



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

School Support System Report and Support Plan

**Westerly Public Schools
April 2021**

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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**Westerly 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 FY July 1, 2019 – June 30, 2020 State Performance Plan information on Westerly Public Schools Placement is as follows:</p> <p>The percentage of students educated 80 to 100% of the time in general education settings is 81.03% (RI District Average is 70.73%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 1.17% (RI District Average is 11.14%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 8.02% (RI District Average is 6.11%)</p>	
Result	2	<p>Participation and performance of children with IEPs on statewide assessments (State performance Plan Indicator #3):</p> <ul style="list-style-type: none"> A. The district (disability subgroup that meets the State’s minimum “n” size) did meet the state’s AYP targets for the disability subgroup. B. Due to COVID pandemic the state assessment for 2019-20 was cancelled. Participation rate for children with IEPs in the FSY 2018-19 97.56%. C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievements standards 11.00% [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 (11.00%).] <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>Westerly Public Schools is currently transitioning from an RTI model to a more comprehensive MTSS Framework. A District MTSS Coordinator was hired in July of 2020 to facilitate and support the transition from RTI to MTSS. Presently, the district is in the exploration/adoption stage with overlap in installation.</p> <p>Elementary/Middle School Level At the K/1 level, students are benchmarked using multiple measurements. All students in Westerly’s elementary and middle schools (grades 2-8) take Aimsweb plus universal benchmark assessment three times a year for both reading and math in addition to curriculum based measures. Teams in each school meet following each benchmark assessment to review the results of individual students, as well as classroom, grade, and school level data. Outcomes of these meetings may include an increase of supports at Tier 1, change of supports and interventions at Tiers 2 and 3, movement in Tiers, or considerations for exit from an intervention. Multiple data sources and points are reviewed in addition to benchmark assessment results.</p> <p>High School Level The MTSS/ Rtl process at Westerly High School can best be described as a combination of a standard and problem solving protocol focusing on academics.</p> <p><u>Documentation: Data Analysis; State Performance Plan</u></p>	<p>Westerly will review and refine its MTSS policies, procedures and practices for both academic and social emotional interventions as warranted.</p> <p><u>FOLLOW-UP FINDINGS:</u> Westerly has worked with the MTSS Coordinator, district and school based teams to review and refine procedures and practices for both academic and social/emotional interventions. The district level team meets 3 times per year to review district data in order to determine patterns and trends within the Tier 1 curriculum and instructional approaches. Additional subcommittee work has been utilized to address action steps related to the data digs. The building based MTSS cycles have been refined to support students in 6-8 week increments. District has incorporated universal screeners for SEL which is being implemented 3 times per year. District is now using a district wide student information system for intervention documentation.</p>
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Result	4	<p>proportionate Representation (State Performance Plan Indicator #9 and #10)</p> <p>The district has been found to have disproportionate representation in the area(s) of learning disabilities (Native American). This is not due to inappropriate policies, procedures and practices.</p> <table border="1" data-bbox="348 337 882 659"> <thead> <tr> <th colspan="2">Learning Disabilities Native American</th> </tr> <tr> <th>Year</th> <th>Risk Ratio</th> </tr> </thead> <tbody> <tr> <td>2015-16</td> <td>3.03</td> </tr> <tr> <td>2016-17</td> <td>3.42</td> </tr> <tr> <td>2017-18</td> <td>4.39</td> </tr> <tr> <td>2018-19</td> <td>5.73</td> </tr> <tr> <td>2019-20</td> <td>4.74</td> </tr> <tr> <td>2020-21</td> <td>4.26</td> </tr> </tbody> </table>	Learning Disabilities Native American		Year	Risk Ratio	2015-16	3.03	2016-17	3.42	2017-18	4.39	2018-19	5.73	2019-20	4.74	2020-21	4.26	<p>Westerly will 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: January 2022</p> <p>FOLLOW-UP FINDINGS: Westerly has worked with the MTSS Coordinator, district and school based teams to review and refine procedures and practices for both academic and social/emotional interventions. The district level team meets 3 times per year to review district data in order to determine patterns and trends within the Tier 1 curriculum and instructional approaches. Additional subcommittee work has been utilized to address action steps related to the data digs. The building based MTSS cycles have been refined to support students in 6-8 week increments. District has incorporated universal screeners for SEL which is being implemented 3 times per year. District is now using a district wide student information system for intervention documentation.</p> <p>Pupil Personnel Services completed a root cause analysis for students within the subgroup for disproportionality and presented its findings to the school committee and the SELAC.</p>
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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 Westerly 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</p>																	

		<p>to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	
Result	6	<p><u>Multi-tiered System of Support (MTSS)/Social Emotional Supports/Social Emotional Resources/Positive Behavioral Supports</u></p> <p>PreK-Middle Level Tier 1 instruction utilizing a research based social emotional program, Second Step. Mental health providers, Guidance counselors, paraprofessionals and some support staff have received training in Collaborative Proactive Solutions approach for the tier 2 and tier 3 students. The goal is to expand this training to the entire district. At both the elementary and middle school, there are child study and behavior support teams that engage in a problem solving approach to students who exhibit deficits in social/emotional learning. This is in the process of being merged with the aforementioned academic MTSS framework for a more comprehensive approach to student learning and interventions.</p> <p>High School Mental health and Guidance staff have been trained in Collaborative Proactive Approach. There are 2 full time restorative coaches at the high school level that utilize the CPS model along with restorative practices. Tier 1 supports available to all students:</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><u>Documentation:</u> Data Review, Interviews</p>	<p>Westerly will 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: January 2022</p> <p><u>FOLLOW-UP FINDINGS:</u></p> <p>Westerly has worked with the MTSS Coordinator, district and school based teams to review and refine procedures and practices for both academic and social/emotional interventions. The district level team meets 3 times per year to review district data in order to determine patterns and trends within the Tier 1 curriculum and instructional approaches. Additional subcommittee work has been utilized to address action steps related to the data digs. The building based MTSS cycles have been refined to support students in 6-8 week increments. District has incorporated universal screeners for SEL which is being implemented 3 times per year. District is now using a district wide student information system for intervention documentation.</p>
Result	7	<p>Preschool Continuum</p> <p>The preschool inclusionary program is located at Babcock Hall. There are 4.5 AM classrooms and 4 PM classrooms with one class utilizing the distance learning model. Students identified through child find and transitioning from Early Intervention and found eligible are serviced through the inclusion model, walk in services or itinerant model based on individual needs.</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 77.46%.</p> <p>B. The percent of children aged 3-5 with IEPs attending a separate special education class, separate school or residential facility was 0%</p> <p>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) 84% ▪ Acquisition and use of knowledge and skills (including early language/ communication and early literacy);80% and ▪ Use of appropriate behaviors to meet their needs 84.2% <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); 40.7% ▪ Acquisition and use of knowledge and skills (including early language/ communication and early literacy); 51.9% and ▪ Use of appropriate behaviors to meet their needs 69.2% <p><i><u>Documentation:</u> Data Analysis; State Performance Plan</i></p>	
Result	8	<p>Program Continuum Elementary Level (K-4)</p> <p>As of March 2021, there are 809 students at the elementary level and approximately 154 have IEPs. The special education program continuum is as follows:</p>	

Westerly provides special education services in all three of the elementary schools. Each school offers specialized instruction in a variety of settings. It is the goal to start with the general education setting as the LRE for all students. However, some IEP teams determine that students are in either part, or most of their day, in a separate classroom. Examples can range from a student with direct specialized instruction in a small group for reading to direct specialized instruction in the essential elements for mathematics.

Dunn's Corners Elementary School has 2.3 Resource special educators who serve students in grades K-4 in both small group and co-teaching settings. In addition, one SLP provides direct and related services to students with speech language goals in their IEPs. s.y. All classrooms have FM systems to support students with hearing impairments as well as to help focus students with attention challenges. One of the Resource Special Educators services students .8 of her time and serves as the school's LEA for .2 of her time.

State Street Elementary School has 2.8 resource special education teachers serving students in grades K-4 in a combination of inclusion and small group settings. s. In addition, 1.5 SLP provides direct and related services in speech/language. Some classrooms have FM systems to support students with hearing impairments. One of the Resource Special Educators services students .8 of her time and serves as the school's LEA for .2 of her time.

Springbrook Elementary School is home to students who need specialized instruction and provides Multi Language Learners district wide ESL support. Springbrook has 2.8 resource special education teachers serving students in grades K-4 in a combination of inclusion and small group settings. In addition, 1 SLP provides direct and related services to _ students with speech/language goals in their IEPs. (Some classrooms have FM systems to support students with hearing impairments.) One of the Resource Special Educators services students .8 of her time and serves as the school's LEA for .2 of her time.

In addition, Westerly provides district level specialized programs that are housed at both Dunn's Corners Elementary School and State Street Elementary School.

Dunn's Corners Elementary School has a K-4 Behavior Support Program that provides intensive behavioral support both in a small group setting and in the general education classroom. It is the focus of the program to increase the amount of time each student spends with their peers in the general education setting both in their classroom for instruction and attending allied arts classes. Seven paraprofessionals provide general education support. The time in general education can be incrementally increased. All students go to lunch, recess and specials with peers. Students have individual goals with levels and point systems and sensory breaks specific to each child's needs. Staff incorporate Zones of Regulations and self-reflection to identify the functions of behavior. . Students from any of the elementary schools may attend this program if

		<p>determined appropriate by the IEP team. More targeted and data specific exit and entrance criteria is being developed by the newly appointed Assistant Director of Pupil Personnel, who oversees all district programs K-8. She also serves as the LEA representative for these students. Biweekly team consultation meetings that include related service providers as necessary are scheduled to monitor student progress and problem solve concerns.</p> <p>State Street Elementary School offers specialized instruction focused on the unique needs of students diagnosed with Autism. Two teachers (k-2) and (3-4) are trained to create an inclusive setting for students who require social, behavioral, and academic support throughout their school day. Specialized instruction is provided in both the general education setting as well as small group settings based on the IEP for each individual student. A number of TAs are available to work 1-1 with students in the specialized classes as well as support them in the general education classrooms. Students and TAs can access very small bare rooms for sensory breaks.</p> <p>Additionally, Dunn's Corners houses the Applied Academics program for students with more intensive specialized instruction and requires functional academics, daily living skills and social/emotional instruction. Many students in this program have their goals and instruction aligned with the Essential Elements.</p> <p>Each elementary school has a 1.0 social worker, 0.5 school psychologist, and speech and language therapist(s) based on the need of the school. Occupational therapist (OT) and physical therapist (PT) are contracted services that work throughout the district. There is a dedicated sensory space at State Street Elementary School.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p>	
Result	9	<p>Program Continuum Middle Level (5-8)</p> <p>As of March 2021, there are 764 students attending Westerly Middle School, 86 are students with IEPs. The special education program continuum is as follows:</p> <p>Westerly Middle School is the home to 5-8th graders. At each grade level there is a hierarchy of specialized instruction provided to students based on their individual needs. All students are members of a grade level team. Special educators co-teach in a variety of classes based on the services needed for the students on their caseload. Additionally, specialized instruction is provided in the general education classroom, small group resource classes, and in small group classes with a modified curriculum.</p> <p>At least one special educator is assigned to each grade level. Students with IEPs are grouped in one intensive resource classroom on each team, along with general</p>	

		<p>education students. The teacher travels with those students providing support within the class as well as resource support to some students.</p> <p>There are also 2 specialized programs at the Middle School that continue from the elementary programming. The Behavior Support Program that provides intensive behavioral support both in a small group setting and in the general education classroom. It is the focus of the program to increase the amount of time each student spends with their peers in the general education setting both in their classroom for instruction and specials. Four paraprofessionals provide general education support. Students have individual goals with levels and point systems and sensory breaks specific to each child's needs. Staff incorporate Check In/Check Out and self-reflection to identify the functions of behavior. More targeted and data specific exit and entrance criteria is being developed by the newly appointed Assistant Director of Pupil Personnel, who oversees all district programs K-8. She also serves as the LEA representative for these students. Biweekly team consultation meetings that include related service providers as necessary are scheduled to monitor student progress and problem solve concerns.</p> <p>About 4 years ago, based on student need, the Autism program was eliminated at Westerly Middle School. There will be a need to reintroduce this program based on student need and enrollment in the coming year.</p> <p>The Applied Academics program for students with more intensive specialized instruction and requires functional academics, daily living skills and social/emotional instruction. Many students in this program have their goals and instruction aligned with the Essential Elements. A focus on job skills and training as well as independent adaptive skills is also introduced in this program.</p> <p>WMS has 1.7 social workers, 1.0 school psychologist, and 1.0 speech and language therapist based on the needs of the school. Occupational therapist (OT) and physical therapist (PT) are contracted services that work throughout the district. There is a dedicated sensory room also in addition to a fitness room also available to students at WMS.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Observations</p>	
Result	10	<p>Program Continuum High School Level (9-12)</p> <p>As of March 2021, at Westerly High School there are approximately 741 students and 88 have IEPs. The program continuum is as follows: Westerly High School is the home to a variety of special education services. Most students at WHS who have an IEP receive their specialized instruction in the general education classroom with a highly qualified secondary teacher and special educator in their areas of need based on their IEP. There are approximately 22 co-taught classes.</p>	

In addition, some students have supplemental services during a resource block that is scheduled as a class and earns credit for this service. Resource supplements the general education curriculum and focuses on strategy instruction to address executive functioning skills, Social Emotional Learning Skills and to increase independence and self-advocacy.

Applied Academics 1 and 2 (AA1 and AA2). Students with more moderate to significant intellectual disabilities attend general education courses with their peers, focused on areas of transition. They receive small group instruction on functional skills related to the common core connectors in both a small group setting and the community setting.

The ASPIRE program is for students with autism spectrum disorders. These students may require social emotional support as the large high school setting can be challenging. Their special educator/case manager has set up a classroom with office spaces for each student to use during their resource period or throughout the day when they need a quieter setting to self-regulate or focus on their assignments. Westerly is looking to develop a clinical support program to extend the continuum of services for students with this level of need within the district at the high school level.

Vocational courses: Westerly High School students with and without IEPs can access a variety of CTE coursework and programs including P-Tech, Medical, Culinary, Cosmetology, Arts Designer, Criminal Justice, Entry level software/web design, and Information Technology.

The Transition Academy services students aged 18-21 who are continuing their work towards their transition goals. The new location will be off site at the Pace Building, in the center of downtown with access to a variety of community offerings. The students spend the beginning of each day focused on direct instruction of functional life skills by their special educator. They spend the rest of their day in trial work experiences in the community with job coaches and also volunteering or using community resources such as the YMCA and Public Library, when available. Students and families receive support in the transition process through the Transition Academy. Agency services (ORS/BHDDH) are coordinated, families and students are supported in finding adult supports. Students receive services at the Transition Academy from physical therapy, occupational therapy, speech and nursing per their IEPs.

Documentation: Data Analysis; Interviews; Observation

Result	11	<p>Adaptive Physical Education (APE)</p> <p>Westerly currently has 17 students who receive adapted physical education. Westerly has one APE teacher who services students and conducts evaluations. In addition, Westerly has three physical education teachers that are assigned a combination of APE and physical education (PE) classes.</p> <p>Currently, approximately 50% of the students receiving APE access either all or some of their APE with their peers in their regularly scheduled physical education class. Approximately, 50% of the students receive their APE in an alternate setting as determined by their IEP team based on student's needs. Due to the COVID-19 pandemic, 6 students that were receiving APE access either all or some of their APE with their peers in their regularly scheduled physical education class are now accessing APE either virtually or in an alternate setting. Three of the 5 students above attend physical education with a paraprofessional for social reasons for at least a portion of their regularly scheduled PE class. The remaining 2 students do not attend physical education with their peers due to their medically fragile condition.</p> <p>At State Street, there is classroom space that is utilized for the delivery of APE, physical therapy and occupational therapy services only.</p> <p><u>Documentation:</u> Data Analysis; Interviews</p>	
Result	12	<p>Extended School Year (ESY)</p> <p>Extended School Year is an individual decision made by each IEP team guided by the RIDE ESY checklist. Teams determine eligibility for ESY, goals, frequency and duration, location and resources needed. The Assistant Director of Pupil Personnel coordinates ESY and designs a schedule, coordinates staffing of teachers, therapists, and paraprofessionals. Transportation is provided for students. ESY begins July 12, 2021 and continues to mid-August for some students. ESY teachers focus their instruction on specific goals set for each student and progress monitor throughout the services.</p> <p><u>Documentation:</u> Data Analysis; Interviews</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. The group is focusing their efforts on increasing membership opportunities. Member expressed an interest in attending the RI Parent Information Network local advisory committee training.</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 district's rate of parent participation in the annual Special Education Statewide Parent Survey (2019-2020) is 37% of parents whose children have IEPs. 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 of 32%.</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>For the 18-19 school year, the Westerly Public Schools graduation rate is 94.6% for all students and 82.6% for students with disabilities. These rates approximate the state average rates of 83.9% for all students and exceed the state average (66.4%) for students with disabilities.</p> <p>The Westerly Public Schools dropout rate is 2.0% for all students and 2.2% for students with disabilities. These rates approximate the state average rates of 8.3% for all students and 12.7% for students with disabilities.</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	

2. EVALUATION / INDIVIDUAL EDUCATION PROGRAM (IEP)

Indicator		Findings	Support Plan
Result	1	Records of approximately four students were reviewed prior to the on-site review by the team leaders. Students' records were very accessible. The record review process identified no outstanding compliance issues	Assurances will be provided to the Rhode Island Department of Education, Office of Student, Community and Academic Supports, that

	<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>compliance issues are addressed and rectified. This Support Plan is applicable for all compliance findings in this section.</p>
<p>Result</p>	<p>Child Outreach Virtual child outreach screenings are available this year due to COVID, in a range of community-based early childhood programs and by appointment September through June.</p> <p><i>The child outreach coordinator provides.....</i></p> <p>Westerly's fully released Early Childhood Coordinator supervises one child outreach screeners (30 hours weekly). In addition, oversees referrals, assessments, data entry in KidsNet, professional development, and grants. The Early Childhood Coordinator works closely with the entire preschool team. Westerly is proud of their Brightstars 4 and are waiting for their curriculum framework approval to apply for the 5 star rating (halted due to Covid).</p> <p>The state target for screening is 80% of children ages 3, 4, and 5. In Westerly's most recent Consolidated Resource Plan, (2019-2020) the district reports the following screening percentages: Data obtained from KIDSNET</p> <ul style="list-style-type: none"> ● 3 year olds: 16.41% ● 4 year olds: 52.49% ● 5 year olds: 63.35% <p>The state target for screening is 80% of children ages 3, 4, and 5. The district reported the following screening percentages for the 2018-2019) year:</p> <ul style="list-style-type: none"> ● 3 year olds: 39.25% ● 4 year olds: 63.37% ● 5 year olds: 75.76% <p><i>Documentation: State Performance Plan; Data Interviews</i></p>	

Result	3	<p>Child Find (State Performance Plan Indicator #11)</p> <p>Westerly Public Schools for the 2019-2020 year was at 100% compliance for meeting evaluation timelines for initial referrals.</p> <p><i>Documentation: State Performance Plan Data</i></p>	
Result	4	<p>Student Accommodations and Modifications</p> <p>Throughout the district, special educators utilize PowerSchool's IEP at a Glance which includes pertinent information for general education teachers in instructing students with special education services.</p> <p>Common Planning Time is available for teachers to collaborate on student needs. This varies by building level.</p> <p><i>Documentation: Data Analysis; Interviews; Document Reviews</i></p>	
Result	5	<p>Specific Learning Disabilities Determination (SLD)</p> <p>Westerly adapted a district specific SLD ID form to better meet the RIDE criteria for identification of students with specific learning disabilities. When the pandemic started, it necessitated the use of digital tools, so the district has now pivoted and has incrementally been training staff on the use of the SLD form on PowerSchool. This form has a place to input observations, medical information, intervention and student progress data from MTSS and provides a compliant workflow to determine if a student meets the criteria for SLD.</p> <p>Westerly strongly encourages a child to be engaged meaningfully in the MTSS process and has demonstrated inadequate growth prior to a school based referral. However, if a referral is received, the team will meet. If a student is not making adequate progress with intensive interventions, the MTSS team will refer to the evaluation team. Through either process, the evaluation team will review the referral within the regulations timeline and determine if there is a suspicion of a disability request for the consent for evaluations from the parent if the team needs more information.</p> <p>Once evaluations are completed, the team uses the evaluation data, previous MTSS data, curriculum based measurement data, and current progress as shared by classroom teachers to determine if a Specific Learning Disability exists that is substantially impacting the student's ability to learn and requires specialized instruction.</p> <p><i>Documentation: Interviews; Record Review</i></p>	

Result

6

Due Process Information (State Performance Plan Indicators)

FY 2018-2019

of Complaints: No complaints during this period

FY 2019-2020

of Complaints: 1 complaint during this period

	ISSUE(S)	RESULT
Complaint #1	Alleged Denial of FAPE	Non-compliance

FY 2020-2021

of Complaints: No complaints during this period

MEDIATIONS

FY 2018-2019

of Mediations: 1 mediation during this period

	RESULT
Mediation #1	Declined

FY 2019-2020

of Mediations: 1 mediation during this period

	ISSUE(S)	RESULT
Mediation #1	1:1 Assistant / virtual learning	Agreement

FY 2020-2021

of Mediations: No mediations during this period

HEARINGS

FY 2018-2019

of Hearings: No hearings during this period

	<p><u>FY 2019-2020</u> # of Hearings: No hearings during this period</p> <p><u>FY 2020-2021</u> # of Hearings: 1 hearing during this period</p> <table border="1" data-bbox="340 310 1312 467"> <thead> <tr> <th data-bbox="340 310 514 370"></th> <th data-bbox="514 310 823 370">ISSUE(S)</th> <th data-bbox="823 310 1312 370">FINDING(S)</th> </tr> </thead> <tbody> <tr> <td data-bbox="340 370 514 467">Hearing #1</td> <td data-bbox="514 370 823 467">FAPE/Tuition Reimbursement / Placement</td> <td data-bbox="823 370 1312 467">Settlement Agreement / dismissed after assignment of Hearing Office</td> </tr> </tbody> </table> <p><i><u>Documentation:</u> Data Analysis, RIDE, Due Process Data Base</i></p>		ISSUE(S)	FINDING(S)	Hearing #1	FAPE/Tuition Reimbursement / Placement	Settlement Agreement / dismissed after assignment of Hearing Office	
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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. A database of all EL referrals is maintained, and upcoming birthdates are monitored to ensure that meetings are scheduled in a timely manner. Last year's consolidated resource plan (CRP) indicated that the district achieved 100% compliance and that all children referred from Early Intervention and found eligible for preschool special education had IEPs developed and implemented by their 3rd birthday.</p> <p><i><u>Documentation:</u> Data Analysis; Interviews; State Performance Plan</i></p>	
Result	<p>2 IDEA Transition Planning at the Middle Level</p> <p>Students turning 14 within the time-frame of their IEP complete transition assessments that include career interest and learning inventories and are active members of the IEP team, including re-evaluations. IEP teams for students with unique and significant disabilities, including students eligible under the intellectual disability category, also</p>	

		<p>participate in MAPs/PATHs meetings where person centered planning supports the development of the career development plan aligned with the active IEP. Families are notified of services that they can access in the future including ORS and while they don't typically attend, BHDDH is invited beginning at age 14. A new teacher has been hired for the Applied Academic program and is participating in the RIDE middle school cohort transition training happening throughout the year. Prior to the onset of Covid-19, an eighth grade resource teacher participated in the Virtual Career Connections work to develop her students' soft skills and support transition.</p> <p><i>Documentation: Data Analysis; Interviews; Record Reviews</i></p>	
Result	3	<p>IDEA Transition Planning at the High School Level</p> <p>At Westerly High School case managers are responsible for facilitating vocational assessments or obtaining vocational information. Case managers were provided a list of assessments of which to choose from.</p> <p>Grade 9: All 9th grade students with IEPs begin utilizing Virtual Job Shadow with their case managers. The office of BHDDH is invited to IEP meetings for students beginning at age 14. Every student participates in WHS 101 class Curriculum: 1) Executive Functioning Assessment and Lesson 2) Learning Style Inventory and Lesson 3) Personality Type Assessment and Lesson 4) Grit Lesson and Assessment 5) 100% Effort Lesson 6) Career Cluster Inventory</p> <p>Informational assessments, Career Development Knowledge Competency Rating interview, RI Transition Matrix and the RI Youth Transition workbook are also used.</p> <p>Students in the intellectual disability category or who have Career Development Plans will have a MAPS or PATH meeting in the beginning of 9th grade if they didn't have one in middle school.</p> <p>Unique Learning System assessments are used for the Applied Academics students in addition to the WHS101 course.</p> <p>Grades 10 and 11:</p>	

		<p>Students meet and discuss career paths, aligning Career Path to course selection (occurs during IEP meetings). The Office of Rehabilitative Services referrals and Transition Assessment (handout) are given during this timeframe.</p> <p>The Unique learning System curriculum assessments are used for students in Applied Academics in addition to the work in Advisory class.</p> <p>Grade 12: Students receive their Summary of Performance prior to graduation. Students who will enter the 18-21 programs have a MAPS meeting to plan for their transition goals. Additionally, students have attended the Dare to Dream Conference.</p> <p><u>Documentation:</u> Data Analysis; interviews</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). Parents also are given a folder with resources to inform them of these services.</p> <p><u>Documentation:</u> Interviews; Document Review</p>	
Result	5	<p>Summary of Performance (SOP) is facilitated by the case managers as appropriate.</p> <p>Summary of Performance – Case Managers write up the SOP for the students on their Caseload. Case managers meet with all graduating seniors to review the SOP and how it can help support them in their future. They also inform the student they will be getting a copy of their most recent eligibility statement and evaluations. The student is notified they will be contacted in a year’s time to answer a few short questions as to post-secondary data.</p> <p><u>Documentation:</u> Interviews; Document Review</p>	
Result	6	<p>Youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, and transition services. The Westerly Public Schools are 100% compliant with the requirements. (State Performance Plan Indicator #13)</p> <p><u>Documentation:</u> Interviews; Document Review, State Performance Plan</p>	

Result	7	<p>90.9% 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 target was 87% (State Performance Plan Indicator #14)</p> <p><i>Documentation: Interviews; Document Review, State Performance Report</i></p>	
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