



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

School Support System Report and Support Plan

**West Warwick Public Schools
October 19 - 22, 2015**

SCHOOL SUPPORT SYSTEM
A Collaborative System of Focused Monitoring

Introduction

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

To accomplish this the SSS includes these components:

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

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West Warwick Public Schools School Support System Review

Team Members

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

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

Indicator		Findings	Support Plan
Result	1	<p>Least Restrictive Environment Data (State Performance Plan Indicator #5)</p> <p>Based on the FY July 1, 2014 – June 30,2015 State Performance Plan information on West Warwick Public Schools Placement is as follows:</p> <p>The percentage of students educated 80 to 100% of the time in general education settings is 61.80 (RI District Average is 71.05%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 23.34 (RI District Average is 12.5%)</p> <p>Percentage of students educated in private separate schools, home bound/hospitalized and private residential schools is 4.68% (RI District Average is 5.11%)</p> <p><i><u>Documentation:</u> 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> <ul style="list-style-type: none"> A. The district (disability subgroup that meets the State’s minimum “n” size) did meet the state’s AYP targets for the disability subgroup. No B. Participation rate for children with IEPs 95.19%. C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievements standards 24.66% [Note: State has individual grade and content area targets (22.07%). State target is average target across grades and content areas. District target is average percent of student’s proficiency across content areas (27.64%).] <p><i><u>Documentation:</u> Data Analysis; State Performance Plan</i></p>	

Result	3	<p>Multi-Tiered System of Support (MTSS) Response to Intervention (RTI)/Academics</p> <p>There is a standardized system in place across all levels to support students at Tier 2 and Tier 3. Each school has a functioning MTSS team, which employs a problem solving model, based on student performance data, and researched based interventions.</p> <p><u>Elementary Level</u> The structures in place for providing support to struggling students vary from school to school e.g. team membership and when teams meet. At the elementary level, reading interventionists have been assigned to work with students at the Tier 2 and Tier 3 levels. Each of the schools have assigned teacher assistants in kindergarten and first grade programs to provide an additional layer of support to struggling learners. Special education resource teachers and Speech and Language Therapists provide Tier 2 and Tier 3 services to students in the areas of reading, math, writing, language and social thinking.</p> <p><u>Middle Level</u> At the middle level, reading and math interventionists have been assigned to work with students at the Tier 2 and Tier 3 levels. There is a special education teacher and speech and language therapist who provides targeted and intensive supports to students in the areas of math, reading, writing, language and social thinking. A teacher assistant is trained and available to support students with Autism in general education.</p> <p>Educators are using data based decision-making. Tier 2 interventions at the middle school include Wilson, Just Words, Strategic Reading and comprehension strategies. Facts or word problems are used for math. Fontas and Pinell grade 5-8. For grades 6-8 a screener is used before F&P. Self-made rubrics are also used. Evidence of multiple data points and changing interventions based on points. They are using pre and post tests for the units of study.</p> <p><u>High School Level</u> There is a formal MTSS team that meets biweekly to review student's referrals and needs. Thus far, there have been 20 students who have gone through the MTSS support process. There is a plan developed to support the student as well as follow up. There are reading and math interventions at the high school to work with students at the Tier 2 and Tier 3. Math Lab and Academic Literature and support classes provided during the day for students below grade level.</p>	
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		<u>Documentation</u> : Data Analysis; Interviews																																																																									
Result/ Compliance	4	<p>SPP Disproportionate Representation (State Performance Plan Indicator #9 and #10)</p> <table border="1"> <thead> <tr> <th></th> <th colspan="5">ED</th> </tr> <tr> <th>White</th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> <th>2014</th> </tr> </thead> <tbody> <tr> <td>Students with Disability</td> <td>78</td> <td>70</td> <td>66</td> <td>62</td> <td>59</td> </tr> <tr> <td>Total Students</td> <td>2844</td> <td>2792</td> <td>2744</td> <td>2714</td> <td>2658</td> </tr> <tr> <td>District Risk</td> <td>2.74</td> <td>2.51</td> <td>2.41</td> <td>2.28</td> <td>2.22</td> </tr> <tr> <td>District Risk Ratio</td> <td>4.4</td> <td>4.5</td> <td>4.5</td> <td>4.2</td> <td>4.4</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th></th> <th colspan="5">ASD</th> </tr> <tr> <th>White</th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> <th>2014</th> </tr> </thead> <tbody> <tr> <td>Students with Disability</td> <td>34</td> <td>55</td> <td>63</td> <td>68</td> <td>69</td> </tr> <tr> <td>Total Students</td> <td>2844</td> <td>2792</td> <td>2744</td> <td>2714</td> <td>2658</td> </tr> <tr> <td>District Risk</td> <td>1.20</td> <td>1.97</td> <td>2.30</td> <td>2.51</td> <td>2.60</td> </tr> <tr> <td>District Risk Ratio</td> <td>2.7</td> <td>4.5</td> <td>3.9</td> <td>4.2</td> <td>4.2</td> </tr> </tbody> </table> <p><u>Documentation</u>: Data Analysis; State Performance Plan</p>		ED					White	2010	2011	2012	2013	2014	Students with Disability	78	70	66	62	59	Total Students	2844	2792	2744	2714	2658	District Risk	2.74	2.51	2.41	2.28	2.22	District Risk Ratio	4.4	4.5	4.5	4.2	4.4		ASD					White	2010	2011	2012	2013	2014	Students with Disability	34	55	63	68	69	Total Students	2844	2792	2744	2714	2658	District Risk	1.20	1.97	2.30	2.51	2.60	District Risk Ratio	2.7	4.5	3.9	4.2	4.2	<p>Review, refine and continue to develop and implement a culturally responsive multi-tiered system of support.</p> <p>Timeline: Immediately and ongoing</p> <p>Progress Check: August 2016</p> <p><u>FOLLOW-UP FINDINGS:</u></p>
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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 West Warwick 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>																																																																									

		Documentation: Data Analysis; State Performance Plan	
Result	6	<p><u>Multi-tiered System of Support (MTSS)/Social Emotional Supports/Social Emotional Resources/Positive Behavioral Supports</u></p> <p><u>Elementary Level</u> Each of the three elementary schools is assigned approximately 2.5 days of both social work and psychological services. There is also a full time resource teacher whose job includes academic and behavioral programming and remediation. A full-time supervisory assistant works in each elementary school to support students with behavioral/emotional challenges. Each building includes staff trained in Social Thinking methodology. There are multiple teachers and teacher assistants trained in behavioral de-escalation and physical restraint at each school.</p> <p>The kindergarten/first grade program operates out of Wakefield Hills School. This program is designed to service Tier 3 students who are involved in the MTSS system (and initial evaluation process), as well as students with determined disabilities (e.g., emotionally disturbed). The program for students in grades 2 to 4 operates in two classrooms at Greenbush Elementary School. This program primarily services students with emotionally disturbance with IEPs although it is also used as a Tier 3 intervention. Both programs are involved with a weekly clinical consultation team, which guides and support their practice. These programs also provide outreach/consultation to the students and teachers in all three elementary schools.</p> <p><u>Middle Level</u> Deering Middle School services students in grades 5 to 8. This building employs a full-time social worker, two part-time psychologists, and a full time speech and language therapist trained in social thinking. There are two supervisory assistants; one for the general population, and one assigned specifically to work with students with Autism.</p> <p><u>High School</u> There is a formal MTSS team that meets biweekly to review student referrals and needs. Thus far, there have been 20 students who have gone through the MTSS support process. There is a plan developed to support the student as well as follow-up. West Warwick High School employs a .5 school psychologist, 1 full-time social worker (and 1 full-time social worker for students with IEPs), and a supervisory assistant trained in de-escalation and physical restraint. This staffing provides the</p>	

		<p>majority of their services to the general population at the high school.</p> <p>There is a therapeutic lunch facilitated by guidance, adult and student mentoring programs, school assistance counselor meets with students as needed. There are also a number of positive behavioral supports and intervention activities and programs (Wonderful Wizards, bullying prevention committee, attendance challenges, etc.).</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><u>Documentation:</u> State Performance Plan</p>	
Result	7	<p>Preschool Continuum</p> <p>The preschool program is located at Maisie Quinn School and Wakefield Hills Elementary School. There are eight half day programs for students with disabilities located at Maisie Quinn School. Three of the eight classrooms at this site include typical peers in their programming. There is one full day program at Wakefield Hills School which services students with more significant disabilities; these students also have access to typical peers. The district also consults regularly with the state-funded preschool program at Child Inc. A special educator began to provide consultation services at the start of the current school year.</p> <p>Speech therapy services are provided on-site at Child Inc. twice a week during the school year. Occupational therapy and physical therapy services are provided as needed. Walk-in therapy services are also provided at Wakefield Hills School and Greenbush Elementary School. A range of extended school year programs are offered to preschool students with disabilities during the summer months.</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</p>	

		<p>general education early childhood program and receiving the majority of special education services in the general early childhood program was 17.27%.</p> <p>B. The percent of children aged 3-5 with IEPs attending a separate special education class, separate school or residential facility was 38.18%.</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); 70.60% ▪ Acquisition and use of knowledge and skills (including early language/ communication and early literacy); 67.60% and ▪ Use of appropriate behaviors to meet their needs 60.70% <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); 33.30% ▪ Acquisition and use of knowledge and skills (including early language/ communication and early literacy); 35.90% and ▪ Use of appropriate behaviors to meet their needs 51.30% <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	
Result	8	<p>Program Continuum Elementary Level</p> <p>There are 1,412 students at the elementary level and approximately 228 have IEPs. The special education program continuum is as follows:</p> <p><u>Elementary Continuum:</u></p> <ul style="list-style-type: none"> ● Self-contained classrooms (K-4) 	

<p>Compliance</p>	<ul style="list-style-type: none"> ● Self-contained Emotional Disturbance Programs ● Self-contained/Inclusion ● Collaboratives (K-4) ● K-4 Resource Services (Academic and Behavior) <p><u>Descriptions of Elementary Services:</u></p> <ul style="list-style-type: none"> ● Self-contained classrooms (K-4) <ul style="list-style-type: none"> a. Self-contained Classrooms: In this model, students with disabilities receive the majority of their instruction from a special educator. Some students who are serviced in a self-contained class receive their encore/elective or specialist subjects and some academics, based on individual needs, with general education students. b. Self-contained/Inclusive classes: A self-contained/Inclusive class at the elementary level is one in which a general education teacher and special education teacher work together to include special education students in the general education setting, providing opportunities based on students' strengths and needs. The extent of co-teaching and inclusion is dependent on the needs of the students as determined by the special educator and the students' IEPs. c. Collaborative Classrooms: Collaboratives are an instructional partnership in which a special educator and a general educator co-teach a group of students on a daily basis. This partnership involves a commitment on the part of both parties to be engaged in the teaching and learning process of all students in the classroom. In this partnership, teachers assume mutual responsibility for planning, teaching, modifying, and assessing student success to the extent possible given the variety of the needs of the students in the classroom. d. K-4 Resource Services (Academic and Behavior): Resource services are provided to students in order to remediate skill deficits in the areas of reading, writing, math, organization, behavior, or emotional regulation. These services are provided to students individually or in a small-group setting, primarily in a resource classroom, and sometimes in regular education classrooms. <p>Students in the three self-contained classrooms at Wakefield Hills Elementary School are being dismissed each day at 1:50 pm (Rooms 218, 219 and 131). Dismissal of all</p>	<p>Review, revise and implement a schedule ensuring that students with IEPs do not have a shortened school day. Additionally, all students with IEPs will have access to the same specials as their typical peers.</p> <p>Timeline: Immediately and ongoing</p> <p>Progress Check: August 2016</p>
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		<p>other students begins at 2:25 pm. It was explained that the students in these three classrooms receive special education services (specialized instruction) from the moment they enter school until the end of their school day (including recess and lunch). Therefore, the students meet the required amount of instructional time (330 minutes) and can be dismissed before the other students. Their teachers then have their prep time. A review of the students' records indicates that while a majority of the students have social/emotional or communication goals, specialized instruction during lunch or recess is not mentioned. The IEPs do not contain specific goals and objectives to be worked on during lunch and recess. There was only one IEP out of 20 that referenced the student's school day being from 8:00am-2:00pm. This was stated in the "explanation of nonparticipation in regular class section" although no explanation for why the school day was from 8:00am-2:00pm was provided, just the statement that it was that length. Further, three 2nd grade students (DA 1, DA 7 and DA 8) do not have access to grade level art, music and physical education as their specials are scheduled for the last period of the day (which they miss due to the early dismissal). In light of the above, the students with disabilities in the three self-contained classrooms receive a school day which is not substantially equal to that provided to students who do not have disabilities, and is not based on their individual needs. The three 2nd grade students are inequitably being denied access to their special subjects. The disabled students in these three classrooms, unlike their nondisabled peers, are receiving a shortened school day. The cumulative amount of lost instructional time is substantial. The West Warwick School Department did not show that the students need a shortened school day because of educational, medical or emotional needs. The shortened school day therefore is not compliant with the students' IEPs and discriminatory (RIGL §16-2-2, 16-22-4,16-24-1, the Board of Education Regulations Governing the Education of Children with Disabilities: §§300.39, 300.108 and 300.320, and 34 C.F.R. §104.4(b)(1) and 28 C.F.R. §35.130(b)(1)).</p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p>	<p><u>FOLLOW-UP FINDINGS:</u></p>
Result	9	<p>Program Continuum Middle Level</p> <p>There are 1,006 students attending Middle School, 158 are students with IEPs. The special education program continuum is as follows:</p> <p><u>Middle School Continuum:</u> Self-contained Alternative Education Program (on-site or off-site)</p> <ul style="list-style-type: none"> ● Self-contained Intellectual Disabilities 	

- Self-contained/Inclusion
- Self-contained/Inclusion (ASD)
- Full Team Collaboratives
- Partial Team Collaboratives
- 5-8 Academic Resource Services

Descriptions of Middle School Services:

- a. Self-contained Classroom: In this model, students with disabilities receive the majority of their instruction from a special educator. Some students who are serviced in a self-contained class receive their encore or specialist subjects with general education students. There is no just one self-contained classroom at the middle school. The students receive all their services with their self-contained peers.
- b. Self-contained/Inclusive Classroom: A self-contained/Inclusion classroom at the middle level is one in which a general education teacher and special education teacher work together to include special education students in the general education setting, providing opportunities based on students' strengths and needs. The extent of co-teaching and inclusion shall be dependent on the needs of the students as determined by the special educator, the students' IEPs and the number of collaborative partners.
- c. Full Team Collaborative: At the middle school level, a full team collaborative is where a full time instructional partnership where a special education teacher works on a collegial basis with a regular education teacher. Special education teachers will be assigned on a full time basis to a team of 2 to 4 teachers, or one regular education teacher who teaches all four core subjects. Special education teachers will follow a co-teaching model, an in-class support model, or a combination of models that suits the needs of the learners in the classroom. The regular education teacher and the special education teacher share the responsibility for instruction, planning, modifying and assessment to the extent possible given the varied number of collaborative partners.
- d. Partial Team Collaborative: At the middle school level, a partial team collaborative is where a part-time instructional partnership where a special education teacher works on a collegial basis with a regular education teacher. Special education teachers will be assigned to two core subjects on a full time basis (e.g., English & Math) with teacher assistant support in the other two core subjects (e.g., Social Studies and Science). For the core

Compliance		<p>subjects in which both educators are assigned to co-teach, the regular education teacher and the special education teacher shall share the responsibility for instruction, planning, modifying and assessment to the extent possible given the varied number of collaborative partners.</p> <p>e. Self-contained/Inclusion (ASD): At the middle school level, the Self-contained Inclusion (ASD) model is defined as a part-time instructional partnership where a special education teacher works on a collegial basis with a regular education teacher. Special education teachers will be assigned to two core subjects on team(s). In this model there is an opportunity for students to receive direct instruction outside of the general education setting. Functional skills are addressed outside of the typical general education setting. A teacher assistant shall provide support services for the core subjects for which the special educator is not assigned.</p> <p>f. Grades 5-8 Academic Resource Services: Resource services are provided to students, in order to remediate deficits in academic or functional skills. These services may be provided to students individually or in a small-group setting, in a resource classroom.</p> <p>Maisie Quinn School operates three self-contained classrooms for students in grades 5 to 8. These students participate in an alternative day school program, which targets their academic, social/emotional, and vocational needs. These students have been unsuccessful in a traditional public school setting. This program is staffed with special educators, teacher assistants, social work services, and vocational educators. This program also operates a clinical team once a week. A clinical psychologist and child psychiatrist are members of this team. It is noted that the alternative middle school program housed at Maise Quinn School has students in the 7th and 8th grade who receive core content instruction from teachers who are not highly qualified in the subject area that they are teaching. (§300.18)</p> <p><u>Documentation:</u> Data Analysis; Interviews; Observations</p>	<p>Students with IEPs will receive core content instruction from highly qualified teachers.</p> <p>Timeline: Immediately and ongoing</p> <p>Progress Check: August 2016</p> <p><u>FOLLOW-UP FINDINGS:</u></p>
Result	10	<p>Program Continuum High School Level</p> <p>At West Warwick High School there are approximately 997 students and 224 have IEPs. The program continuum is as follows:</p> <p><u>High School Continuum:</u> The following services are available to support WWHS students. Some students may participate in one or more of these program options. (some programs may be off-site):</p>	

<p>Compliance Result</p>	<ul style="list-style-type: none"> ● Intellectual Disabilities Program (Self-contained for all academics including Transitions Programs for students 18-21) ● Self-contained Alternative Education Program ● Alternative tutorial/work program ● Self-contained Emotionally Fragile Programs ● Self-contained Social Intervention Program ● Direct Service (self-contained for a specific content area) ● Collaboratives (approximately equal numbers of students with and without IEPs) ● Resource support (Behavior/Academics) <p><u>Description of High School Services:</u></p> <ol style="list-style-type: none"> a. Self-contained Classrooms: In this model, students with disabilities receive the majority of their instruction from a special educator. Some of these programs may be conducted off site. Some students, who are serviced in a self-contained class, receive their elective or specialist subjects with general education students yet all students receive their physical education/health class in a self-contained setting. Students may receive transition services through outside agencies. In the self-contained programs (emotionally fragile and social intervention) students receive core content instruction from teachers who are not highly qualified in the subject area that they are teaching. (§300.18) b. Direct Service is a self-contained setting (no more than 12 students with IEPs) where students can receive their core content instruction in a small class setting. Special educators are either all highly qualified in their respective core content subjects or there is a general educator who is a co-teacher in the direct service class setting. c. Collaboratives: At the high school level, a collaborative is where a full time instructional partnership where a special education teacher works on a collegial basis with a regular education teacher. Special education teachers will be assigned on a full time basis to one or more subject area classes. Special education teachers will follow a co-teaching model, an in-class support model, or a combination of models that suits the needs of the learners in the classroom. The regular education teacher and the special education teacher share the responsibility for instruction, planning, modifying and assessment to the extent possible given the varied number of collaborative partners. d. Grades 9-12 Academic-Resource Services: Resource services are provided 	<p>Students with IEPs will receive core content instruction from highly qualified teachers.</p> <p>Timeline: Immediately and ongoing</p> <p>Progress Check: August 2016</p> <p><u>FOLLOW-UP FINDINGS:</u></p>
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		<p>to students in order to remediate skill deficits in the areas of reading, writing, math, organization, behavior or emotional regulation. These services may be provided to students individually or in a small-group setting, in a resource classroom.</p> <p>Masie Quinn houses three alternative high school programs. These students have been unsuccessful in the traditional public school setting. This program is staffed with special educators, teacher assistants, social work services, and vocational educators. This program also operates a clinical team once a week. A clinical psychologist and child psychiatrist are members of this team.</p> <p>Alternative high school programs at Maise Quinn include the following:</p> <ul style="list-style-type: none"> - A nonpublic special education school (Eleanor Briggs) has a class for West Warwick High School students housed at Quinn. There are 15 students assigned to the program. - There is a credit retrieval program for juniors and seniors (approximately 12 students) where they can take targeted courses to gain missed credits. - The tutorial program (16 students) is focused on academic and career exploration. Students in the tutorial program attend for part of the day and engage in community based work for the remainder of the day. <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p>	
Result	11	<p>Adaptive Physical Education (APE)</p> <p>Each of the three elementary schools is assigned a full-time physical education teacher certified to teach A.P.E. The middle school is staffed with 4 certified teachers and the high school is staffed with 6 certified teachers.</p> <p>This service is provided to students, based on an individual evaluation, which is reviewed by the building evaluation team or an IEP team. If a student is determined eligible, then the IEP team determines goals and objectives and frequency of the service.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p>	

Result	12	<p>Extended School Year (ESY)</p> <p>West Warwick has a myriad of ESY options and programs for students (pre K- 21) depending on need. These include but are not limited to the following: a language based playgroup, walk in services, preschool self-contained academic and behavioral, academic, credit recovery, job exploration and coaching, etc.)</p> <p><u>Documentation:</u> Data Analysis; Interviews</p>	
Result	13	<p>Local Special Education Advisory Committee (LAC)</p> <p>A local advisory committee with membership, operation, and scheduled meetings, consistent with Regents' requirements is in place and is supported by the district.</p> <p>The Local Special Education Advisory Committee continues to meet at least four times a year. There is designated chair. Multiple letters and phone calls were made to parents of children with disabilities inviting them to join the LAC for the 2015-2016 school year. At this time we have seven parents, a general educator, special educator, and an administrator on the committee. The LAC dates for the upcoming year are 10/21/15, 12/9/15, 3/9/16, and 5/11/16. Throughout the past few years, the LAC have hosted events where families are able to attend to connect with district, local, and state resources. For example, district educators presented on the benefits of video modeling, incorporating visuals and implementing routines in the home and community. One of the most successful events has been an annual Transition Event where RIPIN, The Autism Project, The College Panel, Office of Rehabilitative Services, and a special education lawyer have shared transition information with families and students.</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</p>	

		<p>Statewide Parent Survey (2014-2015) is 18.2% 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 45%. Both scores are above the state average.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	
Result	15	<p>Drop Out / Graduation Rate (State Performance Plan Indicator #1 and #2)</p> <p>The West Warwick Public Schools graduation rate is 80.9% for all students and 67.2% for students with disabilities. These rates approximate the state average rates of 80.7% for all students and 60.7% for students with disabilities.</p> <p>The West Warwick Public Schools dropout rate is 14.1% for all students and 27.9% for students with disabilities. These rates are higher than the state average rates of 8.0% for all students and 15.7% 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/ Compliance	1	<p>Records of approximately 14 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"> - Baseline level is not measurable nor is this baseline linked to the goals or objectives -Random IEP items left blank or not checked <p><i>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized</i></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: January 2017</p>

		<p><i>Education Programs and Educational Placements)</i></p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p>	<p>Progress Check: August 2016</p> <p><u>FOLLOW-UP FINDINGS:</u></p>
Result	2	<p>Child Outreach</p> <p>West Warwick’s child outreach screenings are available in a range of community-based early childhood programs and by appointment August through June.</p> <p>The state target for screening is 80% of children ages 3, 4, and 5. The number of students reported in Kids’ Net are the following:</p> <ul style="list-style-type: none"> ● K- 13 students ● K1- 277 students ● K2- 200 students ● K3- 62 students <p><u>Documentation:</u> State Performance Plan; Data Interviews</p>	
Result	3	<p>Child Find (State Performance Plan Indicator #11)</p> <p>West Warwick Public Schools for the 2014-2015 year was at 100% compliance for meeting evaluation timelines for initial referrals. As of September 24, 2015, West Warwick Public Schools was thus far at 100% compliance for meeting evaluation timelines for initial referrals for the 2015-2016 school year.</p> <p><u>Documentation:</u> State Performance Plan Data</p>	
Result	4	<p>Student Accommodations and Modifications</p> <p>General educators access student’s accommodations via an electronic data base (Aspen) at the start of the school year (prior to the completion of the first full week of school), special education case managers also meet with each general educator for their students in order to elicit any questions/or provide any clarification about the required accommodations/ modifications for the students on their caseload.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Document Reviews</p>	

Result	5	<p>West Warwick Public Schools implements the SLD guidance from the RI Department of Elementary and Secondary Education.</p> <p>Special educators were able to speak to the regulations and the procedures, protocols and practices at their school.</p> <p><u>Documentation:</u> Interviews; Record Review</p>							
Result	6	<p>Due Process Information (State Performance Plan Indicators)</p> <p>Over the past three years West Warwick has had the following complaints, mediations or hearings:</p> <p><u>COMPLAINTS</u></p> <p><u>2013</u> <u># of Complaints:</u> No complaints during this period</p> <p><u>2014</u> <u># of Complaints:</u> No complaints during this period</p> <p><u>2015</u> <u># of Complaints:</u> No complaints during this period</p> <p><u>MEDIATIONS</u></p> <p><u>2013</u> <u># of Mediations:</u> 3 mediations during this period</p> <table border="1" data-bbox="346 1084 1354 1281"> <thead> <tr> <th data-bbox="346 1084 556 1214"></th> <th data-bbox="556 1084 779 1214"><i>ISSUE(S)</i></th> <th data-bbox="779 1084 1354 1214"><i>RESULT</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="346 1214 556 1281"><i>Mediation #1</i></td> <td data-bbox="556 1214 779 1281">Other</td> <td data-bbox="779 1214 1354 1281">Withdrawn</td> </tr> </tbody> </table>		<i>ISSUE(S)</i>	<i>RESULT</i>	<i>Mediation #1</i>	Other	Withdrawn	
	<i>ISSUE(S)</i>	<i>RESULT</i>							
<i>Mediation #1</i>	Other	Withdrawn							

<i>Mediation #2</i>	Evaluation	Agreement Reached
<i>Mediation #3</i>	Placement	Withdrawn

2014

of Mediations: 2 mediations during this period

	<i>ISSUE(S)</i>	<i>RESULT</i>
<i>Mediation #1</i>	Evaluation	Withdrawn
<i>Mediation #2</i>	Other	No Agreement Reached

2015

of Mediations: 1 mediation during this period

	<i>ISSUE(S)</i>	<i>RESULT</i>
<i>Mediation #1</i>	Placement	Agreement Reached

HEARINGS

2013

of Hearings: 2 hearings during this period

	<i>ISSUE(S)</i>	<i>FINDING(S)</i>
<i>Hearing #1</i>	IEP	Withdrawn Parent

		Hearing #2	Other	Resolution Session Agreement		
		<p><u>2014</u> <u># of Hearings</u>: No hearings during this period</p> <p><u>2015</u> <u># of Hearings</u>: No hearings during this period</p> <p><u>Documentation</u>: Data Analysis, RIDE, due Process Data Base</p>				

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 the district achieved 100% compliance and that all children referred from Early Intervention and found eligible for preschool special education had IEPs developed and implemented by their 3rd birthday.</p> <p><u>Documentation</u>: Data Analysis; Interviews; State Performance Plan</p>	
Result	2	<p>IDEA Transition Planning at the Middle Level</p> <p>Special Education case managers engage their students in transition planning at age 14 or in anticipation of each student's 14th birthday. Age-appropriate transition assessments are administered, and individual discussions occur between the students and their case managers prior to the annual IEP meeting. All students in grades 5 to 8</p>	

		<p>participate in their annual IEP meeting; case managers prepare each student for this meeting ahead of time, many of these students assisting in their student led IEP at their ability level. Many students at the middle school level have participated in the “Me” Program, which focuses on self-advocacy and self-determination.</p> <p>All students with the diagnosis of an intellectual disability and all students in the life skills program have participated in the Career Development Process (CDP) using student centered planning MAP’s process. Each student has completed both MAP’s and a CDP. These students participate in a continuum of both community based work experiences and trial work experiences as their years in high school progress.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Record Reviews</p>	
Result	3	<p>IDEA Transition Planning at the High School Level</p> <p>Special Education case managers engage their students in transition planning activities from grade 9 to age 21 on a continual basis. Case managers have access to a unique and individualized transition curriculum that students and teachers have access to assist in age-appropriate transition planning assessments and tools. Plans to include a ½ day professional development for case managers of how to best use and incorporate this transition planning curriculum (based off of the district transition goal).</p> <p>Age-appropriate transition assessments are administered, and individual discussions occur between the students and their case managers prior to the annual IEP meeting. All students participate in their annual IEP meeting, students led as much as the student is able; case managers prepare each student for this meeting ahead of time. Many students at the high school level have participated in the “Me” Program, which focuses on self-advocacy and self-determination.</p> <p>IEP teams individualize this process for each student. Office of Rehabilitative Services (ORS) and to the Department of Behavioral Healthcare, Developmental Disabilities and Hospitals (BHDDH) representatives are regular participants at the IEP table for high school students with disabilities. Case managers work with ORS to incorporate vocational evaluations and the results to assist in student planning. Dare to Dream involvement is an important component for some students. Other students have participated in the Annual College Planning Forum and 25 students attended careers without College Conference at Coventry High School. Well over 60 students and their parents participated in the districts’ transition fair which was sponsored by the local Special Education Parent Advisory Committee (2014-2015). Other students have</p>	

		<p>participated in preparatory activities with CCRI. Plans for a full day transition conference and resource fair for the high school students is in the works for this coming school year. Job shadowing and job exploration activities are routinely incorporated into student planning at the high school, this continuum of community based work experiences and trial work experiences is offered to self-contained students as appropriate.</p> <p>All students with the diagnosis of an intellectual disability and all students in the life skills program have participated in the Career Development Process using student centered planning MAP's process. Each student has completed both MAP's and a CDP. These students participate in a continuum of both community based work experiences and trial work experiences as their years in high school progress.</p> <p>The general transition scope and sequence for students with intellectual disabilities is as follows:</p> <p>Age 14-15: Job shadow and business tours, career days Grade 10-11: Summer community based work experiences, career days, transition fair Grades 12: Two and a half day community based work experiences, career days, transition fair Ages 19-21: Community based work experiences and trial work experiences, career days, transition fair</p> <p><u>Documentation:</u> Interviews, data analysis</p>	
Result	4	<p>At the high school and middle 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).</p> <p>BHDDH: All case managers of students (ages 14-21) identified as ID invite BHDDH to their annual IEP planning meetings to assist in completion of annual Career Development Plan. Students who do not have assigned case worker send an invite to the general BHDDH email account. Records are kept for this in the annual CDP review and meeting minutes. The initial discussion of BHDDH and the services they provide begin at age 14 and continue throughout the students career (using BHDDH flyer and documenting in the career development plans).</p>	

		<p>ORS: Initial discussion of ORS and the services they provide begin at age 14 and continue throughout the student's career (using ORS flyer and documenting in the career development plans if applicable). Identified students who would be candidates for ORS services apply and meet with ORS personnel in the 10-11 grade for initial referral. ORS currently has quarterly office hours at the high school to meet with parents, students, case manager, and/or attend meetings as necessary for easy access for all team members.</p> <p><u>Documentation:</u> Interviews; Document Review</p>	
Result	5	<p>Summary of Performance (SOP) is facilitated by the case managers as appropriate.</p> <p>Preparing the SOP is a routine activity for case managers who are assigned to graduating seniors or students who are exiting from special education services. Case managers try to complete and meet with students and families around the last week of April and early May. These documents are given to and reviewed with each student and their family, and then are filed at the Special Education Office in each student's confidential educational file. Students and families often use the SOP to communicate with adult services agencies and post- secondary education as a tool to bridge the gap of information from school services to post school services.</p> <p><u>Documentation:</u> Interviews; Document Review</p>	
Result	6	<p>Youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, and transition services. The West Warwick Public Schools are 100% compliant with the requirements. (State Performance Plan Indicator #13)</p> <p><u>Documentation:</u> Interviews; Document Review</p>	
Result	7	<p>66% 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 57% (State Performance Plan Indicator #14)</p> <p><u>Documentation:</u> Interviews; Document Review</p>	