

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

School Support System Report and Support Plan

Warwick Public Schools
January 28-31, 2013

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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**Warwick Public Schools
SCHOOL SUPPORT SYSTEM REVIEW**

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Drum Rock Early Childhood Center (Sally Arsenault)

1. FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE/LRE)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
		<p>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 Warwick schools received an on-site review as part of the January 2013 School Support System process.</p> <p>Early Childhood Level Drum Rock Early Childhood Center</p> <p>Elementary Level E. G. Robertson Elementary School Holliman Elementary School Norwood Elementary School Oakland Beach Elementary School John Wickes Elementary School Lippitt Elementary School</p> <p>Middle Level Aldrich Jr. High School Winman Jr. High School</p> <p>High School Level Warwick Veterans Memorial High School Toll Gate High School</p>			
Result	1	<p>Least Restrictive Environment Data (State Performance Plan Indicator #5)</p> <p>Based on the FY July 1, 2010 – June 30, 2011 State Performance Plan information on Warwick Public Schools Placement Data is as follows:</p> <p>The percentage of students educated 80 to 100% of the time in general education settings is 77.93%. (RI District Average is 71.75%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 9.62% (RI District Average is 13.25%)</p>	Data Analysis State Performance Plan		

		Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 3.17% (RI District Average is 5.14%)			
Result	2	<p>Participation and performance of children with IEPs on statewide assessments (State Performance Plan Indicator #3):</p> <ul style="list-style-type: none"> A. The district (disability subgroup that meets the State’s minimum “n” size) did <u>not</u> meet the State’s AYP targets for the disability subgroup B. Participation rate for children with IEPs. 97.93% C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards 11.69% [Note: State has individual grade and content area targets (32.96%). State target is average target across grades and content areas. District target is average percent of students proficient across content areas (11.69%).] 	Data Analysis State Performance Plan		
Result	3	<p>Multi Tiered System of Support (MTSS)/ Response to Intervention (Rtl)</p> <p>The Warwick School Department hired a new Rtl/MTSS Coordinator this year, who also serves as the Title I Coordinator. When she started, there was little Rtl structure consistently in place across the district. She has been working with school-based data teams and data liaisons, looking at student data using current math and reading universal screens. Faculty across the district are starting to look at data trends and structures. The district is planning to implement STAR Enterprise assessments as universal screening tools for math and reading and for progress monitoring. In addition, many staff are participating in the Data Leadership Series offered by the RI Department of Education.</p> <p>Elementary Level</p> <p>At the elementary level, implementation of Rtl varies among the schools reviewed. Many schools are at the beginning stages of implementing a school-wide Rtl structure, with faculty understandings based on an overview session and consultation among faculty, a few of whom have independently participated in Rtl training sessions from the state level Rtl project or outside sources. In other schools, Rtl is better established as a school-wide system of Tier 1 academic interventions. The emergence of behavioral interventions in the schools reviewed is less evident. Most schools have begun this year to use a consistent Rtl <i>Request for Assistance Form</i> adopted over the summer. Schools are planning to move toward scheduling that creates Rtl time blocks during the school day to provide interventions for students in need and enrichment activity for other students. Of the schools visited, Norwood Elementary has added such an Rtl block on Friday morning.</p>	Data Analysis Interviews Observation		

	<p>Many teachers and teams are unsure of an appropriate duration for interventions; what they should be documenting; and the tools to use for monitoring student progress. Some teachers express concern that the monitoring basic skills progress (MBSB) does not fully align with the math curriculum. They are unclear about how to analyze the progress charted and judge the implications of the data for instructional changes, selection of evidence-based interventions, and for referral decisions. Teachers report being unsure of what data to keep, with some keeping a running anecdotal record of all student performance, which is burdensome.</p> <p>Supports also available as part of general education at the elementary level include supplementary, targeted interventions for subgroups of children in grades 1-3 needing temporary assistance with speech, language or gross motor development. Students are identified for potential participation through end-of-year kindergarten screening. With parent permission in first grade, selected students participate in a weekly, small-group Speech Improvement Program with a Speech Pathologist and/or Gross Motor Development Program with an Adaptive Physical Education Teacher. These are time-limited programs designed to boost children's skills as needed.</p> <p>Middle Level Aldrich Jr. High School Though there currently is not a formalized RtI team at Aldrich Jr. High School, plans are underway for professional development along with the implementation of the STAR program. The STAR program will provide data, intervention strategies and progress monitoring activities once implemented. (STAR Enterprise is the district's universal screening and progress monitoring tool for reading and mathematics).</p> <p>Current academic interventions are provided for students via the data analysis of the GRADE, NECAP, and teacher recommendations annually (6th grade to 7th, 7th to 8th, etc). Enrichment classes are held three times per a six day schedule for both math and English. A literacy class is held daily. Personal Literacy Plans are implemented by Literacy/English Language Arts (ELA) educators for Tier II interventions and a reading specialist provides Tier III literacy for identified students. A Skills period is held informally through common planning time once a week to address student's academic needs. Although academic intervention placements (as outlined above) are determined by data findings, review of data and progress monitoring structures are unclear.</p> <p>Winman Jr. High School Preliminary structures towards RtI such as scheduling skills groups quarterly, ASPEN for data, attendance teams, literacy intervention classes, ELA enrichment, and math enrichment courses are in place. In addition, there is a skills class three days out of the cycle for students needing extra support or individualized tutoring. Quarterly/Monthly</p>			
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	<p>flexible grouping is based on team input and grades/performance for these skills groups. Teachers look at student data (observation, report cards, progress reports, quarterly math data, and GRADE three times a year) to group students from their own teams on a quarterly basis with flexible changes based on needs. It is not clear that specific interventions are delivered with data collected weekly or every other week to show progress over time. Quick universal screeners are not yet available for any subject.</p> <p>High School Level Toll Gate High School Staff indicates that RtI is at an infancy stage at Toll Gate. Both the social worker and the psychologist have been involved in initial meetings regarding the implementation of RtI at the high school. An RtI team at the high school has been organized with an RtI Teacher Leader. The RtI Team facilitated a personalization survey to students to assist in the identification of those students may not be “connected” to anyone in the school. Results of this survey have assisted staff in “red flagging” these students and then providing follow-up intervention on more of an individual basis. The RtI team has also proposed a “student support center”, however, implementation has been slowed due to contractual language.</p> <p>Warwick Veterans High School At Warwick Veterans High School there is a team that meets per individual student need. It is not considered the RtI team nor is RtI formalized.</p> <p>During the 2012-2013 school year there have been 25 new students that qualified for special education services out of approximately 34 new referrals. The majority of these identifications were for students with social emotional challenges. As there is not a formalized multi-tiered system of support and it is unclear what formalized interventions (other than potential placement in one of the three programs; Focus, Foundations, or ALP) and progress monitoring data were implemented and reviewed prior to identification.</p> <p>All schools in the district have math and reading support and interventions based on level of need and ongoing assessments.</p>			
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Compliance

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SPP Disproportionate Representation (State Performance Plan Indicators #9 and #10)

The district has been identified as having significant disproportionality in its identification of students with disabilities as shown by the data in the following tables.

White	OHI	
	2010	2011
Students with Disability	377	337
Total Students	8999	8665
District Risk	4.19	3.89
District Risk Ratio	4.27	3.81

Black	OHI		ADR	
	2010	2011	2010	2011
Students with Disability	13	12	54	60
Total Students	240	245	240	245
District Risk	5.42	4.90	22.50	24.49
District Risk Ratio	5.53	4.80	2.52	2.89

Hispanic	LD	
	2010	2011
Students with Disability	55	56
Total Students	546	578
District Risk	10.07	9.69
District Risk Ratio	2.64	2.76

A review of policies, procedures, and practices provided evidence of many appropriate revisions to policies and procedures with the exception of identification of students with Significant Learning Disabilities. Additional probes in the form of further data analysis, record reviews, and interviews reveal the revised procedures are not fully implemented with consistent practice and contribute to over representation of students with other health impairments.

Disproportionate representation due to inappropriate identification practices is identified in the following categories: Learning Disabilities for students who are Hispanic, Other Health Impairments for students who are White. (SA6, JK1, JK2, EK1, EK2)

Data Analysis
State Performance Plan
Record Reviews
Interviews

The district will continue to review policies, procedures and practices to ensure consistent implementation. Professional development will be provided as appropriate.

Timeline: Immediately and ongoing. Progress check: January 2014

The second training involved reviewing policy and procedures on the identification of students with disabilities. New strategies were taught along with using data driven documentation to ensure proper identification.

Result	5	<p>Suspension (State Performance Plan Indicator #4): 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.</p> <p>In 2010-2011, Warwick had fewer than 10 students with IEPs suspended more than 10 days. The total of all students suspended more than 10 days was 19. In 2011-2012, Warwick had under 10 students with IEPs suspended more than 10 days. The total of all students suspended more than 10 days was 14.</p> <p>Multi Tiered System of Support (MTSS)/ Social Emotional Resources/Positive Behavioral Interventions and Supports (PBIS)</p> <p>Elementary Level Of the elementary schools reviewed, levels of support for social, emotional, and behavioral development differ among schools. Some schools implement a principal-designed behavioral tracking system or self-designed school wide behavioral supports; others leave behavioral supports up to the discretion of individual teacher classroom management approaches.</p> <p>Of the 17 elementary schools, 9 have committed to the Positive Behavioral Interventions and Supports (PBIS) model, with implementation varying widely among participating schools. Classroom rules are posted consistently in some PBIS schools. Sand dollars and “gotcha” tickets exemplify recognition tokens used to acknowledge student behavior that meets expectations, in addition to other recognition events.</p> <p>In many schools, the school social worker, school psychologist, and school counselor work together to create social, emotional and behavioral supports for students and to problem-solve with teachers and families to design behavior interventions. In some schools, this extends to include behavior coaching, social skills curricula and working with student groups or classes. Oakland Beach School is investigating a universal screening instrument (e.g. the Social Skills Improvement System) to assist with assessing behaviors and targeting tiers of behavioral support. In those instances where a behavioral challenge is not successfully addressed at the school level, the school psychologist begins a functional behavioral assessment and this is forwarded to the district behavioral intervention team, who will consult with the school to develop a behavioral intervention and support plan for an individual student.</p> <p>Middle Level At the middle level, supportive school culture with minimal use of in-school or out-of-school suspension is found. Winman Jr. High School has a data wall and an attendance team that works with the onsite Truancy Court. At-risk students from the failure list, who</p>	Data Analysis State Performance Plan Observation Interviews		
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		<p>did not have supports already in place, are participating in intervention groups of four to five students with the principal and assistant principal. Various support groups (ALP, anti-bullying club, Make a Difference club, etc.) are run by the social worker and psychologist and also by the principal and assistant principal. Aldrich Jr. High School is currently not a PBIS school. However, positive interactions between faculty and students and an overall positive culture were noted throughout the school.</p> <p>High School Level There is a fulltime psychologist at each of the high schools and a social worker three days per week. There are also student assistance counselors and behavior intervention specialists that are available to provide support to students. Although Toll Gate and Veterans are not structured PBIS schools, the climate of the schools appears positive and supportive.</p> <p>School Removals/Disciplinary Policies Throughout the district behavioral expectations along with disciplinary action protocols and policies are comprehensively defined in a student handbook.</p>			
Result	6	<p>Preschool Program The district's preschool programs are located primarily at Drum Rock Early Childhood Center, in its 5th year of operation, with a morning and afternoon preschool class also located at Holliman Elementary School.</p> <p>The early childhood team includes an Early Childhood Administrator who oversees the Drum Rock Center, Early Childhood team and programs, and Child Outreach; 14 special educators; 3 early childhood special education diagnosticians, a school psychologist, a school social worker, speech/language pathologist assigned to Child Outreach, and speech/language, occupational and physical therapists providing direct services in classrooms and consultation to staff.</p> <p>Continuum At the preschool level, there are:</p> <ul style="list-style-type: none"> • Four integrated classrooms at Drum Rock, each offering two half-day sessions • One classroom at Holliman, offering a morning special education class for younger preschoolers with autism spectrum disorder and an integrated afternoon session for older preschoolers • Four five-hour special education classrooms at Drum Rock • Two special education classrooms at Drum Rock, offering two half-day sessions each • Speech/language therapy only, provided as a walk-in service at children's 	Data Analysis State Performance Plan Observation Interviews Warwick Preschool Special Education Report		

		<p>neighborhood schools or at Drum Rock. Some children join classes for select activities at Drum Rock as part of their language therapy</p> <ul style="list-style-type: none"> • Speech “clinics” at Holliman and Norwood Elementary Schools for parents and 3-year-olds recently transitioned from early intervention, to address articulation needs. (piloted this year) • Opportunity for inclusion in both of two full-day general education kindergarten classes. Two classes currently includes children with autism spectrum disorder with 15 kindergarten peers; one currently includes up to six children “at risk” and one with multiple disabilities with kindergarten peers. Participation is determined by lottery for general education students. <p>State Performance Plan Indicator #6: FAPE in the LRE The percent of preschool children who receive 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 43% for the district’s most current Preschool Special Education Performance Report. This reflects a drop by one percentage point from the previous year (2010-2011). The statewide average is 51.45%. The percent of preschool children who receive services in special education classes/separate settings is at 40% for the district’s most current data. The statewide average is 22.69%.</p> <p>The district’s special education preschool classes specialize in strategies for groupings of children with autism spectrum disorder, multiple disabilities, and/or behavioral therapeutic needs. Despite the district’s data showing 40% of children primarily receiving services in separate settings, children in these classes typically join other classrooms and groups for social interaction, language development, and other learning activities. Staff co-treat and co-teach in each other’s classrooms for many activities.</p> <p>Drum Rock School is a facility designed for school-aged, but not preschool children. The district is committed to addressing structural components as necessary for approval under RIDE’s Quality Rating, and is participating in the RIDE RI Early Learning Standards (RIELS) Technical Assistance Project toward that end.</p>			
Result	7	<p>State Performance Plan Indicator #7: Early Childhood Outcomes The district collects early childhood outcomes data on all children with IEPs as required by the federal Office of Special Education Programs. Preschool teachers collect and enter authentic assessment information into an on-line portfolio (Teaching Strategies Gold). This assessment information is used to shape and individualize instruction and to demonstrate progress. The Early Childhood Administrator is responsible for implementing processes, procedures, and monitoring strategies to ensure fidelity of the</p>			

		<p>data collection.</p> <p>Of the children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited (2010-2011 school year):</p> <ul style="list-style-type: none"> -Positive social-emotional skills (including social relationships): 57% -Acquisition and use of knowledge and skills (including early language/ communication and early literacy): 64% -Use of appropriate behaviors to meet their needs: 62% <p>The percent of children who were functioning within age expectations by the time they exited the program:</p> <ul style="list-style-type: none"> -Positive social-emotional skills (including social relationships): 61% -Acquisition and use of knowledge and skills (including early language/ communication and early literacy): 59% -Use of appropriate behaviors to meet their needs: 70% 			
Result	7	<p>Elementary Level</p> <p>There are 5,123 students at the preschool/elementary level, and approximately 759 have IEPs. The special education program continuum is as follows:</p> <p>Elementary Continuum</p> <p>At the elementary level, of those schools reviewed, there are approximately 96 students with IEPs out of 518 students. The program continuum options vary somewhat among schools, but generally include across the district:</p> <ul style="list-style-type: none"> -Inclusive classes. General education classroom with special education services provided primarily within the general education classroom. This service, available at some but not all schools, is typically provided by a special educator assigned to the role of “inclusion teacher,” assigned to a limited number of classrooms at either the primary or intermediate level. Students receiving “intensive resource” services within this model are generally grouped within one general education classroom at each grade level to enable the “inclusion teacher” to work within assigned classrooms and to facilitate co-teaching. “Inclusion teachers” typically are assigned a teacher assistant to assist with in-class supports. Currently, there are 23 special educators at the elementary level who are assigned to the “inclusion” model. 	Data Analysis Interviews Observation		

	<p>-Co-teaching. In some instances, students receive special education services in a classroom co-taught full time by a general and special educator. For example, Wickes Elementary School has two co-taught integrated kindergartens, one offering a full-day program and one operating two half-day sessions. (Selection for full-day kindergarten for all students is by lottery.) In another instance, at Oakland Beach School, there is one 6th grade class with full-time co-teaching.</p> <p>-Special education “resource” services. General education classroom with special education services provided primarily in a separate setting and occasionally in the general education classroom, sometimes through co-teaching. This service is typically provided by a special educator assigned to the role of “resource teacher” assigned to either the primary or intermediate grades. Resource teachers in some schools are assigned a teacher assistant to assist with services to students. The number of classrooms involved in each resource teacher’s caseload impacts the capacity for teacher consultation and provision for in-class services. Currently, there are 15 special educators assigned to the “resource” role.</p> <p>-Special education “self-contained” classes. Special education classroom for primary or intermediate grades, with most or all services provided within the separate setting. Students in this service option occasionally participate in general education classes for special events, art, music and/or physical education. In some isolated instances, a student participates in general education for an academic subject. Most students placed in this setting are identified primarily as students with autism spectrum disorder, emotional disturbance or multiple disabilities or who are medically fragile with other health impairment.</p> <p>At the elementary level, collaboration among special and general educators is clearly evident. General educators are well informed at the start of each year regarding students in their classes who have IEPs. They are receptive to accommodating diverse needs and welcome a diverse range of learners in their classrooms. General and special educators consult routinely on their own time. Special educators also provide interventions to general education students as part of RtI/MTSS.</p> <p>Likewise, collaboration among educators and therapists is customary at the elementary level, with much incidental consultation occurring between sessions and before/after school. Speech pathologists, occupational therapists and physical therapists attempt to align activities with classroom curriculum and collaborate with teachers and other related service providers for co-treatment and classroom carryover. In some instances, special educators report that occupational therapist assignments occur in such a way that they are often in buildings just once per week, serving evaluation teams in multiple schools, and that opportunity for consultation is very limited. There was strong evidence at Wickes</p>			
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		of the influence of the occupational therapist in general education classrooms, evidenced by strategies and modifications used by classroom teachers.			
Result/ Compliance	8	<p>Program Continuum Middle Level</p> <p>Winman Jr. High School At Winman Jr. High School there are approximately 96 students with IEPs out of 518 students. The continuum ranges from therapeutic/specialized separate classes for different needs up through full inclusion with resource support.</p> <p>-The Alternative Learning Program (ALP) employs the Collaborative Problem Solving Approach which is cognitive-behavioral in nature and tied to the RI Health Frameworks and Common Core. Students may come from within the school or be re-entering public school from private or adjudicated placements. Written protocols for placement, program consideration and parent involvement are in place. Parents, students and teachers sign a contract that specifies expectations for the program. A social worker and paraprofessionals are assigned to the ALP, although the social worker was not yet familiar with the Collaborative Problem Solving Approach. The ALP has one teacher for two grades and seemingly few core content materials from general education. It is unclear how students within this model on a diploma path are afforded a free and appropriate public education (FAPE) in the least restrictive environment (LRE) with regard to accessing the general education curriculum taught by highly qualified teachers (RIGL 300.18). Discussions are underway to address this area of need for the school year 2013-2014.</p> <p>-The Behavior Adjustment Program (BAP) serves 15 students and attaches a special education teacher to students with disabilities in general education settings who need a supportive outlet when emotional stress interferes with educational performance. A paraprofessional also supports students in the co-teaching environment. Students check into the behavior adjustment room the last 10 minutes of each period for checking agendas and organizational materials. Students bring home weekly reports and have individual behavior plans that chart behavior. A program protocol clearly outlines steps to take for particular behaviors of concern. When general education teachers provide students a pass to return to the behavior adjustment room, some basic data is collected on the pass to document concerns.</p> <p>-Pervasive Developmental Disorder (PDD) class addresses prevocational skills, daily living skills, domestic skills, community awareness, and leisure/recreation skills within the context of academic requirements for math, reading and writing for eight students. Students participate in alternate assessment and engage in projects with multiple</p>	Data Analysis Interviews Observation Document review	Plans are underway to review and restructure teaching assignments to ensure these students with IEPs have to the general education curriculum taught by highly qualified teachers. This support plan is applicable to all findings in this item (#8) that involve access to general education curriculum taught by highly qualified teachers. Timeline: Immediately and ongoing. Progress check: October 2013	Additional Training to be held in May. Highly Qualified teachers are now going into intensive ed classrooms at Gorton and Aldrich. Plans are underway to restructure classrooms at Winman Jr. high to allow access to Highly qualified teachers there.

	<p>community venues on a weekly basis. Picture schedules, sensory materials, and Boardmaker reading materials were observed to be in use in the room on the wall. Parents are encouraged to visit the classroom and participate in community outings. Students have reading buddies with the literacy class for general education exposure once a week plus a math or science class once a week with the intensive education program. As appropriate, some students go to general chorus class by themselves and the whole class has its own chorus class. Students currently have scheduled access to technology education classes, and school leadership is working to develop improved modifications for students accessing these classes.</p> <p>Intensive Education Program (IE) for nine students who require modified work to ensure growth and success in the content areas. Students may also have behavioral issues. Common core, GLE and GSE benchmarks are used to drive instruction for both grade levels. Protocols for participation in IE is not clear nor is access to the general education curriculum or materials. Students attend art/music/tech/PE in general education groups. Two special educators (one for English/social studies and one for math/science) are assigned to the program. The new Junior High Coordinator is working to improve program awareness and placement for students. It is unclear how students within this model on a diploma path are afforded a free and appropriate public education (FAPE) in the least restrictive environment (LRE) with regard to accessing the general education curriculum (RIGL 300.18).</p> <p>-Students in the Pervasive Developmental Disorders (PDD) class and Intensive Education (IE) classes appear to have limited interaction with general education students. Students in the PDD, IE, Alternative Learning Program (ALP), Behavioral Adjustment Program (BAP) are all assigned as their own team and not assigned to a general education team. ALP and BAP students do push into other general education teams for itinerant and content classes.</p> <p>-Students in co-taught classes receive instruction from both general and special educators but have few general education peers in those classes. The school has 5 inclusion/resource team settings with 4-14 students per special education teacher. 1 special educator is assigned to each team for co-teaching and resource. In most co-taught classes, students with disabilities are the majority (11:2 or 13:3). Co-teaching occurs in lower stannine groups with accommodations and modifications of materials, lessons, assessments and sharing of grading responsibilities. Schedules are adjusted as needed for students to access appropriate level classes. Teachers describe courses as tracking, remedial, and stanine driven. Students are heterogeneously grouped for art, music, technology, and physical education classes.</p>			
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Aldrich Jr. High School

Aldrich Jr. High School provides students in the 7th and 8th grade a middle level educational experience. There are approximately 525 students and of that total 94 are students with IEPs. There are two teams at each grade level along with a 7th/8th grade split team. A special educator is assigned to each team.

Specialized instruction is facilitated through three specific models of services and supports. (Inclusion/resource, co-taught/departmentalized instruction, intensive education/self contained and a behavior adjustment model.)

Placement decisions are determined by student performance outcomes on the NECAP, the GRADE, teacher generated assessments and teacher recommendations (math and ELA/literacy).

Students who are fully included in the general education setting receive their specialized instruction through a pull out resource period (held two/three periods a week). At this time students are provided content area remediation, re-teaching, time to complete test and quizzes and/or assisting students in organizational management skills as defined by their IEP.

Students participating in resource are taken out of co-curricular classes including physical education (PE). For students PE required participation time they may be missing 10% of the required time without makeup (100 minutes of any distribution are required for health and PE).

Each grade level team has an established co-taught section across content area classes. The co-taught model is facilitated by a highly qualified content area teacher in partnership with a special educator who provides instructional support and student specific accommodations and modifications as directed by students' individual education plans. Students travel as a group within the content area classes (departmentalized) with limited typical peer interaction. Some students may transition out of the co-taught classes during the school year however most transition will occur annually (at the beginning and or end of the school year). Students participating in this instructional model may additionally require literacy support and/or enrichment. The small class setting is comprised of the majority of students with IEP's (90+%) with the remainder of students identified as 504 students or general education students. Students participate with their typically developing peers in co-curricular classes with support as appropriate.

	<p>Intensive Education (self contained setting) is provided for students needing individualized direct instruction along with social emotional and behavioral guidance. Students participate with their typically developing peers in co-curricular classes with support (via the special educator and/or teacher assistant) when appropriate. There are currently 14 students participating in this academic setting. Two of the students are on alternate assessment.</p> <p>It is unclear how students (12) within this model on a diploma path are afforded free and appropriate public education (FAPE) in the least restrictive environment (LRE) with regard to accessing the general education curriculum taught by highly qualified teachers (RIGL 300.18). Discussions are underway to address this area of need for the school year 2013-2014.</p> <p>A Behavior Adjustment setting is available for IEP and non-IEP students who may be experiencing social emotional and/or behavioral related disabilities along with limited organizational management skills. There are currently 22 students with IEP's participating in this program. Students participate in general education, co-taught and/or in the intensive educational settings for their content area instruction and co-curricular classes with support as appropriate. The Behavior Adjustment setting offers a safe understanding environment that supports students specific social emotional and/or behavioral needs to assist them with redirection and re-integration back into the whole school community successfully. It is unclear what specific goals (social emotional, behavioral, psychological and or organizational) individual students are working towards improving and or the specific intervention strategies being implemented. Progress monitoring of specific goals aligned to the program is unclear.</p>		<p>The structure of the Behavior Adjustment setting will be reviewed and refined to ensure that students have goals and progress monitoring embedded into their program.</p> <p>Timeline: Ongoing. Progress check: October 2013</p>	<p>Highly Qualified teachers are now going into intensive ed classrooms at Gorton and Aldrich. Plans are underway to restructure classrooms at Winman Jr. high to allow access to Highly qualified teachers there.</p>
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Result/ Compliance	9	<p>High School Level Program Continuum</p> <p>Toll Gate High School At Toll Gate High School there are approximately 960 students and 206. The program continuum is as follows:</p> <p>-Co-taught classes (9th-12th)- There are 8 co-taught classes in 5 subject areas (Intro. Algebra 2, Woodshop, World History, Life Science and Civics). Teachers report not having common planning time with their co-teachers. They also wanted professional development on co-teaching. The implementation of a co-teaching model with fidelity seems to be inhibited by the High School Coop Formula which staff and school based administration acknowledge.</p> <p>-Resource- There are approximately 150 students receiving resource. This is a “pull-out” model that provides individual support and small group instruction in the resource room with a student’s case manager. Students are excused from Physical Education two periods (out of 7 day rotation) to attend their scheduled resource times. When necessary, a student may have resource one full period every day.</p> <p>-Behavior Adjustment Program- This program follows the same model as Resource. A special educator and a teaching assistant remain in the classroom all day, affording those students access should they need to return to the classroom.</p> <p>-Alternate Learning Program (ALP)- This is a therapeutic program facilitated by a special educator and two teacher assistants. Students utilize the ALP as a “check-in” but do have access to the ALP room all day. Students are supported in and out of the classroom. There are approximately 10 students in the ALP program. There is a clinical psychologist that provides consultation to classroom staff on a weekly basis; however, the teacher indicates that the consultation time may be inconsistent.</p>	Data Analysis Interviews Observation	Plans are underway to review and restructure teaching assignments to ensure these students with IEPs have to the general education curriculum taught by highly qualified teachers. This support plan is applicable to all findings in this item (#9) that involve access to general education curriculum taught by highly qualified teachers.	Restructured classrooms at the senior high school level to include focus on inclusive opportunities and co-teaching. All students are now taught by highly qualified teachers.

-Growth Opportunities Program- This program is provided for students with moderate to severe disabilities, many of whom participate in alternate assessment. The program is designed much like a life skills program preparing students for the transition to adult services. This program runs the “A-Café”, an in-school classroom business. In addition, there are various vocational opportunities both in-school and within the community.

-Intensive Education (IE)- Intensive Education classes are small, self-contained content area classes offered in English, mathematics, science and social studies and business. Intensive Education classes are being taught by Special Educators not highly qualified content area teachers.

Career & Technical (C& T) Programs

Career and Technical Center Programs are available to all students in Warwick, West Warwick and East Greenwich. There are also satellite locations at West Warwick High School, Pilgrim High School and Warwick Veterans High School. A typical day for a student enrolled in a C&T program includes three or four academic classes at the C & T class which meets for approximately half the school day. Students attend academic classes at their home school and are then transported to and from the Career Center for the C & T class. The programs are designed with competency based modules and are open to all students in grades 10, 11 and 12. Programs are skill center oriented so students do not have to leave their home schools to participate. Students develop a portfolio with evidence of their work and participate in an internship one semester of their senior year. All programs are associated with a Program Advisory Committee. These partnerships monitor the curriculum ensuring it is up to date; make recommendations for equipment purchases; and generally provide assistance in the instructional program by helping with performance and evaluation. At the Career and Technical Schools, specific program related standards (linked to respective industry standards are assisted or agreed to by the Program Advisory Councils) and rubrics are evident throughout the building. The Career and Technical Academics include the following:

- Academy of Finance – satellite program at West Warwick High School
- Aviation Academy – satellite program at East Greenwich High School
- Automotive Technology
- Construction Trades
- Child and Elder Care – satellite program at Pilgrim High School
- Cisco Networking Academy
- Culinary and Baking Arts
- CADD Mechanical/Architectural
- Electricity/Residential, Industrial and Commercial Wiring
- Electronics/Computer Repair

	<p>-Fashion Merchandising and Management -Graphic Design/Computer Production -Health Occupations -Marine Technology -satellite at Veterans Memorial High School</p> <p>At the Career and Technical Center, there are 410 students (in all programs) and approximately 34% are students with IEPs. There are two special education teachers who provide resource support to students, who have IEPs at the Career and Technical Center. Each teacher works with approximately five programs. At the Career and Technical Center, this support is provided in the classroom unless a student needs extra time on a test or a test read to him/her. In those cases, the resource teacher would take the student out of the room to provide those accommodations on an as-needed basis in a pull-out type model. The two special educators facilitate communication with the individual student's case manager from the sending district. Students appeared actively engaged in their programs.</p> <p>Warwick Veterans Memorial High School At Veterans Memorial High School there are approximately 974 students and 204 students have IEPs. The program continuum is as follows:</p> <p>-Co-taught classes – There are ten co-taught classes. Co-taught classes are determined by the number of students with IEP's. The more students with IEPs in a general education class will, per contract, create a co-taught class. The contract is also prescriptive to how many days a special educator will be in that co-taught class (the higher the number of students with IEPs the more days the special educator will be in the class). Staff expressed frustration that this ratio formula does not provide for the opportunity to create co-taught classes per actual class need but rather only by numbers.</p> <p>-Resource- (pull out model) per the student's IEP. Case managers have "office resource" where they pull out individual students on an as needed basis. Resource provided in the Resource Center is a scheduled resource period at minimum once per week.</p> <p>-Intensive classes (departmentalized self-contained). Students with a variety of learning and social emotional needs. ELA and Math are taught by special educators who are not highly qualified in the subject areas that they teach. Science (one class of the two are highly qualified) and social studies are highly qualified. Plans are underway to rectify this for the following school year. Staff is concerned that these co-taught classes will have 9th-12th graders in the same class hence it will continue to be a class where students with IEPs do not access the same general education curriculum as their general education peers.</p>			
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	<p>The intensive classes are as follows:</p> <p>-Four English intensive classes (one 9th, 10th /11th, 11th/12th). The ELA classes focus on literature using materials from the English department. They also have the new English anthology textbook. In the 11th/12th class students also develop their Senior research proposal letter and paper. It is unclear how students on a diploma path are afforded free and appropriate public education (FAPE) in the least restrictive environment (LRE) with regard to accessing the same general education curriculum taught by highly qualified teachers (RIGL 300.18).</p> <p>-Four math intensive classes (one 9th, one 9th/10th, and one 11th/ 12th.) The students in 9th grade intensive math are taking math referred to as "Introduction to Algebra 1". As a 10th grader you would take intensive math referred to as "Introduction to Geometry" and 11th grader would take intensive math "Introduction to Algebra II" and 12th (Plus 1 which currently is life skills math). The 12th grade math book is the 11th grade introduction to geometry book with supplemental functional life skills blended in the course. The general math department stopped offering "introduction classes" two years ago as the introductory classes were not aligned to the common core. Special educators, however, use the introductory books that the math department used when they taught introduction classes. It is unclear how grade level curriculum is aligned to the general education content area curriculum or how students on a diploma path are afforded FAPE in the LRE with regard to accessing the same general education curriculum taught by highly qualified teachers (RIGL 300.18)</p> <p>-Two social studies intensive classes (one 9th/10th, one 11th/12th). In the 9/10th class students take US History and the 11th/12th grade is Civil/ RI History. The books used are very old (books the general social studies department is no longer using). The Civics/RI History books are from the 1980s and 1990s. The US History books are from the early years of the 21st century. It is unclear how grade level curriculum is aligned to the general education content area curriculum or how students on a diploma path are afforded FAPE in the LRE with regard to accessing the same general education curriculum as their typical peers.</p> <p>-Two science intensive classes (one 9th-12th class and one is a 9th-11th class). The 9th-12th grade class uses concepts from the the high school biology curriculum that the teacher modifies to meet the needs of his students. The 9-11th grade intensive science class uses the middle school book (Concepts and Challenges) in addition to supplemental materials.</p> <p>-Students with IEPs that have PLPs are serviced via the Literacy class unless the student is in an intensive ELA class then the ELA intensive special educator facilitates the PLP. It is unclear how grade level curriculum is aligned to the general education content area</p>			
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	<p>curriculum or how students on a diploma path are afforded FAPE in the LRE with regard to accessing the same general education curriculum as their typical peers.</p> <p>-Alternative Learning Program (ALP) – A home base and class for students with significant social /emotional needs (14 total students at present). Some students transition from the middle school feeder program and/or out of district placements. It is comprised of two special educators and one teacher assistant. New students or students in behavioral crisis can spend all day in the class and complete their academic class work in the ALP setting. Once settled in the class the teachers and student review the schedule and determine what classes the students can attend and what classes the students will stay in the ALP and complete their academic work. Students can also use the ALP as a place for a “check in”. The teacher assistant maintains a log of some information for the teachers in regard to what academics students are working on. The social worker is assigned to work with students in this program, on a part-time basis. The ALP has Limited operationalized data review/progress monitoring. All teacher data review is informal or verbal.</p> <p>Focus Program. Students with social/emotional challenges (37 students). Some students transition from the middle school feeder program .This program is comprised of two special educators and a teacher assistant. The Focus class settings serves as a home base for the students to process through any challenging social /emotional situations. The idea is to process and return to their core content classes. Students, depending on need, may then go to departmentalized self-contained classes or general education classes. This program is also used as a placement for students who are identified as struggling and at-risk. A log of when students are in the Foundations class completing academic work is maintained by the teacher assistant. Approximately five students receive direct counseling from the school psychologist. Others students are referred to the school psychologist and social worker on an as needed basis.</p> <p>Foundations Program- Students (38 students in total) who have autism spectrum disorders and/or anxiety challenges and who may need additional support participate in this program. Some students transition from the middle school feeder program. This program is comprised of two special educators and a two teacher assistants and is home base for the beginning of the day and end of the day. Students can also return to this home base throughout the day as needed. Students, depending on need, may attend departmentalized self-contained classes or general education classes. Teachers and/or teacher assistants although not officially scheduled into any classes frequently go to general education classes to work with them. A log of when students are in the Foundations class completing academic work is maintained.</p> <p>The high school has advisory periods on a daily basis. Two of the specialized programs</p>			
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	<p>(Foundations, and ALP) have advisories in their room with their respective program specific students. The Focus program is integrated into typical advisories.</p> <p>It is unclear what formalized data is collected and reviewed in the above described Focus, Foundations, ALP programs with regard to entrance and exit criteria.</p> <p>Percentage of students from the Foundations, Focus or ALP programs who take intensive classes:</p> <ul style="list-style-type: none"> -ELA 35% (12/34 students) due to being below grade level 9% (3/34) due to behavioral issues -Math 44% (20/45 students) due to being below grade level 7%(3/45) due to behavioral issues -Science 32% (8/25 students) due to being below grade level 12%(3/35) due to behavioral issues -Social Studies 40%(8/20 students) due to being below grade level 10% (2/20) due to behavioral issues <p>The intensive classes (departmentalized self-contained) creates a large self-contained subset of school as all students in intensive classes are students with IEPs. These diploma path students are not accessing the same curriculum as their general education peers (see intensive class details for further information). A student could be in a home based program with a home based advisory and departmentalized self- contained academic classes for their entire day. Electives and lunch are with typical peers.</p> <p>There is a psychologist at the high school on a full-time basis and a social worker three days a week. Both work with students on an ad hoc basis and attend team meetings as appropriate. The school psychologist intern facilitates a social skills group with students in the Foundations program. It is unclear why the full-time school psychologist does not facilitate formalized ongoing work with Foundations or Focus, such as facilitating groups or facilitating other formalized interventions. The school social worker provides individual counseling with students in the ALP and is involved with truancy court.</p> <p>There is a district-wide after school credit retrieval program hosed at Veterans (via the guidance department) that students can access to acquire high school credits.</p>		<p>The Focus, Foundation and ALP programs entrance and exit criteria will be reviewed and revised as appropriate. In addition, formalized data collection and review procedures and processes will be developed and implemented.</p> <p>Timeline: Immediately and ongoing. Progress check: December 2013</p>	<p>Entrance and exit criteria have been reviewed and revised as appropriate. Verified by RIDE.</p>
Result	<p>Adaptive Physical Education (APE) is provided per the IEP</p> <p>All kindergarten students are screened at the end of the school year for APE. There is a uniform screening and follow-up evaluation used to determine eligibility for APE. Resources include adapted equipment available to students with and without IEPs.</p>	<p>Data Analysis Interviews Observation</p>		

		However, one PE teacher shared that they do not have up to date assessments.			
Result	11	Extended School Year (ESY) eligibility determination policies and practices varied throughout the district. Some staff were very clear while others were not able to articulate the process or protocols.	Data Analysis Interviews Observation		
Result	12	<p>Local Special Education Advisory Committee (LAC)</p> <p>A local special education advisory committee consistent with Regents' requirements, with membership, operation, and scheduled meetings, is in place and is well supported by the district. The Superintendent announces WSEAC meetings to parents through the district's ConnectEd system. The Warwick Special Education Advisory Committee (WSEAC) meets monthly and reports annually to the School Committee on the work of the WSEAC and to advise the School Committee on special education services currently offered, unmet needs of special education students, and the School Department's compliance with regulations.</p> <p>WSEAC's goals are to:</p> <ul style="list-style-type: none"> -enable all parents of all children to be effective in their advocacy efforts; -jointly advocate for all children with special needs; and -aid the Warwick Public Schools in its efforts to provide quality education for all children. <p>The committee operates within established bylaws, initiated in 1986, revised in 2000, and currently under review for revision. The 2011-2012 school year closed with 10 "voting" members and 1 student member. Attendance at WSEAC meetings showed an increase during 2011-2012 as compared to the prior year. Recruitment of new parent and professional members is a current priority.</p> <p>The WSEAC:</p> <ul style="list-style-type: none"> -informs parents about special education issues and encourages their support; -disseminates information on state and federal education issues; -sponsors a variety of training courses in conjunction with several agencies; -provides a forum for parent information and support; -reports to the School Committee and attends its meetings; and -acts as a local resource for families with concerns about their child's educational needs. <p>Accomplishments for 2011-2012 and the start of the 2012-2013 school year included:</p> <ul style="list-style-type: none"> -Supplementary needs planning workshop; 	Data Analysis Interviews Observation		

		<ul style="list-style-type: none"> -Family "Spooky" Bowling event held at Meadowbrook Lanes; -2nd Annual Parents Night Out event at Sherman Elementary School; -Brothers, sisters and special needs workshop; -Teaching social skills to children with autism workshop -2nd Annual Safety Day family event held at the Warwick police and fire department headquarters in Apponaug; -WSEAC member participation in the May 2012, 2nd Annual Walk to Stop Bullying; -Presentation on autism spectrum disorders; and -Presentation on epilepsy and seizure disorders <p>All of the above workshops and family events were well attended and received positive feedback from both parent and professional participants.</p> <p>WSEAC actively networks with parent leaders from other local advisory committees through active participation in Statewide Special Education Advisory Network (SEAN) meetings. A WSEAC representative usually also attends School Committee meetings. A School Committee member sometimes attends WSEAC meetings as well.</p> <p>Inclusive education, including in the ESY program; equitable inclusion at elementary through secondary levels; high school transition; and professional development for all staff in Rtl, positive behavioral supports, inclusion, and peer training are focal areas of interest and outreach for WSEAC.</p>			
Result	13	<p>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 (2011-2012) is 12% of parents whose children have IEPs.</p> <p>Of parents with a child receiving special education services who participated in the last survey, the percent who reported that their schools' efforts to involve parents, as a means of improving services and results for children with disabilities, are at or above the state standard is 46%.</p>	Data Analysis State Performance Plan		
Result	14	<p>Drop Out /Graduation Rate (State Performance Plan Indicators #1 and #2)</p> <p>The Warwick Public Schools graduation rate is 81.51% for all students and 66.29% for students with disabilities. These rates are higher than the state average rates of 77.25% for all students and 58.07% for students with disabilities.</p>	Data Analysis State Performance Plan		

	The Warwick Public Schools dropout rate is 10.44% for all students and 16.29% for students with disabilities. These rates are lower than the state average rates of 12.47% for all students and 22.09% for students with disabilities.			
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2. EVALUATION/ INDIVIDUAL EDUCATION PROGRAM (IEP)

Indicator	Findings	Documentation	Support Plan	Follow-up Findings
Result/ Compliance	<p>1</p> <p>Records of approximately 41 students were reviewed prior to the on-site review by the team leaders. Students' records were very accessible. The record review process identified the following general patterns:</p> <ul style="list-style-type: none"> • Several isolated instances of various compliance findings affecting only one or two records were found. • Re-evaluation decisions were driven by the evaluation team rather than the IEP team in many instances, although IEP team members were often invited to the evaluation team meeting. • A variety of required elements in the process for identifying students' eligibility under the category of specific learning disability were missing. • Meeting notices, particularly for secondary transition IEP meetings, were either missing from file, failed to indicate the purpose of the meeting, or did not invite the student as required, in several cases. • Elements of the secondary transition process or its documentation in the IEP were missing in several files reviewed. • Student's home/native language was not always specified. • The general educator's participation was not evidenced at several IEP meetings; no excusal form was on file. • Measurable terms were not used in the sections for Present Levels of Performance, Baseline Data, and Annual Goals for several IEPs. • The Progress Measurement element of several IEPs omitted the criteria for measurement, type of data to be used, and the frequency/duration of measurement. • The location of services in several IEPs was indicated as both regular and special settings within the same line, without specifying time in each. <p>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</p>	Data Analysis Interviews Observation Record Review (Summary lists individual citations)	<p>Assurances will be provided to the Rhode Island Department of Education, Office of Student, Community and Academic Supports, that compliance issues are addressed and rectified. This Support Plan is applicable for all compliance findings in this section.</p> <p>Timeline: Immediately and ongoing. Progress check: December 2013</p>	<p>The first IEP professional development training which addressed compliance issues etc. took place across the district. All special educators and itinerants were in attendance.</p> <p>The second professional development training involved how to use and apply data driven documentation as baselines and measurable terms in our IEPs.</p>

Result	2	<p>Universal Preschool Screening: Child Outreach</p> <p>The Early Childhood Administrator oversees the district’s Child Outreach program, which is operated by a full-time Child Outreach Project Manager. Screening sessions are staffed by an organized system of trained and supervised volunteers. An assigned speech/language pathologist also staffs screening sessions, conducting the speech/language portion of the screening. The Child Outreach Manager schedules screening sessions, coordinates screeners, provides annual training for all new screeners each October, and frequently checks on appropriate procedures through observation of screening sessions.</p> <p>All screening instruments used are reliable, valid measures as delineated in “Best Practice Guidelines for Child Outreach Screening Programs in Rhode Island.” All completed screening packets are reviewed by the Early Childhood Administrator. Feedback letters are sent to parents and other appropriate professionals for all children who pass screening, and for those requiring follow-up, such as a re-screen. For children whose re-screen or other results indicate referral, a case manager is assigned to initiate the evaluation team meeting.</p> <p>City-wide screening “clinics” are conducted twice monthly at Holden Elementary School. Child Outreach screening teams also provide screening on-site at most early care and education center throughout the city. Screenings are also scheduled based on direct screening referrals from parents and physicians. Although the program notifies parents and the public in a variety of media of screening opportunities, it is seeking to continually increase the percentage of resident children screened.</p> <p>The state target for screening is 80% of children ages 3, 4, and 5. In Warwick’s most recent Preschool Special Education Performance Report, the district reports the following screening percentages:</p> <ul style="list-style-type: none"> • 3 year olds: 38.56% • 4 year olds: 49.65% • 5 year olds: 60.02% <p>These percentages reflect a slight increase in the percentages reported in the previous year for 3 and 4 years olds, and a significant increase (nearly double) in the percentage of 5 year olds.</p>	<p>State Performance Plan data Interviews Warwick FY13 Preschool Special Education Performance Report</p>		
Result	3	<p>Child Find (State Performance Plan Indicator #11)</p> <p>Warwick Public Schools for the 2011-2012 year was at 96.68% compliance for</p>	<p>State Performance Plan data</p>		

		meeting evaluation timelines for initial referrals. As of 2/21/13, Warwick Public Schools was thus far at 100% compliance for meeting evaluation timelines for initial referrals for the 2012-2013 school year.			
Result	4	Throughout the district, general educators are well-informed at the start of each school year about their students' IEPs. Elementary teachers are typically provided coded class lists with special educator contacts and information from collaborating special educators about students' accommodations.	Data Analysis Interviews Observation		
Compliance	5	Evaluation team versus IEP Team Functions At the elementary level, evaluation teams meet weekly and are generally coordinated by the school counselor, who takes responsibility for tracking student referrals, creating team agendas, scheduling meetings, note-taking at meetings, and sending parent notices. The process for re-evaluation of students with IEPs is also led by the evaluation team, which invites the parent and other members of the IEP team. The evaluation team re-convenes at the conclusion of the re-evaluation; the IEP review meeting follows the evaluation team meeting, generally within 10 days.	Record reviews Interviews	Review and clarification with staff regarding the function of evaluation team versus IEP functions. Timeline: Immediately and ongoing. Progress check: October 2013	Reviewed and explained at the IEP training in January.
Compliance	6	Specific Student Compliance Issues and Access Issues Elementary a.) Vision consultation services from an outside source are not being delivered at the frequency delineated on one student's IEP.	Interviews Observation Record Review SA4	a.)The district will review and resolve this issue as the responsibility for providing for FAPE in the LRE rests with the local educational agency (Warwick Public Schools). Timeline: Immediately and ongoing. Progress check October 2013	a.) The vision specialist is now regularly attending IEP meetings and is working with staff to develop student plans.

		<p>b.) Five students at Holliman Elementary School do not have equitable access to Leveled Readers and other components of the district's reading curriculum.</p> <p>c.) At Oakland Beach, one teacher reported that for students on the Alternate Assessment, there are no assessment tools for the students for math, reading or writing. There is no written curriculum for the students. There are no classroom materials, so the teachers create their own.</p> <p>d.) At Tollgate High School there are three classrooms A102, 104 & 106 designated as Woodshop and Art rooms that have stairs denying access for students with mobility or those that may utilize wheelchairs. There is one additional art room that is accessible. Building level administration indicated that Central Office staff has been made aware of this issue for some time and the issue remains unchanged.</p>	<p>SA7,10,11,12,13.</p> <p>SC 4</p> <p>Tollgate High School</p>	<p>b.) Reading needs will be reviewed and appropriate materials will be provided. Timeline: Immediately and ongoing with progress check in October 2013</p> <p>c.) Written curriculum will be developed for the program utilizing consultation and formation of a planning group. Alternate assessment, and classroom material needs will be reviewed; appropriate remedies and purchases will be completed. Timeline for both: Immediate and ongoing. Progress check in January 2014</p> <p>d.) Monies to address and remedy this issue have been put in the 2014 budget. Plans are underway to rectify. Timeline: Immediately and going; Progress check: January 2014.</p>	<p>b.) Materials have been ordered and new processes are in place for ordering materials.</p> <p>c.) Teams have been developed at each school to help develop curriculum and address assessment tools issue.</p> <p>d.) Construction has been completed.</p>
Compliance	7	Specific Learning Disability (SLD) identification determination	Data analysis Interviews	Administration will plan for professional	The first IEP professional

		<p>In the schools reviewed, individual staff and teams were unclear with regard to applying mandatory state criteria in determining whether students have specific learning disabilities (initial and reevaluation).</p> <p>The <i>Rhode Island Board of Regents for Elementary and Secondary Education Regulations Governing the Education of Children with Disabilities</i> require the school departments to use RIDE's criteria in determining whether students have specific learning disabilities. Such criteria are published in <i>Rhode Island Criteria and Guidance for the Identification of Specific Learning Disabilities</i>. In determining whether a student has a specific learning disability, the evaluation team must define each area of concern in measureable terms, monitor using an objective, valid, ongoing assessment tool directly linked to the area of concern and monitor progress with interval data over a period of time adequate to provide a rate of improvement that is compared to a normative rate from local age peers, and demonstrate an achievement gap when compared to national normative data.</p> <p>The Warwick School Department hired a new Rtl Coordinator this year, who also serves as the Title I Coordinator. When she started, Rtl structures were not consistent across the schools and grade levels. She has been working with school-based data teams and data liaisons, looking at classroom data using current math and universal reading screens. The district is planning to implement STAR Enterprise assessments for progress monitoring, in addition to as universal screening tools for math and reading.</p>	Record reviews	<p>development / technical assistance to ensure that staff are adhering to regulatory requirements regarding the initial and reevaluation process for students with specific learning disabilities.</p> <p>Timeline: Immediately and ongoing. Progress check : October 2013</p>	<p>development training addressed how to identify and determine whether students have special learning disabilities. All special educators and Itinerants were in attendance.</p> <p>Trainers also reinforced Rtl structures and using STAR to identify students with SLD.</p>															
Result/ Compliance	8	<p>Due Process Information (State Performance Plan Indicators #16, #17,#18 & #19)</p> <p><u>WARWICK PUBLIC SCHOOLS COMPLIANCE DATA 2010-2012</u></p> <p><u>COMPLAINTS</u> <u>2010</u> # of Complaints:</p> <table border="1" data-bbox="348 1159 972 1312"> <thead> <tr> <th></th> <th>ISSUE(S)</th> <th>RESULT</th> </tr> </thead> <tbody> <tr> <td>Complaint #1</td> <td>IEP</td> <td>Finding of Compliance</td> </tr> <tr> <td>Complaint #2</td> <td>IEP</td> <td>Withdrawn</td> </tr> </tbody> </table> <p><u>2011</u> # of Complaints:</p> <table border="1" data-bbox="348 1393 982 1451"> <thead> <tr> <th></th> <th>ISSUE(S)</th> <th>RESULT</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>		ISSUE(S)	RESULT	Complaint #1	IEP	Finding of Compliance	Complaint #2	IEP	Withdrawn		ISSUE(S)	RESULT				Data analysis	Compliance identified through due process is reviewed and verified as corrected by RIDE due process personnel. All items noted as noncompliant in the due process findings are verified as corrected.	
	ISSUE(S)	RESULT																		
Complaint #1	IEP	Finding of Compliance																		
Complaint #2	IEP	Withdrawn																		
	ISSUE(S)	RESULT																		

<i>Complaint #1</i>	Other/Confidentiality	Finding of Noncompliance
<i>Complaint #2</i>	Other/Records	Finding of Compliance

2012

of Complaints:

	<i>ISSUE(S)</i>	<i>RESULT</i>
<i>Complaint #1</i>	Placement	Part Compliant & Noncompliant
<i>Complaint #2</i>	Other/FAPE	Finding of Compliance

MEDIATIONS

2010

of Mediations:

	<i>ISSUE(S)</i>	<i>RESULT</i>
<i>Mediation #1</i>	IEP	Agreement Reached
<i>Mediation #2</i>	Placement	Withdrawn

2011

of Mediations:

	<i>ISSUE(S)</i>	<i>RESULT</i>
<i>Mediation #1</i>	Placement	Agreement Reached
<i>Mediation #2</i>	Placement	Agreement Reached

2012

of Mediations: No mediations during this period

HEARINGS

2010

of Hearings:

	<i>ISSUE(S)</i>	<i>FINDING(S)</i>
<i>Hearing #1</i>	Evaluation	Dismissed
<i>Hearing #2</i>	Evaluation	Withdrawn
<i>Hearing #3</i>	Placement	Pending
<i>Hearing #4</i>	Placement	Withdrawn by Parent

		2011					
		# of Hearings:					
			<i>ISSUE(S)</i>				<i>FINDING(S)</i>
		Hearing #1	Evaluation				Withdrawn by LEA
		2012					
		# of Hearings:					
	<i>ISSUE(S)</i>	<i>FINDING(S)</i>					
Hearing #1	Other/Funding	Withdrawn					

3. IDEA TRANSITION					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Result	1	<p>Part C to Part B Transition (Indicator #12)</p> <p>The Early Childhood Administrator/Child Outreach Coordinator oversees staff managing 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 most recent district Preschool Special Education Performance Report indicated that the district achieved 100% compliance and that of 40 children referred from Early Intervention and found eligible for preschool special education, 36 had IEPs developed and implemented by their 3rd birthday; 4 were delayed due to turning 3 during a period of school closing.</p>	<p>Data Analysis Interviews State Performance Plan Preschool Special Education Performance Report</p>		
Result/ Compliance	2	<p>IDEA Transition Planning at the Middle Level</p> <p>At Winman Jr. High School transition assessment varies by teacher and includes tools such as the Transition Planning Inventory (TPI), Way to Go RI, Harrington O'Shea, teacher made checklists, student interviews, and other online tools. Use of transition assessments does not appear to be systemic from year to year or teacher to teacher.</p> <p>Transition planning for eligible students with disabilities at Aldrich Middle School is emerging. Special educators are facilitating Way to Go RI interest inventories. Overall, at the middle level, it is unclear how the findings of the inventory inform the IEP.</p>	<p>Data Analysis Interviews Record reviews</p>	<p>Staff participated in the March 2013 state-wide transition planning conference. This group developed a work plan to create a scope and sequence for transition assessment and progressive transition evaluation tools.</p> <p>Timeline: Immediately</p>	<p>Monthly meetings with staff and faculty that reiterate need for transition planning and using consistent transition planning assessments.</p>

				and ongoing. Progress check: January 2014	
Result	3	<p>IDEA Transition Planning at the High School Level</p> <p>At Veterans Memorial High School all students with IEPs go to the Warwick Career and Technical Center for a vocational assessment in their 9th grade year. Case managers are responsible for reviewing these results and embedding them into the IEP. Teachers mentioned using Way to Go RI or the Transition Planning Inventory (TPI) for the remaining years as a vocational assessment tool.</p> <p>At Toll Gate High School individual case managers are responsible for facilitating transition assessment with students. There are a variety of transition assessments that teachers are able to access (WaytoGoRI, Transition Planning Inventory, Self AIR Determination Scale, informal assessments, etc.). Interest inventories seem to be facilitated to all students with more significant disabilities and those who will be accessing Division of Developmental Disabilities services appear aware of the adult agencies that may be most effective and appropriate for their students and assist in the transition process. Overall at the high school level, there is a lack of scope and sequence for transition assessment and progressive transition evaluation tools.</p>	Data Analysis Interviews		
Result	4	At the high school level the department chair is the point for the Office of Rehabilitative Services (ORS) referrals at the school. Each high school has a special educator that attends the Regional Transition Advisory Council meetings and disseminates information obtained from that meeting to colleagues. Some students have been referred to ORS and have participated in comprehensive vocational evaluations while other students who may be interested in the career and technical school have completed a vocational evaluation at the career center.	Interviews Document Review		
Result	5	Summary of Performance (SOP) is facilitated by the case managers as appropriate.	Interviews Document Review		
Result	6	Youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, and transition services. The Warwick Public Schools are 96.04% compliant with the requirement. (State Performance Plan Indicator #13)	Interviews Document Review		
Result	7	67% 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 69%. (State Performance Plan Indicator #14)	Interviews Document Review		

