



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

School Support System Report and Support Plan

**Exeter/West Greenwich Public Schools
May 2017**

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.

TABLE OF CONTENTS

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

**Exeter/West Greenwich Public Schools
School Support System Review**

Record Review Team Leaders

Team A – Susan Wood, Sandra Cambio Gregoire

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

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

Indicator	Findings	Support Plan
Result 1	<p>Least Restrictive Environment Data (State Performance Plan Indicator #5)</p> <p>Based on the FY July 1, 2015 – June 30, 2016 State Performance Plan information on Exeter/West Greenwich Public Schools Placement is as follows:</p> <p>The percentage of students educated 80 to 100% of the time in general education settings is 82.78% (RI District Average is 71.05%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 5.00% (RI District Average is 12.5%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 8.34% (RI District Average is 5.11%)</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	
Result 2	<p>Participation and performance of children with IEP’s on statewide assessments (State performance Plan Indicator #3):</p> <p>A. The district (disability subgroup that meets the State’s minimum “n” size) did meet the state’s AYP targets for the disability subgroup.</p> <p>B. Participation rate for children with IEPs 75.46%.</p> <p>C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievements standards 75.46% [Note: State has individual grade and content area targets (28%). State target is average target across grades and content areas. District target is average percent of student’s proficient across content areas (14.56%).</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	
Result 3	<p>Multi-Tiered System of Support (MTSS) Response to Intervention (RTI)/Academics</p> <p>Elementary Level – At the elementary level both formative and summative assessments are used to inform instruction and interventions in the content areas. At Wawaloam School – students are screened at the beginning of the year in literacy and math. In grade 1 use of the Reading Street baseline, DRA and observational surveys are utilized for new students. All mid-year assessments are completed for K</p>	<p>Timeline: The district will continue to review, refine and revisit its MTSS work in the area of academic interventions.</p> <p>Progress Check: March 2018</p>

	<p>students in letter ID and sounds as well as concepts about print and phonological awareness. Mid-year assessments for grade 1 are also conducted for reading and math. RTI teams meet weekly to discuss student progress and needs. Students needing Tier II and Tier III interventions are referred to the reading specialist or math interventionist. Students' progress is monitored through their PLPs for reading. Participants in the RTI meetings include but are not limited to general education teachers, special education teachers, speech/language pathologist, school psychologist, reading interventionists, math interventionist and principal. Tier II interventions are typically implemented in the classroom. Tier III interventions may take place as well in the classroom in small groups. Students needing more intense supports receive their interventions on a pull-out basis.</p> <p>At Metcalf School Tier II interventions typically occur in a small group setting at the student's instructional level. Tier II students including students with IEPs are delivered by the classroom teacher, co-teacher where applicable and other trained staff. Frequencies of interventions vary from 2-5 times per week per session for 4-8 weeks. This is in addition to Tier I Core Instruction. Tier III Interventions may occur as individualized or small group (1-4 students). Such interventions are delivered by the Math Interventionist, Reading Specialist, and Special Educator. Tier III Interventions are in place 4-5 times per week for at least 20-40 minutes.</p> <p>Note: Students with IEPs receive reading interventions from the reading specialist through their PLPs as well as additional supports from the special educator. In inclusive classrooms the special educator focuses on providing students with IEP's access to the content area/core instruction.</p> <p>Middle Level – At the middle school the following occurs as it relates to academic interventions: Students identified using a variety of assessments, including the universal screening tool I-Ready receive Tier III services through a PLP. Students identified as 3 or more grade levels below in reading participate in a small reading class taught by a reading specialist and as appropriate a special educator. Students functioning at 3 or more grade levels below in math also participate in a small math class (PMP) taught by a content area math teacher and as appropriate special educator</p> <p>Homework Intervention</p> <ul style="list-style-type: none"> • Homework intervention is available on each team for 25 minutes per day • Students are assigned to homework intervention based on student grades, teacher observations, parent concerns, or other means as determined by the team • All students who are retained or attended summer school are required to be in homework intervention for the first trimester of school minimally • Students can exit homework intervention if they are completing work independently, but can also remain in if it is an effective intervention for them 	<p><u>FOLLOW-UP FINDINGS:</u></p>
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		<p>High School Level – The Exeter/West Greenwich Senior High School currently employs the following supports as they relate to academic interventions:</p> <ul style="list-style-type: none"> • The At-Risk Team meets once a week. • Team reviews grades, classroom grade books, report on students in danger of failing (64 and below flags concerns) discipline referrals as well as teacher or parent referral. • Referrals to the knight student support block which meets once a week may be made and students receive support until grades improve. • Adult mentors are utilized for students in need of academic support. • Online learning is utilized for credit recovery. • Online learning is utilized to fill gaps in student learning. • IXL program is utilized to assess and support math intervention needs. • Students are assigned to a support lab with a teacher for credit recovery purposes when at risk for dropping out. <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	
Result	4	<p>SPP Disproportionate Representation (State Performance Plan Indicator #9 and #10)</p> <p>Exeter West Greenwich was not identified as having any disproportionality nor being disproportionate due to inappropriate policies, procedures or practices.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	
Result	5	<p>Suspension (State Performance Plan Indicator #4a): Significant discrepancy in the rate of suspensions (for students with IEPs) greater than 10 days as compared to the rate of suspensions (for students without IEPs) greater than 10 days. This was not applicable for the Exeter West Greenwich Public Schools as no students with IEPs were suspended for greater than 10 days.</p> <p>State Performance Plan Indicator #4b 0% had: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	

Result	6	<p><u>Multi-tiered System of Support (MTSS)/Social Emotional Supports/Social Emotional Resources/Positive Behavioral Supports</u></p> <p>Elementary Level – At Wawaloam School the K-2 classrooms consistently emphasize the importance of safe, responsible and respectful behaviors. Student’s behavioral data is tracked using SWIS reports as part of the PBIS model. Social skills groups are conducted for students needing supports in this area by the school psychologist or social worker. Social/emotional supports are integrated throughout each and every day. The building principal conducts an annual “Johnny the K” assembly which is focused on character building and being a buddy and not a bystander. There are weekly grade-level meetings where expectations are reviewed with the students. Identified students participate in check in, check out each day and their behavior is tracked and rewarded through this process. Positive behavioral supports come in the form of “bee bucks” at Wawaloam School and students receive “bucks” for exhibiting safe, responsible and respectful behavior. Individual behavior intervention plans are developed for students needing more intensive supports. These intervention plans typically are a result of classroom observations and functional behavioral assessments. At Wawaloam School there are now several teacher assistants who have completed the registered behavior technician training through Pathways Strategic Teaching Center. Speech/language pathologists, occupational therapists and special education teachers employ systems of support for students needing more intensive behavioral interventions. Consults from the Autism Project and Pathways are employed as needed. Teachers and staff have been trained in “How your Engines run,” a program that supports students with self-regulation strategies in the classroom and throughout their day.</p> <p>At Metcalf School the Behavioral/emotional Team (BET) meets on a weekly basis to review discipline issues, areas of concern and teacher referrals as they relate to social/emotional concerns. A support plan is developed for students falling in the at-risk category. A support plan includes but is not limited to: letters, phone calls home, one to one conferencing, meeting with student and/or families to review behavioral issues, referrals for counseling, social skills groups, check in, and check out and positive behavioral support incentives.</p> <p>Middle Level – At the junior high school/middle school teachers work in teams and meet daily to discuss students needing supports in the area of social/emotional interventions. At the middle school behavior data is tracked through ASPEN the student information system. The BET team which consists of the school psychologist, social worker, principal, guidance counselor, speech/language pathologist, and school nurse and when appropriate referring teacher meet to discuss, plan and develop intervention plans for students needing social/emotional supports. School psychologist, social worker and special education teachers have identified students who they meet with on a daily basis for check in, check out. In specific classrooms where there are students with intensive needs the Zones of Regulation is a highly effective tool for students as they learn to self-regulate and improve behaviors. School psychologist and social worker</p>	<p>Timeline: The district will continue to review, refine and revisit its MTSS work in the area of social /emotional interventions.</p> <p>Progress Check: March 2018</p> <p><u>FOLLOW-UP FINDINGS:</u></p>
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		<p>have conducted activities in health classes as they relate to the social/emotional competencies.</p> <p>High School – The Exeter/West Greenwich High School does not currently utilize a universal screen tool for social/emotional or behavioral needs. The BET (form of RTI) meets weekly to discuss students at risk. Members of the team are the school psychologist, social worker, high school principal, student assistance counselor, guidance counselor and as appropriate school nurse. Students are referred to the BET by the guidance counselors, teachers, building principal, assistant principal or parents. The building principal, assistant principal, guidance counselors and support professionals do meet with individual students as needs arise. School psychologist and social worker meet with identified individual students who have been referred through the IEP process or by building principal, guidance or teachers. The district does work extensively with Anchor Counseling Center. Referrals are made by support professional with parent permission and students can be seen on campus once intake has been completed. This is a support that is available <u>district-wide</u>. Both peer and adult mentors as appropriate are utilized for students needing social/emotional supports.</p> <p>School Removals/Disciplinary Policies. Throughout the district behavioral expectations along with disciplinary action protocols and policies are comprehensively defined in a student handbook.</p>	
Result	7	<p>Preschool Continuum</p> <p>The Exeter/West Greenwich preschool program is located at Lineham School. The program consists of 3 morning and 3 afternoon sessions. All sessions are fully integrated. The staff consists of professional teachers who are certified in regular and special education and early childhood. All staff including the 6 teacher assistants have participated in the RIELDS training and the district presently holds a rating of 4 stars with Brightstars. The Early Childhood Coordinator oversees the program, conducts home visits and collaborates with other non-public pre-schools and daycare centers ensuring that 3-5 year olds needing supports receive them in the least restrictive environment. Exeter/West Greenwich also provide walk-in services for speech and occupational therapy.</p> <p>The district collects early childhood outcomes data on all children with IEPs as required by the federal Office of Special Education Programs. Teachers collect and enter authentic assessment information into an on-line child portfolio. This assessment information is used to shape and individualize instruction and to demonstrate progress.</p>	

		<p>Indicator #6</p> <p>A. In this district, the percent of preschool children aged 3-4 with IEPs attending a general education early childhood program and receiving the majority of special education services in the general early childhood program was 47.83%.</p> <p>B. The percent of children aged 3-5 with IEPs attending a separate special education class, separate school or residential facility was 4.35%</p> <p>State Performance Plan Indicator #7</p> <p>Statement 1. Of the preschool children who entered the preschool program below age expectations, the percentage who demonstrated substantial improvements by the time they turned 6 years of age or exited the program:</p> <ul style="list-style-type: none"> ▪ Positive social-emotional skills (including social relationships); 83.3% ▪ Acquisition and use of knowledge and skills (including early language/communication and early literacy); 100% and ▪ Use of appropriate behaviors to meet their needs 0% <p>Statement 2. The percent of preschool children who were functioning within age expectations in each Outcome by the time they exited the program were:</p> <ul style="list-style-type: none"> ▪ Positive social-emotional skills (including social relationships); 71.4% ▪ Acquisition and use of knowledge and skills (including early language/communication and early literacy); 85.7% and ▪ Use of appropriate behaviors to meet their needs 71.4% <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	
Result	8	<p>Program Continuum Elementary Level</p> <p>There are 803 students at the elementary level and approximately 97 have IEPs. The special education program continuum is as follows:</p> <p>The Exeter/West Greenwich School District elementary schools have inclusive classrooms at each grade level. Students have access to the general education curriculum and when appropriate receive supplemental supports and services that meet their specific needs.</p> <p>General education classrooms are staffed with a highly qualified teacher and a certified special educator. Teacher assistants are also assigned when appropriate to the inclusive classrooms. Exeter/West Greenwich practices an “open door policy” and if</p>	

		<p>students need very specific supports and services above and beyond or in addition to the general education instruction special educators are able to provide such services in a smaller classroom. At both Wawaloam School and Metcalf School there are intensive classrooms for students with significant needs. However, students in the classroom also have access to general education classrooms based on IEP team decisions. Students in general education classrooms needing related services such as speech/language are grouped based on similar needs. This enables the providers to service students in the general education classroom as opposed to pull out services.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p>	
Result	9	<p>Program Continuum Middle Level</p> <p>There are 288 students attending the Exeter/West Greenwich Middle School, 23 are students with IEPs. The special education program continuum is as follows:</p> <p>There are 2 grade levels at the middle school, each with an inclusive classroom. As in the elementary schools, the classrooms are supported by a general education teacher and a certified special educator. Students needing additional supports may also have more intensive instruction outside of the classroom during the all school enrichment block. There is one intensive classroom at the middle school for students with significant needs. A special education teacher, behavior specialist and teacher assistant support the students with their behavioral needs. Students in the setting are consistently integrated into the general education classroom. The special education staff works closely with the general education team members to ensure that the unique needs of each student in this classroom are met in the least restrictive setting whenever possible.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Observations</p>	
Result	10	<p>Program Continuum High School Level</p> <p>At Exeter West Greenwich High School there are approx. 500 and 54 have IEPs. The program continuum is as follows:</p> <p>Inclusive classrooms at all grade levels in English, Math, History and Science. Classrooms are staffed by a general education teacher and special educator. For students needing additional supports academic labs run on an every other day basis and are staffed by a special educator. Supports are provided in the content areas such as pre-teaching, re-teaching, review and practice in content material covered in the general education classroom. Alternate Learning Program – ALP. This program</p>	

		<p>supports students who are at risk and need a smaller class setting for a variety of reasons. The ALP is unique. Students can participate in general education classes but may also receive course work in the ALP. The classroom has a small student to teacher ratio and operates with a behavioral system, and is staffed by a special educator and a teacher assistant. The special educator has extensive behavioral background. The school social worker also meets weekly with each of the students in the program. ALP students also participate in internships in the nearby community. They must interview for positions and at the end of the internship produce a portfolio of their experience. Much of their learning is project based as well.</p> <p>Intensive Classroom: Students in the classroom participate in small group instruction for math, reading and English. As appropriate students can also participate in general education classrooms for science and history. Students in this classroom may be alternately assessed. All students in this classroom participate in elective classes with support if needed. Students at the high school who will be accessing adult services begin work explorations starting in their sophomore year. The district currently contracts with RHD (Resources for Human Development). Situational assessments, interest inventories, MAPS and career development plans assist with targeting appropriate work experiences for each individual student. Students also receive instruction in career and work habits necessary to transition to post-secondary employment and independent living. Self-advocacy and self-determination concepts and skills are integrated throughout the day.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p>	
Result	11	<p>Adaptive Physical Education (APE)</p> <p>Adaptive physical education teachers provide individual and small group instruction to students who are qualified for that service. The district has specific criteria for eligibility and a referral process. Most PE teachers in the district are certified to provide both PE and Adaptive PE to students with demonstrated needs.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p>	
Result	12	<p>Extended School Year (ESY)</p> <p>The Exeter/West Greenwich School District provides ESY to those students found eligible through the IEP process. The ESY programs are designed to meet the needs as identified in individualized education plans. At the pre-school level there is a Readiness Program for children ages 3-5. At the elementary level for grades K-2</p>	

		<p>students participate in the Getting Down to Basics Program. For students in grades 3-8 students participate in the Moving Up Program. For the high school students grades 9-12 students receive not only academics but have the opportunity to participate in work exploration activities as part of their ESY program. Eligibility is determined by the IEP team and is documented on the “ESY Eligibility Documentation Form.” The district does offer at the junior and senior high school a summer school program for general education students. All students can be considered for summer school as appropriate.</p> <p><u>Documentation:</u> Data Analysis; Interviews</p>	
Result	13	<p>Local Special Education Advisory Committee (LAC)</p> <p>The Exeter/West Greenwich SELAC meets six times per year. Officers set the agenda and operate in accordance with regulatory requirements.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p>	
Result	14	<p>School Efforts to Partner with Parents (State Performance Plan Indicator #8)</p> <p>The public school district’s rate of parent participation in the annual Special Education Statewide Parent Survey (2015-2016) is 35.1% of parents whose children have IEPs.</p> <p>Of parents with a child receiving special education services who participated in the last survey, the percent that reported that their school’s efforts to involve parents as a means of improving services and results for children with disabilities are at or above the state standard is 81%.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	
Result	16	<p>Drop Out / Graduation Rate (State Performance Plan Indicator #1 and #2)</p> <p>The Exeter/West Greenwich Public Schools graduation rate is 83.1% for all students and 61.1% for students with disabilities. These rates approximate the state average rates of 83.2% for all students and 67.6% for students with disabilities.</p> <p>The Exeter/West Greenwich Public Schools dropout rate is 4.9% for all students and 13.9% for students with disabilities. These rates approximate the state average rates of 6.7% for all students and 11.9% for students with disabilities.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	

2. EVALUATION / INDIVIDUAL EDUCATION PROGRAM (IEP)

Indicator		Findings	Support Plan
Result	1	<p>Records of approximately 11 students were reviewed prior to the on-site review by the team leaders. Students' records were very accessible. The record review process identified by following:</p> <ul style="list-style-type: none"> - Specific learning disabilities identification needs to be aligned with RI regulatory requirements (see also MTSS findings in Section 1 and SLD findings in Section 2). -Discussion of transition not reflected on IEP invitation from so unclear how parents/students are notified for students 14 year of age and older. -Random IEP items not completed/missing. -IEP goals and present levels of performance not consistently measurable <p><i>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</i></p> <p><u>Documentation</u>: Data Analysis; Interviews; Observation</p>	<p>Assurances will be provided to the Rhode Island Department of Education, Office of Student, Community and Academic Supports, that compliance issues are addressed and rectified. This Support Plan is applicable for all compliance findings in this section.</p> <p>Timeline: Immediately and ongoing</p> <p>Progress Check: March 2018</p> <p><u>FOLLOW-UP FINDINGS:</u></p>
Result	2	<p>Child Outreach</p> <p>Exeter/West Greenwich's child outreach screenings are available in a range of community-based early childhood programs and by appointment September through June.</p> <p>The child outreach coordinator participates in all RIDE sponsored professional development and provides leadership to the district to ensure compliance with all mandates.</p> <p>The state target for screening is 80% of children ages 3, 4, and 5. In Exeter/West Greenwich's most recent Consolidated Resource Plan, the district reports the following screening percentages:</p> <ul style="list-style-type: none"> • 3 year olds: 19.39% • 4 year olds: 64.9% • 5 year olds: 77.9% <p><u>Documentation</u>: State Performance Plan; Data Interviews</p>	

Result	3	<p>Child Find (State Performance Plan Indicator #11)</p> <p>Exeter/West Greenwich Public Schools for the 2015-2016 year was at 100% compliance for meeting evaluation timelines for initial referrals. Exeter/West Greenwich Public Schools was thus far as of 6/1/17 at 100% compliance for meeting evaluation timelines for initial referrals for the entire 2016-2017 school year.</p> <p><u>Documentation:</u> State Performance Plan Data</p>	
Result	4	<p>Student Accommodations and Modifications</p> <p>General educators have access to student accommodations via the ASPEN student information system.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Document Reviews</p>	
Result/ Compliance	5	<p>Specific Learning Disabilities Determination</p> <p>The district is in the beginning stages regarding documenting SLD using a specific form. The current Director of Special Services is working on a more appropriate form that meets the needs of the RTI system. The district currently utilizes a group review of referral where documentation is discussed and noted in regards to interventions provided duration, and results of assessments recorded. Teams upon reviewing intervention data determine if student's current academic performance is significantly different from peers. Guiding questions are then presented and team determines if there is evidence of suspicion of a disability. Subsequently, the need for additional information is discussed, evaluations conducted as appropriate and results reviewed at eligibility meeting.</p> <p>Record reviews indicate that SLD initial evaluation and reevaluation is not facilitated per RI regulatory requirements for SLD. This is related to the development of robust MTSS structures/systems. Please see support plans under MTSS in Section I for additional information.</p> <p><u>Documentation:</u> Interviews; Record Review</p>	<p>Timeline: The district will adhere to RI regulatory requirements for SLD determination for initial evaluation and reevaluations. See also supports plans for MTSS in Section I.</p> <p>Progress Check: Immediately and ongoing. March 2018</p> <p><u>FOLLOW-UP FINDINGS:</u></p>
Result	6	<p>Due Process Information (State Performance Plan Indicators)</p> <p>Over the past three years Exeter West Greenwich has the following:</p>	

COMPLAINTS

FY 2014-2015

of Complaints: No complaints during this period

FY 2015-2016

of Complaints: No complaints during this period

FY 2016-2017

of Complaints: No complaints during this period

MEDIATIONS

FY 2014 -2015

of Mediations: 1 mediation during this period

	<i>ISSUE(S)</i>	<i>RESULT</i>
Mediation #1	Eligibility	Unresolved

FY 2015-2016

of Mediations: 2 mediations during this period

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

FY 2016 - 2017

of Mediations: No mediations during this period

HEARINGS

FY 2014 - 2015

of Hearings: No hearings during this period

FY 2015 - 2016

of Hearings: No hearings during this period

FY 2016 - 2017

of Hearings: No hearings during this period

Documentation: Data Analysis, RIDE, Due Process Data Base

3. IDEA TRANSITION

Indicator	Findings		Support Plan
Result	1	<p>Part C to Part B Transition (Indicator #12)</p> <p>The District manages the transition of children from Part C Early Intervention (EI) to preschool special education. A data base of all EL referrals is maintained and upcoming birthdates are monitored to ensure that meetings are scheduled in a timely manner. Last year's consolidated resource plan (CRP) indicated that the district achieved 100% compliance and that all 10 children referred from Early Intervention and found eligible for preschool special education had IEPs developed and implemented by their 3rd birthday.</p> <p>The Early Childhood Coordinator schedules referrals well in advance in order to ensure meeting timelines. Collaborative working relationships with EI agencies also ensure timely referrals.</p> <p><u>Documentation:</u> Data Analysis; Interviews; State Performance Plan</p>	
Result	2	<p>IDEA Transition Planning at the Middle Level</p> <p>All special educators have received training in transition planning from the department chair. The southern regional transition coordinator has also assisted the district with information on a variety of transition assessments as well as MAPS training.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Record Reviews</p>	
Result	3	<p>IDEA Transition Planning at the High School Level</p> <p>All special educators have received training in transition planning from the department chair. The southern regional transition coordinator has also assisted the district with information on a variety of transition assessments as well as MAPS training. Students this year at the middle school who are of transition age will be presenting their MAPS to staff. Students at the high school in grades 11 & 12 also participate in transition classes where they are able to explore occupations, build job seeking skills, create resumes, explore post-secondary educational opportunities and practice related transitional skills. Wherever possible we are also expanding the use of the MAPS process for all students with disabilities. Students have participated in MAPS planning in the transition classes as well.</p>	

Result	4	At the high school the case manager is the point for referrals to the Office of Rehabilitative Services (ORS) and to the Department of Behavioral Healthcare, Developmental Disabilities & Hospitals (BHDDH). <u>Documentation:</u> Interviews; Document Review	
Result	5	Summary of Performance (SOP) is facilitated by the case managers as appropriate. <u>Documentation:</u> Interviews; Document Review	
Result	6	Youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, and transition services. The Exeter West Greenwich Public Schools are 100% compliant with the requirements. (State Performance Plan Indicator #13) <u>Documentation:</u> Interviews; Document Review	
Result	7	91% of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and who have been employed, enrolled in postsecondary school, or both within 1 year of leaving high school. The state average was 79% (State Performance Plan Indicator #14) <u>Documentation:</u> Interviews; Document Review	