

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

School Support System Report and Support Plan
West Warwick Public Schools
February 7 - 10, 2011

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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***West Warwick Public Schools
SCHOOL SUPPORT SYSTEM REVIEW***

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| 1. FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE/LRE) | | | | | |
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| Indicator | | Findings | Documentation | Support Plan | Follow-up Findings |
| | | <i>The RIDE Office of Student, Community and 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.</i> | State Performance Plan | | |
| Result | 1 | <p>Least Restrictive Environment Data Based on the FY July 1, 2009 – June 30, 2010 State Performance Plan information on West Warwick Placement Data is as follows:</p> <p>The percentage of students educated 80 to 100% of the time in general education settings is 76.10% (RI District Average is 73.35%).</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 12.32% (RI District Average is 12.83%).</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 2.35% (RI District Average is 3.71%).</p> | State Performance Plan Data Analysis | | |
| Result | 2 | <p>Instructional Strategies and Supports</p> <p>Throughout the district there were examples of student centered, teacher facilitated differentiated instruction, with posted rubrics, reading and math strategies, modeling, cooperative learning, student lead projects and problem solving, posted agendas and student work along with homework assignments, classroom expectations, all aligned to standards, GLE's and GSE's.</p> <p>Use of Student Assessment and Performance Data to Inform Instructional Practices Throughout the district, administration and school faculty review student data in a variety of ways and formats. Faculty review various assessments and activities such as but not limited to the following;</p> | Data Analysis Interviews Observations | | |

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| | | <ul style="list-style-type: none"> • GRADE • NECAP • PALS • Common Tasks (Math and Writing) • Summative and Formative Assessments • Topical teacher generated test • Review of student work and performance | | | |
| Result | 3 | <p>Elementary Level Response to Intervention (Rtl)</p> <p>Both Wakefield Hills and Greenbush Elementary Schools have Rtl teams which include general education teachers, a special education teacher, principal and additional staff as needed. Each building has weekly meeting times with protocols for bringing student needs to the problem solving meeting, documenting interventions, data collection, and continued meetings to determine continuation or change in intervention and referral for special education evaluation. The schools have not yet implemented the new Learning Disabilities Documentation form as specified in RIDE Guidance. Universal data for reading is available and the district is working to implement universal screening tools for mathematics and writing. Grade level and content area problem solving occurs through examination of PALS, GRADE, NECAP, and common task data through Common Planning Time groups. The data is used to inform instruction, although it is not clear that student grouping is impacted. Progress monitoring tools are more readily available for reading than math or writing. Teams are working towards more frequent progress monitoring to be able to collect sufficient data points within a 6-8 week intervention period to examine a student's rate of progress. Currently, interventions may be delivered by classroom teachers, special educators, reading teachers, and some related service providers.</p> | Data Analysis Interviews Observation | <p>Special education administration will facilitate staff participation and engagement in the RIDE spring 2011 Rtl sessions. In addition, administration will lead and monitor the utilization of basic Rtl information and training via the RI Technical Assistance Project, http://www.rti4success.org as well as accessing other state coordinated efforts and technical assistance. The special education administrator will also lead the district in applying for a secondary level Rtl waiver.</p> <p>Timeline: Immediate and ongoing</p> <p>Progress check: October, 2011</p> | Elementary teachers and administrators from all three elementary schools participated in professional development (documentation provided) and special education administration has implemented new initiatives and resources to improve Rtl processes. The special education director will continue to oversee these efforts (in conjunction with others) on an ongoing basis. |
| Result | 4 | <p>Middle Level Response to Intervention (Rtl)</p> <p>Response to Intervention at the middle level is just being established. The school-based team will be meeting once a week and is comprised of school administrators, reading specialists, general and special educators and others as needed</p> | Data Analysis Interviews | <p>Special education administration will facilitate staff participation and engagement in the RIDE spring 2011 Rtl sessions. In addition, administration will lead and monitor the utilization of basic Rtl information and training via</p> | Teachers and administrators at the middle school level participated in professional development |

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| | | (school counselors, school social workers, school psychologists, and related services providers). A structured process is emerging. Additional professional development is needed to create progress monitoring, data collection and analysis strategies and expansion of an intervention tool box that includes both academic and behavioral intervention strategies. | | <p>the RI Technical Assistance Project, http://www.rti4success.org as well as accessing other state coordinated efforts and technical assistance. The special education administrator will also lead the district in applying for a secondary level Rtl waiver.</p> <p>Timeline: Immediate and ongoing</p> <p>Progress check: October, 2011</p> | <p>(documentation provided) and special education administration has implemented new initiatives and resources to improve Rtl processes. The special education director will continue to oversee these efforts (in conjunction with others) on an ongoing basis.</p> <p>District has applied for the secondary level RTI waiver.</p> |
| Result | 5 | <p>High School Level Response to Intervention (Rtl)</p> <p>There is a formal team comprised of a primary circle of support including the principal and five special educators. The expanded circle for the Rtl includes the psychologist and social workers. Discussions are underway to expand the communication process and include more general educators and parents in addition to the overall Rtl structure and use of Rtl at the high school level.</p> | Data Analysis Interviews | <p>Special education administration will facilitate staff participation and engagement in the RIDE spring 2011 Rtl sessions. In addition, administration will lead and monitor the utilization of basic Rtl information and training via the RI Technical Assistance Project, http://www.rti4success.org as well as accessing other state coordinated efforts and technical assistance. The special education administrator will also lead the district in applying for a secondary level Rtl waiver.</p> <p>Timeline: Immediate and ongoing</p> <p>Progress check: October, 2011</p> | <p>Teachers and administrators at the high school level participated in professional development (documentation provided) and special education administration has implemented new initiatives and resources to improve Rtl processes. The special education director will continue to oversee these efforts (in conjunction with others) on an ongoing basis.</p> <p>District has applied for</p> |

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| | | | | | secondary waiver. |
| Result | 6 | <p>Social Emotional Resources / Positive Behavioral Interventions and Supports (PBIS)</p> <p><u>Elementary Level</u> Elementary school guidance counselors provide weekly instruction in grades 1-4 as part of the schedule of specials (art, music, library, gym). In previous years, kindergarten had been included in the Developmental Guidance Program. Classes include organizational skills, social skills, bullying prevention, study skills, etc., delivered through interactive whole class lessons with visuals and musical chants to engage all students.</p> <p>Greenbush is in year one of the cohort of PBIS, attending monthly meetings with PBIS trainers from the Sherlock Center at Rhode Island College. The PBIS team includes the principal, PTA president, head custodian, general educator, and special educator. The school has held coffee hours and professional development sessions to provide training to all staff and collect feedback from teachers.</p> <p><u>Middle Level</u> Throughout the middle school, faculty and staff often provide opportunities for personalization through individual student contact, small group activities and classes along with a climate of community and belonging. Due to a major shift in population at the middle school (transition of the district fifth grade to the middle school) the advisory program has been put on hold until next school year. Discussions are underway to incorporate the advisory program with the academic strategies classes offering a combination of academics and personalization.</p> <p><u>High School Level</u> At the high school there has been an increased focus on the 9th grade class. This includes increased personalization coupled with the 9th grade team structure including student-teacher mentors. Some of the initiatives include attendance awards and individual meetings with the assistant principal to review goals and transcripts. Via the ninth grade advisories, the classes have signed a contract banner to pledge to graduate. All of these</p> | Data Analysis Interviews Observations | | |

| | | endeavors assist in creating a culture of community and school engagement. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Result | 7 | <p>SPP Disproportionate Representation</p> <p>West Warwick continues to make progress in reducing over representation of students in the category of Emotional Disturbance. Review of policies, procedures, and practices did not find evidence of inappropriate identification practices in this disability area.</p> <table border="1"> <thead> <tr> <th rowspan="2">White</th> <th colspan="4">ED</th> </tr> <tr> <th>2006</th> <th>2007</th> <th>2008</th> <th>2009</th> </tr> </thead> <tbody> <tr> <td>Students with Disability</td> <td>121</td> <td>94</td> <td>77</td> <td>69</td> </tr> <tr> <td>Total Students</td> <td>3199</td> <td>3057</td> <td>2951</td> <td>2951</td> </tr> <tr> <td>District Risk</td> <td>3.78</td> <td>3.07</td> <td>2.61</td> <td>2.34</td> </tr> <tr> <td>Nat'l Risk</td> <td>0.69</td> <td>0.72</td> <td>0.72</td> <td>0.72</td> </tr> <tr> <td>District Risk Ratio</td> <td>5.48</td> <td>4.27</td> <td>3.62</td> <td>3.25</td> </tr> </tbody> </table> <p>Continued implementation of school-wide programs such as PBIS and the Developmental Guidance Program and strategies such as the use of school psychologists supporting behavior observation, behavior intervention plans, and FBA's for at risk general education students, will help to ensure ongoing improvement in this area.</p> <p>Risk levels and risk ratios for Learning Disabilities (White, Hispanic) and Other Health Impairments (White) have not reached the threshold for disproportionate representation but either hovers just beneath or are continuing to approach the threshold. Vigilance in these areas could help prevent identification with additional areas of disproportionality and/or inappropriate identification practices.</p> | White | ED | | | | 2006 | 2007 | 2008 | 2009 | Students with Disability | 121 | 94 | 77 | 69 | Total Students | 3199 | 3057 | 2951 | 2951 | District Risk | 3.78 | 3.07 | 2.61 | 2.34 | Nat'l Risk | 0.69 | 0.72 | 0.72 | 0.72 | District Risk Ratio | 5.48 | 4.27 | 3.62 | 3.25 | State Performance Plan Data Analysis Student File reviews Interviews Documents | | |
| White | ED | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 2006 | 2007 | 2008 | 2009 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Students with Disability | 121 | 94 | 77 | 69 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total Students | 3199 | 3057 | 2951 | 2951 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| District Risk | 3.78 | 3.07 | 2.61 | 2.34 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nat'l Risk | 0.69 | 0.72 | 0.72 | 0.72 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| District Risk Ratio | 5.48 | 4.27 | 3.62 | 3.25 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Result | 8 | <p>Preschool</p> <p>The preschool continuum is detailed under the elementary level program continuum in this section.</p> | State Performance Plan Data Analysis | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| | | <p>The district collects early childhood outcomes data on all children with IEPs as required by the federal Office of Special Education Programs. Teachers collect and enter authentic assessment information into an on-line child portfolio (Teaching Strategies Gold). This assessment information is used to shape and individualize instruction and to demonstrate progress. The Preschool Coordinator is responsible for implementing process, procedures, and monitoring strategies to ensure the fidelity of the data collection.</p> | | | |
| Result | 9 | <p>Elementary Level Program Continuum</p> <p>There are 959 students at the elementary level and approximately 191 are students with IEPs. The special education program continuum is as follows:</p> <p>Wakefield Hills Elementary</p> <ul style="list-style-type: none"> -There is one co-taught classroom at every grade level in Wakefield Hills, beginning in kindergarten. A general education teacher and a special education teacher work together on a full-time basis during the course of the day. There is a full-time and a part-time teacher assistant who support this model at the building level. -There are three preschool classrooms in the building. One is a full day program that services a moderately to severely impaired population of preschool children. The two other programs offer students a half day session. One of the half day sessions is evolving into a traditional integrated preschool program. They all operate five days per week. -One of the speech and language therapists services a group of preschool students with primarily speech and language needs through a clinical model. Parents bring children to Wakefield Hills for individual and small group therapy. -The building employs a full-time behavior/resource teacher who provides instruction to students both in-class and using the pull-out model. She is also available to students in general education for Response to Intervention services. | <p>Data Analysis Interviews Observations</p> | | |

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| | <p>-Wakefield Hills has two self-contained classes that service students from across the district. Both classrooms include children with moderate to severe impairments. They offer students both academic and functional life skills. For both groups of children, services are delivered in the general education classroom, the self-contained classroom, as well as in the community. The students participate in a leisure swim period, twice a month at the local YMCA. During the summer months, there is additional community-based instruction built into the weekly routine.</p> <p>Greenbush Elementary</p> <p>-There is one co-taught classroom at every grade level at Greenbush, beginning in kindergarten. A general education teacher and a special education teacher work together on a full-time basis during the course of the day. There are two floating teacher assistants who also support this model.</p> <p>-There are three preschool classrooms in the building; two classrooms service a moderately to severely impaired group of preschool children (up to six students per room). One of the preschool classrooms is a traditional integrated preschool program with seven students with disabilities and eight students without disabilities. This program has a morning and afternoon session, and runs for four days per week, with the fifth day set aside for parent consultation and community outreach.</p> <p>-One of the speech and language therapists services a group of preschool students with primarily speech and language needs through a clinic model. Parents bring their children to Greenbush for individual and small group therapy services. Some students are bused to and from a local nursery school/daycare program for these services.</p> <p>-One of the district's self-contained therapeutic programs is located at Greenbush School. This program is highly structured and meets the needs of students with significant behavioral and emotional needs and is able to integrate all students into general education classrooms for part of their day at some point during their placement.</p> | | | |
| Result | 10 Middle Level Program Continuum | Data Analysis | | |

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| | <p>There are 977 students attending John F. Deering Middle School, and approximately 199 are students with IEPs. The program continuum is as follows:</p> <ul style="list-style-type: none"> -At the fifth grade level, specialized instruction is provided through an inclusive (full-time collaborative) co-taught model. There are four co-taught classrooms with a special educator and general educator providing instruction throughout the day. In addition to the four content areas, all students receive one period of numeracy and/or literacy determined by their NECAP scores and/or Math Common Assessment scores. -There are three sixth grade teams with specialized instruction provided through three co-taught classes (same dynamics as above). One of the co-taught collaboratives functions as a “self-contained co-taught” general education classroom with students needing more intense instruction and support. Two students within this setting are eligible for alternate assessment. -Specialized instruction at the seventh and eighth grade is provided through two full-time inclusive co-taught collaborative classes (at each grade level). -Additionally, a special educator provides specialized instruction in the general education setting 40% of the time with a teacher assistant providing academic and/or behavioral support for the remainder of the time (60% collaborative) at each grade level. -Likewise, a special educator provides specialized instruction in the general education setting 60% of the time (60% collaborative) with a teacher assistant available to provide academic and/or behavioral support for the additional 40% at both the seventh and eighth grade levels. Students in the 40%/60% classes may need more or less intensive instruction in core content area classes. -A special educator at the middle school provides inclusive academic behavioral supports for students on the Autism Spectrum in the general education setting. A full-time teacher assistant supports students in the general education setting as | <p>Interviews Observation</p> | | |
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| | <p>appropriate. Students additionally participate in a weekly social skills group facilitated by a social worker and speech and language therapist.</p> <p>-In the January 2006 SSS report, the middle school life skills program was cited as having limited community access, a unstructured classroom setting that did not promote learning along with limited use of assistive technology. In the February 2011 SSS review the following improvements were noted in support of students needing more intensive instruction, support and/or life skills experience:</p> <ul style="list-style-type: none"> • Two self-contained settings provide specialized instruction for students with mild/moderate academic, functional and/or behavioral challenges. Special educators share the instructional responsibilities, providing students an opportunity to move from class to class (though directly across from one another) throughout the day for their content area classes. As appropriate and with support, students may participate in collaborative classes such as science, ELA and Academic Strategies. Both the SLP and the school social worker provide whole class activities and supports. Two students in this setting are on alternate assessment and receive their life skills and community exploration through attendance in the additional self-contained program. • A third self-contained setting has been established to provide intensive instruction for students experiencing more significant challenges, including medical and nursing support. Instruction is focused on academic functional skills along with community exploration supporting life skills and recreational opportunities. There are currently three students participating in this setting and are eligible for alternate assessment. <p>-All students participating in the self-contained model attend Encore classes as appropriate with support. Teachers facilitating alternate assessments are provided time to manage data input and documentation.</p> | | | |
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| | | <p>-An alternative educational therapeutic setting is provided for students experiencing significant social/emotional challenges who require specialized instruction for their entire school day. A classroom setting has been established for the fifth and sixth grade students with an additional classroom setting for the seventh and eighth grade students. Each program is academically tailored to the appropriate grade level content area curriculum. Additionally, a behavioral management point system is utilized to monitor students' behavior to better support positive behavioral outcomes and progress. A clinical team meets weekly comprised of a clinical psychologist, the school social worker assigned to the program, the classroom special educator and teacher assistant, the grade level administration and the physical education teacher. The team addresses strategies and interventions to support students academically, behaviorally and functionally. Physical education is provided off-site at the local YMCA.</p> <p>-The implementation of this alternative education program supports the goal of lowering suspension and deterring students from receiving their educational experience in an out-of-district placement evidenced by suspension data.</p> <p>There are highly qualified concerns with the self-contained programs for students with academic and social/emotional challenges. Title IIa is in the process of monitoring this issue and compliance with highly qualified requirements will be facilitated through the RIDE Office of Educator Quality and Certification.</p> | | | |
| Result | 11 | <p>High School Program Continuum</p> <p>At the high school level there are 1,040 students and approximately 217 are students with IEPs. The program continuum is as follows:</p> <p>-Collaborative classes (special educator and general educator in core content classes). In the 9th grade all four major content areas have at least one co-taught class. The 9th grade teams have a common team planning time. At the other grade levels it depends on the needs of the students. There are approximately</p> | Data Analysis Interviews Observation | | |

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| | <p>26 collaborative classes in all.</p> <p>-Resource classes. Students attend based on need on a daily basis and receive .5 credits per semester.</p> <p>-Two Life skills classes (currently divided by level of need). One class focuses on students with moderate intellectual needs and the other with on students with more significant intellectual challenges. Perspectives is the contracted partner that works with students in community-based work experiences. Perspectives also works with students in other self-contained settings in work experiences on an as needed basis. Clarity of the budget process to acquire consumables is under refinement and discussion.</p> <p>-A self-contained class setting focuses on students with learning needs. Students in this class can be in this setting for 9th and-10th grade and then they are fully integrated in the general education setting. This is staffed by a teacher and an assistant.</p> <p>-Two self-contained classes for students with social/emotional challenges. This program targets students who are emotionally fragile. Students participate in physical education/health in a self-contained setting. Some students come “down the hill” for lunch, to take an elective or content classes depending on IEP team decision.</p> <p>-There is a third self-contained setting that focuses on students with social/emotional and academic needs. These classes are staffed by a teacher and assistant per class.</p> <p>-A consulting psychologist meets on a regular basis with the teachers and the clinical staff to address clinical issues or questions and to provide guidance around students with challenging profiles. One of the social workers specifically works with teachers and students with social/emotional challenges as well as students in the Apartment Program. The role of the social worker is to provide additional support. In addition, teachers of students in the self-contained setting meet with Department Chairs of the core content classes to discuss key content topics and portfolio artifacts.</p> | | | |
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| | <p>-The high school utilizes a self-directed IEP model where students, when appropriate, act as the lead facilitators in their own IEP process. This process was observed via a videotaped IEP meeting and subsequent student interview. It was a positive, proactive opportunity for students, parents, and teachers.</p> <p>-There are highly qualified concerns with the self-contained programs for students with academic and social/emotional challenges. Title IIa is in the process of monitoring this issue and compliance with high qualified requirements will be facilitated through the RIDE Office of Educator Quality and Certification.</p> <p>-The Apartment Program. This is a community-based transition program housed at Clyde Towers that focuses on students 18-21 years of age who require additional services to address their transition goals. A special educator and three full-time job coaches support the community-based job experiences.</p> <p>-The district has developed three programs for students who are not traditional learners and who are at-risk of dropping out of the school. These options include:</p> <ul style="list-style-type: none"> • After School Credit Retrieval Program. This program runs from 2:30pm-5:30pm. Students receive instruction in all major content areas and also have an opportunity to earn elective credit for work exploration experiences via a contract with Perspectives. • Half Day Morning Tutorial Program. This program runs from 7:30am-10:00am and is staffed by two general educators and one special education teacher. Most students receive elective credits through work exploration opportunities for the second half of the day. They are supervised by a job coach or a job coach assigned to a work enclave. • The district also developed an affiliation with the Eleanor Briggs School (September 2010). The Briggs School operated a satellite site at the former Maisie Quinn School in West Warwick. They run an alternative | | | |
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| | | program for students with significant emotional and behavioral difficulties. Up to 14 students can be served in this program. | | | |
| Result | 12 | At the high school there is an Alternate School Instruction (ASI- formerly in-school suspension). This setting is where students can spend their day if warranted. It is manned by core content teachers and special educators on a rotating basis | Data Analysis Interviews Observation | | |
| Result/ Compliance | 13 | Adaptive Physical Education (APE) is provided at the high school per the IEP team. Most students who receive adaptive physical education are also scheduled for general physical education classes. This is where they typically receive health education. If a student is not scheduled for regular physical education in addition to their APE it is unclear how they receive health education. | Data Analysis Interviews Observation | Special education administration in collaboration with the school based administrator will ensure student schedules include health education as appropriate. Timeline: Immediate and ongoing Progress check: October 2011 | All students are appropriately scheduled for health education classes at the high school. |
| Result | 14 | Extended School Year (ESY) is offered in the district per the IEP. It is typically housed at the high school for high school students. | Data Analysis Interviews Observation | | |
| Result | 15 | School Removal/Disciplinary Policies (Secondary Level) Throughout the district behavioral expectations along with disciplinary action protocols and policies are comprehensively defined in a student handbook. | Data Analysis Interviews Observation | | |
| Result | 16 | 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 West Warwick School District maintains an active Local Special Education Advisory Committee (LAC). The LAC has active members and an identified chair. Accomplishments to date include the development of a parent mentoring system where veteran parents mentor parents who | Data Analysis Interviews | | |

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| | | <p>are new to the system. The LAC has had RIPIN facilitate workshops, as well as special educators who provided workshops on potential summer enrichment activities. The ongoing goal for the LAC includes increasing membership. Parents reported that the special education director is very supportive of their goals and overall programming needs.</p> <p>On a related parent note, on the high school website there is a section for parents of students with IEPs. Information and updates regarding state-wide activities and events are posted on a regular basis.</p> | | | |
| Result | 17 | <p>School Efforts to Partner with Parents:</p> <p>The district's rate of parent participation in the annual Special Education Statewide Parent Survey (2009-2010) 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 that reported that their school's efforts to involve parents as a means of improving services and results for children with disabilities are at or above the state standard of 28%.</p> | Data Analysis State Performance Plan | | |
| Result | 18 | <p>Drop Out /Graduation Rate</p> <p>The West Warwick graduation rate is 68.90% for all students and 54.70% for students with disabilities. These rates are lower than the state average rates of 75.50% for all students and 58.70% for students with disabilities.</p> <p>The West Warwick dropout rate is 20.10% for all students and 25.00% for students with disabilities. These rates are higher than the state average rates of 13.90% for all students and 22.80% for students with disabilities.</p> <p>To address the dropout concern, the high school has focused on the 9th grade. Please see the initiatives outlined in the box #11 above for further information. In addition, the district has developed three programs to assist nontraditional learners who</p> | Data Analysis State Performance Plan | | |

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| | are at-risk for dropping out. These are discussed in item # 7 of this section. | | | |
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| 2. EVALUATION/ INDIVIDUAL EDUCATION PROGRAM (IEP) | | | | | |
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| Indicator | | Findings | Documentation | Support Plan | Follow-up Findings |
| Result/ Compliance | 1 | <p>Records of approximately 26 students were reviewed prior to the on-site review by the team leaders. Students' records were organized and accessible. The record review process identified the following compliance trends.</p> <ul style="list-style-type: none"> - Evidence in file showed that ET conducts re-evaluations and makes IEP decisions rather than IEP team. There were clear examples of evaluation team documents noting that additional IEP supports are required in the following areas and then it listed those areas. Per regulations, evaluation teams can only make recommendations regarding services and supports. The IEP team is required to review those recommendations and determine required services as a team. -Missing invitations, and missing parental consent for services documents were noted. -Documentation of written prior notice was not seen in the majority of the files reviewed. - IEPs reviewed had challenges writing measurable goals, providing base line data in present levels of performance, progress measures included types of data but not how often that data is collected. - Some IEP items were left blank. <p><i>(RI Regulations subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</i></p> | <p>Data Analysis Record Reviews Interviews Observation</p> | <p>Assurances will be provided to the Rhode Island Department of Education, Office of Student, Community and Academic Supports, that compliance issues are addressed and rectified. This Support Plan is applicable for all compliance findings in this section.</p> <p>Special education administration will provide professional development in the area of evaluation, IEP writing/process.</p> <p>Timeline: Immediate and ongoing</p> <p>Progress check: October 2011</p> | <p>District policies and procedures were revised, given the findings, identified in this section(summer,2011)</p> <p>District forms were also revised to reflect the findings, identified in this section (summer, 2011).</p> <p>The system for submitting documentation to central office was revised, and a checklist was developed to achieve greater compliance in this area (summer, 2011).</p> <p>Training was provided to most special education teachers and administrators in May, 2011 concerning best practices in IEP development.</p> <p>An IEP mentoring program was established for all special educators and related service personnel in the district (spring, 2011) IEP</p> |

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| | | | | | mentors were selected, given the quality of their IEPs. This program will continue throughout the 2011\2012 school year. Building secretaries and clerks were trained over two sessions; monitoring visit findings were reviewed, and new policies and practices were discussed (summer,2011) |
| Result | 2 | <p><u>Child Outreach</u></p> <p>The state target for screening is 80% of children ages 3, 4 and 5. In West Warwick’s most recent Consolidated Resource Plan, the district reports the following screening percentages for June 2010:</p> <ul style="list-style-type: none"> • 3 year olds: 20% • 4 year olds: 35% • 5 year olds: 67% <p>These percentages reflect an increase from the percentages reported the previous year although they fall short of the target. This increase is attributed to a myriad of outreach factors. These include but are not limited to continued collaboration with Thundermist Medical Center, in addition to sustained outreach with all potential entities that work with children. In addition, the information collected during school registration has been refined to include a “proof of child outreach screening” card. The Child Outreach Coordinator will continue to review and refine the outreach process to work toward meeting the target of 80%</p> | Data analysis meeting State Performance Plan | | |
| Result/ Compliance | 3 | West Warwick for the 2009-2010 year was at 91.72% compliance for meeting evaluation timelines for initial referrals. As of 2/24/2011, West Warwick was thus far at 100% compliance for meeting evaluation timelines for initial referrals for the 2010-2011 school year. | Data analysis meeting State Performance Plan | | |

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| | | (RI Regulations 300.301) | | | |
| Result | 4 | At the elementary and high school levels, special educators complete an accommodation sheet that is then sent to the general education teachers. At the elementary and middle levels, evidence folders of assessment data, student work samples, PLPs, etc., are used to facilitate grade to grade transition, placement, and inform instruction. At the elementary level, the evidence folder and accommodation sheet are integrated and well disseminated for teacher information. | Interviews Observation Data analysis meeting | | |
| Compliance | | At the middle level, provision of accommodations/modification for students with IEPs is not consistently provided to teachers. Special educators noted a variety of methods with no systemic approach to information exchange. Tri-semester teachers often did not receive IEP information related to student accommodation needs (JK2). | | Special education administration will provide professional development addressing a systemic district process for the provision of accommodations and modifications as appropriate. Timeline: Immediate and ongoing Progress Check: October 2011 | The district has instituted a practice, whereby elementary principals and middle school/high school special education department heads notify the special education office in writing, when their staff has distributed/discussed accommodations with general education teachers at the start of a new school year. |
| Compliance | 5 | Student requiring an FM system as documented on the IEP ("as needed throughout the day") has not had access since the beginning of the school year. Although efforts have been made to repair the FM system, to date the system is inoperable. The student has had the same FM system since preschool and has had continued technical difficulties throughout the school years (JK1). | Interviews Observation Record Review | A new FM system has been ordered and the student is currently using a temporary FM system until the new assistive technology is in place. Timeline: Issue in process of being resolved. Progress check: October, 2011 | FM system was obtained prior to the conclusion of the 2010\2011 school year. |
| Compliance | 6 | <u>Specific Student Compliance Issues Concerning RtI Identification and the Use of RtI</u> Referral and evaluation procedures and documentation do not fully address all provisions under RIGL 300.307-300.311 | Interviews Record Reviews Documents | Special education administration will facilitate staff participation and engagement in the RIDE spring 2011 RtI sessions. In addition, administration will lead and monitor | Teachers and administrators at all levels participated in RTI spring training sessions. 2012 IDEA submission |

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| | <p>Learning Disabilities Identification. In some cases, provisions under RIGL 300.301-300.306 related to referral and evaluation (including but not limited to learning disability category) are not in compliance. File reviews documented missing data, infrequent data collection, and incomplete forms such as largely blank special education data sheets or intervention plans with scant information. Activities such as student observations, consideration of relevant medical findings, and academic history were not consistently implemented or recorded in the student record. Some district forms do not contain all the information required in the regulations (EK1, 2, 5, 6).</p> | | <p>the utilization of basic Rtl information and training via the RI Technical Assistance Project, http://www.rti4success.org as well as accessing other state coordinated efforts and technical assistance. The special education administrator will also lead the district in applying for a secondary level Rtl waiver.</p> <p>Timeline: Immediate and ongoing</p> <p>Progress check: October, 2011</p> | <p>targets RTI initiatives, resources and related professional consultation at all schools.</p> <p>District has applied for secondary waiver.</p> <p>Examples/Initiatives: To contract with consultant who has experience in assisting a district in expanding its targeted and intensive interventions in the areas of reading, math, writing and behavior intervention</p> |
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| 3. TRANSITION | | | | | |
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| Indicator | | Findings | Documentation | Support Plan | Follow-up Findings |
| Result | 1 | <p><u>Part C to Part B Transition</u></p> <p>Last year's consolidated resource plan (CRP) indicated that the district achieved 100% compliance and that 18 children referred from Early Intervention and found eligible for preschool special education had IEPs developed and implemented by their 3rd birthday. Twelve children started service after their 3rd birthday due to parent request for delay.</p> <p>Early intervention begins with a contact from the Early Intervention (EI) service provider to the West Warwick Early Childhood Coordinator. A joint meeting occurs at the child's home school six months prior to the third birthday. Sometimes, a home visit occurs if needed. It is determined as a team at the initial contact. All referral meeting notices are held at the home school until the conclusion of the school year. Each student's file should include a meeting notice for each meeting that occurs, beginning at the referral stage. It is unclear if consent is obtained to review the evaluation results/portfolio and determine</p> | <p>Data Analysis Interviews State Performance Plan</p> | | |

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| | | if the child is eligible for Part B special education as record reviewed did not show evidence of this. The Early Childhood Team including the parent develops the IEP. The preschool IEP team meets each spring to begin the transition process and determine the appropriate services for the incoming kindergarten students. | | | |
| Result | 2 | <p><u>IDEA Transition Planning at the Middle Level</u></p> <p>The school counselors at middle level facilitate the Way to go RI interest inventory with all seventh and eighth grade students. Completed inventories are shared with special educators to utilize with student career exploration. For students with IEP's who are fourteen years of age, the Way to go RI interest inventory is used to develop transition based IEPs. In May, all eighth graders shadow a high school student and for interested students a tour of the Toll Gate Career and Technical Center will additionally occur.</p> | Data analysis Interviews Observations | | |
| Result | 3 | <p><u>IDEA Transition Planning at the High School Level</u></p> <p>The high school uses Way to go RI for vocational assessment/career exploration for 9th, 11th and 12th graders. In 10th grade all students with IEPs get the Transition Planning Inventory (TPI). The social worker assists parent(s) with completing the parent assessment of the TPI. Case managers are responsible for the transition planning process. In addition, beginning this year all case managers utilize a transition review sheet that allows teachers to track where students are in the transition service page and what future steps students will take in terms of transition connectivity to the IEP process. Student led IEPs are common at the high school and encouraged.</p> <p>Also at the high school there is a Dare to Dream Club. The mission of this club is to develop leadership and self-advocacy through activities in the school community and beyond.</p> | Data Analysis Interviews Observation | | |
| Result | 4 | At the high school the Department Chair is the point for the Office of Rehabilitative Service (ORS) referrals at the school. | Interviews Document Review | | |