



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

School Support System Report and Support Plan

**Exeter West Greenwich Public Schools
February 2022**

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 20 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.

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**Exeter West 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>Least Restrictive Environment Data (State Performance Plan Indicator #5)</p> <p>Based on the FY July 1, 2019 – June 30, 2020 State Performance Plan information on Exeter-West Greenwich (EWG) Public Schools Placement is as follows:</p> <p>The percentage of students educated 80 to 100% of the time in general education settings is 81.77% (RI District Average is 71.05%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 3.31% (RI District Average is 12.5%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 4.97% (RI District Average is 5.11%)</p> <p>As of January 2022 based on ASPEN/current IEPs, the percentage of students educated 80-100% of the time in general education settings is 85% of students. Percentage of students educated for less than 40% of the time in the general education settings is 7.4%.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	
Result	2	<p>Participation and performance of children with IEPs on statewide assessments (State performance Plan Indicator #3):</p> <p>B. Participation rate for children with IEPs 91.8% for RI Comprehensive Assessment System (RICAS) ELA, 90.4 % for RICAS-Math, and 87.2% for Science. Dynamic Learning Map (DLM), Preliminary Scholastic Aptitude Test (PSAT) and Scholastic Aptitude Test (SAT)s data is suppressed to ensure confidentiality because the minimum size requirement (10 students) is not met.</p> <p>C. Overall, the proficiency rate for children with disabilities at EWG on RICAS assessments improved SY20-21. Proficiency rate for children</p>	

		<p>with IEPs against grade level, modified and alternate academic achievements standards In ELA,- RICAS: 7.5% of students with disabilities met expectations while 50.8% of students without disabilities, In Math-RICAS, 7.6% of students with disabilities met expectations while 41.6% of students without disabilities. In Science-RICAS, 14.7% of students with disabilities met expectations while 45.2% of students without disabilities met. DLM, PSAT and SATs data is suppressed to ensure confidentiality because the minimum size requirement (10 students) is not met.</p> <p>Please see the following box for multi-tiered system of support and intervention information.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	
Result	3	<p>Multi-Tiered System of Support (MTSS) Response to Intervention (RTI)/Academics</p> <p>Elementary Level</p> <p>At the EWG elementary schools, there is a clear MTSS process. The goal of the MTSS framework is to meet student needs by designing, developing and delivering high quality, differentiated tiered supports for all students; academic, social-emotional and wellness needs. Decisions about student supports and/or services are based on multiple sources of student-centered data and the student’s response to evidence-based instruction and intervention. The overall process: <u>Before the MTSS Referral:</u> Educators provide and document differentiated tiered interventions gathering both formal and informal data related to the target need (at least 3 data points over 4-6 weeks), <u>Making the MTSS Referral:</u> The teacher completes the MTSS Team Referral document to initiate a review of data and collaborative problem solving. <u>MTSS Meeting:</u> Classroom teacher shares data and input from core teachers and the team in order to collaboratively problem solve. Includes reviewing data, discussing past interventions, brainstorming strategies, and identifying action steps. All information is documented. <u>After the MTSS Meeting:</u> Provide interventions and return to the MTSS Team to continue to review and problem solve.</p> <p>Data/progress monitoring tools includes teacher assessments, IReady data, Dynamic Indicator of Basic Early Learning Skills (DIBELS), Oral Reading Fluency (ORF), Nonsense Word Fluency (NWF), Curriculum Based Measures (CBM), Developmental Reading Assessment (DRA2), Fountas and Pinnell, CORE Phonics Survey, Phonological Awareness Screening Test, Language</p>	<p>Exeter West Greenwich Public Schools will continue to review and refine their MTSS for academic and social emotional behavioral interventions.</p> <p>Timeline: Immediately and ongoing</p> <p>Progress Check: January 2023</p> <p><u>FOLLOW-UP FINDINGS:</u></p>

Essentials for Teachers of Reading and Spelling Phonics (LETRS) and Word Reading Survey.

Tier I and Tier II interventions occur in the classroom. There has been a focus on Tier I interventions. Professional development has been provided regarding UDL, differentiation and project-based learning. All staff members are participating in the Science of Reading training. School psychologists, special educators, related service providers and behavior specialists observe in the classroom setting to assist and consult regarding academic interventions. The district is in the process of piloting, selecting and implementing an updated reading program.

Tier II interventions typically occur in a small group setting in the classroom and are provided by the teacher and/or specialists (reading and/or math interventionists). Frequencies of Tier II interventions vary from 2-5 times per week per session for 4-8 weeks. This is in addition to Tier I core instruction.

Tier III interventions occur in small groups or in individual sessions. Tier III interventions tend to occur outside of the classroom and are provided by the math interventionist, reading specialist, and/or special educator. The Tier III interventions are provided 4-5 times a week for on average 30 minutes each time. All of the above tiered interventions are made based on current student data and assessed on an ongoing basis.

Students with IEPs, if needed, receive reading interventions from the reading specialist through their PLPs as well as additional supports from the special educator.

Over the last three years, professional development has occurred across the district to all staff and to administrators regarding MTSS and the use of data to drive educational decisions. MTSS guides, written procedures, and resources have been created and shared with all staff.

Middle Level (same as above and additional information below)

At the EWG Junior High, tiered supports are provided in the classroom setting and during additional classroom time (**Ac Lab, Literacy Class, and an Rtl block**). Data is used to drive decisions about tiered supports from teacher assessments, IReady, etc. At the Junior High, the 7th grade and 8th grade teams meet on a weekly basis: 7th Grade Team 360 and 8th Grade Team 360. At these MTSS meetings, educators follow the same process as listed above.

A referral is submitted, data is reviewed and the team collaboratively determines next steps. An agenda is followed and this information is tracked which focuses on the action plan and goal for each student. A follow up meeting is scheduled to examine outcomes and progress. Tier I and Tier II interventions are mostly provided by classroom teachers. Tier III interventions are provided by specialists including the reading specialist, special educators, and/or related service providers most often in a separate setting (Academic Lab, Literacy Class or Rtl block).

Enrichment support/work room time is part of the schedule and all students can access. Students can use this time to receive additional interventions, address work completion, have additional check-ins, etc.

High School Level (same as above and additional information below)

At the EWG Senior High, a Student Support Specialist was hired to lead the MTSS process. The High School follows the same process as the Junior High. A weekly MTSS meeting/ Student Support meeting occurs. A referral is submitted, data is reviewed and the team collaboratively determines next steps. An agenda is followed and this information is tracked which focuses on the action plan and goal for each student. A follow up meeting is scheduled to examine outcomes and progress. Tier I and Tier II interventions are mostly provided by classroom teachers. Tier III interventions are provided by specialists including the reading specialist, special educators, and/or related service providers. Tiered interventions are provided by classroom teachers, specialists and related service providers during classroom time and additional time entered into the schedule (**Rtl block or in the Student Support Lab**). Tier I and Tier II interventions are mostly provided in the classroom during the classroom period. More intensive interventions are provided in a small group setting or individual setting from a specialist, teacher or special educator. The high school has developed a student support lab to support all students' academics (all tiered interventions) along with a wellness center. The support lab and wellness center are staffed by a special educator and behavior specialist. In addition, the guidance counselors track failures and discipline referrals. Online learning is an option.

Documentation: Data Analysis; State Performance Plan

Result	4	<p>SPP Disproportionate Representation (State Performance Plan Indicator #9 and #10)</p> <p>Exeter West Greenwich was found not to be disproportionate.</p> <p><i><u>Documentation:</u> Data Analysis; State Performance Plan</i></p>	
Result	5	<p>Suspension (State Performance Plan Indicator #4a): 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 Exeter-West Greenwich Public Schools as no students with IEPs were suspended for greater than 10 days.</p> <p>State Performance Plan Indicator #4b 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><i><u>Documentation:</u> Data Analysis; State Performance Plan</i></p>	
Result	6	<p><u>Multi-tiered System of Support (MTSS)/Social Emotional Supports/Social Emotional Resources/Positive Behavioral Supports</u></p> <p>Elementary Level MTSS involves both social-emotional, behavioral and academic supports. It is the same process as the above academic process.</p> <p>EWG is committed to ensuring social emotional learning (SEL) is a priority based on the mental health needs of all of the students. Over the last few years the district has increased mental health supports across the district with an emphasis on preventative supports. The goal is to accelerate social emotional outcomes by increasing MTSS and providing wrap-around supports focused on evidence based social emotional and behavioral supports/strategies.</p>	<p>Exeter West Greenwich Public Schools will continue to review and refine their MTSS for academic and social emotional behavioral interventions.</p> <p>Timeline: Immediately and ongoing</p> <p>Progress Check: January 2023</p> <p><u>FOLLOW-UP FINDINGS:</u></p>

For School Year 19-20, EWG increased a school psychologist position from a .6 to a 1.0, added two full time behavioral specialists and partnered with Inner You Counseling Center. For School Year 20-21, an SEL plan was developed for school re-entry in response to the COVID-19 pandemic with a focus on SEL screening, self-awareness, self-regulation and strategies to support anxiety (Grades PK-12). In order to do so, EWG added an additional full time school psychologist who has a wealth of experience in supporting students with anxiety using an evidence-based approach. Screening occurred to correctly identify students at risk for any mental health concerns. Following the typical MTSS format, the district began with a universal, Tier 1, approach to screening. For example, for a student who was self-identifying as nervous or worried in the morning, a teacher did a direct, personal check in with that student to uncover his/her concerns and determine next steps. Additionally, if a number of students were identifying as stressed, a teacher-built skills through a morning meeting with the whole class. The universal screening approach provided support staff with data to determine those students who possibly required Tier II assessment and possibly Tier II or III intervention. Schools need definitive, quality data to guide SEL programming selection, implementation, and outcomes assessment for administrators to monitor staff participation and training outcomes, and for teachers to effectively and efficiently evaluate student participation and progress

In order to focus on self-awareness and self-regulation, the district increased the amount of professional development and trainings regarding evidence-based programs: Conscious Discipline and Recognizing, Understanding, Labeling, Expressing and Regulating emotions (RULER). The elementary grade educators focused on Conscious Discipline while the Junior High and Senior High initiated trainings and discussion groups regarding RULER. Training was also provided regarding mindfulness and the impact on adults as well as students. Opportunities were provided for students to engage in mindfulness activities during morning meetings, advisory and throughout the day. In addition, training was provided regarding anxiety, recognizing the symptoms and strategies to implement. The SEL team, which consisted of the school social workers, school psychologists, behavior specialists and the Director of Special Education, met monthly to revisit SEL goals and determine next steps.

For School Year 20-21, increased the amount of Tier II and Tier III supports provided by the school social workers and school psychologists.

SY21-SY22 at Wawaloam and Metcalf

	<ul style="list-style-type: none"> • Staff training regarding Conscious Discipline and Feeling Buddies (Tier I) • Introduction of the Feeling Buddies curriculum into Pre-K-3 classrooms (Tier I) • Implement peer support/social skills groups (Tier I and II) • Partner with Inner You Counseling for counseling on site (Tier III) • Continue with responsive classroom morning meetings (Tier I) • Continue with Zones of Regulation and Superflex (Tier I and Tier II) • Continue to partner with restorative justice (across tiers) • Train mental health staff in RULER (Tier I) • Pilot RULER and begin to implement in grades 4-6 (Tier I) • Continue with Coping Cat to support anxiety (Tier II and Tier III) • Start SMARTS (executive functioning groups) (Tier I and II) • Create book clubs and complete modules for RULER (Tier I) • Create groups based on DESSA and CASEL (Tier II) • Purchase the DESSA screener (2/22) and initiate use of the screener in 03/22 to drive tiered interventions as well as determine progress. (across tiers) <p>Middle Level and High School (same as above and additional information below)</p> <p>The SEL staff at the Junior High and Senior High have ben re-allocated. There is one school psychologist who is focused on supporting the academic and social emotional support the Junior High. She attends all MTSS meetings, completes classroom observations, consults with staff, provides Tier II and Tier III supports, and is leading the trainings regarding RULER.</p> <p>At the Senior High, there is a Student Support Specialist and social worker who are leading the tiered supports as well as the trainings and implementation of RULER. Two behavior specialists have been added. There is a wellness room that is staffed by the behavior specialist consistently all day and a school social worker daily in the mornings. This is a space for students to receive tiered supports and strategies are examined. The educators in the wellness center consult with classroom teachers regarding follow through of strategies.</p> <p><u>SY21-SY22 at the Junior High and Senior High</u></p> <ul style="list-style-type: none"> • Designate team to participate in RULER Training (Tier I) • For teachers: provide regular reminders at staff meetings and check in about how they think it is going with students. Increased communication 	
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		<p>around the topic and comprehensive plan. Provide professional development.(Tier I)</p> <ul style="list-style-type: none"> • Review and collaborate with other schools trained in RULER to assist with strategic implementation. (Tier I) • For Students: Implement the “RULER” approach in health, advisory, English, Social Studies etc. classes whenever possible to integrate into the curriculum. Use the Mood Meter and universal screener to assess how students are feeling and address/intervene either with a teacher or referral to MTSS. (Tier I and Tier II) • Keep track of data. Utilize DESSA data and CASEL (Tier II). Report data from mood meters and questionnaires to teachers. • Purchase the DESSA screener (2/22) and initiate use of the screener in 03/22 to drive tiered interventions as well as determine progress. (across tiers) • Implement peer support/social skills groups (Tier I and II) • Continue with Coping Cat to support anxiety (Tier II and Tier III) • Start SMARTS (executive functioning groups) (Tier I and II) • Partner with Inner You Counseling for counseling on site (Tier III) • Update MTSS process to ensure the use of data and evidence-based practices, and implementing supports with fidelity. (across tiers) • Utilize evidence based practices for Tier II and Tier III interventions.(Tier II and Tier III) • Hang the nine remaining MOOD METER posters in strategic places and use them to initiate conversations with students. (Tier I) • Junior/Senior High students create a Mood Meter journal and track their feelings. Use in advisory! (Tier I) • Get information out to parents regarding the “RULER” approach in newsletter and parent announcements. (Tier I) <p>School Removals/Disciplinary Policies. Throughout the district behavioral expectations along with disciplinary action protocols and policies are comprehensively defined in a student handbook.</p> <p><u>Documentation:</u> Data analysis, interviews</p>	
Result	7	<p>Preschool Continuum</p> <p>The EWG preschool program is located at Lineham School. The program consists of 3 morning and 3 afternoon sessions. All sessions are fully</p>	

integrated. The staff consists of professional teachers who are certified in regular and special education and early childhood. All staff including the 5 teacher assistants have participated in the RIELDS training. The Early Childhood Director oversees the program, conducts home visits and collaborates with other non-public pre-schools and daycare centers ensuring that 3-5 year old children needing supports receive them in the least restrictive environment. EWG also provide walk-in services for speech and occupational therapy.

The district collects early childhood outcomes data on all children with IEPs as required by the federal Office of Special Education Programs. This assessment information is used to shape and individualize instruction and to demonstrate progress. The teachers collect ongoing data in the classroom setting to drive educational decisions.

Indicator #6

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 25%.

Students in the EWG schools are technically served in "integrated" classrooms, therefore the data reflects those locations. However, in a number of cases, these students have Speech Only IEPs but their parents have selected Lineham School as their preschool placement. The district is not selecting the integrated setting, it is simply the label the program carries. In addition, the classrooms typically run with only 2-3 IEP students, therefore closely representing natural proportions in the community. The district does, in fact, feel the classrooms operate as General Education rooms, again despite the current label. The percentages reflected in this document represent responses dictated largely by narrow criteria.

That said, the district continues to strive for a spectrum of services and locations. The district has applied for the third time for a state pre-K program so the district could open a full day, regular education classroom. In addition, the director and a staff member took the IECSE course during the 20-21 school year so that the district could consider building out the program to support students in other locations. Currently, Lineham enrolls the most 3-5 year old children in the regional area, therefore, the district is serving most students in

the educational program of choice. There are few other programs within the regional area from which to choose.

EWG is committed to increasing in class therapy supports and services during the 21-22 school year. the district will be utilizing the Embedded Instruction template from the Itinerant model to set targets and goals for the classroom with the whole team. By creating more time for teacher-therapist consultation, greater success is expected in providing services within the regular education classroom.

The related service providers from Lineham also met as a team at the end of SY20-21. They reviewed caseloads and class lists to discuss how to increase in class supports. They were also provided with clear guidance that related services must be provided in the least restrictive environment/ in the child's natural setting embedded in everyday routines. They plan to meet with the teachers to collaborate regarding ideas in how to better support students in the classroom. The district has also discussed how to document this on the IEP. Many times, they are providing services in the classroom but not documenting it in the IEP. Resources were provided regarding providing OT, SPL and PT supports in the preschool setting.

B. The percent of children aged 3-5 with IEPs attending a separate special education class, separate school or residential facility was 0%

State Performance Plan Indicator #7

Statement 1. 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:

- Positive social-emotional skills (including social relationships); 80%
- Acquisition and use of knowledge and skills (including early language/ communication and early literacy); 78.9% and
- Use of appropriate behaviors to meet their needs 83.3%

Statement 2. The percent of preschool children who were functioning within age expectations in each Outcome by the time they exited the program were:

- Positive social-emotional skills (including social relationships); 65%
- Acquisition and use of knowledge and skills (including early language/ communication and early literacy); 60% and
- Use of appropriate behaviors to meet their needs 70%

		<u>Documentation: Data Analysis; State Performance Plan</u>	
Result	8	<p>Program Continuum Elementary Level</p> <p>There are 786 students at the elementary level (K-6) and approximately 100 have IEPs. The special education program continuum is as follows:</p> <p>The EWG School District elementary schools have inclusive classrooms at each grade level. Students have access to the general education curriculum and when appropriate receive supplemental supports and services that meet their specific needs.</p> <p>General education classrooms are staffed with a highly qualified teacher and a certified special educator. Teacher assistants are also assigned when appropriate to the inclusive classrooms. If students need very specific supports and services above and beyond or in addition to the general education instruction special educators are able to provide such services in a separate setting. At Metcalf School there is a classroom that provides more intensive supports for students with significant needs. However, students in the classroom also have access to general education classrooms based on IEP team decisions. Students who receive related services such as speech-language and/or occupational therapy (OT) services, the services are provided based on IEP team decisions and LRE.</p> <p>92 out of the 100 students are in the general education setting 80% or more of the time. 2 students are in the general education setting less than 40% of the time and 4 students are in the general education setting between 40-79% of the time.</p> <p>As of January 2022, 53.7% of students who receive speech-language services receive speech-language services in the general education setting and 57.9% of students who receive OT services (including consultation).</p> <p>Along with the direct services, indirect services (consultation) is provided for students who receive specialized instruction and related services.</p> <p><u>Documentation: Data Analysis; Interviews; Observation</u></p>	

Result	9	<p>Program Continuum Middle Level</p> <p>There are 238 students attending EWG Junior High, 27 are students with IEPs'. The special education program continuum is as follows:</p> <p>There are 2 grade levels at the middle school, each with an inclusive classroom. As in the elementary schools, the classrooms are supported by a general education teacher and a certified special educator. Students needing additional supports may also have more intensive instruction outside of the classroom during the school enrichment block. There is one intensive classroom at the middle school for students with significant needs. The special education staff works closely with the general education team members to ensure that the unique needs of each student in this classroom are met in the least restrictive setting whenever possible. IEP teams make decisions regarding service delivery and LRE. The IEPs are implemented with fidelity.</p> <p>Related services are provided in the LRE. As students' progress to the middle school, there is an increase in indirect services.</p> <p>At the Junior High, 23 out of the 27 students are in the general education setting 80% or more of the time while 4 of the students are in the general education setting 40-80% of the time.</p> <p><u>Documentation:</u> Data Analysis; Interviews</p>	
Result	10	<p>Program Continuum High School Level</p> <p>At EWG High School there are approx. 451 and 63 have IEPs. The program continuum is as follows:</p> <p>Inclusive classrooms at all grade levels in ELA, Math, History and Science. Classrooms are staffed by a general education teacher and special educator. There is a student support lab and a wellness center staffed all day every day by a consistent special education teacher and behavior specialist for additional supports. Students receive services based on IEP team decisions in the general education setting and in a separate setting as needed. There is one classroom that provides support for students with more intensive needs. The classroom is staffed by a special educator, behavior specialists and teaching assistants. The goal for all students is for students to be educated in the least restrictive environment and to create independence.</p>	

		<p>The High School partners with Perspectives to provide job coaching and supports work experiences/vocational training for individual students.</p> <p>At the High School, there are students who attend until they are 21/22 years of age. Often they will attend a transition academy to assist with vocational training and functional life skills.</p> <p><u>Documentation:</u> <i>Data Analysis; Interviews; Observation</i></p>	
Result	11	<p>Adaptive Physical Education (APE)</p> <p>Adaptive physical education teachers provide individual and small group instruction to students who are qualified for that service. The district has specific criteria for eligibility and a referral process. Most PE teachers in the district are certified to provide both PE and Adaptive PE to students with demonstrated needs.</p> <p>Across the district, there are 9 students who receive APE as a related service.</p> <p><u>Documentation:</u> <i>Data Analysis; Interviews; Observation</i></p>	
Result	12	<p>Extended School Year (ESY)</p> <p>ESY is provided to all students at EWG who are eligible for ESY. Staff members have been provided with an ESY Planning Packet to assist the team in determination of eligibility. The ESY packet includes the ESY definition/regulations along with the eligibility process and resources. Eligibility for ESY occurs at the IEP meeting based on current data. The team will complete an ESY Planning Sheet along with the Decision Making Form. Overall, the following services and programs may be provided during ESY based on individual students' FAPE needs:</p> <ul style="list-style-type: none"> • Preschool: 4 weeks, 3 days/week: 3 hours a day • Academic Program/Intensive Supports K-8: 4 weeks; 3 days/week; 3 hours/day • Life Skills/Intensive Supports 9-12: 4 weeks; 4 days/week, 3 hours/day. Vocational Training/Opportunities are provided 1 day a week at minimum 	

		<p>Overall, the ESY services are provided based on individual student needs/goals that need to be addressed.</p> <p><u>Documentation:</u> Data Analysis; Interviews</p>	
Result	13	<p>Local Special Education Advisory Committee (LAC)</p> <p>The EWG SELAC meetings monthly- the first Wednesday evening of each month. The meetings are currently held virtually and attendance has increased. The officers set the agenda and operate in accordance with regulatory requirements.</p> <p><u>Documentation:</u> Data Analysis; Interviews</p>	
Result	14	<p>School Efforts to Partner with Parents (State Performance Plan Indicator #8)</p> <p>The EWG school district's rate of parent participation in the annual Special Education Statewide Parent Survey (2019-2020) is approximately 31% of parents whose children have IEPs and 14% of respondents.</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 27.9% 27.9% of parents of students receiving special education services responded favorably to family engagement questions compared to the state average of 25.3%.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	
Result	16	<p>Drop Out / Graduation Rate (State Performance Plan Indicator #1 and #2)</p> <p>The EWG Public Schools graduation rate is 91.7% for all students and 63.2% for students with disabilities. These rates approximate the state average rates of 83.9% for all students and 64.4% for students with disabilities.</p> <p>The EWG Public Schools dropout rate is 0% for all students and 0% for students with disabilities. These rates approximate the state average rates of 8.3% for all students and 12.7% for students with disabilities.</p>	

	<p>It is unusual that EWG's graduation rate for students with disabilities is lower than the state average rate. EWG still continues to have 0% of students with IEPs who dropout.</p> <p>These last few school years, the goal at EWG has been to ensure all students are receiving the needed academic and social emotional supports and interventions. The district has done this by providing professional development and training to all staff members as well as altering available supports and progress monitoring tools. CTE programs have also been increased within the district and provided students who are alternately assessed with the ability to attend transition academies and initiate vocational training by 10th grade.</p> <p>Over the past few years, the district has focused on improving the supports at the high school to ensure that students with disabilities graduate with their peers. Two years ago a Student Support Lab (SSL) was created. The goal of the Student Support Lab (SSL) Center is to provide a location where any student can receive additional academic and/or social emotional supports (students whose needs cannot be met solely in the classroom setting). The SSL's staff aims to be a proactive support for those students who may need a break in order to maintain control of their emotions. It will also serve as a place where all students can go to receive the support they need. There is a full-time special education teacher and a full time behavior specialist assigned to the SSL. The district also has a social worker, school psychologist and SLP who supports the SSL throughout the week. In addition to the newly hired behavior specialist, the district has hired an additional school psychologist district wide to assist in supporting students' social emotional needs.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	
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2. EVALUATION / INDIVIDUAL EDUCATION PROGRAM (IEP)

Indicator	Findings	Support Plan
Result	1 Records of approximately ten 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: All IEP items noted were rectified and verified prior to the completion of this report.	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

		<p><i>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</i></p> <p><u>Documentation:</u> <i>Data Analysis; Interviews, Document Review</i></p>	all compliance findings in this section. All IEP items noted were rectified and verified prior to the completion of this report
Result	2	<p>Child Outreach</p> <p>EWG's child outreach screenings are available in a range of community-based early childhood programs and by appointment September through June.</p> <p>The child outreach coordinator participates in all RIDE sponsored professional development and provides leadership to the district to ensure compliance with all mandates</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 2019-2020 year:</p> <ul style="list-style-type: none"> • 3 year olds: 8% • 4 year olds: 45.2% • 5 year olds: 35.9% <p>K-1 is lower because typically the students are screened prior to entering K in the Fall. However, EWG was unable to do so based on restrictions surrounding COVID.</p> <p><u>Documentation:</u> <i>State Performance Plan; Data Interviews</i></p>	
Result	3	<p>Child Find (State Performance Plan Indicator #11)</p> <p>Exeter West Greenwich Public Schools for the 2019-20 year was at 100% compliance for meeting evaluation timelines for initial referrals. As of 2/2022 to Exeter West Greenwich Public Schools was thus far at 100% compliance for meeting evaluation timelines for initial referrals.</p> <p><u>Documentation:</u> <i>State Performance Plan Data</i></p>	
Result	4	<p>Student Accommodations and Modifications</p> <p>General educators have access to student accommodations via the ASPEN student information system.</p> <p><u>Documentation:</u> <i>Data Analysis; Interviews; Document Reviews</i></p>	

Result	5	<p>Specific Learning Disabilities Determination (SLD)</p> <p>EWG adheres to IDEA. As defined by IDEA, learning disabilities do not include learning problems that are primarily the result of visual, hearing or motor disabilities, mental retardation, emotional disturbance, or environmental, cultural, or economic disadvantage. An IEP team must use a process that determines how a child responds to scientific, research-based interventions (MTSS) as part of the evaluation procedures to determine special education eligibility under the category of specific learning disability.</p> <p>In order to do the above, EWG has provided professional development regarding MTSS and eligibility for SLD. EWG has focused on MTSS procedures and fidelity of tiered interventions. Professional development has been provided regarding use of data, tracking of interventions, implementing interventions with fidelity, etc. The MTSS process has become robust and data driven. Administrators continue to emphasize the importance of examining progress on an ongoing basis to determine if frequency, duration or the intervention needs to be altered.</p> <p>The special education team updated and developed a process in determining SLD that ensures all MTSS data is considered prior to making the determination. EWG utilizes a LDID process flow chart, an RtI Based Educational Evaluation and a Learning Disability Identification Form. The school psychologists attend MTSS meetings and continue to educate all stakeholders during all team meetings.</p> <p><i><u>Documentation:</u> Interviews; Record Review</i></p>	
Result	6	<p>Due Process Information (State Performance Plan Indicators)</p> <p>Over the past three years Exeter West Greenwich has the following complaints, mediations or hearings</p> <p style="text-align: center;"><u>COMPLAINTS</u></p> <p><u>FY 2019-2020</u> <u># of Complaints:</u> No complaints during this period</p>	

FY 2020-2021

of Complaints: No complaints during this period

FY 2021-2022

of Complaints: No complaints during this period

MEDIATIONS

FY 2019-2020

of Mediations: No mediations during this period

FY 2020-2021

of Mediations: 2 mediations during this period

	ISSUE(S)	RESULT
Mediation #1	Placement	Declined by District
Mediation #2	IEP modifications and accommodations not being followed	Unresolved (not all issues being addressed were resolved). – No Agreement was reached

FY 2021-2022

of Mediations: No mediations during this period

HEARINGS

FY 2019-2020

of Hearings: No hearings during this period

FY 2020-2021

of Hearings: No hearings during this period

FY 2021-2022

of Hearings: No hearings during this period

Documentation: Data Analysis, RIDE, Due Process Data Base

3. IDEA TRANSITION

Indicator		Findings	Support Plan
Result	1	<p>Part C to Part B Transition (Indicator #12)</p> <p>The District manages the transition of children from Part C Early Intervention (EI) to preschool special education. A data base of all EL 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 3rd birthday.</p> <p>The Early Childhood Director schedules referrals well in advance in order to ensure meeting timelines. Collaborative working relationships with EI agencies also ensure timely referrals.</p> <p><i><u>Documentation:</u> Data Analysis; Interviews; State Performance Plan</i></p>	
Result	2	<p>IDEA Transition Planning at the Middle Level</p> <p>All special educators have received training in transition planning from the department chair. The southern regional transition coordinator has also assisted the district with information on a variety of transition assessments as well as MAPS training. The special educators at the Junior High continue to attend additional trainings regarding transition that are provided by the state.</p> <p><i><u>Documentation:</u> Data Analysis; Interviews; Record Reviews</i></p>	
Result	3	<p>IDEA Transition Planning at the High School Level</p> <p>All special educators have received training in transition planning from the department chair. The southern regional transition coordinator has also assisted the district with information on a variety of transition assessments as well as MAPS and CDP training. The special educators at the Senior High continue to attend additional trainings regarding transition that are provided by the state.</p>	

		<p>Students at the High School may participate in a “Careers Class” that focuses on exploring occupations, building job seeking skills, creating resumes, exploring post-secondary educational opportunities, and practicing related transitional skills. The High School has partnered with Perspectives to provide additional vocational training opportunities in the community. Students have also visited possible programs to attend upon completion of EWG.</p> <p>The High School special educators partner with the guidance counselors to support students in examining post-secondary opportunities. Guidance counselors attend all IEP meetings.</p> <p><u>Documentation:</u></p>	
Result	4	<p>At the high school the case manager is the point for referrals to the Office of Rehabilitative Services (ORS) and to the Department of Behavioral Healthcare, Developmental Disabilities & Hospitals (BHDDH).</p> <p><u>Documentation:</u> Interviews; Document Review</p>	
Result	5	<p>Summary of Performance (SOP) is facilitated by the case managers as appropriate. Administrators check to ensure the SOP is completed when appropriate.</p> <p><u>Documentation:</u> Interviews; Document Review</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 EWG Public Schools are 100% compliant with the requirements. (State Performance Plan Indicator #13)</p> <p><u>Documentation:</u> Interviews; Document Review</p>	

Result	7	<p>100% 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 74% (State Performance Plan Indicator #14)</p> <p><u>Documentation:</u> Interviews; Document Review</p>	
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