

Rhode Island Department of Education
Office of Student, Community and Academic Supports
School Support System Report and Support Plan
Warwick Public Schools

Interim Review February 2017
(Prior Review: January 28-31, 2013)

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 with the Local Education Agency (LEA) to plan the site review and identify issues or initiatives that may influence programs or service delivery.
- Data Analysis Meeting The RIDE staff meets to review LEA demographic information on selected reports including: the LEA annual plan, census information, and information collected through record review, staff questionnaires and parent interviews. To ensure that the child is at the center of the study, all analyses begin with the child. Thus, a sample of approximately 30 students with exceptionalities is selected; the records of these students are reviewed; their parents, teachers and related service providers are interviewed, and their classrooms are observed. The result is an in-depth, unified examination of the actual provision of programs and services for students with exceptionalities. The RIDE staff compiles a preliminary summary of their analyses of this data.
- Presentation by the LEA and School Site Review The on-site review begins with a presentation of programs by teachers and staff. The presentation provides the review team with general and specific information on delivery of programs and services to students. Following this presentation, on-site reviews to all schools are made. The team members interview school administrators and teaching staff. Parents and central office staff are also interviewed. The team gathers sufficient information and works with the LEA personnel to generate a report, covering the following:
 - 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 required by the district as well as resources and time lines to improve programs and services.

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**Warwick Public Schools
SCHOOL SUPPORT SYSTEM REVIEW**

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1. FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE/LRE)			
Indicator		Findings	Support Plan
		<p>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 Warwick schools received an on-site review as part of the February 2017 Interim School Support System process.</p> <p>Middle Level Veterans Jr. High School Winman Jr. High School</p> <p>High School Level Pilgrim High School Toll Gate High School</p>	
Result	1	<p>Least Restrictive Environment Data (State Performance Plan [SPP] Indicator #5)</p> <p><u>State Performance Plan information from the 2013 report:</u> Based on the FY July 1, 2010– June 30, 2011 State Performance Plan information on Warwick Public Schools Placement Data is as follows:</p> <p>The percentage of students educated 80 to 100% of the time in general education settings is 77.93%. (RI District Average is 71.75%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 9.62% (RI District Average is 13.25%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 3.17% (RI District Average is 5.14%)</p> <p>*Based on the separate programming that was available at the time district personnel believe the above data to be inaccurate.</p>	

		<p><u>State Performance Plan information for 2017 Report:</u></p> <p>Based on the FY July 1, 2015 – June 30, 2016 State Performance Plan information on Warwick Public Schools Placement Data is as follows:</p> <p>The percentage of students educated 80 to 100% of the time in general education settings is 70.35%. (RI District Average is 70.85%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 10.63% (RI District Average is 13.25%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 3.68% (RI District Average is 5.14%)</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	
Result	2	<p>Participation and performance of children with IEPs on statewide assessments (State Performance Plan Indicator #3):</p> <p><u>State Performance Plan information from the 2013 report:</u></p> <ul style="list-style-type: none"> A. The district (disability subgroup that meets the State’s minimum “n” size) did <u>not</u> meet the State’s AYP targets for the disability subgroup B. Participation rate for children with IEPs. 97.93% C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards 11.69% [Note: State has individual grade and content area targets (32.96%). State target is average target across grades and content areas. District target is average percent of students proficient across content areas (11.69%).] 	

		<p><u>State Performance Plan information for 2017 Report:</u></p> <ul style="list-style-type: none"> A. Not applicable due to State assessment changes B. Participation rate for children with IEPs. 86.13% C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards 6.06% [Note: State target is average target across grades and content areas (4.86). District target is average percent of students proficient across content areas (6.06%).] <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	
Result	3	<p>Multi-Tiered System of Support (MTSS)/ Response to Intervention (Rtl)</p> <p><u>MTSS Information from the 2013 Report (focusing on the middle and high school levels):</u></p> <p>The Warwick School Department hired a new Rtl/MTSS Coordinator this year, who also serves as the Title I Coordinator. When she started, there was little Rtl structure consistently in place across the district. She has been working with school-based data teams and data liaisons, looking at student data using current math and reading universal screens. Faculty across the district are starting to look at data trends and structures. The district is planning to implement STAR Enterprise assessments as universal screening tools for math and reading and for progress monitoring. In addition, many staff are participating in the Data Leadership Series offered by the RI Department of Education.</p> <p>Middle Level Aldrich Jr. High School</p> <p>Though there currently is not a formalized Rtl team at Aldrich Jr. High School, plans are underway for professional development along with the implementation of the STAR program. The STAR program will provide data, intervention strategies and progress monitoring activities once implemented. (STAR Enterprise is the district's universal screening and progress monitoring tool for reading and mathematics).</p>	

Current academic interventions are provided for students via the data analysis of the GRADE, NECAP, and teacher recommendations annually (6th grade to 7th, 7th to 8th, etc.). Enrichment classes are held three times per a six day schedule for both math and English. A literacy class is held daily. Personal Literacy Plans are implemented by Literacy/English Language Arts (ELA) educators for Tier II interventions and a reading specialist provides Tier III literacy for identified students. A Skills period is held informally through common planning time once a week to address student's academic needs. Although academic intervention placements (as outlined above) are determined by data findings, review of data and progress monitoring structures are unclear.

Winman Jr. High School

Preliminary structures towards Rtl such as scheduling skills groups quarterly, ASPEN for data, attendance teams, literacy intervention classes, ELA enrichment, and math enrichment courses are in place. In addition, there is a skills class three days out of the cycle for students needing extra support or individualized tutoring. Quarterly/Monthly flexible grouping is based on team input and grades/performance for these skills groups. Teachers look at student data (observation, report cards, progress reports, quarterly math data, and GRADE three times a year) to group students from their own teams on a quarterly basis with flexible changes based on needs. It is not clear that specific interventions are delivered with data collected weekly or every other week to show progress over time. Quick universal screeners are not yet available for any subject.

High School Level

Toll Gate High School

Staff indicates that Rtl is at an infancy stage at Toll Gate. Both the social worker and the psychologist have been involved in initial meetings regarding the implementation of Rtl at the high school. An Rtl team at the high school has been organized with an Rtl Teacher Leader. The Rtl team facilitated a personalization survey to students to assist in the identification of those students may not be "connected" to anyone in the school. Results of this survey have assisted staff in "red flagging" these students and then providing follow-up intervention on more of an individual basis. The Rtl team has also proposed a "student support center", however, implementation has been slowed due to contractual language.

	<p>Warwick Veterans High School At Warwick Veterans High School there is a team that meets per individual student need. It is not considered the RtI team nor is RtI formalized.</p> <p>During the 2012-2013 school year there have been 25 new students that qualified for special education services out of approximately 34 new referrals. The majority of these identifications were for students with social emotional challenges. As there is not a formalized multi-tiered system of support and it is unclear what formalized interventions (other than potential placement in one of the three programs; Focus, Foundations, or ALP) and progress monitoring data were implemented and reviewed prior to identification.</p> <p>All schools in the district have math and reading support and interventions based on level of need and ongoing assessments.</p> <p><u>MTSS Information for the 2017 Report (focusing on the middle and high school levels):</u></p> <p>A Multi-Tiered System of Supports has been implemented at the secondary level in Warwick.</p> <p>Screening: Beginning in 2013-2014, STAR Reading and STAR Math were administered three times per year to students in grades K-11 as a part of the screening process. That same year, Gorton Junior High and Pilgrim High School worked with the RtI Coordinator to implement an Early Warning System as a part of the MTSS. By 2014-2015, each secondary school had a leadership team which collected and analyzed school-level data on the early warning indicators of attendance, course failures, and conduct which are used to identify students who are at-risk of dropping out of high school. Attendance, course failure, and conduct data are gathered from the student information system and utilized as a regular part of the screening process.</p> <p>Progress Monitoring: Beginning in 2013-2014, students at-risk for poor learning outcomes were progress</p>	<p>Support Plan for the 2017 Report:</p> <p>A multi-tiered system of support (MTSS) will be implemented with school-based accountability.</p> <p>Progress check: December 2017</p> <p>Timeline: May 2018</p> <p>Follow Up for the 2017 Report:</p>
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monitored monthly at the secondary level using STAR. Through 2015-2016, academic interventions at the secondary level included Literacy (Tiers 2 and 3) and Math Lab. Both were supplemental classes that were designed to close the achievement gap with peers. In 2016-2017, the junior high intervention classes were redesigned to include Literacy (Tiers 2 and 3) and Numeracy (Tiers 2 and 3). In addition, teachers began using Early Warning System data to monitor the progress of students receiving supports and interventions in other areas such as organization or attendance.

Data-Based Decision Making:

Tier 1: School-Level Leadership Team

The aforementioned Leadership Team at each of the secondary schools are responsible for monitoring school-level data, school improvement efforts, and action planning.

Tiers 1-3: Interdisciplinary Teams

Interdisciplinary teams of teachers in grades 7-9 received job-embedded professional development from the RtI Coordinator in MTSS from 2013-2016. The teams met 4 times per year to review academic and early-warning screening data, create action plans to improve core instruction, develop interventions for students, and individually problem solve. The meetings were facilitated by the RtI Coordinator and school principals and included professional development on high-yield strategies and best practices. Principals continue to facilitate this work in their schools.

Tier 3: Response Team

Each secondary school developed a Response Team to individually problem solve about students who are most at risk. The Response Team at each school generally consists of the principal, guidance counselor, social worker, psychologist, and nurse.

Staff at both Toll Gate and Pilgrim High School stated that they did not have a formalized/structured functioning MTSS/RTI team at their schools.

Documentation: Data Analysis; Interviews; Observation

Compliance

4

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

The district has been identified as having significant disproportionality in its identification of students with disabilities as shown by the data in the following tables.

State Performance Plan information from the 2013 report:

White	OHI	
	2010	2011
Students with Disability	377	337
Total Students	8999	8665
District Risk	4.19	3.89
District Risk Ratio	4.27	3.81

Black	OHI		ADR	
	2010	2011	2010	2011
Students with Disability	13	12	54	60
Total Students	240	245	240	245
District Risk	5.42	4.90	22.50	24.49
District Risk Ratio	5.53	4.80	2.52	2.89

Hispanic	LD	
	2010	2011
Students with Disability	55	56
Total Students	546	578
District Risk	10.07	9.69
District Risk Ratio	2.64	2.76

A review of policies, procedures, and practices provided evidence of many appropriate revisions to policies and procedures with the exception of identification of students with Significant Learning Disabilities. Additional probes in the form of further data analysis, record reviews, and interviews reveal the revised procedures are not fully implemented

Support Plan from the 2013 Report

The district will continue to review policies, procedures and practices to ensure consistent implementation. Professional development will be provided as appropriate.

Timeline: Immediately and ongoing.

Progress check: January 2014

Follow up from the 2013 Report: Training involved reviewing policy and procedures on the identification of students with disabilities. New strategies were taught along with using data driven documentation to ensure proper identification.

with consistent practice and contribute to over representation of students with other health impairments.

Disproportionate representation due to inappropriate identification practices is identified in the following categories: Learning Disabilities for students who are Hispanic, Other Health Impairments for students who are White. (SA6, JK1, JK2, EK1, EK2)

State Performance Plan information for the 2017 report:

White	OHI				
	2012	2013	2014	2015	2016
Students with Disability	320	274	271	273	241
Total Students	8354	8037	7732	7496	7324
District Risk	3.83	3.41	3.50	3.64	3.29
District Risk Ratio	3.6	3.2	3.3	3.0	2.5

White	ASD				
	2012	2013	2014	2015	2016
Students with Disability	161	181	182	189	166
Total Students	8354	8037	7732	7496	7324
District Risk	1.93	2.25	2.35	2.52	2.27
District Risk Ratio	3.3	3.8	3.8	3.6	2.8

LD					
Black	2012	2013	2014	2015	2016
Students with Disability	20	27	22	22	23
Total Students	229	209	216	225	219
District Risk	8.73	12.92	10.19	9.78	10.50
District Risk Ratio	2.5	4.0	3.1	2.8	3.1

A review of policies, procedures, and practices provided evidence of many

Support Plan for the 2017 Report:

The district will put in place a system of accountability at the school-level for ensuring that policies, procedures and practices are consistently followed for evaluation and reevaluation for students with SLD per the regulations.

Timeline: Immediately and ongoing

Process check: December 2017

Follow up for the 2017 Report:

		<p>appropriate revisions to policies and procedures with the exception of identification of students with Specific Learning Disabilities. Additional probes in the form of further data analysis, record reviews, and interviews reveal the revised procedures are not fully implemented with consistent practice and contribute to over representation of students with learning disabilities. (EK2, SW1 BP2, BP3)</p> <p><i>Documentation: Data Analysis; State Performance Plan; Record Reviews; Interviews</i></p>	
Result	5	<p>Suspension (State Performance Plan Indicator #4): 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.</p> <p><u>State Performance Plan information from the 2013 report:</u> In 2010-2011, Warwick had fewer than 10 students with IEPs suspended more than 10 days. The total of all students suspended more than 10 days was 19. In 2011-2012, Warwick had under 10 students with IEPs suspended more than 10 days. The total of all students suspended more than 10 days was 14.</p> <p>Multi-Tiered System of Support (MTSS)/ Social Emotional Resources/Positive Behavioral Interventions and Supports (PBIS) from the 2013 report focusing on the middle and high school level.</p> <p>Middle Level At the middle level, supportive school culture with minimal use of in-school or out-of-school suspension is found. Winman Jr. High School has a data wall and an attendance team that works with the onsite Truancy Court. At-risk students from the failure list, who did not have supports already in place, are participating in intervention groups of four to five students with the principal and assistant principal. Various support groups (ALP, anti-bullying club, Make a Difference club, etc.) are run by the social worker and psychologist and also by the principal and assistant principal. Aldrich Jr. High School is currently not a PBIS school. However, positive interactions between faculty and students and an overall positive culture were noted throughout the school.</p> <p>High School Level There is a fulltime psychologist at each of the high schools and a social worker three days</p>	

	<p>per week. There are also student assistance counselors and behavior intervention specialists that are available to provide support to students. Although Toll Gate and Veterans are not structured PBIS schools, the climate of the schools appears positive and supportive.</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> <p>State Performance Plan information for the 2017 report: In 2014-2015, Warwick had fewer than 10 students with IEPs suspended more than 10 days. In 2015-2016, Warwick also had under 10 students with IEPs suspended more than 10 days. There was no significant discrepancy based on race/ethnicity for either year.</p> <p>Warwick has continued to build social-emotional resources within a multi-tiered system of supports.</p> <p>Screening: By 2014-2015, each secondary school had a leadership team which collected and analyzed school-level data on the early warning indicators of attendance, course failures, and conduct which are used to identify students who are at-risk of dropping out of high school. Attendance, course failure, and conduct data are gathered from the student information system and utilized as a regular part of the screening process. Thresholds were developed for each tier of the system. In addition, schools began using a conduct workflow within the student information system that captured data such as location, antecedent, time, etc.</p> <p>Interventions: Tier 2 interventions are administered by teachers, support staff and principals. They vary by school and student need. Examples of Tier 2 supports include support groups, check ins, executive functioning groups, and specialized advisories.</p>	<p>Support Plan for the 2017 Report:</p> <p>A multi-tiered system of support (MTSS) will be implemented with school-based accountability.</p> <p>Progress check: December 2017</p> <p>Timeline: May 2018</p> <p>Follow up for 2017 Report:</p>
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		<p>Organization: Tier 1 best practices have been employed at the junior high schools. Teams utilize a binder system (i.e. HOPS and Executive Functioning System) to address developmental concerns regarding organization that were impacting students' grades. The teachers and students are now transitioning to virtual folders due to the one-to-one initiative. Students who require additional support in this area receive additional direct instruction and are monitored more frequently.</p> <p>Attendance: Warwick utilizes its student information system to alert teachers when students meet the 10% threshold of chronic absenteeism. All secondary schools send communication to families of students who exceed the chronic absenteeism rate of 10%. If students continue to be chronically absent, the school again contacts the family and often requests a problem-solving meeting. The Functional Behavior Assessment for Absenteeism and Truancy was purchased for all social workers in the district to assist with Tier 3 problem solving.</p> <p>Tier 3: All secondary social workers and guidance counselors were trained in Check and Connect in the 2015-2016 school year. Check and Connect is an intensive intervention which has been shown to increase student engagement and reduce dropout rates.</p> <p>Each secondary school developed a Response Team to individually problem solve about students who are most at risk. The Response Team at each school generally consists of the principal, guidance counselor, social worker, psychologist, and nurse.</p> <p>Staff at both Toll Gate and Pilgrim High School stated that they did not have a formalized/structure functioning MTSS/RTI team at their schools.</p> <p><i>Documentation: Data Analysis; State Performance Plan; Observation; Interviews</i></p>	
Result/ Compliance	8	Program Continuum Middle Level	Support Plan for the 2013 Report

	<p><u>Information from the 2013 Report:</u></p> <p>Winman Jr. High School At Winman Jr. High School there are approximately 96 students with IEPs out of 518 students. The continuum ranges from therapeutic/specialized separate classes for different needs up through full inclusion with resource support.</p> <p>-The Alternative Learning Program (ALP) employs the Collaborative Problem Solving Approach which is cognitive-behavioral in nature and tied to the RI Health Frameworks and Common Core. Students may come from within the school or be re-entering public school from private or adjudicated placements. Written protocols for placement, program consideration and parent involvement are in place. Parents, students and teachers sign a contract that specifies expectations for the program. A social worker and paraprofessionals are assigned to the ALP, although the social worker was not yet familiar with the Collaborative Problem Solving Approach. The ALP has one teacher for two grades and seemingly few core content materials from general education. It is unclear how students within this model on a diploma path are afforded a free and appropriate public education (FAPE) in the least restrictive environment (LRE) with regard to accessing the general education curriculum taught by highly qualified teachers (RIGL 300.18). Discussions are underway to address this area of need for the school year 2013-2014.</p> <p>-The Behavior Adjustment Program (BAP) serves 15 students and attaches a special education teacher to students with disabilities in general education settings who need a supportive outlet when emotional stress interferes with educational performance. A paraprofessional also supports students in the co-teaching environment. Students check into the behavior adjustment room the last 10 minutes of each period for checking agendas and organizational materials. Students bring home weekly reports and have individual behavior plans that chart behavior. A program protocol clearly outlines steps to take for particular behaviors of concern. When general education teachers provide students a pass to return to the behavior adjustment room, some basic data is collected on the pass to document concerns.</p> <p>-Pervasive Developmental Disorder (PDD) class addresses prevocational skills, daily living skills, domestic skills, community awareness, and leisure/recreation skills within the context of academic requirements for math, reading and writing for eight students.</p>	<p>Plans are underway to review and restructure teaching assignments to ensure these students with IEPs have to the general education curriculum taught by highly qualified teachers. This support plan is applicable to all findings in this item (#8) that involve access to general education curriculum taught by highly qualified teachers.</p> <p>Timeline: Immediately and ongoing Progress check: October 2013</p> <p>Follow up from the 2013 Report:</p> <p>Additional training to be held in May. Highly Qualified teachers are now going into intensive ed classrooms at Gorton and Aldrich. Plans are underway to restructure classrooms at Winnman Jr. High to allow access to Highly qualified teachers there.</p>
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	<p>Students participate in alternate assessment and engage in projects with multiple community venues on a weekly basis. Picture schedules, sensory materials, and Boardmaker reading materials were observed to be in use in the room on the wall. Parents are encouraged to visit the classroom and participate in community outings. Students have reading buddies with the literacy class for general education exposure once a week plus a math or science class once a week with the intensive education program. As appropriate, some students go to general chorus class by themselves and the whole class has its own chorus class. Students currently have scheduled access to technology education classes, and school leadership is working to develop improved modifications for students accessing these classes.</p> <p>Intensive Education Program (IE) for nine students who require modified work to ensure growth and success in the content areas. Students may also have behavioral issues. Common core, GLE and GSE benchmarks are used to drive instruction for both grade levels. Protocols for participation in IE is not clear nor is access to the general education curriculum or materials. Students attend art/music/tech/PE in general education groups. Two special educators (one for English/social studies and one for math/science) are assigned to the program. The new Junior High Coordinator is working to improve program awareness and placement for students. It is unclear how students within this model on a diploma path are afforded a free and appropriate public education (FAPE) in the least restrictive environment (LRE) with regard to accessing the general education curriculum (RIGL 300.18).</p> <p>-Students in the Pervasive Developmental Disorders (PDD) class and Intensive Education (IE) classes appear to have limited interaction with general education students. Students in the PDD, IE, Alternative Learning Program (ALP), Behavioral Adjustment Program (BAP) are all assigned as their own team and not assigned to a general education team. ALP and BAP students do push into other general education teams for itinerant and content classes.</p> <p>-Students in co-taught classes receive instruction from both general and special educators but have few general education peers in those classes. The school has 5 inclusion/resource team settings with 4-14 students per special education teacher. 1 special educator is assigned to each team for co-teaching and resource. In most co-taught classes, students with disabilities are the majority (11:2 or 13:3). Co-teaching occurs in lower stannine groups with accommodations and modifications of materials,</p>	
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	<p>lessons, assessments and sharing of grading responsibilities. Schedules are adjusted as needed for students to access appropriate level classes. Teachers describe courses as tracking, remedial, and stanine driven. Students are heterogeneously grouped for art, music, technology, and physical education classes.</p> <p>Aldrich Jr. High School Aldrich Jr. High School provides students in the 7th and 8th grade a middle level educational experience. There are approximately 525 students and of that total 94 are students with IEPs. There are two teams at each grade level along with a 7th/8th grade split team. A special educator is assigned to each team.</p> <p>Specialized instruction is facilitated through three specific models of services and supports. (Inclusion/resource, co-taught/departmentalized instruction, intensive education/self-contained and a behavior adjustment model.)</p> <p>Placement decisions are determined by student performance outcomes on the NECAP, the GRADE, teacher generated assessments and teacher recommendations (math and ELA/literacy).</p> <p>Students who are fully included in the general education setting receive their specialized instruction through a pull out resource period (held two/three periods a week). At this time students are provided content area remediation, re-teaching, time to complete test and quizzes and/or assisting students in organizational management skills as defined by their IEP.</p> <p>Students participating in resource are taken out of co-curricular classes including physical education (PE). For students PE required participation time they may be missing 10% of the required time without makeup (100 minutes of any distribution are required for health and PE).</p> <p>Each grade level team has an established co-taught section across content area classes. The co-taught model is facilitated by a highly qualified content area teacher in partnership with a special educator who provides instructional support and student specific accommodations and modifications as directed by students' individual education plans. Students travel as a group within the content area classes (departmentalized) with limited typical peer interaction. Some students may transition out of the co-taught classes during</p>	
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	<p>the school year however most transition will occur annually (at the beginning and or end of the school year). Students participating in this instructional model may additionally require literacy support and/or enrichment. The small class setting is comprised of the majority of students with IEP's (90+%) with the remainder of students identified as 504 students or general education students. Students participate with their typically developing peers in co-curricular classes with support as appropriate.</p> <p>Intensive Education (self-contained setting) is provided for students needing individualized direct instruction along with social emotional and behavioral guidance. Students participate with their typically developing peers in co-curricular classes with support (via the special educator and/or teacher assistant) when appropriate. There are currently 14 students participating in this academic setting. Two of the students are on alternate assessment.</p> <p>It is unclear how students (12) within this model on a diploma path are afforded free and appropriate public education (FAPE) in the least restrictive environment (LRE) with regard to accessing the general education curriculum taught by highly qualified teachers (RIGL 300.18). Discussions are underway to address this area of need for the school year 2013-2014.</p> <p>A Behavior Adjustment setting is available for IEP and non-IEP students who may be experiencing social emotional and/or behavioral related disabilities along with limited organizational management skills. There are currently 22 students with IEP's participating in this program. Students participate in general education, co-taught and/or in the intensive educational settings for their content area instruction and co-curricular classes with support as appropriate. The Behavior Adjustment setting offers a safe understanding environment that supports students specific social emotional and/or behavioral needs to assist them with redirection and re-integration back into the whole school community successfully. It is unclear what specific goals (social emotional, behavioral, psychological and or organizational) individual students are working towards improving and or the specific intervention strategies being implemented. Progress monitoring of specific goals aligned to the program is unclear.</p> <p>Information for the 2017 Report</p>	<p>Support Plan for the 2013 Report</p> <p>The structure of the Behavior Adjustment setting will be reviewed and refined to ensure that students have goals and progress monitoring embedded into their program.</p> <p>Timeline: Ongoing. Progress check: October 2013</p> <p>2013 follow up: Highly Qualified teachers are now going into intensive education classrooms at Gorton and Aldrich. Plans are underway to restructure classrooms at Winnman Jr. High to allow access to Highly qualified teachers there.</p>
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	<p>In the 2015-2016 school year, Warwick Public Schools consolidated the secondary schools, closing both Gorton and Aldrich Junior High Schools, repurposing Veterans Memorial High School into a Junior High School, and keeping Pilgrim and Toll Gate High Schools. At this time, the secondary special education programs were restructured with an emphasis on creating consistent and comprehensive special education programs that ensures that students are educated in the least restrictive environment in their neighborhood schools.</p> <p>-Supportive Academic Services (SA): Students in this program require specialized instruction in reading and/or math due to a specific learning disability and/or other disability. Generally, the STAR scores for these students are between the 10th and the 25th percentile in ELA or Math. Service time should be directly tied to an academic goal in ELA/Math, with the goal number listed. Students will work with their special education teachers to determine what accommodations and/or modifications may be required in order to ensure progress in other content classes as well as in preparation for higher education.</p> <p>-Intensive Academic Services (IA): Students in this program require intensive specialized instruction across all content areas due to a specific learning disability, intellectual disability or other disability. Generally, the STAR scores for these students are below the 10th percentile in ELA and Math. Students will receive specialized instruction from a special educator in co-taught ELA, Math, Social Studies, and Science classes in order to ensure access to the general education curriculum and opportunity to meet graduation requirements. Students may also receive an intensive resource block as needed.</p> <p>-Intensive Academic Special Education Classroom (IASE): This program is similar to the Intensive Academic Program, in that students in this program require intensive specialized instruction across all content areas due to the student's disability. Generally, the STAR scores for these students are below the 10th percentile in ELA and Math. However, students in the Intensive Academic Special Education Classroom will receive instruction from a special educator and a general education teacher in self-contained classroom using the general education curriculum to meet graduation requirements. Students in this program require this</p>	
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placement due to the impact of their disability, and IEP teams should carefully consider the portions of the IEP that can be implemented in the general education setting as well as appropriate accommodations, modifications and related services that can help support the student in the least restrictive environment. At the middle level, the IASE program exists at Veterans and services approximately 12 students with a teaching assistant.

-Supportive Social/Emotional Services (SES): This program provides social/emotional support services for students with IEPs in order to access the general education curriculum and meet graduation requirements. Students will be supported by a special educator and will receive support and counseling from a social worker as needed. The goal of the program is for students to develop the necessary skills to fully and independently participate in the general education setting and to reduce the amount of social/emotional issues that they exhibit in school. Social and emotional learning skills in the IEP may include: self-awareness, self-management, communication, responsible decision making and organization. With the help of special educators and support professionals, students will work towards reducing behaviors that may impact them and their peers in the general education settings. Students are scheduled into general education classrooms and may access supportive social/emotional services throughout the day as needed. Students will also have the opportunity to work in the supportive social/emotional classroom when necessary. Time spent out of the general education classes should be short term with the goal of reintegration as soon as possible. Expected outcomes of this program include improved social/emotional skills, self-regulation skills, and organizational skills, and improved independence throughout the school day.

-Intensive Social/Emotional Services (IES): This program provides intensive social and emotional supports to students with emotional and behavioral challenges in order to access the general education curriculum and meet graduation requirements. Students requiring this level of support display behaviors that

significantly interfere with learning and daily school functioning, and are therefore in need of programmatic support in a general education classroom or in alternate learning setting when needed. Students are provided with the opportunity to develop school appropriate behaviors by learning adaptive skills and strategies for regulating emotions and behaviors in order to ensure maximum access to the general education curriculum in the least restrictive environment. Students are taught in a therapeutic setting with a predictable structure and ongoing behavioral support from a team of teachers, social worker, and consulting school psychologist. Students will be scheduled into general education classrooms based on the recommendations of the IEP team. When required to remain in the classroom for academic supports, students will be provided online general education content classes in order to ensure access to grade level content and meet graduation requirements.

-Alternately Assessed Classroom (AA): This program provides instruction for students with moderate to significant challenges in the areas of functional academics, communication, self-advocacy, and self-control in grades 7-12. Students in the program are alternately assessed. The program is aligned with the RI Common Core Connectors.

A major focus of the Alternate Assessment classroom is preparation for the transition from school to adult services. Beginning at 14 years of age, transition planning becomes a part of the student's IEP and thus, of their educational programming. Transition plans are developed for each student in the areas of Employment, Living Arrangements, Post-Secondary Education/Training, and Community Participation. Classroom activities are designed to enhance skill development in these areas while preparing students and their families for the move to adulthood.

Documentation: Data Analysis; Interviews; Observation; Document Review

Result/ Compliance	9	<p>High School Level Program Continuum</p> <p><u>Information from the 2013 Report:</u></p> <p>Toll Gate High School At Toll Gate High School there are approximately 960 students and 206 have IEPs. The program continuum is as follows:</p> <p>-Co-taught classes (9th-12th)- There are 8 co-taught classes in 5 subject areas (Intro. Algebra 2, Woodshop, World History, Life Science and Civics). Teachers report not having common planning time with their co-teachers. They also wanted professional development on co-teaching. The implementation of a co-teaching model with fidelity seems to be inhibited by the High School Coop Formula which staff and school based administration acknowledge.</p> <p>-Resource- There are approximately 150 students receiving resource. This is a “pull-out” model that provides individual support and small group instruction in the resource room with a student’s case manager. Students are excused from Physical Education two periods (out of 7 day rotation) to attend their scheduled resource times. When necessary, a student may have resource one full period every day.</p> <p>-Behavior Adjustment Program- This program follows the same model as Resource. A special educator and a teaching assistant remain in the classroom all day, affording those students access should they need to return to the classroom.</p> <p>-Alternate Learning Program (ALP)- This is a therapeutic program facilitated by a special educator and two teacher assistants. Students utilize the ALP as a “check-in” but do have access to the ALP room all day. Students are supported in and out of the classroom. There are approximately 10 students in the ALP program. There is a clinical psychologist that provides consultation to classroom staff on a weekly basis; however, the teacher indicates that the consultation time may be inconsistent.</p> <p>-Growth Opportunities Program- This program is provided for students with moderate to severe disabilities, many of whom participate in alternate assessment. The program is designed much like a life skills program preparing students for the transition to adult services. This program runs the “A-Café”, an in-school classroom business. In addition,</p>	<p>Support Plan for the 2013 Report</p> <p>Plans are underway to review and restructure teaching assignments to ensure these students with IEPs have to the general education curriculum taught by highly qualified teachers. This support plan is applicable to all findings in this item (#9) that involve access to general education curriculum taught by highly qualified teachers.</p> <p>Timeline: Immediately and ongoing.</p> <p>Progress check: October 2013</p> <p>Follow up from the 2013 Report:</p> <p>Restructured classrooms at the senior high school level to include focus on inclusive opportunities and co-teaching. Highly qualified teachers now teach all students.</p>
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	<p>there are various vocational opportunities both in-school and within the community.</p> <p>-Intensive Education (IE)- Intensive Education classes are small, self-contained content area classes offered in English, mathematics, science and social studies and business. Intensive Education classes are being taught by Special Educators not highly qualified content area teachers.</p> <p>Career & Technical (C& T) Programs Career and Technical Center Programs are available to all students in Warwick, West Warwick and East Greenwich. There are also satellite locations at West Warwick High School, Pilgrim High School and Warwick Veterans High School. A typical day for a student enrolled in a C&T program includes three or four academic classes at the C & T class which meets for approximately half the school day. Students attend academic classes at their home school and are then transported to and from the Career Center for the C & T class. The programs are designed with competency based modules and are open to all students in grades 10, 11 and 12. Programs are skill center oriented so students do not have to leave their home schools to participate. Students develop a portfolio with evidence of their work and participate in an internship one semester of their senior year. All programs are associated with a Program Advisory Committee. These partnerships monitor the curriculum ensuring it is up to date; make recommendations for equipment purchases; and generally provide assistance in the instructional program by helping with performance and evaluation. At the Career and Technical Schools, specific program related standards (linked to respective industry standards are assisted or agreed to by the Program Advisory Councils) and rubrics are evident throughout the building. The Career and Technical Academics include the following:</p> <ul style="list-style-type: none"> -Academy of Finance – satellite program at West Warwick High School -Aviation Academy – satellite program at East Greenwich High School -Automotive Technology -Construction Trades -Child and Elder Care – satellite program at Pilgrim High School -Cisco Networking Academy -Culinary and Baking Arts -CADD Mechanical/Architectural -Electricity/Residential, Industrial and Commercial Wiring -Electronics/Computer Repair 	
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- Fashion Merchandising and Management
- Graphic Design/Computer Production
- Health Occupations
- Marine Technology -satellite at Veterans Memorial High School

At the Career and Technical Center, there are 410 students (in all programs) and approximately 34% are students with IEPs. There are two special education teachers who provide resource support to students, who have IEPs at the Career and Technical Center. Each teacher works with approximately five programs. At the Career and Technical Center, this support is provided in the classroom unless a student needs extra time on a test or a test read to him/her. In those cases, the resource teacher would take the student out of the room to provide those accommodations on an as-needed basis in a pull-out type model. The two special educators facilitate communication with the individual student's case manager from the sending district. Students appeared actively engaged in their programs.

Warwick Veterans Memorial High School

At Veterans Memorial High School there are approximately 974 students and 204 students have IEPs. The program continuum is as follows:

-Co-taught classes – There are ten co-taught classes. Co-taught classes are determined by the number of students with IEP's. The more students with IEPs in a general education class will, per contract, create a co-taught class. The contract is also prescriptive to how many days a special educator will be in that co-taught class (the higher the number of students with IEPs the more days the special educator will be in the class). Staff expressed frustration that this ratio formula does not provide for the opportunity to create co-taught classes per actual class need but rather only by numbers.

-Resource- (pull out model) per the student's IEP. Case managers have "office resource" where they pull out individual students on an as needed basis. Resource provided in the Resource Center is a scheduled resource period at minimum once per week.

-Intensive classes (departmentalized self-contained). Students with a variety of learning and social emotional needs. ELA and Math are taught by special educators who are not highly qualified in the subject areas that they teach. Science (one class of the two are highly qualified) and social studies are highly qualified. Plans are underway to rectify this

for the following school year. Staff is concerned that these co-taught classes will have 9th-12th graders in the same class hence it will continue to be a class where students with IEPs do not access the same general education curriculum as their general education peers.

The intensive classes are as follows:

-Four English intensive classes (one 9th, 10th /11th, 11th/12th). The ELA classes focus on literature using materials from the English department. They also have the new English anthology textbook. In the 11th/12th class students also develop their Senior research proposal letter and paper. It is unclear how students on a diploma path are afforded free and appropriate public education (FAPE) in the least restrictive environment (LRE) with regard to accessing the same general education curriculum taught by highly qualified teachers (RIGL 300.18).

-Four math intensive classes (one 9th, one 9th/10th, and one 11th/ 12th.)

The students in 9th grade intensive math are taking math referred to as "Introduction to Algebra 1". As a 10th grader you would take intensive math referred to as "Introduction to Geometry" and 11th grader would take intensive math "Introduction to Algebra II" and 12th (Plus 1 which currently is life skills math). The 12th grade math book is the 11th grade introduction to geometry book with supplemental functional life skills blended in the course. The general math department stopped offering "introduction classes" two years ago as the introductory classes were not aligned to the common core. Special educators, however, use the introductory books that the math department used when they taught introduction classes. It is unclear how grade level curriculum is aligned to the general education content area curriculum or how students on a diploma path are afforded FAPE in the LRE with regard to accessing the same general education curriculum taught by highly qualified teachers (RIGL 300.18)

-Two social studies intensive classes (one 9th/10th, one 11th/12th). In the 9/10th class students take US History and the 11th/12th grade is Civil/ RI History. The books used are very old (books the general social studies department is no longer using). The Civics/RI History books are from the 1980s and 1990s. The US History books are from the early years of the 21st century. It is unclear how grade level curriculum is aligned to the general education content area curriculum or how students on a diploma path are afforded FAPE in the LRE with regard to accessing the same general education curriculum as their typical peers.

	<p>-Two science intensive classes (one 9th-12th class and one is a 9th-11th class). The 9th-12th grade class uses concepts from the the high school biology curriculum that the teacher modifies to meet the needs of his students. The 9-11th grade intensive science class uses the middle school book (Concepts and Challenges) in addition to supplemental materials.</p> <p>-Students with IEPs that have PLPs are serviced via the Literacy class unless the student is in an intensive ELA class then the ELA intensive special educator facilitates the PLP. It is unclear how grade level curriculum is aligned to the general education content area curriculum or how students on a diploma path are afforded FAPE in the LRE with regard to accessing the same general education curriculum as their typical peers.</p> <p>-Alternative Learning Program (ALP) – A home base and class for students with significant social /emotional needs (14 total students at present). Some students transition from the middle school feeder program and/or out of district placements. It is comprised of two special educators and one teacher assistant. New students or students in behavioral crisis can spend all day in the class and complete their academic class work in the ALP setting. Once settled in the class the teachers and student review the schedule and determine what classes the students can attend and what classes the students will stay in the ALP and complete their academic work. Students can also use the ALP as a place for a “check in”. The teacher assistant maintains a log of some information for the teachers in regard to what academics students are working on. The social worker is assigned to work with students in this program, on a part-time basis. The ALP has Limited operationalized data review/progress monitoring. All teacher data review is informal or verbal.</p> <p>Focus Program. Students with social/emotional challenges (37 students). Some students transition from the middle school feeder program .This program is comprised of two special educators and a teacher assistant. The Focus class settings serves as a home base for the students to process through any challenging social /emotional situations. The idea is to process and return to their core content classes. Students, depending on need, may then go to departmentalized self-contained classes or general education classes. This program is also used as a placement for students who are identified as struggling and at-risk. A log of when students are in the Foundations class completing academic work is maintained by the teacher assistant. Approximately five students</p>	
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	<p>receive direct counseling from the school psychologist. Others students are referred to the school psychologist and social worker on an as needed basis.</p> <p>Foundations Program- Students (38 students in total) who have autism spectrum disorders and/or anxiety challenges and who may need additional support participate in this program. Some students transition from the middle school feeder program. This program is comprised of two special educators and a two teacher assistants and is home base for the beginning of the day and end of the day. Students can also return to this home base throughout the day as needed. Students, depending on need, may attend departmentalized self-contained classes or general education classes. Teachers and/or teacher assistants although not officially scheduled into any classes frequently go to general education classes to work with them. A log of when students are in the Foundations class completing academic work is maintained.</p> <p>The high school has advisory periods on a daily basis. Two of the specialized programs (Foundations, and ALP) have advisories in their room with their respective program specific students. The Focus program is integrated into typical advisories.</p> <p>It is unclear what formalized data is collected and reviewed in the above described Focus, Foundations, ALP programs with regard to entrance and exit criteria.</p> <p>Percentage of students from the Foundations, Focus or ALP programs who take intensive classes:</p> <ul style="list-style-type: none"> -ELA 35% (12/34 students) due to being below grade level 9% (3/34) due to behavioral issues -Math 44% (20/45 students) due to being below grade level 7%(3/45) due to behavioral issues -Science 32% (8/25 students) due to being below grade level 12%(3/35) due to behavioral issues -Social Studies 40%(8/20 students) due to being below grade level 10% (2/20) due to behavioral issues <p>The intensive classes (departmentalized self-contained) creates a large self-contained subset of school as all students in intensive classes are students with IEPs. These diploma path students are not accessing the same curriculum as their general education peers (see intensive class details for further information). A student could be in a home</p>	<p>Support Plan for the 2013 Report</p> <p>The Focus, Foundation and ALP programs entrance and exit criteria will be reviewed and revised as appropriate. In addition, formalized data collection and review procedures and processes will be developed and implemented.</p> <p>Timeline: Immediately and ongoing.</p> <p>Progress check: December 2013</p>
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	<p>based program with a home based advisory and departmentalized self- contained academic classes for their entire day. Electives and lunch are with typical peers.</p> <p>There is a psychologist at the high school on a full-time basis and a social worker three days a week. Both work with students on an ad hoc basis and attend team meetings as appropriate. The school psychologist intern facilitates a social skills group with students in the Foundations program. It is unclear why the full-time school psychologist does not facilitate formalized ongoing work with Foundations or Focus, such as facilitating groups or facilitating other formalized interventions. The school social worker provides individual counseling with students in the ALP and is involved with truancy court.</p> <p>There is a district-wide after school credit retrieval program housed at Veterans (via the guidance department) that students can access to acquire high school credits.</p> <p>Information for the 2017 Report</p> <p>In the 2015-2016 school year, Warwick Public Schools consolidated the secondary schools, closing both Gorton and Aldrich Junior High Schools, repurposing Veterans Memorial High School into a Junior High School, and keeping Pilgrim and Toll Gate High Schools. At this time, the secondary special education programs were restructured with an emphasis on creating consistent and comprehensive special education programs that ensures that students are educated in the least restrictive environment in their neighborhood schools. Using individual student data as the driving points, the following continuum of special education programs were created and are now available at both Junior High and High School levels:</p> <p>-Supportive Academic Services (SA): Students in this program require specialized instruction in reading and/or math due to a specific learning disability and/or other disability. Generally, the STAR scores for these students are between the 10th and the 25th percentile in ELA or Math. Service time should be directly tied to an academic goal in ELA/Math, with the goal number listed. Students will work with their special education teachers to determine what accommodations and/or modifications may be required in order to ensure progress in other content classes as well as in preparation for higher education.</p>	<p>Follow up from the 2013 Report: Entrance and exit criteria have been reviewed and revised as appropriate. Verified by RIDE.</p>
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	<p><i>-Intensive Academic Services (IA):</i> Students in this program require intensive specialized instruction across all content areas due to a specific learning disability, intellectual disability or other disability. Generally, the STAR scores for these students are below the 10th percentile in ELA and Math. Students will receive specialized instruction from a special educator in co-taught ELA, Math, Social Studies, and Science classes in order to ensure access to the general education curriculum and opportunity to meet graduation requirements. Students may also receive an intensive resource block as needed.</p> <p><i>-Intensive Academic Special Education Classroom (IASE):</i> This program is similar to the Intensive Academic Program, in that students in this program require intensive specialized instruction across all content areas due to the student's disability. Generally, the STAR scores for these students are below the 10th percentile in ELA and Math. However, students in the Intensive Academic Special Education Classroom will receive instruction from a special educator and a general education teacher in self-contained classroom using the general education curriculum to meet graduation requirements. Students in this program require this placement due to the impact of their disability, and IEP teams should carefully consider the portions of the IEP that can implemented in the general education setting as well as appropriate accommodations, modifications and related services that can help support the student in the least restrictive environment.</p> <p><i>-Supportive Social/Emotional Services (SES):</i> This program provides social/emotional support services for students with IEPs in order to access the general education curriculum and meet graduation requirements. Students will be supported by a special educator and will receive support and counseling from a social worker as needed. The goal of the program is for students to develop the necessary skills to fully and independently participate in the general education setting and to reduce the amount of social/emotional issues that they exhibit in school. Social and emotional learning skills in the IEP may include: self-awareness, self-management, communication, responsible decision making and organization. With the help of special educators and support professionals,</p>	
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	<p>students will work towards reducing behaviors that may impact them and their peers in the general education settings. Students are scheduled into general education classrooms and may access supportive social/emotional services throughout the day as needed. Students will also have the opportunity to work in the supportive social/emotional classroom when necessary. Time spent out of the general education classes should be short term with the goal of reintegration as soon as possible. Expected outcomes of this program include improved social/emotional skills, self-regulations skills, and organizational skills, and improved independence throughout the school day.</p> <p>-Supportive Social/Emotional Services (SES): This program provides social/emotional support services for students with IEPs in order to access the general education curriculum and meet graduation requirements. Students will be supported by a special educator and will receive support and counseling from a social worker as needed. The goal of the program is for students to develop the necessary skills to fully and independently participate in the general education setting and to reduce the amount of social/emotional issues that they exhibit in school. Social and emotional learning skills in the IEP may include: self awareness, self -management, communication, responsible decision making and organization. With the help of special educators and support professionals, students will work towards reducing behaviors that may impact them and their peers in the general education settings. Students are scheduled into general education classrooms and may access supportive social/emotional services throughout the day as needed. Students will also have the opportunity to work in the supportive social/emotional classroom when necessary. Time spent out of the general education classes should be short term with the goal of reintegration as soon as possible. Expected outcomes of this program include improved social/emotional skills, self- regulations skills, and organizational skills, and improved independence throughout the school day.</p> <p>-Alternately Assessed Classroom (AA): This program provides instruction for students with moderate to significant challenges in the areas of functional</p>	
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	<p>academics, communication, self-advocacy, and self-control in grades 7-12. Students in the program are alternately assessed. The program is aligned with the RI Common Core Connectors. In High School, the students are required to meet the GBP requirements of course credits, portfolio, and Senior Project.</p> <p>Students in this program are learning to develop various vocational and life skills. Instruction is provided in these curricular areas of Reading (E/LA), Math, Science and Social Studies (Life Skills), Work Activities classes in a special education setting as well as Electives within the general education classes with significant support from the paraprofessional staff. The students also participate in a variety of structured activities in weekly community experience trips to settings such as the mall, supermarket, fast-food restaurants, as well as vocational and recreational functional contexts/settings. Activities include use of schedules/time management and planning, counting out/combining amounts of money from cash registers, shopping circulars, menus, etc. Students use real materials (money, clocks, T.V. guides, store ads, agendas, pocket planners, etc.) as well as calculators, coinulators, rulers, number lines, etc. to support their instruction. Skill practice also occurs in regular community activities of shopping, dining, etc.</p> <p><i>-Transition Program (TR):</i> The focus of this program is on the transition post high school students from high school to a community based pre-vocational program. IEP goal areas students work on in this program include work readiness (school store, classroom jobs, school wide jobs, resume preparation, and in the community through work trial sites, job shadow opportunities, business tours, enrichment activities); self-determination/self-advocacy (by setting a goal, outlining steps to reach that goal, problem solving around barriers, making decisions, participating in/leading meetings as well as visiting adult service agencies, using the Person Center Planning Process and the Career Development Plan); self-management (managing emotions and behavior, when needed); activities of daily living (through functional academics: reading and math are incorporated into real-world classroom assignments and projects, such as managing a calendar of activities, writing letters/emails, and cooking). Students also learn recreational skills, such as exercising and leisure skills); and social skills (learning how to interact with others</p>	
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		<p>at work, asking questions, sharing information, requesting assistance, taking a break and interacting with others during leisure time).</p> <p>Note: An IEP team may determine that a student needs a combination of programs, or that none of the current programs sufficiently meet a student's needs. At any time, an individualized or hybrid student program may be created by contacting an Assistant Director or Director of Special Services.</p> <p>Teachers at both high schools were concerned about time to have common planning with their co-teachers and the fact that they have little time to personalize with their students. Staff at Toll Gate and Pilgrim felt hopeful that the schedule next year would address some of these concerns, as scheduling was a priority to address common planning time and personalization.</p> <p>Documentation: Data Analysis; Interviews; Observations</p>	
Result	10	<p>Drop Out /Graduation Rate (State Performance Plan Indicators #1 and #2)</p> <p><u>Information from the 2013 Report:</u> The Warwick Public Schools graduation rate is 81.51% for all students and 66.29% for students with disabilities. These rates are higher than the state average rates of 77.25% for all students and 58.07% for students with disabilities.</p> <p>The Warwick Public Schools dropout rate is 10.44% for all students and 16.29% for students with disabilities. These rates are lower than the state average rates of 12.47% for all students and 22.09% for students with disabilities.</p> <p><u>Information for the 2017 Report</u></p> <p>The Warwick Public Schools graduation rate is 80.6% for all students and 61.2% for students with disabilities. These rates are lower than the state average rates of</p>	

		<p>83.2% for all students and 67.6% for students with disabilities.</p> <p>The Warwick Public Schools dropout rate is 7.6% for all students and 17.6% for students with disabilities. These rates are higher than the state average rates of 6.7% for all students and 11.9% for students with disabilities.</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	
Result	11	<p>Secondary Differentiation and Co-Teaching</p> <p>A baseline survey regarding co-teaching was done in October 2016, with 33 responses from the secondary schools and 9 responses from the elementary schools.</p> <p>-Warwick Public Schools sent 23 people, including Secondary Special Education Staff and Content Area Department Heads, as well as the District Academic Team to Co-Teaching: Strengthening Practices workshop by Sonya Kunkel on 10/25/17 at the Sargent Center.</p> <p>Additionally, Warwick has provided 22 two hour co-teaching professional development sessions to date at all 4 schools with 259 total attendees, including general education and special education teachers. Sessions are ongoing. The Special Services Newsletters this year have covered co-teaching Domains with 17 newsletters thus far, with 5,633 reads across the district (an average of 331 reads per newsletter).</p> <p>Some teachers (general and special educators) feel that if a student with an IEP is in a general education classes then they should have a special educator in that class co-teaching as opposed to the general educator differentiating within the class on their own. Other teachers expressed concerns about how to differentiate and teach a broad range of abilities in the class and how to effectively use blended learning to group students. Warwick Public Schools are encouraged to continue to provide professional development on co-teaching as well as in the areas in differentiated core instruction.</p> <p>Further, since some teachers were greatly struggling with teaching broad range</p>	<p>Support Plan for 2017 Report</p> <p>The district will continue to offer professional development in the area of co-teaching and differentiated instruction.</p> <p>Timeline: Immediately and ongoing.</p> <p>Progress check: December 2017</p> <p>Follow up for 2017 Report:</p>

	<p>ability levels in their general education classes an overall examination of students with IEPs and the failure rate and grading policy (with a focus on standards based formative assessments to measure student progress) should be examined for patterns and trends.</p> <p>Some incoming 9th grader IEPs had many accommodations written in them. High School special education representation at 8th grade IEP meetings is encouraged.</p> <p><i>Documentation: Data Analysis; Interviews</i></p>	
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2. EVALUATION/INDIVIDUAL EDUCATION PROGRAM (IEP)

Indicator	Findings	Support Plan
<p>Result/ Compliance</p>	<p>1</p> <p>Information from the 2013 Report</p> <p>Records of approximately 41 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 general patterns:</p> <ul style="list-style-type: none"> ● Several isolated instances of various compliance findings affecting only one or two records were found. ● Re-evaluation decisions were driven by the evaluation team rather than the IEP team in many instances, although IEP team members were often invited to the evaluation team meeting. ● A variety of required elements in the process for identifying students' eligibility under the category of specific learning disability were missing. ● Meeting notices, particularly for secondary transition IEP meetings, were either missing from file, failed to indicate the purpose of the meeting, or did not invite the student as required, in several cases. ● Elements of the secondary transition process or its documentation in the IEP were missing in several files reviewed. ● Student's home/native language was not always specified. ● The general educator's participation was not evidenced at several IEP meetings; no excusal form was on file. 	<p>Support Plan from the 2013 Report</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: December 2013</p> <p>Follow up from the 2013 Report</p> <p>The first IEP professional development training which addressed compliance issues etc. took place across the district. All special educators and itinerants were in attendance.</p> <p>The second professional development training involved how to use and apply data driven documentation as baselines and measurable terms in our IEPs.</p>

	<ul style="list-style-type: none"> • Measurable terms were not used in the sections for Present Levels of Performance, Baseline Data, and Annual Goals for several IEPs. • The Progress Measurement element of several IEPs omitted the criteria for measurement, type of data to be used, and the frequency/duration of measurement. • The location of services in several IEPs was indicated as both regular and special settings within the same line, without specifying time in each. <p>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</p> <p>Information for the 2017 Report</p> <p>Records of approximately 20 students were reviewed by the team leaders. The record review process identified the following general patterns:</p> <ul style="list-style-type: none"> - Specific learning disabilities form did not reflect current specific learning disabilities identification criteria - Eligibility determination evidence not always clear - Incomplete transition services and/or lacking current vocational assessments - No meeting notice evidence to indicate consideration of postsecondary and transition services - Random IEP items left blank or not seen in file - Some IEP goals were not consistently measurable <p>RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</p> <p><i>Documentation: Data Analysis; Interviews; Observation; Record Review (Summary lists individual citations)</i></p>	<p>Support Plan for the 2017 Report</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: December 2017</p> <p>Follow up for 2017 Report:</p>
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Compliance	2	<p>Due Process Information</p> <p><u>COMPLAINTS</u></p> <p><u>FY 2015-2016</u> <u># of Complaints: 1 complaint during this period</u></p> <table border="1" data-bbox="346 467 1243 592"> <thead> <tr> <th><i>Case Code</i></th> <th><i>ISSUE(S)</i></th> <th><i>RESULT</i></th> </tr> </thead> <tbody> <tr> <td>16-08</td> <td>Assistive Technology</td> <td>Noncompliant</td> </tr> </tbody> </table> <p><u>FY 2016-2017</u> <u># of Complaints: 3 complaints during this period</u></p> <table border="1" data-bbox="346 690 1243 917"> <thead> <tr> <th><i>Case Code</i></th> <th><i>ISSUE(S)</i></th> <th><i>RESULT</i></th> </tr> </thead> <tbody> <tr> <td>16-10</td> <td>FAPE / Transportation</td> <td>Compliant & Noncompliant</td> </tr> <tr> <td>16-13</td> <td>Long-Term Sub not certified in Spec. Ed.</td> <td>Noncompliant</td> </tr> <tr> <td>16-16</td> <td>FAPE/ Placement</td> <td>Withdrawn</td> </tr> </tbody> </table> <p><u>MEDIATIONS</u></p> <p><u>FY 2015-2016</u> <u># of Mediations: 3 mediations during this period</u></p> <table border="1" data-bbox="346 1136 1243 1339"> <thead> <tr> <th><i>Case Code</i></th> <th><i>ISSUE(S)</i></th> <th><i>RESULT</i></th> </tr> </thead> <tbody> <tr> <td>M 15-59</td> <td>Placement/FAPE</td> <td>Agreement</td> </tr> <tr> <td>M 16-12</td> <td>Eligibility/Funding & Processing of Eval</td> <td>Agreement</td> </tr> <tr> <td>M 16-16</td> <td>Eligibility/Exit from</td> <td>Agreement</td> </tr> </tbody> </table>	<i>Case Code</i>	<i>ISSUE(S)</i>	<i>RESULT</i>	16-08	Assistive Technology	Noncompliant	<i>Case Code</i>	<i>ISSUE(S)</i>	<i>RESULT</i>	16-10	FAPE / Transportation	Compliant & Noncompliant	16-13	Long-Term Sub not certified in Spec. Ed.	Noncompliant	16-16	FAPE/ Placement	Withdrawn	<i>Case Code</i>	<i>ISSUE(S)</i>	<i>RESULT</i>	M 15-59	Placement/FAPE	Agreement	M 16-12	Eligibility/Funding & Processing of Eval	Agreement	M 16-16	Eligibility/Exit from	Agreement	All compliance findings are verified as corrected by RIDE due process personnel.
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	IEP/504 Plan	
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FY 2016-2017

of Mediations: 1 mediation during this period

<i>Case Code</i>	<i>ISSUE(S)</i>	<i>RESULT</i>
M 16-32	Compensation Determination	Agreement

HEARINGS

FY 2015-2016

of Hearings: 7 hearings during this period

<i>Case Code</i>	<i>ISSUE(S)</i>	<i>FINDING(S)</i>
LL 15-17	IEP/Placement/IEE	Dismissed
LL 15-25	IEP/Further Eval for ADD	Dismissed
LL 15-31	Evaluation/IEE/Visual Impairment	Withdrawn
LL 16-06	Evaluation	Dismissed
LL 16-07	Discontinuation of IEP Services	Resolution Session Agreement
LL 16-09	Evaluation/Eligibility	Dismissed
LL 16-11	IEE Evaluation funding	Dismissed

FY 2016 - 2017

of Hearings: No hearings during this period

Compliance

3

Specific Learning Disability (SLD) identification determination

Information from the 2013 Report:

Support Plan from the 2013 Report

Administration will plan for professional development / technical assistance to ensure that staff are adhering to regulatory

	<p>In the schools reviewed, individual staff and teams were unclear with regard to applying mandatory state criteria in determining whether students have specific learning disabilities (initial and reevaluation).</p> <p><i>The Rhode Island Board of Regents for Elementary and Secondary Education Regulations Governing the Education of Children with Disabilities</i> require the school departments to use RIDE's criteria in determining whether students have specific learning disabilities. Such criteria are published in <i>Rhode Island Criteria and Guidance for the Identification of Specific Learning Disabilities</i>. In determining whether a student has a specific learning disability, the evaluation team must define each area of concern in measurable terms, monitor using an objective, valid, ongoing assessment tool directly linked to the area of concern and monitor progress with interval data over a period of time adequate to provide a rate of improvement that is compared to a normative rate from local age peers, and demonstrate an achievement gap when compared to national normative data.</p> <p>The Warwick School Department hired a new Rtl Coordinator this year, who also serves as the Title I Coordinator. When she started, Rtl structures were not consistent across the schools and grade levels. She has been working with school-based data teams and data liaisons, looking at classroom data using current math and universal reading screens. The district is planning to implement STAR Enterprise assessments for progress monitoring, in addition to as universal screening tools for math and reading.</p> <p>Information for the 2017 Report</p> <p>Warwick Public Schools has had a screening and progress monitoring system in place since 2013. The development of the Response to Intervention framework within Warwick has allowed educators and administrators to utilize RIDE's criteria for the identification of students with learning disabilities. Much of the work at the secondary level has been within special education department meetings with a focus on analyzing data to make instructional decisions.</p> <p>Teachers access and use STAR data, GRADE data and work samples to demonstrate achievement and progress of students at re-evaluation meetings. Teachers of literacy interventions set goals in STAR to check individual student</p>	<p>requirements regarding the initial and reevaluation process for students with specific learning disabilities.</p> <p>Timeline: Immediately and ongoing.</p> <p>Progress check : October 2013</p> <p>Follow up from the 2013 Report The first IEP professional development training addressed how to identify and determine whether students have special learning disabilities. All special educators and Itinerants were in attendance.</p> <p>Trainers also reinforced Rtl structures and using STAR to identify students with SLD.</p> <p>Support Plan or the 2017 Report The district will put in place a system of accountability at the school-level for ensuring that policies, procedures and practices are consistently followed for evaluation and reevaluation for students with SLD per regulations.</p> <p>Timeline: Immediately and ongoing.</p> <p>Progress check : December 2017</p>
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	<p>progress and adjust intervention approach. Current LD criteria are not consistently in use. The re-evaluation record typically does not include that data along with the cognitive and academic standardized assessments. Overall, special educators were not able to fully articulate the specific requirements of specific learning disabilities determination per the regulations. At one school (Winman) they had pieces in place but were using the old learning disabilities identification form. At the other middle school (Veterans) and both high schools (Toll Gate and Pilgrim) they were very unclear about the process and the specific requirements of SLD determination per the regulations.</p>	<p>Follow Up from the 2017 Report:</p>
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