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

School Support System Report and Support Plan

Warwick Public Schools
May 2023

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 stratified random sample of students with IEPs 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 to improve services and programs for all students.

- **The SSS Report: The** report summarizes the findings from various data sources. The format of the report uses four divisions: Indictors, Findings, Documentation, and Support Plan. Indicators describe either performance/result or compliance in the topical areas of Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE), Evaluation/Individual Educational Program (IEP) and IDEA Transition. The documentation section of the report distinguishes the source of the finding as compliance or result. The support plan reflects the response to the findings described. The support plan describes the corrective action by the district as well as resources and timelines to improve programs and services.

TABLE OF CONTENTS

1. Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE)

2. Evaluation/Individual Education Program (IEP)

3. IDEA Transition

Warwick Public Schools
School Support System Review

Team Leaders

Team A – Mary Ann Mello

Team B – David Sienko; Kathy Perry

Team C – Sandra Cambio Gregoire; Lisa Giannini

Team D – Susan Wood; Samantha Dyl

Team E – Jane Slade; Jennifer Doucette

Team F – Susan Wood and Sandra Cambio Gregoire / Pre School-Special Education

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	**Least Restrictive Environment Data (State Performance Plan Indicator #5)** Based on the FY July 1, 2020– June 30, 2021, State Performance Plan information on Warwick Public Schools Placement is as follows: The percentage of students educated 80 to 100% of the time in general education settings is 65.5% (RI District Average is 71.05%) Percentage of students educated for less than 40% of the time in general education settings is 16.7% (RI District Average is 12.5%) Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 6% (RI District Average is 5.11%) The LRE data is lower than the State average for students educated in the general education setting 80% of the time or more and higher than the State average for students educated for less than 40% of the time in general education settings as well as above the State average for private separate schools. See also program continuum information and MTSS information (Section 1, MTSS items 3, & 6; Section 2, program continuum items # 7,8,9 &10). *Documentation: Data Analysis; State Performance Plan*	The district will review its MTSS structures and program continuum (at all levels) as well as reporting processes regarding the LRE percentages **Timeline**: Immediately **Progress Check:** December 2023 **FOLLOW-UP FINDINGS:**
Result/ Compliance	2	**Participation and performance of children with IEPs on statewide assessments (State performance Plan Indicator #3):** A. Participation rate for children with IEPs. ELA 91.6% Math 89.2% B. Proficiency rate for children with IEPs against grade level academic achievement standards. ELA 3.9%	The district will review, refine, and revise its processes to ensure that all students receive their appropriate assessment accommodations per the IEP. **Timeline**: Immediately **Progress Check:** December 2023

<table>
<tr>
<td></td>
<td></td>
<td>Math 0.5%

C. Proficiency rate for children with IEPs against alternate academic achievement standards.
ELA 25%
Math 15%
D. Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards.
ELA 30.9%
Math 13.2%

<u>Compliance:</u> Students: 5MM, 6MM, 7MM, 8MM, 9MM were not provided with their accommodations on the state RICAS (RI Comprehensive Assessment System) assessment. They were scheduled to receive text to speech on the math test however this was not provided. The assessment office was informed, and they will be following up with the principal at Lippitt. (§ 300.320)

<u>Documentation</u>: Data Analysis; State Performance Plan, Interviews</td>
<td><u>FOLLOW-UP FINDINGS</u>:</td>
</tr>
<tr>
<td>Result and Compliance
a.)</td>
<td>3</td>
<td>Multi-Tiered System of Support (MTSS) Response to Intervention (RTI)/<u>Academics</u>
This year, Warwick began using the Panorama platform, which collects data from Aspen Student Information System (SIS) regarding academics, attendance, and conduct. Panorama calculates indicators for each student regarding ‘at-risk’ or ‘on-track.’ The faculty was trained by the district Social Emotional Learning (SEL) Coordinator, and the goal this year is for everyone to become familiar with the platform and its uses to get to full implementation next year.

Elementary Level
Multiple measures are employed to screen students across various areas. The following chart outlines the areas screened, the measures utilized, and the frequency of monitoring:
<table>
<tr><th>Area</th><th>Tool</th><th>Frequency</th></tr>
<tr><td>Reading</td><td>• iReady Reading
• RICAS
• F&P sight words</td><td>3 -4 times per year
As per the State
3 times per year</td></tr>
</table></td>
<td>The district will continue to review, refine, and revise their MTSS system on all levels with all schools having active teams.
Timeline: Immediately

Progress Check: January 2024

<u>FOLLOW-UP FINDINGS</u>:

a.) The district will provide verification that students who have both IEP and EL needs are being appropriately serviced. Professional development/ technical assistance will be provided to administrators and teachers about student's legal entitlements per both their IEPs and EL services. It would be best practice to</td>
</tr>
</table>

Writing	• WPS Writing rubrics	Consistent with curriculum; screening analysis each trimester
Math	• iReady Math • RICAS	3-4 times per year Annually
Attendance	• Aspen. • Panorama, • Early Warning System (EWS) Team data	Weekly/Monthly/trimesters Monthly 1-2 per month
Social Emotional	• Panorama • Zones of Regulation • Early Warning System (EWS) Team data	Monthly Monthly 1-2 times per month
Physical	• Vision and hearing screening	Annually

Teams utilize an MTSS (Multi-Tiered System of Supports) manual as a guiding resource for determining entrance and exit criteria in different academic domains, attendance, and social-emotional skills.

By utilizing these multiple measures and monitoring them at appropriate intervals, a comprehensive understanding of students' academic performance, behavior, social-emotional skills, and attendance is obtained.

There are also MTSS Early Warning System (EWS) Teams at each elementary school that meet one to two times a month. The core members will be the Principal, Reading Specialist, Math Interventionist, and Social Worker. The MTSS Leadership Teams collect and analyze all school-wide data to make meaningful decisions related to the school's improvement plan. The MTSS teams also review students' progress. The MTSS Tier 1 Leadership Team problem-solves and ensures that Tier 1 systems & practices are in place. The MTSS Leadership Team is responsible for communicating frequently with the entire faculty about school-wide data, goals, and action plans.

adhere to the results of the Providence Department of Justice Settlement, which states that collaboration with core content, special education, or any other teachers may not replace ESL instruction by an ESL-Certified Teacher. It would be best practice to tailor MLL teacher schedules to the needs of MLL students across the district and not limit support to those schools with Special Education Programming.

Timeline: Immediately

Progress Check: January 2024

FOLLOW-UP FINDINGS:

		Every elementary school also has a Targeted Team. The principal, school psychologist, and social worker are members of the Targeted Team. Two (2) Targeted Team meetings per month are recommended for the entire year. Meetings 1 is used as a monthly data review. Meeting 2 is used to follow up on Tier 2/3 interventions, and behavior plans. The MTSS team at the Elementary level is referred to as the “Leadership Team or Early Warning System Team” that meets once a month to look over the data from the whole school. Staff reports that this team does meet once a month and that the data from ready for math and reading is reviewed. If a student needs assistance, the reading, or math specialist will pull them to do additional testing. For reading- iready, Phonics Assessments, Running Records, Wit and Wisdom modular assessments are used. For math- iready, and classroom unit tests are used. The math specialist also indicated that some of the specialists use a “math running record” that assesses the students understanding of math facts. Most students that are identified in this process are already being serviced by the interventionist. It was unclear if the identified students are brought to the targeted team to work with the teacher regarding Tier 1 and 2 interventions. Once identified, they are put on Tier 3 and added to the reading/math caseload. Although staff knew that the leadership team existed, there did not seem to be communication between them and the staff regarding data. However, a data wall was seen outside the Lippitt building meeting room. Teachers can bring students to The Targeted Team or Problem-Solving team (this term was used interchangeably by staff members). Staff indicated that they know the process of how to bring a student to team, however this process was different between each elementary school as was the paperwork required to bring to the team. The process after the initial referral to the team was also inconsistent. It is clear this process needs to be streamlined so that the process is understood by the staff and that it is consistent among the schools.	

		The district is working toward putting all interventions into a new system (Panorama). **Middle Level** There is a full-time reading specialist at each Junior High School. STAR and progress monitor every 2 weeks occurs for students in literacy classes. The district is also rolling out training and utilization of Panorama to progress monitor. **Winman Junior High School** has literacy and numeracy classes, as well as a variety of intervention groups to support students. Tier 2 students meet 3 days out of the 6-day cycle while Tier 3 comes every day. Both Tiers have large numbers of students at 13 and 15 and some at 3 or 4 but it is not delineated by Tier intensity. Some intensive kids in large groups are not making progress. Some interventions are co-taught with numeracy or literacy teacher and special educator. No common planning time is available for the literacy teacher and special educator. Students have a varying range of skills and needs. No specific program of interventions is followed. STAR screening is used to identify students not performing at expected levels, and the district is working to provide more data sources for sorting students into Tier 2 and 3. The following additional groups are provided: **Intervention groups** consist of a dedicated team comprising support staff, administrators, and secretaries. These groups work closely with small student cohorts, aiming to enhance their success through various strategies. The focus areas include time management, study skills, goal setting, coping skills, and other executive functioning skills. To identify students who may benefit from these intervention groups, data from Aspen and Panorama is analyzed. This includes information on course failures, attendance issues, and discipline problems. Also, teacher referrals are considered. By utilizing this data-driven approach, students in need of support can be identified and provided with targeted interventions to help them succeed. Skills classes: The district will be reinstating skills classes. At the end of the first quarter and sometimes before, students are identified by their team as needing organizational help or assistance with completing work. These students are entered into skills classes that meet either F days or D-E-F days (depending on need) with their team and receive assistance in a small group setting. At the end of each quarter, the principal meets with each team for at least two periods to assess the "at risk" report for their students. The team discusses why they are underperforming or failing to succeed, as well as what support	

		they are receiving or what additional support can be added. Social worker, guidance, school psychologist, principal or assistant principal attend the EWS meeting, and each has an advisory intervention group to support students at risk. Motivation, coping, mindfulness, and relaxation are included in the once-weekly advisory groups. Winman does not currently have an established MTSS system of support for students with academic needs. Prior to COVID, Winman had some established teams that met to discuss students but did not utilize a systematic process that designed evidence-based interventions for students. Staff and administration report variable levels of understanding about the MTSS process among staff and teams. During a recent NEASC visit, the lack of an established MTSS system was cited as a concern. Both building level administration and staff see this as a need and Winman is planning to establish an MTSS team in the Fall. Staff are aware that Winman's intervention pyramid is inverted and has plans in place to review current curriculum and assessments with a focus on Tier I instruction and interventions for school year 23-24. Hopefully, as the building develops its MTSS system and is better able to provide evidence-based interventions at the Tier 1 and Tier 2 levels, there will be fewer students needing special education services and programs. The continuum of literacy interventions is unclear. Staff are unable to articulate how students are screened for, referred to or assigned to literacy interventions. I-Ready scores and teacher referrals were referenced as how students are identified. **Compliance: a.)** Both administrative staff and teachers reported that students with IEPs who are also English Learners (ELs) are not eligible for literacy intervention (§300.320). Various individuals indicated that is unclear how this decision was made but referenced that it would be considered "double dipping so is not allowed." **Veterans Jr. High School**: iReady testing and Aspen data is utilized to progress monitor students. Numeracy and Literacy are based on triangulated data: iReady scores, RICASS, and teacher input (grades and recommendations). These three factors determine placement. The recommendations for literacy and numeracy are derived from the test results. Veterans' multi-tiered system is currently under development. Each team monitors independently. If additional support personnel are required, the Team will reach out to them. Veterans does not have a formal MTSS team in place. As needs arise, a team is assembled. There is data presented using iReady scores, RICASS and input from the teachers but it is not systematic.	

		High School Level There is a full-time reading specialist at each High School, including the Career Technical Center (CTC). Also, there is one full-time special education teacher supporting students with IEPs at the CTC. **Toll Gate High School** The MTSS collects data from Aspen. Although there is no systemic formalized MTSS team the Early Warning System (EWS) team meets as a larger group with the focus on EWS retool, which included administrators, guidance counselors, social workers, school psychologist, tech integrationist, and graduation by proficiency coordinator. The team brainstorms many ideas regarding supporting students in need. The focus continues to be expanding Tier I, II or Tier III practices or strategies being implemented within the school. Without a set of school or district guidelines around MTSS, a structure needs to be developed and implemented with fidelity. The leadership team at Toll Gate High School coordinates student support. Information is gathered regarding incoming 9th graders who have failed 3 or more content areas in 8th grade, and they are monitored during the first month of school until mid-quarter reports are posted in early October. At that point, data is collected from Aspen SIS regarding grades. Students who are failing 1 course are monitored by the Department Head in that subject area: touching base with student, teacher, and parent. Students failing 2 content area courses are monitored by the Guidance Counselors on their caseload more formally. Students failing 3 or more courses are referred to administrators, social workers, or the school psychologist. The special education department head and assistant department head are involved in the process for all students who have IEPs in each tier. They provide support, as well as working with case managers, co-teachers, social worker(s), and school psychologist. **At Pilgrim High School,** the principal of teaching and learning oversees the MTSS team and meets with guidance and clinical staff every 2 weeks. Counselors were tasked at looking at attendance/failures of the first-year student and meeting with students. The team also discussed other students as needed. During the mid-year point, the focus changes to look at seniors who are not on track to graduate. The school is currently going through an MTSS "reboot". There continues to be little in terms of Tier I, II or Tier III practices or strategies being implemented within the school. Without a set of school or district guidelines around MTSS, the team has begun the process of mapping out the support systems in place and an MTSS master calendar.	

		Teachers and staff at all levels voiced the need for district-wide personnel to coordinate and lead MTSS on a district wide level. There is an SEL Coordinator that focuses on the elementary level. *Documentation: Data Analysis; State Performance Plan*	
Result	4	**SPP Disproportionate Representation (State Performance Plan Indicator #9 and #10)** The Warwick Public Schools are not disproportionate. *Documentation: Data Analysis; State Performance Plan*	
Result	5	**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 (N/A) for the Warwick Public Schools as no students with IEPs were suspended for greater than 10 days. **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. Data cannot be reported because the cell size is smaller than the State's minimum for reporting *Documentation: Data Analysis; State Performance Plan*	
Result	6	**Multi-tiered System of Support (MTSS)/Social Emotional Supports/Social Emotional Resources/Positive Behavioral Supports** Warwick Public Schools continues to train and implement Responsive Classroom at the Elementary level and Engaging Schools at the secondary level. Responsive Classroom is an evidence-based approach to teaching that	The district will continue to review, refine, and revise their MTSS system on all levels with all schools having active teams. **Timeline**: Immediately **Progress Check:** January 2024

		focuses on engaging academics, positive community, effective management, and developmental awareness. It has 4 key domains: Engaging Academics: Adults create learning tasks that are active, interactive, appropriately challenging, purposeful, and connected to students' interests. Positive Community: Adults nurture a sense of belonging, significance, and emotional safety so that students feel comfortable taking risks and working with a variety of peers. Effective Management: Adults create a calm, orderly environment that promotes autonomy and allows students to focus on learning. Developmental Awareness: Adults use knowledge of child development, along with observations of students, to create a developmentally appropriate learning environment. The district has also begun to use a data platform named Panorama that allows schools to collect SEL data. In addition, the district is currently in a RIDE grant funded cohort called Project Aware. This program will assist the district to educate staff in recognizing SEL concerns within the district. **Elementary Level** Multi-Tiered System of Support process for social/emotional supports at Warwick elementary schools consist of 2 teams: Leadership Teams and Targeted Teams. The Leadership Team at Oakland Beach meets once a month to monitor the data of students. They look at iready as well as attendance. Programs such as responsive classroom and Zones of Regulations were seen in some of the classrooms. These programs were mostly prevalent in the SES and AA classrooms. Administrative staff reported that they are working on getting data into the Panorama system. Systems are in place to refer a student to the targeted team for SEL needs, however, there are no clear guidelines as to the type of data that should be brought or used to track the data. The Panorama system is just getting started and staff was unclear as to what data was going to be uploaded into this system to help track. **Leadership Teams:** Consist of principal, social worker, reading specialist and math interventionist (in some schools EL teacher and reading coach) Meet 1x per month for about 1 hour Assist in writing/monitoring goals and action steps on the School Improvement Plan Assist in developing plans for faculty meetings and grade-level meetings Monitor tier 1 behavior systems and practices	**FOLLOW-UP FINDINGS:**

		Analyze school-wide data for behavior, academic, attendance, and social competencies to make decisions Behavior - Panorama Academic – iReady benchmark and state-testing Attendance - Aspen absences Social competencies - screeners 3x/year **Targeted Teams:** Consist of principal, social worker, psychologist (in some schools special educators or other staff with knowledge of behavior/self-management) Meets at minimum 2x a month for about 1 hour Uses data from SWIS for behavior, Aspen for chronic absences, and SSIS screeners for prosocial behavior to identify students in need of tier 2 or 3 supports Complete functional behavior assessments, write behavior intervention plans, and progress monitor **Middle Level** At **Winman Junior High School**, EWS meetings are held at the end of each quarter. The principal meets with each team for at least two periods to review the “at risk” report for their students. The team discusses why they are failing or unsuccessful and review what supports they are getting or what supports can be added. Additionally, Attendance meetings are held monthly with support personnel and administrators to review attendance issues beginning with 10% as the cutoff. Students with hospitalization or medical issues are excused and monitored while those in excess of 10% receive a letter and/or a meeting with the assistant principal. A functional behavioral assessment (FBA) is completed on students identified as truant. Winman does not currently have an established MTSS system of support for students with social-emotional needs. Prior to COVID, Winman had some established teams that met to discuss students. Processes and procedures for implementing interventions and collecting data varied from team to team. Staff report variable levels of understanding about the MTSS process among individual staff members and teams. Staff report that there has been difficulty securing buy-in from staff and there has been some push-back from the union regarding teacher responsibilities. Staff report a significant increase in the social-emotional/behavioral health needs of students. There is a commitment to establish PBIS school-wide in the next school year. The Intervention Center is for students with and without IEPs and is structured this year to be more for time out cool down rather than separate all day.	

		Students may spend a period or two and then are reintegrated during the day. A few students may need to spend all day. Students can have the option to have lunch in guidance if overwhelmed with the lunchroom. Rhode Island mentors are paired with at-risk students in general or special education as early as elementary school and continue to monitor their progress throughout their academic career. Roughly 12 students are paired up and meet every Tuesday morning. The mentor remains through high school. Next year, high school seniors will be added as mentors for children who are still waiting for a mentor. **Supports provided to students include:** Intervention groups: an adult (support staff, administrators, and secretaries) meets with a small group and focuses on ways to be successful including time management, study skills, setting goals, coping skills, and other executive functioning skills (based on Sean Covey's Seven Habits of Highly Effective Teens). Students are chosen by EWS data (course failures, attendance issues and discipline problems) or teacher referrals. Skills classes will be reintroduced in the 23' – 24' SY. At the end of the first quarter and sometimes before, students are identified by their team as needing organizational help or assistance with completing work. These students are entered into skills classes that meet either F days or D-E-F days (depending on need) with their team and receive assistance in a small group setting. Social skills groups- psychologist and social worker meet with students identified as needing strategies to assist them with their interpersonal relationships. Individual counseling-support staff meet with individuals struggling with significant stressors, both familial and interpersonal and major mental health conditions. Student assistance counselor- meets with individuals and groups to support students who have personal and/or family substance abuse issues. Unified Club meets once per week after school with social worker to focus on acceptance, tolerance and creating a safe environment throughout the Winman community. Students also are involved in community service projects and school-wide activities to promote anti-bullying, respect, and unity. Specialized Homerooms and /or check-in; check-out- Students in need of assistance (at risk) are placed in homerooms with a special educator or guidance counselor who use it to check in with them daily. Behaviors are also monitored, and teachers and support personnel have small groups or individuals who check in with them in the morning and again in the afternoon. They make sure they are taking home materials they need and advise them to go to department night as needed.	

		Peer tutoring: Toll Gate students and Winman honor students come to guidance and work with students in need of assistance in mostly math but also foreign language and any other academic subject where a struggle exists. Team meetings- a team can use their common planning time (CPT) or skills time to meet with a student who they deem to be struggling. Support personnel attend as needed. They have a heart to heart with the individual to try and ascertain what the issue is. **Veteran's Junior High School:** Social emotional needs of students are addressed each Thursday morning when support professionals meet at the "red flag" meeting. Student needs are matched to appropriate support staff (social worker, psych, guidance etc.). Functional Behavior Assessment (FBAs) and Behavior Intervention Plan (BIP) and team referrals would be the next step in the continuum. Referral to special education may be the result if other interventions have proven insufficient and the student continues to experience emotional dysregulation. Veterans have a Red Flag Team of guidance counselors, the social worker, psychologist, assistant principal and various service providers. The team does try to meet on Tuesday mornings. There is no formal struc5ture. The team reviews attendance and social emotional issues. Guidance started using Panorama this year to collect data, grades, attendance, and conduct issue. One school psychologist at Veterans holds Social Skills Group for students with IEP social and emotional goals, 504 students and general education students needing the supports. Another school guidance counsel runs an Executive Function Group. There is no formal PBIS program at Veterans. Once staff member did mention the use of Vets Value Cards which are given to a student who are recognized for doing something positive. A drawing is held every month for each grade and the students will receive a gift card. There are some classroom reward systems in place but on an individual basis. The school is looking at implementing a more structured PBIS program next year. **High School** **Toll Gate High School:** A s previously mentioned, Toll Gate is in the process of redesigning the Early Warning System to target the students in need in a timely manner that filters through the classroom teacher, department head, guidance department, parents, administration, and support staff utilizing an effective data collection system. They are currently working with the guidance clerk to develop a report, but data from different places needs to be gathered and put together individually. Currently, we have created a report in Google Sheets of all students who have attendance issues, conduct referrals, D's & F's for the first quarter, D's & F's for mid-year, as well as the first half of quarter 3.	

		The report also lists which students have IEPs and 504s. They are exploring ways in which time can be carved out of the existing schedule to provide supports, such as advisory. Teachers use the CASEL standards and develop their own social emotional plans and activities. Teachers reported that it would be good to have a social emotional curriculum. **Pilgrim High School**: The school is currently going through an MTSS "reboot". There appears to be little in terms of Tier I, II or tier III practices or strategies being implemented within the school. Pilgrim has begun mapping out the support systems and an MTSS master calendar. Pilgrim holds a weekly Social/Emotional Team meeting every Thursday from 1:00-2:00. The team consists of the school psychologist, the two social workers, the special educator from the IES and SES classes, and the special education department head. The team reviews particular student issues, mostly students receiving special education but do monitor general education students who may be dealing with mental health issues (primarily those returning from hospitalizations). The team discusses student concerns, generates a plan, and we monitor progress weekly. **School Removals/Disciplinary Policies**. Throughout the district, behavioral expectations and disciplinary action protocols and policies are fully defined in a student handbook. *Documentation: I*nterviews, Data analysis, Observation	
Result **a.), b.)** and **c.)** and Compliance **d.)**	7	**Preschool Continuum** Preschoolers with disabilities are provided special education and related services in the Warwick preschool. At WELC there are 271 active preschool students, 69 regular ed. and 202 receiving special education services in Warwick. 55 of those 202 students received walk-in speech either at the Warwick Early Learning Center (WELC) or in one of the elementary schools. Many children also receive speech-only services at the two Child, Inc (Head Start) programs in Warwick. There are 222 students attending classes at WELC. Of that number, 143 students have IEPs and 79 community peers. The WELC has 16 teachers who support 19 sessions. There are 12 integrated preschool classes, 5 full days and 8 half-days. They also have 6 self-contained classes all of which are full day.	**a.)** The program names will be reviewed and refined across the district as needed and appropriate. **b.)** The preschool special education curriculum will be reviewed and aligned with the kindergarten curriculum. An aligned curriculum would be best practice for the most successful transition and start in kindergarten. **c.)** Verification that the WELC classroom Performance Data Sheet (or equivalent) is systemically being sent from the preschool to the appropriate kindergarten teachers will be reviewed and refined as appropriate. This is best practice for the most successful

		a.) There are six full-time Alternate Assessment Programs (AAP) classrooms, serving 41 students with IEPs. Teachers reported that students in this program have significant needs requiring intensive support. They also reported that the name of the program (AAP) was a misnomer and should be changed. There are five full-time Intensive Academic Special Education (IASE) classrooms, serving 40 students. These rooms have community peers, 3 days/week. Next year, there will be four IASE classrooms. There are four Integrated classrooms (7 IEPs and 8 peers), servicing 57 IEP students, in ½ day sessions. Next year there will be 5 classes. There is one IES (Intensive Emotional Support) classroom, servicing 5-7 students, at any given time. WELC has two full time and five part-time speech and language pathologists (SLPs). The fifth person was just assigned a few months ago to service a newly formed classroom and assist with the growing number of referrals post COVID. One full time SLP also services speech-only students at the two CHILD, Inc Head Start programs in Warwick. At WELC children receive almost all of their services outside of the classroom due to the belief that more progress can be made in a separate setting. See also Section 1, item #1, and corresponding support plan. Two part-time occupational therapists (OT) and a part-time physical therapist (PT) provide therapy services as guided by student IEPs. The physical therapist provides some service in the classrooms. Both these individuals provide direct and consultative services. WELC has a full-time psychologist. However, because the position is unfilled, a psychologist from another school has been assigned to the evaluation team part-time. The .8 social worker will be full-time next year, which staff reported is needed so that individuals can spend more time working with students and groups on an ongoing basis. Currently, she is the lead for social histories on the evaluation team which takes considerable time (See also MTSS Section 1, item #6). She also handles crisis management for the entire building and parents etc. The WELC also has 2.5 diagnostic prescriptive teachers (DPTs) who serve as case managers during the referral and eligibility process, contacting families, scheduling meetings, participating in EI transitions, coordinating paperwork, evaluating/observing students and writing initial IEPs. There will be three diagnostic prescriptive teachers (DPTs) next school year. WELC has also had a .5 Dept Head for the past three years. Speech pathologists expressed excitement over a new online platform designed to support teachers and therapists in identifying appropriate	transition from pre-kindergarten to kindergarten. **d.)** Students with wheelchairs will be able to access the pre-kindergarten playground in the same manner as their typical peers. **Timeline**: Immediately **Progress Check:** January 2024 **<u>FOLLOW-UP FINDINGS</u>:**

		augmentative communication systems. The platform supports personnel in working as a team to identify appropriate high or low-tech devices and to measure progress. **b.) Preschool Curriculum** The AAP programs use the Star curriculum. The integrated preschool special education and the IES teachers viewed various curriculum and were told by a central office administrator that there is no money for a curriculum. They use Boston Public which is a free curriculum designed for a full day PreK. Unfortunately, there were no monies for supplies associated with the Boston Public. The integrated and IES teachers wanted to use Fundations as the Warwick kindergarten classes uses that curriculum. They were able to get manuals but only one kit. (Note: There are some kits of Creative Curriculum in the building as they did prior to 2016.) The concern is that the preschool curriculum for integrated and IES is not aligned to the Warwick kindergarten curriculum, so when the students transition, it can be challenging. There are very few printers and no laminators. Teachers report that sending things to the Career and Technical Center for lamination takes a long time and then anything that the teachers wanted laminated was sent back as they did not have a working laminator. Teachers reported that only the Alternate Assessment Programs (AAP) classrooms, are provided with colored ink even though all teachers use colored ink for picture schedules and other pre-kindergarten related visual materials. **c.) Transition to Elementary School** When a student is getting ready to move to the elementary level the teacher completes a WELC classroom Performance Data Sheet (which is four pages) and reflects their academics, social emotional and IEP goals. Potential placements and data are reviewed with the parents via an IEP meeting. After that there is an internal meeting with the special educator and the special education directors to review the data and potential placements	

		The Pre School team thought once lists are solidified, the Performance Data Sheets are shared with receiving teachers. If any additional IEP meetings are needed, they are held. Sending and receiving teachers are encouraged to meet and discuss individual students. Sometimes a receiving teacher can arrange to visit a particular student. **d.) Building and Grounds** The preschool special education playground is nonexistent as there is only a large open space with scattered plastic playscapes, no place with any shade and a very uneven/dip in pavement that present a potential safety hazard. Staff reported that for the past three years, they have been told they were getting a new playground. **Compliance.** The current playground has nothing for students in wheelchairs to access (§300.320) so they watch their peers play with the limited playscapes. The Integrated wing has two bathrooms on one side of a long hall for 9-10 classrooms. The teachers in that wing are working on toileting goals. Staff reported on the challenge of trying to make it down the hall to do toileting as there would be one person left in the class for 15 students. **State Performance Plan Indicator #6** The Office of Special Education Programs (OSEP) requires districts to collect Early Childhood (EC) Environments data for all preschool children with IEPs. The EC (Early Childhood) Environments data provides a look at the preschool LRE in the district. A. The percent of preschool children with IEPs attending and receiving the majority of their special education and related services within a regular early childhood program was 53.2%. B. The percent of preschool children with IEPs attending a separate special education class, separate school, or residential facility was 26.9% **State Performance Plan Indicator #7** The Office of Special Education Programs (OSEP) requires districts to collect Child Outcomes data for all preschool children with IEPs.	

		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: ▪ Positive social-emotional skills (including social relationships); 71.1% ▪ Acquisition and use of knowledge and skills (including early language/ communication and early literacy); 79.2% and ▪ Use of appropriate behaviors to meet their needs 86.0% **Statement 2.** The percentage of preschool children who were functioning within age expectations in by the time they exited the program: ▪ Positive social-emotional skills (including social relationships); 71.1% ▪ Acquisition and use of knowledge and skills (including early language/ communication and early literacy); 36.7% and ▪ Use of appropriate behaviors to meet their needs 46.9% *Documentation: Data Analysis; State Performance Plan, Interviews, Observations*	
Result **a.) b.)** and Compliance **c.)**	8	**a.) b.) Program Continuum Elementary Level** There are 3,734 students at the elementary level and approximately 706 have IEPs. There are currently a variety of special education programs across the district at the elementary level, including resource, 23 co-taught classrooms, and self-contained special education classrooms, including classrooms for students with emotional and behavioral disorders as well as students who take the RI Alternate Assessment. Movement from the Pre-K program to the elementary schools was reported to be a challenge (See also Preschool continuum and the lack of an aligned curriculum with Pre-K-Kindergarten). The Pre-K program completes a student performance data sheet on each Pre-K student prior to their transition meeting. After that, these forms are submitted to administration although it is unclear if they are shared with the receiving elementary teachers. **Supportive Academics (SA).** Students placed in general education classrooms receive highly targeted specialized instruction, usually in reading, writing and/or math.	**a.)** Professional development in coteaching and providing specialized instruction in the coteaching setting will be provided. **b.)** Entrance and exit criteria for the program continuum options will be reviewed, refined, and revised as appropriate. Staff will receive technical assistance on these criteria. **c.)** AA teachers must be provided access to the general education curriculum such as iready, and Wit and Wisdom. **Timeline**: Immediately **Progress Check:** January 2024 **FOLLOW-UP FINDINGS:**

		Resources teachers and classroom teachers report that services are delivered through a pull-out model. **Intensive Academics (IA).** Students that need intensive academic instruction across all areas that they receive in a co-taught classroom. **a.) <u>Result.</u>** At the elementary school level there are co-taught classrooms at each grade level. (k-1, 2-3, 4-5). Some teachers are under the erroneous belief that they must stay in the same class all day long to “co-teach” regardless of the amount of need or service provided. It would be best practice to tailor the special educator schedules to the needs of the classes. Some classrooms have found ways to co-teach and provide the specialized instruction needed for the students. Others run as a 2-teacher classroom and where the specialized instruction occurs is unclear. Professional development in coteaching would be helpful for both teachers and school-based administrators. **Intensive Academic Special Education (IASE).** Students that need intensive academic instruction in a special education classroom with inclusion opportunities. There are three IASE rooms housed at Oaklawn Beach. (K-1, 2-3, and 4-5) Each room has access to the general curriculum. IASE classes have their own itinerant schedule. Efforts are made to include students with their grade level peers. **b.) <u>Result.</u>** Students who come up from pre-school are placed into the IASE classroom, but teachers are unclear as to the criteria used to place students in this class other than that they struggle academically and need a smaller setting. Again, it is unclear if the student performance data sheet is proved to the receiving elementary teachers. The IASE teachers indicated that they have created their own Community of Practice (CoP) that meets once a month after school and are trying to create clear guidelines for the program. **Supportive Social/Emotional Services (SES).** Students that need behavioral and academic supports in a general education classroom and/or special education classroom with inclusion opportunities. There are currently three SES rooms housed at Lippitt Elementary. (K-1, 2-3, and 4-5). These classrooms will be moving to two separate elementary schools next year. There will be a total of four- two K-2 classrooms and two 3-5	

		classrooms. Teachers were concerned about the ability to effectively teach three curriculums in five content areas. Teachers indicated that the SES program at the elementary level runs differently than at the middle and high school level. At the elementary level the SES is its own classroom whereas at the middle and high school level students have a home room class and use the SES as support as needed. Teachers indicated that the criteria for placement in the SES room is unclear and that there appears to be little distinction between IES and SES rooms. All students placed in the SES rooms have IEPs with social emotional goals that have been written by the special educator. It was indicated that the school social worker will come in to do groups with the class. About half of the students in the SES rooms also have goals for academic needs. The SES teachers have created their own CoP group that meets after school once a month and they are trying to create clear guidelines for the program. Students in the SES rooms have the special education teacher listed as the teacher of record. All three SES teachers indicated that this could cause a problem when trying to include the students back into the general education classroom. Teachers did indicate that they have strongly recommended that this be changed once the programs move. Students in the SES classroom have their own itinerant schedule and efforts are made to include students with their grade level peers. **Intensive Social/Emotional Services (IES).** Students that need intensive social emotional supports in a special education classroom with inclusion opportunities. **STAR/Alternate Assessment (AA).** Students with significant disabilities who require intensive instruction in academic and functional goals, who are identified for the Alternate Assessment by grade 3, with inclusive opportunities. AA rooms at the elementary level are divided up by grade level (K-1, 2-3, and 4-5). Students are placed into the AA rooms from the pre-school and teachers indicate that there has been some success moving students out of the AA setting into the IASE rooms. Students in the AA classroom have their own itinerant schedule and efforts are made to include students with their grade level peers. The AA teachers have	

		created their own CoP that meets once a month to discuss strategies and share ideas. Alternate Assessment is not determined for a student until grade 3, meaning that students in grades K-2 should have access to the general curriculum with grade level peers. Teachers in the AA rooms indicated that students in grades K-2 have been placed there from pre-K and that they receive instruction through the essential elements. **c.) <u>Compliance.</u>** None of the AA teachers indicated that they had access to the general education curriculum such as iready, and Wit and Wisdom. They use the Unique Curriculum. Although using Unique and essential elements for instructional purposes is okay, students in grades k-2 should have goals written to the general education standards until the Alternate Assessment decision is made at grade 3. *<u>Documentation</u>: Data Analysis; Interviews; Observation*	
Result **a.)** and Compliance **b.), c.)** and **d.)**	9	**a.) b.) Program Continuum Middle Level** There are 1,951 students attending Warwick Middle Schools, 339 are students with IEPs.' The program continuum is as follows: **Supportive Academic Services (SA):** Students in this program require specialized instruction in reading and/or math due to a specific learning disability and/or other disability. Generally, the STAR scores for these students are between the 10th and the 25th percentile in ELA (English Language Arts) or Math. Service time should be directly tied to an academic goal in ELA/Math, with the goal number listed. Students will work with their special education teachers to determine what accommodations and/or modifications may be required to ensure progress in other content classes and in preparation for higher education. Within this model, students attend ELA and math classes that are taught by a general education and special education teacher. The students' special education services are provided within this setting. **<u>Result</u> a.)** Special educators who were coteaching reported wanting more professional development on coteaching and how to provide specialized instruction per the IEP goals embedded into the coteaching model along with progress monitoring. Teachers under the impression that specialized instruction could only occur in a resource class. **Intensive Academic Services (IA):** Students in this program require intensive specialized instruction across all content areas due to a specific learning	**a.)** Professional development in coteaching and providing specialized instruction in the coteaching setting will be provided. **b.) c.) d.)** Students will, per their IEPs will, be able to access the general education settings. They will also be able to access services per the IEP regardless of the school they are attending. Teachers will be provided professional development/technical assistance in understanding the students' legal entitlements per the IEP as well as understanding students' rights versus teacher preferences/personalities. **Timeline**: Immediately **Progress Check:** January 2024 **<u>FOLLOW-UP FINDINGS</u>:**

		disability, intellectual disability, or other disability. Generally, the STAR scores for these students are below the 10th percentile in ELA and Math. Students will receive specialized instruction from a special educator in co-taught ELA, Math, Social Studies, and Science classes to ensure access to the general education curriculum and opportunity to meet graduation requirements. Students may also receive an intensive resource block as needed. Special educators in this model are assigned to a team and have co-planning time with their general education colleagues. Both general education and special educators expressed that this planning allows them to better meet the needs of all students. **Intensive Academic Special Education Classroom (IASE):** This program is similar to the Intensive Academic Program, in that students in this program require intensive specialized instruction across all content areas due to the student's disability. Generally, the STAR scores for these students are below the 10th percentile in ELA and Math. However, students in the Intensive Academic Special Education Classroom will receive instruction from a special educator and a general education teacher in self-contained classroom using the general education curriculum to meet graduation requirements. Students in this program require this placement due to the impact of their disability, and IEP teams should carefully consider the portions of the IEP that can be implemented in the general education setting as well as appropriate accommodations, modifications and related services that can help support the student in the least restrictive environment. Both general educators and special educators reported that the students' instruction is aligned to grade level standards and curriculum. Instruction and content are differentiated based on students' needs. **Supportive Social/Emotional Services (SES): T**his program provides social/emotional support services for students with IEPs to access the general education curriculum and meet graduation requirements. Students will be supported by a special educator and will receive support and counseling from a social worker as needed. The goal of the program is for students to develop the necessary skills to fully and independently participate in the general education setting and to reduce the amount of social/emotional issues that they exhibit in school. Social and emotional learning skills in the IEP may include: self-awareness, self-management, communication, responsible decision making and organization. With the help of special educators and support professionals, students will work towards reducing behaviors that may impact	

		them and their peers in the general education settings. Students are scheduled into general education classrooms and may access supportive social/emotional services throughout the day as needed. Students can work in the supportive social/emotional classroom when necessary. Time spent out of the general education classes should be short term with the goal of reintegration as soon as possible. Expected outcomes of this program include improved social/emotional skills, self -regulation skills, and organizational skills, and improved independence throughout the school day. Edgenuity online for access to general education and individualized program. Entry into the SES program is an IEP team decision after other options to support in the LRE have been exhausted. Students attend this class together as a Homeroom check in plus check out at the end of the day. Most students are not scheduled separately all day. Some students eat lunch with her daily if cafeteria is too overwhelming. Weekly progress reports are managed through Google classroom. Parent engagement is frequent with a focus on the positive and most families are supportive of the program. Currently, there are sixteen students in the SES program. Most students attend their academic classes within the general education environment and are in the SES classroom for a designated resource block or when they need to come into the room for a portion of a class. The school social worker and school psychologist support the program and work with individual students as needed and based on IEP service needs. There is variability among the general educators in their tolerance of student behavior and understanding of social-emotional/behavioral health needs of students. **Compliance b.)** As a result, some students are “sent” to the SES room regularly and are not accessing general education instruction. (300.320) One such student’s IEP (KP 5) indicates that he should be in the general education setting for their core instruction, but due to the “personality” conflicts between the student and the content teachers, the student is spending all day in the SES classroom. (§ 300.320) Building and central office administration have addressed concerns with the team, but no changes have been made to the student’s program, team placement or IEP. The district has considered an out-of-district placement for a student, rather than the option of a less restrictive placement within the district due to these personality issues. (§ 300.320)	

		<u>Compliance</u> c.) Another student's (KP 4) IEP indicates that she will be in the general education setting 80% or more of the day and she is currently fully self-contained within the SES program. (§ 300.320) Intensive Social/Emotional Services (IES): This program provides intensive social and emotional supports to students with emotional and behavioral challenges in order to access the general education curriculum and meet graduation requirements. Students requiring this level of support display behaviors that significantly interfere with learning and daily school functioning and are therefore in need of programmatic support in a general education classroom or in alternate learning setting when needed. Students are provided with the opportunity to develop school appropriate behaviors by learning adaptive skills and strategies for regulating emotions and behaviors to ensure maximum access to the general education curriculum in the least restrictive environment. Students are taught in a therapeutic setting with a predictable structure and ongoing behavioral support from a team of teachers, social worker (s), and consulting school psychologist. Students will be scheduled into general education classrooms based on the recommendations of the IEP team. When required to remain in the classroom for academic supports, students will be provided online general education content classes in order to ensure access to grade level content and meet graduation requirements. Some students move into less restrictive settings as appropriate. Teachers were not able to articulate clear criteria or consistent data that teams use to make these determinations. **Alternately Assessed Classroom (AA):** This program provides instruction for students with moderate to significant challenges in the areas of functional academics, communication, self -advocacy, and self -control in grades 7 -12. Students in the program are alternately assessed. The program is aligned with the RI Common Core Connectors. A major focus of the Alternate Assessment classroom is preparation for the transition from school to adult services. Starting at 14, transition planning becomes part of the student's IEP and thus of their educational programming. Transition plans are developed for each student in Employment, Living Arrangements, Post-Secondary Education/Training, and Community Participation. Classroom activities are designed to enhance skill development in these areas while preparing students and their families for the move to adulthood. Students have community-based learning experiences for job exploration and life skills development every other week for a full day: farm, recycling center,	

		restaurant, cinema world, bowling alley, stores, etc. Unique learning provides online blended learning support in school and at home for teacher or parent and student directed learning experiences with rich data for progress monitoring IEP goals in a variety of content areas. Students attend adaptive physical education (APE) as their own group and then some participate in a general education physical education after about 10-15 minutes. At Winman, students may be moved across the special education continuum as needed. Teachers are expected to provide data to support a recommendation to move a student, yet they reported being unclear what data was reviewed and collected to report progress and make program recommendations. Winman currently has one period of Foundational Literacy taught by a special educator. The class utilizes the Wilson Reading Program. There are five students enrolled in the program. All students with phonics/decoding needs are assigned to the one offered class. It does not appear that Winman has a process or system in place to identify students who require structured literacy instruction the intervention services designed to provide this instruction. **<u>Compliance</u> d.)** One student (KP4) had targeted structured literacy goals/benchmarks in their IEP and when they transferred to Winman those services were removed with no data or meeting to review recorded anywhere. (§ 300.320) The special education program models are somewhat static as, all students in the SA program are in co-taught English and math but do not have a resource period. Students in the IA program have all four content areas co-taught and have a resource block. Again, the need for professional development in coteaching and specialized instruction is warranted.	
Result **a.)** Compliance **b.)** and **c.)**	10	**Program Continuum High School Level** At Pilgrim and Toll Gate High Schools there are 2323 students, and 332 students with IEPs. This breaks down at Toll Gate High School with 1248 students overall and 226 students have IEPs. Pilgrim has 1097 students overall and 129 with IEPs.	**a.)** Professional development in coteaching and providing specialized instruction in the coteaching setting will be provided. This would include understanding the difference between accommodating and modifying. **b.)** Transcript language will be reviewed as well as equity of access. Students with IEPs will be able to access the same transcript language as their typical peers.

		Pilgrim has one class in each of the continuum classes (some have 9/10 and 11/12 sections within the one classroom due to low student numbers). Pilgrim has seen a significant decline in overall enrollment over the past couple of years with fewer students in special education. The Toll Gate and Pilgrim program continuum is as follows: **Supportive Academic Services (SA):** Students in this program require specialized instruction in reading and/or math due to a specific learning disability and/or other disability. Generally, the STAR scores for these students are between the 10th and the 25th percentile in ELA or Math. Also, formative educational assessment results are used to determine areas of need (Woodcock Johnson IV). Service time should be directly tied to an academic goal in ELA/Math, with the goal number listed. Students will work with their special education teachers to determine what accommodations and/or modifications may be required in order to ensure progress in other content classes as well as in preparation for higher education. **Intensive Academic Services (IA):** Students in this program require intensive specialized instruction across all content areas due to a specific learning disability, intellectual disability, or other disability. Generally, the STAR scores for these students are below the 10th percentile in ELA and Math. Students will receive specialized instruction from a special educator in co-taught ELA, Math, Social Studies, and Science classes in order to ensure access to the general education curriculum and opportunity to meet graduation requirements. Students may also receive an intensive resource block as needed. **Intensive Academic Special Education Classroom (IASE):** Students in this program require intensive specialized instruction across all content areas due to the student's disability. Generally, the STAR scores for these students are below the 10th percentile in ELA and Math. Formative educational assessment results are also used to determine areas of need and support (Woodcock Johnson IV). Students in the Intensive Academic Special Education Classroom receive instruction from a special educator and a general education teacher in a self-contained classroom, for content classes, using the general education curriculum to meet graduation requirements. These students are in general education for all electives as well as physical education/Health with teacher assistant support. Students in this program require this placement due to the impact of their disability, and IEP teams should carefully consider the portions of the IEP that can be implemented in the general education setting as well as	**c.)** Verification of compensatory services for any students who had counseling goals will be provided. **Timeline**: Immediately **Progress Check:** January 2024 **<u>FOLLOW-UP FINDINGS</u>:**

		appropriate accommodations, modifications and related services that can help support the student in the least restrictive environment. Students in the program have the opportunity to go out in the community each month to work on life skills (budgeting, purchasing etc.). The program also utilizes the Transition Program kitchen once a month where they budget, purchase, and prepare food together. To fund these opportunities, the students have a monthly donut sale during advisory at school that they also manage. As the IEP team meets annually, student progress is closely monitored and opportunities for LRE are discussed and trialed. The IASE Program is also supported by our school psychologist. **Compliance b.) Transcripts and classes** (FAPE in the LRE, equity of opportunity)**:** Toll Gate students in IASE who stay in IASE for their classes have different transcript language than their general education diploma track peers. Example: Their transcript would not say: Alg. 1 or Alg. 2 it would say Mathematics, yet these students, working on a diploma path, and take the Pre Scholastic-Aptitude Test (PSAT), Scholastic Aptitude Test (SAT) and Next Generation science Assessments (NGSA). It is unclear why these students with IEPs (on a diploma pathway) have markedly different transcripts than their general education peers. (§ 300.320) The term “modify” was used all the time for students with IEPs (in all programs except AA) who are on a diploma pathway. Professional development on modification versus accommodation is needed. At Pilgrim, there is common planning time for teachers, but it is not structured in a way that co-teachers are together to plan so this happens by chance. There also has been limited professional development in this area. **Result a.)** Staff at both schools spoke of the need for professional development in the area of co-teaching. **Supportive Social/Emotional Services (SES):** This program provides social/emotional support services for students with IEPs in order to access the general education curriculum and meet graduation requirements. Students will be supported by a special educator and will receive support and counseling from a social worker as needed. The SES program also has teacher assistants that support students in the general education setting; support is scaffolded, as needed. The goal of the program is for students to develop the necessary skills to fully and independently participate in the general education setting and to	

		reduce the amount of social/emotional issues that they exhibit in school. Social and emotional learning skills in the IEP may include: Self-awareness, self-management, communication, responsible decision making and organization. With the help of special educators and support professionals, students will work towards reducing behaviors that may impact them and their peers in the general education setting. Students are scheduled into general education classrooms and may access supportive social/emotional services throughout the day as needed. Students will also have the opportunity to work in the supportive social/emotional classroom when necessary. Time spent out of the general education classes should be short term with the goal of reintegration as soon as possible. Expected outcomes of this program include improved social/emotional skills, self -regulation skills, and organizational skills, and improved independence throughout the school day. Edgenuity online learning is also available to the students in this program, which is overseen by the special educator in SES and determined for use by the IEP team. Entry into the SES program is an IEP team decision after other options to support in the LRE have been exhausted. Most students are not scheduled separately all day. Some students eat lunch in the SES room if the cafeteria is too overwhelming. Parent engagement is frequent with a focus on the positive and most families are supportive of the program. **Intensive Social/Emotional Services (IES)**: This program provides intensive social and emotional supports to students with emotional and behavioral challenges in order to access the general education curriculum and meet graduation requirements. Students requiring this level of support display behaviors that significantly interfere with learning and daily school functioning and are therefore in need of programmatic support in a general education classroom or in alternate learning setting when needed. All students in this program have a Behavior Intervention Plan. Students are provided with the opportunity to develop school appropriate behaviors by learning adaptive skills and strategies for regulating emotions and behaviors to ensure maximum access to the general education curriculum in the least restrictive environment. Students are taught in a therapeutic setting with a predictable structure and ongoing behavioral support from a team of teachers, social worker, and consulting school psychologist. Students will be scheduled into general education classrooms based on the recommendations of the IEP team. When required to remain in the classroom for academic supports, students will be provided online general education content classes in order to ensure access to grade level content and meet graduation requirements. At Toll Gate there are two IES classes. One is self-contained with general education teachers pushing into the self-contained class. The other class is not self-contained but	

		may be a “drop in” as needed or scheduled. IES students have daily check-ins with their program either during a resource period or during advisory time. The SES program also has teacher assistants that support students in the general education setting; support is scaffolded, as needed. Edgenuity online learning is also available to the students in this program, which is overseen by the special educator in SES and determined for use by the IEP team. There are two social workers at Pilgrim, one covering a caseload of students in general education and one supporting students with IEPs. The social worker covering the special education caseload has been out on leave since February. **Compliance c.)** Students on this caseload who may have counseling goals on their IEP have not received these individualized services (JS 6, JS7, JS8, JS9, JS10) However, these students do receive special education support through the therapeutic classroom (IES/SES). (§ 300.320) **Alternately Assessed Classroom (AA):** This program provides instruction for students with moderate to significant challenges in the areas of functional academics, communication, self-advocacy, and self -control in grades (9-12). Students in the program are alternately assessed. The program is aligned with the RI Common Core Connectors. A major focus of the Alternate Assessment classroom is preparation for the transition from school to adult services. Beginning at 14 years of age, transition planning becomes a part of the student’s IEP and thus, of their educational programming. Transition plans are developed for each student in the areas of Employment, Living Arrangements, Post -Secondary Education/Training, and Community Participation. Classroom activities are designed to enhance skill development in these areas while preparing students and their families for the move to adulthood. Students have community-based learning experiences for job exploration and life skills development every week for a half day: Walmart, Dunkin Donuts, BJ’s. The students plan out a budget and make purchases for their school store when out in the community. Students have community-based learning experiences for job exploration and life skills development every other week for a full day: farm, recycling center, restaurant, cinema world, bowling alley, stores, etc. Pilgrim goes out into the community twice week for half days. The Pilgrim classroom also runs the school store and students are responsible for budgeting, shopping, and	

		operating the store. Unique learning provides online blended learning support in school and at home for teacher or parent and student directed learning experiences with rich data for progress monitoring IEP goals in a variety of content areas. Students attend adaptive physical education (APE) as their own group and then some participate in a general education physical education after about 10-15 minutes. At Pilgrim, several general education students have shown interest and been selected to attend and support students in the Alternate Assessment class. Some seniors have used this experience as their Senior Project. The speech and language pathologist (SLP) spends half a day at Pilgrim and provides consult support to the AA classroom. The SLP delivers support to students within their community-based activities. Additionally, physical therapy and occupational therapy have treatment space and appropriate resources to meet students' needs. Additionally, students with IEPs have full access to apply and attend the **Warwick Career Technical Center (CTC)**, with 16 programs. These include Finance, Cisco Networking, Culinary and Pastry Arts, Graphic Design, Automotive Technology, Computer Aided Design and Drafting, Electrical Technology, Business, Health Occupations, Aviation, Construction Trades, Electronics and Marine Technologies. There are 83 of the 225 special education student population attend a program at the Career Center. Pilgrim has two Career and Technical Programs within the high school that students with IEPs have access to as well. Students with IEPs alongside their typical peers also have access and attend art, music, and other elective opportunities. Staff report feeling supported by school leaders and their respective special education department chairs and that the structure of supports at Pilgrim for both special educators and students with IEPs is positive. Warwick also has a **Transition Program** for students 18-22 who need transition related support. Please see Section 3: Transition, Item #3 for additional information on this program. *Documentation: Data Analysis; Interviews; Observation*	

Compliance **a.)**	11	**Adaptive Physical Education (APE)** Warwick Public Schools currently has 39 physical education teachers, 36 of which are APE certified. Currently, 73 students across the district receive Adaptive Physical Education services. Students at the elementary level receive their APE services from an APE teacher in a separate class. The APE teacher does not attend many IEP meetings due to lack of sub coverage but does provide a summary of student's performance. At Veterans APE teachers do not have APE evaluation materials. Staff noted that they are not needed as students may come from elementary school who had APE goals then they are exited without the APE goals as they move to the middle school. **Compliance a.)** SG3 had an elementary APE goal then they were exited yet there was no documentation of achieving their APE goal(s). Some AA students do not have goals, but the AA program receives APE, so all receive APE. If APE is not on their IEP, they should receive psychical education with their typical peers) (§ 300.108) (§ 300.320) Throughout the district there is not a consistent process for APE referrals, evaluations, eligibility decisions, service time, or goal areas/needs. *Documentation: Data Analysis; Interviews; Observation*	**a.)** The APE process of referral, evaluation, reevaluation will be reviewed, refined, and revised to ensure consistent implementation throughout the district. Consistent implementation will include ensuring that all APE teachers have access to APE related evaluation materials. Additionally, students will receive service per their IEP. **Timeline**: Immediately **Progress Check:** January 2024 **FOLLOW-UP FINDINGS:**
Result	12	**Extended School Year (ESY)** Last year Warwick Public Schools had 288 students participate in the ESY program in grades PK-12 for 4 weeks. Pre-K through 6th grade students were housed at Lippitt Elementary School, and 7-12 was housed at Warwick Vets Middle school. The district offers a drop-in resource program of 2.5 hours, 3.5 hours full day at the elementary and secondary level based on student need. Documentation: Data Analysis; Interviews	
Result	13	**Local Special Education Advisory Committee (LAC)** The local special education advisory committee is held in accordance with RI regulatory requirements. *Documentation: Data Analysis; Interviews; Observation*	

Result	14	**School Efforts to Partner with Parents (State Performance Plan Indicator #8)** The Warwick Public School district's rate of parent participation (for parents whose children have IEPs) in the annual Special Education Statewide Parent Survey (2020-2021) is 20.2% Percent of the responding parents (with a child receiving special education services) who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities is 73% *Documentation: Data Analysis; State Performance Plan*	
Result	16	**Drop Out / Graduation Rate (State Performance Plan Indicator #1 and #2)** The Warwick Public Schools graduation rate is 83.04% for students with disabilities. These rates approximate the state average rates of 86.83% for all students with disabilities. The Warwick Public Schools dropout rate is 8.93% for students with disabilities. These rates approximate the state average rates of 4.19% for all students with disabilities. *Documentation: Data Analysis; State Performance Plan*	

2. EVALUATION / INDIVIDUAL EDUCATION PROGRAM (IEP)

Indicator		Findings	Support Plan
Result	1	Records of approximately twenty-five (25) students were reviewed prior to the on-site review by the RIDE, School Support System, Team Leaders. Students' records were very accessible. Warwick special education administration has received the comprehensive and detailed information list of all records reviewed. The overview of those findings is below. Nine (9) additional IEPs were reviewed during the course of the on-site review. <u>RECORD FINDINGS OVERVIEW</u> Initial Referral: 1 compliance findings, 0 result findings Evaluation/Reevaluation: 36 compliance findings, 6 result findings Procedure Safeguards and Parental Communication: 24 Compliance, 0 result IDEA transition:1 compliance, 1 result findings IEP General components: 79 compliance, 8 result findings Other trends: 10 compliance, 5 result findings Total: 92 compliance, 21 result findings <u>Note:</u> Compliance findings are, naturally, entwined with results/outcome findings but are reflected as compliance because they also speak to specific regulatory requirements. *(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)* *<u>Documentation</u>: Data Analysis; Interviews, Record reviews*	Verification 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. **Timeline**: Immediately **Progress Check:** January 2024 **<u>FOLLOW-UP FINDINGS</u>:**

Result	2	**Child Outreach Screening** Child Outreach screening plays a crucial role as the initial stage in identifying children who might require special assistance or be at risk of encountering learning challenges. Children are screened in the areas of vision, hearing, general development, speech/language, and social/emotional development, following the guidelines outlined in RI 27 for implementing Child Outreach screening. Parents receive a summary of the screening results through mail, and the data is securely recorded in KIDSNET, a statewide database. Screening results are categorized as pass, rescreen, or refer based on the criteria established by the state protocol. Children falling into the rescreen category, as well as those who fail but are determined to have undergone an invalid screening, are scheduled for a rescreening within three weeks. Ultimately, children who do not achieve passing scores in general development, social/emotional development, and/or speech and language are referred to the preschool evaluation team. Children who do not pass the hearing and vision screening after the rescreening are directed to seek guidance from a medical professional. Child Outreach screenings in Warwick are accessible through various community-based early childhood programs and can be scheduled year-round by appointment. The Child Outreach Coordinator proactively reaches out to every DCYF licensed center-based in Warwick to provide screening opportunities. The district informs parents annually through printed flyers and school newsletters. Additionally, Child Outreach information tables are set up at elementary school open houses and other district events. The Child Outreach Coordinator also attends kindergarten registration events to assist in scheduling appointments. Screenings also take place in the VOWS office Monday through Friday by appointment. The state target for screening is 80% of children ages 3, 4, and 5. The district reported the following screening percentages for the 2020 – 2021 year: **a.** 3-year-olds: 16% **b.** 4-year-olds: 38% **c.** 5-year-olds: 53% **d.** Total number of 3–5-year-olds: 759 *Documentation: State Performance Plan; Data Interviews*	

Result	3	**Child Find (State Performance Plan Indicator #11)** Warwick Public Schools for the 2020 - 2021 year was at 100% compliance for meeting evaluation timelines for initial referrals. *Documentation: State Performance Plan Data*	
Result	4	**Student Accommodations and Modifications** Within Warwick Public Schools, general educators and special educators utilize the electronic database Aspen to access students' accommodations. See high school program continuum for the need to have professional development on the difference between accommodations and modifications. See also Section 1, item #2 and respective Support Plan and Section 1, #10 high school program continuum. *Documentation: Data Analysis; Interviews; Document Reviews*	Professional development on accommodations versus modifications will be provided on the high school level and other levels as appropriate. **Timeline**: Immediately **Progress Check:** January 2024 **F OLLOW-UP FINDINGS:**
Result / Compliance	5	**Specific Learning Disabilities Determination (SLD)** Warwick Public Schools implements the SLD guidance from the RI Department of Elementary and Secondary Education. Record review of students with SLD showed that the form used was not aligned to Rhode Island Regulatory Requirements. See also Section 2, item #1 for additional information. (300.307) *Documentation: Interviews; Record Review, Document Review*	The SLD evaluation and reevaluation process will be reviewed, refined, and revised as appropriate. Professional development/ technical assistance will be provided to special educators. **Timeline**: Immediately **Progress Check:** January 2024 **FOLLOW-UP FINDINGS:**

Result	6	**Due Process Information (State Performance Plan Indicators)** Over the past three years Warwick has the following complaints, mediations, and/or hearings: **COMPLAINTS** **FY 2020-2021** **# of Complaints: 2 complaints during this period** **FY 2021-2022** **# of Complaints: No complaints during this period** **FY 2022-2023** **# of Complaints: 2 complaints during this period** **MEDIATIONS** **FY 2020-2021** **# of Mediations: 3 mediations during this period**	RIDE dispute resolution personnel verify all dispute resolution.

	ISSUE(S)	RESULT
Complaint #1	Denied FAPA / Transportation	Withdrawn
Complaint #2	Violation of IDEA / Requesting Comprehensive Education Evaluation	In-Compliance

	ISSUE(S)	RESULT
Complaint #1	Violation of IEP Services/failed to provide proper staffing to allow student to attend school/summer school & failed to give comp services or follow IEP	Partial - In-Compliance / Non-Compliant
Complaint #2	District violating requirements of FAPE	In Compliance / Non-Compliance

	ISSUE(S)	RESULT

Mediation #1	Violation of FAPE	Withdrawn
Mediation #2	Reinstate Tutoring	Agreement
Mediation #3	Denied FAPE/ Transportation	Withdrawn

FY 2021-2022
# of Mediations: No mediations during this period

FY 2022-2023
# of Mediations: 3 mediations during this period

	ISSUE(S)	RESULT
Mediation #1	Compensatory issues	Agreement
Mediation #2	Parent seeking Independent Eval & Program Placement Eval/Assessment for student	Agreement
Mediation #2	Parent looking for out-of-district placement	Unresolved

HEARINGS

FY 2020-2021
# of Hearings: No hearings during this period

FY 2021-2022
# of Hearings: No hearings during this period

FY 2022-2023
# of Hearings: 1 hearing during this period

	ISSUE(S)	FINDING(S)

Hearing #1	District unable to provide FAPE / out of district placement and tuition reimbursement	In process		

Documentation: Data Analysis, RIDE, Due Process Data Base

3. IDEA TRANSITION

Indicator		Findings	Support Plan
Result	1	**Part C (Earl Intervention) to Part B Transition (State Performance Plan Indicator #12)** The district manages the transition of children from Part C Early Intervention (EI) to preschool special education by implementing each child's IEP by his/her 3rd birthday. According to the data entered into last year's preschool performance report and considering all allowable excusals, Warwick achieved 100% compliance. The evaluation team receives transitions in a systematic manner, ensuring a well-organized process. Upon receiving the referrals, each Diagnostic Prescriptive Teacher (DPT) is responsible for contacting both the Early Intervention case manager and the family. Transition meetings are then scheduled, typically taking place at a location agreed upon by all parties, often the child's residence. Most often these meetings have been virtual over the last three years. This is the meeting at which the diagnostic prescriptive teacher /case manager, along with Early Intervention and the family determine which disciplines need to be part of the referral meeting. Once the transition meeting is conducted, the team convenes to carefully review the referral. They assess whether there are any indications of a disability and, if so, determine the additional testing required. The team diligently fulfills their obligations, including evaluating, determining eligibility, and developing an Individualized Education Program (IEP) prior to the child's third birthday. Implementation of the IEP follows accordingly.	

		By following this structured approach, the team ensures that transitions are handled effectively, promoting timely and comprehensive evaluations, eligibility determinations, and IEP development for each child. *<u>Documentation</u>: Data Analysis; Interviews; State Performance Plan*	
Result	2	**IDEA Transition Planning at the Middle Level** Winman Middle School utilizes various tools and procedures to facilitate the transition process in accordance with the Individuals with Disabilities Education Act (IDEA). The specific approaches for different student populations are as follows: 1. For students with Intellectual Disabilities (ID): The school implements the use of MAPS (Making Action Plans) to support their transition. This involves utilizing a unique learning website that incorporates a questionnaire with embedded pictures for the students to complete. 2. For students in the SA program: Transition worksheets, questionnaires, and interviews are employed to gather relevant information about the students. This helps in developing their individualized transition plans. 3. Transition planning survey: Some teachers utilize a transition planning survey, although the planning itself is tailored to each student's specific needs and circumstances. 4. Individual Learning Plans (ILPs) for 7th graders: All 7th-grade students are involved in the creation of ILPs. Also, they engage in an end-of-year reflection with the assistance of school guidance counselors. 5. Career exploration and interest inventories: Winman School provides resources such as career exploration tools and interest inventories available in the system. This helps students explore various career options and identify their interests. 6. Collaboration with guidance counselors: The school's guidance department actively supports the transition process by working in tandem with social studies classes. They facilitate the integration of transition-related activities into the curriculum. By employing these tools and procedures, Winman School ensures that the transition process is well-structured and tailored to meet the unique needs of different student populations.	

		At Veterans School, the transition planning process for students with an Individualized Education Program (IEP) starts when they turn 14 and continues throughout the duration of their IEP. To address their post-school goals, various tools and methods are employed. Students with IEPs who are turning 14 begin transition planning using interest profiles such as Holland codes, ONET, are utilized. These profiles, combined with student interviews, help initiate discussions about potential career paths and post-school aspirations. For students in the alternate assessment program, a career development plan is established. Additionally, MAPS (Making Action Plans) is used to guide the planning process and ensure a comprehensive approach to address their specific goals. By incorporating these strategies, Veterans School aims to support students in developing meaningful transition plans, considering their individual needs and aspirations as they prepare for life after school. *Documentation:* *Data Analysis; Interviews; Record Reviews*	
Result **a.)** and Compliance **b.)**	3	**IDEA Transition Planning at the High School Level** **Transition Services at Pilgrim and Toll Gate High School:** Transition Planning at Pilgrim begins at age 14 with transition assessments being conducted. Transition assessments, both formal and informal, are completed throughout the student's 4 years in high school. Special education is working on a digital format to collect transition data and develop a scope and sequence for each grade level. Transition Planning at Toll Gate begins at age 14 with transition assessments being conducted. Transition assessments, both formal and informal, are completed throughout the student's 4 years in high school. For co-taught students (SA and IA), the department case managers complete at least one formal and informal review of a student's plan with them each year. For the self-contained, AAP and social emotional programs, case managers have more time/opportunity to complete more transitions assessments/planning. The department has a shared drive of resources where a website created by	**a.)** Professional development in the area of eligibility for ORS referrals will be provided to all high school special educators. **b.)** Student work site placement must be driven by student driven by student interests and preferences. Staff supporting the Transition Program will review and refine opportunities for sharing of resources, transportation needs and common goals and expectations of the program such as making competitive employment as a goal prior to school exit becomes a priority. **Timeline**: Immediately

		the dept head has transitional assessments listed and linked. All students have the opportunity for ORS support for employment: • Career Compass Program • Tri-Employment • Pre-Ets • Paid Summer Employment The Toll Gate special education department chair has a shared Google drive with various electronic assessments that teachers can use. There is no formal scope and sequence of transition assessments. Teachers typically do the Transition Planning Inventory (TPI), or the O'Net and an informal interview each year. **a.)** At Toll Gate it is unclear how ORS eligibility is communicated to the case managers (SW3). There seems to be a perception that if a student has part-time employment there is not a need to apply for services via the Office of Rehabilitative Services (SW1). The district is working on a digital format to collect transition data and develop a scope and sequence for each grade level; once this is rolled out, Toll Gate will follow protocol. Pilgrim did not indicate a digital format or scope and sequence was currently being developed. At the high schools, case managers are the point for ORS referral **Alternately Assessed Classroom:** Students in this program are learning to develop various vocational and life skills. The students also participate in a variety of structured activities in weekly community experience trips to settings such as the mall, supermarket, fast-food restaurants as well as vocational and recreational sites. At age 14, transition planning becomes a part of the student's IEP, and all students begin working on their My Action Plans (MAPS) and CDP (Career Development Plans), Unique Interest Inventories, and Xello. ORS, RIPIN (Rhode Island Parent Information Network) and BHDDH are involved in the students' TEAM meetings by the age of 16 year, 10 months. This classroom also runs a successful school store where students are responsible for stocking items and managing the monies. **Transition Program:** The focus of this program is on the transition post high school students from high school to a community based pre-vocational program. IEP goal areas students work on in this program include work readiness (school store,	**Progress Check:** January 2024 **<u>FOLLOW-UP FINDINGS</u>:**

		classroom jobs, school wide jobs, resume preparation, and in the community through work trial sites, job shadow opportunities, business tours, enrichment activities); self-determination/self-advocacy (by setting a goal, outlining steps to reach that goal, problem solving around barriers, making decisions, participating in/leading meetings as well as visiting adult service agencies, using the Person Center Planning Process and the Career Development Plan); self-management (managing emotions and behavior, when needed); activities of daily living (through functional academics: reading and math are incorporated into real-world classroom assignments and projects, such as managing a calendar of activities, writing letters/emails, and cooking). Students also learn recreational skills, such as exercising and leisure skills); and social skills (learning how to interact with others at work, asking questions, sharing information, requesting assistance, taking a break, and interacting with others during leisure time). Office of Rehabilitative Service, RI Parent Information Network and Department of Behavioral Healthcare, Developmental Disabilities and Hospitals are involved in the students' TEAM meetings. MAPS are also annually reviewed for all students in the program. This classroom also runs a successful school store cart where students are responsible for stocking items and managing the monies. **Pilgrim High School** has successfully run the Tri-Employment Program in collaboration with the Office of Rehabilitative Services (ORS). This program is designed to provide comprehensive support to youth in terms of career readiness activities and internship opportunities. Some students have gained competitive employment due to their participation in this program. Students completed Career Interest Inventory with their case manager and also participated with ORS on in school employment preparation programs: • Career Compass Program • Tri-Employment • Pre-Ets • Paid Summer Employment **Transition Advisory Committee (TAC).** One member of the special education department attends the monthly TAC meetings and disseminates information to educators at the department meetings. In the **Transition Program** students focus on various areas outlined in their Individualized Education Programs (IEPs). These areas include: 1. Work Readiness: Students engage in work-related activities within the school setting, such as school store and classroom jobs, and school-	

		wide tasks. They also prepare resumes and gain practical experience in the community through work trial sites, job shadow opportunities, business tours, and enrichment activities. 2. Self-Determination/Self-Advocacy: Students develop skills in setting goals, outlining steps to achieve those goals, problem-solving around potential barriers, making decisions, participating in, or leading meetings, visiting adult service agencies, and utilizing the Person-Centered Planning Process and Career Development Plan. 3. Self-Management: Students learn strategies to manage their emotions and behaviors when needed, fostering independence and responsibility. 4. Activities of Daily Living: Functional academics, such as reading and math, are incorporated into real-world assignments and projects. Students practice managing a calendar of activities, writing letters or emails, and developing skills related to daily living tasks such as cooking. 5. Recreational Skills: Students learn recreational skills, including exercising and engaging in leisure activities. 6. Social Skills: Students acquire social skills necessary for interacting with others in work environments. This includes asking questions, sharing information, requesting assistance, taking breaks, and engaging with others during leisure time. Through the Transition Program, high school students receive comprehensive support in various areas essential for their successful transition into the community and adulthood. **b.)** There are three transition classrooms at the Warwick Transition Program (ages 18-22) that is housed at the Drumrock School. Each classroom accesses the community for leisure, career exploration activities and work-based learning opportunities. Each classroom appears to operate independently of one another. Each classroom utilizes and maintains its own staffing needs (staff are not shared) and transportation needs (school bus) **b.) <u>Compliance.</u>** Students have access to approximately 15 work site opportunities, but it is not consistently driven by student interests and	

		preferences (Consent Decree: Case no CA14-175). Some staff have had extensive professional development in transition while others have had minimal. There are a few teacher assistants that have job coach certifications. It is critical that the focus on competitive employment as a goal prior to school exit becomes a priority. The program may also benefit from sharing resources, transportation needs and common goals and expectations. *Documentation: Data Analysis; Interviews; Record Reviews,* Consent Decree: Case no CA14-175	
Result	4	At the high school, the case manager is the point for referrals to the **Office of Rehabilitative Services (ORS)** and to the **Department of Behavioral Healthcare, Developmental Disabilities & Hospitals (BHDDH).** Office of Rehabilitation Services (ORS) is accessible to all IEP students. During a student's junior year, ORS representatives are invited to join the Individualized Education Program (IEP) team. At IEP meetings, case managers actively participate in discussions with vocational program staff from organizations such as Trudeau, West Bay, Work Opportunities, and others regarding intake and vocational evaluation. This collaborative approach assures comprehensive vocational support for students. Students with IEPs are eligible for PreETS services at age 14. These services need to be introduced to students and families and should be part of the IEP team discussion beginning at age 14. ORS counselor should be providing PreETS information to students, families, and LEA. The LEA may want to discuss with ORS additional opportunities under PreETS that can occur in grades 9 and 10. *Documentation: Interviews; Document Review*	
Result	5	The case managers facilitate **Summary of Performance (SOP)** as appropriate. The SSOP (Student Summary of Performance) is written by each student's special education case manager upon graduation, completion of transition goals or exit at age 21. The SOP is then provided to each student and their family, and a thorough review is conducted. The document is subsequently filed at the Special Education Office, where it becomes part of the student's confidential educational file. The SOP serves as a valuable tool for students and families to communicate with adult services agencies and post-secondary education	

		institutions. It bridges the information gap between school services and post-school services, facilitating a smoother transition for the students. *Documentation: Interviews; Document Review*	
Result	6	Warwick Public Schools ensure full compliance with the requirements for youth aged 16 and above who have Individualized Education Programs (IEPs). These IEPs include measurable postsecondary goals that are appropriate and updated annually. The goals are established based on age-appropriate transition assessments, and transition services are provided accordingly. The district has achieved a 100% compliance rate with these requirements. *Documentation: Interviews; Document Review*	
Result	7	73% 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 78% *Documentation: Interviews; Document Review*	