



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

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**School Support System Report and Support Plan**

**East Greenwich Public Schools  
November 2022**

## SCHOOL SUPPORT SYSTEM A Collaborative System of Focused Monitoring

### Introduction

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

To accomplish this the SSS includes these components:

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

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# East Greenwich 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>As of June 2021 per the State Performance Plan (SPP):</p> <p>The percentage of students educated 80 to 100% of the time in general education settings is 75.25% (RI District Average is 71.76%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 1.0% (RI District Average is 10.03%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 4.52% (RI District Average is 4.93%)</p> <p><i>Documentation: Data from June 2022 Special Education Census, State Performance Plan</i></p>	
Result	2	<p><b>Participation and performance of children with IEPs on statewide assessments (State performance Plan Indicator #3):</b></p> <p>A. Participation rate for children with IEPs 89.39% which is below the state target of 100%</p> <p>B. The district's proficiency rate for students with IEPs in ELA was 17.86% and exceeded the state target of 11.67%. The district's</p>	

		<p>proficiency rate for students with IEPs in MATH was 8.93%, which is lower than the state target of 17.33% NEW BASELINE YEAR</p> <p>C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievements standards N too small and math N too small [Note: State has individual grade and content area targets (22,65% &amp; 23.03%). New baseline year. State target is average target across grades and content areas.</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	
Result	3	<p><b><u>Multi-Tiered System of Support (MTSS) Response to Intervention (RTI)/ Academics</u></b></p> <p>The East Greenwich Public Schools is continuing to evolve in the use of a Multi-Tiered Systems of Supports (MTSS) across the district based on the MTSS tiers of supports and strategies. This multi-tiered framework is enacted as a school wide improvement process regarding providing a high-quality, scientifically based curriculum within the general education classroom as well as an additional focus on supporting the whole child and social-emotional behavioral learning via a fluid tiered process.</p> <p>This process involves universal screening for all students, the delivery of high-quality evidence-based curricula/assessments/progress monitoring tools, strengthening Tier 1 classroom instruction via a UDL lens, and making instructional decisions that are evidence informed (data connected). Universal screening tools used throughout the district include STAR Reading and Mathematics Assessment, EL phonics and micro phase assessment, summative end of unit assessments across content areas, course-based performance tasks/ common tasks and state assessments. This process is aligned horizontally and vertically across the district, data protocols are in place around aggregate and individual student analysis, and progress is reported to the school-based teams and families.</p>	<p>The district will continue to review and revise its MTSS protocols, procedures, and practices.</p> <p><b>Timeline:</b> Immediately</p> <p><b>Progress check:</b> December 2023</p> <p><b><u>FOLLOW UP FINDINGS:</u></b></p>

MTSS work is evolved and coordinated via student services in conjunction with a district wide MTSS SuperTeam, composed of 30+ educators representing diverse grade levels and content areas/ specialists. MTSS work is keyed to an MTSS mission and district MTSS goals which are driven by the district's "ALL MEANS ALL" strategic plan. Regular MTSS updates are made both internally and externally.

The school based MTSS teams across the district meet at regular intervals throughout the school year to collaborate and address student academic needs based on the multiple measures of determining and collecting benchmark data and progress monitoring the academic progress of all students across the district. This process is outlined in the districts evolving MTSS Guidebook which outlines many elements of process and procedure from universal screening through Tier 3 interventions.

Scaffolded instruction is used to differentiate learning for all students with increasing intensities of instructional supports matched to the individual learner needs for all students. Parents and families meet with MTSS teams to discuss their student progress and students are typically included in the development/progress meetings at the 6-12 level. This fluid process of cyclical intervention and data work is rigorous, evidence informed and learner-centric. Throughout this process student progress is frequently monitored to determine the effectiveness of evidence-based material and curricula Decisions regarding instructional needs are based on multiple data points taken over time and compared to age/grade based normative performance expectations whenever applicable.

**Elementary Level**

At the Elementary Level, the East Greenwich Public Schools has designated building-based MTSS coordinators and flexible teams including the building principal, general educators, special educators, reading/math interventionists, and related service providers that serve to analyze universal

	<p>screening, performance-based measures and progress monitoring results to best plan for and create supports to increase the level of student achievement and strengthen the instruction core of tiered support.</p> <p>At Meadowbrook Elementary the MTSS team includes the principal, two general education coordinators and the referring general educator. The school social worker, psychologist, resource teacher, occupational therapist, speech and language pathologist and physical therapist participate in the meetings as needed based on student need. The team has four 30-minute time slots built into the schedule for weekly meetings on Wednesdays and Thursdays. There is a Title 1 Math specialist as part of MTSS. The specialist provides services at Meadowbrook and Frenchtown (if a student is not making progress with Tier I and Tier II interventions then Tier III interventions are given and a special educator would get involved).</p> <p>The Team of Qualified Professionals (TQP) team meets on Thursdays (K-2) and includes the special education teachers, school social worker and a psychologist. Friday is team day for the Pre-K team and includes the occupational therapist, speech and language pathologist and physical therapist as needed and the building principal is the chair.</p> <p>At Hanaford Elementary the MTSS team includes the principal, and the occupational therapist is the chair. The school psychologist, classroom teacher and any others who would be appropriate at the time (reading and/or math interventions etc.). Meeting times are scheduled two times per week (Monday afternoons and Tuesday mornings).</p> <p>The Team of Qualified Professionals (TQP) team meets on Mondays for 30 minutes. The team includes all special educators, grade level service providers, a school psychologist, social worker and school principal.</p> <p><b>Middle Level</b></p> <p>At the Middle Level the East Greenwich Public Schools school-wide flexible MTSS teams include the building principal/assistant principal, general educators, special educators, counselors, school psychologist, reading</p>	
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<p>Compliance</p>	<p>interventionist, math interventionist and other related service providers. The building-based problem-solving teams are in place by team (6 teams in building/ 2 per grade level) These teams meet on a regular basis to analyze data, design and designate interventions, and progress monitor across tiers.</p> <p>The MTSS process is still in a developing stage at the middle school level. There are two teachers that are part of the super team and are working to have a more structured system. Currently MTSS meetings happen 1 time a week for each team. This meeting happens during a common planning time blocks- parents, principal, interventionists, and other team members are invited as needed. Some teams referenced paperwork that is housed on google that they complete others seem to have a more informal process. There was inconsistency among the faculty as to the understanding of MTSS. MTSS professional development was provided for teachers- more professional development would be helpful. Tier 2 and Tier 3 supports are inconsistent. Students who are struggling with reading receive services through the reading specialist during an intervention block. This block takes the place of a unified arts class. Students who have personal literacy plan or MTSS plans for reading as well as IEP students are all placed on the same team so that services can be provided. If a student from another team is identified, it is unclear how they receive the services? Students who are struggling with math receive services either through the math teacher during the Lancer Learning Time block or are placed in the skills block with the special education teacher. Teachers indicate that they use STAR and classroom data to monitor progress.</p> <p>Most of the students who receive reading intervention are students on IEP's who have been identified through STAR data, these students receive skills block as well as a literature Block. Due to this schedule the question of "opportunities" for students was brought up as it appears to limit the "opportunities" for students with IEP's. In some cases, students with IEPs have had multiple years of intervention with little no access to electives. (300.320). See support plan a.)</p>	<p><b>a.) Timeline:</b> Immediately</p> <p>The district will revise and refine the schedule at the middle school to allow for students with IEPs to engage in elective opportunities.</p> <p><b>Progress check:</b> October 2023</p>
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Result		<p><b>High School Level</b></p> <p>At the high school level the school-wide MTSS team includes the building principal/assistant principal, general educators, special educators, counselors, school psychologist, reading interventionist, and other related service providers. There is also a building-based problem-solving teams/Student Support Team (SST) that are in place in each department at the high school with department chairs and the content area team of educators who meet on a regular basis to analyze data, determine interventions, and create tiers of support for students across the grade level. There are two MTSS facilitators who facilitate the MTSS meetings as needed. The current focus of MTSS at the high school is on Tier 1 support and understanding. Additional professional development on MTSS is seen as a need. Tier 2 and 3 MTSS for academic supports are basically nonexistent. There is a reading specialist who focuses on those who are students with personal literacy plans (PLS). Teachers reported wanting more interventions (e.g., online credit recovery).</p> <p><i><u>Documentation:</u> Data Analysis; Building-based data; State Performance Plan; District Data</i></p>	<p><b><u>FOLLOW UP FINDINGS:</u></b></p>
Result	4	<p><b>SPP Disproportionate Representation (State Performance Plan Indicator #9 and #10)</b></p> <p>East Greenwich is not disproportionate in either representation of racial and ethnic groups in special education or in racial and ethnic groups in specific disability categories.</p> <p><i><u>Documentation:</u> Data Analysis; State Performance Plan</i></p>	

Result	5	<p><b>Suspension (State Performance Plan Indicator #4a):</b> Significant discrepancy in the rate of suspensions (for students with IEPs) greater than 10 days as compared to the rate of suspensions (for students without IEPs) greater than 10 days. This was not applicable for the East Greenwich Public Schools as no students with IEPs were suspended for greater than 10 days. Also, SPP data cannot be reported because the cell size is smaller than the State's minimum for reporting.</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><b>School Removals/Disciplinary Policies.</b> Throughout the district behavioral expectations along with disciplinary action protocols and policies are comprehensively defined via school committee policy and contextualized to each building through school handbooks.</p> <p><i>Documentation: Local policy docs, Data Analysis; State Performance Plan</i></p>	
Result	6	<p><b>Multi-tiered System of Support (MTSS)/Social Emotional Supports/Social Emotional Resources/Positive Behavioral Supports</b></p> <p>The East Greenwich Public Schools utilizes a Multi-Tiered Systems of Supports (MTSS) including a holistic approach to the child and social-emotional behavioral (SEB) learning. This tiered support is based on Positive Behavioral Interventions and Supports (PBIS) and is enacted as a</p>	<p>The district will continue to review and revise its MTSS protocols, procedures, and practices.</p> <p><b>Timeline:</b> Immediately</p> <p><b>Progress check:</b> December 2023</p>

	<p>school-wide and district-wide embedded process providing a high-quality, scientifically supported social-emotional curriculum within the general education classroom. This process is evident across the district in the use of PBIS methodology to promote positive behaviors. This emphasis on a school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors creates positive school environments. Individual behavioral management plans, a continuum of positive behavior support for all students across classrooms, schools, and the district and is implemented in areas including the classroom and non-classroom settings (such as hallways, buses, cafeteria, auditorium etc.). Positive Behavioral Interventions and Supports (PBIS) is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs. Attention is focused on creating and sustaining Tier 1, 2, and 3 systems of support that improve (emotional well-being, mental health, social-emotional competencies, and family support) of students.</p> <p>The East Greenwich Public Schools Mental Health Subcommittee is composed of school community stakeholders and works on building initiatives and programs district-wide to support the social-emotional well-being of all students. The creation of the Mental Wellness Bulletin is a publication that is distributed across the district and in the community that focuses on engaging parents and caregivers at each level of childhood development from birth through high school age. District and community supports as well as a variety of articles and resources centered around fostering a district-wide culture of social-emotional awareness is promoted through this work.</p> <p><b>Elementary Level</b></p> <p>All students engage in PBIS programming that encompasses recognition of the necessary characteristics of good citizenship, kindness, collaboration, and community. Examples of this work includes: school-wide awards such</p>	<p><b><u>FOLLOW UP FINDINGS:</u></b></p>
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	<p>as the “Eagle Eye” award, Town meetings in which the whole school engages in topics related to social-emotional growth and awareness, lunch bunch activities where students eat lunch with support professionals as a means of developing rapport and connection, and the use of mindfulness, conscious discipline, and brain/body breaks across schools for all students. Character education lessons are conducted school-wide with the support of the building principal and support professionals. Topics include: friendship, bullying prevention, self-awareness, emotions, and a variety of other timely topics connected to the Rhode Island Department of Education’s Social Emotional Learning Standards. Grade level teams, support personnel, and building administration work together to identify those students who would benefit from additional interventions related to character education, developing strategies for emotional management, and additional behavioral supports through the use of behavior intervention plans, embedded classroom management strategies, and additional tiered interventions including the use of behavior specialists and paraprofessionals trained in data collection to inform interventions, progress monitor, and develop scientifically-based supports for students in need.</p> <p>Meadowbrook’s school wide PBIS uses blue tickets schoolwide for being recognized for respectful, responsible, and ready. Classroom teachers also use the tickets and have various classroom and student rewards. The schoolwide program is in the process of being updated.</p> <p>Hanaford school wide PBIS uses Hanaford Hawk tickets which are given to students for being recognized for being respectful or doing a good deed. Tickets are collected by classroom teachers then weekly a winner from each classroom (12 winners weekly) receive a prize or item such as lunch with the principal or extra Chromebook time. Teachers use classroom rewards for students and class rewards. Many teachers use the Class Dojo app for the reward system.</p> <p>The school social worker at Hanaford holds social groups with grades (3-5) one grade level at a time on a rotating basis. This is held during the Power Hour which is a set intervention block so students with IEPs do not miss any academics.</p>	
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**Middle Level**

At the middle school level, the tenants of PBIS continue and are expanded to include a variety of interventions geared toward reaching all students across a system of tiered supports including student meetings with grade level guidance counselors. Cole utilizes the ASAPP 2 (Bob H) club for inclusivity, Unified Sports, Club Connections, & Lancer Learning Time is utilized for personalization. The school also partners with its PTG on various community events. Cole Middle School is a nationally recognized Best Buddies Chapter for their work supporting a school-wide culture of inclusion and acceptance in the variety of organized social activities with many students at Cole Middle School. The school's Unified Sports program also supports social-emotional learning and a positive school climate across grades. Students requiring more intensive interventions beyond Tier 1 are referred to the grade-level problem-solving team in which there are two teams for each of the three grade levels 6-8. General and special educators as well as support personnel regularly meet to determine those students in need of additional supports, collect data, determine interventions, and progress monitor using the social-emotional competencies. Starting in the winter of 2022 a system of SEB universal screening will be implemented in parallel with the 3x/year academic universal screening process. Additionally, strong relationship building is in place across the school with the Student Resource Officer as well as lunch bunch activities with targeted students to increase relationship building and a sense of belonging.

The idea of PBIS is scattered throughout the faculty. Students can visit guidance as needed. There is a social worker and school psychologist on staff. It was noted that some students who have some "behavioral" needs are placed in the skills block and receive support from the special education teacher. It was clear that a stronger school wide "behavioral" piece needs to be implemented. The school has a sensory room

**High School**

At the high school level, a school-wide commitment to promoting social emotional health and a variety of tiered supports specifically designed for the

		<p>growing need of social-emotional behavioral interventions at this age level are employed. The high school had a twice weekly scheduled Check and Connect program that was overseen by the School Psychologist) as well as general and guidance counselors. It is not happening this year at his point.</p> <p>This intervention was intended to focus on at-risk students who may become overwhelmed or need assistance in managing the rigors of high school expectations. Self-advocacy strategies, a community atmosphere, and the support of school psychologists and other educators created a safe space for students to obtain these strategies needed for their personal success. Conversations are occurring to start up and expand this program again.</p> <p>Advisory time could be systematic for targeted social/emotional behavioral learning and the identification of students who may benefit from more intensive supports to assist in social/emotional behavioral supports skill development. It is not formalized nor is there a curriculum at this point</p> <p>In addition, the high school’s resource officer and drug counselor work to establish positive relationships with all students and families as well as assist in identifying students and families in need of support. Referrals for additional support via the district’s drug counselor are made by the school problem-solving team or Student Support Team (SST), teachers, support staff, and building administration is held to discuss at-risk students in need of interventions on Tier 2 and Tier 3. Potential interventions are discussed, and a progress monitoring plan could be developed to ensure student progress although that is not currently occurring.</p> <p><i><u>Documentation:</u> East Greenwich Public Schools Strategic Plan Vision 2024 District Initiatives; Building-based data; Mental Health Subcommittee; Observation</i></p>	
Result	7	<b>Preschool Continuum</b>	

<p>Compliance</p>	<p>The East Greenwich Public Schools integrated preschool program is located at Meadowbrook Farms Elementary School. In the 2022-2023 school year this program contains three integrated preschool classrooms, each of which runs a morning PK3 and an afternoon PK4 session (total 6 sections) An Early Childhood Coordinator, three Preschool teachers, five paraprofessionals and designated/ shared related service providers support the integrated Preschool program. The Preschool curriculum is aligned to the Rhode Island Early Learning Standards (RIELS) and best practice in early childhood education and child development. The itinerant model of community preschool push-in is utilized in conjunction with opportunities for walk-in services as needed to service PK IEP needs of students not based in the EG program.</p> <p>The East Greenwich Public Schools collects early childhood outcomes data on all children with IEPs as required by the federal Office of Special Education Programs. The Preschool has transitioned from the online child portfolio for Teaching Strategies Gold to High Scopes which is aligned to the Rhode Island Early Learning Standards (RIELS). The Rhode Island Child Outcomes Summary Part B is collected by Early Intervention in conjunction with Preschool input. Part C of the Rhode Island Child Outcomes Summary is completed by the Preschool Team. This assessment information is used to shape and individualize instruction and to demonstrate student progress. There are three major outcomes measured including positive social-emotional skills, acquiring and use of knowledge and skills (including early language/communication and early literacy), and use of appropriate behaviors to meet needs. In East Greenwich, 100% of the preschool students that receive special education and related services in settings with typically developing peers such as early childhood settings, home, and part-time early childhood or part-time early childhood special education settings.</p> <p>Meadowbrook early childhood playground area is a concern. The playground prekindergarten area is not accessible to students with mobility challenges. The team observed a prekindergarten afternoon student not able to access the area with peers. It was reported that staff push the student in their wheelchair to the area on the blacktop, but the student is not able to access the playground (300.320). Additionally, the prekindergarten</p>	<p><b>Timeline:</b> Immediately</p> <p>b.) The Meadowbrook early childhood playground will be accessible so students with mobility disabilities can access it with typical peers.</p>
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playground area fence does not appear to be a stable permanent fence so it can fall and prekindergarten students could elope under the fence. The play area is not on level ground reported drainpipe is under the children's play equipment. See Support Plan b).

**State performance Indicator #6**

- A. In this district, the percent of preschool children aged 3-4 with IEPs attending a general education early childhood program and receiving the majority of special education services in the general early childhood program was 95.45%. (state target, 52.69%)
- B. The percent of children aged 3-5 with IEPs attending a separate special education class, separate school or residential facility was 0%.(state target, 12.72%)
- C. The percent of children with IEPs aged 3, 4, & 5 who are enrolled in a preschool program receiving special education and related services in the home was 0% (state target, 0.53%)

**State Performance Plan Indicator #7**

**OUTCOME A:** Percent of preschool children ages 3-5 w/ IEPs who demonstrate improved social emotional skills-

#1 percent who entered below grade level and substantially increased their rate of growth was 91.7% (state target , 70%)

#2 percent who were functioning within age expectations by the time they turned 6 or exited the program was 91.7% (state target, 67.4%)

**Progress check:** December 2023

**FOLLOW UP FINDINGS:**

		<p><b>OUTCOME B:</b> The percent of preschool children ages 3-5 with IEPs who demonstrate improved use of knowledge and skills including early language communication and literacy</p> <p>#1 percent who entered below grade level and substantially increased their rate of growth was 100% (state target , 45.3%)</p> <p>#2 percent who were functioning within age expectations by the time they turned 6 or exited the program was 58.3% (state target, 28.9%)</p> <p><b>OUTCOME C:</b> Percent of preschool children ages 3-5 w/ IEPs who demonstrate improved use of appropriate behaviors to meet their needs.</p> <p>#1 percent who entered below grade level an substantially increased their rate of growth was 91.7% (state target , 69.1%)</p> <p>#2 percent who were functioning within age expectations by the time they turned 6 or exited the program was 75% (state target, 51%)</p> <p><i>Documentation: Data Analysis; State Performance Plan, Special Education Census as of June 30, 2021, State Performance Plan</i></p>	
Result	8	<p><b>Program Continuum Elementary Level</b></p> <p>The East Greenwich Public Schools has four elementary schools including: Meadowbrook Farms Elementary School (Preschool-Grade 2), Frenchtown Elementary School (Grade K-Grade 2), Hanaford Elementary School (Grade 3-Grade 5) and Eldredge Elementary School (Grade 3-Grade 5).</p>	

		<p>There are 1172 students at the elementary level and approximately 165 have IEPs. The special education program continuum is as follows:</p> <p>The program continuum at the elementary level provides specialized instruction for students with IEPs in inclusive settings with most students receiving supports and services within the general education classroom. Co-teaching and collaboration among special and general educators takes place at each elementary school. Small group and individualized instruction takes place in and outside of the general education classroom pullout resource services dependent on student need. There are two elementary intensive support classrooms housed at Frenchtown and Hanaford Elementary Schools. Each of these classrooms engages learners in highly structured work systems and communication systems for the students with inclusive practices in content areas. Through the use of scheduled common planning time as well as practices such as embedded inclusion institutes and professional development in the area of inclusive strategies school teams are discovering new ways in which to develop comprehensive, data driven, and learner-centered specially designed instruction.</p> <p>At Meadowbrook Farms Elementary School there is a grade level common planning time built into the schedule.</p> <p>At Hanaford Elementary School grade level common planning time is built into the schedule 30 minutes each day. There is also a daily intervention block built into the daily schedule.</p> <p><u>Documentation:</u> <i>Data Analysis; Interviews; Observation</i></p>	
Result	9	<p><b>Program Continuum Middle Level</b></p> <p>The East Greenwich Public Schools has one middle school (Grades 6-8). At Cole Middle School there are 629 students and 65 are students with IEPs. The special education program continuum is as follows:</p> <p>There are eight (8) grade level teams comprising each grade with a special educator assigned to each team along with a paraprofessional. Special</p>	

	<p>education instruction is delivered using a variety of methods including inclusive, co-taught classes as well as small group instruction in the resource setting. Most students receive specialized instruction within the general education setting in a co-taught model, with special educators and general educators providing student specific accommodations and modifications of content area material. Special educators and paraprofessionals, as appropriate, collaborate with general educators and provide instructional support and student specific accommodations and modifications for all content area classes. Pull-out: Students' IEP specific goals are addressed through their participation in an academic skills class which is held four days a week for 45 minutes. These support classes are learner-centered in connection with IEP goals and objectives as well as providing the opportunity for students to preview and participate in re-teaching of key concepts learned in the content area classes. Special educators provide specialized instruction in addition to content area remediation, additional time to complete tests/quizzes, and assisting students in executive functioning skills. Students who participate in academic skills classes receive elective credits.</p> <p>Most special education instruction is delivered in either the skills block or through support that is provided in the general education classroom. General education teachers state that they are the “main” teacher in the classroom and that they rely on the special education teacher to provide the modifications and accommodations for the students. Special education teachers collaborate with the general education teacher three times a week through a common planning time. The special education teachers report that the skills block is helpful, however, they struggle to find the balance between providing instruction for the IEP goals as well as keep the students on top of what is happening in the general education classroom. More professional development in the area of co-teaching was stated as a need.</p> <p>A self-contained setting is provided for students with significant intellectual challenges needing individualized direct instruction. Students participate with their typically developing peers in co-curricular classes with support (paraprofessional) as needed. There are currently six students participating in this instructional setting all requiring an alternate</p>	
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	<p>assessment. The classroom environment offers students an opportunity to experience hands-on daily living skills aligned to academic and social-emotional learning activities. A flexible learning program for grades 6-8 coordinated by a special educator in collaboration with general educators and support personnel provides students identified through the RtI and/or IEP process a setting to receive additional academic and/or social emotional behavioral support. This setting is additionally utilized to support students needing the fluidity of small groups or one to one instruction on an as needed basis. All students have a specific plan to address their individual needs supported by progress monitoring data and performance in content area classes. Students utilizing this model this year have students with IEP supports, students identified through the RTI process, and students receiving accommodations through Section 504.</p> <p>Students in the self-contained setting participate in co-curricular classes as well as classes in the general education setting as appropriate.</p> <p>A designated sensory integration therapy setting containing sensory support equipment and materials is available to students across grades. This room is sometimes utilized as a deescalation room in which students can use coping strategies to self-regulate emotions and behavior as needed.</p> <p>In addition, "Lancer Learning Time" or LLT is a regularly scheduled period that meets during the school day for the purpose of supporting and enhancing the learning of all students. This time is utilized for learning goals including completion of work and assessments, academic supports for all students, small groups of students working collaboratively on group assignments and projects, or self-directed learning activities specific to student needs. The Advisory program is scheduled weekly. Common Planning Time (CPT) is a structured scheduled opportunity for grade level teams including the special educator assigned to the team and others to meet weekly to discuss instructional practices, upcoming assignments, and needed accommodations/modifications and curriculum alignment to the common core state standards and the social emotional learning competencies. Grade level content area teachers meet to discuss</p>	
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		<p>instructional strategies, common assessments and planning for the alignment and implementation of the common core.</p> <p>Lancer Learning Time (LLT) happens each day for 25 minutes and is used for a variety of services. Since there is currently no math specialist in the building many of the math teachers report using this time to try to provide a T2 math intervention. Most teachers report that the LLT is used to start homework, reteach or make up work as needed. Unified arts teachers are also included in the LLT block to make classes smaller- some get creative during this time allowing for some students to receive an “elective”.</p> <p><u>Documentation:</u> <i>East Greenwich School District Continuum of Services; Data Analysis; Observations</i></p>	
Result	10	<p><b>Program Continuum High School Level</b></p> <p>The East Greenwich Public Schools has one high school. At East Greenwich High School (Grades 9-12) there are approximately 741 students and 69 have IEPs. There is a Department Chair of Special Education who serves as the Transition Coordinator, 8 Special Educators, and 7 paraprofessionals working within the special education programs. The program continuum is as follows:</p> <p>Collaborative co-taught inclusive classes are offered in grades 9 and 10. Specific classes (ELA, math, science, and social studies) are developed in the spring and are based on overall student need. Special educators who co-teach attend subject matter common planning time once every seven days. Teachers reported a need for additional professional development in the area of co-teaching in the collaborative classes with an eye toward consistency of approach. Additionally, professional development in the curriculum modifications and accommodations.</p> <p>Resource support with a designated special educator is offered five out the seven days for students as appropriate. Students who have resource support typically students take co-taught general education classes with appropriate support including additional math and reading labs as needed.</p>	

	<p>Most of the multi-age classes are comprised of students with IEPs and others needing intensive intervention.</p> <p>-Behavioral Academic Social Emotional Skills Support (BASES) program. This programs students with and without IEPs. There are approximately 16 students served via this program as well as some students who attend private schools.</p> <p>Teachers reported that this year there was very little alignment of putting students in the resource or collaborative classes of their case manager. Previously, this was routinely done as much as possible. A list of recommendations by subject area and services needed is typically provided to the guidance department chair for scheduling purposes. Individual teachers have adjusted schedules, when possible, but it was not systemic.</p> <p>There is a set block for special education common planning time (once every six days). Although teachers meet with each other as needed they have only met as a special education department twice so far. Teacher's report wanting to meet as a team with a structured agenda.</p> <p>Two classrooms are designed for students with significant intellectual disabilities. In addition to the academic program, the older students in the class (19-21 years of age) participate in community-based experiences and vocational experiences while the younger students focus on academics and engage in some community-based experiences. All students participate in school-based vocational experiences. EGHS used "Launch Beginnings" as an outside agency to facilitate integrated trial work experiences. the contracted provider for some of the vocational/community-based experiences.</p> <p>The two teachers have groups throughout all age ranges (15-21) and (16-20). A clearer articulation between these two programs is desired.</p> <p>There is a full-time psychologist at the high school and a student assistance counselor. The social worker is at the high school approximately 3.5 days per week.</p>	
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<p>Compliance</p>	<p>Teachers reported wanting consistent agenda for all IEP meeting that is followed so nothing is missed.</p> <p><b>High School Compliance Issues</b></p> <p>On the math syllabus the following was seen:</p> <p><i>“Accommodations • Administration of an Assessment in an Alternate Location and/or Extended Time on an Assessment: If you have an education plan (IEP, 504, or Rtl) that provides for accommodations for testing, unless your disability prevents you from doing so, <b>it is your responsibility to make arrangements with your mathematics teacher at least 24 hours in advance of the assessment. Failure to comply with this requirement means that you forego the accommodation for that test. Note that you may also need to include a case manager or other service provider in the testing arrangements, but you must communicate with your mathematics teacher.”</b></i> (300.320). See Support Plan c.) #1</p> <p>It is the responsibility of the teachers to provide accommodation (s) and/or modifications (on all appropriate occasions) for students per their legal entitlements (IEP, 504).</p> <p>Currently, if a student passes a math class with a low D (which is passing at EGHS) and the math teacher feels the student has not mastered the concepts despite passing the class the student may be made to retake the class. This practice coupled with the syllabus concerns indicates that there is a belief, by some in the math department, that students should not receive differentiated or accommodated math work but rather retake classes until a grade that is acceptable to the math teacher is procured. So, if a student is placed in Alg. 2(b) and the math teacher feels that this student cannot make it in the class to the teacher’s satisfaction then that teacher will go to guidance or the math department chair and ask for the student to be removed from their class. Hence, there are currently multiple seniors sitting in Algebra 1 part 1 (the freshman class). See Support Plan c.) #2.</p>	<p><b>Timeline:</b> Immediately and ongoing</p> <p>c.) 1.)The accommodation concerns were addressed and rectified.</p> <p>2.) The scope and sequence of math classes at EGHS will be reviewed and revised to ensure access and opportunity for students with disabilities.</p> <p><b>Progress check:</b> December 2023</p> <p><b><u>FOLLOW UP FINDINGS:</u></b></p>
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		<p>General education teachers reported that special education teachers do not consistently reach out with snapshots and teachers felt this would be helpful even though they do go into Aspen on their own.</p> <p><i><u>Documentation:</u> East Greenwich School District Continuum of Services; Data Analysis; Observation</i></p>	
Result	11	<p><b>Adapted Physical Education (APE)</b></p> <p>Adapted Physical Education teachers provide both individual and small group instruction to students who qualify for this related service. The district follows specific criteria for referral and to determine eligibility. This district employs three (3) individuals certified to provide adapted physical education. In this district there are currently 38 students receiving adapted physical education services. Those providing adapted physical education services in this district consult and plan with the general physical education teachers to preview and extend those skills necessary for successful participation in physical education classes. In addition to specialized instruction the district's APE teacher support the Unified Sports teams at both the Middle and High School levels as well as recommend and support the students in their endeavors via Special Olympics.</p> <p>At the high school students in the functional life skills programs who have APE goals receive APE either one-on-one or in a group of two students. Some also receive general education physical education.</p> <p><i><u>Documentation:</u> Data Analysis; Interviews; Observation, Special Education Census</i></p>	

Result	12	<p><b>Extended School Year (ESY)</b></p> <p>In the Extended School Year program in summer of 2022, 48 students of the 353 total special education population (36%) participated in extended school year services. The program continuum is as follows: The East Greenwich Public School holds a 5-week Extended School Year program from July to August for all students who based on regression and recoupment data points are eligible to receive services. Each class consists of a three-hour session. Preschool and Kindergarten students attend three days per week. Grades 1 - 3 attend a Math and English Language Arts (ELA) Lab two days per week. Grades 4 - 12 attend a Math/ELA Lab one day per week. Intensive support classes K-12 which focus on Life Skills Curriculum consist of a four day a week schedule. In addition, job coaching, and community-based vocational and transition experiences are also scheduled weekly for eligible students. Service Providers including occupational and physical therapists, speech pathologist, and school psychologists service students within the programs, as well as walk-in services per student need.</p> <p><u>Documentation:</u> Data Analysis; ESY 2022 Documents</p>	
Result	13	<p><b>Local Special Education Advisory Committee (LAC)</b></p> <p>The East Greenwich Special Education Advisory Committee local advisory committee meets in accordance with Rhode Island regulatory requirements.</p> <p>Goals or priorities for this year were developed in part from community polls/surveys that are done with the permission of the school committee. One priority is to provide families with information on communication strategies with school and district administration. Another priority area is to</p>	

		<p>provide clear information to families on the special education continuum of services within the district.</p> <p>Membership includes families in the majority and school staff also attend. Specific professional development trainings, such as one on IEPs, produce larger attendance and consistent attendance across meetings is a challenge. The committee will meet five times this year with meetings in between for smaller work groups.</p> <p>The school district website has a location to announce meetings and information related to the advisory committee East Greenwich School Dept. - EG Special Education Advisory Committee (egsd.net) and notices of upcoming events can be emailed through the district special education office contact list</p> <p>The committee intends to produce an annual report this June. The committee leadership would benefit from a regularly participating secretary to keep official minutes. Currently, this responsibility would fall to the Co-leads.</p> <p>The co-leads have strong, open communication with the current special education director and the district has been supportive in helping the committee understand which items relate to policy at the district level versus implementation at the school level.</p> <p><u>Documentation:</u> <i>Data Analysis; Interviews</i></p>	
Result	14	<p><b>School Efforts to Partner with Parents (State Performance Plan Indicator #8)</b></p> <p>The East Greenwich Public School’s rate of parent participation in the annual Special Education Statewide Parent Survey (2021-2022) is 13% or 137 of the 1085 parents who responded have students with IEPs.</p>	

		<p>Of parents with a child receiving special education services who participated in the last survey, the percent that reported that their school's efforts to involve parents as a means of improving services and results for children with disabilities are at or above the state standard is 75%.</p> <p><i><u>Documentation:</u> Data Analysis; State Performance Plan 6/21</i></p>	
Result	16	<p><b>Drop Out / Graduation Rate (State Performance Plan Indicator #1 and #2)</b></p> <p>The East Greenwich Public Schools graduation rate is &gt;95% for all students and 83.33% for students with disabilities. These rates exceed the state average rates of 86% for all students and 59.4% for students with disabilities.</p> <p>The East Greenwich Public Schools dropout rate is 2.7% for all students and 5.56% for students with disabilities. These rates are lower than the state average rates of 17% for all students and 13.7% for students with disabilities.</p> <p><i><u>Documentation:</u> Data Analysis; State Performance Plan, CRP data 2021, State Performance Plan</i></p>	

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

Indicator		Findings	Support Plan
Result/ Compliance	1	<p>Records of approximately fourteen (16) students were reviewed prior to the on-site review by the team leaders. Students' records were very accessible. The record review process identified the following:</p> <ul style="list-style-type: none"> <li>-Learning disabilities ASPEN form not aligned to Rhode Island regulatory requirements.(300.307)</li> <li>-Early Childhood environment form (in ASPEN) is outdated</li> <li>-A few (three) random IEP items were left blank or not seen in the file (300.320)</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>Timely verification will be provided to the Rhode Island Department of Education, Office of Student, Community and Academic Supports, that compliance issues are addressed and rectified. This Support Plan is applicable for all compliance findings in this section.</p> <p><b>Timeline:</b> Immediately</p> <p>d.) See also item #5 in this section for specific learning disabilities. 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>Progress check:</b> December 2023</p> <p><b><u>FOLLOW UP FINDINGS:</u></b></p>
Result	2	<p><b>Child Outreach</b></p> <p>The East Greenwich Public School's Child Outreach screenings are available in a range of community-based early childhood programs and by appointment September through June. Screenings instruments are reliable and researched-based measures aligned to the best practice guidelines for early childhood development. There are five components involved in the</p>	

		<p>Child Outreach screening including the developmental screening, speech/language screen, vision, hearing and social/emotional questionnaire (which is completed by the parent).</p> <p>The Child Outreach Coordinator provides leadership, management and supervisory skills that promote learning for each student. The Child Outreach Coordinator supports the district’s vision, inspiration, and insight for all stakeholders in a learner-centered school community. The Child Outreach Coordinator oversees a complex, dynamic, and collaborative learning community where students and families are the central focus. In addition, the Child Outreach Coordinator works collaboratively with special educators and related service providers in coordinating special services; providing information and serving as a resource to others; achieving defined objectives by planning, evaluating, developing, coordinating and attending home visits, and implementing and maintaining services in compliance with established guidelines.</p> <p>Meadowbrook Early Childhood outreach coordinator has 3-5 screeners to assist at 15 community preschool programs and walk-ins.</p> <p>The state target for screening is 80% of children ages 3, 4, and 5. The district reported the following screening percentages for the 2020-2021 year:</p> <ul style="list-style-type: none"> <li>● 3 year olds: 14.37%</li> <li>● 4 year olds: 48.09%</li> <li>● 5 year olds: 53.24%</li> </ul> <p><i><u>Documentation:</u> State Performance Plan; CRP data 2019, Local Data</i></p>	
Result/ Compliance	3	<p><b>Child Find (State Performance Plan Indicator #11)</b></p> <p>The East Greenwich Public Schools for the 2020-2021 year was at 88.24% compliance for meeting evaluation timelines for initial referrals. As of</p>	<p>Ensure compliance with the 60 day timeline for initial evaluations to ensure 100% compliance.</p> <p><b>Timeline:</b> Immediately</p>

		<p>1/24/23 the East Greenwich Public Schools was thus far at 100% compliance for meeting evaluation timelines for initial referrals for the 2022-2023 school year.</p> <p><i>Documentation: State Performance Plan Data</i></p>	<p><b>Progress check:</b> July 2023</p> <p><b><u>FOLLOW UP FINDINGS:</u></b></p>
<p>Result/ Compliance</p>	<p>4</p>	<p><b>Student Accommodations and Modifications</b></p> <p>Throughout the district special educators work with general educators and service providers to determine and communicate accommodations and modifications necessary for all students receiving IEP services. General educators access student accommodations via printed copies, shared Google documents, or “Snapshot IEPs” given to them by the case manager. Student accommodations and modifications are revisited by the IEP team and updated as needed, and by recommendation of the special educator, general educator, or parent based on the level of student need and student progress.</p> <p>Please also see High School compliance issues in Section 1 (item #10). Support Plan c.)</p> <p><i>Documentation: Data Analysis; Interviews; Document Reviews</i></p>	<p><b>Timeline:</b> Immediately and ongoing</p> <p>c.) 1.)The accommodation concerns were addressed and rectified.</p> <p>2.) The scope and sequence of math classes at EGHS will be reviewed and revised to ensure access and opportunity for students with disabilities.</p> <p><b>Progress check:</b> December 2023</p> <p><b><u>FOLLOW UP FINDINGS:</u></b></p>

<p>Result</p> <p>Compliance</p>	<p>5</p>	<p><b>Specific Learning Disabilities Determination</b></p> <p>The East Greenwich Public Schools consistently reviews and analyzes response to intervention data points and progress monitoring using universal screening tools as a significant part of a comprehensive evaluation in determining the presence of a specific learning disability. The multidisciplinary team consistently examines benchmark data of same age peers to determine a student’s rate of educational progress and discover existing achievement gaps. Additional factors that may impact student achievement including school attendance, English language learner supports, exposure to the curriculum, and overall health are considered as part of the team decision.</p> <p>Record reviews indicated a lack of consistency in adhering to the regulatory requirements for evaluation and reevaluation for students with learning disabilities. This was coupled with a form on Aspen that was not aligned to the Rhode Island Regulatory requirements. (300.320). See also record reviews (Item #1 in this section).</p> <p><i><u>Documentation:</u> Record Reviews, Data review</i></p>	<p>The district will work with Aspen to revise the learning disabilities identification form to be in alignment with Rhode Island regulatory requirements.</p> <p>The district will provide technical assistance to teachers on the learning disabilities identification process.</p> <p><b>Timeline:</b> Immediately</p> <p><b>Progress Check:</b> July 2023</p> <p><b><u>FOLLOW-UP FINDINGS:</u></b></p>
<p>Result</p>	<p>6</p>	<p><b>Due Process Information (State Performance Plan Indicators)</b></p> <p>Over the past three years East Greenwich has had the following complaints, meditations or hearings:</p> <p style="text-align: center;"><b><u>COMPLAINTS</u></b></p> <p><b><u>FY 2020-2021</u></b></p> <p><b><u># of Complaints:</u> No complaints during this period</b></p>	<p>Dispute resolution personnel will continue to verify all dispute resolution correction of noncompliance.</p>

**FY 2021-2022**

**# of Complaints: 1 complaint during this period**

	ISSUE(S)	RESULT
Complaint #1	Parent requested IEP meeting and class grades (both not being provided)	Non-Compliance

**FY 2022-2023**

**# of Complaints: No complaints during this period**

**MEDIATIONS**

**FY 2020-2021**

**# of Mediations: 1 mediation during this period**

	ISSUE(S)	RESULT
Mediation #1	Transition programing /reimbursement by district for private placement	Unresolved

**FY 2021-2022**

**# of Mediations: 1 mediation during this period**

	ISSUE(S)	RESULT
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Mediation #1	Removal/discharge from IEP	Declined
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**FY 2022-2023**

**# of Mediations: No mediations during this period**

**HEARINGS**

**FY 2020-2021**

**# of Hearings: 1 hearing during this period**

	ISSUE(S)	FINDING(S)
Hearing #1	1:1 Support and FAPE	Dismissed (parties entered into a Settlement Agreement)

**FY 2021-2022**

**# of Hearings: 1 hearing during this period**

	ISSUE(S)	FINDING(S)
Hearing #1	Denial of FAPE; IEP Services; Placement and ESY	Dismissed (parties entered into a Settlement Agreement)

**FY 2022-2023**

**# of Hearings: No (0) hearings during this period**

### 3. IDEA TRANSITION

Indicator		Findings	
Result/ Compliance	1	<p><b>Part C to Part B Transition (Indicator #12)</b></p> <p>The District manages the transition of children from Part C Early Intervention (EI) to preschool special education. A database of all EI referrals is maintained and upcoming birthdates are monitored to ensure that meetings are scheduled in a timely manner. Last year's consolidated resource plan (CRP) indicated that the district achieved 80% compliance referred from Early Intervention and found eligible for preschool special education had IEPs developed and implemented by their 3<sup>rd</sup> birthday.</p> <p><i><u>Documentation:</u> Data Analysis; CRP 2019 data, SPP</i></p>	<p><b>Timeline:</b> Immediately</p> <p>Special education administration in conjunction with early childhood special education personnel will ensure 100% compliance.</p> <p><b>Progress check:</b> December 2023</p> <p><b><u>FOLLOW UP FINDINGS:</u></b></p>
Result	2	<p><b>IDEA Transition Planning at the Middle Level</b></p> <p>Students are active participants in their IEP and often prepare a slide show to introduce themselves, the members of their IEP team and their learning strengths and needs. In addition, case managers work directly with students to educate them regarding secondary transition planning. The IEP team discusses the purpose of a transition IEP at each IEP meeting. The following transition surveys are administered to students with IEPs when they reach 14 years of age and throughout the high school years: O*NET Interest Profiler, I'm Determined Survey, Transition Job Zone Survey, Multiple Intelligence Quiz, Pre-Employment Job Exploration Services Report, Targeting Transition Survey, and others as needed. These assessments and surveys are often completed at the beginning of the year and then reviewed throughout the year with the student and the case manager prior to</p>	

		<p>the annual IEP meeting. Students also have ongoing conversations and activities related to transition goals while working throughout the year with their case manager and related service providers. The results of the transition assessments are reviewed with the team. Additionally, the use of Making Action Plans (MAPS) is used at the secondary level to help the students and families shape transition goals based on individualized interests and results of transition assessments and surveys. Further, the district is progressing from a binder system for transition documentation for each student to a digital transition portfolio for each student. These digital transition portfolios begin in middle school and follow each student through their high school years allowing for a comprehensive collection of transition activities and learning.</p> <p><u>Documentation:</u> <i>Data Analysis; Transition Binders; Digital Transition Portfolio</i></p>	
Result	3	<p><b>IDEA Transition Planning at the High School Level</b></p> <p>Continuing in high school, students' complete assessments and surveys regarding transition for addition to their digital transition portfolios. Case managers meet with each student prior to their IEP meeting to complete at least three transition assessments (see above assessment tools utilized throughout the secondary years). The results of these assessments inform the IEP and the post-secondary transition planning. Case managers help students investigate potential educational training and/or work readiness options that address student interest and strengths. Students at the high school level are active participants in their IEP and often prepare presentations to introduce the team members, their learning profile, strengths, needs, and future plans. Case managers work with other educators and related services providers to enhance college and career readiness and the necessary skills that will assist students to successfully meet their post-secondary goals. Additionally, the use of Making Action</p>	

		<p>Plans (MAPS) is used at the secondary level to help the students and families shape transition goals based on individualized interests and results of transition assessments and surveys. Further, each student engages in a digital transition portfolio for college and career planning and exploration. The digital transition portfolio serves as a tool to focus students' understanding of their own interests, the prerequisites and training needed for careers of interest.</p> <p><u>Documentation:</u> <i>Data Analysis; Digital Transition Portfolios</i></p>	
Result	4	<p>The High School Transition coordinator works with case managers to coordinate referrals to the Office of Rehabilitative Services (ORS) and to the Department of Behavioral Healthcare, Developmental Disabilities &amp; Hospitals (BHDDH). In addition, the High School Transition Coordinator attends all TAC meetings and work collaboratively with the regional transition coordinator to inform the district's transition goals and promote community-based transition activities, opportunities, and planning sessions for students and their families. Initial discussion regarding ORS begins at age 14 and continues annually as appropriate. Students are referred to ORS at their 10th grade IEP meeting. The Transition Coordinator completes the referral form and schedules intake meetings in conjunction with the ORS counselor. BHDDH case workers are invited to the IEPs of those students who may be eligible for BHDDH services. The high school transition coordinator and case managers provide students and families information regarding transition services beginning at age 14 and following each year through the transition IEP process.</p> <p><u>Documentation:</u> <i>Document Review; Digital Transition Portfolios</i></p>	

Result	5	<p>Summary of Performance (SOP) is facilitated by the case managers as appropriate. Sixteen (16) Summary of Performance (SOP) forms were completed by case managers in the 2021-2022 school year.</p> <p><i><u>Documentation:</u> Document Review</i></p>	
Result	6	<p>Youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, and transition services. The East Greenwich Public Schools are 100% compliant with the requirements.</p> <p><b>(State Performance Plan Indicator #13)</b></p> <p><i><u>Documentation:</u> Document Review</i></p>	
Result	7	<p>75% of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and who have been employed, enrolled in postsecondary school, or both within 1 year of leaving high school. The state average was 68% <b>(State Performance Plan Indicator #14)</b></p> <p><i><u>Documentation:</u> Interviews; Document Review; CRP data, SPP data 6/21</i></p>	