Cranston Public Schools

School Support System

A Collaborative System of Focused Monitoring

April 9, 2013
FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE/LRE)
## INSTRUCTIONAL STRATEGIES AND SUPPORTS

**SPP Indicator # 3: Meeting Adequate Yearly Progress**

Use of student assessment and performance data to inform instructional practices/planning

<table>
<thead>
<tr>
<th>High School</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cranston East</td>
<td>Insufficient Progress in Math</td>
<td>Did Not Make AYP</td>
<td></td>
</tr>
<tr>
<td>Cranston West</td>
<td>Insufficient Progress in Math</td>
<td>Did Not Make AYP</td>
<td></td>
</tr>
<tr>
<td>Cranston Laborers</td>
<td>Insufficient Progress in Math</td>
<td>Insufficient Progress</td>
<td></td>
</tr>
</tbody>
</table>
### INSTRUCTIONAL STRATEGIES AND SUPPORTS

**SPP Indicator # 3: Meeting Adequate Yearly Progress**

<table>
<thead>
<tr>
<th>Middle School</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bain</td>
<td></td>
<td></td>
<td>Met AYP</td>
</tr>
<tr>
<td>Park View</td>
<td>Caution: Did Make AYP in Math</td>
<td></td>
<td>Met AYP</td>
</tr>
<tr>
<td>Western Hills</td>
<td>Met AYP and Commended</td>
<td></td>
<td>Met AYP</td>
</tr>
</tbody>
</table>
## INSTRUCTIONAL STRATEGIES AND SUPPORTS

**SPP Indicator # 3: Meeting Adequate Yearly Progress**

<table>
<thead>
<tr>
<th>Elementary School</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arlington</td>
<td>Met AYP</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chester Barrow</td>
<td>Met AYP</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dutemple</td>
<td>Met AYP</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eden Park</td>
<td>Met AYP</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Edgewood</td>
<td>Met AYP</td>
<td>Insufficient Progress</td>
<td>Insufficient Progress On Watch</td>
</tr>
<tr>
<td>Garden City</td>
<td>Met AYP</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gladstone</td>
<td>Met AYP</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Glen Hills</td>
<td>Met AYP</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hope Highlands</td>
<td>Met AYP</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Instructional Strategies and Supports

**SPP Indicator # 3: Meeting Adequate Yearly Progress**

<table>
<thead>
<tr>
<th>Elementary School</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oak Lawn</td>
<td></td>
<td>Met AYP</td>
<td></td>
</tr>
<tr>
<td>Orchard Farms</td>
<td></td>
<td>Met AYP</td>
<td></td>
</tr>
<tr>
<td>Peters</td>
<td></td>
<td>Met AYP</td>
<td></td>
</tr>
<tr>
<td>Rhodes</td>
<td></td>
<td>Met AYP</td>
<td></td>
</tr>
<tr>
<td>Stadium</td>
<td></td>
<td>Met AYP</td>
<td></td>
</tr>
<tr>
<td>Stone Hill</td>
<td></td>
<td>Met AYP</td>
<td></td>
</tr>
<tr>
<td>Waterman</td>
<td></td>
<td>Met AYP</td>
<td></td>
</tr>
<tr>
<td>Woodridge</td>
<td></td>
<td>Met AYP</td>
<td></td>
</tr>
</tbody>
</table>
# INSTRUCTIONAL STRATEGIES AND SUPPORTS

## IEP Students NECAP Scores

<table>
<thead>
<tr>
<th></th>
<th>Fall 2011</th>
<th>Grade 3</th>
<th>Grade 8</th>
<th>Grade 11</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Math</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NECAP 2</td>
<td>27%</td>
<td>26%</td>
<td>13%</td>
<td></td>
</tr>
<tr>
<td>NECAP 1</td>
<td>41%</td>
<td>55%</td>
<td>83%</td>
<td></td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NECAP 2</td>
<td>28%</td>
<td>35%</td>
<td>31%</td>
<td></td>
</tr>
<tr>
<td>NECAP 1</td>
<td>35%</td>
<td>21%</td>
<td>23%</td>
<td></td>
</tr>
<tr>
<td>Fall 2012</td>
<td>Grade 3</td>
<td>Grade 8</td>
<td>Grade 11</td>
<td></td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NECAP 2</td>
<td>22%</td>
<td>67%</td>
<td>35%</td>
<td></td>
</tr>
<tr>
<td>NECAP 1</td>
<td>59%</td>
<td>17%</td>
<td>82%</td>
<td></td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NECAP 2</td>
<td>34%</td>
<td>35%</td>
<td>13%</td>
<td></td>
</tr>
<tr>
<td>NECAP 1</td>
<td>40%</td>
<td>30%</td>
<td>25%</td>
<td></td>
</tr>
</tbody>
</table>

## District Report Card

- **Elementary:** Not Proficient Math, Reading 2010-2012
- **Middle:** Proficient Reading 2010-2012; Proficient Math 2010, 2012
- **High School:** Proficient Reading 2010-2012
INSTRUCTIONAL STRATEGIES AND SUPPORTS

- **Reading**: System 44--in twenty-one schools
- Wilson Reading--teachers trained in strategies in all elementary schools
- Read 180--in all the secondary schools
- Earobics--in all elementary schools

**Math**:
- Momentum Math--in all elementary schools
- Fast Math--in all elementary schools
- Discrete Math, Spring Board, Dana Math Curriculum
- Encore Math K-12
  - supplemental to core math program
INSTRUCTIONAL STRATEGIES AND SUPPORTS

District licensing:
- Solo 6
  - Read Outloud
  - Write Outloud
  - Co-Writer
  - Draft Builder
- Learning Ally
- Bookshare

Odyssey Ware:
- used as Credit Recovery and Alternate Pathways
- available at East, West, CACTC, AEP, Bain, Sanders
### Instructional Strategies and Supports

#### Assessments:

- **Key Math PTS 3**
  - universal screening and progress monitoring
- **Star**
  - universal screening and progress monitoring
- **Children's Progress**

#### Supports:

- **Autism Consult Team**
- **Assistive Technology Library**
  - SETT process
- **Ten Sigma Rubrics**
- **ELA and Math Rubrics**
  - TI 15 teaching calculators at the elementary level
### Instructional Strategies and Supports

#### Professional Development

<table>
<thead>
<tr>
<th>Autism Project</th>
<th>Dr. Ellen Flannery Schneider</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ A Starting Point</td>
<td>▪ Coping CAT</td>
</tr>
<tr>
<td>▪ Aspire</td>
<td></td>
</tr>
<tr>
<td><strong>District training by Autism Consult Team</strong></td>
<td><strong>Supporting All Students</strong></td>
</tr>
<tr>
<td>▪ Hope Highlands</td>
<td>▪ Differentiation Series</td>
</tr>
<tr>
<td>▪ Orchard Farms</td>
<td>▪ 9- 2 hour workshops</td>
</tr>
<tr>
<td>▪ Rhodes</td>
<td><strong>Focus on Bus Aides/Monitors</strong></td>
</tr>
<tr>
<td>▪ Western Hills</td>
<td>▪ Emergency response guidelines</td>
</tr>
<tr>
<td>▪ CTP</td>
<td>▪ Positive response/behavior bus</td>
</tr>
<tr>
<td><strong>Anxiety Disorders</strong></td>
<td>▪ Autism</td>
</tr>
</tbody>
</table>

---

*Autism Project*

*District training by Autism Consult Team*
**INSTRUCTIONAL STRATEGIES AND SUPPORTS**

**Professional Development**

<table>
<thead>
<tr>
<th>Special Education 101</th>
<th>Teacher Assistant Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Principals</td>
<td>▪ Basic Computer Skills-6hrs.</td>
</tr>
<tr>
<td>Role of the LEA</td>
<td>▪ Reading-6hrs.</td>
</tr>
<tr>
<td>▪ Principals</td>
<td>▪ Writing-6hrs.</td>
</tr>
<tr>
<td>▪ Evaluation Team Members</td>
<td>▪ Autism Overview-6hrs</td>
</tr>
<tr>
<td>CPI</td>
<td>▪ Working with Students with Acting Out Behaviors</td>
</tr>
<tr>
<td>▪ on going, district wide</td>
<td>▪ Legal Issues</td>
</tr>
<tr>
<td>Solo 6</td>
<td>▪ AT library—overview</td>
</tr>
<tr>
<td>Secretaries</td>
<td>▪ Occupational Therapist</td>
</tr>
<tr>
<td>▪ Legal Issues</td>
<td>▪ Speech Language Pathologist</td>
</tr>
</tbody>
</table>
INSTRUCTIONAL STRATEGIES AND SUPPORTS

Response to Intervention (RtI)

1 FTE of the schedule of academic support teachers is to support students through the RtI
CRP funds were used to purchase tier 2 & 3 materials for reading and math interventions:
  - Earobics, Sidewalks, Wilson Reading, System 44, Read 180, Momentum Math
Training in interventions for dealing with behaviors
  - Safe and Civil Schools
Materials for RtI teams for tier 2 & 3 interventions
  - Books: Pre-referral Intervention, ADHD, RtI and Math, RtI
  - Wheels: Accommodations, ADHD, Assistive Technology
  - Flipchart on RtI
Four trainings during March "What is RtI?"
Joint Principals meeting on "What is RtI?"
PROGRAM CONTINUUM/EXTENT OF PARTICIPATION IN GENERAL EDUCATION

SPP #5: Inclusive Service Delivery – LRE

Access to and progress in general education curriculum

**Common Planning time: all levels allow for special education/regular education collaboration**

**Academic Support throughout the district K - 12**

**Elementary Continuum**

- 1 Collaborative Kindergarten: Garden City
- Autism Program: Hope Highlands, Orchard Farms
- Inclusionary Programs within 7 Elementary Schools
  - Arlington, Gladstone, Garden City, Hope Highlands, Oak Lawn, Stadium, Waterman
- Self Contained Programs:
  - Edgewood Highlands, Eden Park, Orchard Farms, Peters, Rhodes, Woodridge, Glen Hills, Woodridge
- West Bay program onsite Horton-Self Contained therapeutic for E.D. students
Middle School:

- Inclusion and team teaching within all 3 Middle Schools
- ELL services to students with IEP’s: Bain, Park View
- Self Contained programs at each middle school with particular focus
  - Parkview: ED, departmentalized
  - Western Hills: Autism, departmentalized
  - Bain: departmentalized

Sanders (Norwood): Middle/High therapeutic self contained program ED

Planning Centers: middle/high support

High School:

- Inclusion CHSE, CHSW, Charter
- CHSE, CHSW: Team teaching, departmentalized self-contained, self contained tiered life skills, self contained ED class (CHSW), therapeutic home room.

Cranston Transition Program (18-21 Norwood) Community based programming
**PROGRAM CONTINUUM/EXTENT OF PARTICIPATION IN GENERAL EDUCATION**

**SPP #20: Timely and Accurate Data**

**School removals/disciplinary policies**

<table>
<thead>
<tr>
<th>Year</th>
<th>Suspensions over 10 days all Students</th>
<th>Suspensions Over 10 days IEP Students</th>
<th>% IEP Students out of total students susp. &gt; 10 day</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011</td>
<td>55</td>
<td>10</td>
<td>18%</td>
</tr>
<tr>
<td>2011-2012</td>
<td>29</td>
<td>5</td>
<td>17%</td>
</tr>
</tbody>
</table>
## PROGRAM CONTINUUM/EXTENT OF PARTICIPATION IN GENERAL EDUCATION

**SPP #4: Rates of Suspensions/Expulsion**

### Suspension

<table>
<thead>
<tr>
<th>Year</th>
<th>All groups suspensions incidences</th>
<th>IEP suspension incidences</th>
<th>All groups suspension unique students</th>
<th>IEP suspension unique students</th>
<th>Percent suspension incidences IEP</th>
<th>Percent suspension incidences non IEP</th>
<th>Percent suspension IEP unique students</th>
<th>Percent suspension non IEP unique students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011</td>
<td>2605</td>
<td>763</td>
<td>1079</td>
<td>288</td>
<td>29.3%</td>
<td>70.7%</td>
<td>26.7%</td>
<td>73.3%</td>
</tr>
<tr>
<td>2011-2012</td>
<td>2723</td>
<td>921</td>
<td>1051</td>
<td>306</td>
<td>33.8%</td>
<td>66.2%</td>
<td>29.1%</td>
<td>70.9%</td>
</tr>
</tbody>
</table>
## PROGRAM CONTINUUM/EXTENT OF PARTICIPATION IN GENERAL EDUCATION

### SPP #4: Rates of Suspensions/Expulsion

**Suspension Rate RIDE Data**

- Total disciplinary actions/average daily membership (Rate per 100 students) Showing most recent 5 years

<table>
<thead>
<tr>
<th>Year</th>
<th>Suspension Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>19</td>
</tr>
<tr>
<td>2011</td>
<td>25</td>
</tr>
</tbody>
</table>

### Suspension Rate Configured on Enrollment Data

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Student Enrolled</th>
<th>IEP Students Enrolled</th>
<th>Non IEP Students</th>
<th>Total Suspension Rate Unique Students</th>
<th>Non IEP Suspension Rates Unique Students</th>
<th>IEP Suspension Rates Unique Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011</td>
<td>10760</td>
<td>1562</td>
<td>9198</td>
<td>10%</td>
<td>8.60%</td>
<td>18.4%</td>
</tr>
<tr>
<td>2011-2012</td>
<td>10739</td>
<td>1559</td>
<td>9180</td>
<td>9.8%</td>
<td>8.11%</td>
<td>19.6%</td>
</tr>
</tbody>
</table>
Social Emotional Resources/Supports

- Review of data: discipline referral forms, crisis intervention forms, discussions with administrators, program supervisors indicated increased needs in this area.
- Worked with program supervisors for psychology, social work, guidance and PBIS coordinator to develop comprehensive K to 12 supports.
- Need: professional development for staff; materials for general education students (Tier 1); materials/programs for social workers/psychologist (Tier 2/3); additional staff.
- Use of CRP and Fund 1 to develop an overarching plan to meet social emotional needs.
- Title 2 funds purchased Second Step program for grades K-6 for general education guidance counselors.
IDEA funding for Coping Cat and CAT-program to address anxiety in children and adolescents
  - Dr. Ellen Flannery-Schroeder developer provided staff training
Programs/materials to address motivation, coping, problem solving, etc.
District psychiatrist met with principals to discuss referring students
Dr. Patrick DeChello will be training staff in April on new DSM classifications
2 new psychologists and 1 social worker hired increasing FTEs at the elementary level
PD: working with students with anxiety, students with motivations issues, working with students with ASD
• EIS funds to address the social emotional needs for students at risk
• New district process for identifying students as Emotionally Disturbed
PROGRAM CONTINUUM/EXTENT OF PARTICIPATION IN GENERAL EDUCATION

Alternative Educational program options

Alternative Education Programs
- Students with grade 10 + credits individualized program
- Credit Recovery am and pm; virtual and live

Odysseyware Virtual Credit Recovery Support

Cranston Area Career and Technical Center

New England Laborers’/Cranston Public Schools Construction and Career Academy

IAES: High School @ CHSE & CHSW; District Based @ AEP
  - Elementary: West Bay/Horton
Cranston School Department is significantly disproportionate in the specific disability category of Other Health Impaired (OHI)

- 2009 hired an Elementary Education Coordinator provides technical assistance to staff and rotates among the 17 elementary teams.
- 2010 - 2011 updated all policies and procedures through its Pupil Personnel Guide.
- 2010 - 2012 provided ongoing training regarding the district's policies and procedures.
- 2012 implemented the process to determine eligibility for OHI was developed and implemented. Process involves checklists, observations, scales and data review.
## PRESCHOOL

### SPP #6: Preschool Environments – LRE

<table>
<thead>
<tr>
<th>Percentage</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular Early Childhood Program</td>
<td>91 %</td>
<td>91 %</td>
<td>90 %</td>
</tr>
<tr>
<td>Separate Special Education Class, School or Residential</td>
<td>9 %</td>
<td>9 %</td>
<td>10 %</td>
</tr>
</tbody>
</table>

Preschool children with IEPs in settings with typically developing peers

1 1/2 Integrated Preschool Classrooms

- Garden City & Stone Hill
- Head Start Classrooms
- Atwood Avenue site & Edgewood Highlands
Preschool children with improved social-emotional skills & use of knowledge and skills

<table>
<thead>
<tr>
<th>TEACHING STRATEGIES GOLD</th>
<th>The percent who substantially increased their rate of growth by the time they exited the program.</th>
<th>The percent of children who were functioning within age expectations in each Outcome by the time they exited the program.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome 1</strong>: Positive Social-Emotional Skills</td>
<td>100 %</td>
<td>100 %</td>
</tr>
<tr>
<td><strong>Outcome 2</strong>: Acquiring and Using Knowledge and Skills</td>
<td>100 %</td>
<td>100 %</td>
</tr>
<tr>
<td><strong>Outcome 3</strong>: Taking Appropriate Action to Meet Needs</td>
<td>100 %</td>
<td>100 %</td>
</tr>
</tbody>
</table>
Cranston Public Schools is responsible to initially evaluate and conduct three year re-evaluations for any of those students residing in Cranston.

- Between October 1st and December 1st of each school year there is a three party consultation process with parents of an ISP students, the school principal, and the LEA. This process assists the district in identifying those students requiring services and to explain the proportionate share as well as the child find process.

- Cranston Public Schools has assigned a .5 FTE special educator assigned to the private parochial schools within Cranston.

- Referral packet is complete by the school and forwarded to the special educator assigned to their school.

- Upon receipt of the referral, the parents and a representative of the private school are invited to an Evaluation Team meeting assigned to a Cranston Public School at the appropriate level.
District Process to improve parent involvement

- Two letters are sent to families regarding survey
- Special education teachers/case managers are asked to contact families through personal phone calls and record the phone calls on the Parent Survey Phone Log Sheet.
- If parents did not receive the survey, they are asked to contact RIPIN.
PARENT/FAMILY GROUPS

SSP #8: Parent Involvement

Parent Survey

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>District's rate of</td>
<td>17%</td>
<td>37%</td>
<td>*23%</td>
</tr>
<tr>
<td>parent participation in</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>survey</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>District's rate of</td>
<td>31%</td>
<td>41%</td>
<td>40%</td>
</tr>
<tr>
<td>the LEA performance</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*A large number of parents called indicated that they did not receive the parent survey. Parents were directed to contact RIPIN.
September 2012-SEPAB name change to SEAC
- Special Education Advisory Committee
- Newly Developed Brochure
- SEAN training for the committee
- By-Laws revised May 2012 approved by the School Committee
- Parent Meeting-First Tuesday of every other month
  - Special Ed. & General Ed. Administrator Representation
  - Executive Director meets with the co-chairs and secretary regularly
  - Every other month workshops
    - Financial, RIPIN, Groden Center, etc.
- Open House-SEAC information table in every building
- Parent representation on all interview teams
### DUE PROCESS INFORMATION

#### SPP #16: Written Complaints

<table>
<thead>
<tr>
<th>Year</th>
<th># Written Complaints</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>0</td>
</tr>
<tr>
<td>2011</td>
<td>0</td>
</tr>
<tr>
<td>2012</td>
<td>2</td>
</tr>
</tbody>
</table>

#### SPP #17: Due Process Hearings

<table>
<thead>
<tr>
<th>Year</th>
<th># Hearings</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>0</td>
</tr>
<tr>
<td>2011</td>
<td>0</td>
</tr>
<tr>
<td>2012</td>
<td>2</td>
</tr>
</tbody>
</table>
## DUE PROCESS INFORMATION

### SPP #18: Resolution Sessions

<table>
<thead>
<tr>
<th>Year</th>
<th># Resolution Sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>0</td>
</tr>
<tr>
<td>2011</td>
<td>0</td>
</tr>
<tr>
<td>2012</td>
<td>2</td>
</tr>
</tbody>
</table>

### SPP #19: Mediations

<table>
<thead>
<tr>
<th>Year</th>
<th># Mediations</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>3</td>
</tr>
<tr>
<td>2011</td>
<td>4</td>
</tr>
<tr>
<td>2012</td>
<td>6</td>
</tr>
</tbody>
</table>
EVALUATION AND INDIVIDUAL EDUCATION PROGRAM (IEP)
EVALUATION PROCEDURES AND PROTOCOLS

SPP #11: General Supervision Part B/Child Find Timelines

Child Outreach

- Advertise widely in local Medias, Cranston Public Schools (CPS) website [http://cpsed.net/index.php/ecc](http://cpsed.net/index.php/ecc), via flyers in strategic locations including elementary schools, COZ, grocery stores, drugstores, community churches, public libraries
- Head screener meets with Cranston preschools on a yearly basis
- 2012 the head screener visits the preschools prior to the screening dates to ensure the appropriate paperwork and signatures for the screenings had been completed.
- Child Outreach also works closely with the Head Start program
Child Outreach Screenings:

- Offered five days a week from September to June.
- Screenings occur in local preschool setting, Head Start or the Early Childhood Center.
- Children are screened in their dominant language whenever possible. If not an interpreter is provided.
- At ECC, a speech pathologist meets with the parents to share the results, answer questions, and provide literature about development and information about local preschools and child care.
- Child fails screening twice a referral is made to the ECC Evaluation Team.
- 2011-2012 school year, three screenings in the late afternoon/early evening, 2012-2013 offered mid-afternoon screenings in addition to the early evening screenings.
EVALUATION PROCEDURES AND PROTOCOLS

SPP #11: General Supervision Part B/Child Find Timelines

Child Outreach Screenings:

- Assists the nursing department with vision screenings during the month of November.
- If a preschool is unable to make an appointment with Saving Site, the Child Outreach department will complete the vision screening.

- Assist with the kindergarten registration process during the months of April and May.
  - All screening results are shared with the kindergarten teacher and speech pathologist so each student can be monitored or referred to either the RtI or Evaluation Team if needed.
  - This year, during the kindergarten screening, the head screener will meet with each parent to obtain information about younger siblings that maybe at home and whether or not the sibling has participated in the Child Outreach Screening process.
EVALUATION PROCEDURES AND PROTOCOLS

SPP #11: General Supervision Part B/Child Find Timelines

Quarter 2 - Indicator 11 Results as of December 30, 2012

# of children for whom parental consent to evaluate was received—104

- a. 1) minus allowable exceptions
- b. # of children whose evaluations were completed within 60 days—0

Percent = [(b) divided by (a)] times 100 - 100%
EVALUATION PROCEDURES AND PROTOCOLS

SPP #11: General Supervision Part B/Child Find Timelines

Indicator 11 Results

<table>
<thead>
<tr>
<th>Year</th>
<th>Quarter 1</th>
<th>Quarter 2</th>
<th>Quarter 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>99 %</td>
<td>90 or 78 %</td>
<td>100 %</td>
</tr>
<tr>
<td>2012-2013</td>
<td>100 %</td>
<td>100 %</td>
<td>100 %</td>
</tr>
</tbody>
</table>
TRANSITION
(PROCEDURES, IEP
DEVELOPMENT
AND IMPLEMENTATION)
PART C TO PART B TRANSITION

SPP #12: Early Childhood Transitions

2010 - 2011 school year--100 %
2011 - 2012 school year--100%

Transition Timeline

- 30 months a transition meeting is held with parent and Early Interventions (EI)
  - information gathered, process and procedures explained
- 33 months referral is forwarded to the Early Childhood Evaluation Team
- 35 months Team meets to review testing and determine eligibility with parent and EI
  - IEP is developed within 15 school days
  - 10 day prior written notice is provided to parent
- 36 months IEP services are provided

_If a referral is received less than 45 days prior the child's 3rd birthday, every attempt is made to complete the process by the 3rd birthday, sometimes combining the first two meetings._
VOCATIONAL EVALUATION

Regular Education:
- Review Guidance Activities and ILP

Level 1 Vocational Evaluation
- Way to Go RI
- 10 Sigma Rubrics
- TPI
- Ansell Casey Life Skills Assessments
- LCCE inventories; Syracuse Inventories
- Interest Inventories/Reading Free Survey (PICS)
- Transition Folder Activities
- Supported Employment Job Coach
- Vocational Experiences (Café East, CTP job sites, Life Skills Culinary)

Level 2-3 Vocational Evaluation
- ORS, West Bay Collaborative, Perspectives, Access Point
SECONDARY
SPP #13: Transition IEP Goals

Post-secondary outcomes, transition planning and connectivity to the IEP process, summary of performance, and post school outcome

<table>
<thead>
<tr>
<th>Reporting Period</th>
<th>Compliance</th>
</tr>
</thead>
<tbody>
<tr>
<td>7/1/09-6/30/10</td>
<td>100%</td>
</tr>
<tr>
<td>7/1/10-6/30/11</td>
<td>99.54</td>
</tr>
</tbody>
</table>

Rhode Island has a 98.4% compliance rate

All case managers using secondary IEP’s utilize indicator 13 Checklist

Middle and High School Special Educators Trained in Using Ten-Sigma train/trainer model over past 2-3 years

“Targeting Transition” Ten-Sigma training, participants trained building staff in common planning time
SECONDARY
SPP #14: Transition Outcomes

Post-secondary outcomes, transition planning and connectivity to the IEP process, summary of performance, and post school outcome

Transition Outcome Survey Results

<table>
<thead>
<tr>
<th>Year</th>
<th>District Response Rate</th>
<th>State Response Rates</th>
<th>Cranston % meaningfully engaged 1 year</th>
<th>State % meaningfully engaged 1 year</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>84%</td>
<td>69%</td>
<td>68.27%*</td>
<td>62.36%*</td>
</tr>
<tr>
<td>2010-2011</td>
<td>74.4%</td>
<td>60.4%</td>
<td>89.9%</td>
<td>78%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>62.5%</td>
<td>57.6%</td>
<td>85.8%</td>
<td>78.4%</td>
</tr>
</tbody>
</table>

*Possible Contributing Factors to Decline in Rate

Poor Economy

? Student Retention/Follow through with ORS services
## SPP #14: Transition Outcomes

### Survey Process

#### In School Process

- **Case manager meets with student prior to graduation**
  - Importance of survey
  - Notify in writing who contacting/when
  - Get's student contact info.

- **List of Graduating students/contacts**
  - Forwarded to Pupil Personnel Office
  - Info. Retrieved by Supported Employment Coach prior to survey window

#### Spring Following Graduation

- **Supported Employment Coach**
  - Familiar with many students
  - High School Level 1 assessment
  - Exploratory Activities in High School
  - Contacts each student
    - 4pm and later
      - times likely to reach students
    - 3 attempts to reach student
    - May involve parent if student unavailable

- **Increase participation 2011-2012**
  - Potential Reasons
    - Hours of calls
    - Familiarity of Coach
District Developed Transition Planning Resource Manual

Student Transition Interests and Assessments Drive IEP and SSOP:
- ex. Transition interview, Way to go RI, 10 Sigma, Vocational Assessment

Examples of Supports to Transition Planning Process
- Review of regular education guidance activities and ILP
- Uniform district wide sequence of transition activities grades 7-12
  - ex. self advocacy, exploration of interests, 10 sigma rubrics, post secondary resources and supports
  - Referral to adult service agencies, special education rights
- Supported Employment Coach at the High School Level
- Career Prep and Interpersonal Skills (social skills) courses CHSE
- Job Coach Training-11/30/12
- 3/14/13-3/14/13-district team attended Statewide Transition Capacity Building Institute:
  - Plan Student full and meaningful participation in IEP development towards transition.
- Transition Skills Courses at the High School Level
- Transition guides given to students/families at IEP meeting
## DROP-OUT/GRADUATION RATES

**SPP #1: Graduation Rate; SPP #2: Dropout Rate**

### Graduation/Drop Out

<table>
<thead>
<tr>
<th>Year</th>
<th>District All Groups Graduated</th>
<th>State All Groups Graduated</th>
<th>District IEP Students Graduated</th>
<th>State IEP Students Graduated</th>
<th>District All Groups Drop out</th>
<th>State All Groups Drop out</th>
<th>District IEP Students Drop out</th>
<th>State IEP Students Drop Out</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>79.50%</td>
<td>75.50%</td>
<td>64.70%</td>
<td>58.70%</td>
<td>11.80%</td>
<td>13.90%</td>
<td>19.80%</td>
<td>22.80%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>81.30%</td>
<td>75.80%</td>
<td>61.90%</td>
<td>57.20%</td>
<td>10.90%</td>
<td>14.10%</td>
<td>24.30%*</td>
<td>23.60%</td>
</tr>
<tr>
<td>2011-2012</td>
<td>77.20%</td>
<td>77.25%</td>
<td>56.54%</td>
<td>58.07%</td>
<td>11.51%</td>
<td>12.47%</td>
<td>20.56%*</td>
<td>22.09%</td>
</tr>
</tbody>
</table>

*Drop Out decreased from 24.30% to 20.56%*
DROP-OUT/GRADUATION RATES
SPP #1: Graduation Rate  SPP #2: Dropout Rate

Drop Out Child Find

Changes in RIGL 16-1901 (b)-Students under 18 cannot drop out of school
- Alternative Learning Plan

Example: IEP student wishing to receive GED
- Student/Parent Meeting with guidance counselor, Assistant Principal for Academic Affairs, case manager/Assistant Principal Special or Related Services
- Options discussed including alternatives toward getting diploma/post school goals
- Students moving forward will take GED pretest
- Based on Results Agency will recommend moving forward or not
- Alternative Learning Plan eligibility sent to school by GED agency
- Approval of Alternative Plan at school level
- Team convenes to discuss appropriate services for student in pursing GED
- Student/family accept proposed IEP services or exit special education
- Student can always return to Team/services if resumes high school
- Attendance reported to school by GED agency
- GED transcript sent to school when completed and student withdrawn from school