



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

School Support System Report and Support Plan

**West Warwick Public Schools
December 2020**

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.

TABLE OF CONTENTS

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

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

Record Review Team Leaders

Team A – Susan Wood and 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 December 2019 State Performance Plan information on West 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 64.26% (RI District Average is 71.05%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 12.52% (RI District Average is 12.5%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 4.03% (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 93.03%.</p> <p>C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievements standards 5.56% [Note: State has individual grade and content area targets (6.36%). State target is average target across grades and content areas. District target is average percent of students proficient across content areas (5.56%).]</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	
Result	3	<p>Multi-Tiered System of Support (MTSS) Response to Intervention (RTI)/Academics</p> <p>Elementary Level</p> <p>There is a standardized system in place across all levels to support students at Tier 2 and Tier 3. Each school has a functioning MTSS team, which employs a problem solving model, based on student performance data, and researched based interventions. The district continues to provide professional development to educators in all content areas. Last year, educators participated in the science of reading and the</p>	<p>The district will continue to review and refine its MTSS policies, procedures and practices for both academic and social emotional interventions as warranted.</p> <p>Timeline: Ongoing</p>

	<p>district is currently part of the K-5 Comprehensive Literacy State Development grant. Many digital tools and assessments are being used to support MTSS such as Fluency Tutor, Amplify, Zearn, and other reading programs.</p> <p>The structures in place for providing support to struggling students vary from school to school e.g., team membership and when teams meet. At the elementary level, reading interventionists have been assigned to work with students at the Tier 2 and Tier 3 levels. Each of the schools have assigned teacher assistants in kindergarten and building teacher assistant floaters to provide an additional layer of support to struggling learners. Special education resource teachers and Speech and Language Therapists provide Tier 2 and Tier 3 services to students in the areas of reading, math, writing, language and social thinking.</p> <p>Middle Level</p> <p>At the middle level, reading and math interventionists have been assigned to work with students at the Tier 2 and Tier 3 levels. There is a special education teacher and speech and language therapist who provides targeted and intensive supports to students in the areas of math, reading, writing, language and social thinking. A teacher assistant is trained and available to support students with Autism in general education. Educators are using data based decision-making. Tier 2 interventions at the middle school include Wilson, Strategic Reading and comprehension strategies. Facts or word problems are used for math. Fountas and Pinell grade 5-8. For grades 6-8 a screener is used before F&P. Self-made rubrics are also used. Evidence of multiple data points and changing interventions based on points. They are using pre and post tests for the units of study. The middle school has an afterschool program for students in MTSS with content teachers and support personnel such as a school psychologist or a social worker.</p> <p>High School Level</p> <p>There is a formal MTSS team that meets to review student's referrals and needs. There is a plan developed to support the student as well as follow up. There are reading and math interventions at the high school to work with students at the Tier 2 and Tier 3. Math Lab and Academic Literature support classes provided during the day for students below grade level. The high school has an afterschool program for students in MTSS with content teachers and support personnel such as a school psychologist or a social worker.</p> <p><i><u>Documentation:</u> Data Analysis; State Performance Plan</i></p>	<p>Progress Check: December 2021</p> <p><u>Follow up Findings:</u> The district now has an MTSS Coordinator who is in the process of meeting with each school's MTSS teams to streamline and share resources. All education staff have had opportunities to participate in multiple SEL professional development trainings. Several schools are engaged with BRIDGE-RI. The new ELA curriculum has built in MTSS interventions as appropriate. The district is also expanding interventions for both academic and social emotional learning.</p>
--	---	---

Result	4	<p>SPP Disproportionate Representation (State Performance Plan Indicator #9 and #10)</p> <p>West Warwick had no findings of disproportionality.</p> <p><i>Documentation: 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 West Warwick 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>Documentation: 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>Over the past few years, the district has been committed to supporting students, staff, and families in the areas of Social Emotional Learning. All staff have had the opportunity to receive Trauma Informed Training. Administrators participated in a book study in the area of Adverse Childhood Experiences (ACEs). This then carried to the school level where building level meetings focused on ACEs. The high school started the Choose Love initiative with tremendous success and it is now a PK-12 initiative. Each school has their own system of positive behavioral supports that meet their school needs.</p> <p>Elementary Level</p> <p>Each of the three elementary schools has a full-time social worker. There is also a full-time resource teacher whose job includes academic and behavioral programming and remediation. A full-time supervisory assistant works in each elementary school to</p>	<p>The district will continue to review and refine its MTSS policies, procedures and practices for both academic and social emotional interventions as warranted.</p> <p>Timeline: Ongoing</p> <p>Progress Check: December 2021</p> <p><u>Follow up Findings:</u> The district now has an MTSS Coordinator who is in the process of meeting with each school's MTSS teams to streamline and share resources. All education staff have had opportunities to participate in multiple SEL professional development trainings. Several schools are engaged with BRIDGE-RI. The new ELA curriculum has built in MTSS interventions as</p>

	<p>support students with behavioral/emotional challenges. Each building includes staff trained in Social Thinking methodology. There are multiple teachers and teacher assistants trained in behavioral de-escalation and physical restraint at each school. The elementary schools are in the process of adopting Choose Love.</p> <p>The elementary therapeutic classrooms operate out of Greenbush Elementary School. This program is able to service Tier 3 students who are involved in the MTSS system (and initial evaluation process), as well as students with determined disabilities (e.g., emotionally disturbed). These programs primarily serve students who qualify under the category of emotional disturbance; although it is also used as a Tier 3 intervention. Both programs are involved with a weekly clinical consultation team, which guides and supports their practice. These programs also provide outreach/consultation to the students and teachers in all three elementary schools.</p> <p>Middle Level</p> <p>Deering Middle School services students in grades 5 to 8. This building employs two full-time social workers, two part-time psychologists, and 1.5 full time speech and language therapists trained in social thinking. There are two supervisory assistants; one for the general population, and one assigned specifically to work with students with Autism. A mentoring program has had success with the 5 grade students transitioning to the middle school. The school has a Self-Regulations Support Room (SRS) which is used by identified students who are taught various coping skills and strategies in a structured environment with routines for using the SRS room. The middle school is in the process of a school wide book study on Restorative Justice and have been focused on changing the culture of the middle school to support the varying social emotional needs of their students.</p> <p>High School</p> <p>The high school MTSS team continues to identify students who need various supports. There is a plan developed to support the student as well as follow-up. Choose Love initiative over the past few years has been so successful that high school students have trained middle and elementary schools on the components of Choose Love and the process of starting the initiative throughout the district. West Warwick High School employs a .5 school psychologist, 2 social workers, and a supervisory assistant trained in de-escalation and physical restraint. This staffing provides the majority of their services to the general population at the high school. There is a therapeutic lunch</p>	<p>appropriate. The district is also expanding interventions for both academic and social emotional learning.</p>
--	--	---

		<p>available by guidance, adult and student mentoring programs, school assistance counselor meets with students as needed. There are also a number of positive behavioral supports and intervention activities and programs (Wonderful Wizards, bullying prevention committee, attendance challenges, etc.).</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>Documentation: Data Analysis; State Performance Plan</i></p>	
Result	7	<p>Preschool Continuum</p> <p>The preschool program is located at Maisie E. Quinn School and Wakefield Hills Elementary School. There are eight half day programs for students with disabilities located at Maisie Quinn School. Three of the eight classrooms at this site include typical peers in their programming. There is one full day program at Wakefield Hills School which services students with more significant disabilities; these students also have access to typical peers. The district also consults regularly with the state-funded preschool program at Child Inc. and Academy of Little Children. WWPS has participated in the state's internet model, IECSE, since the beginning of the initiative.</p> <p>Speech therapy services are provided on-site at Child Inc. and Academy of Little Children during the school year. Occupational therapy and physical therapy services are provided as needed. Walk-in therapy services are also provided at Greenbush Elementary School. A range of extended school year programs are offered to preschool students with disabilities during the summer months.</p> <p>The district collects early childhood outcomes data on all children with IEPs as required by the federal Office of Special Education Programs. Teachers collect and enter authentic assessment information into an on-line child portfolio. This assessment information is used to shape and individualize instruction and to demonstrate progress.</p> <p>Indicator #6</p> <p>A. In this district, the percent of preschool children aged 3-4 with IEPs attending a general education early childhood program and receiving the majority of special education services in the general early childhood program was 44.37%.</p>	

		<p>B. The percent of children aged 3-5 with IEPs attending a separate special education class, separate school or residential facility was 28.17%</p> <p>State Performance Plan Indicator #7</p> <p>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:</p> <ul style="list-style-type: none"> ▪ Positive social-emotional skills (including social relationships); 85.30% ▪ Acquisition and use of knowledge and skills (including early language/communication and early literacy); 76% and ▪ Use of appropriate behaviors to meet their needs 96.90% <p>Statement 2. The percent of preschool children who were functioning within age expectations in each Outcome by the time they exited the program were:</p> <ul style="list-style-type: none"> ▪ Positive social-emotional skills (including social relationships); 61.5% ▪ Acquisition and use of knowledge and skills (including early language/communication and early literacy); 44.2% and ▪ Use of appropriate behaviors to meet their needs 78.8% <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	
Result	8	<p>Program Continuum Elementary Level</p> <p>There are 1,343 students at the elementary level and approximately 259 have IEPs. The special education program continuum is as follows:</p> <p><u>Elementary Continuum:</u></p> <ul style="list-style-type: none"> ● Self-contained classrooms (K-4) ● Self-contained Therapeutic Programs (K-4) ● Self-contained/Inclusion (K-4) ● Collaboratives (K-4) ● K-4 Resource Services (Academic and Behavior) <p><u>Descriptions of Elementary Services:</u></p> <ul style="list-style-type: none"> ● Self-contained classrooms (K-4) 	

		<p>a. Self-contained Classrooms: In this model, students with disabilities receive the majority of their instruction from a special educator. Some students who are serviced in a self-contained class receive their encore/elective or specialist subjects and some academics, based on individual needs, with general education students.</p> <p>b. Self-contained/Inclusive classes: A self-contained/Inclusive class at the elementary level is one in which a general education teacher and special education teacher work together to include special education students in the general education setting, providing opportunities based on students' strengths and needs. The extent of co-teaching and inclusion is dependent on the needs of the students as determined by the special educator and the students' IEPs.</p> <p>c. Collaborative Classrooms: Collaboratives are an instructional partnership in which a special educator and a general educator co-teach a group of students on a daily basis. This partnership involves a commitment on the part of both parties to be engaged in the teaching and learning process of all students in the classroom. In this partnership, teachers assume mutual responsibility for planning, teaching, modifying, and assessing student success to the extent possible given the variety of the needs of the students in the classroom.</p> <p>d. K-4 Resource Services (Academic and Behavior): Resource services are provided to students in order to remediate skill deficits in the areas of reading, writing, math, organization, behavior, or emotional regulation. These services are provided to students individually or in a small-group setting, primarily in a resource classroom, and sometimes in general education classrooms.</p> <p><i>Documentation: Data Analysis; Interviews; Observation</i></p>	
Result	9	<p>Program Continuum Middle Level</p> <p>There are 1,137 students attending 231 Middle School, xxx are students with IEPs'. The special education program continuum is as follows:</p> <p><u>Middle School Continuum:</u></p> <ul style="list-style-type: none"> ● Self-contained Intellectual Disabilities ● Self-contained/Inclusion ● Full Team Collaboratives ● 5-8 Academic Resource Services ● Self-contained Emotional Support/Therapeutic Programs (on-site or off-site) 	

Descriptions of Middle School Services:

- a. Self-contained Classroom: In this model, students with disabilities receive the majority of their instruction from a special educator. Some students who are serviced in a self-contained class receive their encore or specialist subjects with general education students. There is no just one self-contained classroom at the middle school. The students receive all their services with their self-contained peers.
- b. Self-contained/Inclusive Classroom: A self-contained/Inclusion classroom at the middle level is one in which a general education teacher and special education teacher work together to include special education students in the general education setting, providing opportunities based on-students' strengths and needs. The extent of co-teaching and inclusion shall be dependent on the needs of the students as determined by the special educator, the students' IEPs and the number of collaborative partners.
- c. Full Team Collaborative: At the middle school level, a full team collaborative is where a full-time instructional partnership where a special education teacher works on a collegial basis with a general education teacher. Special education teachers will be assigned on a full-time basis to a team of 2 to 4 teachers, or one general education teacher who teaches all four core subjects. Special education teachers will follow a co-teaching model, an in-class support model, or a combination of models that suits the needs of the learners in the classroom. The general education teacher and the special education teacher share the responsibility for instruction, planning, modifying and assessment to the extent possible given the varied number of collaborative partners.
- d. Grades 5-8 Academic Resource Services: Resource services are provided to students, in order to remediate deficits in academic or functional skills. These services may be provided to students individually or in a small-group setting, in a resource classroom.

Maisie Quinn School operates three self-contained classrooms for students in grades 5 to 8. These students participate in an alternative day school program, which targets their academic, social/emotional, and vocational needs. These students have been unsuccessful in a traditional public school setting. This program is staffed with special educators, teacher assistants, social work services, and vocational educators. This program also operates a clinical team once a week. A clinical psychologist and pediatrician are members of this team. The middle school special educators consult with the general education teachers in the high school program at Maisie E. Quinn School.

		<i>Documentation: Data Analysis; Interviews; Observations</i>	
Result	10	<p>Program Continuum High School Level</p> <p>At West Warwick High School there are approx. 1,002 students and 212 have IEPs. The program continuum is as follows:</p> <p><u>High School Continuum:</u> The following services are available to support WWHS students. Some students may participate in one or more of these program options. (some programs may be off-site):</p> <ul style="list-style-type: none"> ● Intellectual Disabilities Program (Self-contained for all academics including Transitions Programs for students 18-22) ● Self-contained Alternative Education Program ● Self-contained Emotionally Support Programs ● Direct Service (self-contained for a specific content area) ● Collaboratives (approximately equal numbers of students with and without IEPs) ● Resource support (Behavior/Academics) ● Transition Program (18-22) <p><u>Description of High School Services:</u></p> <p>a. Self-contained Classrooms: In this model, students with disabilities receive the majority of their instruction from a special educator. Some of these programs may be conducted off site. Some students, who are serviced in a self-contained class, receive their elective or specialist subjects with general education students yet all students receive their physical education/health class in a self-contained setting. Students may receive transition services through outside agencies. In the self-contained programs (emotionally fragile and social intervention) students receive core content instruction from teachers who are not highly qualified in the subject area that they are teaching. (§300.18)</p> <p>b. Direct Service is a self-contained setting (no more than 12 students with IEPs) where students can receive their core content instruction in a small class setting. Special educators are either all highly qualified in their respective core content subjects or there is a general educator who is a co-teacher in the direct service class setting.</p> <p>c. Collaboratives: At the high school level, a collaborative is where a full time instructional partnership where a special education teacher works on a collegial basis with a general education teacher. Special education teachers will be assigned on a full time basis to one or more subject area classes. Special education teachers will follow a co-teaching model, an in-class support model, or a combination of models that suits the needs of the learners in the classroom. The general education teacher and the special</p>	

		<p>education teacher share the responsibility for instruction, planning, modifying and assessment to the extent possible given the varied number of collaborative partners.</p> <p>d. Grades 9-12 Academic-Resource Services: Resource services are provided to students in order to remediate skill deficits in the areas of reading, writing, math, organization, behavior or emotional regulation. These services may be provided to students individually or in a small-group setting, in a resource classroom.</p> <p>e. Transition Program: Services students 18-22 who participated in a transition skills curriculum as well as vocational experiences which are tailored to individual post-secondary goals and transition services.</p> <p>Maisie E. Quinn School houses three alternative high school programs. These students have been unsuccessful in the traditional public school setting. This program is staffed with general educators, special educators, teacher assistants, social work services, and vocational educators. This program also operates a clinical team once a week. A clinical psychologist and child pediatrician are members of this team as well as a Thrive Family and Student Support Liaison.</p> <p>Alternative high school programs at Maisie E. Quinn School include the following:</p> <ul style="list-style-type: none"> - 4 core content teachers and students are scheduled depending on their academic and social emotional needs. - Self-Contained classroom for students who need a more restrictive setting. - Credit retrieval program for juniors and seniors where they can take targeted courses to gain missed credits. - Vocational experiences dependent on students' post-secondary goals and transition services. <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p>	
Result	11	<p>Adaptive Physical Education (APE)</p> <p>Each of the three elementary schools is assigned a full-time physical education teacher certified to teach A.P.E. The middle school is staffed with 4 certified teachers and the high school is staffed with 6 certified teachers.</p> <p>This service is provided to students, based on an individual evaluation, which is reviewed by the building evaluation team or an IEP team. If a student is determined eligible, then the IEP team determines goals and objectives and frequency of the service.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p>	

Result	12	<p>Extended School Year (ESY)</p> <p>West Warwick has a variety of ESY options and programs for students (PK- 22) depending on need. These include but are not limited to the following:;, Walk in services, preschool self-contained academic and behavioral, academic, therapeutic, credit recovery, job exploration and coaching, etc.)</p> <p><i>Documentation: Data Analysis; Interviews</i></p>	
Result	13	<p>Local Special Education Advisory Committee (LAC)</p> <p>A local advisory committee with membership, operation, and scheduled meetings, consistent with Regents' requirements is in place and is supported by the district.</p> <p>The Local Special Education Advisory Committee continues to meet at least four times a year. There is a designated chair. Throughout the past few years, the LAC has hosted events where families are able to attend to connect with district, local, and state resources. For example, district educators presented on the benefits of video modeling, incorporating visuals and implementing routines in the home and community. There is an end of the year, meeting to focus on summer support for students and families. A very successful event has been an annual Transition Event where RIPIN, The Autism Project, The College Panel, Office of Rehabilitative Services, and a special education lawyer have shared transition information with families and students</p> <p><i>Documentation: Data Analysis; Interviews</i></p>	
Result	14	<p>School Efforts to Partner with Parents (State Performance Plan Indicator #8)</p> <p>The West Warwick public school district's rate of parent participation in the annual Special Education Statewide Parent Survey (2017-2018) is 17% 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 22%.</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	

Result	16	<p>Drop Out / Graduation Rate (State Performance Plan Indicator #1 and #2)</p> <p>The West Warwick Public Schools graduation rate is 90.8% for all students and 76.10% for students with disabilities. These rates approximate the state average rates of 84.1% for all students and 66.9% for students with disabilities.</p> <p>The West Warwick Public Schools dropout rate is 8% for all students and 11.3% for students with disabilities. These rates approximate the state average rates of 8% for all students and 17.7% for students with disabilities.</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	
--------	----	--	--

2. EVALUATION / INDIVIDUAL EDUCATION PROGRAM (IEP)

Indicator		Findings	Support Plan
Result	1	<p>Records of approximately six students were reviewed prior to the on-site review by the team leaders. Students' records were very accessible. The record review process identified no systemic or significant compliance items.</p> <p><i>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</i></p> <p><i>Documentation: 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. No compliance items cited.</p>
Result	2	<p>Child Outreach</p> <p>West Warwick Public Schools' child outreach screenings are available in a range of community-based early childhood programs and by appointment September through June.</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: 8.1% ● 4 year olds: 30.4% ● 5 year olds: 44.8 <p><i>Documentation: State Performance Plan; Data Interviews</i></p>	
Result	3	<p>Child Find (State Performance Plan Indicator #11)</p> <p>West Warwick Public Schools for the 2019-2020 year was at 100% compliance for meeting evaluation timelines for initial referrals. As of 12/30/20 the West Warwick</p>	

		Public Schools was thus far at 100% compliance for meeting evaluation timelines for initial referrals. <i>Documentation: State Performance Plan Data</i>	
Result	4	Student Accommodations and Modifications Throughout the district general educators access student's accommodations via an electronic data base, Aspen. <i>Documentation: Data Analysis; Interviews; Document Reviews</i>	
Result	5	Specific Learning Disabilities Determination (SLD) West Warwick Public Schools implements the SLD guidance from the RI Department of Elementary and Secondary Education. Record reviews supported an adherence to the regulatory requirements for SLD determination. <i>Documentation: Interviews; Record Review</i>	
Result	6	Due Process Information (State Performance Plan Indicators) Over the past three years West Warwick has no (zero) complaints, mediations or hearings. <i>Documentation: Data Analysis, RIDE, Due Process Data Base</i>	

3. IDEA TRANSITION

Indicator		Findings	Support Plan
Result	1	Part C to Part B Transition (Indicator #12) 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	

		<p>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><i>Documentation: Data Analysis; Interviews; State Performance Plan</i></p>	
Result	2	<p>IDEA Transition Planning at the Middle Level</p> <p>Special Education case managers engage their students in transition planning at age 14 or in anticipation of each student's 14th birthday. Age-appropriate transition assessments are administered, and individual discussions occur between the students and their case managers prior to the annual IEP meeting. All students in grades 5 to 8 participate in their annual IEP meeting; case managers prepare each student for this meeting ahead of time, many of these students assisting in their student led IEP at their ability level. Many students at the middle school level have participated in the "Me" Program, which focuses on self-advocacy and self-determination.</p> <p>All students with the diagnosis of an intellectual disability and all students in the life skills program have participated in the Career Development Process (CDP) using student centered planning MAP's process. Each student has completed both MAP's and a CDP. These students participate in a continuum of both community-based work experiences and trial work experiences as their years in high school progress.</p> <p><i>Documentation: Data Analysis; Interviews; Record Reviews</i></p>	
Result	3	<p>IDEA Transition Planning at the High School Level</p> <p>Special Education case managers engage their students in transition planning activities from grade 9 to age 21 on a continual basis. Special Educators have access to a comprehensive transition curriculum and assessments to assist in age-appropriate transition planning.</p> <p>Age-appropriate transition assessments are administered, and individual discussions occur between the students and their case managers prior to the annual IEP meeting. All students participate in their annual IEP meeting, students led as much as the student is able; case managers prepare each student for this meeting ahead of time.</p> <p>Many students at the high school level have participated in the "Me" Program, which focuses on self-advocacy and self-determination.</p> <p>IEP teams individualize this process for each student. Office of Rehabilitative Services (ORS) and to the Department of Behavioral Healthcare, Developmental Disabilities and Hospitals (BHDDH) representatives are regular participants at the IEP table for high school students with disabilities. Case managers work with ORS to incorporate</p>	

		<p>vocational evaluations and the results to assist in student planning. The high school actively participates in state transition events such as the annual Dare to Dream Conference, Transition Conference, Annual College Planning Forum, and other events. Fearless Friday is now an annual event which inspires both members of the West Warwick community as well as others throughout the state. This "in-school" field trip is loaded with moments to help the students feel inspired, supported, and brave. This event is rooted in providing exceptional support and outreach from the faculty of West Warwick High School, dedicated members of the community, Rhode Island-based agencies and supports, and West Warwick High School's own alumni. This event is 'grass-roots' and runs on pure love and commitment from the community. The focus is to support students identified as at-risk, special populations, and diverse in their need to benefit from extra support, motivation, and directionality. In addition, the district also extend this invitation to students that could connect and support the momentum of positivity and the possible. The focus is to provide an immediate catalyst of change, support for future and transition, with an overarching goal of increasing both secondary and post-secondary results: academically and holistically. Job shadowing and job exploration activities are routinely incorporated into student planning at the high school, this continuum of community-based work experiences and trial work experiences is offered to self-contained students as appropriate.</p> <p>All students with the diagnosis of an intellectual disability and all students in the life skills program have participated in the Career Development Process using student centered planning MAP's process. Each student has completed both MAP's and a CDP. These students participate in a continuum of both community-based work experiences and trial work experiences as their years in high school progress.</p> <p>The general transition scope and sequence for students with intellectual disabilities is as follows:</p> <p>Age 14-15: Job shadow and business tours, career days Grade 10-11: Summer community-based work experiences, career days, transition fair Grades 12: Two and a half day community based work experiences, career days, transition fair Ages 19-22: Community based work experiences and trial work experiences, career days, transition fair</p> <p><u>Documentation:</u> Data Analysis; Interviews; Record Reviews</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>BHDDH: All case managers of students (ages 14-22) identified as ID invite BHDDH to their annual IEP planning meetings to assist in completion of annual Career Development Plan. Students who do not have assigned case worker send an invite to the general BHDDH email account. Records are kept for this in the annual CDP review</p>	

		<p>and meeting minutes. The initial discussion of BHDDH and the services they provide begin at age 14 and continue throughout the student's career (using BHDDH flyer and documenting in the career development plans).</p> <p>ORS: Initial discussion of ORS and the services they provide begin at age 14 and continue throughout the student's career (using ORS flyer and documenting in the career development plans if applicable). Identified students who would be candidates for ORS services apply and meet with ORS personnel in the 10-11 grade for initial referral. ORS currently has quarterly office hours at the high school to meet with parents, students, case manager, and/or attend meetings as necessary for easy access for all team members.</p> <p><i>Documentation: Interviews; Document Review</i></p>	
Result	5	<p>Summary of Performance (SOP) is facilitated by the case managers as appropriate. Preparing the SOP is a routine activity for case managers who are assigned to graduating seniors or students who are exiting from special education services. Case managers try to complete and meet with students and families starting in December of the senior year to make sure that all parties are focused on post-secondary goals and the support needed to achieve them. These documents are given to and reviewed with each student and their family, and then are filed at the Special Education Office in each student's confidential educational file. Students and families often use the SOP to communicate with adult services agencies and post-secondary education as a tool to bridge the gap of information from school services to post school services.</p> <p><i>Documentation: 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 West Warwick Public Schools are 100% compliant with the requirements. (State Performance Plan Indicator #13)</p> <p><i>Documentation: Interviews; Document Review</i></p>	
Result	7	<p>87.5% 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 87% (State Performance Plan Indicator #14)</p> <p><i>Documentation: Interviews; Document Review</i></p>	