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

School Support System Report and Support Plan

Exeter-West Greenwich Public Schools
May 2012

SCHOOL SUPPORT SYSTEM
A Collaborative System of Focused Monitoring

Introduction

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

To accomplish this the SSS includes these components:

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

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EXETER-WEST GREENWICH PUBLIC SCHOOLS
SCHOOL SUPPORT SYSTEM REVIEW
MAY 21 – 24, 2012

TEAM MEMBERS

Team A – Ruth Gallucci, Lori Marshall

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1. FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE/LRE)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
		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.	Data Analysis State Performance Plan		
Result	1	**Least Restrictive Environment Data (State Performance Plan Indicator #5)** Based on the FY July 1, 2009 – June 30, 2010 State Performance Plan information on Exeter West Greenwich Placement Data is as follows: The percentage of students educated 80 to 100% of the time in general education settings is 83.88%. (RI District Average is 70.86%) Percentage of students educated for less than 40% of the time in general education settings is 5.49% (RI District Average is 14.55%) Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 5.5% (RI District Average is 5.14%)	Data Analysis State Performance Plan		
Result	2	**Statewide Assessment (State Performance Plan Indicator #3)** Participation and performance of children with IEPs on statewide assessments: A. Did the district's disability subgroup (that meets the State's minimum "n" size) meet the State's AYP targets for the disability subgroup. Yes B. Participation rate for children with IEPs. 98% **C.** Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards. 23.99%	Data Analysis State Performance Plan		
Result	3	**Instructional Strategies and Supports** Throughout the district there were examples of student centered, teacher facilitated differentiated instruction, modeling, cooperative learning, student lead projects and problem solving, posted agendas and student work along with homework assignments, independent self-selected reading and journal writing all aligned to the Early Learning Standards GLE's and GSE's.	Data Analysis Interviews Observation		

		Use of student assessment and performance data to inform instructional practices was evident throughout the district. School faculty are engaged in analyzing student data such as Reading Street, DRA, NECAP, teacher generated assessments, student work and performance along with classroom observations to discuss student instructional strategies and cross content area planning.			
Result	4	**Response to Intervention (RtI)** **Elementary Level** Wawaloam Elementary School has a well-established RtI system. RtI meetings take place two mornings a week for academic concerns and one morning a week for behavioral concerns. Team members include a general educator, two special educators, the principal and the academic interventionist. The behavioral team also includes the school psychologist. The staff has embraced this data driven system and report many successes for their students. RtI at Metcalf Elementary School, although emerging in practice, has been initiated. A team comprised of the school psychologist, three special educators and the principal meet twice a week prior to school hours. A comprehensive approach to RtI has yet to be established including a full range of data based assessment and additional screening tools, progress monitoring and diagnostic strategies along with management practices and protocols. Currently special educators on the RtI Team facilitate interventions without management practices in place (i.e. time frames, progress monitoring etc.). **Junior High Level** Exeter-West Greenwich Jr. High School currently does not have a formalized RtI process. **High School Level** At the high school RtI is in the very beginning phases. There is a team that has been convened to begin to develop processes, procedures, and protocols for RtI. Staff reported that although there have been a number of meetings and some staff have participated in RtI trainings there has been no formalized roll out of RtI. Staff reported wanting this to occur and are concerned that it will not occur prior to September 2012. Further, concerns were stated with regard to RtI addressing both academic and social emotional supports and interventions.	Data Analysis Interviews Observation	See Support Plan in Section 2, item #5 for response to intervention support plan.	

Result	5	**SPP Disproportionate Representation (State Performance Plan Indicators #9 and #10) Placeholder** Exeter West Greenwich does not have disproportionate representation.	Data Analysis State Performance Plan		
Result	6	**Suspension (State Performance Plan Indicator #4):** Exeter-West Greenwich does not have a 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. Less than 10 students with IEPs were suspended greater than 10 days. **Social emotional resources/positive behavioral supports** **Lineham** and **Wawaloam** staff was trained in positive behavioral supports and interventions (PBIS) last year. School-wide social emotional learning was evident at Wawaloam. They make use of SWISS data to monitor growth and have a formal process for accessing RtI. They currently have six children receiving Tier II check-ins and check-out and social groups with reported successes. School-wide social emotional learning was evident at **Metcalf Elementary School**. Students are offered an enrichment block of instruction aligned to the seven traits of highly effective students in addition to ILP development, anti bullying, anger management, being proactive, along with other social emotional developmental topical areas facilitated twice a month. A PBIS initiative is evolving with a team being established this year. The school psychologist and social worker facilitate social emotional learning groups addressing a variety of subjects including but not limited to social skills, anxiety and peer mediation. **Exeter-West Greenwich Jr. High School and Senior High School** have individualized social emotional supports and social groups; however there is no formalized process, protocols or procedures. They will receive PBIS training next year. **School Removals/Disciplinary Policies** Throughout the district behavioral expectations along with disciplinary action protocols and policies are comprehensively defined in a student handbook.			

Result	7	**Early Childhood/Preschool Special Education**
		
		The preschool program is located at the Lineham School. Currently, there are approximately 25 students receiving early childhood special education services. Approximately fourteen of these students have classroom placements per their IEPs, and are included in a half-day preschool session. These classes run four days a week, with the fifth day on alternating weeks for students with IEPs only. All students requiring classroom placements are currently educated in inclusive settings, with age appropriate peers.
		
		Approximately, four students receive speech/language therapy as their primary service but upon parental request, have been included in a preschool class. Seven children are provided speech/language therapy as their primary service in a walk in model.
		
		The continuum of preschool services include:
		• Three half-day integrated preschool sessions with one teacher and two teacher assistants
		  ○ AM class with four students with IEPs and six peers
		  ○ AM class with six students with IEPs and six peers
		  ○ PM class with four students with IEPs and six peers
		• One half-day pre-k session created to serve students at-risk and their peers with one teacher and one teacher assistant
		  ○ PM class with four students with IEPs and six peers
		• Primary speech & language services
		
		The percent of preschool children who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings) is at 100%. **(State Performance Plan Indicator #6)**
		
		At the early childhood level receive speech/language and occupational therapy services as per their IEP. The criteria used to determine occupational therapy eligibility criteria are not clear. Most occupational therapies occur outside the classroom setting. Due to the large number of meetings and consults, one therapist reported the need for frequent rescheduling of services.
		
		The school department recently added the early childhood coordinator position to oversee the preschool programs at Lineham. The elementary principal at Wawaloam also serves as the principal of Lineham and provides consultation to the early childhood
			Data Analysis
			State Performance Plan		

Compliance		coordinator. The coordinator acts as the LEA representative for all evaluation team and IEP team meetings, and oversees the Child Outreach process, kindergarten screenings, EI transitions, the early childhood outcomes project, and provides general oversight of the preschools. She provides support to local preschools, and has created multiple community connections and organizes training and social events for families. As a psychologist, her role also includes psychology services. As required by the federal Office of Special Education Programs, educators collect early childhood outcomes data on children with IEPs. Teachers and therapists collect and enter observational evidence into Teaching Strategies Gold, an on-line child portfolio. Three times a year teachers complete assessments based on this evidence. Assessment information is used to shape and individualize instruction and to demonstrate progress. The EC Coordinator is responsible for implementing processes, procedures, and monitoring strategies to ensure the fidelity of the data collection. Teachers have created systems for data collection which have increased the reliability and usefulness of the tool. Although staff report continued challenges with the time required to input reliable observations, they are now in compliance with assessment checkpoint due dates. **State Performance Plan Indicator #7** Of the preschool children who entered the preschool program below age expectations, the percentage who demonstrated substantial improvements by the time they turned six years of age or exited the preschool program: -Positive social-emotional skills (including social relationships); 100% -Acquisition and use of knowledge and skills (including early language/ communication and early literacy); 100% -Use of appropriate behaviors to meet their needs. 100% Several staff members reported that the students in the afternoon preschool classes consistently arrive 20 minutes late to school due to a busing issue. Concerns were expressed due to the limited time that preschoolers spend in school.	Administration will address this issue and rectify. Timeline: Immediately and ongoing. Progress check: September 2012		Additional bus added for pre-school. Students arrive on time. Issue rectified.

Result	8	**Program Continuum Elementary Level** There are 306 students at the Wawaloam Elementary School (serving grades K-2). Approximately 29 students have IEPs and 61 students are involved in RtI. The special education program continuum at Wawaloam provides specialized instruction for students with IEPs predominately in inclusive settings. The special education program continuum is as follows: • One Co-taught Class at each grade level, K-2. Each is comprised of a general educator and a special education teacher Most services are provided in class with pull out service, as necessary • Resource Services provided in and out of class, as appropriate • Primary speech & language services All students at Wawaloam are included in the district's new reading program, Reading Street. There is a daily regrouping of all grade level students based on documented reading levels. This small group instruction enables teachers to tailor instruction to individual student needs, while working within the same curriculum, regardless of special education eligibility. Teachers are provided a weekly 30 minute common planning time as well as an additional 30 minutes of individual or group planning which allow teachers the opportunity to work together for the full 60 minutes if desired. During this block the students have a 30 minute whole school recess and a 30 minute weekly assembly, designed by the principal. The **Metcalf Elementary School** is an upper level elementary school facilitating instruction for grades three through six. There are currently 540 students attending Metcalf Elementary School, 66 are students with IEPs. The special education program continuum is as follows: Specialized instruction is facilitated through a continuum which includes resource support, collaborative co-taught classes, self contained direct instruction and a specialized setting for students requiring a behavioral intervention model.	Data Analysis Interviews Observation		

		The resource model provides students with academic remediation, organizational skills and effective learning strategies within and/or outside the general education setting. Collaborative co-taught classes have been established for students needing more significant curriculum modifications and/or accommodations. Special educators support classrooms across the content area which may include a teacher assistant. Students participate in all co-curricular classes independently. It is unclear how faculty utilize assessment data to determine opportunities for students to participate in a least restrictive model of special education services and supports. A self-contained setting is provided for students with more significant intellectual challenges needing individualized direct instruction. Students participate with their typically developing peers in co-curricular classes along with some core content classes with support (teacher assistant) when appropriate. There are currently five students participating in this instructional setting with two of the students requiring an alternate assessment. An Alternate Learning Program (ALP) is provided for students experiencing social, emotional and/or behavioral health challenges needing a small class behavior management instructional learning model. This classroom setting is supported by a special educator, a behavior specialist, a social worker and a teacher assistant. The program utilizes a class wide behavior system providing students with immediate feedback, a means to collect data for progress monitoring and a foundation to communicate with parents regarding their child's daily experience. In order for a student to be placed within the ALP, a 45 day evaluation period is provided for the student to experience the program, while faculty are collecting data to assure the appropriateness of the placement. All placement decisions regarding participation in the ALP are determined by the IEP team. Students in the ALP, have access to the general education curriculum at their grade level for English Language Arts and math. Students participate in the GEMS-Net science curriculum and use a modified social studies curriculum. Students working outside their grade level may receive more individualized support including remedial reading programs such as Edmark, Lexia, and Fluent Reading Trainer. As students make progress, participation in the general education setting is planned for by the IEP team to ensure a successful transition.		Administration will review and address. Timeline: Progress check: January 2013	Staff are utilizing benchmark information from Reading Streets program, Benchmark data from Everyday Math program, formative assessments, classroom observations to inform decisions around placement in collaborative classes. District will further define criteria for placement of students in co-taught classrooms. In the 2013-2014 school year all students are programmed for in the general education classrooms regardless of whether IEP delineates co-taught or resource. Students are grouped according to need with services being delivered whenever possible in the general education

					classroom using a push in model. Only when determined by the IEP team as necessary to receive specialized instruction are students removed from the classroom. Related services such as language and Occupational therapy also are delivered in the general education classroom when appropriate to ensure that students are receiving support in the content areas
Result	9	**Program Continuum Middle Level** Exeter-West Greenwich Jr. High School provides students in the 7th and 8th grade a middle school educational experience. There are 282 students attending Exeter-West Greenwich Jr. High School, and 29 students have IEPs. There are currently two 7th grade teams and one and a half 8th grade teams. Each grade level team loops annually. The special education program continuum is as follows: Resource supports for students are provided as a push in/pull out instructional opportunity for students needing remediation in the content area and/or focus on organizational skills and effective learning strategies. Intensive Resource is provided for students needing more direct instruction in ELA and/or Math. Students may additionally participate in a collaborative class. Collaborative co-taught classes have been established for students needing academic support in ELA and/or Math along with more significant curriculum modifications and/or accommodations. As appropriate special educators may collaborate with general educators in science and/or social studies along with the teacher assistant. An Academic Lab provides an environment for students to receive their IEP directed	Data Analysis Interviews Observation		

		instruction in ELA, math, reading and/or writing. Intensive resource support is provided through a 50 minute block held five times a week. The goal of this opportunity is to provide students' specialized instruction aligned to their specific IEP goals. Three distinct Hubs have been established for reading and writing, math and organization. The following describes the focus of each Academic Hub: • Reading/Writing- Fluent reader and/or the Lexia program per their IEP goals, with writing focused on intensive specialized instruction incorporating the six traits of writing aligned to the common core standards. • Math- Basic math skills, developing process cards and specific support with general education math curriculum. • Organization- Organization, study skills, work completion, time management and a sensory diet area. The STAR Program is provided for students with significant cognitive and academic challenges needing direct instruction in all content areas. Students travel as a group (self contained) to content area classes facilitated by a highly qualified educator with a collaborating special educator and a teacher assistant. Students participate with their typically developing peers in co-curricular classes along with enrichment activities with a teacher assistant as appropriate. I It is unclear how faculty utilizes assessment data to determine opportunities for students to participate in a least restrictive model of special education services and supports. An Enrichment period is held daily. The schedule varies in time allowing for the Advisory Program to be held for 25 minutes of the enrichment period within a 50 minute block. This affords students the opportunity to participate in a number of academic and/or social emotional learning experiences.		Administration will review and address. Timeline: Progress check: January 2013	Changes to the program have occurred. Faculty are assessing students as they move through the year and based on progress students are integrated into general education content areas accordingly. Students will have access to all general education classes with consideration for level of supports determining placement in STAR program for parts of the day.
Result	10	**Program Continuum High School** At Exeter-West Greenwich High School there are approximately 580 students and approximately 79 have IEPs. The program continuum is as follows:	Data Analysis Interviews Observation		In the 2013-2014 school year it should be noted that they STAR PROGRAM is no longer in

		-Co-taught classes/collaboratives (9th-12th.)- There are 27.5 co-taught classes. Once a month there is a common planning time to allow teachers the opportunity to co-plan as appropriate. Teachers reported that this time is typically used for department meetings although they could leave the department meetings for co-planning if needed. -Resource/Academic Lab- Every other day students have resource class (instead of study) .5 credits are received typically for this class towards graduation credit. - Alternate Learning Program (ALP). This program targets students who have IEPs and are at-risk for school failure or drop out. It is supported by special educators, a teacher assistant, a behavioral specialist and a dedicated part-time social worker. Currently, 11 students are in this class. Students participate in internships in the community every other day. Virtual Learning Academy (VLA) is also used for some student's core content academic classes as well as credit recovery. VLA core content classes, except for ELA have certified core content teachers working with the students Title IIa will review and address this issue. Students attend electives with their typical peers. The social worker facilitates a group once a week and co-facilitates a substance abuse group for students in this program. -STAR (strategic teaching for academic refinement). The students in the STAR group are significantly below grade level and need more one-to-one time and remediation. They travel as a separate group for classes and have a collaborative science class. For other classes the special educator co-teaches with the core content teacher or is otherwise highly qualified. A special educator is assigned to work with students in the Star program and is the consistent co-teacher. The psychologist and social worker provide a social skills group for the Star program. -Transition program (students with and without IEPs). The students in Transition are students that are at-risk for school failure and drop out. They were in the 7th grade the prior year and were moved up to the 9th grade via social promotion. They travel as a group for classes and have a collaborative science class. No specific special educator is assigned to students in the Transition program. The social worker meets weekly with the Transition Program for a social skills group. -Life Skills. One class for students with significant intellectual disabilities (14-21 years of age). In addition to the academic program, students participate in community-based experiences and job experiences. Student's access transportation via the district van for the majority of these experiences. Students (18-21 years of age) have a blended program with some of the student's day spent in school and some of the day			existence with many of the students fully integrated into co-taught classrooms. The STAR group are currently 9th graders and receive their supports from a special educator in the general education classroom with additional resource support to supplement their needs in the areas of organization, study skills and other learning strategies specific to their needs.

		experiencing community job-based opportunities/experiences. The students also run a school Café out of their class. The monies generated are used to support the program with regard to community trips, consumable supplies and materials. There is currently no school-based budget for this class. -Student's with IEP's that have PLP's are serviced via the special educator in consultation with a reading specialist. Students who have IEP goals specifically for reading issues also receive a reading class every other day. Students receive a half a credit for this reading class. There is a psychologist (1.5 days) at the high school. The psychologist and a special educator facilitate a Peer Support Group for students on the spectrum with typical peers. This runs once a week prior to school. There is also a student resource counselor. The high school has an advisory period twice a week for 20 minutes. Teachers have the same advisory for all four years. Case managers also have the same students for all four years.			
Result	11	Adaptive Physical Education is provided per the IEP	Data Analysis Interviews Observation		
Result	12	Extended School Year (ESY) is offered in the district per the IEP. It is typically housed at the high school.	Data Analysis Interviews Observation		
Result	13	**Local Special Education Advisory Committee (LAC)** A local advisory committee with membership, operation, and scheduled meetings, consistent with Regents' requirements is in place and is supported by the district. The Exeter-West Greenwich district maintains an active Local Special Education Advisory Committee (LAC) which is facilitated by a leadership team consisting of two parents. The Special Education Director attends all meetings and general education and special education teachers rotate participation. There are four meetings and two workshops each year. This year's workshops focused on the IEP process and parental advocacy. Although there have been several attempts to recruit new members, membership continues to be sporadic. They hope to encourage participation in the LAC by attending all open houses during the next school year. LAC brochures are handed out at all IEP meetings and news is posted on the district website. Accomplishments	Data Analysis State Performance Plan		

		include working with the director and secondary staff around the issue of transition, creating a transition workbook and keeping software current. Positive interactions were reported with all levels of leadership including the special education director, superintendent and school committee. The leadership team also reports productive meetings/trainings with other LAC representatives from the southern region.			
Result	14	**School Efforts to Partner with Parents (State Performance Plan Indicator #8)** The district's rate of parent participation in the annual Special Education Statewide Parent Survey (2010-2011) is 18% of parents whose children have IEPs. Of parents with a child receiving special education services who participated in the last survey, the percent that reported that their school's efforts to involve parents, as a means of improving services and results for children with disabilities, are at or above the state standard is 30%.	Data Analysis Interviews Observation		
Result	15	**Drop Out /Graduation Rate (State Performance Plan Indicators #1 and #2)** The Exeter-West Greenwich graduation rate is 89.40% for all students and 70% for students with disabilities. These rates are notably higher than the state average rates of 75.50% for all students and 57.20% for students with disabilities. The Exeter-West Greenwich dropout rate is 4% for all students and 13.30% for students with disabilities. These rates are notably lower than the state average rates of 14.10% for all students and 23.60% for students with disabilities.	Data Analysis Interviews Observation		

2. EVALUATION/ INDIVIDUAL EDUCATION PROGRAM (IEP)

Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Result/ Compliance	1	Records of approximately 19 students were reviewed prior to the on-site review by the team leaders. Students' records were very accessible. The record review process	Data Analysis Interviews	Assurances will be provided to the Rhode	Issues resolved. It can

		identified the following issues: -IEP baseline, annual goals and short term objectives not consistently measurable -Missing paperwork not seen in student files (No documentation of written prior notice) -Various IEP items left blank or incomplete - No evidence of Learning Disability Documentation Forms addressing team conclusions and achievement gaps -LEA not signed in on IEP meeting participant list -Transition planning not checked on invitation only development of IEP (RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)	Observation	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 and ongoing . Progress check : January 2013	be noted that ongoing professional development in areas of present levels of performance, annual goals and objectives. IEP's are implemented by Office of Special Services once all items are reviewed and checked for accuracy and completion. Use of group review of referral-all team members have been instructed in its use and appropriate documentation. New meeting invitation form is being utilized as of September 1, 2012.
Result	2	Exeter-West Greenwich's child outreach screenings are available in a range of	State Performance		

		community-based early childhood programs and by appointment September through June. The Early Child Coordinator (ECC) facilitates the Child Outreach process. While the ECC performs the individual screenings, teaching assistants perform the larger screenings within local childcare centers and preschools. The coordinator attends annual state trainings and monitors the TAs to ensure proper screening techniques. All screening instruments are reliable, valid measures as delineated in "Best Practice Guidelines for Child Outreach Screening Programs in Rhode Island". The coordinator provides consultation in a variety of preschools within the community. The state target for screening is 80% of children ages 3, 4, and 5. In Exeter-West Greenwich most recent Consolidated Resource Plan, the district reports the following screening percentages: • 3 year olds: 38% • 4 year olds: 67% • 5 year olds: 73% These percentages reflect significant growth from the percentages reported the previous year.	Plan data Interviews		
Result	3	**Child Find (State Performance Plan Indicator #11)** Exeter-West Greenwich Public Schools for the 2010-2011 year was at 100% compliance for meeting evaluation timelines for initial referrals. As of 5/21/12 Exeter-West Greenwich Public Schools was thus far at 100% compliance for meeting evaluation timelines for initial referrals for the 2011-2012 school year.	State Performance Plan data		
Result	4	The district special using the ASPEN computerized student management system for general educators to access online their student's IEPs to review accommodations etc.	Data Analysis Interviews Observation		
Compliance	5	**Specific Student Compliance Issues** At the high school teachers reported that the LEAs were not always present at their IEP meetings so they invited other teachers to be the LEA in their stead. This was not a formalized process. This was supported by the record reviews.	Interviews Observation Record Review	Administration will address and rectify. Timeline: Immediately and ongoing. Progress check: September 2012	Issue resolved. LEAs are present at IEP meetings via formalized process.

Result/ Compliance	6	**SLD Determination** At Metcalf Elementary School, though RtI has been initiated, formalized interventions for the determination of Specific Learning Disabilities have not been established. JK 2 As there is no RtI at Exeter-West Greenwich Jr. or Senior High School, faculty did not facilitate any formalized interventions with regard to SLD determination. Staff reported being unclear regarding the SLD determination process. RIGL 300.307(2))	State Performance Plan Due process Data Data analysis	Administration will address and rectify. Timeline: Immediately and ongoing. Progress check: January 2013	Ongoing. RtI process will be further defined, professional development to be conducted by the Superintendent and Director of Special Services throughout year. Ongoing use of data, integral part of RtI and SLD determination is now district professional goals as part of the teacher evaluation process. Further professional development in SLD to be conducted by January 2013. Additionally, the RtI process process at junior high has been defined and is being utilized in

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<tr><td></td><td></td><td></td><td></td><td></td><td>grades 7-8. The EWG High School will be defining their process during the academic year 2013-2014.</td></tr>
<tr><td>Result</td><td>7</td><td>

Due Process Summary (State Performance Indicators #16,#17,#18,and #19)

COMPLAINTS

2009-2012
# of Complaints: No complaints during these years

MEDIATIONS

2009
# of Mediations:

	ISSUE(S)	*RESULT*
Mediation #1	IEP	No Agreement Reached

2010
# of Mediations:

	ISSUE(S)	*RESULT*
Mediation #1	Placement	Agreement Reached

2011
# of Mediations:

	ISSUE(S)	*RESULT*
Mediation #1	Placement	No Agreement Reached
Mediation #2	Placement	Withdrawn
Mediation #3	Placement	Agreement Reached

</td><td>State Performance Plan
Due process Data
Data analysis</td><td></td><td></td></tr>
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		2012 ***# of Mediations: No mediations thus far for this year*** **HEARINGS** ***2009-2011*** ***# of Hearings: No hearings during these years*** ***2012*** ***# of Hearings:***			

	ISSUE(S)	RESULT
Hearing #1	Placement	Withdrawn Parent

3. IDEA TRANSITION					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Result	1	**Part C to Part B Transition (Indicator #12)** The Early Childhood Coordinator manages the transition of children from Part C Early Intervention (EI) to preschool special education. A data base of all EI referrals is maintained and upcoming birthdates are monitored to ensure that meetings are scheduled in a timely manner. The coordinator and therapists provide observations in a variety of locations throughout the state to ensure a full and comprehensive evaluation. Last year's consolidated resource plan (CRP) indicated that the district achieved 100% compliance and that all children referred from Early Intervention and found eligible for preschool special education had IEPs developed and implemented by their 3rd birthday.	Data Analysis Interviews State Performance Plan		
Result	2	**IDEA Transition Planning at the Middle Level** IEP students at Exeter-West Greenwich Jr. High School who are age eligible to engage in transition planning are provided with the TPI, 10 Sigma and Way to Go RI as a means to assess vocational interest. Assessment findings to inform student IEP are emerging.	Data Analysis Interviews Observation		

		Additionally, a Real Life Fair is facilitated for all eighth grade students to explore and experience budget planning which includes but is not limited to college applications, loans and scholarships, resume writing and interview skills, employment options and the responsibility of being a home owner.			
Result	3	**IDEA Transition Planning at the High School Level** At the high school level transition assessments (Transition Planning Inventory and Ten Sigma, Way to Go RI) are facilitated by the special educators running the academic labs in conjunction with the case managers. Plans are underway next year to have a specific transition class for students.	Data Analysis Interviews Observation		
Result	4	At the high school there is special educator that is the point for the Office of Rehabilitative Services (ORS) referrals at the school.	Interviews Document Review		
Result	5	Summary of Performance (SOP) is facilitated by the case manager as appropriate.	Interviews Document Review		
Result	6	98% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, and transition services. (**State Performance Plan Indicator #13**)	Interviews Document Review		
Result	7	71.40% of youth who are no longer in secondary school, has 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. (**State Performance Plan Indicator #14**)	Interviews Document Review		