



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

School Support System Report and Support Plan

**Woonsocket Education Department (WED)
March 2019**

SCHOOL SUPPORT SYSTEM

A Collaborative System of Focused Monitoring

Introduction

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

To accomplish this the SSS includes these components:

- **The Orientation Meeting**: The Rhode Island Department of Education (RIDE) staff meets the Local Education Agency (LEA) to plan the site review and identify issues or initiatives that may influence programs or service delivery.
- **Data Analysis Meeting**: The RIDE staff meets to review LEA demographic information on selected reports including: the state performance plan, census information, and information collected through record review, staff questionnaires and parent interviews. To ensure that the child is at the center of the study, all analyses begin with the child. Thus, a sample of approximately 20 students with exceptionalities is selected; the records of these students are reviewed; their parents, teachers and related service providers are interviewed, and their classrooms are observed. The result is an in-depth, unified examination of the actual provision of programs and services for students with exceptionalities. The RIDE staff compiles a preliminary summary of their analyses of this data.
- **Presentation by the LEA and School Site Review**: The on-site review begins with a presentation of programs by teachers and staff. The presentation provides the review team with general and specific information on delivery of programs and services to students. Following this presentation, on-site reviews to all schools are made. The team members interview school administrators and teaching staff. Parents and central office staff are also interviewed. The team gathers sufficient information and works with the LEA personnel to generate a report, covering the following:
 - The district's compliance with the state and federal regulations, relative to the education of students with exceptionalities.
 - The quality and effectiveness of programs and services provided by the district.
 - The need for professional development and technical assistance that will enable the LEA to improve programs and services.
- **The Support Plan**: The Ride team, LEA central office and building administrators meet to review the data and complete a report of results. The group designs a professional development/technical assistance support plan with timelines for implementation. This plan enables the school and district to correct areas of non-compliance and to strengthen promising programs and correct areas of weakness in order to improve services and programs for all students.
- **The SSS Report**: The report summarizes the findings from the various data sources. The format of the report uses four divisions: Indicators, Findings, Documentation, and Support Plan. Indicators describe either performance or compliance. Findings can include a variety of some six categories, from School Improvement to Free Appropriate Public Education in the Least Restrictive Environment. The documentation section of the report distinguishes the source of the finding. The support plan reflects the response to the described findings. The support plan describes the corrective action by the district as well as resources and time lines to improve programs and services.

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**Woonsocket Education Department (WED)
School Support System Review**

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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, 2015 – June 30, 2016 State Performance Plan information on WED Placement is as follows:</p> <p>The percentage of students educated 80 to 100% of the time in general education settings is 63.73% (RI District Average is 71.05%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 24.78% (RI District Average is 12.5%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 7.16% (RI District Average is 5.11%)</p> <p>Overall, approximately 27% of student population has an IEP. This is in comparison to Rhode Island’s overall rate of 18%.</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	
Result	2	<p>Participation and performance of children with IEPs on statewide assessments (State performance Plan Indicator #3):</p> <p>B. Participation rate for children with IEPs 94.17%.</p> <p>C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievements standards 4.85% [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 (6.36%).]</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	
Result	3	<p>Multi-Tiered System of Support (MTSS) Response to Intervention (RTI)/Academics</p>	

Elementary Level

Woonsocket hired a full-time RTI Coordinator starting in the 2017-2018 academic year in order to develop and provide Tier 2 and Tier 3 student supports in a consistent manner across schools. The RTI Coordinator has implemented the use of Google Docs for live documentation system. This will greatly assist teachers and staff in data documentation and sharing of that data. There is an RTI team at each elementary school consisting of the RTI Coordinator, general educator, and reading and/or math interventionists. The principal, social worker, special educator and/or service providers attend based on their potential contributions to the team meetings.

Meetings are held every 6 to 8 weeks at each elementary school to review progress of individual students. Data is examined to determine if a student should continue with service, move up a tier, or be dismissed. Staff are aware that guidelines regarding timeframes for tiers may be waived for some students. Parents are notified of any changes that take effect.

Currently, Savoie has a .5 math interventionist, Bernon, Globe Park, Pothier, and Coleman each have 1 math interventionist, and Harris and Citizens each have 1.5 math interventionists. Coleman had one reading interventionist, Bernon, Savoie Citizens and Harris each have 1.5 reading interventionists, Globe Park has 2 reading interventionists, and Pothier has 3.5 reading interventionists.

At Bernon Elementary School RTI is implemented for 40 school days at each Tier level (40-40-40). At Tier 1 general support is received. Tier 2 includes small group support, additional time for academics and peer support in general education. At the Tier 3 level, interventionists pull students 3-5 times a week to monitor progress.

At Globe Park Elementary School RTI referrals are made by a parent, teacher or member of the school personnel. Prior to RTI classroom data is reviewed. Students are extensively monitored and data is tracked at each Tier. The RTI team meets every Tuesday during the school day. Tier 3 is not implemented until every other means of intervention and support are put into place. When students exhibit Social Emotional Learning (SEL) needs, Functional Behavioral Assessments (FBAs) are conducted and Positive Behavioral Supports (PBS) plans are put into place with the involvement of the social worker. The team makes efforts to problem solve before referring for special education services. Some special educators are involved with students during RTI at the Tier 3 level.

		<p>Middle Level</p> <p>MTSS is provided at each of the middle schools through 2 math interventionists, 2 reading interventionists, and 1 reading coach. The interventionists work directly with students as a pull out service. They collect data for progress monitoring. Reading coaches consult with classroom teachers and work directly in the classrooms with teachers to address student needs through the design of classroom instruction. Interventionists meet monthly with teachers and meetings happen through team time blocks. In addition, there is an RTI team meeting to review STAR data (universal screening) and Achieve 3000 reading for monthly progress check at Tier 2. Both are collected on student data sheets that contain a variety of data from universal through intensive intervention progress monitoring for a student profile. Every team has a folder with access to those data sheets to use for RTI and for IEP meetings. Each building has an RTI block 2x a week for support for small groups from 5-12 students who need math or reading intervention based upon screening data due to staff turnover. Intervention information from elementary level is inconsistently available to middle school interventionists. Communication between RTI supports and referral/evaluation teams is inconsistent and not systematic but in development at the middle level.</p> <p>High School Level</p> <p>Remedial courses in English and Math are available to students experiencing academic difficulty in these areas.</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	
Result	4	<p>SPP Disproportionate Representation (State Performance Plan Indicator #9 and #10)</p> <p>District has not been found disproportionate.</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></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 WED 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><i>Documentation: Data Analysis; State Performance Plan</i></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> <p>Social emotional supports are provided through the RTI team process at the elementary level. Students are provided with behavior plans, a lunch bunch, a social group, and/or social skill development lessons. Additionally, the Harris Elementary School and the Citizens/Pothier campus each have a full-time behavior interventionist.</p> <p>There is a social worker assigned to six out of seven elementary schools to assist students in the general education setting. The Woonsocket Education Department (WED) was awarded a grant from the Substance Abuse and Mental Health Services Administration (SAMHSA) and is developing programs under this grant at this time. The goal is to develop a comprehensive social-emotional program. Teacher training is included in this project. At this time, the program is being initiated at two elementary schools.</p> <p>The Mental Health First Aid program and Restorative Practices also are being initiated this year. The current plan is to train all staff in restorative practices within the next three years. Programs under this grant have been fully implemented at Harris Elementary School this year and implementation has been initiated at Savoie Elementary School.</p> <p>At both Citizens and Pothier staff reported needing more support in the area of social/emotional/behavioral strategies to better support students. Citizens will receive professional development in this area by the end of summer and Pothier is slated for professional development in the fall.</p>	

		<p>Middle Level</p> <p>Each middle school has 1 behavior interventionist to address social emotional issues. At this time, the behavior interventionists primarily provide interventions as needed on a daily basis. A comprehensive referral and data collection and analysis program has not been developed yet. The behavior interventionist works to deescalate students and help them back into class, provide check in check out opportunities, and structured or sensory breaks. The interventionist participates in team meetings as requested. Each middle school has 1 social worker who delivers 1-1 counseling, risk assessments, small group supports, and crisis response. One school psychologist is full time at the middle level to support functional behavioral assessments and behavioral intervention plans, evaluations, and crisis issues. The supports available serve as emergency response and are not comprehensive enough in scope for prevention programs.</p> <p>The programs discussed above (the SAMSHA grant programs, Restorative Practices, and Mental Health First Aid) will be implemented at the middle school level during the next few years.</p> <p>High School</p> <p>The high school has a .5 behavior interventionist to address social emotional issues, but the high school has not developed a comprehensive process and procedure to address these needs at this time.</p> <p>The programs discussed above (the SAMSHA grant programs, Restorative Practices, and Mental Health First Aid) will be implemented at the high school level during the next few years.</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><i>Documentation: Data Analysis; State Performance Plan</i></p>	
Result/ Compliance	7	<p>Preschool Continuum</p> <p>Governor Pothier Elementary School The preschool program is located at Governor Pothier Elementary School. There are four classrooms servicing preschool students in half-day sessions, for a total of eight classes. These classes are all self-contained settings with a maximum of 11 students. Each room has a teacher and at a minimum, one teacher assistant. In some classes, additional teaching assistants are provided to support children with medical, mobility of behavioral needs. The teachers</p>	Woonsocket in conjunction with Head Start was recently awarded a universal preK program. This will address a myriad of preK issues cited in the program continuum. This will allow for a continued revamping of the programming at the preK level. All classes will be integrated (students with and with IEPs) with a general education and a special education teacher. Additionally, there are new testing assessments (BASK III) that staff will

	<p>use the RIELDS as a guide when writing IEPs and assess progress using Teaching Strategies Gold (TSG), an online child portfolio. Teachers collect and enter authentic assessment information into TSG and use the information to shape and individualize instruction and to demonstrate progress. One teacher also reported using an assessment platform called See Saw App, which allows for the online entry of pictures and videos, as well as a place for children to add drawings or voice.</p> <p>Special education teachers in these self-contained settings sign as the special education teacher and the general educator on IEPs but due to changes in the continuum and staffing pattern this will no longer happen beginning with the 2019-2020 school year.</p> <p>The preschool children at Pothier currently have no access to peers without disabilities. There have been attempts to pair with kindergarten classes, but they are said to be difficult and infrequent. Although in the past all children with more than minimal needs were placed in these self-contained classes at Pothier, this year WED began providing Itinerant Early Childhood Special Education Services (IECSE) to a variety of preschoolers in seven community-based preschool programs in the community. WED has been working extensively with RIDE to increase their capacity to support children within high quality general early childhood education programs. All preschool special education staff have been trained on the IECSE model within the last two years. WED expects to implement this model fully during the 2019-2020 academic year.</p> <p>In addition to preparing staff to provide specialized instruction within general education environments, WED is partnering with Head Start to provide early childhood programs within the district next year. This will ensure additional access to high quality early childhood for their preschoolers with disabilities. Woonsocket and Head Start are currently in the process of applying for State PreK, which will support attempts to completely restructure the preschool program at Pothier. WED is planning to eliminate their four self-contained preschool classrooms and replace them with three WED general education preschool. Again, the commitment and willingness to make such large changes demonstrated by all administrative personnel at WED must be commended. Although WED personnel reported that in the past there were no formal opportunities to transition children to kindergarten, this year WED has participated in RIDE's K transition technical assistance and partnered with community programs to create a plan for all children entering kindergarten next year.</p> <p>During interviews, staff noted that children required more than one area of need to be included in the preschool classes. Of note, child RG#1 was provided only walk-in speech, without consideration of more comprehensive</p>	<p>receive training on over the summer to implement at the start of the 2019-2020 school year.</p> <p>Timeline: Immediately and ongoing</p> <p>Progress Check: January 2020</p> <p><u>FOLLOW-UP FINDINGS:</u></p> <p>In previous years, the WED had all PreK students in eight self-contained half-day classrooms, which could provide services for up to 88 students. WED implemented a partnership program with Head Start this year in order to provide Itinerant services within a general education setting. Currently we have one self-contained half-day classroom which services a maximum of 11 students. The remainder of our PreK classrooms now follow the Itinerant model. Training has been provided to all staff in the itinerant settings on a regular basis throughout the school year.</p> <p>Professional development has also been provided to eligibility and IEP team members during monthly LEA meetings regarding placement of students and this training has emphasized that placement is determined by a number of factors, not just one factor.</p> <p>The district occupational/ physical therapy (OT/PT) Chair and the district speech-language pathologist Chair have been developing and ordering materials to assist students in transitioning to Kindergarten classrooms. Wed is are attempting to develop "sensory areas" in the individual schools to assist students. The OT/PT Chair has developed a list of particular materials, such as indoor swings, to determine where to best place these materials and if we need to order additional materials.</p>
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	<p>service due to having one area of need recognized in the IEP. The SLP reported that during the student's weekly speech session she brings the student into one of the preschool self-contained classes for some exposure to peers. Unfortunately, it was reported that most children in the class were non-verbal.</p> <p>Additionally, multiple staff reported that access to kindergarten was dependent on readiness or independence, without consideration of more than minimal supplemental aids and services (movement break/ fidget toys/ wobble seats) necessary to successfully participate.</p> <p>Globe Park Elementary School Currently, preschool and elementary aged children with multiple disabilities are placed in one of Globe Park Elementary School's seven self-contained classroom settings. Four adults including a teacher, teaching assistant, personal care attendant, and nurse support the class at Globe. There are 7 children between 3 and 5 years old currently in the class. Staff report lack of consideration of supplemental aids and services necessary to support the children in general education environments before placement in this class. The majority of students this year are preschool aged but have no access to age-appropriate general early childhood education. The class participates in what they called a reverse integration program with reading buddies from the 1st grades. First graders come in 5 days a week for 40 minutes to read leveled books to the class. The teacher modifies the text as she is able. In addition, during this time, 2 children go into kindergarten classes for morning meetings or centers. Finally, 5th graders come in Fridays for 15 minutes to play.</p> <p>The classroom teacher writes her IEPs based on the RIELDS and assesses her students using developmental checklists. The large majority of staff reported clear processes for accessing technology, and ESY services and a supportive special education administration. The speech pathologist at Globe reports a caseload of about 47 students. The occupational therapist reported a similar caseload, with support of a COTA. The physical therapist had a caseload of about 30 and supported the entire district, as well as in one community early childhood program. Therapists report that some services are in class, while others were outside of class and that this was largely dependent on time constraints and the teacher willingness. The new model of an integrated classroom will have most therapies being received within the class setting.</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</p>	
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	<p>demonstrate progress. WED utilizes Teaching Strategies Gold for assessment purposes.</p> <p>State Performance Plan Indicator #6 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 18.01%.</p> <p>The percent of children aged 3-5 with IEPs attending a separate special education class, separate school or residential facility was 36.97%.</p> <p>.</p> <p>See details above for the extensive and current efforts on the part of the district to improve percentages of preschool children aged 3-4 with IEPs attending a general education early childhood program and receiving the majority of special education services in those programs. This will greatly decrease the percent of children aged 3-5 with IEPs attending a separate special education class, separate schools or residential facility. RIDE looks forward to these improvements and the benefits to young children with disabilities.</p> <p>State Performance Plan Indicator #7 The district collects early childhood outcomes data on all children with IEPs as required by the federal Office of Special Education Programs.</p> <p>Statement 1. Of the preschool children who entered the preschool program below age expectations, the percentage who substantially increased their rate of growth by the time they turned 6 years of age or exited the program:</p> <p>Positive social-emotional skills (including social relationships); 71.4% Acquisition and use of knowledge and skills (including early language/ communication and early literacy); 47.4% and Use of appropriate behaviors to meet their needs 95%</p> <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: Positive social-emotional skills (including social relationships); 57.1% Acquisition and use of knowledge and skills (including early language/ communication and early literacy); 19% and Use of appropriate behaviors to meet their needs 57.1%</p> <p>Staff report training on the new Child Outcomes process. COS Entries have been taking place through a centralized preschool team, prior to placement. Last year, COS Exits were drafted by teams of teachers and therapists and finalized with families during two dedicated days.</p>	
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		<i>Documentation: Data Analysis; State Performance Plan</i>	
Result	8	<p>Overall Program Continuum</p> <p>Throughout the district the lack of inclusive opportunities for students in self-contained settings was noted. Most students do not have inclusionary opportunities in any of the scheduled itinerant classes, lunch, and physical education due to staff schedules; and although some exceptions were seen, the majority of programing was very limited for inclusive opportunities.</p> <p>Program Continuum Elementary Level</p> <p>There are 3267 students at the elementary level and approximately 860 have IEPs. The special education program continuum is as follows: There are seven elementary schools within the district. Five of these schools house six primary (grades K, 1, and 2) self-contained classrooms; two of these classrooms provide ESL services. Six of these schools house twelve intermediate (grades 3, 4, and 5) self-contained classrooms; four of these classrooms provide ESL services. There are between one and one half and three resource teachers at each elementary school. This number fluctuates throughout the year dependent upon student needs. Resource teachers provide a combination of push-in and pull-out resource services. There are four specialized rooms at the elementary level. All students in these rooms are eligible for the alternate assessment; one of these rooms provides services for students who are medically fragile. Some students who are eligible for the alternate assessment are assigned to other self-contained rooms.</p> <p><i>Documentation: Data Analysis; Interviews; Observation</i></p>	<p>This year, WED emphasized that a student may be in a small group setting for one or several areas, but should be in general education settings for part/most of the day. WED is currently in the process of developing a model in which students in self-contained settings will have a seat in general education “held” for them. They then could go into the general education classroom, but at times when they experience difficulty, they could return to the self-contained setting for additional support for as brief a period as possible. In other cases, we are having students in self-contained settings go with the support of a personal care assistant or teacher assistant to a general education classroom on a daily basis as often as possible</p>
Result	9	<p>Program Continuum Middle Level</p> <p>There are 1578 students attending Woonsocket Middle Schools, 443 are students with IEPs. The special education program continuum is as follows:</p> <p>Students at each of the middle schools are placed in clusters. Clusters have two or four teachers and students rotate between these teachers. There are six self-contained departmental classrooms at Hamlet Middle School. Four of these classrooms constitute one cluster of seventh and eighth grade students, in which students rotate between English, Math, Science, and Social Studies classes. Two classrooms of sixth grade students constitute the other cluster. Students rotate between teachers in these clusters. Students receive Science</p>	<p>The schedule for the 2019-2020 school year will reflect that all students with IEPs have a homeroom and thus, will be able to attend physical education with their typical peers.</p> <p>Timeline: Immediately and ongoing</p> <p>Progress Check: October 2019</p> <p><u>FOLLOW-UP FINDINGS:</u></p>

	<p>and Math in one classroom and English and Social Studies in the other classroom. There are teacher assistants in the program who rotate between the classes. Students from these classrooms attend encore classes as a separate group without general education peers. Students do not belong to general education teams or homerooms and do not attend physical education with general education peers but separately as their own cohort. A new schedule will be developed that will change this for the 2019-2020 school year.</p> <p>There are four classes at Villa Nova Middle School considered departmental self-contained settings. There are four content area teachers (as in the model at Hamlet) and three teacher assistants who rotate between these classes. Two of these classes provide services to students with EL needs. Each class of 11-12 has 2-3 grade levels. Students do not belong to general education teams or homerooms and do not attend physical education with general education peers but separately as their own cohort. These 4 classes and 3 other separate classes create a special education cluster. Other classes such as art include 5 general education peers with 20 special education students from this cluster. Students in some separate classes go to the lunch room to pick up lunch and bring them back to their self-contained classrooms to eat. Partnerships to transition individual students into resource clusters are put into place as appropriate for students from the Roger Williams team.</p> <p>At each middle school, there is a self-contained classroom with a maximum of eleven students identified with behavioral and/ or social-emotional needs. Each room is staffed with a teacher, a behavior interventionist, and a social worker. This program is new this year and is being modeled after the Focus Alternative Therapeutic Environment (FATE) program at Woonsocket High School. Placement in FATE follows structured criteria based on data and prior interventions.</p> <p>There are also six clusters (two at each grade level) having four general education teachers apiece at Hamlet in which a resource teacher provides services in the classrooms for the English Language Arts and Mathematics components. The resource teacher is available for an additional period on a daily basis for students who need additional assistance. This same model is available at Villa Nova for six clusters.</p> <p>Villa Nova also has three classrooms that service students who are eligible for the alternate assessments. Each of these classrooms is staffed by a special educator and a teacher assistant. One of these classrooms services students with medical needs and has a maximum of seven students. Another classroom has a maximum of seven students, and the other classroom has a maximum of eleven students.</p>	<p>Schedules were reviewed to allow for integration of students in self-contained settings into classes with their general education peers. For this academic year, self-contained classes have been scheduled for physical education classes during the same period as their peers who are in general education classes. Students therefore are in the gymnasium together and the students are able to engage in activities with peers from general education classrooms.</p> <p>One of the three separate classes currently has all students having lunch in the cafeteria. Within the other two classrooms, some students have lunch in the cafeteria daily, some students have lunch in the cafeteria as often as their behavior permits</p>
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		<p>At the middle level, there is a PASS classroom for in school suspension with a teacher who is special education certified. There is also an afternoon program for students with disabilities who are suspended out of school so they can receive their special education services.</p> <p><i>Documentation: Data Analysis; Interviews; Observations</i></p>	
Result	10	<p>Program Continuum High School Level</p> <p>At Woonsocket High School there are approx. 1715 students and 492 have IEPs. The program continuum is as follows:</p> <p>At one end of the continuum, students receive support from resource teachers within general education classrooms. The amount of time that resource teachers spend in the classroom varies from a few days a week to full-time along with the general education teacher. In the English Language Arts and Mathematics courses, most resource teachers are in the classroom full-time. In the Social Studies classes, resource teachers generally are in the classroom two days per week. Science classes based on this model will be provided during the next (2019-2020) academic year. At the Woonsocket Area Career and Technical Center, there are 1 ½ resource teachers who provide push-in and pull-out services to students.</p> <p>There are self-contained departmental classes at the high school in which a maximum of eleven students with academic needs receive services from a Special Educator; teacher assistants are available on a rotating basis. These classes Courses are offered in English, Mathematics, Science, Social Studies, and Transition Studies. The Transition courses offer instruction in pre-employment, living, and social skills.</p> <p>There are self-contained departmental classes with a maximum of eleven students identified with behavioral and/or social-emotional needs which are staffed with a teacher and teacher assistant. These students have behavioral plans and varying degrees of restrictiveness in their programs based on their needs. The Focus Alternative Therapeutic Environment (FATE) program allows students to move from one content area classroom to another; the Focusing on Comprehensive Urban Student Services (FOCUSS) program has students in one classroom for most of the day and content area teachers rotate through the class periods. Students may have classes in other settings based upon their needs.</p> <p>Many students are enrolled in a mixture of the classes listed above. A student may have some Inclusion classes, some departmental classes, and some</p>	<p>Schedules of students on alternate assessment will be reviewed to see where individual students may be scheduled into to elective with general education peers.</p> <p>Professional development will be provided to staff on updated terminology to maintain best practice.</p> <p>There will be one electronic notification system that LEAs will use to schedule IEPs meetings.</p> <p>Timeline: Immediately and ongoing</p> <p>Progress Check: October 2019</p> <p><u>FOLLOW-UP FINDINGS:</u></p> <p>Assessment classrooms were examined and students were placed in electives with the support of teacher assistants and/or personal care assistants.</p> <p>Professional development was provided to staff regarding updated terminology at LEA meetings and at Common Planning Time meetings. The “Guidance Counselor” sign in the office was removed.</p> <p>All IEPs at the high school level are available on one electronic notification system at this time. The WHS department chair now chairs most alternate assessment IEPs so that the Transition Coordinator can be freed up for other duties.</p>

	<p>general education classes. Students also may be enrolled in the Career and Educational Center or P-Tech.</p> <p>Also, many teachers teach in a combination of Inclusion and Departmental settings. There are 25 special educators at the high school.</p> <p>There are three self-contained classrooms that service students on alternate assessment. Each classroom is staffed by a special education teacher and a teacher assistant and has a maximum class size of eleven students.</p> <p>There are two self-contained specialized classrooms that service students on alternate assessment who have more substantial needs, including medical needs in one of the classrooms. These classrooms service a maximum of seven students and are staffed by a special education teacher and a teacher assistant. Some of the students are enrolled in a combination of these classrooms and departmental classrooms.</p> <p>Students in these settings (alternate assessment) take additional elective courses as a special education cohort. Peer assistants are integrated into these classes as appropriate to serve as peer models. Physical education is also taken as a cohort (see additional physical education finding in the next box for additional information). Schedules will be reviewed to see where individual students may be scheduled into to elective with general education peers.</p> <p>Students on alternate assessment were typically observed eating in their self-contained settings. Teachers reported that students occasionally went to the cafeteria to eat their lunch. Students and teachers will be encouraged to set a balance of in class eating and eating in the cafeteria.</p> <p>There are two transition classes at Woonsocket High School and they share a classroom. These classrooms provide transition services to students who are 18 to 21 year of age. There is a maximum of eleven students in one room and a maximum of seven students in the other room. The students work on pre-employability skills, social skills, and life skills. From Monday through Thursday, most students have work components in the community. On Fridays, most students participate in transportation training.</p> <p>There is a P.M. program which provides services to students who previously have failed courses and who require recovery credits. Students enrolled in this program attend from 2:15 to 5:15. Resource teachers are available to support students with IEPs.</p> <p>There is an e-Learning Center at the Woonsocket Career and Technical Center. A resource teacher is available to assist students with IEPs.</p>	<p>The WED added transition classes for students at the sophomore, junior, and senior levels. Students in these classes work on pre-employment and employment skills. A social skills group within these classes is supported by a social worker and a speech-language pathologist. Students in these classes plan and attend community outings to practice skills related to transition services. Next year, the senior transition class with meet period 6 and attempts will be made to provide employment opportunities in the community during period 7 and after school.</p>
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		<p>Staff (general education and special education) routinely verbalized antiquated educational terms such as mainstreaming, self-contained teacher versus special educator, resource teacher versus special educator, guidance counselor versus school counselor, vocational tech. etc. Staff may benefit from professional development in this area.</p> <p>The high school has two staff who serve the functions of LEA (The Transition Coordinator for students on alternate assessment and the LEA for all other students on IEPs). Staff report that the two LEAs have different methods of contacting related service providers for IEP meetings. One uses a planner and does not give electronic notifications. It is unclear why there are two distinct notification processes. Further, it is unclear why case managers do not facilitate their IEP meetings.</p> <p>There is a dedicated school counselor who just serves the students on alternative assessment as well as a dedicated LEA (the Transition Coordinator). This is in addition to the student's primary special education teacher. There is a large amount of support for students on alternative assessment.</p> <p>The high school has an in-school suspension room that is served by a certified special educator.</p> <p><i>Documentation: Data Analysis; Interviews; Observation</i></p>	
Result / Compliance	11	<p>Adaptive Physical Education (APE)</p> <p>There are 3 students at the elementary level, 8 students at the middle school level, and 23 students at the high school level receiving APE. At the elementary level, students participate in PE classes within their classrooms, which are located in clusters. At the middle level, students participate in APE in the gym as a separate class. At the high school level, students have APE with students from their classroom, but they also participate with general education students who share the gym with them at the same time.</p> <p>At Bernon and Globe Elementary Schools there are not any students who have APE written in their IEPs. At Bernon, teachers reported that, in their opinion, a number of students could benefit from APE services. The indicated reasoning was in the case that the APE certified teacher was not available as outlined in the IEP, the district would remain in compliance. Again, teachers specifically reported that there are many students who require significant modifications in physical education although, it is not written in the IEPs.</p>	<p>The elementary level will have an ongoing review of policies, procedures and protocols for adaptive physical education. Staff are in the process of IEP review, assessment for adaptive physical education and IEP goals and objectives.</p> <p>The high school level will review individual schedules to see what students may be appropriate to be general education physical education with typical peers. The grading criteria for all students in the adaptive physical education class will be reviewed and revised.</p> <p>Timeline: Immediately and ongoing</p> <p>Progress Check: January 2019</p>

		<p>At both elementary schools staff reported on the widespread confusion of APE and stated that they have been told by administration that if a student transfers with APE goals, they should remove them from the IEP. They have also been instructed to not include any APE goals in the IEPs of current students who may benefit. Finally, the LEAs reported that this was the predominant understanding of APE services district-wide at the elementary level.</p> <p>At Woonsocket High School students on alternate assessment take physical education a special education cohort. All students in the class have IEPs. Some may have adaptive physical education needs while others do not. The students who do not have adaptive physical education needs have no opportunities to take physical education with their general education peers. They also do not receive a letter grade but rather a Satisfactory or Unsatisfactory.</p> <p><i>Documentation: Data Analysis; Interviews; Observation</i></p>	<p>FOLLOW-UP FINDINGS: A WED APE teacher reviewed each and every student who receives APE to make sure that their assessments were conducted properly. Other APE teachers received professional development to perform the assessment and write applicable goals and objectives.</p>
Result	12	<p>Extended School Year (ESY)</p> <p>There were 145 students enrolled in ESY during the summer of 2018. High school students were housed at Woonsocket High School, Middle school students were housed at Villa Nova Middle School, elementary students were housed at Globe or Pothier elementary school, and preschoolers were housed at Pothier elementary school. ESY runs for five weeks, three hours per day, three days per week. Next summer, a social skills component is being added such that the day will be extended for some students.</p> <p><i>Documentation: Data Analysis; Interviews</i></p>	
Result	13	<p>Local Special Education Advisory Committee (LAC)</p> <p>The Special Education Local Advisory Committee (SELAC) meets once per month at Hamlet Middle School for approximately 2 hours. For most of this year, there were two Chairpersons. Recently one of the Chairs became a member of the School Committee, leaving one Chair at SELAC.</p> <p>The meetings are attended by the Chair, the Superintendent, several school committee members, the Special Education Director, and the Special Education Assistant Director on a regular basis. Additional administrators and</p>	

		<p>teachers attend on a varied basis depending on the content of the meeting. Most often, approximately five to fifteen parents attend. Attendance is dependent to some degree on the presentations being offered. This year, presentations have included programs for Social Skills, Career Center programs, and Therapy programs.</p> <p>The SELAC additionally holds a SELAC parent dinner monthly which includes the SELAC Chairperson, former Chairperson, Special Education Director, and parents. This group meets at local restaurants on an informal basis to discuss topics of interest.</p> <p><i>Documentation: Data Analysis; Interviews; Observation</i></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 (2017-2018) is 7.6% 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 61.3%.</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	
Result	16	<p>Drop Out / Graduation Rate (State Performance Plan Indicator #1 and #2)</p> <p>The WED graduation rate is 63.9% for all students and 41.5% for students with disabilities. These rates compare to the state average rates of 82.8% for all students and 59.4% for students with disabilities.</p> <p>The WED dropout rate is 20.5% for all students and 27.6% for students with disabilities. These rates compare to the state average rates of 8.4% for all students and 17.8% for students with disabilities.</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	

2. EVALUATION / INDIVIDUAL EDUCATION PROGRAM (IEP)

Indicator		Findings	Support Plan
Result	1	<p>Records of approximately 15 students were reviewed prior to the on-site review by the team leaders. Students' records were very accessible. All cited compliance items are now resolved.</p> <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: January 2020</p> <p><u>FOLLOW-UP FINDINGS:</u> All cited compliance items are now resolved.</p>
Result	2	<p>Child Outreach</p> <p>Woonsocket's child outreach screenings are available in a range of community-based early childhood programs and by appointment September through June. The former head screener was recently hired as the new Child Outreach (CO) Coordinator. She is responsible for managing Woonsocket's screening program for preschoolers as well as maintaining the CO data in KIDSNET, compiles reports as needed, oversees staff training and develops and implements program improvements. The CO Coordinator attends bi-monthly CO state meetings. WED is in the process of procuring a head screener and report to be working on hiring someone as well as the procedures for screening young children who are dual-language learners.</p> <p>The state aims to screen all children 3-5 annually, prior to Kindergarten. In 2017-2018, the district screened the following percentages of children:</p> <p>3 year olds: 9.28% 4 year olds: 35.74% 5 year olds: 61.2%</p> <p><i>Documentation: State Performance Plan; Data analysis, Interviews</i></p>	
Result/ Compliance	3	<p>Child Find (State Performance Plan Indicator #11)</p> <p>As of 3/13/19 WED was thus far at 90.41% compliance for meeting evaluation timelines for initial referrals for the 2017-2018 school year.</p>	<p>WED will review policies, procedure and practice to ensure adherence to the regulatory requirements of 100%</p> <p>Timeline: Immediately and ongoing</p>

		<u>Documentation:</u> State Performance Plan Data	<p>Progress Check: January 2020</p> <p><u>FOLLOW-UP FINDINGS:</u> Deadlines were discussed at every LEA meeting this year. These meetings occur on a monthly basis. In reviewing cases, it was noted that in many cases, team leaders were negligent in providing the reasons that deadlines were not met. Training was provided to show team leaders where to provide this information prior to sending documents to the census clerk.</p>
Result	4	<p>Student Accommodations and Modifications</p> <p>Throughout the district case managers complete a document labeled "IEP at a glance". This document is part of the Easy IEP electronic IEP system and it summarizes the needs of individual students as stated in their IEPs. This form is sent to all teachers servicing the student; each teacher must sign an acknowledgment form indicating that they received the document, and this acknowledgement form is placed in the student file.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Document Reviews</p>	
Result/ Compliance	5	<p>Specific Learning Disabilities (SLD) Determination</p> <p>The evaluation team considers information from the MTSS system, formal assessments, informal assessments, classroom observations, and teacher reports when making determinations regarding specific learning disabilities.</p> <p>At the middle and high school levels, there is not an established MTSS system at this time, and the evaluation team must examine any interventions which have taken place prior to referral. These interventions typically consist of data from previous teachers. This year, at the middle level, reading and math interventionists collect additional data through probes and online programs. This data is kept on a Google sheet along with universal screening and state assessment data and is reviewed monthly.</p> <p>Records of students with SLD that were reviewed did not demonstrate consistent incorporation of frequent progress data compared against a goal line to demonstrate insufficient progress as part of the criteria. Specific intervention details were also not included in the SLD documentation form.</p>	<p>Professional development will be provided to special education staff on the requirements of SLD determination for both initial and reevaluation.</p> <p>Timeline: Immediately and ongoing</p> <p>Progress Check: January 2020</p> <p><u>FOLLOW-UP FINDINGS:</u> Professional development was held at our monthly LEA meetings. These trainings reviewed the SLD forms and how to use them. Team leaders were directed to include informal assessments, formal assessments and progress notes to determine services and progress. The Director and Assistant</p>

		<p><u>Documentation:</u> Interviews; Record Reviews</p>	<p>Director have been monitoring completion of SLD forms this year. WED is committed to continuing the trainings throughout the. Administration will continue to monitor the documentation for SLD cases next year.</p>						
Result	6	<p>Due Process Information (State Performance Plan Indicators)</p> <p>Over the past three years Woonsocket has had the following complaints, mediations and/or hearings:</p> <p style="text-align: center;"><u>COMPLAINTS</u></p> <p><u>FY 2016-2017</u></p> <p><u># of Complaints:</u> No complaints during this period</p> <p><u>FY 2017-2018</u></p> <p><u># of Complaints:</u> No complaints during this period</p> <p><u>FY 2018-2019</u></p> <p><u># of Complaints:</u> No complaints during this period</p> <p style="text-align: center;"><u>MEDIATIONS</u></p> <p><u>FY 2016-2017</u></p> <p><u># of Mediations:</u> 2 mediations during this period</p> <table border="1" data-bbox="359 1295 1278 1479"> <thead> <tr> <th data-bbox="359 1295 520 1419">CASE</th> <th data-bbox="520 1295 837 1419">ISSUE(S)</th> <th data-bbox="837 1295 1278 1419">RESULT</th> </tr> </thead> <tbody> <tr> <td data-bbox="359 1419 520 1479">M17-05</td> <td data-bbox="520 1419 837 1479">Placement</td> <td data-bbox="837 1419 1278 1479">Agreement</td> </tr> </tbody> </table>	CASE	ISSUE(S)	RESULT	M17-05	Placement	Agreement	
CASE	ISSUE(S)	RESULT							
M17-05	Placement	Agreement							

M17-19	Placement	Agreement
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FY 2017-2018

of Mediations: No mediations during this period

FY 2018-2019

of Mediations: 3 mediations during this period

CASE	ISSUE(S)	RESULT
M18-35	Placement	Withdrawn (issue resolved)
M18-38	IEP services dropped due to transition	Agreement
M18-40	School not able to provide a program to meet behavioral needs	Agreement

HEARINGS

FY 2016-2-17

of Hearings: No hearings during this period

FY 2017-2018

of Hearings: No hearings during this period

		<p><u>FY 2018-2019</u></p> <p><u># of Hearings:</u> No hearings during this period</p> <p><i><u>Documentation:</u> Data Analysis, RIDE, Due Process Data Base</i></p>	
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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 database of all EI referrals is maintained and upcoming birthdates are monitored to ensure that meetings are scheduled in a timely manner. Last year's consolidated resource plan (CRP) indicated that the district reported 98% compliance with 80 out of 82 children referred from Early Intervention and found eligible for preschool special education had IEPs developed and implemented by their 3rd birthday. Federal Office of Special Education Programs requires 100% compliance. The two children that did not have IEPs developed by the 3rd birthday, one child's meeting had to be rescheduled due to a snow day. In the other case, the family had moved to another location within Woonsocket and the WED had difficulty locating the child. The parent did not notify WED of the move and WED's attempt to contact the parents were unsuccessful. WED developed a corrective action plan to prevent these noncompliance issues in the future.</p> <p>Multiple reports of lack of inclusion of all children referred from EI in the total calculation have been noted; however, the district is aware of the concern and is working with RIDE to correct the issue. A new ECSE Coordinator has recently been hired. She is beginning to look at location of EI transition meetings, data collection, and the referral process. RIDE will continue to support Woonsocket as they create new procedures for processing EI referrals.</p> <p><i>Documentation: Data Analysis; Interviews; State Performance Plan</i></p>	<p>Most recent Stat Performance plan data for having an IEP developed and implemented by a child's 3rd birthday indicated the district was at 100%.</p>

Result	2	<p>IDEA Transition Planning at the Middle Level</p> <p>The Transition Coordinator provides training to special educators and LEAs at the middle level in individual and/or group sessions. This includes training in the writing of transition IEPs and training on Indicator 13 requirements. Professional development on writing IEPs, including transitional components are offered after school on multiple occasions. Professional development is presented by the middle school LEA for some of the IEP writing sessions.</p> <p>The Transition Coordinator also attends and/or reviews IEPs for students transitioning from middle to high school. She coordinates visits from the middle school in which students from selected classes spend approximately one-half of a day at WHS in which they are provided with a tour of the high school and career and technical center meet particular staff at the high school such as school counselors, support staff, visit classrooms, and have lunch in the school cafeteria. Students then attend a social gathering at Cass Park to discuss their experiences.</p> <p>Eighth grade students have the option of attending ESY at the middle school, high school, or split time between the two sites.</p> <p><i>Documentation: Data Analysis; Interviews; Record Reviews</i></p>	<p>The Transition Coordinator will work to increase the capacity of teachers and others to facilitate transition assessments and activities.</p> <p>Timeline: Immediately and going</p> <p>Progress Check: January 2020</p> <p><u>FOLLOW-UP FINDINGS:</u> A scope and sequence of transition assessments has been developed. The scope and sequence has been placed into Google classrooms for easy access.</p>
Result	3	<p>IDEA Transition Planning at the High School Level</p> <p>The Transition Coordinator provides the same training at the high school level that is provided at the middle school level. Common planning also is used at the high school level to review transition procedures periodically.</p> <p>Additionally, the Transition Coordinator chairs all IEP meetings for students who receive a Career Development Plan and coordinates services with outside agencies. It was unclear why the Transition Coordinator chaired all these IEP meetings as opposed to the case manager.</p> <p>Staff were not always articulate what transition assessments that they used with their students. Although there were a variety of transition assessments available to staff to pick and choose from if desired there was not a scope and sequence of transition assessments.</p> <p><i>Documentation: Data Analysis; Interviews; Record Reviews</i></p>	<p>The Transition Coordinator will work to increase the capacity of teachers and others to facilitate transition assessments and activities. A scope and sequence of transition assessment will be developed.</p> <p>Timeline: Immediately and going</p> <p>Progress Check: January 2020</p> <p><u>FOLLOW UP FINDINGS:</u> A scope and sequence of transition assessments has been developed. The scope and sequence has been placed into Google classrooms for easy access.</p>

Result	4	<p>Office of Rehabilitative Services and Department of Behavioral Healthcare, Developmental Disabilities and Hospitals</p> <p>At the high school the Transition Coordinator is the point person for referrals to the Office of Rehabilitative Services (ORS) and to the Department of Behavioral Healthcare, Developmental Disabilities & Hospitals (BHDDH). There is a written protocol for inviting ORS and BHDDDH to IEP and career development plans (CDP) meetings.</p> <p>An ORS counselor has regularly scheduled visits (every other week) to the high school to meet with students and their families. ORS and BHDDH are invited to IEP meetings. If ORS cannot attend, a representative from RIPIN attends the meetings or sends a folder of information to be presented at the meeting.</p> <p><i><u>Documentation:</u> Interviews; Document Review</i></p>	
Result	5	<p>Summary of Performance (SOP) is facilitated by the case managers as appropriate.</p> <p>Case managers are responsible for developing the Summary of Performance (SOP) reports. The persons involved in completing the report are dependent upon the individual cases. Copies of the SOP are provided to families at the end of each academic year and are placed in the student files. Trainings regarding the SOP are provided during the Spring during Common Planning Time.</p> <p><i><u>Documentation:</u> Interviews; Document Review</i></p>	
Result	6	<p>Youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, and transition services. The WED are 100% compliant with the requirements.</p> <p>(State Performance Plan Indicator #13)</p> <p><i><u>Documentation:</u> Interviews; Document Review</i></p>	
Result	7	<p>68.5 % 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</p>	

	<p>both within 1 year of leaving high school. The state average was 79%. WED currently is participating in the Tri-Employment Program, which provides work readiness training and paid internships to students. WED initiated a Transition Skills class this year in which students work on work readiness, interview techniques, job applications, and social skills. Additionally, WED will be making changes to the transition program for youth between ages 18 and 21. (State Performance Plan Indicator #14)</p> <p><u>Documentation:</u> Interviews; Document Review</p>	
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