



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

---

**School Support System Report and Support Plan**

**East Greenwich Public Schools  
June 2018**

## **SCHOOL SUPPORT SYSTEM**

### **A Collaborative System of Focused Monitoring**

#### **Introduction**

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

To accomplish this the SSS includes these components:

- **The Orientation Meeting:** The Rhode Island Department of Education (RIDE) staff meets the Local Education Agency (LEA) to plan the site review and identify issues or initiatives that may influence programs or service delivery.
  
- **Data Analysis Meeting:** The RIDE staff meets to review LEA demographic information on selected reports including: the state performance plan, census information, and information collected through record review, staff questionnaires and parent interviews. To ensure that the child is at the center of the study, all analyses begin with the child. Thus, a 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 by the district as well as resources and time lines to improve programs and services.

## **TABLE OF CONTENTS**

1. Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE)
2. Evaluation/Individual Education Program (IEP)
3. IDEA Transition

# **East Greenwich Public Schools School Support System Review**

## **Record Review Team Leaders**

**Team A** – Susan Wood, Sandra Cambio Gregoire

The RIDE, Office of Student, Community & Academic Supports School Support System process was facilitated to provide a means of accountability for delivery of programs and services to improve outcomes for students with disabilities. The following pages reflect the findings of that process.

**1. FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE/LRE)**

Indicator		Findings	Support Plan
Result	1	<p><b>Least Restrictive Environment Data (State Performance Plan Indicator #5)</b></p> <p>As of December, 2017 Accelegrant Data, information on East Greenwich Public Schools Placement is as follows:</p> <p>The percentage of students educated 80 to 100% of the time in general education settings is 80.27% (RI District Average is 71.15%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 0.73% (RI District Average is 11.88%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 1.36% (RI District Average is 3.3%)</p> <p><i>Documentation: Data from Accelegrants posted 5/8/18</i></p>	
Result	2	<p><b>Participation and performance of children with IEPs on statewide assessments (State performance Plan Indicator #3):</b></p> <p>A. The district (disability subgroup that meets the State’s minimum “n” size) did meet the state’s AYP targets for the disability subgroup.</p> <p>B. Participation rate for children with IEPs 78.64%.</p> <p>C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievements standards 78.64% [Note: State has individual grade and content area targets (28%). State target is average target across grades and content areas. District target is average percent of students proficient across content areas (18.85%).]</p> <p><i>Documentation: Data Analysis; State Performance Plan 2015-2016</i></p>	
Result	3	<p><b>Multi-Tiered System of Support (MTSS) Response to Intervention (RTI)/Academics</b></p>	

The East Greenwich Public Schools is evolving in the use of a Multi-Tiered Systems of Supports (MTSS) across the district based on the Response to Intervention (RTI) tiers of supports and strategies. This multi-tiered framework is enacted as a school wide improvement process in regard to providing a high-quality, scientifically based curriculum within the general education classroom as well as an additional focus on the whole child and social-emotional learning. This process involves universal screening for all students using research-based and evidence-based assessment and progress monitoring tools, strengthening classroom instruction, and making instructional decisions that are data driven. Universal screening tools used throughout the district include STAR Reading and Mathematics Assessment, Fountas and Pinnell Reading Levels, Foundations Assessments, Running Records, summative end of unit assessments, and state assessments. This process is aligned across the district in the manner in which interventions are in place, data is collected, and progress is reported to the school-based team and parent. The MTSS/RTI teams across the district meet at regular intervals throughout the school year to collaborate and address student academic needs based on the multiple measures of determining and collecting benchmark data and progress monitoring the academic progress of all students across the district. Scaffolded instruction is used to differentiate learning for all students with increasing intensities of instructional practices matched to the individual learner needs for all students. Parents and families meet with MTSS/RTI teams to discuss their child's progress, the interventions used, and the academic goals for their child. This ongoing student assessment is rigorous, learner-centered and provides rich information regarding the student's rate of learning and level of achievement when compared to grade level benchmarks. In this manner, building-based data analysis and problem solving teams determine which students need which tier of leveled supports (Tier 1, 2, or 3) and at what level student progress needs to be measured. Throughout this process student progress is frequently monitored to determine the effectiveness of the curriculum, the interventions provided and the rate of student growth. Decisions regarding instructional needs are based on multiple data points taken over time in comparison to benchmark age expectations.

**Elementary Level**

At the Elementary Level, the East Greenwich Public Schools has designated building-based MTSS/RTI teams including the building principal, general educators, special educators, reading/math interventionists, and related service providers that serve to analyze data based on common assessments and progress monitoring results to best plan for and create supports to increase the level of student achievement and strengthen the instruction core of tiered support.

**Middle Level**

At the Middle Level the East Greenwich Public Schools school-wide MTSS/RTI team includes the building principal/assistant principal, general educators, special educators, guidance counselors, school psychologist, reading interventionist, and other related service providers. The building-based problem solving teams are in place in each grade level team of educators who meet on a regular basis to analyze data, determine interventions, and create tiers of support for students across the grade level.

		<p><b>High School Level</b>  At the High School Level the East Greenwich Public Schools school-wide MTSS/RTI team includes the building principal/assistant principal, general educators, special educators, guidance counselors, school psychologist, reading interventionist, and other related service providers. The building-based problem solving teams are in place in each department at the high school with department chairs and the content area team of educators who meet on a regular basis to analyze data, determine interventions, and create tiers of support for students across the grade level.</p> <p><i>Documentation: Data Analysis; Building-based data; State Performance Plan; District Data</i></p>	
Result	4	<p><b>SPP Disproportionate Representation (State Performance Plan Indicator #9 and #10)</b></p> <p>East Greenwich is not disproportionate.</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	
Result	5	<p><b>Suspension (State Performance Plan Indicator #4a):</b> Significant discrepancy in the rate of suspensions (for students with IEPs) greater than 10 days as compared to the rate of suspensions (for students without IEPs) greater than 10 days. This was not applicable for the East Greenwich Public Schools as no students with IEPs were suspended for greater than 10 days.</p> <p><b>State Performance Plan Indicator #4b</b> 0 had: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.</p> <p><b>School Removals/Disciplinary Policies.</b> Throughout the district behavioral expectations along with disciplinary action protocols and policies are comprehensively defined in a student handbook.</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	

Result	6	<p><b><u>Multi-tiered System of Support (MTSS)/Social Emotional Supports/Social Emotional Resources/Positive Behavioral Supports</u></b></p> <p>The East Greenwich Public Schools utilizes a Multi-Tiered Systems of Supports (MTSS) based on the Response to Intervention (RTI) tiers of supports and strategies including a holistic approach to the child and social-emotional learning. This tiered support is based on Positive Behavioral Interventions and Supports (PBIS) and is enacted as a school-wide and district-wide embedded process providing a high-quality, scientifically supported social-emotional curriculum within the general education classroom. This process is evident across the district in the use of PBIS methodology to promote positive behaviors. This emphasis on a school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors creates positive school environments. Individual behavioral management plans, a continuum of positive behavior support for all students across classrooms, schools, and the district and is implemented in areas including the classroom and non-classroom settings (such as hallways, buses, cafeteria, auditorium etc.). Positive Behavioral Interventions and Supports (PBIS) is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs. Attention is focused on creating and sustaining Tier 1, 2, and 3 systems of support that improve (emotional well-being, mental health, social-emotional competencies, and family support) of students.</p> <p>The East Greenwich Public Schools Strategic Support Mentoring program is district wide initiative that began in 1999. The program serves children in Pre-kindergarten through grade 12+ throughout the school year. Referrals to the Strategic Support Mentoring program are gathered from classroom teachers, support staff, building administrators, and parents. One of the district's social workers coordinates the program and assists in matching mentors and mentees. Mentors generally work one to one with a student but often "mentor" more than one student, and can also work within school group activities such as the homework clubs and the building-based Character Education Programs. The mentoring program serves as a relationship building connection to the social-emotional programming and interventions across the district. Students in need of a mentor are referred by the school-based team and identified as a student who would benefit from this type of one to one intervention.</p> <p>The East Greenwich Public Schools Mental Health Subcommittee is comprised of school community stakeholders and works on building initiatives and programs district-wide to support the social-emotional well-being of all students. The creation of the Mental Wellness Bulletin is a publication that is distributed across the district and in the community that focuses on engaging parents and caregivers at each level of childhood development birth through high school age. District and community supports as well as a variety of articles and resources centered around fostering a district-wide culture of social-emotional awareness is promoted through this work.</p>	
--------	---	--	--



Specific to Levels:

**Elementary Level**

All students engage in PBIS programming that encompasses recognition of the necessary characteristics of good citizenship, kindness, collaboration, and community. Examples of this work includes: school-wide awards such as the “Eagle Eye” award, Town meetings in which the whole school engages in topics related to social-emotional growth and awareness, lunch bunch activities where students eat lunch with support professionals as a means of developing rapport and connection, and the use of mindfulness, conscious discipline, and yoga practices across schools for all students. Character education lessons are conducted school-wide with the support of the building principal and support professionals. Topics include: friendship, bullying prevention, self-awareness, emotions, and a variety of other timely topics connected to the Rhode Island Department of Education’s Social Emotional Learning Standards. Grade level teams, support personnel, and building administration work together to identify those students who would benefit from additional interventions related to character education, developing strategies for emotional management, and additional behavioral supports through the use of behavior intervention plans, embedded classroom management strategies, and additional tiered interventions including the use of behavior specialists and paraprofessionals trained in data collection to inform interventions, progress monitor, and develop scientifically-based supports for students in need.

**Middle Level**

At the middle school level, the tenants of PBIS continue and are expanded to include a variety of interventions geared toward reaching all students across a system of tiered supports including student meetings with grade level guidance counselors, voluntary membership in the Cole Interact Club designed by the guidance counselors as club advisors to focus on kindness, positive social interactions, and school-based initiatives such as “Start with Hello Week,” “Spread the Word to End the Word Campaign,” and school community events in partnership with the Parent-Teacher Group (PTG). Cole Middle School is a nationally recognized Best Buddies Chapter for their work supporting a school-wide culture of inclusion and acceptance in the variety of organized social activities with many students at Cole Middle School. The school’s Unified Sports program also supports social-emotional learning and a positive school climate across grades. Students requiring more intensive interventions beyond Tier 1 are referred to the grade-level problem-solving team in which there are two teams for each of the three grade levels 6-8. General and special educators as well as support personnel regularly meet to determine those students in need of additional supports, collect data, determine interventions, and progress monitor using the social-emotional competencies. Additionally, strong relationship building is in place across the school with the Student Resource Officer as well as lunch bunch activities with targeted students to increase relationship building and a sense of belonging.

		<p><b>High School</b></p> <p>At the high school level, a school-wide commitment to PBIS and a variety of tiered supports specifically designed for the growing need of social-emotional interventions at this age level are employed. The high school has a twice weekly scheduled Check and Connect program that is overseen by the School Psychologist as well as general and special educators. This opportunity and intervention is utilized to work specifically with at-risk students who may become overwhelmed or need assistance in managing the rigors of high school expectations. Self-advocacy strategies, a community atmosphere, and the support of the school psychologists and other educators creates a safe space for students to obtain these strategies needed for their personal success. Advisory is another strategy utilized to identify students who may benefit from more intensive supports to assist in social-emotional skills. In addition, the high school's school resource officer and drug counselor work to establish positive relationship with all students and families as well as assist in identifying students and families in need of support. Referrals for additional support via the district's drug counselor are made by the school problem-solving team, teachers, support staff, and building administration. A weekly meeting of educators, support personnel, and building administration is held to discuss at-risk students in need of interventions on Tier 2 and Tier 3. Potential interventions are discussed and a progress monitoring plan is developed to ensure student progress.</p> <p><i>Documentation: East Greenwich Public Schools Strategic Plan Vision 20/20; District Initiatives; Building-based data; Mental Health Subcommittee; Observation</i></p>	
Result	7	<p><b>Preschool Continuum</b></p> <p>The East Greenwich Public Schools integrated preschool program is located at Meadowbrook Farms Elementary School. In the 2017-2018 school year this program contained three integrated preschool classrooms with community peers including a morning and afternoon sessions in each classroom. An Early Childhood Coordinator, three Preschool teachers, five paraprofessionals and related service providers support the integrated Preschool program. The Preschool curriculum is aligned to the Rhode Island Early Learning Standards (RIELS) and best practice in early childhood education and child development. Community preschool programs with walk-in related services and consultation as well as home visits are conducted.</p> <p>The East Greenwich Public Schools collects early childhood outcomes data on all children with IEPs as required by the federal Office of Special Education Programs. The Preschool has transitioned from the online child portfolio for Teaching Strategies Gold to High Scopes which is aligned to the Rhode Island Early Learning Standards (RIELS). The Rhode Island Child Outcomes Summary Part B is collected by Early Intervention in conjunction with Preschool input. Part C of the Rhode Island Child Outcomes Summary is completed by the Preschool Team. This assessment information is used to shape and individualize instruction and to demonstrate student progress. There are three major outcomes measured including positive social-emotional skills, acquiring and use of knowledge and skills (including early language/communication and early literacy), and</p>	

		<p>use of appropriate behaviors to meet needs. In East Greenwich, 100% of the preschool students who receive special education and related services in settings with typically developing peers such as early childhood settings, home, and part-time early childhood or part-time early childhood special education settings.</p> <p><b>Indicator #6</b></p> <p>A. In this district, the percent of preschool children aged 3-4 with IEPs attending a general education early childhood program and receiving the majority of special education services in the general early childhood program was 58.14%.</p> <p>B. The percent of children aged 3-5 with IEPs attending a separate special education class, separate school or residential facility was 0%.</p> <p><b>State Performance Plan Indicator #7</b></p> <p><b>Statement 1.</b> Of the preschool children who entered the preschool program below age expectations, the percentage who substantially increased their rate of growth by the time they turned 6 years of age or exited the program:</p> <ul style="list-style-type: none"> <li>▪ Positive social-emotional skills (including social relationships); 60%</li> <li>▪ Acquisition and use of knowledge and skills (including early language/ communication and early literacy); 60% and</li> <li>▪ Use of appropriate behaviors to meet their needs 47%</li> </ul> <p><b>Statement 2.</b> The percent of preschool children who were functioning within age expectations in each outcome by the time they exited the program were:</p> <ul style="list-style-type: none"> <li>▪ Positive social-emotional skills (including social relationships); 53%</li> <li>▪ Acquisition and use of knowledge and skills (including early language/ communication and early literacy); 87% and</li> <li>▪ Use of appropriate behaviors to meet their needs 87%</li> </ul> <p><i>Documentation: Data Analysis; State Performance Plan, Special Education Census as of December 1, 2017</i></p>	
Result	8	<p><b>Program Continuum Elementary Level</b></p> <p>The East Greenwich Public Schools has four elementary schools including: Meadowbrook Farms Elementary School (Preschool-Grade 2), Frenchtown Elementary School (Grade K-Grade 2), Hanaford Elementary School (Grade 3-Grade 5) and Eldredge Elementary School (Grade 3-Grade 5).</p> <p>There are 1,121 students at the elementary level and approximately 158 have IEPs. The special education program continuum is as follows:</p>	

		<p>The program continuum at the elementary level provides specialized instruction for students with IEPs in inclusive settings with most students receiving supports and services within the general education classroom. Co-teaching and collaboration among special and general educators takes place at each elementary school. Small group and individualized instruction takes place in and outside of the general education classroom pullout resource services dependent on student need. There are three elementary intensive support classrooms housed at Frenchtown, Hanaford, and Eldredge Elementary Schools. Each of these classrooms consist of highly structured work systems and communication systems for the students with inclusive practices in content areas. Through the use of scheduled common planning time as well as practices such as embedded inclusion institutes and professional development in the area of inclusive strategies school teams are discovering new ways in which to develop comprehensive, data driven, and learner-centered specially designed instruction.</p> <p><i>Documentation: Data Analysis; Interviews; Observation</i></p>	
Result	9	<p><b>Program Continuum Middle Level</b></p> <p>The East Greenwich Public Schools has one middle school (Grades 6-8). At Cole Middle School there are 627 students and 61 are students with IEPs. The special education program continuum is as follows:</p> <p>There are eight (8) grade level teams comprising each grade with a special educator assigned to each team along with a paraprofessional. Special education instruction is delivered using a variety of methods including inclusive, co-taught classes as well as small group instruction in the resource setting. The majority of students receive specialized instruction within the general education setting in a co-taught model, with special educators and general educators providing student specific accommodations and modifications of content area material. Special educators and paraprofessionals, as appropriate, collaborate with general educators and provide instructional support and student specific accommodations and modifications for all content area classes. Pull-out: Students IEP specific goals are addressed through their participation in an academic skills class which is held four days a week for 45 minutes. These support classes are learner-centered in connection with IEP goals and objectives as well as providing the opportunity for students to preview and participate in reteaching of key concepts learned in the content area classes. Special educators provide specialized instruction in addition to content area remediation, additional time to complete tests/quizzes, and assisting students in executive functioning skills. Students who participate in academic skills classes receive elective credits.</p> <p>A self-contained setting is provided for students with significant intellectual challenges needing individualized direct instruction. Students participate with their typically developing peers in co-curricular classes with support (paraprofessional) as needed. There are currently six students participating in this instructional setting all</p>	

		<p>requiring an alternate assessment. The classroom environment offers students an opportunity to experience hands-on daily living skills aligned to academic and social-emotional learning activities. A flexible learning program for grades 6-8 coordinated by a special educator in collaboration with general educators and support personnel provides students identified through the RtI and/or IEP process a setting to receive additional academic and/or social emotional behavioral support. This setting is additionally utilized to support students needing the fluidity of small group or one to one instruction on an as needed basis. All students have a specific plan to address their individual needs supported by progress monitoring data and performance in content area classes. Students utilizing this model this year have students with IEP supports, students identified through the RTI process, and student receiving accommodations through Section 504.</p> <p>A designated sensory integration therapy setting containing sensory support equipment and materials is available to students across grades. This room is sometimes utilized as a deescalation room in which students can use coping strategies to self-regulate emotions and behavior as needed.</p> <p>In addition, “Lancer Learning Time” or LLT is a regularly scheduled period that meets during the school day for the purpose of supporting and enhancing the learning of all students. This time is utilized for students to work on a variety of learning goals including completion of work and assessments, academic supports for all students, small groups of students working collaboratively on group assignments and projects, or self-directed learning activities specific to student needs. The Advisory program is scheduled weekly. Common Planning Time (CPT) is a structured scheduled opportunity for grade level teams including the special educator assigned to the team and others to meet weekly to discuss instructional practices, upcoming assignments, and needed accommodations/modifications and curriculum alignment to the common core state standards and the social emotional learning competencies. Grade level content area teachers meet to discuss instructional strategies, common assessments and planning for the alignment and implementation of the common core.</p> <p><i>Documentation: East Greenwich School District Continuum of Services; Data Analysis; Observations</i></p>	
Result	10	<p><b>Program Continuum High School Level</b></p> <p>The East Greenwich Public Schools has one high school. At East Greenwich High School (Grades 9-12) there are approx. 751 students and 67 have IEPs. There is a Department Chair of Special Education who serves as the Transition Coordinator, 8 Special Educators, and 7 paraprofessionals working within the special education programs. The program continuum is as follows:</p>	

		<p>Collaborative co-taught inclusive classes are offered in grades 9 and 10. Specific classes (ELA, math, science, and social studies) are developed in the spring and are based on overall student need. Special educators who co-teach attend subject matter common planning time once every seven days. Resource support with a designated special educator is offered five out the seven days for students as appropriate. There is a content focus for resource (math, ELA, executive functioning skills, etc.) as students are grouped according to content need with a consistent special educator. The multi-age program targets students who are not eligible for RI Alternate Assessment (RIAA) but are functioning considerably below grade level. These students take co-taught general education classes with appropriate support including additional math and reading labs as needed. The vast majority of the multi-age classes are comprised of students with IEPs and others needing intensive intervention.</p> <p>One class is designed for students with significant intellectual disabilities. In addition to the academic program, the older students in the class (19-21 years of age) participate in community-based experiences and vocational experiences while the younger students focus on academics and engage in some community-based experiences. All students participate in school-based vocational experiences. Perspectives is the contracted provider for some of the vocational/community-based experiences.</p> <p>There is a full-time psychologist at the high school and a student assistance counselor. The social worker is at the high school approximately one day per week.</p> <p><u>Documentation:</u> <i>East Greenwich School District Continuum of Services; Data Analysis; Observation</i></p>	
Result	11	<p><b>Adaptive Physical Education (APE)</b></p> <p>Adaptive Physical Education teachers provide both individual and small group instruction to students who qualify for this related service. The district follows specific criteria for referral and to determine eligibility. This district employs three individuals certified to provide adaptive physical education. In this district there are currently 36 students receiving adaptive physical education services. Those providing adaptive physical education services in this district consult and plan with the general physical education teachers to preview and extend those skills necessary for successful participation in physical education classes. In addition to specialized instruction the district's APE teacher support the Unified Sports teams at both the Middle and High School levels as well as recommend and support the students in their endeavors via Special Olympics</p> <p><u>Documentation:</u> <i>Data Analysis; Interviews; Observation, Special Education Census</i></p>	

Result	12	<p><b>Extended School Year (ESY)</b></p> <p>In the Extended School Year program in summer of 2017, 121 students of the 332 total special education population (36%) participated in extended school year services. The program continuum is as follows: The East Greenwich Public School holds a 5 week Extended School Year program from July to August for all students who based on regression and recoupment data points are eligible to receive services. Each class consists of a three hour session. Preschool and Kindergarten students attend three days per week. Grades 1 - 3 attend a Math and English Language Arts (ELA) Lab two days per week. Grades 4 - 12 attend a Math/ELA Lab one day per week. Intensive support classes K-12 which focus on Life Skills Curriculum consist of a four day a week schedule. In addition, job coaching and community-based vocational and transition experiences are also scheduled weekly for eligible students. Service Providers including occupational and physical therapists, speech pathologist, and school psychologists service students within the programs, as well as walk-in services per student need.</p> <p><u>Documentation:</u> Data Analysis; ESY 2017</p>	
Result	13	<p><b>Local Special Education Advisory Committee (LAC)</b></p> <p>The East Greenwich Special Education Advisory Committee local advisory committee meets in accordance with Rhode Island regulatory requirements. The leadership of co-chairs, group norms, and family support has developed. In addition, our SEAC has a social media presence, website, and regularly attends school committee meetings and district events such as Open House Nights at each school. At SEAC meetings a variety of topics are discussed including, transition planning, community crisis response with regard to students with disabilities, and hosting RIPIN for a workshop centered on "Basic Rights in Special Education: Evaluation to IEP."</p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p>	
Result	14	<p><b>School Efforts to Partner with Parents (State Performance Plan Indicator #8)</b></p> <p>The public school district's rate of parent participation in the annual Special Education Statewide Parent Survey (2016-2017) is 26.8% 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 93%.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	

Result	16	<p><b>Drop Out / Graduation Rate (State Performance Plan Indicator #1 and #2)</b></p> <p>The East Greenwich Public Schools graduation rate is 94.6% for all students and 65.0% for students with disabilities. These rates approximate the state average rates of 82.8% for all students and 59.4% for students with disabilities.</p> <p>The East Greenwich Public Schools dropout rate is 1% for all students and 10% for students with disabilities. These rates approximate the state average rates of 8.4% for all students and 17.8% for students with disabilities.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan, CRP data 2019</p>	
--------	----	--	--

## 2. EVALUATION / INDIVIDUAL EDUCATION PROGRAM (IEP)

Indicator	Findings	Support Plan
Result/ Compliance	<p>1</p> <p>Records of approximately fourteen (14) students were reviewed prior to the on-site review by the team leaders. Students' records were very accessible. The record review process identified by following:</p> <ul style="list-style-type: none"> <li>- Record review indicated a lack of consistency in adhering to the regulatory requirements for evaluation and reevaluation for students with learning disabilities.</li> <li>- Short-term objective not consistently measurable</li> </ul> <p><i>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</i></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><b>Timeline:</b> Immediately and ongoing</p> <p><b><u>FOLLOW-UP FINDINGS:</u></b> Professional development occurs during secondary and elementary department meetings. Review of policy, protocols and procedures for the evaluation and reevaluation of students with significant learning disabilities will continue to be facilitated on an ongoing basis. Teams work collaboratively to provide the most up to date and comprehensive evaluations and reevaluation processes for all students. Evaluation information includes progress monitoring data from multiple sources over a period of time as well as a thorough and individualized record review. This information is regularly reviewed by the Office of Student</p>



		<i>Documentation: Data Analysis; Interviews; Observation</i>	Services to ensure consistent adherence to Rhode Island regulatory requirements.
Result	2	<p><b>Child Outreach</b></p> <p>The East Greenwich Public School's Child Outreach screenings are available in a range of community-based early childhood programs and by appointment September through June, through Volunteers of Warwick Services (VOWS). Screenings instruments are reliable and researched-based measures aligned to the best practice guidelines for early childhood development. There are five components involved in the Child Outreach screening including the developmental screening, speech/language screen, vision, hearing and social/emotional questionnaire (which is completed by the parent).</p> <p>The Child Outreach Coordinator provides leadership, management and supervisory skills that promote learning for each student. The Child Outreach Coordinator supports the district's vision, inspiration, and insight for all stakeholders in a learner-centered school community. The Child Outreach Coordinator oversees a complex, dynamic, and collaborative learning community where students and families are the central focus. In addition, the Child Outreach Coordinator works collaboratively with special educators and related service providers in coordinating special services; providing information and serving as a resource to others; achieving defined objectives by planning, evaluating, developing, coordinating and attending home visits, and implementing and maintaining services in compliance with established guidelines.</p> <p>The state target for screening is 80% of children ages 3, 4, and 5. The district reported the following screening percentages for the 2016-2017 year:</p> <ul style="list-style-type: none"> <li>● 3 year olds: 55%</li> <li>● 4 year olds: 53.2%</li> <li>● 5 year olds: 14%</li> </ul> <p><i>Documentation: State Performance Plan; CRP data 2019</i></p>	
Result	3	<p><b>Child Find (State Performance Plan Indicator #11)</b></p> <p>The East Greenwich Public Schools for the 2016-2017 year was at 100% compliance for meeting evaluation timelines for initial referrals. As of 6/15/18 the East Greenwich Public Schools was thus far at 100% compliance for meeting evaluation timelines for initial referrals for the 2017-2018 school year.</p> <p><i>Documentation: State Performance Plan Data</i></p>	

Result	4	<p><b>Student Accommodations and Modifications</b></p> <p>Throughout the district special educators work with general educators and service providers to determine and communicate accommodations and modifications necessary for all students receiving IEP services. General educators access student accommodations via printed copies, shared Google documents, or “Snapshot IEPs” given to them by the case manager. Student accommodations and modifications are revisited by the IEP team and updated as needed, and by recommendation of the special educator, general educator, or parent based on the level of student need and student progress.</p> <p><i>Documentation: Data Analysis; Interviews; Document Reviews</i></p>	
Result/ Compliance	5	<p><b>Specific Learning Disabilities Determination</b></p> <p>The East Greenwich Public Schools consistently reviews and analyzes response to intervention data points and progress monitoring using universal screening tools as a significant part of a comprehensive evaluation in determining the presence of a specific learning disability. The multidisciplinary team consistently examines benchmark data of same age peers to determine a student’s rate of educational progress and discover existing achievement gaps. Additional factors that may impact student achievement including school attendance, English language learner supports, exposure to the curriculum, and overall health are considered as part of the team decision.</p> <p>Record reviews indicated a lack of consistency in adhering to the regulatory requirements for evaluation and reevaluation for students with learning disabilities.</p> <p><i>Documentation: Record Review</i></p>	<p>The district will review and refine its determination process to ensure consistency of implementation.</p> <p><b>Timeline:</b> Immediately and ongoing</p> <p><b>Progress Check:</b> January 2019</p> <p><b><u>FOLLOW-UP FINDINGS:</u></b> The East Greenwich Public Schools continues to provide ongoing professional development in the area of SLD identification per regulatory requirements. Specifically, building-based teams have developed research-based interventions and progress monitoring tools to further enhance supports for all students across the district. Universal screenings, examination of student progress, and the implementation of individualized and student-centered response to intervention plans are in place. The process is also outlined in the district’s Student Services Guidebook.</p>
Result	6	<p><b>Due Process Information (State Performance Plan Indicators)</b></p> <p>Over the past three years East Greenwich has had the following complaints, mediations or hearings:</p>	

**COMPLAINTS**

**FY 2015 - 2016**

**# of Complaints: 2 complaints during this period**

Case Code #	ISSUE(S)	RESULT
16-01	Evaluation	Withdrawn
16-05	Evaluation	Compliance/Noncompliance

**FY 2016 - 2017**

**# of Complaints: No complaints during this period**

**FY 2017-2018**

**# of Complaints: No complaints during this period**

**MEDIATIONS**

**FY 2015 -2016**

**# of Mediations: 1 mediation during this period**

Case Code #	ISSUE(S)	RESULT
M 15-43	Placement	Withdrawn

**FY 2016 - 2017**

**# of Mediations: 1 mediation during this period**

Case Code #	ISSUE(S)	RESULT
M 16-36	FAPE	Agreement

**FY 2017 - 2018**

**# of Mediations: No mediations during this period**

**HEARINGS**

**FY 2015 - 2016**

**# of Hearings: 1 hearing during this period**

		<table border="1"> <tr> <th>Case Code #</th> <th>ISSUE(S)</th> <th>FINDING(S)</th> </tr> <tr> <td>LL 16-01</td> <td>Communication</td> <td>Dismissed</td> </tr> </table>	Case Code #	ISSUE(S)	FINDING(S)	LL 16-01	Communication	Dismissed	
Case Code #	ISSUE(S)	FINDING(S)							
LL 16-01	Communication	Dismissed							
		<p><b><u>FY 2016 - 2017</u></b>  <b># of Hearings: 1 hearing during this period</b></p> <table border="1"> <tr> <th>Case Code #</th> <th>ISSUE(S)</th> <th>FINDING(S)</th> </tr> <tr> <td>16-19</td> <td>Placement</td> <td>Agreement</td> </tr> </table>	Case Code #	ISSUE(S)	FINDING(S)	16-19	Placement	Agreement	
Case Code #	ISSUE(S)	FINDING(S)							
16-19	Placement	Agreement							
		<p><b><u>FY 2017 - 2018</u></b>  <b># of Hearings: No hearings during this period</b></p> <p><u>Documentation:</u> Data Analysis, RIDE, Due Process Database</p>							

### 3. IDEA TRANSITION

Indicator		Findings	
Result	1	<p><b>Part C to Part B Transition (Indicator #12)</b></p> <p>The District manages the transition of children from Part C Early Intervention (EI) to preschool special education. A database of all EI referrals is maintained and 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 10 children referred from Early Intervention and found eligible for preschool special education had IEPs developed and implemented by their 3<sup>rd</sup> birthday.</p> <p><u>Documentation:</u> Data Analysis; CRP 2019 data</p>	
Result	2	<p><b>IDEA Transition Planning at the Middle Level</b></p> <p>Students are active participants in their IEP and often prepare a slide show to introduce themselves, the members of their IEP team and their learning strengths and needs. In</p>	

		<p>addition case managers work directly with students to educate them regarding secondary transition planning. The IEP team discusses the purpose of a transition IEP at each IEP meeting. The following transition surveys are administered to students with IEPs when they reach 14 years of age and throughout the high school years: O*NET Interest Profiler, I'm Determined Survey, Transition Job Zone Survey, Multiple Intelligence Quiz, Pre-Employment Job Exploration services Report, Targeting Transition Survey, and others as needed. These assessments and surveys are often completed at beginning of the year and then reviewed throughout the year with the student and the case manager prior to the annual IEP meeting. Students also have ongoing conversations and activities related to transition goals while working throughout the year with their case manager and related service providers. The results of the transition assessments are reviewed with the team. Additionally, the use of Making Action Plans (MAPS) is used at the secondary level to help the students and families shape transition goals based on individualized interests and results of transition assessments and surveys. Further, the district is progressing from a binder system for transition documentation for each student to a digital transition portfolio for each student. These digital transition portfolios begin in middle school and follow each student through their high school years allowing for a comprehensive collection of transition activities and learning.</p> <p><i>Documentation: Data Analysis; Transition Binders; Digital Transition Portfolio</i></p>	
Result	3	<p><b>IDEA Transition Planning at the High School Level</b></p> <p>Continuing in high school, students complete assessments and surveys regarding transition for addition to their digital transition portfolios. Case managers meet with each student prior to their IEP meeting to complete at least three transition assessments (see above assessment tools utilized throughout the secondary years). The results of these assessments inform the IEP and the post-secondary transition planning. Case managers help students investigate potential educational training and/or work readiness options that address student interest and strengths. Students at the high school level are active participants in their IEP and often prepare presentations to introduce the team members, their learning profile, strengths, needs, and future plans. Case managers work with other educators and related services providers to enhance college and career readiness and the necessary skills that will assist students to successfully meet their post-secondary goals. Additionally, the use of Making Action Plans (MAPS) is used at the secondary level to help the students and families shape transition goals based on individualized interests and results of transition assessments and surveys. Further, each student engages in a digital transition portfolio for college and career planning and exploration. The digital transition portfolio serves as a tool to focus students understanding of their own interests, the prerequisites and training needed for careers of interest.</p> <p><i>Documentation: Data Analysis; Digital Transition Portfolios</i></p>	

Result	4	<p>The High School Transition coordinator works with case managers to coordinate referrals to the Office of Rehabilitative Services (ORS) and to the Department of Behavioral Healthcare, Developmental Disabilities &amp; Hospitals (BHDDH). In addition, the High School Transition Coordinator attends all TAC meetings and work collaboratively with the regional transition coordinator to inform the district's transition goals and promote community-based transition activities, opportunities, and planning sessions for students and their families. Initial discussion regarding ORS begins at age 14 and continues annually as appropriate. Students are referred to ORS at their 10th grade IEP meeting. The Transition Coordinator completes the referral form and schedules intake meetings in conjunction with the ORS counselor. BHDDH case workers are invited to the IEPs of those students who may be eligible for BHDDH services. The high school transition coordinator and case managers provide students and families information regarding transition services beginning at age 14 and following each year through the transition IEP process.</p> <p><i>Documentation: Document Review; Digital Transition Portfolios</i></p>	
Result	5	<p>Summary of Performance (SOP) is facilitated by the case managers as appropriate.</p> <p>Nine (9) Summary of Performance (SOP) forms were completed by case managers in the 2017-2018 school year.</p> <p><i>Documentation: Document Review</i></p>	
Result	6	<p>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 East Greenwich Public Schools are 100% compliant with the requirements. <b>(State Performance Plan Indicator #13)</b></p> <p><i>Documentation: Document Review</i></p>	
Result	7	<p>83% 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 68% <b>(State Performance Plan Indicator #14)</b></p> <p><i>Documentation: Interviews; Document Review; CRP 2019 data</i></p>	

