

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

School Support System Report and Support Plan
Westerly Public Schools
May 16-19, 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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**WESTERLY
SCHOOL SUPPORT SYSTEM REVIEW
MAY 16 - 19, 2011**

TEAM MEMBERS

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1. FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE/LRE)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
		The RIDE Office of Student, Community 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.	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 Westerly Placement Data is as follows:</p> <p>The percentage of students educated 80 to 100% of the time in general education settings is 59.22% (RI District Average is 73.35%).</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 13.59% (RI District Average is 12.83%).</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 4.28% (RI District Average is 4.59%).</p>	State Performance Plan Data Analysis	<p>Central office administration in conjunction with school-based administration will review and refine least restrictive opportunities for students with IEPs.</p> <p>Timeline: Ongoing. Progress check September 2011</p>	<p>Review of percentages in the “School Support Findings” as well as sections in the IEP document that reflect/impact LRE with staff K-12.</p> <p>High School & Middle School schedule eliminated non-highly qualified self-contained classes.</p>
Result	2	<p>Instructional Strategies and Supports Throughout the district there were examples of student centered, teacher facilitated instruction, with posted rubrics, student lead projects and problem solving, posted agendas and student work along with homework assignments, independent self-selected reading and journal writing all aligned to the Early Learning Standards, GLE’s and GSE’s.</p>	Data Analysis Interviews Observations		

Result	3	<p>Response to Intervention (Rtl) <u>Response to Intervention at the Elementary Level</u> At the elementary level, there are Intervention Teams for each of the 3 areas- Reading, Math, and Behavior. These are at varying levels of development in each school, with reading being the most established, and behavior and math emerging.</p> <p>The Rtl process varies at each elementary school, but at Dunn’s Corner and State Street School, teachers are expected to bring data to the team meetings. This information is reviewed, possible reasons for lack of progress are identified and interventions are put in place. Progress is reviewed approximately 6-8 weeks later to determine if the intervention is working, if adjustments need to be made (time/frequency/duration, etc.), if another intervention may be appropriate, or, if the student should be referred to the Evaluation Team.</p> <p>Interventions may be provided by the classroom teacher, the reading specialist, a teacher assistant, or a special education teacher (usually if there is an existing group with similar needs).</p> <p>Dunn’s Corner and State Street Schools have math intervention teams that meet weekly, following a model similar to reading intervention team meetings. Every student in grades K-4 is assessed at least twice during the year, more frequently if interventions are needed.</p> <p><u>Response to Intervention at the Middle Level</u> Response to Intervention at the Westerly Middle School is emerging. An interim chair has recently been identified and a team established. The Rtl team meets weekly to address referrals. Rtl components such as evidence based interventions, tier screening tools, data collection and progress monitoring strategies have yet to be fully implemented. Though educators may use a variety of assessment tools on scheduled and/or informal bases, it was unclear how those findings informed instruction and/or instructional interventions for individual students and/or curriculum planning.</p> <p><u>Response to Intervention at the High School Level</u> The Rtl team at the high school is called the “Problem Solving</p>	Data Analysis Interviews Observation	Central office administration in conjunction with school-based administration will review and refine data development and use with regard to disability evaluation and identification process. <p>Timeline: Ongoing. Progress check December 2011</p>	Central Rtl team was developed along with protocols and procedures for consistency in the process. Central administration along with the District math and reading coordinator identified a District assessment schedule as well as a continuum of interventions and expectations for progress monitoring. <p>At the Middle School and High School, an administrator was assigned as the chair of the Rtl team to ensure consistency and protocols are followed.</p> <p>District implemented RIDE’s LD/ID SLD forms.</p>
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		<p>Team” and its meets every Tuesday. The referral form to the problem solving team requires the teachers to document the intervention(s) attempted and attach supporting documentation. The student, parent(s) and all of the student’s teachers are invited to attend the problem solving meeting for the student. Substitutes are provided so the required teachers can attend. Parent participation has been very high this past school year. Staff spoke to the need for a systematic database system to capture and review Rtl data (similar to AIMS web for elementary and middle level). Staff expressed a desire to have clarity regarding roles and responsibilities as well as a renewed focus on collaboration via the Rtl process.</p>			
Result	6	<p>Social Emotional Resources / Positive Behavioral Interventions and Supports (PBIS) Throughout the district there was evidence of social emotional learning along with character education activities and support. Examples include but are not limited to: -Specialized topical groups -PBIS at the elementary level -Advisories at the secondary level (middle and high school)</p> <p>Plans are underway to have the district be a PBIS district for the 2011-2012 school year.</p>	<p>Data Analysis Interviews Observations</p>		
Result	7	<p>SPP Disproportionate Representation Data trends over four years show that the district has made progress in reducing significant disproportionality in emotional disturbance (ED). The improvements have been made despite declining enrollment numbers which pose a challenge to reduction of risk levels. The numbers of student who are White and identified with other health impairments are not clearly trending in one direction or another. Where numbers of students identified appeared to be on the increase (Native American all disabilities reported and Black students with learning disabilities), the district completed a data analysis with RIDE to examine dates of initial eligibility, within district or sending district, census accuracy, and grade at initial eligibility. The students in those categories were found eligible for special education prior to the 2009-2010 school year and as such do not represent recent changes to policies, procedures, and practices implemented within district in the last two school years. With continuation of comprehensive restructuring and refinement of</p>	<p>State Performance Plan Data Analysis Student File Reviews Interviews Documents</p>		

evaluation team structure and continued implementation of social emotional learning along with character education activities and support, it is expected that the district will continue to see a reduction in significant disproportionality and will also continue to remain in compliance with SPP Indicators 9 and 10 on disproportionate representation.

Black	LD				
	2006	2007	2008	2009	2010
Students with Disability	2	7	9	12	10
Total Students	80	82	75	81	98
District Risk	NA	NA	NA	14.81	10.2
Nat'l Risk	4.05	4.14	4.14	4.14	3.82
District Risk Ratio	NA	NA	NA	3.58	2.67

Native American	ADR				
	2006	2007	2008	2009	2010
Students with Disability	9	11	17	20	24
Total Students	45	46	50	49	75
District Risk	NA	23.91	34.00	40.82	32
Nat'l Risk	9.08	9.15	9.15	9.15	8.92
District Risk Ratio	NA	2.61	3.72	4.46	3.59

White	OHI				
	2006	2007	2008	2009	2010
Students with Disability	91	91	93	102	91
Total Students	3073	2940	2864	2815	2637
District Risk	2.96	3.10	3.25	3.62	3.45
Nat'l Risk	0.90	0.85	0.85	0.85	0.98
District Risk Ratio	3.29	3.64	3.82	4.26	3.52

White	ED				
	2006	2007	2008	2009	2010

		<table border="1"> <tr> <td>Students with Disability</td> <td>88</td> <td>78</td> <td>68</td> <td>56</td> <td>45</td> </tr> <tr> <td>Total Students</td> <td>3073</td> <td>2940</td> <td>2864</td> <td>2815</td> <td>2637</td> </tr> <tr> <td>District Risk</td> <td>2.86</td> <td>2.65</td> <td>2.37</td> <td>1.99</td> <td>1.71</td> </tr> <tr> <td>Nat'l Risk</td> <td>0.69</td> <td>0.72</td> <td>0.72</td> <td>0.72</td> <td>0.63</td> </tr> <tr> <td>District Risk Ratio</td> <td>4.15</td> <td>3.68</td> <td>3.30</td> <td>2.76</td> <td>2.71</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	Students with Disability	88	78	68	56	45	Total Students	3073	2940	2864	2815	2637	District Risk	2.86	2.65	2.37	1.99	1.71	Nat'l Risk	0.69	0.72	0.72	0.72	0.63	District Risk Ratio	4.15	3.68	3.30	2.76	2.71									
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Result	8	<p>Preschool Continuum</p> <p>The district collects early childhood outcomes data on all children with IEPs as required by the federal Office of Special Education Programs. There are 4 pre-school classes in the district, with all located at Bradford School. One class is full day for students with more significant needs, while the others are 2½ hour sessions, with 12-13 students per class, 51% of which are peer models. Teachers collect and enter authentic assessment information into an online child portfolio. This assessment information is used to shape and individualize instruction and to demonstrate progress. The Early Childhood Coordinator is responsible for implementing process, procedures, and monitoring strategies to ensure the fidelity of the data collection. Additional evaluations may take place if needed</p>	State Performance Plan Data Analysis																																						
Result	9	<p>Elementary Level Program Continuum (Dunn's Corner and State Street Schools)</p> <p>There are 330 students at Dunn's Corner Elementary School and approximately 52 students have IEPs. The special education continuum is as follows:</p> <ul style="list-style-type: none"> - Support from a teacher or teaching assistant, within the general education classroom. For students with more significant needs who are in self-contained settings, there are connections with general education class activities as much as possible. -Resource. Specialized instruction is provided outside the general class setting. -Behavior support program. Students can be in the program setting for some or all of their general education classes depending on the need as determined by the IEP team. Social studies is incorporated into reading and writing, however, the teacher was not included in training for the new social studies program. Additionally, they access their math text online, but do not have copies of math materials. Students participate in all 	Data Analysis Interviews Observations	Central office administration in conjunction with school-based administration and personnel will review and refine least restrictive opportunities for students with IEPs. Timeline: Ongoing. Progress check September 2011	Review of percentages in School Support Findings as well as sections in the IEP document that reflect/impact LRE with staff K-12. High School & Middle School schedule eliminated non-highly qualified self-contained classes. In the scheduling of students at the																																				

		<p>reading and math assessments and progress monitoring (Aimswest). A consulting behavior specialist works with the program as needed.</p> <ul style="list-style-type: none"> -Program for students with significant physical and intellectual needs (self-contained setting). Two students who would have been in this setting are being served in general education setting. <p>At State Street School, there are approximately 331 students, with 80 students with IEPs. The continuum includes:</p> <ul style="list-style-type: none"> -Support from a teacher or teaching assistant, within the general education classroom. -Support outside the general education setting for targeted instruction in reading, writing, or math. -Intensive support outside the general education setting: -Two classes for students on the autism spectrum (K-1 and 2-4). The amount of time students are in this classroom varies from approximately ½ hour per day to almost all day. Teacher assistants provide support to students in general education settings, helping with accommodations, sensory/movement breaks, and safety issues. -One class setting for “Intensive Resource” K-4 for students with mild/moderate challenges. 			<p>secondary level, file reviews were conducted and students were scheduled based on academic strengths first with supports identified (i.e.: collaborative classes as needed and identified in IEP).</p> <p>At all levels, students who were identified as needing specialized instruction in a particular area were afforded general education interventions prior to a goal being added to an IEP. This allowed the IEP teams time to determine if a need existed and what interventions were appropriate.</p>
Result	10	<p>Middle Level Program Continuum</p> <p>There are 952 students attending Westerly Middle School, 169 are students with IEPs. The special education program continuum is as follows:</p> <p>Westerly Middle School provides an academic setting for the district’s fifth grade elementary students along with the middle level academic program for students attending the sixth, seventh and the eighth grade.</p> <p>Specialized instruction throughout the upper elementary and</p>	Data Analysis Interviews Observation	<p>Central office administration in conjunction with school-based administration and personnel will review and refine least restrictive opportunities for students with IEPs.</p> <p>Timeline: Ongoing. Progress check September 2011</p>	<p>High School & Middle School schedule eliminated non-highly qualified self-contained classes. In the scheduling of students at the secondary level, file reviews were</p>

	<p>middle level is provided through intensive resource, resource teams, the “Acquiring Social Programming in Regular Education” (ASPIRE) program, applied academics, a resource center, the planning center and the behavior support program.</p> <p>Intensive Resource at the fifth grade level offers students an opportunity to receive their math, reading and writing curriculum within a small group setting (self-contained). Students as appropriate participate in science, social studies and specials.</p> <p>-A resource team at the fifth grade level offers students supplemental resource services and supports within the general education setting. Resource support (pull out) is additionally provided up to five periods a week offering students a small group setting to support areas of reading, writing and functional skills. Academic assessments and progress monitoring benchmarking and six minutes solutions are often facilitated in a resource setting.</p> <p>The middle school model is designed around grade level teams (three 6th grade teams, two 7th and 8th grade teams and one 7th/8th grade split). Special educators are assigned to each team.</p> <p>Each grade level team (6th, 7th and 8th) facilitates an Intensive Resource program providing students direct instruction in math, ELA and/or reading in a small group setting (self-contained). Students participate in science, social studies and specials as appropriate with support. Students are additionally provided up to five periods a week within a six day cycle of resource supports and services in a small group setting (intensive resource may have up to 10 students per grade level).</p> <p>Resource teams are additionally facilitated at each grade level (6th-8th). Supplemental resource support in math and ELA is provided in the general education setting. As appropriate students participate in social studies, science and specials with support. Students are provided up to five periods of pull out resource within the six day cycle of resource support in a small group setting (resource teams are typically up to 20 students).</p> <p>The applied academics functional life skills program (self-</p>			<p>conducted and ALL students were scheduled based on academic strengths first with supports identified (i.e.: collaborative classes as needed and identified in IEP).</p>
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contained setting) is provided for students with more significant intellectual challenges needing individualized self care instruction and life skills experiences. Students participate with their typically developing peers in specials along with some core content classes with support (teacher assistant) when appropriate. There are currently six students participating in this instructional setting with four of the students requiring an alternate assessment.

A Resource Center facilitated by a special educator is available for middle level students needing a less restrictive setting to meet their IEP goals and objectives. There are currently twenty students who are scheduled from four to five periods within a six day cycle receiving resource services and supports during this time.

An ASPIRE supplemental support program is offered at the 5th, 6th, and 7th grade. The focus of this program is to offer students with autism, autism spectrum disorders, pervasive developmental disorders and/or anxiety related disorders support in the general education setting as appropriate including self regulation, social and sensory development. In addition, the school social worker facilitates topical groups supporting social skills development along with utilizing a social problem solving reading series "superflex". Students participate in content area classes along with specials as appropriate.

The Planning Center is facilitated by a special educator and teacher assistant to provide supplemental support academically and/or behaviorally for students who have behavioral challenges and/or anxiety related issues. This environment is meant as a safe setting to potentially start the day, check in when needed and or to provide students functional skill support and direction. This setting is additionally utilized for transitioning students from the Behavior Support Program. Students engaged in the RtI process may participate in the center for behavioral intervention implementation along with progress monitoring.

The Behavior Support Program at Westerly Middle School is provided for students experiencing behavioral health challenges.. The program currently is providing students a supplemental academic behavioral management setting supported by a traditional behavioral management point system.

		<p>As appropriate in relationship to points earned, students participate in general education setting (core content area classes) supported by a teacher assistant. This additionally includes specials, physical education and lunch.</p> <p>Some special educators who are not highly qualified are the teacher of record. (Intensive resource and the Behavior Support Program). Title Ila is in the process of monitoring this issue.</p> <p>Common planning is held daily with special educators attending once in a six day cycle. This time is not structured, however meeting agendas and minutes are provided to school administration. Both general and special educators reported the need to work more collaboratively to address student academic needs and progress, instructional modifications and accommodations, team planning and student data analysis for instructional planning. The current schedule prohibits special educators from participating more often. Common planning time is additionally scheduled after school, twice a month; however it is unclear how faculty utilized this time.</p>			
Result	11	<p>High School Program Continuum There are four academic levels at Westerly High School. These are:</p> <p>1.) Basic Level- These are classes for students who have IEPs, who have significant learning issues, and are co-taught (special educator and general education teacher).</p> <p>2.) Career Level- Some of the career level classes are co-taught (special educator and general education teacher) There are some Career/College Prep mixed level classes. which are co-taught (special educators and general education teacher)</p> <p>3.) College Prep Level</p> <p>4.) Honors/AP</p> <p>There are 983 students at Westerly High School and approximately 200 are students with IEPs. The program continuum is as follows:</p> <p>-Applied academics 1, 2 and 3. Applied academics 1 (AA 1)– students with more moderate intellectual challenges. Some students attend basic core classes</p>	Data Analysis Interviews Observation	Central office administration in conjunction with school-based administration and personnel will review and refine least restrictive opportunities for students with IEPs. Timeline: Ongoing. Progress check September 2011	High School & Middle School schedule eliminated non-highly qualified self-contained classes. In the scheduling of students at the secondary level, file reviews were conducted and ALL students were scheduled based on academic strengths first with supports identified (i.e.: collaborative classes as needed and identified in IEP).

	<p>and/or take classes with the applied academic 1 teacher.</p> <p>Applied academics 2 (AA 2)- students with more significant intellectual challenges. Some of the students in this class go to the applied academics 1 ELA class and reading. One block per day students are exposed to community-based experiences so each student is out in the community approx two times per week. A bus is available for the class during this time. Students work at the Johnny Cake Center, Westerly library, recreational supports, etc. Students in the class are accessing AAGSEs.</p> <p>Applied academics 3 (AA 3)- a transition program for students 18-21 years of age (contacted with various providers for 18-21 services).</p> <p>Plans are underway to procure the Life Centered Career Education curriculum and implement for September 2011 with all of the applied academic programs.</p> <p>Students in the applied academics participate in a self-contained family consumer science class taught by the family consumer science teacher. Students who take adaptive physical education can also take basic health or an adaptive health as appropriate (both are classes for students with IEPs). They also participate in other elective classes which are not self-contained.</p> <p>“Acquiring Social Programming in Regular Education” (ASPIRE). Resource/organization class for students on the autism spectrum. Sixteen (16) students participate in this class. Of these 16 students, two are in the basic classes. The remainder are the college prep and honors classes.</p> <p>Students in the self-contained settings (AA1, AA2) typically have advisory within the self-contained settings. Discussions are underway to tweak this for the following year. Students who receive resource in ASPIRE can choose to be in an advisory in ASPIRE or with typical peers.</p> <p>-Intensive Support (co-taught basic classes). Students with more intensive academic needs may take basic classes for their core content area as appropriate. These are co-taught general education classes. The special educator who is in the co-taught class also teaches a resource class for students who have basic classes. Staff shared data to show the variety of students that</p>			
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	<p>may only have basic classes in one specific area. There are basic classes at all grade levels although the number of students declines as the grade increases (There are 6 students in the 12th grade basic classes).</p> <p>-9th grade team (50% of the students have an IEP and 50% do not). Students participate in a team model and are targeted for such due a need for additional support. There is a special educator assigned to the 9th grade team who co-teaches and does the resource for the 9th grade team. These are career level classes. The team, including the special educator, meets once every seven days to discuss student's needs and curriculum planning, student/parent meeting etc. Because the 9th grade team is "full" other students who could benefit from a team model are left out. Staff stressed the need for refining and revamping the current 9th grade team model to be equitable for all. Some felt that the team should not exist as it targets only certain students and leaves others, who may also need a team model, behind.</p> <p>-Resource support. Students in some specialized programs (ASPIRE, 9th grade team, AA1) receive resource support with their teacher assigned to their respective programs. Other students receive resource support in the Hub—a large room where three (3) resource teachers provide support to students per the IEP.</p> <p>Planning Center- A combination of students with IEPs and students without IEPs. A special educator, teacher assistant and social worker are assigned to work with these students and provide resource support in this setting. Students take general education classes (in this class, 13 out of 23 students have IEP s participate in the planning center).</p> <p>-Behavior Support. A special educator, two teacher assistants, and a psychologist are assigned to work with students in the behavioral support program and provide resource support in this setting. Students check in the morning and afternoon and resource and advisory in this setting. They take all general education classes. A behavior specialist from Creative Options supports the BSP program.</p>			
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		<p>Alternative Education Program (general and special education). Credit retrieval and core content classes are done via computer (A+ Learning). Students come to the high school for resource, physical education and electives. It is unclear if the A+ Learning is supported by certified/ highly qualified core content area teachers. Title IIa is in the process of monitoring this issue.</p> <p>Written entrance and exit criteria for the above referenced programs/options were evident.</p> <p>A full-time psychologist and social worker are at the high school. Both provide service per the IEP, work with students in the BSP or Planning Center program and participate in RtI as needed. The social worker facilitates a “girl group” during advisory time.</p>			
Result	12	Adaptive Physical Education is provided as directed by students IEPs	Data Analysis Interviews Observation		
Result	13	Extended School Year (ESY) services and supports are determined through the IEP meeting along with an analysis of student work and a central office check for determination.	Data Analysis Interviews Observation		
Result	14	Throughout the school district behavioral expectations along with disciplinary action protocols and policies are comprehensively defined in a student handbook.	Data Analysis Interviews Observation		
Result	15	<p>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.</p> <p>The Westerly School District maintains an active Local Special Education Advisory Committee (LAC). The Special Education Administrator attends all meetings. The LAC has had leadership changes within the last year with two new co-chairs. This has resulted in membership changes and re-defining goals and activities.</p>	Data Analysis Interviews Observation		
Result	16	School Efforts to Partner with Parents:	Data Analysis State Performance		

		<p>The district's rate of parent participation in the annual Special Education Statewide Parent Survey (2009-2010) is 18% of parents whose children have IEPs.</p> <p>Of parents with a child receiving special education services who participated in the last survey, the percent that reported that their school's efforts to involve parents, as a means of improving services and results for children with disabilities, are at or above the state standard is 41%.</p> <p>Westerly also has parent liaisons at State Street School, Springbrook, and Bradford Schools, with the District coordinator housed at State Street School. This person assists principals and teachers in connecting and communicating with parents. There are plans to develop a Parent Academy to connect parents to community resources next year.</p>	Plan		
Result	17	<p>Drop Out/Graduation Rate The Westerly graduation rate is 89.30% for all students and 70% for students with disabilities. These rates are notably higher than the state average rates of 75.50% for all students and 58.70% for students with disabilities.</p> <p>The Westerly dropout rate is 6.30% for all students and 14% for students with disabilities. These rates are notably lower than the state average rates of 13.90% for all students and 22.80% for students with disabilities.</p>			

2. EVALUATION/ INDIVIDUAL EDUCATION PROGRAM (IEP)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Result/ Compliance	1	<p>Records of approximately 18 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"> -Meeting participants did not include a general educator. -Present levels of performance (functional and academic) is not based on quantitative measurable baseline data -Short term objectives not consistently measureable -Student progress was documented, how often the data would be reviewed was not noted. 	<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>Timeline: Immediately and Ongoing.</p>	<p>District administration in conjunction with LEA's at each level developed a compliance timeline procedure, which was fully implemented effective December</p>

		<p>-Baseline information is present levels of performance and needs to be reflective of present levels</p> <p>-Transition assessments noted on the IEP were not seen in central or school files.</p> <p>-Other occasional IEP items not fully completed</p> <p><i>(RI Regulations subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</i></p>			<p>15, 2011.</p> <p>Compliance procedure included an accountability system for case managers, supported by building administrators and special education administration. These procedures were developed in collaboration with union leadership to ensure that expectations and accountability were clearly defined.</p>
Result	2	<p><u>Child Outreach</u></p> <p>Westerly's child outreach screenings are available in a range of community-based early childhood programs and agencies.</p> <p>The Early Childhood Coordinator, her assistant, and all screeners attend RIDE-sponsored training each year to ensure continued implementation of appropriate screening techniques. All screening instruments are reliable, valid measures as delineated in "Best Practices Guidelines for Child Outreach Screening Programs in Rhode Island".</p> <p>The state target for screening is 80% of children ages 3, 4 and 5. In Westerly's 2009-2010 Consolidated Resource Plan, the district reports the following screening percentages for June 2010:</p> <ul style="list-style-type: none"> • 3 year olds: 70% • 4 year olds: 91% • 5 year olds: 43% <p>These percentages reflect an increase from the percentages reported the previous year.</p>	Data analysis meeting State Performance Plan		
Result/ Compliance	3	<p>Westerly for the 2009-2010 year was at 97.06% compliance for meeting evaluation timelines for initial referrals. As of June</p>	Data analysis meeting		<p>Westerly has achieved and continues to</p>

		2011, Westerly was thus far at 100% compliance for meeting evaluation timelines for initial referrals for the 2010-2011 school year. Westerly is commended for their current 100% compliance and is encouraged to maintain this percentage. (RI Regulations 300.301)	State Performance Plan		maintain 100% compliance in this area.
Result	4	Throughout the district special educators completed a profile sheet that is then sent to the general education teachers. Elementary teachers communicate closely to discuss students' needs and accommodations.	Interviews Observation Data analysis meeting		

3. TRANSITION					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Result	1	The preschool Early Childhood Outreach Coordinator manages the transition of children from Part C Early Intervention (EI) to preschool special education. Upcoming birthdates are monitored to ensure that meetings are scheduled in a timely manner. Last year's consolidated resource plan (CRP) indicated that the district achieved 100% compliance and that all 14 children who were referred from Early Intervention and found eligible for preschool special education had IEPs developed and implemented by their 3 rd birthday. Westerly is commended for their 100% compliance and is encouraged to maintain this percentage.	Data Analysis Interviews State Performance Plan		
Result	2	IDEA transition at the kindergarten level When students transition into kindergarten the case manger meets with parents, kindergarten teacher to discuss individual student needs and services.	Data analysis Interviews Observations		
Result/ Compliance	3	IDEA transition related requirements at the middle level Special educators at the middle school informally discuss transition related inquires with their students who are 14 years of age prior to their IEP meetings. The questions posed address their measureable post school goals. Some special educators may use the WaytoGoRI, however findings from this inventory and/or vocational assessments are not utilized to inform the IEP. Additionally, students are invited to attend their IEP's informally	Data analysis Interviews Observations	Central office administration in conjunction with school-based administration and personnel will review, refine and implement a coordinated and documented transition evaluation that has meaning and connectively to the IEP planning process	The District has partnered with the Northern RI Collaborative (NORIC) to house the southern RI transition specialists. Their office is

		(invitations are not documented). (RI Regulation 300.43)		Timeline: Ongoing. Progress check March 2012	<p>maintained in the high school. Through this partnership, students receive priority status for vocational evaluations. Additionally, the District and NORIC transition specialists provided ongoing professional development to teachers and teaching assistants in the areas of vocational evaluations, writing transition IEP's, and the array of transition services that are available to students. The District has also hosted regional monthly transition meetings and a job coach training open to all districts. Currently, the District is working with NORICO to ensure the Westerly Transition Academy (officially in place in September 2011) is trained in conducting vocational assessments at community sites.</p>
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Result	4	<p>IDEA transition related requirements at the high school</p> <p>Teachers have received/reviewed a career planning chart outlining what activities students may engage in at each grade level for effective career planning. Case managers are able to choose the specific vocational assessment (Transition Planning Inventory, Casey Life Skills, WaytoGoRI, Ten Sigma, etc.) that they wish to use with their specific students.</p>	Data Analysis Interviews Observation	<p>Central office administration in conjunction with school-based administration and personnel will review, refine and implement a coordinated and documented transition evaluation that has meaning and connectivity to the IEP planning process.</p> <p>Timeline: Ongoing. Progress check March 2012</p>	*See above response.
Result	5	The high school special education department chair of the students receiving special education teacher attends the 8 th grade IEP meetings.	Interviews Document Review		
Result	6	<p>Transportation is available for students in applied academic class so they can engage in community-based vocational exploration opportunities. Teacher reported feeling very supported in this endeavor.</p> <p>There is also a transition program for students 18-21 years of age (applied academics 3) that utilizes various service providers for employment/job coaching opportunities.</p>			
Result	7	<p>There are some transition related electives offered to students:</p> <p>A career seminar elective is an elective offered to all students taught by a special educator. Job readiness and career exploration are two areas in that course that are covered.</p> <p>Career exploration, also taught by a special educator, will be offered to all students for September 2011. Students will be able to have internship experiences in this class.</p> <p>Personal finance (basic level course). This is a full year class that covers the same materials as the college prep finance (economics elective).</p>			
Result	8	The special education department chair in conjunction with the student's case manager is the lead for the Office of Rehabilitative Services and the Division of Developmental Disabilities referrals.			

Result	9	Summary of Performance (SOP) is facilitated by the case manager as appropriate.			