the school day. These students have significant special education needs that cannot be satisfactorily achieved in a less restrictive setting.

Specialized Special Class Programs Include:

**Behavior Intervention Program**

This program provides individualized behavior intervention designed to meet the needs of students with emotional/behavioral disabilities. The program is supported by behavior coaches and behavior support assistants. Staff who work in these classrooms have specialized training in reinforcement and de-escalation strategies.

**Autism Program**

The students in this program have been diagnosed with Autism Spectrum Disorder. This program is staffed with special educators and teacher assistants who receive specialized training to meet the needs of students diagnosed with Autism Spectrum Disorder. Two BCBA's, a school psychologist, a school social worker, an occupational therapist, and two social coaches support the District's students on the autism spectrum.

Students with Autism receive special education services in both the general education setting and in special classrooms.

**Exceptional Child Services**

Students receiving these services are significantly disabled and may have a combination of both cognitive and medical issues that affect their educational performance.

**Nathanael Greene Middle School**

There are 984 students attending Nathanael Greene Middle School, 127 are students with IEPs. The special education program continuum is as follows:

- 3 - self-contained classes (1 exceptional child, 2 grades 6-8; all classes provide students with the opportunity to attend physical education and specials with general education peers)
- 2 - hybrid
- 5.3 FTEs - Special education services delivered in the general education setting

**DelSesto Middle School**

There are 927 students attending DelSesto Middle School, 176 are students with IEPs'. The special education program continuum is as follows:

- 1 - autism classroom supporting students in a specialized and in general education settings
- 4 - Exceptional Children Services classrooms
- 3 - hybrid
- 7 - Special education services delivered in the general education setting

		<u>Documentation:</u> Data Analysis; Interviews; Observations	
Result	11	<p><b>Program Continuum High School Level</b></p> <p>There are 7,200 students at the high school level and approximately 1,057 have IEPs. The special education program continuum is as follows:</p> <p><b>Inclusion</b></p> <p>This means that special education students receive specially designed instruction and supports that will enable them to succeed alongside their peers in a general education classroom to <b>the maximum extent possible</b>.</p> <p><b>Special Educator in a General Education Setting (Inclusion)</b></p> <p>Students with disabilities receive special education instruction and support in the general education setting. In this type of programming, the general educator and special educator collaborate to plan and carry out the models of co-teaching that are determined to be most successful for all students, including those with IEPs.</p> <p><b>Hybrid</b></p> <p>Depending on a student's need, special education services are provided in both general education classroom and separate classroom environment for parts of the school day.</p> <p><b>Special Class Programming</b></p> <p>The students in this program receive specially designed instruction in a separate special education setting outside of the general education classroom for the majority of the school day. These students have significant special education needs that cannot be satisfactorily achieved in a less restrictive setting.</p>	

**Specialized Special Class Programs Include:**

**Behavior Intervention Program**

This program provides individualized behavior intervention designed to meet the needs of students with emotional/behavioral disabilities. The program is supported by behavior coaches and behavior support assistants. Staff who work in these classrooms have specialized training in reinforcement and de-escalation strategies.

**Autism Program**

The students in this program have been diagnosed with Autism Spectrum Disorder. This program is staffed with special educators and teacher assistants who receive specialized training to meet the needs of students diagnosed with Autism Spectrum Disorder. Two BCBA's, a school psychologist, a school social worker, an occupational therapist, and two social coaches support the District's students on the autism spectrum. Students with Autism receive special education services in both the general education setting and in special classrooms.

**Exceptional Child Services**

Students receiving these services are significantly disabled and may have a combination of both cognitive and medical issues that affect their educational performance.

**Virtual High School**

This program is comprised of older students requiring just a few more classes to meet graduation requirements. Students in this program are able to work during the school day while completing necessary course work at night.

**Transition Programs**

*Transition Academy*

This program provides students an opportunity to meet their high school transition requirements, develop employment skills, and become more informed about individual life and career choices. Students continue to learn in a non-profit business located within Providence while simultaneously participating in work based internships and community events.

***ProjectSEARCH***

ProjectSEARCH is a unique, business-led, one-year, school-to-work program that takes place entirely at the Miriam Hospital. Total workplace immersion facilitates a seamless combination of classroom instruction, career exploration, and relevant job-skills training through strategically designed internships.

***PASTTA***

For students on the autism spectrum, this academy supports student learning beyond high school. Students participate in internships in a variety of work settings helping them to transition to life as an adult.

**Providence Career and Technical Academy**

There are 699 students attending Providence Career and Technical Academy, 116 are students with IEPs'. The special education program continuum is as follows:

- 5 - Special education services delivered in the general education setting
- 2 - hybrid
- 2 - self-contained

**Mount Pleasant High School**

There are 934 students attending Mount Pleasant High School, 217 are students with IEPs. The special education program continuum is as



		<p>follows:</p> <ul style="list-style-type: none"> <li>● 6 - Special education services delivered in the general education setting</li> <li>● 1 - autism classroom supporting students in a specialized and in general education settings</li> <li>● 7 - self-contained</li> <li>● 2 - Exceptional Children Services classrooms</li> <li>● 4 - self-contained, with majority on alternate assessment</li> </ul> <p>At Mount Pleasant High School in one special class (self-contained setting) there appeared to be limited methods, devices, programs for communication. Five of these students are near exiting public education and entering the adult service arena for which communication supports will be critical to support their transition to adult providers.</p>	
Result	12	<p><b>Adapted Physical Education (APE) --</b></p> <p>At all schools, there is a certified adaptive physical education teacher to provide APE services. APE services are driven by the evaluation and IEP process. APE teachers complete evaluations and determine individual goals for students. The APE teachers are able to assess individual students and develop, adapt and implement specialized physical education programs in the motor domain. IEP teams determine the amount of services needed to meet those goals. PPSD has standardized the APE Evaluation Report across the District and an observation form for APE referrals. Additionally, guidance is provided to staff on PPSD 21 form which is worksheet for APE process.</p> <p>Additionally, the Mount Pleasant High School APE teacher has developed a partnership with Rhode Island College (RIC) allowing APE students to engage in activities on the college campus. RIC interns have been established at Mount Pleasant High School.</p>	

		<u>Documentation:</u> Data Analysis; Interviews; Observation	
Result	13	<p><b>Extended School Year (ESY)--</b></p> <p>The Extended School Year Program is special education and related services provided beyond the regular 180-day school year of PPSD. A child’s IEP Team determines on an individual basis, whether or not special education and/or related service(s) are necessary beyond the regular school year. All children with disabilities PK-12 who have an IEP are considered for ESY. The IEP teams determine the need for Extended School Year Services. Teachers and service providers collect and review progress monitoring data, throughout the regular school year based on current goals and/or objectives, paying particular attention to data points collected before and after extended breaks. The IEP Team ESY Decision Making and Documentation form must be completed and attached to the IEP.</p> <p>PPSD has developed a guidance document and provided professional development to all special educators regarding ESY. The Extended School Year Services Procedures and Guidelines Manual and a memo clarifying the ESY process is distributed to staff in February. IEP teams meet and review data for ESY. The case manager completes ESY documentation for students who are found eligible for ESY services. Once the packet is complete, the case managers submit the information to their Special Education Administrator.</p> <p>The ESY program was held for 5 weeks from 8:30 to 1:30. There was a total of 309 students PK-12 who attended the ESY program. Additionally, there were 49 students who walked in for related services and 47 students who received specialized instruction through ESY.</p> <p>The Summer Work Experience ran for five weeks this summer, seven Providence high school students with disabilities participated in a unique work experience. In collaboration with the Office of Rehabilitation Services and West Bay Collaborative, these students received real-world work experience at five different sites throughout Providence, including City Hall and the Omni Hotel. Working with a Providence Special Education teacher and their staff, students</p>	

		<p>learned how to use public transportation, important job skills, increased independence, and every Friday, they ended their week by earning a paycheck!</p> <p><u>Documentation:</u> Data Analysis; Interviews, Extended School Year Services Procedures and Guidelines Manual, Extended School Year brochure</p>	
Result	14	<p><b>Local Special Education Advisory Committee (LAC) -</b></p> <p>The Providence Public School District's Local Advisory Committee (LAC) is a group of Providence parents, teachers, administrators and related service providers working together on behalf of children with IEPs. The LAC plays a vital role in the success of special education programs and services by providing resources to parents as well as to special education staff. This past year the LAC scheduled four meetings, covering a wide array of areas and topics including:</p> <ul style="list-style-type: none"> <li>● Meet and greet with the new Superintendent,</li> <li>● Presentation on how to increase parent participation in IEP meetings;</li> <li>● Reviewing and gathering opinions on developing a Parent Guide Handbook;</li> <li>● Inspirational video night which provides examples of children with disabilities who succeeded in life and to ensure we all have high expectations.</li> </ul> <p>Every meeting ends with a question and answer session with special education administrators to ensure all needs are met. Special Education Department has found breaking the group by level to be successful.</p> <p>Additionally, Providence LAC provided child care services, interpreters, refreshments, and informational pamphlets on various service providers. The LAC has a leadership team which represents the diversity of the district to support parents. The Special Education Department works to provide timely customer service to parents and has worked in conjunction with the LAC to develop many guidance documents to support families in the special education process.</p> <p>Also the special education office has hired a Spanish interpreter for the office who assists parents with interpreting and translates IEPs in Spanish. The interpreter is known in the community and is well respected by parents and</p>	

		<p>families and utilized as resource to engage meaningful parent participation.</p> <p>Enclosures:</p> <ul style="list-style-type: none"> <li>● Special Education Parent Guide</li> <li>● Are You Puzzled By Your Child's Progress Brochure</li> <li>● IEP Meeting Checklist</li> <li>● LAC Brochure</li> <li>● A Parent's Guide to IEP Meetings Brochure</li> </ul> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p>	
Result	15	<p><b>School Efforts to Partner with Parents (State Performance Plan Indicator #8)-</b></p> <p>The Providence Public School district distributed 3,510 annual Special Education Statewide Parent Surveys (2015-2016) to parents of students with IEPs. Of those distributed, 353 parents participated in the survey.</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 in Providence was 10%. The state standard was 20%.</p> <p>One goal of the Special Education Department in Providence Schools is to increase the percentage of parents who respond to this survey. There has been an effort to improve awareness of the survey and work with parents to provide meaningful participation:</p> <ul style="list-style-type: none"> <li>● Email notifications are sent to staff to encourage reminders to parents to complete the survey</li> <li>● Phone calls are made to parents</li> <li>● PPSD works with RIDE to update any incomplete information</li> <li>● Survey samples are reviewed with parents at the LAC meeting.</li> </ul>	

Documentation: Data Analysis; State Performance Plan

Result

16

**Drop Out / Graduation Rate (State Performance Plan Indicator #1 and #2)**

The Providence Public Schools graduation rate is 75.3% for all students and 56.2% for students with disabilities. These rates are below the state average rates of 83.2% for all students and 67.6% for students with disabilities.

The Providence Public Schools dropout rate is 11.2% for all students and 16.6% for students with disabilities. These rates are higher than the state average rates of 6.7% for all students and 11.9% for students with disabilities.

Over the past five years, Providence has seen an increase in the graduations rate of students with IEPs by more than 3%, while at the same time a reduction in the drop out of students with IEPs by more than 18%. See table below:

	2010	2011	2012	2013	2014	2015
<b>Graduation-Overall</b>	68.0%	66.1%	65.1%	71.4%	70.7%	75.3%
<b>Dropout-Overall</b>	23.4%	23.6%	20.7%	15.0%	13.7%	11.2%
<b>Graduation-IEP</b>	52.8%	45.2%	44.5%	50.6%	46.7%	56.2%
<b>Dropout-IEP</b>	34.7%	37.8%	33.9%	21.9%	20.4%	16.6%

To improve on this trend, Providence Public Schools has several different approaches for reducing dropout rate and increasing graduation rate for students with disabilities. The plan includes targeting the areas of progress monitoring, specializing support, research-based intervention programs, and credit recovery.

Providence has tiered levels of support in Math and literacy. At the middle school, students struggling in math utilize V Math and Trans Math, while at the high schools, students are supported with the intervention programs AM 2.0 and IXL. For literacy, part of Providence's intervention supports includes the

	<p>Scholastic programs Read 180 and System 44 Next Generation. READ 180 is designed to meet the needs of students whose reading achievement is below the proficient level, the system provides individualized and personalized instruction through adaptive instructional software, high-interest literature, whole- and small-group direct instruction in reading and writing skills. System 44 Next Generation software delivers a personalized learning path through systematic instruction in phonics, decoding, word recognition, and writing.</p> <p>Providence utilizes the virtual learning platform, Odysseyware. This virtual learning platform has the ability to teach to diverse learners and helps students with disabilities to recover credits missed and help them towards graduation.</p> <p>The Special Education Department continues to increase the co-teaching inclusion model as it has proven to be most effective in improving student performance. Special Education teachers are trained to use the most effective strategies to support students in the inclusion model.</p> <p>For additional academic support in success towards graduation for students with disabilities, Providence has increased its use and access of Learning Centers at the secondary level. Learning Centers are a special education service to support student success. These classes are used to develop positive student engagement with the school, encourage best study practices, and investigate post-secondary goals. These are credit bearing elective classes specifically designed to support students with disabilities.</p> <p>The district also utilizes Advisory periods to address student's post-school goals and desires. The Advisories are more student-focused where engagement is a top priority. Students have access to additional academic support by the Advisory teacher during this time period as well.</p> <p>Providence is utilizing the web-based digital collection system, Richer Picture, for all students grades six through twelve. Richer Picture will allow for a more streamlined process when consulting with students concerning their progress towards graduation. The Richer Picture program collects relevant student data</p>	
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		<p>and compiles it online for easy access and reporting. Additionally, students are able to login and take account of their goals.</p> <p><u>Documentation:</u> State Performance Plan /annual Performance Report</p>	
Result	17	<p><b>Technology/Assistive Technology</b></p> <p>Across levels staff spoke to the need for continued technology/assistive technology training/professional development to provide students with IEPs the best possible access to FAPE in the LRE.</p> <p><u>Documentation:</u> Interviews, data analysis</p>	<p>PPSD will review its technology/assistive technology needs for students with IEPs and ensure that staff have appropriate training and professional development opportunities.</p> <p><b>Timeline:</b> January 2018</p> <p><b>Progress Check:</b> July 2017</p> <p><b><u>FOLLOW-UP FINDINGS:</u></b></p> <p>Issue resolved and verified.</p>

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

Indicator	Findings	Support Plan
Result/ Compliance	<p>1</p> <p>Records of approximately 30 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>-Evaluation Team did not meet to determine eligibility within 60 calendar days of receipt of parental consent to initial evaluation (§300.301(c)(2))</li> <li>-IEP notice checked but not IEP/Transition Services (§300.322)</li> <li>- No evidence of parent consent to evaluate (§300.301ii)</li> <li>- IEP Meeting Participants- Unclear if student or parent attended meeting (no signature) and evidence as to how the student's preferences, interests and goals were obtained if he/she did not attend (§300.322)</li> <li>- Short term objectives do not have measureable benchmarks for all goals (§300.320)</li> <li>-Annual Academic and/or Functional Goals - Baseline information is not quantitative or measureable (§300.320)</li> <li>-Informing parents of the provisions in (§300.321)(a) (6) and (c) relating to the participation of other individuals on the IEP team who have knowledge or special expertise about the child - unclear in record.</li> </ul> <p><i>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</i></p> <p><u>Documentation</u>: Data Analysis; Interviews; Observation</p>	<p>Assurances will be provided to the Rhode Island Department of Education, Office of Student, Community and Academic Supports, that compliance issues are addressed and rectified. This Support Plan is applicable for all compliance findings in this section.</p> <p><b>Timeline:</b> January 2018</p> <p><b>Progress Check:</b> July 2017</p> <p><b><u>FOLLOW-UP FINDINGS:</u></b></p> <p>Issues resolved and verified.</p>



Result	2	<p><b>Child Outreach-</b></p> <p>Providence School Department child outreach screenings are available in a range of community-based early childhood programs and by appointment throughout the year. Screenings are available by appointment during the summer months.</p> <p>The Providence Public Schools has revamped the child outreach office and procedures over the last year with the assistance from RIDE. Over the summer of 2014-2015 school year, the pre-kindergarten program manager and child outreach coordinator met on a regular basis with representation from RIDE to work through a systems work plan in order to increase screening numbers and provide a more productive screening process. This also allowed the District to reflect on the system in place and make the necessary changes to ensure that the District continues to increase their screening number.</p> <p>The screening office has a Child Outreach Coordinator, who is responsible for the oversight of the entire Child Outreach program. The Child Outreach Coordinator in conjunction with the new Developer of Early Childhood Partnership position, oversee the day to day operations of the Child Outreach office. Both of these individuals will be an integral part of the data entry to ensure that all screenings are being captured in Kidsnet. They will, along with the Pre-kindergarten program manager be responsible for holding meetings with the individual screeners regarding reliability and performance, as well as providing training throughout the year in areas of need.</p> <p>The Developer of Early Childhood Partnerships is located in the Child Outreach Office. This individual will screen children as well as work collaboratively with the Child Outreach Coordinator to continue to build the relationships within the community. This position has an additional 18 days as part of the expected work year so that the individual who holds this position will work 18 days during the summer months.</p> <p>In an effort to maximize efforts for screening, the District developed a summer position to support the child outreach process and ensure that the work</p>	
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continued over the summer months. This position allowed for support to the evaluation teams, as well as allowed the schedule to be completed and phone calls, and appointments made to continue the screening efforts.

This year there was a screening effort that was unlike any in the past years. The District secured screening space at Vartan Gregorian Elementary School, Martin Luther King Elementary School, William D'Abate Elementary School, as well as numerous libraries and public sites around the City of Providence. This public screening event was advertised on the web site as well as brochures and flyers were distributed throughout all of the District's schools, the Family Medical Homes in the District, WIC offices and Head Starts. This is in addition to the traditional walk - in appointments that have been being utilized for the past years. This effort will be expanded to two events per year. Data will be obtained to ensure that the District is reaching the communities in need.

The District has utilized the Kidsnet Database in order to reach out to as many families as possible that reside within the city's limits to encourage families to have their children screened. This effort will continue.

Child Outreach Screeners had attended and will continue to attend annual refresher trainings offered by RIDE. The District will also utilize the Pre-Kindergarten Speech Language Pathologists to review the use of the PLS-5 and ensure that the results that are being obtained are valid and reliable.

The state target for screening is 80% of children ages 3, 4, and 5. The district reports the following screening percentages:

- 3 year olds: 15.74%
- 4 year olds: 38.91%
- 5 year olds: 39.19%

This data came from the 2015-2016 Annual Performance Report that was provided to the District on 9/12/16. This data shows growth over the 2014-

2015 Annual Performance Report that was provided to the District.

When compared with the percentage of children screened across the state by using the Statewide-All Districts Performance Report, Providence is closing the gap with the State performance. The data received regarding all Districts was disseminated by RIDE on 9/12/16 with the following percentages of children screened:

- 3 year olds: 16.33%
- 4 year olds: 43.03%
- 5 year olds: 54.94%

During the 2015-2016 school year, the pre-kindergarten evaluation team recorded in Kidsnet that 359 students who were referred to the evaluation team were not evaluated due to multiple attempts/refusal by parent. The District reviewed this data and determined the following:

- 308 or 85% of the 359 multiple attempts/Parent refusals were indeed multiple attempts missed. None of these cases were due to parent refusals. During the process the evaluation team invites the parents multiple times to attend meetings both by mail and by phone.
- 51 or 15% of the 359 cases upon careful review were submitted and then the families were engaged and the outcome was different. There were 11 children that were found eligible, 2 children who moved during the process, 7 children who were not eligible, 4 are now back in process, and 28 children where parents/team had no suspicion of a disability.

Moving forward the evaluation team members who are trained in Kidsnet will be able to change the special education outcome if a child has missed multiple attempts to reflect the appropriate outcome.

Documentation: State Performance Plan; Data Interviews, Child Outreach Calendar and Brochures, Child Outreach Brochures, Communications to Early

		Care Community, Providence Preschool Performance Report – 2015-2016, State Preschool Performance Report – 2015-2016	
Result	3	<p><b>Child Find (State Performance Plan Indicator #11) -</b></p> <p>Providence Public Schools for the 2015-2016 year was at 97.32% compliance for meeting evaluation timelines for initial referrals. As of 10/13/16 the Providence Public Schools was thus far at 88.89% compliance for meeting evaluation timelines for initial referrals for the 2016-2017 school year.</p> <p>The special education office has developed a district action plan to successfully meet the 100% compliance measure on Indicator 11. Professional development and training has been provided to Special Education Supervisors and Specialists on Indicator 11. The aforementioned staff reviewed with teams of qualified professionals (TQPs) and special education teachers the completion of IEP and evaluation time lines, federal regulations and case management procedures in accordance with Regulation 300.301 and develop plans to support implementation.</p> <p>Summer evaluations have been reorganized in order to ensure compliance throughout the school year. There were three Summer Compliance Teams that staffed cases and developed IEPs that were due in the summer. Special Education Managers and Special Education Supervisors monitored his process.</p> <p>Providence Public School seeks to identify all children ages 3-21 years who may have a disability and need special education and related services. The District accomplishes this mission through a variety of methods, including public awareness, outreach activities and screenings. PPSD supports public awareness of special education and related services and inform the public about the rights of students with disabilities through its Child Find activities. The District communicates these activities through its staff, district organizations, outside agencies, and individuals who provide services to students with disabilities. Through district procedures, comprehensive staff development, parent trainings, communication brochures and other media,</p>	

		<p>information is disseminated that describes access to special education services and the right to a Free Appropriate Public Education (FAPE) provided in or through the District. Procedural safeguards describe parental rights and include state requirements and persons to contact to initiate a referral. PPSD developed a Child Find Guide that outlines responsibilities and procedures for Child Find.</p> <p>For ongoing Child Find responsibilities, PPSD provides ongoing collaboration and correspondence between the assigned Special Education Manager and the Private School Representative. This collaboration enables PPSD to identify students in private/parochial school settings. The aforementioned process allows Special Education Managers to identify, track, and monitor students with disabilities who are parentally placed in private schools through the child find protocols as required by IDEA. The Special Education Manager reviews and discusses every aspect of the IDEA provision as part of the consultation process. The Special Education Manager assists the private school in identifying students who have not been previously identified. Special Education Managers utilize an electronic data base, Skyward to ensure tracking and follow through are maintained. PPSD has a child find guidance document which has been provided to each private school for added guidance and support.</p> <p><u>Documentation:</u> State Performance Plan Data , Child Find Guide, 2016-2017 District Action Plan</p>	
Result	4	<p><b>Student Accommodations and Modifications -</b></p> <p>Throughout the district special education case managers meet with each general educator for their students in order to elicit any questions/or provide any clarification about required accommodations/modifications for the students on their caseload.</p> <p>Special educators complete an IEP- at -a- Glance. The IEP-at-a-Glance is sent by special education teachers to general educators to inform them of</p>	

		<p>students' specific accommodations and modifications.</p> <p>IEP- at -a- Glance provides general educators the following information:</p> <ul style="list-style-type: none"> <li>● Present levels</li> <li>● Student strengths in Functional Performance and Academic Achievement</li> <li>● Student Needs in Functional Performance and Academic Achievement</li> <li>● Areas to be Addressed</li> <li>● StateWide Assessments Accommodations</li> <li>● Measurable Annual Goals</li> <li>● Supplementary Aids and Services, Program Modifications, and Supports for Personnel</li> <li>● Special Education Program and Services, and Related Services</li> </ul> <p><u>Documentation</u>: Data Analysis; Interviews; Document Reviews</p>	
Result	5	<p><b>Specific Learning Disabilities Determination-</b></p> <p>At all levels staff have been trained with regard to the regulatory requirements for the Specific Learning Disabilities Determination but struggle with the actual documentation of interventions, progress monitoring, analysis of data and determining eligibility.</p> <p>The special education department has developed a form (PPSD 30 LD) to assist teachers in tracking progress, and determining the academic gap(s) based on the collected data. Additionally, the Early Intervening team meets weekly with evaluation teams to provide support and training in this area to ensure a comprehensive assessment is completed and multiple sources of data are utilized.</p> <p><u>Documentation</u>: Interviews; Record Review, LD checklist and Providence LD forms</p>	

Result

6

**Due Process Information (State Performance Plan Indicators)**

**COMPLAINTS**

***FY 2014 - 2015 (6 Complaints during this period)***

	<i>ISSUE(S)</i>	<i>RESULT</i>
<i>Complaint #1</i>	IEP	Noncompliant
<i>Complaint #2</i>	IEP	Compliant & Noncompliant
<i>Complaint #3</i>	IEP	Noncompliant
<i>Complaint #4</i>	IEP	Withdrawn
<i>Complaint #5</i>	IEP	Compliant
<i>Complaint #6</i>	IEP	Noncompliant

***FY 2015 – 2016 (No complaints during this period)***

	<i>ISSUE(S)</i>	<i>RESULT</i>
<i>Complaint #1</i>		

***FY 2016 - 2017 (no complaints during this period)***

	<i>ISSUE(S)</i>	<i>RESULT</i>
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Complaint #1

**MEDIATIONS**

***FY 2014 – 2015 (16 mediations during this period)***

	<i>ISSUE(S)</i>	<i>RESULT</i>
<i>Mediation #1</i>	Services	Unresolved
<i>Mediation #2</i>	Evaluation	Mediation Agreement
<i>Mediation #3</i>	ESY	Unresolved
<i>Mediation #4</i>	School Placement	Withdrawn
<i>Mediation #5</i>	FAPE	Mediation Agreement
<i>Mediation #6</i>	No serv/school placement	Mediation Agreement
<i>Mediation #7</i>	LRE	Mediation Agreement
<i>Mediation #8</i>	School Placement	Unresolved
<i>Mediation #9</i>	School. Safety; IEP	Mediation Agreement
<i>Mediation #10</i>	Placement/Transportation/IEP	Mediation Agreement
<i>Mediation #11</i>	School Placement	Agreement
<i>Mediation #12</i>	IEP/Communication	Unresolved



<i>Mediation #13</i>	Eligibility	Agreement
<i>Mediation #14</i>	LRE	Agreement
Medication #15	IEP	Agreement
Mediation #16	Placement	Unresolved

***FY 2015 – 2016 (3 mediations during this period)***

	<i>ISSUE(S)</i>	<i>RESULT</i>
<i>Mediation #1</i>	IEP	Unresolved
<i>Mediation #2</i>	Harassment	Unresolved
<i>Medication #3</i>	Placement	Unresolved

***FY 2016 – 2017 (2 mediations during this period)***

	<i>ISSUE(S)</i>	<i>RESULT</i>
<i>Mediation #1</i>	FAPE	Agreement
<i>Mediation #2</i>	Placement	Pending

**HEARINGS**

***FY 2014 – 2015 (4 hearings during this period)***

	<i>ISSUE(S)</i>	<i>FINDING(S)</i>
<i>Hearing #1</i>	FAPE	Withdrawn
<i>Hearing #2</i>	IEP	Withdrawn
<i>Hearing #3</i>	FAPE	Resolution Session Agreement
<i>Hearing #4</i>	IEP	Resolution Session Agreement

***FY 2015 – 2016 (2 hearings during this period)***

	<i>ISSUE(S)</i>	<i>FINDING(S)</i>
<i>Hearing #1</i>	IEP	Resolution Session Agreement
<i>Hearing #2</i>	FAPE	Dismissed

<b><i>FY 2016 – 2017 (1 hearing during this period)</i></b>		
	<i>ISSUE(S)</i>	<i>FINDING(S)</i>
<i>Hearing #1</i>	Independent Evaluation	Withdrawn
<u>Documentation</u> : Data Analysis, RIDE, due Process Data Base		

### 3. IDEA TRANSITION

Indicator	Findings	Support Plan
Result	<p><b>1 Part C to Part B Transition (Indicator #12)</b></p> <p>The District manages the transition of children from Part C Early Intervention (EI) to preschool special education. A database of all EI referrals is maintained and upcoming birth dates are monitored to ensure that meetings are scheduled in a timely manner. Last year’s consolidated resource plan (CRP) indicated that the district achieved 100% compliance. According to the CRP the District received 287 number of EI referrals.</p> <p>The District works collaboratively with approximately six early intervention agencies in order to ensure that the children are provided the necessary services by their third birthdays. The District has arranged their team meeting days to ensure that families and outside agencies are given choice over the days and times that meetings are held.</p> <p>The District pre-kindergarten evaluation team has worked tirelessly making sure that the children who are transitioning into the District are completed by their third birthday. During the end of the school year, these cases are completed prior to the end of school in order to maintain compliance. The Pre-kindergarten evaluation team has built into the team meeting calendar</p>	

		<p>time to ensure that even late referrals are completed within a timely manner.</p> <p>The staff have put in systems that allow the use of time to be maximized in order to schedule appointments and maintain compliance. Staff call families to remind them of appointments in order to support this transition. The social workers that are assigned to the pre-kindergarten evaluation team are the case managers for all of the early intervention cases. This allows professionals to develop a working relationship that is beneficial for the families and helps to assist with a smooth transition.</p> <p>The pre-kindergarten evaluation team has also developed a family resource brochure that is still in draft form. This brochure serves as a resource for families who are found not eligible for service. This document has been enclosed.</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>Providence's Transition Advisory Committee (TAC) has developed middle-school specific events and supports for middle school students. The Providence TAC met six times during the 2015-16 school year, with membership including representation from all seven middle schools. At TAC meetings, several important topics to support middle school students were discussed, including training of transition assessments, writing exemplar transition IEPs, and the Consent Decree with its impact on middle school students. There were also guest speakers from RIPIN, Northern Collaborative, ORS, and BHDDH.</p> <p>The Providence TAC continued to develop the transition web site, found at: <a href="http://www.providenceschools.org/Page/595">http://www.providenceschools.org/Page/595</a></p> <p>There is a specific section for middle school teachers and parents that includes links to:</p> <ul style="list-style-type: none"> <li>● Driveofyourlife.org: An inactive transition assessment that helps</li> </ul>	

students discover their career interests and strengths (this is currently being reviewed by the TAC);

- Middle School Student/Teacher Interview: This interview is specific to middle school students and approved by middle school TAC members;
- WaytogoRI – Interest Profiler: This site helps with planning for high school, college, and career;
- Envision Your Career: This is a language-free interest inventory to support non-English speakers and non-readers explore career interests.

Providence held its first Middle School Transition Fair in November. This event supported around 50 8<sup>th</sup> grade students from six Providence middle schools.

Students rotated between six presentations that covered:

- Career and Technical opportunities at high schools, as presented by PCTA seniors;
- Transition assessments, specifically, having students log onto “Drive of your life” and setting up an account;
- Explaining the school choice process in Providence;
- How students can obtain their working papers, as explained by a representative from the Dept. of Labor;
- How to use RIPTA, which many students would utilize for the first time in high school. The TAC was able to secure an actual RIPTA bus for the event to walk students through the process;
- Money Management, as presented by a representative from the Pawtucket Credit Union.

Additionally, Providence had middle school representation at the two-day Rhode Island Transition Institute at Rhode Island College.

At the TAC’s last meeting, plans were developed to create a middle school and high school mentor program, so middle school students could visit high schools and high school students could speak to 8<sup>th</sup> graders about preparing for high school.

		<p>At Greene staff are piloting Future Quest Island for transition work 1 day a week with both general and special education students. They hope to expand next year to all middle schools. The program is available in Spanish and a few other languages. Transition activities begin in 7<sup>th</sup> grade for students in separate classes with research on career cluster and middle school interview. The Exceptional Children class has begun to use MAPs as part of the Career Development Plan process this year.</p> <p>Delsesto Middle School has two electives courses to address transition. Career Exploration is an elective for students and the Transition class is a yearlong course for grade 8 students in inclusion with IEPs. Teachers of students in the Exceptional Children classroom address transition through Career Development Plans and have started to use the MAP process.</p> <p>Documentation: Interviews, Observation, Middle School Transition Fair outline, Transition Institute presentation, Transition IEP example</p>	
Result	3	<p><b>IDEA Transition Planning at the High School Level</b></p> <p>Providence's Transition Advisory Committee (TAC) has developed high-school specific events and supports for high school students. The Providence TAC met six times during the 2015-16 school year, with membership including representation from seven high schools. At TAC meetings, several important topics to support high school students were discussed, including training of transition assessments, writing exemplar transition IEPs, and the Consent Decree with its impact on high school students. There were also guest speakers from RIPIN, Northern Collaborative, ORS, and BHDDH. The TAC also engaged in a presentation by Daphne Gilles from Rhode Island College's disability services to discuss supporting students with disabilities planning to attend college.</p> <p>The Providence TAC continued to develop the transition web site, found at: <a href="http://www.providenceschools.org/Page/595">http://www.providenceschools.org/Page/595</a></p> <p>The web site includes grade-specific and age appropriate transition assessments, with sections specific for 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> graders. These</p>	<p>PPSD will review its supplemental reading materials the middle and high school level for students with IEPs and ensure staff have appropriate materials, training and professional development opportunities in order to ensure students with intellectual disabilities can assess community based reading skills.</p> <p><b>Timeline:</b> January 2018</p> <p><b>Progress Check:</b> July 2017</p> <p><b><u>FOLLOW-UP FINDINGS:</u></b></p> <p>Issues resolved and verified.</p>

include:

- Grade-specific student/teacher interviews;
- Links to Transition Planning Inventory (TPI) information;
- WaytogoRI interest profiler link;
- TenSigma information;
- Transportation needs sheet;
- O\*Net Online – My next Move link and;
- Envision Your Career: This is a language-free interest inventory to support non-English speakers and non-readers explore career interests.

The site also includes links to important resources for transition support, such as links to ORS, BHDDH, benefits planning flyer, and helpful links to supporting students transitioning and understanding how delivery of supports changes once a student exits high school.

The Providence TAC also participated and organized students to participate in two transition events: Dare to Dream and the Real World Career Fair. With Dare to Dream, Providence sent 115 students from nine schools or programs. Providence's ProjectSEARCH students were also presenters at the event. Additionally, Providence had students from Hope High School, Providence Transition Academy, and PASTTA utilize RIPTA to travel to the event. For the Real World Career Fair, Providence sent high school students from four high schools and the Providence Transition Academy.

Providence has restructured staffing and supplied specific vocational-support training to comply with the Interim Settlement Agreement and the Consent Decree in supporting students with intellectual disabilities in trial work experiences. Providence created a new position, Community Transition Assistant Liaison (CTAL) providing support to the instructional program with specific responsibilities for supporting vocational, social, leisure, and ADL experience opportunities for individuals with disabilities by assisting students with pre-employment and employment skills and providing information and/or direction to students. CTALs have received training at their schools, as well as through the National Center for Innovation & System Improvement to support students in community and vocational experiences.

Providence has also hired and trained Job Coaches, Job Developers, and a Vocational Counselor to further support students with intellectual disabilities. A Transition Advisory Council checklist has been developed and is available on the Providence transition website outlining grade-by-grade expectations and activities to support students with intellectual disabilities. Providence is also participating in the Sherlock Center's Self-Determined Learning Model of Instruction, which is designed to, "enable teachers to 'teach' students to take greater control over their own learning; to enable students to become causal agents in their lives; and to become self-directed learner."

Providence also has three transition programs: ProjectSEARCH, Providence Transition Academy, and Providence Autism School To Tomorrow Academy.

ProjectSEARCH: A unique, business-led, one-year, school-to-work program that takes place entirely at The Miriam Hospital. Total workplace immersion facilitates a seamless combination of classroom instruction, career exploration, and relevant job-skills training through strategically designed internships.

Providence Transition Academy: In partnership the Office of Rehabilitation Services, the Providence Transition Academy is a unique program that provides students with disabilities, who have met all their academics credits, an opportunity to meet their high school transition requirements, learn specific employment skills and become more informed about personal options available at an exceptional location. Students will continue to learn in a traditional building setting, in the community and most often independently at a business/work situation. Referred students benefit from a curriculum based vocational and career exploration program that extends time to complete their transition goals.

Providence Autism School to Tomorrow Academy: Designed for students 18-21 years of age who have been identified as having a disability on the autism spectrum and have met all academic requirements for graduation but still require intensive instruction on transition services and supports. Students are instructed on required daily living skills, community participation and integration, and vocational skills both in a classroom setting and at community work sites with varying levels of job coaching supports.

Mount Pleasant High School staff discussed opportunities for students and



		<p>families to access information about transition academies, Project Search, PASTTA (i.e., 18-21 year old programs).</p> <p>At both the middle and high school levels staff spoke to the need for a continued array of supplemental reading materials and related professional development/ technical assistance to provide students with IEPs the best possible access to community based reading skills.</p> <p><u>Documentation:</u> Data analysis and interviews. Providence documents, PASTTA brochure, web site, Providence Transition Academy brochure ProjectSEARCH informational event, TAC agendas and minutes, Transition Advisory Council checklist</p>	
Result	4	<p><b>Office of Rehabilitative Services (ORS) and Department of Behavioral Healthcare, Developmental Disabilities &amp; Hospitals (BHDDH).</b></p> <p>For ORS referrals, Providence has developed a grade-by-grade process that specifies roles and responsibilities for students who will likely be referred to ORS. This process has been sent by memo to all secondary schools and reviewed with intervention specialists, teacher leaders and TAC members. In 8<sup>th</sup> grade, ORS information is shared with teachers. For students likely to apply to ORS, case managers document this information in the Transition Services section of the student's IEP. In 9<sup>th</sup> grade, teams determine when evaluation information needs to be completed and obtains permission for testing from parents. In 10<sup>th</sup> grade, case managers send ORS the parent release, IEP, and appropriate evaluations.</p> <p>Additionally, representatives from ORS are assigned to specific high schools to help support teams. Early in the school year, ORS representatives speak with teachers at their schools to explain services and the referral process. Links to ORS can also be found on transition web site, as well as supporting materials.</p>	

		<p>On the Providence transition site, there is a link to BHDDH and the BHDDH meeting invite letter.</p> <p>Representatives from both ORS and BHDDH annually speak at the TAC meetings. ORS are regular participants at TAC meetings. Beginning when the student is turning 14, ORS and BHDDH are active in the Community Development Plan (CDP) process for students with intellectual disabilities. Both ORS and BHDDH are invited to CDP meetings and participation in meetings is documented in the CDP. Providence also works collaboratively with ORS on both ProjectSEARCH and Summer Work Experience program. BHDDH participates with the families of ProjectSEARCH, including the interview process to explain their services. ORS is also a partner with the Providence Transition Academy.</p> <p><u>Documentation:</u> Data analysis and interviews. Providence documents, ORS memo, PPSD web site shared links page, Summer Work Experience invite letter</p>	
Result	5	<p><b>Summary of Performance (SOP) is facilitated by the case managers as appropriate</b></p> <p>Providence Schools utilizes EasyIEP to develop student's Summary of Performance. Meetings are held near the time of student's exit from high school. The summary of performance is developed by the IEP team and includes accommodations that were effective in high school, areas of the student's disability that may impact their post-secondary goals, and present level and recommended accommodations in the areas of education &amp; training, employment, and independent living, along with possible agencies to assist.</p> <p><u>Documentation:</u> Sample Summary of Performance with redacted name</p>	
Result	6	<p>For 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, Providence Public Schools are 99.9% compliant with the requirements.</p>	

		<p>Providence's TAC has worked to support special education teachers develop appropriate measurable postsecondary goals that are annually updated based on age appropriate transition assessment and transition services through several means.</p> <p>Throughout the year, professional development sessions have been provided specifically focusing on transition IEPs. The TAC, in collaboration with the Southern Collaborative, has developed a one-page transition IEP exemplar, which also explains how different parts of the IEP impact other parts of the IEP.</p> <p>Through the PPSD transition web site, grade specific transition assessments are organized with easy-to-accesses links. TAC members have been trained on all assessments and have worked to support their faculty in utilizing these assessments.</p> <p>The PPSD TAC has also been utilizing the Indicator 13 rubric to rate random samples of IEP to see where faculty needs support. PPSD has listed improving in this area as one of NTACT goals. The Southern Collaborative continues to collect samples to rate progress in this area and share with the TAC so PSD can focus on supporting teachers.</p> <p><u>Documentation:</u> Transition IEP sample, Indicator 13 rubric</p>	
Result	7	<p>For Providence, 84% of youth who are no longer in secondary school, had IEPs in effect at the time they left school, are employed, enrolled in postsecondary school, or both within 1 year of leaving high school. The state average was 84.73%</p> <p>Providence graduates continue to be more likely to be engaged in employment or training rather than higher education. Whatever their post-secondary choice, Providence has a variety of transition activities and interventions to encourage students to be engaged.</p> <p>Through the Advisory period, Providence is strongly recommending that teachers use this time to complete transition-related activities for students.</p>	

Additionally, coaching and training has been given to the Advisory teachers on integrating the instruction and curriculum with transition services and goals for students with IEPs. Advisory teachers have also become part of the student's IEP team so that this information can be utilized and documented.

Providence's Transition Advisory Committee (TAC) is comprised of secondary personnel from middle schools and high schools in the district. The committee, facilitated by the Secondary Special Education Manager, meets throughout the year to learn about updated transition initiatives, transition activities within the district, and outside agency supports available students, to name a few. The members are then required to share and disseminate this information to others in their buildings.

The Providence TAC has developed several tools to support post-school engagement. The TAC has updated the transition website. The site is for students, families, and staff to help plan for transition from high school to employment, further education, training and independent living. The goal of this website is to ease and educate those participating in the transition process in a structured format. It includes year-by-year transition assessments teachers should use to help students think about their future. There are links to resources such as Way to Go RI, O\*Net Online, and student/teacher interview forms. The website includes a Transition Checklist to support students with more severe disabilities. Finally, the website includes important links to outside agencies and materials to support families preparing for college.

Providence continues to provide extensive professional development to special education staff, service providers, teacher assistants, guidance counselors, etc on the requirements of transition and how the process enhances the engagement of students with IEPs. Professional development included the embedding of results from completed transition assessment in the IEP and utilizing the information to drive the document to become more functional. Professional development also included the effective use of Career Development Plans (CDPs) to help students plan for their futures.

For students with Intellectual and Developmental Disabilities (IDD), Providence has made numerous efforts to improve meaningful engagement one year after school exit.

Providence has committed to developing job experiences in community for students with IDD, beyond the requirements of the Consent Decree. Starting in ninth grade, students will have no less than two job exploration and shadowing experiences in the community. The following year, these job exploration and shadowing experiences will be increased to at least four experiences. These job exploration and shadowing experiences will continue throughout high school and inform actual trial work experiences. These trial work experiences will last no less than 20 days in one of the student's previously identified areas of interest. To help students succeed in these experiences, Providence has trained Teaching Assistants to support student at job sites.

High school students with IDD, their families, related services, and appropriate outside agencies have participated in the creation of CDPs. These plans review recent job shadowing and/or placements, student's strengths and needs, and documenting results of career interest inventories. From these meetings, teams can work together in helping to make sure all efforts are being made to help the student find employment when they exit school.

Schools are also utilizing Making Action Plans (MAPS) as part of supporting student-centered planning for students with intellectual disabilities. Teachers and staff have been training how to conduct the MAPS process. Providence has even developed a Power Point outline to help teams with the process.

Starting when the student is fourteen, and updating annually, case managers of students with IDD are completing the standards-based transcripts developed by RIDE and adult service agencies covering Work Readiness, Self-Determination, and Citizenship & Community. These transcripts provide critical information to adult service providers and families for determining appropriate supports as

students exit high school.

Additionally, teachers will be working on important skills necessary for successful job attainment. In the areas of personal care, transportation and soft skills, teachers will use forms for tracking student progress.

Providence, in partnership with ORS, continues to support the Providence Transition Academy. This Academy provides intensive transition activities for students who have met all academic requirements for graduation but still need additional supports and services in the required area transition.

Continuing work with ORS, Perspectives, BHDDH, and Miriam Hospital, Providence's Project SEARCH site is helping students get ready for and find employment. Project SEARCH is a unique, business led, one year school-to-work program that takes place entirely at the workplace. Total workplace immersion facilitates a seamless combination of classroom instruction, career exploration, and hands-on training through worksite rotations.

Providence also worked with ORS and West Bay Collaborative on a Summer Work Experience program in 2016, and is planning to continue for 2017. This program allowed students with IDD to participate in a work environment of their interest that supported their transition goals for employment, while at the same time earning a paycheck. This five-week program worked on various skills including transportation, dress codes, work habits, and being a responsible employee.

Documentation: Work Readiness, Self-Determination, and Citizenship and Community transcript templates, Career Development Plan template as well as the MAPs template