



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

School Support System Report and Support Plan

**Warwick Public Schools
March 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 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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Warwick Public Schools School Support System Review

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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, 2016 – June 30, 2017 State Performance Plan information on Warwick Public Schools Placement is as follows:</p> <p>The percentage of students educated 80 to 100% of the time in general education settings is 66.48% (RI District Average is 71.05%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 14.14% (RI District Average is 12.5%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 4.22% (RI District Average is 5.11%)</p> <p><i>Documentation: Data Analysis State Performance Plan</i></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 93.69%.</p> <p>C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievements standards 7.73% [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 (7.73%).]</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	
Result	3	<p>Multi-Tiered System of Support (MTSS) Response to Intervention (RTI)/<u>Academics</u></p> <p>Elementary Level</p>	

A universal screener, STAR, is given to every student three times a year. After the universal screening is complete grade-level planning takes place. The principal, classroom teachers, reading specialists, special educator and math interventionist make up the grade level teams. There are currently 19 Reading Specialists at the elementary level and 8 Math Interventionists. At the grade level meeting, a variety of data are analyzed to identify areas of strength and the need for the purposes of improving: student achievement, social/emotional health, identifying students for academic interventions and addressing attendance issues. Some of the data sources used are: SWIS Grade Level Data, SSIS, STAR, PARCC, attendance and classroom assessments. RTI groups are established to support students after identifying students' needs. The frequency of supports and the provider are also determined at the grade-level meetings. Students in Tier 2 and 3 are progress monitored either every week or every other week.

There are also MTSS Leadership Teams at each elementary school that meet one to two times a month. The core members will be the Principal, Reading Specialist, Math Interventionist, and Social Worker. The MTSS Leadership Teams collect and analyze all school-wide data to make meaningful decisions related to the school's improvement plan. The MTSS teams also review students' progress. The MTSS Tier 1 Leadership Team problem-solve and ensure that Tier 1 systems & practices are in place. It is the responsibility of the MTSS Leadership Team to communicate frequently with the entire faculty regarding school-wide data, goals, and action plans.

Every elementary school also has a Targeted Team. The principal, school psychologist, and social worker are members of the Targeted Team. Two (2) Targeted Team meetings per month are recommended for the entire year.

- Meetings 1 is used as a monthly data review.
- Meeting 2 is used to follow up on Tier 2/3 interventions, and behavior plans.

Middle Level: There is a full time reading specialist at each Junior High School. STAR progress monitoring every 2 weeks occurs for students in literacy classes.

Winman Junior High School: there are literacy and numeracy classes, as well as a variety of intervention groups to support students. Tier 2 students meet 3 days out of the 6 day cycle while Tier 3 comes every day. Both Tiers have large numbers of students at 13 and 15 and some at 3 or 4 but it's not delineated by Tier intensity. Some intensive kids in large groups are not making progress. Some interventions are co-taught with numeracy or literacy teacher and special

educator. No common planning time is available for the literacy teacher and special educator. Students have a varying range of skill needs. No specific program of interventions is followed. STAR screening is used to identify students who are not performing at expected levels and the district is working to provide more sources of data for sorting students into Tier 2 and 3. The following additional groups are provided:

Intervention groups: an adult (support staff, administrators and secretaries) meets with a small group and focuses on ways to be successful including time management, study skills, setting goals, coping skills and other executive functioning skills (based on Sean Covey's "Seven Habits of Highly Effective Teens"). Students are chosen by Early Warning System (EWS) data (course failures, attendance issues and discipline problems) or teacher referrals.

Skills classes: at the end of first quarter and sometimes before, students are identified by their team as needing organizational help or assistance with completing work. These students are entered into skills classes that meet either F days or D-E-F days (depending on need) with their team and receive assistance in a small group setting.

Early Warning System (EWS) meetings: At the end of each quarter, the principal meets with each team for at least two periods to review the "at risk" report for their students. The team discusses why they are failing or unsuccessful and review what supports they are getting or what supports can be added. Social worker, guidance, school psychologist, principal or assistant principal participate in the EWS meeting, and each of them has an advisory intervention group to support at risk students. Motivation, coping, mindfulness, relaxation are part of the advisory groups that meet once a week.

Veterans Jr. High School: Academically students are progress monitored via STAR testing. Numeracy and Literacy are based upon triangulated data: STAR scores consistently around or below the 25% mark, PARCC/RICAS Scores (1s & 2s primarily), and teacher input (grades & recommendations). It is based upon these three for placements. Recommendations for literacy and numeracy are based upon the results of the testing. The multi-tiered system at Veterans is currently being developed. Each Team does their own monitoring. If support staff are needed, then the Team will reach out to them.

High School Level: There is a full time reading specialist at each High School, including the Career Tech Center (CTC). Additionally, there are currently two full time special education teachers supporting students with IEPs at the CTC.

		<p>Toll Gate High School is in the process of going through an EWS Retool this year as it relates to a Multi-Tiered System of Support in order to identify students earlier and provide interventions in a more timely manner, as well as an increased focus on Tier 1 instruction. The EWS team meets every Friday morning to discuss students who are in need, following a formal process to address issues and individual student needs. Under the new contract there is the ability for platoons of teachers to meet with administrators during common planning time once a month for EWS work, as well as professional development on Tier 1 instructional practices. Currently they have started with the topic of Collective Teacher Efficacy from Hattie's work as a road to improving Tier 1 instruction.</p> <p>The EWS team has met as a larger group with the focus on EWS retool, which included administrators, guidance counselors, social workers, school psychologist, tech integrationist, and graduation by proficiency coordinator. The team brainstorms many ideas regarding where the group was deficient in supporting students in need. I shared information with the group regarding RI MTSS through RIC for future discussion and possible participation next year, as well as ways in which the group may improve the frequency and accuracy of the data collection.</p> <p>Representatives from Toll Gate and Pilgrim High School, as well as district administration, are in the process of planning a visit to an MTSS exemplar High School to help improve MTSS practices across the district.</p> <p>At Pilgrim High School, the MTSS team meets every 2 weeks. During the beginning of the year the focus was one of an early warning system. Counselors were tasked at looking at attendance/failures of the freshman and meeting with students. The team also discussed other students on an as needed basis. During the mid-year point, the focus changed to look at seniors who are not on track to graduate. The school is currently going through an MTSS "reboot". There appears to be very little in terms of Tier I, II or Tier III practices or strategies being implemented within the school. Without a set of school or district guidelines around MTSS, the team has begun the process of mapping out the support systems in place and an MTSS master calendar.</p> <p><u>Documentation:</u> <i>Data Analysis; State Performance Plan</i></p>	
Result	4	SPP Disproportionate Representation (State Performance Plan Indicator #9 and #10)	

While White students are over-represented in the areas of Autism and OHI when compared to students of other races in the district, the risk ratios do not rise to the 2.5 threshold for 3 consecutive years. Similarly, Black students are over-represented in LD but not to the level of significance of a risk ratio of 2.5. The district does not have significant disproportionality or disproportionate representation due to inappropriate identification practices.

White - Autism

Item \ Year	2015	2016	2017
Students with Disability	189	166	180
Total Students	7496	7324	7036
District Risk	2.52	2.27	2.56
District Risk Ratio	1.88	1.46	1.53

White OHI

Item \ Year	2015	2016	2017
Students with Disability	273	241	244
Total Students	7496	7324	7036
District Risk	3.64	3.29	3.47
District Risk Ratio	2.14	1.97	1.90

Black LD

Item \ Year	2015	2016	2017
Students with Disability	22	23	21
Total Students	225	219	230
District Risk	9.78	10.5	9.13
District Risk Ratio	1.68	2.20	1.85

Documentation: Data Analysis; State Performance Plan; File Reviews, Interviews

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 Warwick Public Schools as no students with IEPs were suspended for greater than 10 days. All middle and high schools have had support staff and assistant principal personnel trained in Restorative Discipline (Engaging Schools Program) for the first time this year in a full year institute.</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>Documentation: Data Analysis; State Performance Plan; Interviews</i></p>	
Result	6	<p><u>Multi-tiered System of Support (MTSS)/Social Emotional Supports/Social Emotional Resources/Positive Behavioral Supports</u></p> <p>Currently, Warwick Public Schools is looking at ways to significantly improve Tier 1 Social/Emotional supports across the district. Below is a description of the current MTSS structures. Professional development has begun in Responsive Classroom at the Elementary level and Engaging Schools at the secondary level. Responsive Classroom is an evidence-based approach to teaching that focuses on engaging academics, positive community, effective management, and developmental awareness. It has 4 key domains:</p> <p>Engaging Academics: Adults create learning tasks that are active, interactive, appropriately challenging, purposeful, and connected to students' interests.</p> <p>Positive Community: Adults nurture a sense of belonging, significance, and emotional safety so that students feel comfortable taking risks and working with a variety of peers.</p> <p>Effective Management: Adults create a calm, orderly environment that promotes autonomy and allows students to focus on learning.</p>	

Developmental Awareness: Adults use knowledge of child development, along with observations of students, to create a developmentally appropriate learning environment.

Similarly, Engaging Schools is a restorative and accountable approach to recalibrating schoolwide discipline and student support through school vision, schoolwide initiatives, essential teams, classroom practices, the right data, interventions and case management, code of character, conduct and support and families and adult allies as partners.

Elementary Level

Multi-tiered System of Support process for social/emotional supports at Warwick elementary schools consist of 2 teams: Leadership Teams and Targeted Teams.

Leadership Teams:

- Consist of principal, social worker, reading specialist and math interventionist (in some schools ELL teacher and Reading Coach)
- Meet 1x per month for about 1 hour
- Assist in writing/monitoring goals and action steps on the School Improvement Plan
- Assist in developing plans for faculty meetings and grade-level meetings
- Monitor tier 1 behavior systems and practices
- Analyze school-wide data for behavior, academic, attendance, and social competencies to make decisions
 - Behavior - SWIS
 - Academic - STAR benchmark and state-testing
 - Attendance - Aspen absences
 - Social competencies -SSIS Social Skills Improvement System (SSIS) screeners 3x/year

Targeted Teams:

- Consist of principal, social worker, psychologist (in some schools special educators or other staff with knowledge of behavior/self Management)
- Meets at minimum 2x a month for about 1 hour
- Uses data from SWIS for behavior, Aspen for chronic absences, and SSIS screeners for prosocial behavior to identify students in need of tier 2 or 3 supports

- Complete functional behavior assessments, write behavior intervention plans, and progress monitor

Middle Level

At **Winman Junior High School**, EWS meetings are held at the end of each quarter. The principal meets with each team for at least two periods to review the “at risk” report for their students. The team discusses why they are failing or unsuccessful and review what supports they are getting or what supports can be add. Additionally, Attendance meetings are held monthly with support personnel and administrators to review attendance issues beginning with 10% as the cutoff. Students with hospitalization or medical issues are excused and monitored while those is excess of 10% receive a letter and/or a meeting with the assistant principal. A functional behavioral assessment (FBAAT) is completed on students identified as truant.

The Intervention Center is for students with and without IEPs and is structured this year to be more for time out cool down rather than separate all day. Students may spend a period or two and then are reintegrated during the day. A few students may need to spend all day.

Online the Edgenuity program is for students with attendance issues to facilitate access to general education curriculum. The program is flexible to meet higher or lower academic levels. This program availability has helped reduce discipline concerns. Individualized school re-entry support can include time in guidance on the chrome book with attendance in two core classes gradually working back into the core class schedule.

Students can have the option to have lunch in guidance if overwhelmed with the lunch room.

RI Mentors are matched with high risk general or special education students as early as elementary and then follow them through the grades. About 12 students are matched up and they meet every Tuesday morning. The mentor continues on into high school. Next year they plan to add high school seniors as buddy mentors to kids who still are awaiting a mentor.

Supports provided to students include:

Intervention groups: an adult (support staff, administrators and secretaries) meets with a small group and focuses on ways to be successful including time

management, study skills, setting goals, coping skills and other executive functioning skills (based on Sean Covey's Seven Habits of Highly Effective Teens). Students are chosen by EWS data (course failures, attendance issues and discipline problems) or teacher referrals.

Skills classes- at the end of first quarter and sometimes before, students are identified by their team as needing organizational help or assistance with completing work. These students are entered into skills classes that meet either F days or D-E-F days (depending on need) with their team and receive assistance in a small group setting.

Social skills groups- psychologist and social worker meet with students identified as being in need of strategies to assist them with their interpersonal relationships.

Individual counseling- support staff meet with individuals who are struggling with significant stressors both familial and interpersonal as well as major mental health conditions.

Student assistance counselor- meets with individuals and groups to support students who have personal and/or family substance abuse issues.

Make a Difference Club (GSA)- meets once per week after school with social worker to focus on acceptance, tolerance and creating a safe environment throughout the Winman community. Students also are involved in community service projects and school-wide activities to promote anti-bullying, respect and unity.

Specialized Homerooms and /or check-in; check-out- Students in need of assistance (at risk) are placed in homerooms with a special educator or guidance counselor who use it to check in with them daily. Behaviors are also monitored and teachers and support personnel have small groups or individuals who check in with them in the morning and again in the afternoon. They make sure they are taking home materials they need and advise them to go to department night as needed.

Peer tutoring: Toll Gate students and Winman honor students come to guidance and work with students in need of assistance in mostly math but also foreign language and any other academic subject where a struggle exists.

		<p>Team meetings- a team can use their common planning time (CPT) or skills time to meet with a student who they deem to be struggling. Support personnel attend as needed. They have a heart to heart with the individual to try and ascertain what the issue is.</p> <p>Veteran’s Junior High School: Social emotional needs of students are addressed each Thursday morning when support professionals meet at the "red flag" meeting. Student needs are matched to appropriate support staff (social worker, psych, guidance etc.). Functional Behavior Assessment (FBAs) and Behavior Intervention Plan (BIT) team referrals and BIPs would be the next step in the continuum. Referral to special education may be the result if other interventions have proven insufficient and the student continues to experience emotional dysregulation.</p> <p>High School</p> <p>Toll Gate High School: As previously mentioned, Toll Gate is in the process of redesigning the EWS system to target the students in need in a timely manner that filters through the classroom teacher, department head, guidance department, parents, administration and support staff utilizing an effective data collection system. They are currently working with the guidance clerk to develop a report, but data from different places needs to be gathered and put together individually. Currently, we have created a report in Google Sheets of all students who have attendance issues, conduct referrals, D's & F's for the first quarter, D's & F's for mid-year, as well as the first half of quarter 3. The report also lists which students have IEPs and 504s. They are exploring ways in which time can be carved out of the existing schedule to provide supports, such as advisory.</p> <p>Pilgrim High School: The school is currently going through an MTSS "reboot". There appears to be very little in terms of tier I, II or tier III practices or strategies being implemented within the school. Pilgrim has begun the process of mapping out the support systems in place and an MTSS master calendar.</p> <p>School Removals/Disciplinary Policies. Throughout the district behavioral expectations along with disciplinary action protocols and policies are comprehensively defined in a student handbook.</p> <p><i><u>Documentation:</u> Data analysis, interviews and document review</i></p>	
Result/ Compliance	7	Preschool Continuum	Review and refine preschool continuum as needed in order to ensure compliance.

	<p>According to the Early Childhood Coordinator, there are 174 preschool students receiving special education services in Warwick. Forty-nine (49) of those students receive walk-in speech either at the Warwick Early Learning Center (WELC) at Drum Rock School or in one of the elementary schools. 11 students receive speech and language services within community based early care and education programs.</p> <p>There are 112 of the 174 preschoolers with disabilities attend a class located at the WELC. An additional 107 preschoolers, without disabilities, also attend school at the WELC. The WELC has 13 teachers who support 22 sessions. There are 18 integrated preschool classes, 2 full day and 16 half-day. Four (4) of these classes are out of compliance based on the ratio requirements in the RI Regulations Governing the Education of Students with Disabilities. They also have 4 self-contained classes, 2 full day and 2 half-day. In the beginning of the year, all children in the self-contained classes have seats reserved in the integrated classrooms. Many children are provided the opportunity to participate during gross motor and outdoor play activities. A few of the children are accompanied to the classrooms with additional support staff. Personnel report that if more support were available, fewer children would need to be placed in the self-contained settings. Many staff members mentioned that the increased focus on data collection before children are removed from integrated classrooms has been a positive move. Several staff members also conveyed frustration given the length of time it takes to collect data when moving children to less restrictive environments.</p> <p>Five speech pathologists support the students at the WELC where the children receive almost all of their services outside of the classroom due to the belief that more progress can be made in a separate setting.</p> <p>Two part-time occupational therapists and a physical therapist provide therapy services as guided by student IEPs. It is reported that the physical therapist provides some service in the classrooms.</p> <p>The WELC has one full-time psychologist and one part-time social worker, 3 ½ days per week. The staff expressed concern regarding the amount of time that the social worker is not in the building due to the number of referrals, extensive social emotional needs of the students and the necessary family supports. Although it was reported that both the psychologist and the social worker provide supports to individual children, no service or consultation is reflected in the IEPs.</p>	<p>Timeline: Immediately and ongoing</p> <p>Progress Check: December 2018</p> <p><u>FOLLOW-UP FINDINGS:</u> Warwick Public Schools has reviewed and refined the program continuum in order to ensure compliance. Warwick will continue to diligently work to balance the integrated classrooms per the regulations.</p>
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	<p>Speech pathologists expressed excitement over a new online platform designed to support teachers and therapists in identifying appropriate augmentative communication systems. The platform supports personnel in working as a team to identify appropriate high or low-tech devices and to measure progress.</p> <p>The WELC also has 2.6 diagnostic prescriptive teachers (DPTs) who serve as case managers during the referral and eligibility process, contacting families, scheduling meetings, participating in EI transitions, coordinating paper work, evaluating/observing students and writing initial IEPs. Teachers and therapists that provide services in the preschool do not participate in ET meetings and infrequently are able to attend initial IEP meetings. Some of the preschool staff expressed concern over lack of participation in the ET/IEP meetings, especially relative to appropriate placement and necessary supports.</p> <p>In addition, the WELC offers (2) play groups per week. These play groups are supported by a special educator and speech pathologist and offer families an opportunity to learn how to enhance their child's growth and development. The playgroups are open to Warwick residents ages 3 and 4 who are not attending an early childhood program. Children must be accompanied by a parent or caregiver.</p> <p>Teachers at WELC address the Rhode Island Early Learning and Development Standards' nine domains: Physical Health and Motor Development, Social and Emotional Development, Language Development, Literacy, Cognitive Development, Mathematics, Science, Social Studies, and Creative Arts.</p> <p>As required in the BEP, teachers collect and enter formative assessment data on all children who attend the WELC. In addition, some staff use the STAR program or a district developed speech and language rubric. The assessment information is used to shape and individualize instruction and to demonstrate progress.</p> <p>Beginning in the 2018/19 school year, the new Warwick Early Learning Center will open up in the current John Brown Francis Elementary School. It will house the Special Education Preschool, the Volunteers of Warwick Schools (VOWS) program, who conduct Child Outreach screenings, and the Parents as Teachers Program.</p> <p>The preschool will be piloting Conscious Discipline to support positive social emotional outcomes. There are four classrooms that have been selected to pilot</p>	
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this program during the 2018-2019 school year. The intent is to have the entire school community embedded in this work by the fall of 2019.

WELC is currently rated with one-star in the BrightStars program. The EC Coordinator will apply for a higher rating once the program is in the new building.

State Performance Plan Indicator #6

- A. In Warwick, the percent of preschool children aged 3-5 with IEPs attending a general education early childhood program and receiving the majority of special education services in the general early childhood program was 48.69% for 2015-16. According to December 2016 data, this percentage has improved to 52.70% demonstrating an increase in the delivery of special education services within the general education environment.

- B. The percent of children aged 3-5 with IEPs attending a separate special education class, separate school or residential facility was 14.14% for 2015-16. According to December 2016 data, this percentage has remained stable at 14.86%.

The EC Coordinator has proposed a full-day option for her students that are currently serviced in separate settings by providing the self-contained portion in the morning and participation in an integrated classroom in the afternoon. This model would greatly increase access to general education.

The EC Coordinator, a diagnostic prescriptive teacher (DPT) and a speech and language pathologist are in the process of completing professional development offered by RIDE in order to provide itinerant services to children attending preschool within the Warwick community. They are also considering opening a general education preschool classroom in district that will have access to itinerant supports. This new service delivery model will increase access to general education for Warwick's youngest learners.

State Performance Plan Indicator #7

As of November 2016, Rhode Island is collecting the mandatory Office of Special Education Programs early childhood outcomes data through a state devised Child Outcomes Summary Process (COS). Warwick personnel have completed the online professional development modules and implemented the new COS process.

		<p>Upon referral, the Child Outcomes Process is initiated. The team, including parents, complete the COS A, B during the evaluation team meetings and if the child qualifies for service, the COS C. COS exits are completed with the families at IEP, transition or parent meetings. The information, until recently was entered into the SIS system. Now the Director/Principal of WELC maintains a spreadsheet of all entry and exit data that will be provided to the state at the end of each school year.</p> <p>Personnel report challenges relative to accessing the encrypted COS A forms sent from Early Intervention. The district reports that they will contact technology support as needed. Challenges were also conveyed relative to the time necessary to complete the COS process as referral meetings are scheduled for only 15-30 minutes.</p> <p>According to 2016-2017 data:</p> <p>Statement 1. Of the preschool children who entered the preschool program below age expectations, the percentage who demonstrated substantial improvements by the time they turned 6 years of age or exited the program:</p> <ul style="list-style-type: none"> • Positive social-emotional skills (including social relationships): 84.9% • Acquisition and use of knowledge and skills (including early language/communication and early literacy): 73.3% • Use of appropriate behaviors to meet their needs: 98% <p>Statement 2. The percent of preschool children who were functioning within age expectations in each Outcome by the time they exited the program:</p> <ul style="list-style-type: none"> • Positive social-emotional skills (including social relationships): 47.5% • Acquisition and use of knowledge and skills (including early language/communication and early literacy): 54.1% • Use of appropriate behaviors to meet their needs: 60.7% <p><i><u>Documentation:</u> Data Analysis; State Performance Plan</i></p>	
Result	8	<p>Program Continuum Elementary Level</p> <p>There are 4, 736 students at the elementary level and approximately 538 have IEPs. There are currently a variety of special education programs across the district at the elementary level, including resource, 14 co-taught classrooms, and</p>	

	<p>special education classrooms, including classrooms for students with emotional and behavioral disorders as well as students who take the RI Alternate Assessment.</p> <p>Warwick Public Schools has recently undergone significant planning for the elementary special education program continuum in preparation for the elementary school consolidation process beginning in the 2018-19 school year. The goal of the elementary special education redesign is to: place classrooms appropriately across the district so students can stay in their neighborhood feeder and attend one elementary school, to create consistent program descriptions that ensure least restrictive environment, align with the secondary programs and provide consistent, research based curriculum and special education best practices based on student needs, not disabilities and to locate classrooms within the buildings that maximize learning opportunities (e.g. handicap accessibility, bathrooms, space, noise, etc.). This planning process began with a survey that was sent out to Elementary Special Education teachers, Preschool teachers, related service providers, general education co-teachers, elementary principals and parents, with 83 total respondents. Respondents were then invited to participate in five Special Education Consolidation and Redesign Focus Groups that analyzed the survey results, created an action plan, reviewed existing secondary special education programs and proposed elementary special education programs. The program continuum is as follows:</p> <p>Supportive Academics (SA). Students that are placed in general education classrooms who receive highly targeted specialized instruction, usually in reading, writing and/or math.</p> <p>Intensive Academics (IA). Students that need intensive academic instruction across all areas that they receive in a co-taught classroom.</p> <p>Intensive Academic Special Education (IASE). Students that need intensive academic instruction in a special education classroom with inclusion opportunities.</p> <p>Supportive Social/Emotional Services (SES). Students that need behavioral and academic supports in a general education classroom and/or special education classroom with inclusion opportunities.</p>	
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		<p>Intensive Social/Emotional Services (IES). Students that need intensive social emotional supports in a special education classroom with inclusion opportunities.</p> <p>STAR/Alternate Assessment (AA). Students with significant disabilities who require intensive instruction in academic and functional goals, who are identified for the Alternate Assessment by grade 3, with inclusive opportunities.</p> <p>Additionally, many of the special education classrooms have been relocated so that students can remain in their neighborhood school feeder (Veterans/Pilgrim or Winman/Toll Gate) and so that each program has both a primary (typically K-2) and intermediate (3-5) classroom within the same school. Per survey results, schools with co-taught classrooms are located in schools with special education classrooms so that students who need a change of placement due to a need for decreased or increased levels of support can remain in the same school. The Special Education Consolidation and Redesign Focus Group has now broken off into Special Education Communities of Practice for each of the respective programs. Each Community of Practice will be reviewing the evidence based special education practices for different programs, and will make recommendations for curriculum purchase, professional development, IEP goal writing and progress monitoring, as well as consistent practices across the district, both across schools and from preschool to post high school transition.</p> <p><u>Documentation:</u> <i>Data Analysis; Interviews; Observation</i></p>	
Result	9	<p>Program Continuum Middle Level</p> <p>There are 1,447 students attending Winman and Veteran’s Junior High Schools, 227 are students with IEPs.</p> <p>In the 2015 -2016 school year, Warwick Public Schools consolidated the secondary schools, closing both Gorton and Aldrich Junior High Schools, repurposing Veterans Memorial High School into a Junior High School, and keeping Pilgrim and Toll Gate High Schools. At this time, the secondary special education programs were restructured with an emphasis on creating consistent and comprehensive special education programs that ensures that students are educated in the least restrictive environment in their neighborhood schools. The program continuum is as follows:</p> <p>-Supportive Academic Services (SA): Students in this program require specialized instruction in reading and/or math due to a specific learning disability and/or other disability. Generally, the STAR scores for these students are</p>	

	<p>between the 10th and the 25th percentile in ELA or Math. Service time should be directly tied to an academic goal in ELA/Math, with the goal number listed. Students will work with their special education teachers to determine what accommodations and/or modifications may be required in order to ensure progress in other content classes as well as in preparation for higher education.</p> <p>-Intensive Academic Services (IA): Students in this program require intensive specialized instruction across all content areas due to a specific learning disability, intellectual disability or other disability. Generally, the STAR scores for these students are below the 10th percentile in ELA and Math. Students will receive specialized instruction from a special educator in co -taught ELA, Math, Social Studies, and Science classes in order to ensure access to the general education curriculum and opportunity to meet graduation requirements. Students may also receive an intensive resource block as needed.</p> <p>-Intensive Academic Special Education Classroom (IASE): This program is similar to the Intensive Academic Program, in that students in this program require intensive specialized instruction across all content areas due to the student's disability. Generally, the STAR scores for these students are below the 10th percentile in ELA and Math. However, students in the Intensive Academic Special Education Classroom will receive instruction from a special educator and a general education teacher in self-contained classroom using the general education curriculum to meet graduation requirements. Students in this program require this placement due to the impact of their disability, and IEP teams should carefully consider the portions of the IEP that can be implemented in the general education setting as well as appropriate accommodations, modifications and related services that can help support the student in the least restrictive environment.</p> <p>-Supportive Social/Emotional Services (SES): This program provides social/emotional support services for students with IEPs in order to access the general education curriculum and meet graduation requirements. Students will be supported by a special educator and will receive support and counseling from a social worker as needed. The goal of the program is for students to develop the necessary skills to fully and independently participate in the general education setting and to reduce the amount of social/emotional issues that they exhibit in school. Social and emotional learning skills in the IEP may include: self-awareness, self-management, communication, responsible decision making and organization. With the help of special educators and support professionals, students will work towards reducing behaviors that may impact them and their peers in the general education settings. Students are scheduled into general</p>	
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education classrooms and may access supportive social/emotional services throughout the day as needed. Students will also have the opportunity to work in the supportive social/emotional classroom when necessary. Time spent out of the general education classes should be short term with the goal of reintegration as soon as possible. Expected outcomes of this program include improved social/emotional skills, self -regulation skills, and organizational skills, and improved independence throughout the school day. Edgenuity online for access to general education and individualized program. The program is somewhat of a hybrid with IES since no IES program exists in Winman. Entry into the SES program is an IEP team decision after other options to support in the LRE have been exhausted. Students attend this class together as a Homeroom check in plus check out at the end of the day. Most students are not scheduled separately all day. Some students eat lunch with her daily if cafeteria is too overwhelming. Weekly progress reports are managed through Google classroom. Parent engagement is frequent with a focus on the positive and most families are supportive of the program.

-Intensive Social/Emotional Services (IES): This program provides intensive social and emotional supports to students with emotional and behavioral challenges in order to access the general education curriculum and meet graduation requirements. Students requiring this level of support display behaviors that significantly interfere with learning and daily school functioning, and are therefore in need of programmatic support in a general education classroom or in alternate learning setting when needed. Students are provided with the opportunity to develop school appropriate behaviors by learning adaptive skills and strategies for regulating emotions and behaviors in order to ensure maximum access to the general education curriculum in the least restrictive environment. Students are taught in a therapeutic setting with a predictable structure and ongoing behavioral support from a team of teachers, social worker, and consulting school psychologist. Students will be scheduled into general education classrooms based on the recommendations of the IEP team. When required to remain in the classroom for academic supports, students will be provided online general education content classes in order to ensure access to grade level content and meet graduation requirements. This program is not available at Winman this year and the two Winman students who required it were enrolled in the program at Veterans instead. It is expected to be available at Winman next year.

-Alternately Assessed Classroom (AA): This program provides instruction for students with moderate to significant challenges in the areas of functional academics, communication, self -advocacy, and self -control in grades 7 -12.

		<p>Students in the program are alternately assessed. The program is aligned with the RI Common Core Connectors. A major focus of the Alternate Assessment classroom is preparation for the transition from school to adult services. Beginning at 14 years of age, transition planning becomes a part of the student's IEP and thus, of their educational programming. Transition plans are developed for each student in the areas of Employment, Living Arrangements, Post - Secondary Education/Training, and Community Participation. Classroom activities are designed to enhance skill development in these areas while preparing students and their families for the move to adulthood.</p> <p>Students have community-based learning experiences for job exploration and life skills development every other week for a full day: farm, recycling center, restaurant, cinema world, bowling alley, stores, etc. Unique learning provides online blended learning support in school and at home for teacher or parent and student directed learning experiences with rich data for progress monitoring IEP goals in a variety of content areas. Students attend adaptive physical education (APE) as their own group and then some participate in a general education physical education after about 10-15 minutes.</p> <p><i>Documentation: Data Analysis; Interviews; Observations</i></p>	
Result	10	<p>Program Continuum High School Level</p> <p>At Pilgrim and Toll Gate High Schools there are 2,950 students, and 511 students with IEPs.</p> <p>The program continuum is the same as at the middle school level, with the exception of the Transition Program (TR). The focus of this program is on the transition post high school students from high school to a community based pre - vocational program. IEP goal areas students work on in this program include work readiness (school store, classroom jobs, school wide jobs, resume preparation, and in the community through work trial sites, job shadow opportunities, business tours, enrichment activities); self -determination/self -advocacy (by setting a goal, outlining steps to reach that goal, problem solving around barriers, making decisions, participating in/leading meetings as well as visiting adult service agencies, using the Person Center Planning Process and the Career Development Plan); self -management (managing emotions and behavior, when needed); activities of daily living (through functional academics: reading and math are incorporated into real -world classroom assignments and projects, such as managing a calendar of activities, writing letters/emails, and cooking). Students also learn recreational skills, such as exercising and leisure</p>	

		<p>skills); and social skills (learning how to interact with others at work, asking questions, sharing information, requesting assistance, taking a break and interacting with others during leisure time).</p> <p>Additionally, students with IEPs have full access to the Career Technical Center (CTC), with programs in Finance, Cisco Networking, Culinary and Pastry Arts, Graphic Design, Automotive Technology, Computer Aided Design and Drafting, Electrical Technology, Health Occupations, Aviation, Construction Trades, Electronics and Marine Technologies.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p>	
Result/ Compliance	11	<p>Adaptive Physical Education (APE)</p> <p>Warwick Public Schools currently has 41 physical education teachers, 39 of which are APE certified. Currently, 115 students across the district receive Adaptive Physical Education. Some students with IEPs participate in APE with it noted on their schedule but the IEP contains no APE goal or service time (EK1). APE goals, per regulations, needs to be measurable and have progress reported on those goals.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p>	<p>Timeline: Immediately and ongoing</p> <p>Warwick Public Schools will review and refine their policies, procedures and protocols around assessing, goal writing and providing adaptive physical education.</p> <p>Progress Check: March 2019</p> <p><u>FOLLOW-UP FINDINGS:</u> During the 2018-2019 school year, formal guidance regarding APE was issued to all special education staff during an elementary faculty meeting on 3/28/19, emailed to APE teachers on 5/6/19, and added to Warwick Public School's Special Education Guidebook.</p>
Result	12	<p>Extended School Year (ESY)</p> <p>Last year Warwick Public Schools had 242 students participate in the ESY program in grades PK-12 for 5 weeks. Pre-K through 6th grade students were housed at Lippitt Elementary School, and 7-12 was housed at Pilgrim High School. The district offers a half day program 2.5 hours, 4 hours full day at the elementary level, and 6 hours full day grades 7-12, based on student need.</p> <p><u>Documentation:</u> Data Analysis; Interviews</p>	

Result	13	<p>Local Special Education Advisory Committee (LAC)</p> <p>The local special education advisory committee is held in accordance with RI regulatory requirements.</p> <p><i><u>Documentation:</u> Data Analysis; Interviews; Observation</i></p>	
Result	14	<p>School Efforts to Partner with Parents (State Performance Plan Indicator #8)</p> <p>The public school district's rate of parent participation in the annual Special Education Statewide Parent Survey (2016-2017) is 10.8% (2253/20796) 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 75%.</p> <p><i><u>Documentation:</u> Data Analysis; State Performance Plan</i></p>	
Result	16	<p>Drop Out / Graduation Rate (State Performance Plan Indicator #1 and #2)</p> <p>The Warwick Public Schools graduation rate is 87% for all students and 68.8% for students with disabilities. These rates are above the state average rates of 85.3% for all students and 63.5% for students with disabilities.</p> <p>The Warwick Public Schools dropout rate is 5.9% for all students and 13.3% for students with disabilities. These rates are below the state average rates of 8.3% for all students and 17.8% for students with disabilities.</p> <p><i><u>Documentation:</u> Data Analysis; State Performance Plan</i></p>	

2. EVALUATION / INDIVIDUAL EDUCATION PROGRAM (IEP)

Indicator		Findings	Support Plan
Result/ Compliance	1	<p>Records of approximately twenty-three (23) 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"> -Short term objectives not consistently measurable -Goals not consistently measurable -Random IEP items left blank at times -Lack of attention to individualization was seen in some of the reviewed IEPs. This appears to be due to a lack of attention to IEP details <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; Observation</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>Timeline: Immediately and ongoing</p> <p>Progress Check: March 2019</p> <p>FOLLOW-UP FINDINGS: The Special Services Department conducted a comprehensive review of special education forms and procedures. A new Google folder, special education forms, was created. This folder houses all essential special education forms and includes information summarizes what forms are required for specific meetings, as well as an explanation of how to document information in a student's record. This folder also includes the Warwick IEP checklist for special education case managers. Professional development on the forms in the google folder was provided on 10/11/18 and to Secondary Special Education Department Heads on 10/12/18. Professional development on collecting and using functional behavioral data was provided on 1/10/19. In addition, school staff have ongoing access to previous google slides regarding guidelines for writing IEPs.</p>
Result	2	<p>Child Outreach Child Outreach screening serves as the first step in identifying children who may have special needs or be at risk for learning difficulties. Children are screened in the areas of vision, hearing, general development, speech/language, and social/emotional development according to the RI</p>	

		<p>Guidelines for Implementing Child Outreach Screening. The parents receive a summary of the Child Outreach screening results by mail. Child Outreach data is also entered into KIDSNET, a secure statewide database. Based on criteria established by the state protocol, results of screening may fall into one of three categories: pass, rescreen, or refer. Children with scores in the rescreen category, as well as those that fail but are deemed to have had an invalid screening, are rescreened within three weeks. Ultimately, children who do not attain passing scores in the areas of general development, social-emotional and/or speech and language are referred to the preschool evaluation team. Children who do not pass hearing and vision after rescreen are referred to a medical professional.</p> <p>Warwick’s Child Outreach screenings are available in a range of community-based early childhood programs and by appointment year-round. The Child Outreach Coordinator contacts each DCYF licensed center-based within Warwick to offer screenings. The district informs parents each year via paper fliers and school newsletters. Child Outreach information tables are at elementary school open houses and other district events. The Child Outreach Coordinator attends kindergarten registration events to schedule appointments.</p> <p>The state target for screening is 80% of children ages 3, 4, and 5. Warwick’s percentages were below the state average of 40.16%.</p> <ul style="list-style-type: none"> • 3 year olds: 10.33% • 4 year olds: 32.15% • 5 year olds: 54.19% • 3-5 year olds: 32.43% <p><i><u>Documentation:</u> State Performance Plan; Data Interviews</i></p>	
Result	3	<p>Child Find (State Performance Plan Indicator #11)</p> <p>Warwick Public Schools for the 2016-2017 year was at 100% compliance for meeting evaluation timelines for initial referrals. As of 3/15/18 the Warwick Public Schools was thus far at 98.82% compliance for meeting evaluation timelines for initial referrals for the 2017-2018 school year.</p> <p><i><u>Documentation:</u> State Performance Plan Data</i></p>	

Result	4	<p>Student Accommodations and Modifications</p> <p>Both General and Special Educators can access their student's IEPs through the student information system, ASPEN, to see what accommodations are needed.</p> <p><i>Documentation: Data Analysis; Interviews; Document Reviews</i></p>							
Result	5	<p>Specific Learning Disabilities Determination</p> <p>Warwick Public Schools has had a screening and progress monitoring system in place since 2013. The development of the Response to Intervention framework within Warwick has allowed educators and administrators to utilize RIDE's criteria for the identification of students with learning disabilities. Teachers access and use STAR data and work samples to demonstrate achievement and progress of students at re-evaluation meetings. Teachers of literacy interventions set goals in STAR to check individual student requirements regarding the initial and reevaluation process for students with specific learning disabilities.</p> <p><i>Documentation: Interviews; Record Review</i></p>							
Result/ Compliance	6	<p>Due Process Information (State Performance Plan Indicators)</p> <p>Over the past three years there has been the following complaints, mediations or hearings:</p> <p><u>COMPLAINTS</u></p> <p><u>FY 2015-2016</u> <u># of Complaints: 1 complaint during this period</u></p> <table border="1" data-bbox="369 1284 1289 1409"> <thead> <tr> <th><i>Case Code</i></th> <th><i>ISSUE(S)</i></th> <th><i>RESULT</i></th> </tr> </thead> <tbody> <tr> <td>16-08</td> <td>Assistive Technology</td> <td>Noncompliant</td> </tr> </tbody> </table>	<i>Case Code</i>	<i>ISSUE(S)</i>	<i>RESULT</i>	16-08	Assistive Technology	Noncompliant	<p>RIDE dispute resolution personnel will verify any necessary follow up on due process findings.</p>
<i>Case Code</i>	<i>ISSUE(S)</i>	<i>RESULT</i>							
16-08	Assistive Technology	Noncompliant							

FY 2016-2017

of Complaints: 3 complaints during this period

	<i>ISSUE(S)</i>	<i>RESULT</i>
16-10	FAPE / Transportation	Noncompliant w/regards to partial allegations- Compliant with remaining
16-13	Long-Term Sub not certified in Spec. Ed.	Noncompliant
16-16	FAPE/ Placement	Withdrawn

FY 2017-2018

of Complaints: 2 complaints during this period

<i>Case Code</i>	<i>ISSUE(S)</i>	<i>RESULT</i>
18-09		Not a valid complaint
18-01	Non-Complaint w/IEP Services	Noncompliant

MEDIATIONS

FY 2015-2016

of Mediations: 3 mediations during this period

<i>Case Code</i>	<i>ISSUE(S)</i>	<i>RESULT</i>
M 15-59	Placement/FAPE	Agreement
M 16-12	Eligibility/Funding & Processing of Eval	Agreement
M 16-16	Eligibility/Exit from IEP/504 Plan	Agreement

FY 2016-2017

of Mediations: 2 mediation during this period

<i>Case Code</i>	<i>ISSUE(S)</i>	<i>RESULT</i>
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M 16-32	Compensation Determination	Agreement
M 17-16	Evaluations/ Eligibility	Agreement

FY 2017-2018

of Mediations: 1 complaint during this period

Case Code	ISSUE(S)	RESULT
18-04	parent requesting 1-1 TA-district disagrees	Agreement

HEARINGS

FY 2015-2016

of Hearings: 7 hearings during this period

Case Code	ISSUE(S)	FINDING(S)
LL 15-17	IEP/Placement/IEE	Decision
LL 15-25	IEP/Further Eval for ADD	Dismissed
LL 15-31	Evaluation/IEE/Visual Impairment	Withdrawn
LL 16-06	Evaluation	Dismissed
LL 16-07	Discontinuation of IEP Services	Resolution Session Agreement
LL 16-09	Evaluation/Eligibility	Decision
LL 16-11	IEE Evaluation funding	Decision

**16-09 & 16-11 are combined

FY 2016 - 2017

of Hearings: No hearings during this period

FY 2017-2018

of Hearings: 1 hearing pending

Documentation: Data Analysis, RIDE, Due Process Data Base

3. IDEA TRANSITION

Indicator	Findings	Support Plan
Result	<p>1 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 by implementing each child's IEP by his/her 3rd birthday. According to the data entered into last year's preschool performance report and considering all allowable excusals, Warwick achieved 100% compliance.</p> <p>Transitions are distributed to the evaluation team in a systematic way. Each diagnostic prescriptive teacher (DPT) is required to contact the Early Intervention case manager and the family upon receipt of the referrals. The DPT attends the transition meetings at a mutually agreed upon location, usually in the child's residence. After this meeting is held, the team meets to review the referral and determine if there is a suspicion of a disability and if so, what further testing needs to be completed. The team complies with evaluating, determining eligibility, developing, and implementing an IEP prior to the child's third birthday.</p> <p><i>Documentation: Data Analysis; Interviews; State Performance Plan</i></p>	
Result	<p>2 IDEA Transition Planning at the Middle Level</p> <p>Winman uses the following tools and procedures for IDEA transition: MAPS is implemented for students with Intellectual Disabilities (ID). The unique learning website supports the student in developing it with a picture embedded questionnaire to complete. Student transition worksheets, questionnaires, and interviews are completed for students in SA program. Enderle-Severson transition rating scale and transition planning survey are used by some teachers but planning is more individualized. All 7th graders do ILPs through WaytoGoRI plus an end of year reflection with school guidance counselors. There are career exploration and interest inventories available in the system. Guidance facilitates the work in social studies classes.</p> <p>At Veterans students with an IEP who are turning 14 during the course of that IEP will begin transition planning. Interest profiles like Holland codes, ONET, WaytoGoRI are used along with student interviews to begin addressing post school goals. For students in the alternate assessment program a career development plan and MAPS are used to help plan for these goals.</p>	

		<p><u>Documentation:</u> Data Analysis; Interviews; Record Reviews</p>	
Result	3	<p>IDEA Transition Planning at the High School Level</p> <p><u>Transition Services at Pilgrim School:</u></p> <p>Transition Planning at Pilgrim begins at age 14 with transition assessments being conducted. WaytoGo RI, O'NET, Transition Planning Inventory (TPI), student interviews are examples of the formal and informal assessments completed. There is not a scope and sequence to support a more structured delivery of transition assessments to support students as they progress through grades. Staff report that the assessments are conducted, dated and reported on the IEP as well as discussed with the student and parent. However, staff stated that the assessments have little influence on the development of post-school goals, course of study and supporting student's interests and preferences. Staff again indicated that the emphasis on successfully completing all the specific academic graduation requirements does not leave time in as students schedule to pursue a unique or personalized pathway.</p> <p>This is the fourth year that Pilgrim has implemented the Tri-Employment Program in collaboration with the Office of Rehabilitative Services (ORS). This program supports youth in career readiness activities as well as internships.</p> <p><u>Transition Services at Toll Gate High School:</u></p> <p>As a department, the common transition goal for this year is that all students in mainstreamed classes [Supportive Academic (SA) and Intensive Academic (IA) classes, Social Emotional Services (SES) & Intensive Social/Emotional Services (IES)] complete the Transition Planning Inventory (TPI) in their English course with their co-teachers. Case managers, independently, also complete other transition assessments such as a student/teacher interview inventory worksheet, Enderle-Severson Transition Rating Scale, other forms of the TPI and other transition assessments available on the department website or on the transition shelf in the department head office. Assessments are used to discuss a student's postsecondary educational and vocational goals and supports are provided accordingly.</p>	

IES Transition Group- 1 day a week during advisory with 11th and 12th graders- Units focus on life skills, self-advocacy and vocational/ job search.

The Intensive Academic Special Education (IASE), program has a population of students who have learning and intellectual disabilities. The case manager is with the students for all core content classes as well as during a resource period. Transition assessing is built in to the program. Students work with their case manager on an extensive transition assessment program. All students have Career Development Plans (CDP's).

Alternately Assessed Classroom: Students in this program are learning to develop various vocational and life skills. The students also participate in a variety of structured activities in weekly community experience trips to settings such as the mall, supermarket, fast-food restaurants as well as vocational and recreational sites. At age 14, transition planning becomes a part of the student's IEP and all students begin working on their My Action Plans (MAPS) and CDP (intellectually disabled). ORS, RIPIN and BHDDH are involved in the students' TEAM meetings by the age of 16 year, 10 months. This classroom also runs a very successful school store where students are responsible to stock items and manage the monies.

Transition Program:

The focus of this program is on the transition post high school students from high school to a community based pre-vocational program. IEP goal areas students work on in this program include work readiness (school store, classroom jobs, school wide jobs, resume preparation, and in the community through work trial sites, job shadow opportunities, business tours, enrichment activities); self-determination/self-advocacy (by setting a goal, outlining steps to reach that goal, problem solving around barriers, making decisions, participating in/leading meetings as well as visiting adult service agencies, using the Person Center Planning Process and the Career Development Plan); self-management (managing emotions and behavior, when needed); activities of daily living (through functional academics: reading and math are incorporated into real-world classroom assignments and projects, such as managing a calendar of activities, writing letters/emails, and cooking). Students also learn recreational skills, such as exercising and leisure skills); and social skills (learning how to interact with others at work, asking questions, sharing information, requesting assistance, taking a break and interacting with others during leisure time). Office of Rehabilitative Service, RI Parent Information Network and Department of Behavioral Healthcare, Developmental Disabilities and Hospitals are involved

		<p>in the students' TEAM meetings. MAPS are also annually reviewed for all students in the program.</p> <p>This classroom also runs a very successful school store cart where students are responsible to stock items and manage the monies.</p> <p>The Warwick Area Career and Technical School is also accessible to the students, inclusive of 16 programs. The Career Center provides technical training in preparation for student transition from school to career and/or post-secondary education. 103 of the 217 special education student population attend a program at the Career Center.</p> <p>Senior Project- Encourages all senior students to demonstrate their talents and abilities while examining a career, issue or topic of personal interest. All graduating seniors must complete a senior research paper, product and presentation.</p> <p>Dare to Dream- A group of special education students will be attending Dare to Dream in May 2018.</p> <p>Trasiton Advisory Committee (TAC)- One member of the special education department attends the monthly TAC meetings and disseminates information to educators at the department meetings.</p> <p><i><u>Documentation:</u> Interviews; Document Review</i></p>	
Result	4	<p>At the high school the case manager is the point person for referrals to the Office of Rehabilitative Services (ORS) and to the Department of Behavioral Healthcare, Developmental Disabilities & Hospitals (BHDDH).</p> <p>All students have access to Office of Rehabilitation Services (ORS), who are invited to be a part of the IEP TEAM around a students' junior year. All intake and vocational evaluation read out meetings are hosted at Toll Gate and case managers are involved in the discussion with the vocational program working with the student (Trudeau, West Bay, Work Opportunities, etc).</p> <p><i><u>Documentation:</u> Interviews; Document Review</i></p>	

Result	5	<p>Summary of Performance (SOP) is written by each student's special education case manager upon graduation, completion of transition goals or exit at age 21.</p> <p><i><u>Documentation:</u> Interviews; 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 Warwick Public Schools are 100% compliant with the requirements. (State Performance Plan Indicator #13)</p> <p><i><u>Documentation:</u> Interviews; Document Review</i></p>	
Result	7	<p>90% 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 79% (State Performance Plan Indicator #14)</p> <p><i><u>Documentation:</u> Interviews; Document Review</i></p> <p>(Note: The last Special Education Performance report (2017) states 88% for school leavers who were meaningfully engaged compared to the State Percentage of 84.73%.)</p>	