



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

School Support System Report and Support Plan

**Westerly Public Schools
February 29 - March 3, 2016**

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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**Westerly Public Schools
School Support System Review**

Record Review Team Leaders

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

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

Indicator		Findings	Support Plan
Result	1	<p>Least Restrictive Environment Data (State Performance Plan Indicator #5)</p> <p>Based on the FY July 1, 2013 – June 30, 2014 State Performance Plan information on Westerly Public Schools Placement is as follows:</p> <p>The percentage of students educated 80 to 100% of the time in general education settings is 74.66% (RI District Average is 71.75%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 4.34% (RI District Average is 13.25%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 7.08% (RI District Average is 4.35%)</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> <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. B. Participation rate for children with IEPs 96.27%. C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievements standards 31.99% [Note: State has individual grade and content area targets (28%). State target is average target across grades and content areas. District target is average percent of students proficient across content areas (31.99%).] 	

		<u>Documentation: Data Analysis; State Performance Plan</u>	
Result	3	<p>Multi-Tiered System of Support (MTSS) Response to Intervention (RTI) /<u>Academics</u></p> <p>Elementary Level</p> <p>All students in Westerly’s elementary schools take universal screens three times a year in reading and math. NWEA is administered for both reading and math. If a k-4 grade student is below the 41th percentile, they are referred to Rtl. AVMR (AddVantage Math) assessment is also used as a benchmark. Students falling below grade level expectation are referred to Rtl. Teachers and parents can also refer to Rtl.</p> <p>Examples of Tier 1 instructional strategies include differentiated instruction, conference with students, using NWEA and AVMR data to guide instruction, and classroom formative assessments to guide instruction and monitor growth. A 30 minute daily math intensive block with all teachers, including art and music, supporting small groups for math games and activities happens for each grade level at both elementary schools visited. Math groups are changed every 6 weeks based on progress monitoring data.</p> <p>Tier 2 targeted interventions are added to classroom based Tier 1 strategies when a student is not making adequate progress. These interventions can be provided by the classroom teacher and/or trained assistants or specialists. This tier represents 5-10% of the population.</p> <p>Tier 3 involves intensive instruction that is specific to a student’s highest area(s) of need. These interventions can be provided by the classroom teacher as well as specialists in the specific area. Tier 3 interventions may take the form of an increase in the frequency, an increase in the duration, or a replacement of the intervention. Non-responding students may also be provided interventions in a setting that offers lower teacher/student ratio. Additionally, a change in the setting or the person providing the intervention may be assigned. Additional periods of reading intervention appear to be more readily available than additional periods of math intervention since reading specialists and literacy assistants are available to both elementary schools visited. State Street has a .5 math coach to provide some additional math interventions.</p>	<p>The district will review and refine its MTSS protocols, procedures and practices.</p> <p>Timeline: Immediately and ongoing</p> <p>Progress Check: February 2017</p> <p><u>FOLLOW-UP FINDINGS:</u></p> <ul style="list-style-type: none"> - In preparations for next year, work will continue on student goal setting, use of universal screening data at the school and teacher level, and providing Rtl with fidelity. - Westerly maintained staffing of full time curriculum leaders at 5 schools and a part time curriculum leader at the smallest elementary school. (5.5 FTE) These teacher leaders work closely with teachers and administrators to review data and use it to inform instructional practices and interventions. - Westerly Public Schools LEA (special education coordinators) attended a day long training on executive functioning skills to incorporate into

Compliance	<p>Interventions at Tier 2 and 3 are determined by the RtI team and may include the parent. The team meets every 6-8 weeks to monitor progress and make revisions as needed. While meeting structures differ, both elementary schools visited have functioning RtI teams.</p> <p>If a child is not making make progress after 2 cycles of intensive Tier 3 interventions, he or she is referred to special education. At Dunn’s Corners Elementary staff report being able to refer at any point a disability is suspected. State Street staff report being encouraged to refer if a student is not making progress in 2 rounds of intervention to prevent a child from lingering for 2 years in interventions without adequate progress.</p> <p>Middle Level The Westerly Middle School monitors NWEA MAP data in the areas of reading and math. Students falling below 41% are reviewed in RtI. Every 6-8 weeks, the team meets on students to discuss their progress. AIMSWEB MCOMP and MAZE scores are also used for baseline data in these discussions. In addition, teachers share how students score on district common assessments and how students perform day to day in the classroom setting. The RtI teams discuss supports for use in classrooms and what needs and strategies are targeted for students during their team intervention blocks. This year, each team has two 60 minute intervention blocks. Teams use strategies within their classroom and then supplement during these blocks if more is needed. If a more intensive intervention is needed, the student may begin to work with a reading specialist in either READ 180 or System 44. The reading specialist would assess the student for their SRI/SPI to monitor progress in these interventions. For a more intense math intervention, students may work with a math specialist. These specialists use AVMR and PLATO as tools to both provide targeted instruction and progress monitor.</p> <p>Students who are receiving reading or math interventions (through Read 180, Systems 44, or Study Island) are often there for a long length of time (years). Many of these students also have IEPs rather than only RtI interventions. For all students using the PLATO program, that is their primary math program rather than the general curriculum.</p> <p>High School Level The MTSS/ RtI process at Westerly High School can best be described as a combination of a standard and problem solving protocol focusing on academics. The standard protocol</p>	<p>their department meetings and share with their school RtI teams.</p> <ul style="list-style-type: none"> - Westerly is participating in CEEDAR. There is a team of 17 people attending representing two elementary schools and the middle school. Included in this is also 3 principals and the district ELA, STEM and Behavior Coordinators/Specialists. - Westerly Public Schools also look forward to future participation in any MTSS opportunities.
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		<p>encompasses academics; specifically reading and mathematics. Some teachers felt that this process acts after a student fails a class and would like the process to take a more proactive approach, Other staff expressed a desire to have the academic and social/emotional support be part of a structured/ formalized MTSS process.</p> <p>Students are scheduled into interventions based on a multi-point data review that includes assessments such as NWEA Measure of Academic Progress, the Scholastic Reading Inventory, Aimsweb (incoming 9th graders), and state assessments. Students who meet adequate progress are exited from the assigned intervention. The Rtl Problem Solving Team, comprised of an Assistant Principal, the Instructional Coordinator, and the Special Program/Career Counselor, takes a holistic approach to student academic progress. The team collects data on student grades, attendance, work habits and executive functioning skills. Students are scheduled with the team using a protocol outlined in the attached document titled <i>Protocol for Responding to Student Failures</i>, as well as through a referral from a teacher, parent, counselor or administrator. Rtl referral forms can be readily accessed on the school's website. The team meeting includes the student, the parent/guardian, the guidance counselor, the Dean of Students, and classroom teachers. Data is collected from teachers using a Google form that includes specific information regarding the student's academic progress and the Tier 1 strategies currently being implemented, a spreadsheet in which teachers rate the student's executive functioning skills (<i>Student Support Intervention Form</i>), and an abridged Work Habits rubric. Other data is collected for the meeting including standardized assessment scores, grades, and other qualitative information from the guidance counselor. The team creates a plan that identifies specific areas of responsibility and is shared with all parties. A follow up meeting is scheduled to determine the response to the intervention. When the student shows adequate academic progress, the team exits the student but continues to monitor his/her progress. If necessary, the student will return to the team if he/she is again identified using the student failure protocol.</p> <p>There have recent tentative discussion on how to incorporate social/emotional personnel into the Rtl process.</p> <p><u>Documentation</u>: Data Analysis; State Performance Plan; Document reviews</p>	
Result	4	SPP Disproportionate Representation (State Performance Plan Indicator #9 and #10)	Although not a finding, The Director of Pupil Personnel shared this data during her

White	OHI				
	2011	2012	2013	2014	2015
Students with Disability	94	85	81	75	84
Total Students	2574	2572	2499	2475	2353
District Risk	3.65	3.30	3.24	3.03	3.57
District Risk Ratio	3.6	3.1	3.0	2.8	3.0

White	ASD				
	2011	2012	2013	2014	2015
Students with Disability	56	47	41	44	46
Total Students	2574	2572	2499	2475	2353
District Risk	2.18	1.83	1.64	1.78	1.95
District Risk Ratio	4.9	3.1	2.8	2.9	2.8

Native American	ADR				
	2011	2012	2013	2014	2015
Students with Disability	15	16	15	15	13
Total Students	38	39	39	46	45
District Risk	39.4	41.0	38.4	32.6	28.8
District Risk Ratio	4.4	4.9	4.6	4.0	3.3

Black	ADR				
	2011	2012	2013	2014	2015
Students with Disability	18	14	11	12	11
Total Students	61	43	39	34	31
District Risk	29.5	32.5	28.2	35.2	35.4

presentations at the August Leadership Retreat, Sept. 2nd Professional Development Keynote to entire faculty, and Sept. 21st School Committee Meeting. There is now an awareness of our accountability to not over or under identify students as eligible for special education.

The Assistant Superintendent organized a retreat for all district leaders to visit the Tomaquag Museum where leaders reflected on the cultural impact for our students and families who are indigenous people. This awareness has started conversations about this subgroup of students.

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	1	6	1	9	8										
District Risk Ratio	3.3	3.9	3.3	4.4	4.1										
		<p>Westerly has been identified with significant disproportionality in four areas: ADR (all disabilities reported) for students who are Black and students who are Hispanic; ASD and OHI for students who are White. Reviews of policies, procedures, and practices, including individual student file reviews, did not yield compliance findings of inappropriate identification practices for any of the areas. In addition, IEP counts in the 4 areas are trending downward in most cases and are lower than what they were 4 and 5 years ago.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan; File reviews; Interviews</p>													
Result	5	<p>Suspension (State Performance Plan Indicator #4a): Significant discrepancy in the rate of suspensions (for students with IEPs) greater than 10 days as compared to the rate of suspensions (for students without IEPs) greater than 10 days. This was not applicable for the Westerly Public Schools as no students with IEPs were suspended for greater than 10 days.</p> <p>State Performance Plan Indicator #4b 0% had: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>													
Result	6	<p><u>Multi-tiered System of Support (MTSS)/Social Emotional Supports/Social Emotional Resources/Positive Behavioral Supports</u></p> <p>Elementary Level</p>	The district will review and refine its MTSS protocols, procedures and practices.												

	<p>Each elementary school has a Behavior Support Team that meets weekly. The team consists of the principal, school social worker, school psychologist, classroom teacher, special educator (if applicable), and parent (occasionally). Teachers submit a completed referral form to the BST to the building principal. The principal contacts the classroom teacher within 24 hours of receiving the referral. SWIS data is reviewed by the team prior to the first meeting. A BST meeting is scheduled within 5-7 days of the referral. All interventions are research based and are recognized as best practices. PBIS, goal setting, review of SWIS data to determine location, times of behavior, and types of behavior as well as developing a check in/check out contract including a positive incentive. A follow up meeting is scheduled 6-8 weeks after the initial referral. Interventions are dependent upon knowledge of the students and the hypothesis state generated by the BST team.</p> <p>All Westerly elementary schools use PBIS as a universal support. They also have a full time social worker (the smallest elementary school has a 0.8 SW) and a 0.5 school psychologist. At both schools visited, the social worker provides Second Step to whole classes, small group lunch bunches, home visits, and individual counseling weekly to meet behavior plan goals and IEPs. Additional SEL professional development was provided at State Street Elementary in response to their SWIS data as part of the School Improvement Plan.</p> <p>Middle Level Westerly Middle School uses Positive Behavioral Interventions and Supports (PBIS) as a Tier 1, universal support for all students. This is enhanced by a full time Student Intervention Strategist (SIS), School Resource Officer, 1.5 Social Workers, 1 School Psychologist and 2 School Guidance Counselors. Additionally, a weekly attendance team that represents a cross section of WMS staff tracks truancy issues. There is a positive culture committee that combines information from Rtl and PBIS. They have developed anti-bullying activities, have posters and expectations posted throughout the building.</p> <p>Tier 2-3: A student can be referred to WMS's Behavior Support Team (BST) at any time by anyone concerned about the child's behavior and/or functional needs. A referral is filled out by the team in conjunction with the guidance counselor (grades 6-8) or administrator (grade 5). Referrals include data from the SWIS data collected through the PBIS system, attendance, grades, district assessments and a description of the referring</p>	<p>Timeline: Immediately and ongoing</p> <p>Progress Check: February 2017</p> <p><u>FOLLOW-UP FINDINGS:</u></p> <ul style="list-style-type: none"> - Westerly has hired a full time Behavior Specialist to provide consultation to the Behavior Support Teams on developing intervention plans, collecting data, and implementing with fidelity. - Westerly has purchased resources and professional development to support our use of tier 2 and 3 social emotional and behavioral interventions. - The high school team is formalizing their Behavior Support Team meetings and process. - Westerly Public Schools LEA (special education coordinators) attended a day long training on executive functioning skills to incorporate into their department meetings and share with their school Rtl teams. - Behavior Support resources have been purchased.
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	<p>behaviors.</p> <p>The students on the BSP are all general education classrooms, and get support throughout the day in the classroom or in the behavior support room.</p> <p>The Behavior Support Team meets weekly to discuss referrals and follow up/review students already receiving interventions. The team consists of the LEA coordinator, Social Worker, Guidance Counselor (grades 6-8), Student Information System Administrator and School Psychologist. The team meets on initial referrals 5-10 school days after receipt of the referral. Minutes are taken and an action plan is developed that could include, but is not limited to: check-ins/outs, mentors, homework club, referral to Restorative Practice, PBIS tracking sheet, etc. Interventions are monitored and data is collected on the desired outcomes. Students are reviewed anywhere from every 4-8 weeks depending on the child's needs. Meetings that include parents and/or students are also a part of the review and monitoring process.</p> <p>Westerly Middle School also has a Restorative Coach that intervenes on students typically based on attendance needs or frequent office referrals.</p> <p>High School</p> <p>The high school MTSS/RTI team focuses primary on academics but does make connections and referrals to available supports and interventions in the school as needed. The social worker and school psychologist are not currently part of the RtI team although the Instructional Coordinator on the team is a licensed mental health counselor. Some staff expressed a desire to have the academic and social/emotional support be part of a structured/formalized MTSS process.</p> <p>Tier 1 supports available to all students: <u>Restorative Practices</u>- the high school has 2 Restorative Coaches and 1 Counselor to support all the students at WHS. A <u>Guidance Counselor</u> runs a peer mentoring program for students that are new to the community. The <u>Student Assistant Counselor and the School Social Workers</u> run a group which meet 3 times at the beginning of the year to welcome all new high school students to the district. The high school welcomes after school clubs that address social emotional</p>	
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	<p>topics. Examples are The Alliance (Gay/Straight/Trans-gender) and Student's Right to Life Club.</p> <p>The high school has a <u>Substance Abuse Counselor</u> full time. She runs Varsity Athletes Against Substance Abuse (VAASA), and also meets with all Freshman twice a year.</p> <p>When a student exhibits emotional stress in class the teachers will refer students to their <u>Guidance Counselor, School Psychologist or Social Worker</u>. All these identified supports maintain an open-door policy, which students' access on a daily basis.</p> <p><u>Freshman 101</u> is a mandatory class for all in-coming 9th graders. The curriculum support students as they transition to high school.</p> <p>Tier 2- <u>The Social Worker</u> runs social skills, healthy choice, grief, girls self-esteem and anger management groups (The School Psychologist also supports Social Skills groups for student with ASD). Additionally, the Social Worker supports Check in Check out process of frequent feedback and recognition</p> <p><u>The Substance Abuse Counselor</u>- Receives referrals from school staff, parents, and counselors. The Substance Abuse Counselor also runs a group for Children of Alcoholics (COA).</p> <p><u>The school nurse</u> coordinates adults from the community to come to the school to mentor students that are identified as needing a positive role model.</p> <p>Tier 3- <u>The School Social Workers and School Psychologist</u> support students that require supplemental and related services as written in student IEPs. They support students through writing Functional Behavioral Assessments and Behavior Intervention Plans and develop and implement plans for partial day and/or Check-ins daily upon re-entry from a psychiatric hospitalization. In addition, they refer to outside agencies for wrap around services and in home family support for students that need that level of intervention (can be considered Tier 2 or 3 depending on duration/time and intensity).</p>	
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		<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> Data analysis, interviews, document reviews</p>	
Result	7	<p>Preschool Continuum</p> <p>The preschool program is located at Babcock Hall and Bradford Elementary School. Westerly has two morning and afternoon sessions at each location with four certified preschool/special education teachers. In addition, Westerly employs 1.8 speech and language pathologists.</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 using Teaching Strategies GOLD. This assessment information is used to shape and individualize instruction and to demonstrate progress.</p> <p>Preschool Continuum Data: The State recently reported the following data: 67 preschool students with an IEP</p> <ul style="list-style-type: none"> ● 51 (76.12%) are provided services in district integrated preschool classes ● 7 (10.45%) are provided services in their community based preschool settings ● 9 (13.43%) are provided services in Westerly Public Schools but are not enrolled in a preschool program (drive in services) ● 0 (0%) are provided services in a self-contained preschool or out of district placement <p>Indicator #6 A. In this district, the percent of preschool children aged 3-4 with IEPs attending a general education early childhood program and receiving the majority of special education services in the general early childhood program was 76.12%.</p>	<p>** Westerly Public Schools earned the BrightStars 5 Star Rating!</p> <p>** The first floor of the Babcock Hall High School wing to house the entire preschool has been renovated. Classroom space is larger and all preschool services are now together.</p> <p>** Westerly Public Schools was just awarded monies to build an outdoor exploration center for the preschoolers this Fall from LISC.</p>

		<p>B. The percent of children aged 3-5 with IEPs attending a separate special education class, separate school or residential facility was 0.00%</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); 76.7% ▪ Acquisition and use of knowledge and skills (including early language/ communication and early literacy); 75.6% and ▪ Use of appropriate behaviors to meet their needs 66.2% ▪ <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); 58.3% ▪ Acquisition and use of knowledge and skills (including early language/ communication and early literacy); 52.6% and ▪ Use of appropriate behaviors to meet their needs 61.6% <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	
Result	8	<p>Program Continuum Elementary Level (K-4)</p> <p>There are 1,111 students at the elementary level and approximately 156 have IEPs. The special education program continuum is as follows:</p> <p>Westerly provides special education services in all four of the elementary schools. Each</p>	

	<p>school offers specialized instruction in a variety of settings. It is the goal to start with the general education setting as the LRE for all students. However, some IEP teams determine that students are in either part, or most of their day, in a separate classroom. Examples of that would be a one to one reading lesson to a small group math intervention block.</p> <p>Dunn's Corners Elementary School has 2 inclusion special educators who serve students in grades K-4 in both small group and co-teaching settings. In addition, one SLP serves 30 students with speech language goals in their IEPs plus students at another elementary. Another SLP serves students here along with students at the high school. One classroom at each grade level in an inclusion classroom for students with academic goals. Students with speech language goals or from BSP may be sprinkled throughout classes, so all classes have some number of students with IEPs. All classrooms have FM systems to support students with hearing impairments as well as to help focus students with attention challenges.</p> <p>State Street Elementary School has 2 resource special education teachers serving students in grades K-4 in mostly small group settings. In addition, 1.6 SLPs, 1 FT SW, part of a school psychologist's time to provide services to students. (Some classrooms have FM system to support students with hearing impairments.)</p> <p>In addition, Westerly has district specialized services in each of the schools:</p> <p>Dunn's Corners Elementary School has a K-4 Behavior Support Program that provides intensive behavioral support both in a small group setting and in the general education classroom. It is the focus of the program to increase the amount of time each student spends with their peers in the general education setting both in their classroom for instruction and attending allied arts classes. Four teacher assistants (TAs) provide in general education support. The time in general education can be incrementally increased. All students go to lunch, recess and specials with peers. Students have individual goals with levels and point systems and sensory breaks specific to each child's needs. Staff incorporate Zones of Regulations and self-reflection to identify the functions of behavior. Most students participate in ESY which is held at the Middle School and provides an opportunity for transition up to 5th or for those transitioning back in from out of district placements. Students from any of the elementary schools may attend this program if determined appropriate by the IEP team. Program staff have 2 days a month to provide observations and classroom teacher consultation at any of the elementary schools.</p>	
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		<p>State Street Elementary School offers specialized instruction focused on the unique needs of students diagnosed with Autism. Two teachers (k-2) and (3-4) are trained to create an inclusive setting for students who require social, behavioral, and academic supports throughout their school day. Specialized instruction is provided in both the general education setting as well as small group setting based on the IEP for each individual student. A number of TAs are available to work 1-1 with students in the specialized classes as well as support them in the general education classrooms. Students and TAs can access very small bare rooms for sensory breaks.</p> <p>Bradford Elementary School provides more intensive specialized instruction for students who are identified for the alternate assessment and requiring a modified curriculum to meet their needs in both their general education classroom as well as a small group setting.</p> <p>Springbrook Elementary School is home to students who need specialized instruction and English language services.</p> <p>Each elementary school has a 1.0 social worker, 0.5 school psychologist, and speech and language therapist(s) based on the need of the school. The school psychologist attends IEP meetings for students at Bradley programs. Occupational therapist (OT) and physical therapist (PT) are contracted services that work throughout the district. At State Street, service delivery space for OT is split between a small room off the cafeteria and an elevated stage area for the treadmill, balance beam, and trampoline (7 ft diameter) next to a bulletin board with push pins, coat rack, piles of stacked chairs, storage of computer supplies (encroaching during the year) and the edge of the stage. A ramp provides access in addition to stairs. There is easy access to the janitor area with cleaning supplies and chemicals. The swing remains in the former OT room which is now a computer lab. A movable divider screen sections off the swing from the computers. During PARCC testing this spring, the swing will not be available as often. Plans to close State Street and redesign the other elementary schools are underway and need for OT space is reflected in that work.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p>	
Result	9	Program Continuum Middle Level (5-8)	

	<p>There are 869 students attending Westerly Middle School, 136 are students with IEPs. The special education program continuum is as follows:</p> <p>Westerly Middle School is the home to 5-8th graders. At each grade level there is a hierarchy of specialized instruction provided to students based on their individual needs. All students are members of a grade level team. Special educators co-teach in a variety of classes based on the services needed for the students on their caseload. Specialized instruction is provided in the general education classroom, small group resource classes, and in small group classes with a modified curriculum.</p> <p>A special educator is assigned to each team (with the exception of one teacher covering both a 5th grade and 6th grade team). Students with IEPs are grouped in one intensive resource classroom on each team, along with general education students. The teacher travels with those students providing support within the class as well as resource support to some students. These students generally stay together throughout middle school, so they do not get 'mixed in' as their general education peers do.</p> <p>One team loops with 7th and 8th grade.</p> <p>Efforts are made for students with mild and moderate disabilities to access the general education curriculum as much as possible. Some students with more severe disabilities attend general education science and social studies classes, accompanied by a teacher assistant. The general and special education teachers communicate regularly and often regarding content so the special educator can determine which classes the students should attend (eg not on a testing day), and modifies the content, often sending individualized assignments with the students.</p> <p>Examples of services students with IEPs receive at WMS:</p> <p>A fifth grade student who is eligible under SLD has a special educator assigned to his team. The special educator co-teaches his ELA class to provide specialized instruction for his writing goal.</p> <p>A sixth grade student who is eligible under ED has a special educator who works on numerous teams in the building supporting students with social emotional/behavioral</p>	
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		<p>goals. The student has a behavior plan. The special educator consults with all of the student's teachers. When the student is dis-regulated she goes to a separate location to regulate, debrief and continue to access her education with support. Once ready, she goes back to her schedule with her peers.</p> <p>A seventh grader who is eligible under Autism has more intense needs accessing their grade level curriculum but is not on the alternate assessment and attends all subjects with their peers. A special educator co-teaches their ELA and Math class. A paraprofessional supports them during their Science and Social Studies class. During their elective block on 2-3 days a week as determined by their IEP team, they have a small group class to receive specialized instruction focused on their IEP goals and to reinforce the lessons taught in the general education classroom.</p> <p>An eighth grader who is eligible under intellectual disability has a special educator who teaches on numerous teams. The student is an active member of their grade level team. The special educator works with the teachers to modify instructional materials for the paraprofessional to use to support access to the science and social studies lessons for the student. The student also spends time in a small group setting with their special educator and peers with similar needs on functional life skills in ELA and Math using common core connectors. On Fridays, the student works with their peers to practice life skills and communication skills as her speech and language therapist and special educator co-teach a cooking lesson.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Observations</p>	
Result	10	<p>Program Continuum High School Level (9-12)</p> <p>At Westerly High School there are approx.860 and 108 have IEPs. The program continuum is as follows:</p> <p>Westerly High School is the home to a variety of special education services. Most students at WHS who have an IEP receive their specialized instruction in the general education classroom with a highly qualified secondary teacher and special educator in their areas of need based on their IEP. There are approximately 22 co-taught classes.</p> <p>In addition, some students have supplemental services during a resource block that is scheduled as a class and earns credit for this service. Resource supplements the general</p>	<p>Environmental and storage issues at the Transition Academy will be addressed and rectified.</p> <p>Timeline: Immediately and ongoing</p> <p>Progress Check: October 2016</p>

	<p>education curriculum and focuses on strategy instruction to address executive functioning skills to increase independence and self-advocacy.</p> <p>Applied Academics 1 and 2 (AA1 and AA2). Students with more moderate to significant intellectual disabilities attend general education courses with their peers focused on areas of transition. They receive small group instruction on functional skills related to the common core connectors in both a small group setting and the community setting. They are fully integrated into the high school setting. Plans are under way to hire a third teacher for the program so the district-wide Transition Coordinator can provide district-wide transition support and technical assistance (currently she has a full case load in two different buildings).</p> <p>The Aspire program is for students with autism spectrum disorders. These students may require social emotional support as the large high school setting can be challenging. Their special educator/case manager has set up a classroom with office spaces for each student to use during their resource period or throughout the day when they need a quieter setting to self-regulate or focus on their assignment.</p> <p>Student Support Program (SSP): General education program with a full time general educator, full time social worker and a highly qualified teacher for each subject. This program provides a small school within the school for students whose behaviors challenge their ability to access their education. A percentage of the students in this program have IEPs.</p> <p>Vocational courses: Westerly High School students with and without IEPs can access courses in cosmetology, culinary arts, carpentry, and technology as part of their transition goals.</p> <p>The Learning Academy: This general education program uses a project based curriculum to access the common core. This program is located at Tower Street Community Center. Highly qualified teachers integrate online educational programs with direct instruction. A small number of students have IEPs.</p> <p>The Transition Academy (Applied Academics 3) is the home to students aged 18-21 who are continuing their work towards their transition goals. This is located at the Tower Street Community Center. The students spend the beginning of each day focused on</p>	<p><u>FOLLOW-UP FINDINGS:</u></p> <p>New tables and a storage cabinet have been provided. Issue resolved.</p>
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		<p>direct instruction of functional life skills by their special educator. They spend the rest of their day in trial work experiences in the community with job coaches and also volunteering or using community resources such as the YMCA and Public Library. Students and families receive support in the transition process through the Transition Academy. Agency services (ORS/BHDDH) are coordinated, families and students are supported in finding adult supports. Students receive services at the Transition Academy from physical therapy, occupational therapy, speech and nursing per their IEPs.</p> <p><u>Transition Academy equipment, storage and building issues that could inhibit FAPE in the LRE for students</u></p> <p>Storage at the Transition Academy was at a premium as observed by the team, however, a cabinet is being ordered for toileting supplies. Administration is also exploring procuring new tables as the current tables are foldable multi-purpose tables that bend when students lean on them for support when rising or sitting.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p>	
Result	11	<p>Adaptive Physical Education (APE)</p> <p>Westerly currently has 33 students who receive adapted physical education. Westerly has one APE teacher who services students and conducts evaluations. In addition, Westerly has three physical education teachers that are assigned a combination of APE and PE classes.</p> <p>Currently 85% of the students receiving APE access either all or some of their APE with their peers in their regularly scheduled physical education class. Approximately, 15%, 5 students, receive their APE in an alternate setting as determined by their IEP team based on student's needs. Three of the 5 students above attend physical education with a</p>	<p>Students will receive APE services in a consistently safe physical environment.</p> <p>Timeline: Immediately and ongoing</p> <p>Progress Check: October 2016</p> <p><u>FOLLOW-UP FINDINGS:</u></p>

Compliance		<p>paraprofessional for social reasons for at least a portion of their regularly scheduled PE class. The remaining 2 students do not attend physical education with their peers due to their medically fragile condition.</p> <p>At State Street, the service delivery space for APE is on an elevated stage area. A ramp provides access in addition to stairs, and there is easy access to a janitorial supply area. There are plans to put a door on the janitorial supply area this summer.</p> <p><u>Documentation:</u> Data Analysis; Interviews</p>	<p>State Street Elementary School cleaned the staging area and addressed the concerns for the remainder of the 2015-16 school year. Issue resolved.</p> <p>The 2016-17 school year started with a brand new sensory/APE classroom space with equipment. This space is being effectively used by students throughout their day as part of their sensory diet and by the APE teacher.</p>
Result	12	<p>Extended School Year (ESY)</p> <p>Extended School Year is an individual decision made by each IEP team guided by the RIDE ESY checklist. Teams determine eligibility for ESY, goals, frequency and duration, location and resources needed. The district appoints an ESY coordinator who designs a schedule, coordinates staffing of teachers, therapists, and paraprofessionals. Transportation is provided for students. ESY typically begins the week after July 4th and continues to mid-August for some students. ESY teachers focus their instruction on specific goals set for each student and progress monitor throughout the services. Last year, many students participating in ESY were offered an opportunity to attend social outings in the community to share similar experiences as their peers who are not attending ESY. This service was designed to support students' integration of communication skills and social/emotional learning in different community settings.</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. The group is focusing their efforts on increasing membership opportunities. Member expressed an interest in attending the RI Parent Information Network local advisory committee training.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p>	<p>Special education administration will check into the potential for the LAC member to attend the RI Parent Information Network local advisory committee training.</p> <p>Timeline: Ongoing</p> <p>Progress Check: February 2017</p> <p><u>FOLLOW-UP FINDINGS:</u></p> <p>Members of LAC were invited to attend the September RIPIN training and some did attend. The Director and training participants are meeting to implement the training, revise the by-laws, and plan for the 16-17 school year. Westerly Public Schools will fully participate in the technical assistance from RIPIN that is part of the training follow up.</p>
Result	14	<p>School Efforts to Partner with Parents (State Performance Plan Indicator #8)</p> <p>The public school district's rate of parent participation in the annual Special Education Statewide Parent Survey (2013-2014) is 12.08% 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 of 25%.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	
Result	16	<p>Drop Out / Graduation Rate (State Performance Plan Indicator #1 and #2)</p> <p>The Westerly Public Schools graduation rate is 85.4% for all students and 62.5% for</p>	

	<p>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 Westerly Public Schools dropout rate is 1.4% for all students and 0% for students with disabilities. These rates approximate the state average rates of 8% for all students and 15.7% for students with disabilities.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	
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2. EVALUATION / INDIVIDUAL EDUCATION PROGRAM (IEP)

Indicator		Findings	Support Plan
Result	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"> - Use of an older SLD form not aligned with current regulatory requirements - Various IEP goals or objectives neither quantifiable - IEP meeting not held within regulatory timeframe <p><i>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</i></p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p>	<p>Assurances will be provided to the Rhode Island Department of Education, Office of Student, Community and Academic Supports, that compliance issues are addressed and rectified. This Support Plan is applicable for all compliance findings in this section.</p> <p>Timeline: Immediately and ongoing</p> <p>Progress Check: February 2017</p> <p><u>FOLLOW-UP FINDINGS:</u></p> <p>Issues resolved and verified.</p>
Result	2	<p>Child Outreach</p> <p>Westerly's child outreach screenings are available in a range of community-based early childhood programs and by appointment August through June.</p>	

		<p>Westerly's fully released Early Childhood Coordinator supervises two child outreach screeners (0.8 & 0.2). In addition, oversees referrals, assessments, data entry in KidsNet, professional development, and grants. The Early Childhood Coordinator works closely with the entire preschool team. Westerly is proud of their Brightstars 4 star rating and look forward to moving to 5 stars.</p> <p>The state target for screening is 80% of children ages 3, 4, and 5. In Westerly's most recent Consolidated Resource Plan, the district reports the following screening percentages:</p> <ul style="list-style-type: none"> • 3 year olds: 36.13% • 4 year olds: 67.71% • 5 year olds: 68.13% <p><u>Documentation:</u> State Performance Plan; Data Interviews</p>	
Result	3	<p>Child Find (State Performance Plan Indicator #11)</p> <p>The Westerly Public Schools for the 2014-2015 year was at 100% compliance for meeting evaluation timelines for initial referrals. As of 2/22/16 the Westerly Public Schools was thus far at 100% compliance for meeting evaluation timelines for initial referrals for the 2016-2017 school year.</p> <p><u>Documentation:</u> State Performance Plan Data</p>	
Result Compliance	4	<p>Student Accommodations and Modifications</p> <p>Throughout the district special educators provide general educators with key pages of the IEP (present level of academic and functional performance and supplemental aides) along with a summary of information about the students in their classes with IEPs. This is typically done at the beginning of the year, beginning of quarters and semesters when courses change.</p> <p>At the middle school teachers are given information about student accommodations and modifications for students with IEPs at the beginning of the year. This information is not always provided to "special teachers" (art, music) at the beginning of each quarter.</p>	<p>All middle school teachers will receive information on their student accommodations and modifications at the beginning of each quarter.</p> <p>Timeline: Immediately and ongoing</p> <p>Progress Check: February 2017</p> <p><u>FOLLOW-UP FINDINGS:</u></p>

		<p><u>Documentation:</u> Data Analysis; Interviews; Document Reviews</p>	<p>The Director of Pupil Personnel conducted trainings at all levels to address the requirement and other topics that were found in the file review.</p> <p>The middle school has developed a cover letter that discusses confidentiality and has the teacher sign for receipt of this documentation. It is provided to new teachers as student's schedule or courses change throughout the year. This was discussed at a monthly department meeting with an exchange of best practices. The LEA reminded all staff at the beginning of the year of this expectation and will follow up quarterly.</p>
Result/ Compliance	5	<p>Specific Learning Disabilities Determination</p> <p>As evidence through record reviews and interviews, the Westerly Public Schools utilizes an older SLD form that is not aligned to current regulatory requirements. This is in the process of being addressed.</p> <p>Westerly encourages teachers to refer to Rtl before special education. However, if a referral is received, the team will meet. If a student is not making adequate progress with intensive interventions, the MTSS/Rtl team will refer to evaluation team. Through either process, the evaluation team will review the referral within the regulations timeline and determine if there is a suspicion of a disability that requires specialized instruction. The team will consider curriculum based assessments in this discussion. The team may reach a decision that no further evaluation is needed but an Rtl referral is needed. However, they may also determine that further evaluations are needed and will request the consent for evaluations from the parent.</p> <p>Once evaluations are completed, the team uses the evaluation data, previous Rtl data, curriculum based measurement data, and current progress as shared by classroom teachers to determine if a Specific Learning Disability exists that is substantially impacting the student's ability to learn and requires specialized instruction. School records of PLPs, BSPs, and PMPs demonstrate regular review of data although this information is not necessarily clearly outlined on an LD ID form that corresponds to RI</p>	<p>Professional development on SLD determination aligned with current regulatory requirements will occur at all levels.</p> <p>Timeline: Immediately and ongoing</p> <p>Progress Check: February 2017</p> <p><u>FOLLOW-UP FINDINGS:</u></p> <ul style="list-style-type: none"> - The Director of Pupil Personnel set up a Professional Development for all key members of each evaluation team in the district on June 20, 2016 with a representative from RIDE. Teams reviewed the regulations, looked at the two suggested documents, and discussed implementation. - The Director of Pupil Personnel shared the movement of this process shortly after the visit at all special education department

	<p>Criteria. Achievement gap against national norms for standardized special education evaluations are used and Achievement Gap on state standards with consideration of national norms is not always articulated. Considerations and rule outs in the LD ID criteria are often discussed at the review of referral through not clearly documented in the eligibility determination and file.</p> <p><u>Documentation:</u> Interviews; Record Review</p>	<p>meetings throughout the district and with the leadership team.</p> <ul style="list-style-type: none"> - The Director of Pupil Personnel shared more specifics about the move to this process during the August Leadership Retreat, during her Keynote presentation to the entire district on September 2nd, and during her school committee presentation on Sept. 21st. - Westerly has used a portion of their grant to fund a consultant to guide us through this process. Westerly is in the process of finalizing the new form for eligibility, finalizing their new form for documenting observations, and starting the training process. The consultant will work with evaluation team and LEA coordinators on the implementation of the process in the district. - Westerly posted a resource for both parents and educators on the web page to understand the process aligned with regulations. - Westerly has incorporate more curriculum based measurements into their referral and eligibility discussions. Rtl data and curriculum based measurement data is documented and included in the paperwork submitted for the file. Rtl teams understand the importance of fidelity. The importance of reviewing progress and either escalating the intensity or frequency or adding a supplemental social emotional intervention has been discussed and is beginning to be implemented this year. - The team met to review Westerly SLD
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			<p>form incorporating all key requirements. Revisions are being made based on feedback. The team also developed an observation form to use to observe area of impact in educational setting.</p> <ul style="list-style-type: none"> - Westerly is fully implementing the new forms. 																					
Result	6	<p>Due Process Information (State Performance Plan Indicators)</p> <p>Over the past three years the Westerly Public Schools has the following complaints, mediations or hearings:</p> <p><u>COMPLAINTS</u> <u>2013</u> # of Complaints: 1 complaint during this period</p> <table border="1"> <thead> <tr> <th></th> <th>ISSUE(S)</th> <th>RESULT</th> </tr> </thead> <tbody> <tr> <td>Complaint #1</td> <td>IEP</td> <td>Finding of Compliance</td> </tr> </tbody> </table> <p><u>2014</u> # of Complaints: 1 complaint during this period</p> <table border="1"> <thead> <tr> <th></th> <th>ISSUE(S)</th> <th>RESULT</th> </tr> </thead> <tbody> <tr> <td>Complaint #1</td> <td>Other</td> <td>Finding of Compliance</td> </tr> </tbody> </table> <p><u>2015</u> # of Complaints: 2 complaints during this period</p> <table border="1"> <thead> <tr> <th></th> <th>ISSUE(S)</th> <th>RESULT</th> </tr> </thead> <tbody> <tr> <td>Complaint #1</td> <td>IEP</td> <td>Finding of Compliance</td> </tr> <tr> <td>Complaint #2</td> <td>IEP</td> <td>Finding of Non-Compliance</td> </tr> </tbody> </table>		ISSUE(S)	RESULT	Complaint #1	IEP	Finding of Compliance		ISSUE(S)	RESULT	Complaint #1	Other	Finding of Compliance		ISSUE(S)	RESULT	Complaint #1	IEP	Finding of Compliance	Complaint #2	IEP	Finding of Non-Compliance	<p>All instances of noncompliance are verified as corrected by RI Department of Education due process personnel.</p>
	ISSUE(S)	RESULT																						
Complaint #1	IEP	Finding of Compliance																						
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Complaint #1	IEP	Finding of Compliance																						
Complaint #2	IEP	Finding of Non-Compliance																						

MEDIATIONS**2013****# of Mediations: 3 mediations during this period**

	<i>ISSUE(S)</i>	<i>RESULT</i>
<i>Mediation #1</i>	Other	No Agreement Reached
<i>Mediation #2</i>	Other	Agreement Reached
<i>Mediation #3</i>	Other	Agreement Reached

2014**# of Mediations: 3 mediations during this period**

	<i>ISSUE(S)</i>	<i>RESULT</i>
<i>Mediation #1</i>	Evaluation	No Agreement Reached
<i>Mediation #2</i>	Placement	Agreement Reached
<i>Mediation #3</i>	Other	No Agreement Reached

2015**# of Mediations: 4 mediations during this period**

	<i>ISSUE(S)</i>	<i>RESULT</i>
<i>Mediation #1</i>	Other	No Agreement Reached
<i>Mediation #2</i>	IEP	No Agreement Reached
<i>Mediation #3</i>	Placement	Withdrawn
<i>Mediation #4</i>	Placement	Agreement Reached

HEARINGS**2013****# of Hearings: 1 hearing during this period**

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

	<p>2014 # of Hearings: No hearings during this period</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 20%;"></td> <td style="width: 30%; text-align: center;"><i>ISSUE(S)</i></td> <td style="width: 50%; text-align: center;"><i>FINDING(S)</i></td> </tr> <tr> <td>Hearing #1</td> <td></td> <td></td> </tr> </table> <p>2015 # of Hearings: No hearings during this period</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 20%;"></td> <td style="width: 30%; text-align: center;"><i>ISSUE(S)</i></td> <td style="width: 50%; text-align: center;"><i>FINDING(S)</i></td> </tr> <tr> <td>Hearing #1</td> <td></td> <td></td> </tr> </table> <p><u>Documentation:</u> Data Analysis, RIDE, due Process Data Base</p>		<i>ISSUE(S)</i>	<i>FINDING(S)</i>	Hearing #1				<i>ISSUE(S)</i>	<i>FINDING(S)</i>	Hearing #1			
	<i>ISSUE(S)</i>	<i>FINDING(S)</i>												
Hearing #1														
	<i>ISSUE(S)</i>	<i>FINDING(S)</i>												
Hearing #1														

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.</p> <p><u>Documentation:</u> Data Analysis; Interviews; State Performance Plan</p>
Result	2	<p>IDEA Transition Planning at the Middle Level</p> <p>The concept of transition planning in terms of advocacy and awareness begins in grade 5 at Westerly Middle School. Although in the beginning stages last year, several of the</p> <p>Professional development on formal transition assessments will occur. Interest inventories that guidance facilitates will be incorporated into the IEP process.</p>

	<p>5th grade students participated in a portion of their IEP development and attended their meetings. Embedded professional development was provided by the district Transition Coordinator to the special educators working with students in grade 5. The students from grade 5 who transitioned to grade 6 continue to take part in their IEP and current 5th graders are learning how to participate. This includes a grade 5 service provider looping with their caseload to grade 6. Next year the roll-out will be complete with grade 7 including students that are not turning 14 within the time-frame of their IEP.</p> <p>Students turning 14 within the time-frame of their IEP complete transition assessments that include career interest and learning inventories and are active members of the IEP team, including re-evaluations. IEP teams for students with unique and significant disabilities, including students eligible under the intellectual disability category, also participate in MAPs meetings where person centered planning supports the development of the career development plan and subsequent IEP. Families are notified of services that they can access in the future including ORS. This year the district Transition Coordinator provided embedded professional development for service providers for students with moderate to severe disabilities to conduct meaningful, person centered MAPs meetings that support a well written Career Development Plan and aligned IEP.</p> <p>Transition assessment seems to still be at an informal level. Guidance administers some career interest inventories, but these results are not systematically shared at IEP meetings or used for transition planning. Students are not consistently attending their IEP meetings.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Record Reviews</p>	<p>Timeline: Ongoing</p> <p>Progress Check: February 2017</p> <p><u>FOLLOW-UP FINDINGS:</u></p> <p>The Director of Pupil Personnel and the LEA at Westerly Middle School, have both created webpages to provide educators with transition assessments for a variety of career, interest, functional and learning areas.</p> <p>The middle school LEA has provided training to her department on the use of transition assessments, MAP meetings and Career Development Plans. The district transition coordinator co-facilitated some of these meetings last year.</p> <p>The middle school and high school staff also had training on the use of transition assessment data in writing the secondary IEP. The educators used the Regional Transition Coordinators rubric to assess their IEPs and identify areas for improvement.</p> <p>Westerly participated in the Middle School Cohort training as well as the RI Transition Institute. Additional assessments were purchased for both the middle and high schools to incorporate into their practices and integrate data into the IEPs.</p>
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Result	3	<p>IDEA Transition Planning at the High School Level</p> <p>At Westerly High School case managers are responsible for facilitating vocational assessments or obtaining vocational information. Case managers were provided a list of assessment of which to choose from. There is a district-wide Transition Coordinator who also has a full teaching load in two different programs/buildings (high school level).</p> <p>Grade 9: All freshmen are required to open a <u>Way to Go</u> account in their Freshman year as part of the Freshman 101 course (called WHS 10 and taught by the physical education teachers).</p> <p>Curriculum: 1) Executive Functioning Assessment and Lesson 2) Learning Style Inventory and Lesson 3) Personality Type Assessment and Lesson 4) Grit Lesson and Assessment 5) 100% Effort Lesson 6) Career Cluster Inventory</p> <p>Informational assessments, Career Development Knowledge Competency Rating interview, RI Transition Matrix and the RI Youth Transition workbook are also used.</p> <p>Students in the intellectual disability category or who have Career Development Plans will have a MAPS or PATH meeting in the beginning of 9th grade if they didn't have one in middle school.</p> <p>Unique Learning System assessments are used for the Applied Academics students in addition to the WHS101 course and Way to Go RI.</p> <p>Grades 10 and 11: Continue to work via Advisory on Way to Go account. Students meet and discuss career paths, aligning Career Path to course selection (occurs during IEP meetings). The Office of Rehabilitative Services referrals and Transition Assessment (handout) are given during this timeframe.</p>	
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		<p>Informational assessments, Career Development Knowledge Competency Rating interview, RI Transition Matrix and the RI Youth Transition workbook are also used.</p> <p>The Unique learning System curriculum assessments are used for students in Applied Academics in addition to the work in Advisory class.</p> <p>Grade 12: Students continue with Way to go RI and receive their Summary of Performance prior to graduation. Students who will enter the 18-21 programs have a MAPS meeting to plan for their transition goals. Additionally, students attend the Dare to Dream Conference.</p> <p>Informational assessments, Career Development Knowledge Competency Rating interview, RI Transition Matrix and the RI Youth Transition workbook are also used.</p> <p><u>Documentation:</u> Data analysis; interviews</p>	
Result	4	<p>At the high school the case manager is the point for referrals to the Office of Rehabilitative Services (ORS) and to the Department of Behavioral Healthcare, Developmental Disabilities & Hospitals (BHDDH). Parents are given a folder with resources to inform them of these services.</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>Summary of Performance – Case Managers write up the SOP on the students on their Caseload. The Transition Coordinator meets with all graduating seniors to discuss the SOP and how it can help support them in their future. The Coordinator also informs the student they will be getting a copy of their most recent eligibility statement and evaluations. The student is notified they will be contacted in a year’s time to answer a few short questions as to post-secondary data.</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 Westerly 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>86% of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and who have been employed, enrolled in postsecondary school, or both within 1 year of leaving high school. The state average was 79% (State Performance Plan Indicator #14)</p> <p><u>Documentation:</u> Interviews; Document Review</p>	