

Rhode Island Department of Education
Office of Special Populations

School Support System Report and Support Plan for the
Warwick School Department
January 2008

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 with 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 LEA annual plan, census information, and information collected through record review, staff questionnaires and parent interviews. To ensure that the child is at the center of the study, all analyses begin with the child. Thus, a sample of approximately 30 students with exceptionalities is selected; the records of these students are reviewed; their parents, teachers and related service providers are interviewed, and their classrooms are observed. The result is an in-depth, unified examination of the actual provision of programs and services for students with exceptionalities. The RIDE staff compiles a preliminary summary of their analyses of this data.
- **Presentation by the LEA and School Site Review** The on-site review begins with a presentation of programs by teachers and staff. The presentation provides the review team with general and specific information on delivery of programs and services to students. Following this presentation, on-site reviews to all schools are made. The team members interview school administrators and teaching staff. Parents and central office staff are also interviewed. The team gathers sufficient information and works with the LEA personnel to generate a report, covering the following:
 - The district's compliance with the state and federal regulations, relative to the education of students with exceptionalities.
 - The quality and effectiveness of programs and services provided by the district.
 - The need for professional development and technical assistance that will enable the LEA to improve programs and services.
- **The Support Plan** The RIDE team, LEA central office and building administrators meet to review the data and complete a report of results. The group designs a professional development/technical assistance support plan with timelines for implementation. This plan enables the school and district to correct areas of non-compliance and to strengthen promising programs and correct areas of weakness in order to improve services and programs for all students.
- **The SSS Report** The report summarizes the findings from the various data sources. The format of the report uses four divisions: Indicators, Findings, Documentation, and Support Plan. Indicators describe either performance or compliance. Findings can include a variety of some six categories, from School Improvement to Free Appropriate Public Education in the Least Restrictive Environment. The documentation section of the report distinguishes the source of the finding. The support plan reflects the response to the described findings. The support plan describes the corrective action required by the district as well as resources and time lines to improve programs and services.

TABLE OF CONTENTS

1. School Improvement /Family Engagement
2. Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE)
3. Evaluation/ Individual Education Plan (IEP)
4. Transition

Warwick School Department
School Support System Review
January 2008

Team A: Denise Achin, Debbie Allen, Karen Ostroff, Nancy Nero Panciocco

Team B: Michele Palermo, Lisa Labitt, Alicia Pucci

Team C: Sue Constable, Joan Vendetti, Arthur Plitt

Team D: Jane Keane, Lisa Scotti Johnson, Pam O'Brian

Team E: Phyllis Lynch, Paul Dillon, Carolyn Sanders, Jeanne Ouellette, David Schiappa

Team F: Susan Wood, Cheryl Coogan, Therese Curran, Susan Blake, Jerry Schimmel

1. SCHOOL IMPROVEMENT / FAMILY ENGAGEMENT					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
		District Strategic Plan			
Performance	1	<p>The mission of the Warwick Public Schools, working cooperatively with families and the community, is to provide challenging learning environments that enable all students to develop skills and knowledge necessary to become self-directed, life-long learners, highly productive responsible citizens, and contributors to a technological and diverse society.</p> <p>The goals of the Strategic Plan are to:</p> <ol style="list-style-type: none"> 1. Improve student performance in Reading as measured by the New England Common Assessment Program (NECAP). 2. Improve student performance in Writing as measured by the New England Common Assessment Program (NECAP). 3. Improve student performance in Mathematics as measured by the New England Common Assessment Program (NECAP). 4. Create professional learning communities. 5. Implement the R.I. Board of Regents Regulations governing high school reform. 6. To decrease obesity and improve the health and wellness of students through nutrition, physical activity, health education and physical education. <p>The vision of the Warwick Public Schools is as follows:</p> <p>“ The Warwick Public Schools is a safe, secure, and nurturing learning community, which provides challenging environments where students become self-directed life-long learners.</p>	<p>District Presentation Interviews Documents</p>		

	<p>Our students are actively engaged in and are responsible for their own education and are acquiring the skills necessary for participating productively in a world of constantly changing technology, cultures, and societal values.</p> <p>We are committed to promoting partnerships with students, parents, faculty, staff, administrators, and the community to accomplish our mission and goals.”</p> <p>The Warwick Special Education Program’s five year plan includes the following areas of focus:</p> <ul style="list-style-type: none"> – conduct a systemic examination of services and policies and procedures, – meet with teachers regularly to determine training needs, – Relocate outside preschool tuition classes to elementary school buildings, – Child Outreach self-study, – Explore providing services for children with significant needs in district vs. out of district – Expansion of existing effective programs – Creation of Virtual Learning Academy – Training for instruction delivery, behavior strategies, new state/federal mandates, – Coordinating graduation by proficiency with outside placement agencies – -Rtl development/training 			
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		School Improvement			
Performance	2	<p>District level improvement is guided by review of data (PLPs, math tracking sheets, NECAP results) and regular meetings with staff to determine necessary supports and training needs.</p> <p>Throughout the district there was evidence of comprehensive school improvement plans which includes mission, vision statements and guiding beliefs along with specific goals and action steps. All school based improvement plans are aligned to the district strategic plan.</p>	<p>Interviews</p> <p>Documents</p>		
Performance	3	<p><u>Elementary Education District –wide</u></p> <p>Warwick has a total of 20 elementary schools. The district goals related to improving student performance at the elementary level are being addressed through the use of assessment data, including PLP assessment sheets, math tracking sheets, and NECAP test results. These sources of data are analyzed at the both the district level and the building level. Results are used to plan staff development. Parent conferences and quarterly report cards, and presentations of state test results to families are used to inform parents of student performance and progress.</p>	<p>District Presentation</p> <p>Interviews</p> <p>Documents</p>		
Performance	4	<p><u>Secondary Education District-wide</u></p> <p>Department nights at the middle and high school level are scheduled on a rotating weekly basis. Each department stays after school to assist students in need. A late bus is provided for students as needed. Additionally, all high schools have an advisory period on a daily basis.</p>	<p>District Presentation</p> <p>Interviews</p> <p>Documents</p>		

Performance	5	<p><u>Out of District Placements and Proficiency-based Graduation Requirements</u></p> <p>Recently there was a meeting with the Warwick special education administrators and their respective nonpublic schools that have Warwick students. Proficiency –based graduation requirements were reviewed and discussed and reviewed in terms of Warwick students and their needs.</p>	District Presentation Interviews		
Performance	6	<p><u>Language and Literacy District-wide</u></p> <p>At the elementary level, the district employs twenty-five (25) elementary reading specialists, seventeen of whom are certified in Reading Recovery. The elementary level also has literacy coaches. During the 2006-2007 school year, sixty-three percent (63%) of the grade one students most at risk for reading failure who were served in the Reading Recovery Program met grade level expectations and were successfully discontinued from the program.</p> <p>At the middle school level, every school has one reading specialist on staff to teach intensive literacy classes for students reading three or more years below level and/or targeted literacy for students reading one to two years below grade level. ELA teachers also provide literacy support.</p> <p>At the high school level, district planning includes the proposed hiring of reading specialists at the high schools. Currently ELA teachers provide literacy support at the high school level.</p> <p>Language and literacy instruction in Warwick stems from the Balanced Literacy Framework and Reading Strategies,</p>	District Presentation Interviews Documents		

		<p>and includes but not limited to the following:</p> <ul style="list-style-type: none"> o Teacher-directed Reading of Literature and Content (instructional level) <ul style="list-style-type: none"> -Reciprocal Teaching -Anticipation Guides o Read Alouds o Self-selected Reading (independent reading level) o Small Group <ul style="list-style-type: none"> -Guided Reading -Literature Circles o Word Work o Writing o Gradual Release of Responsibility Model <ul style="list-style-type: none"> o Debbie Miller o Harvey and Goudvis (<i>The Comprehension Toolkit</i>) <p>Performance-based tasks Literacy Enhancement</p>			
Performance	7	<p><u>Math and Science District-wide</u></p> <p>Warwick recently aligned curricula in Math and Science to the GLE/GSEs and piloted and adopted texts in grades 7-11 to support State Expectations. Additionally, the district is working to align their Math Tracking Sheets with the Scope and Sequence and to develop Standards-Based Report Cards. Professional development is being provided in a variety of ways. Some of these ways include but are not limited to the following. This varies through the district depending on the school and the level. :</p> <ul style="list-style-type: none"> o Training for principals in NECAP Analysis o Though the use of Math Coaches. <p>Differentiated Instruction is being supported by:</p> <ul style="list-style-type: none"> o Use of Thinking Math/Advanced Thinking Math curriculum 	District Presentation Interviews Documents		

		<ul style="list-style-type: none"> ○ Problem Solving professional development ○ Differentiated Instruction workshops offered in summer and during the school year ○ Use of Math Enhancement (Skills and Applications) <p>Additional work is planned and will focus on beginning to develop curriculum appropriate for inclusion, provide manipulatives to go along with Math Investigations, and examining Remediation Software.</p>			
Performance	8	<p><u>Technology District-wide</u></p> <p>Warwick has a vision and plan for use of technology in its schools. Currently, every classroom in the district is network wired. Schools that had computer labs have 20 – 28 computers. Libraries have 4 – 20 at the elementary schools and 20 – 28 at the secondary schools. Administration offices are wired to accommodate the administrative and clerical staff. The majority of computers connected to the network are Pentium 4 and up, Windows 98, 2000 and XP. Many older computers are in place on and off the network for basic word processing and/or games. Current applications include:</p> <ul style="list-style-type: none"> ● Microsoft Windows with Office 2000, XP and 2003 ● FirstClass <ul style="list-style-type: none"> ▪ Communication ▪ Webpage ● ePortfolio – web version for high school teachers and students ● ConnectED – automated notification system ● Star_Base/Star_Portal is the District Student Information System. This is a realtime system, used for student demographics, attendance, grades, scheduling, medical history, special education tracking, etc. <ul style="list-style-type: none"> ○ The Portal system was implemented in 2004 to automate the state-wide requirements for student PLP's (Personal 	District Presentation Interviews Documents		

		<ul style="list-style-type: none"> Literacy Plans) <ul style="list-style-type: none"> ○ The customized special education module for district and state reporting, state census and Medicaid reimbursement • Edulog is the transportation system • Sungard Pentamation is the district financial system • Content specific software is available across the district • The district's five year plan includes meeting the technology needs of all students and staff by equipping classrooms, computer labs, libraries, and offices with the requisite number of computers, printers, and Smartboard packages. 			
		Professional Development			
Performance	9	<p>A recently resolved labor dispute stalled professional development (PD) in some schools. Despite this, one of district strategic goals is to create professional learning communities. This has been a challenge due to a budget deficit which resulted in decreased spending on PD. Currently, Special Educators are included in all staff development. Regular meetings are held with staff to determine what they need for PD and materials. PD is also tied to children's assessment results. Currently, PD related to school improvement plans, reading instruction in small groups and grouping according to level and/or interest is provided, as is PD addressing math problem solving provided and educating students with Autism. In addition teacher/staff can request via Article 31 monies targeted PD related to their areas of need. Administrators regularly attend ARIASE meetings and attend professional development offerings at the West Bay Collaborative, as well as those offered by RIDE.</p>	District Presentation Interviews		
		Community Partnerships/Higher Education			
Performance	10		Interviews		

		<p>There are a wide variety of community connections that include, but not limited to the following:</p> <ul style="list-style-type: none"> • Kent County Mental Health • National Guard • Mentors Program • VOWS (Volunteers of Warwick) • US Post Office • Coastway Credit Union • Dave's • RIC • Johnson and Wales University • Salve Regina University 	Documents		
		Instructional Strategies and Supports			
Performance	11	<p><u>Common Planning Time</u></p> <p>At the elementary level, regular and special educators working in inclusion classrooms do not have scheduled common planning times. Despite this, many report that they co-plan before or after school, or during lunch or an unscheduled block of time.</p> <p>Common planning time has just been initiated this school year at Aldrich Jr. High. Grade level teams meet three times a week with quarterly rotating leadership provided through content area teachers. (Math, English, Social Studies and Science). Though there has been some professional development to support the concept of common planning, with varying structures being implemented, the initiative at Aldrich Jr. High School is emerging.</p> <p>At Winman Middle School staff have common planning time three times every six days. But over the past year, IEP meetings have been scheduled during this time block so the reality is that teachers meet for common planning time</p>	Interviews Document Review District Presentation		

		<p>once every six days.</p> <p>At Toll Gate High School there is structured common planning approximately once every other rotation. Small groups of teachers can meet together to focus on specific topics. These meetings times, if used towards a teacher's I-plans, the meetings/discussions must be documented and approved by administration. Teachers may or may not have common planning time with their co-op teachers</p> <p>At Pilgrim High School, students are teamed at the 9th and 10th grade. Each team is comprised of the four content teachers. The four content teachers rotate as team chair on a monthly basis. Regular education teachers rotate every other cycle having common planning on time during a seven day cycle. Special education teachers do not have common planning time.</p>			
Performance/ Compliance	12	<p><u>Teacher Support Team (TST) Response to Intervention (Rtl)</u></p> <p>Rtl varied throughout the district. At some schools it was emerging and at some schools it was nonexistent.</p> <p>TST also varied throughout the district. Many schools had active TST's, however this was not evident in all schools reviewed.</p>	Interviews Documents	<p>Central office administration, in conjunction and collaboration with school-based administration and personnel (general education and special education), will review Rtl initiatives system-wide and will make recommendations for the overall Rtl agenda and process.</p> <p>Timeline: March, 2009 (Progress Check: October 2008)</p>	<p>Teacher Support Team (TST) Response to Intervention (RTI), the control of the administration in connection and collaboration with school based administrator and personal (general education with special) have reviewed Rtl initiative system wide and have made recommendations for the overall Rtl agenda and process. A common process</p>

					has been developed, as well as, a common template for release to Rtl. The common process, material and training have been designed for implementation for September 2009 throughout the district, with priority focused on elementary schools.
Performance	13	<p><u>Social Emotional Supports</u></p> <p>Throughout the district schools have counselors, school psychologist and social workers. The majority of their time is spent providing support to the evaluation team and the assessment process. They are also able to provide some classroom support implementing the “Second Step” program and are able to provide limited individual counseling. Greenwood is a PBIS/PEP school providing a unified school program for social/emotional support. Staff at Norwood, Oakland and Greene report positive support from the principal. In general, school climate is positive and discipline is appropriate at Norwood, Greenwood, Oakland Beach and Greene. In addition the secondary schools have school assistance counselors to provide another layer of support.</p>	Interviews Observations		
		Family Engagement			
Performance	14	Families Plus, a parent-child counseling program, is held Thursday evenings, 6:30-8:00 PM at a local elementary school. Three, eight-week cycles are offered every school	District Presentation Documents Interviews		

		<p>year. It is a district-wide program that is available to all regular education and special education students and their families. Families Plus staff includes Warwick Public Schools psychologists, social Workers, guidance counselors, special educators, and general Educators. Parents attend classes geared at understanding and developing strategies to help their child adapt to the expectations of school, community and family life. Social Skills activity groups for children ages pre-kindergarten through ninth grade, are held at the same time as the parent groups. The Second Step program is used as part of the social skills curriculum, which is designed to assist children is developing empathy, impulse control and problem solving, as well as anger management.</p> <p>District-wide there is a plethora of parent engagement activities that include but are not limited to the following</p> <ul style="list-style-type: none"> • Parent teacher associations • Ed connect and First class • Newsletters • Booster clubs • School improvement teams <p>Additionally, at Tollgate, the Parent Teacher Student Association (PTSA) meets on a monthly basis.</p>			
Performance	15	<p><u>Local Advisory Committee (LAC)</u></p> <p>The Warwick Special Education Local Advisory Committee (SELAC) meets on the second Wednesday of each month, excluding July and December. The SELAC is comprised of parents, general educators, special educators, special education administrators, and Warwick School Committee members. The SELAC goals include advocating for all children with special needs, assisting parents to become effective advocates, and assisting Warwick School</p>	Interviews Documents		

		<p>Department efforts to provide a quality education for all children. Recent meetings have addressed concerns about the city's fiscal crisis, school redistricting, and the potential impact on special education services. The SELAC has sponsored recent presentation regarding secondary transition, collaboration between parents and educators, and basic rights in special education. A list serve is used to communicate with members, as is the distribution of flyers via the special education office and building principals. The SELAC reported feeling supported by both the special education administrators and the district superintendent.</p>			
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2. FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE/LRE)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	1	<p><u>FAPE in the LRE</u></p> <p>Based on the FFY July 1, 2005- June 30, 2006 State Performance Plan (SPP) information on Warwick program placement data is as follows:</p> <p>The percentage of students educated 80 to 100% of the time in general education settings is 84%. (RI District Average is 63%)</p>	<p>State Performance Plan (SPP) Data Analysis</p>		

		<p>Percentage of students educated for less than 40% of the time in general education settings is 7% (RI District Average is 15%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 4.2% (RI District Average is 3.14%)</p> <p>If a district is 1 standard deviation from the RI district average the district is considered discrepant for the target Warwick is <i>not</i> discrepant in any of the above categories.</p>			
Performance/ Compliance	2	<p><u>Disproportionality</u></p> <p>December 2006 data show that Warwick has 43 Hispanic students with learning disabilities out of 364 Hispanic students in the district (11%); also there are 559 White students with Other Health Impaired (OHI) out of 9,643 White Students in the district (5.8%). Both rates are more than 2.5 times the national rate for LD and OHI identification. The principle also holds true when examining December 2005 data. Significantly disproportionate require a review of policies, procedures and practices to determine if the cause of disproportionality is due to inappropriate identification practices.</p>	State Performance Plan (SPP) Data analysis	<p>A review of policies and practices should include and examination of whether any of the 43 Hispanic students with LD currently are English Language Learners (ELLs) or were formerly in ELL programs at any time.</p> <p>Timeline: March 2009 (Progress Check: October 2008)</p>	<p>The district has received policies and practices to determine the case of Disproportionality due to inappropriate identification practices. Emily Klein and Ken Swanson were contacted at RIDE and it was determined that the specific category of Hispanic LD was not disproportionate. As a result, the district concentrated on OHI (other health impaired). Consultants were hired for workshops and presented that focused on OHI,</p>

					diagnosis, support detail and data, and alternatives to OHI such as 504 plans and Rtl.
		Program Continuum			
Performance	3	<p><u>District-wide Therapeutic / Behavior Programs</u></p> <p>There are programs established from preschool through high school to address students with significant emotional and behavioral challenges. The philosophy of all these programs is similar in nature. The common goals include providing students with useful strategies to be successful in academic and social situations. Students in the program benefit from highly structured environments that rely on peer coaching and collaboration. This approach emphasizes the need for empathy and acceptance of individual differences, while still teaching appropriate social and behavioral skills.</p> <p>The goals of all of these programs are to return students to the least restrictive settings as soon as they can be successful and to help provide a link between school and home. The programs are heavily staffed and are knowledgeable about community resources available to students and their families.</p> <p>There are five therapeutic/behavior programs with one at each school level with two at the elementary level (primary and intermediate). The minimum staff is one special education teacher, two teacher assistants; one psychologist and one social worker. All other support is provided per the IEP. The therapeutic "Jumpstart" classroom works specifically with preschool children. The elementary therapeutic class works with students in grade one through six. The junior high school class meets the needs of students in grades 7-8. The newly developed high</p>	District Presentation Interviews Observation		

		<p>school "Alternative Learning Program" focuses on students in grades 9-12. The high school has two special education teachers. All students are scheduled into typical high school classes with the special educators providing support (academic and behavioral) as needed. Students in the high school program have challenges with trying to make up their course credits. Plans are underway to explore virtual learning options for credit retrieval.</p>			
Performance	4	<p><u>Autism Spectrum Disorders (ASD) District-wide</u></p> <p>Specialized programming for students with ASD ranges from preschool through high school (11 classes spread through 10 school buildings). The class at Pilgrim which includes students with ASD is set up as a Life Skills class, more than a class specific to students with ASD. Programming includes a variety of settings from self-contained classrooms for students with significant needs through a multitude of inclusive opportunities for those on the spectrum who are able to access them.</p> <p>Evidence of best practice greatly varies in the ASD classrooms. Once a month there is an ASD Continuum meeting. This is where teachers, service providers and others can share strengths and challenges as well as stay connected with their professional peers. In addition, all teacher assistants who work with students with ASD must complete a professional development series in the area of Autism that is approved by the school department.</p>	<p>District Presentation Interviews Observation</p>		
Performance/ Compliance	5	<p><u>Preschool Child Outreach</u></p> <p>In 2006-2007, the Warwick Child Outreach program screened 17.6% of three year olds, 21.6% of four year olds, and 11% of five year olds. The benchmark for screening set by the state is 80%. Warwick uses the Volunteers of Warwick Schools (VOWS) to complete screenings on preschool children. In 2007-2008, the</p>	<p>District Presentation Interviews Observation</p>	<p>Central Office administration will explore the feasibility of employing an Early Childhood Coordinator in order to sustain the positive changes recently implemented in an attempt to improve screening rates. Additionally, Central Office Administration will review the</p>	<p>Preschool Child Outreach, the district has hired an early child outreach coordinator and has developed an early childhood center. The early childhood</p>

		<p>district implemented significant changes in order to improve these screening rates. Examples of such changes include, but are not limited to; training several Warwick child care providers to administer pieces of the screening, offering screening on-site in area child care centers, purchasing RIDE recommended screening tools, and regionalizing DPT staff in order to facilitate the referral process more effectively. However, the sustainability of these changes is challenged by the fact that Warwick does not employ an Early Childhood Coordinator. It is, in fact, the only district in the state which does not employ someone specifically to oversee the screening program. Currently, many of the tasks typically assigned to an Early Childhood Coordinator are being completed by others, in addition to their regular duties, or are not being completed at all. Of particular concern is that the Director of Special Education is scoring social and emotional screening responses and is regularly required, alternating with his Assistant Director, to chair team meetings for preschool children. Additionally, there is a need for ongoing training, support, and supervision of the volunteer screeners, as well as a centralized process for tracking screening data and coordinating necessary re-screens and referrals.</p>		<p>polices and procedures of the Child Outreach Program to ensure the validity and reliability of screening results and accuracy of screening data.</p> <p>Timeline: March 2009 (Progress Check: October 2008).</p>	<p>coordinator was hired in an attempt to improve screening scores, as well as, the validity and reliability of screening results and the accuracy of screening data.</p>
Performance	6	<p><u>Elementary School Program Continuum</u> Most elementary schools are known as inclusion schools: meaning they are neighborhood schools with resource support utilizing in-class or pull-out models for service delivery. Some schools also have self-contained classes for students with more significant needs. In some schools, students in the self-contained classes are integrated with their grade level peers for homeroom, some academics, itinerants, lunch, recess and field trips. In some schools, children in some self-contained classes are provided very limited opportunities to integrate with their grade level peers. Related services are provided in-class or pull-out model. Adaptive Physical Education (APE) screenings are</p>	<p>Interview Observation Documents</p>		

		conducted on all Kindergarten students at the end of the year. APE is provided to eligible students with and without IEPs. The observed elementary schools (Greenwood, Norwood, Greene, and Oakland Beach) have teacher assistants to provide support to individual students as assigned or as needed.			
Compliance	7	<p><u>FAPE in the LRE/Elementary</u> Students are being denied FAPE because they arrive at school 15-20 minutes after the school day has begun on a regular basis. These students regularly miss both core content classes and homeroom, which for many are their identified opportunity(ies) for inclusion with their peers (MP3, MP2, DA 7-10).</p>	IE classes (Science and ELA) Interviews	<p>Transportation plans; including a review of bus routes and hiring of substitute drivers, are being reviewed and refined to address the repeated issues of late arrival. All compliance items, including this one, must be rectified within one year of the SSS report becoming a public document. Failure to do so will result in additional sanctions which may include but are not limited to financial restrictions/ramifications.</p> <p>Timeline: March 2009 (Progress Check: October 2008)</p>	District transportation plans included a review of bus routes and the hiring of substitute drivers with specific attention to repeated issues of late arrivals.
Performance	8	<p><u>Middle School Program Continuum</u> Aldrich Jr. High School is comprised of 638 7th and 8th grade students. Of that total, 110 are students with IEPs.</p> <p>Instruction at Aldrich Jr. High School is provided through three teams at each grade level with a split 7th/8th grade team. Each team has an assigned special educator. Special education services and supports are provided through a continuum which includes co-teaching (inclusion/departmentalized/self-contained), resource in class and pull out, a self-contained life skills program and a behavioral adjustment resource program.</p> <p>Personalization, along with the development of social emotional/positive behavior interventions and support, is</p>	Interview Observation Documents		

	<p>emerging at Aldrich Middle School. An Anti-Bullying Prevention Program Task Force comprised of school counselors, representative teachers from each grade level, a community agency representative and parents, was established in September with professional development offered in October. The Task Force is currently planning to provide training for the entire faculty following a program kick off early spring.</p> <p>A social skills group is facilitated once a week by the school counselor and school social worker. Topical issues address ways to start a conversation, anger management, how to ask for help, strategies to tolerate stress, making good decisions just to name a few.</p> <p>Resource at Aldrich Jr. High School – provides students (within the 5-8 assessment stanine analysis) with in class support and or through pull out resource to address IEP goals as needed in small groups/and or individually.</p> <p>The Co-Teaching model provides students whose academic assessments (PLP's, GRADE, DRP, NECAP, SST math assessment, reading 3 years below grade level, along with teacher recommendations) fall within a 1-4 stanine range are provided with small group intensive instruction facilitated by both a special educator and a general educator (most often as a homogenous grouping). There are two co-teaching teams at Aldrich Jr. High School. One team at each grade level. Numerous assessments are administered and reviewed in the sixth grade to determine placement at the middle school in the seventh along with continued assessment at the middle level offering students flexibility in instructional settings. Some co-taught classes may have 10 to 13 students with IEP's only.</p> <p>The Self Contained Life Skills Program provides students</p>			
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	<p>needing a more individualized direct instructional approach to learning their content area subjects along with a community life skills component in addition to planning and managing a school store. Currently there are a small number of students receiving an alternate assessment.</p> <p>The Behavior Adjustment Resource Program is facilitated by a special educator along with two teacher assistants. The program provides 26 students with social / emotional behavioral difficulties an environment to gain perspective in relationship to their social emotional behavioral difficulties. Students will typically stop by the classroom at the beginning and end of the school day. Students who participating in this program attend all content and co-curricula subjects' classes. As students attend their various classes, teachers are providing classroom performance data via a daily monitoring checklist managed by the student.</p> <p>Winman Jr. High School is comprised of 640 7th and 8th grade students. Of that total, 120 are students with IEPs.</p> <p>Instruction at Winman Jr. High School is provided through grade level teams. Each team has an assigned special educator. Special education services and supports are provided through a continuum which includes:</p> <ul style="list-style-type: none"> - resource pull-out, -self-contained/departmentalized classes in the core content areas - co-taught or collaborative classes along with specialization programs supporting an array of student need. Collaborative classes are teamed with the resource teacher working with the same team and group of students throughout the day. The resource teacher on each team also shares common planning time with the general education team. 			
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	<p>-The behavioral adjustment program services 25 students and has one teacher's assistant. Students have resource three times in a cycle as well as having the opportunity to go to this resource room when they feel stressed or have a concern that cannot be addressed in class. Many times, the students are able to return to class within a short period of time spent in the resource room. Going to the resource room from class is not seen as punitive. This program also has a morning and afternoon check-in/check-out system built into it. The purpose is for organization, seeing how the students are doing. They students are also monitored on daily charts which are sent home to the parents.</p> <p>There is a social group that meets once a week with school social worker. This group is for students with various personal issues that they feel need to be discussed.</p> <p>- School psychologist meets frequently, formally and informally, with many students. He also engages both parents and students in the Thursday evening program for teenagers who are on the spectrum</p> <p>- Skills group meets three times a week. This is an academic setting for all students of all abilities. This skills group works with several teachers, assisting with homework, expanding upon skills taught in classes, and sharpening study skills. This class allows for personalization.</p> <p>- Peer mediation, anti-bullying, safety on the internet are all topics and strategies that are constantly reviewed and discussed with students.</p> <p>At Winman, behavior supports are also a priority. This includes classroom management and strategies for handling certain disabilities. Character education is</p>			
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		<p>embedded into the health classes. There are many clubs, such as peer mediation, the Tollgate Tutoring, "The Third Eye" (crime prevention) designed to promote positive social relationships.</p>			
Performance	9	<p><u>High School Program Continuum</u> At Tollgate High School there are approximately 1,150 and of that 202 have IEPs. At Pilgrim High School, there are approximately 1,250 with 21% having IEPs. The continuum includes:</p> <p>Resource – Students are pulled out twice a week from physical education (Warwick has more physical education than required so this does not impact the students overall physical education credits needed). Some students may have more resource classes (5 days a week) and receive a grade for that class.</p> <p>Behavior Adjustment Program -This is a resource program for students with social/emotional challenges. The classrooms are staffed by teacher and teacher assistant.</p> <p>Co-op classes- These are classes where a general educator and special educator co-teach, with the general education teacher being the teacher of record. There are approximately 12 of these co-taught classes. There was a developed and scheduled plan to have more co-op classes, but due to the "ratio/weighted" contract requirements students' schedules were changed at the beginning of the school year to align with the contract. As a result there are currently zero co-taught ELA classes.</p> <p>Departmentalized self-contained of all core academic classes-</p> <p>Work Activities Program – This program is designed for students who require an individualized small group setting</p>	<p>Interview Observation Documents</p>		

	<p>that provides explicit teaching of daily living skills within the school environment and community. All students in the program run a school store for staff and participate in community vocational experiences.</p> <p>Alternative Educational Program (AEP) at Tollgate High School- A different teacher proctors the AEP each period (their duty period). Teachers send work down in advance. Students leave for advisory class and if a student has an IEP they leave AEP to attend their resource period.</p>			
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	10	<p>Career and Technical Center Programs are available to all students in Warwick, West Warwick and East Greenwich. There are also satellite locations at West Warwick High School, Pilgrim High School and Warwick Veterans High School. The programs are designed with competency based modules and are open to all students in grade 10, 11 and 12. Programs are skill center oriented so students do not have to leave their home schools to participate. Students develop a portfolio with evidence of their work and participate in an internship one semester of their senior year. All programs are associated with a Program Advisory Committee. These partnerships monitor the curriculum ensuring it is up to date; make recommendations for equipment purchases; and generally provide assistance in the instructional program by helping with performance and evaluation. At the Career and Technical Schools, specific program related standards (linked to respective industry standards are assisted or agreed to by the Program Advisory Councils) and rubrics are evident throughout the building</p> <p>The Career and Technical Academics include the following:</p> <ul style="list-style-type: none"> ▪ Academy of Finance – satellite program at West Warwick High School ▪ Aviation Academy – satellite program at East Greenwich High School ▪ Automotive Technology ▪ Carpentry/cabinetmaking ▪ Child and Elder Care – satellite program at Pilgrim High School ▪ Cisco Networking Academy ▪ Culinary Arts ▪ Drafting Technology (CAD) ▪ Electricity/Residential, Industrial and Commercial Wiring ▪ Electronics/Computer Repair 	<p>Interviews Documents Observation District Presentation</p>		
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		<ul style="list-style-type: none"> ▪ Fashion Merchandising and Management ▪ Graphic Design/Computer Production ▪ Health Occupations ▪ Marine Technology. -satellite at Veterans Memorial High School 			
Performance	11	<p>At the Career and Technical Center, there are 439 students (in all programs) and approximately 38% are students with IEPs. There are two special education teachers who provide resource support to students, who have IEPs at the Career and Technical Center. Each teacher works with approximately five programs. At the Career and Technical Center, this support is provided in the classroom unless a student needs extra time on a test or a test read to him/her. In those cases, the resource teacher would take the student out of the room to provide those accommodations on an as-needed basis in a pull-out type model. Students appeared actively engaged in their work. Here and at other Career and Technical Center Schools, teachers meet together once a month to engage in looking at curriculum facilitated by a consultant.</p> <p>Some special education staff at Toll Gate High School perceive there to be limited and very fragmented communication between the Career and Technical Center resource teachers and the special education teachers/case managers at Toll Gate. There appears to be a disconnect between how the two schools wish to reflect Career and Technical Center resource support on the IEP. The Career Center is concerned that Tollgate would like to write in specific one-one "pull-out" time with students. Tollgate is under the belief that they can not write any Career and Technical Center resource support into the IEP. In addition, there is misconception about whom the special educators at the Career and Technical Center provide special education services/supports to.</p>	Interviews Documents Observation		

Compliance	12	<p><u>FAPE in the LRE/High School</u> At Pilgrim High School, several self-contained classes have student age range that exceeds four years. According to the case managers agreement from all parents has not been sought for these placements</p>	Interviews Documents Observation	<p>Notices will be sent to families informing them that the age range exceeds four years. A waiver request will be submitted to RIDE if families do not object to the age range.</p> <p>Timeline: Immediately and ongoing. (Progress Check: October 2008, final completion no later than March 2009)</p>	Students at Pilgrim High School several self contained classrooms had students age range that exceeded four years. Notices were sent to families informing them of the age range. A waiver request will be submitted to RIDE if parents are notified of the plan to exceed the age range.
Performance/ Compliance	13	<p><u>Student Ratios</u> Due to current contractual provisions, co-taught/cooperative (co-op) classes (at all levels) are comprised of a content teacher and a special education teacher. <i>The special education teacher is assigned to the class based on the number of IEP students in the class which is based on the union contract, not the recommendation of the IEP team and the needs of the students.</i></p> <p>It is reported that there is much movement of IEP students in the first 10 days of school to balance the numbers and reduce the number of co-op classes. Due to the weighted ratio teachers may be in co-op classes for 3-5 days per rotation. Many special education teachers interviewed overwhelmingly reported dismay and disagreement with the "ratio" formula and the overall ratio process implemented per the contract</p> <p><u>Student Ratios in Co-op Classes</u> Examples of challenges include but are not limited to the following:</p>	Interviews Documents Observation	<p>*Section 300.522 (F) Services In determining the educational services for a child with a disabilities, including preschool child with a disabilities, each LEA shall ensure that-</p> <ul style="list-style-type: none"> a.) <i>the service decision-</i> b.) <i>Is made by an IEP team including the parents, and other persons knowledgeable about the child, the meaning of the evaluation data , and the service options; and</i> c.) <i>Is made in conformity with the LRE provisions of this part</i> <p>*Page 86 of the Rhode Island Regulations of the Board of Regents for Elementary and Secondary Education Governing the Education of Children with Disabilities.</p>	Student Ratios, due to current contractual provisions, co-taught/cooperative classes are comprised of a regular education teacher and a special education teacher. After a review of the contractual provisions and the section 300.522 (f) service for a child with disabilities, it was determined that students with disabilities that required support services will be addressed first when

		<ul style="list-style-type: none"> - If a special education teacher is in a co-op class and students with IEPs happen to move out of the district thus eliminating the need for the co-op class the special education teacher must stay in the co-op class for the remainder of the year per the contract. - The schedule may or may not have co-op classes in all content areas. For example, at Toll Gate High School there are no co-op classes in ELA despite teachers reporting a need (note: weighting is based on the number of students with IEPs regardless of the student's needs.) -These co-op may or may not result in classes that are comprised of mainly students with IEPs (see stanine finding below for further information). 		<p>Timeline: Immediately and ongoing. (Progress Check: October 2008, final completion no later than March 2009)</p>	<p>assigning students to a classroom. Over all, IEP services have been assessed in the classes up to the formula limit.</p>
Performance	14	<p><u>Stanines</u></p> <p>Specific to the Middle/junior High School Level: Student 7th grade placement and tracking (stanine level) is determined by analysis at the 6th grade level of student math assessments (SST), teacher recommendations and information gathered through the NECAP, DRP and the GRADE assessments. Though students may be assigned to a team in a heterogeneous manner, teachers have the authority to group students for core subject instruction homogeneously or heterogeneously providing contractual limits are observed. School counselors along with special education department chair participate in all discussions regarding the analysis of data for student placement. Additionally, they facilitate communication between the students, parents and teachers regarding placement decisions. Teachers know that per the contract students may change placement at the beginning of the year (first 10 days).</p> <p>As a result of stanine assessment students are then placed in the following class tracks: -Stanine 1-4, is equated with average and or low average</p>	<p>Interviews Documents Observation</p>		

		<p>and thus indicative of students needing co-taught classes</p> <ul style="list-style-type: none"> -Stanine 5-8 is equated with average to above average performance and thus indicative of students needing inclusion and resource classes -Stanine 9 is equated with the honors level and is indicative of students needing very little assistance from special education. <p>Specific to middle/junior high level tracking:</p> <ul style="list-style-type: none"> -Algebra I Honors 7 & 8 – (Testing in 6th grade is used to determine placement in this course for 7th grade students) <p>ELA 7 & 8 Honors (sixth grade testing for 7th grade, outstanding performance, and teacher recommendations)</p> <p>Specific to the high school level:</p> <p>This year the high schools were not using stanines for placements in the majority of classes. The Warwick Senior High School Program of Studies (p9) states, “Placement in honors classes is determined by placement testing, stanine and teacher recommendation.” Staff reported that for AP and honors classes stanines are still utilized. Staff further reported that student’s stanines scores were listed on class rosters for Intensive Education classes and general education classes.</p>			
Performance	15	<p><u>Extended School Year Services (ESY)</u></p> <p>ESY for elementary level students is housed at Drumrock Elementary School. Extended School Year (ESY) for the secondary students (middle and high school) is housed at Tollgate. Case managers are responsible for the paperwork considering ESY. Some teachers at the middle level need clarification on ESY polices/ procedures</p>	Interviews Documents Observation	<p>Opportunities for professional development and clarification regarding policies and procedures will be provided.</p> <p>Timeline: March 2009 (Progress Check: October 2008)</p>	<p>Extended School Year services; some teachers at the middle level need classification on ESY policies and procedures. The special education office reviews all</p>

					policies and procedures, including ESY. The assistant director reviews all changes in policies/procedures including ESY with all special education staff from Pk – 12.
Performance	16	<p><u>Functional Behavioral Assessment (FBA)</u></p> <p>At the elementary and high school level FBAs were facilitated via the team process as appropriate/needed.</p> <p>At the middle level the use of FBA varies. Overall, procedures and protocols need to be clarified for staff.</p>	Interviews Documents Observation	<p>Opportunities for professional development and clarification regarding policies and procedures will be provided.</p> <p>Timeline: March 2009 (Progress Check: October 2008)</p>	FBA usage at the middle level varies, procedures and protocols need to be clarified. The special education office reviews the protocol for FBA's as well as the procedures. The psychologists at the middle level are primarily responsible for the assessments. Meetings were held with the psychologists and the policies and procedures were reviewed. Also, the FBA was reviewed as part of the overall policy/procedure update/notification and shared with all special education staff.
Performance	17	<u>School Removals/Disciplinary Policies</u>	Interviews		

	<p>At the high school level, the Assistant Principals notify the Special Education Department chair when a student is approaching 10 days of suspension. An FBA and Manifestation is completed. The high school conducts FBAs via the team process as needed. Functional Behavioral Assessments are completed by the school psychologist with input from all members of the FBA team, which is comprised of the Evaluation team members. Behavior plans are written at the FBA team meeting also.</p> <p>Pilgrim High School has undergone revisions in their disciplinary policies and procedures, including adding a Friday detention. Policies for alternatives for students who exceed 10 days of suspension are not yet developed a Pilgrim although there are some options at Veterans High School for interim alternative educational placements (IAES).</p> <p>Tollgate High School has an Alternative Educational Program (AEP). There is a different teacher who proctors the AEP each period (their duty period). Teachers send work down in advance. Students leave for advisory class and if a student has an IEP they leave AEP to attend their resource period.</p> <p>There is also after school detention and a Saturday detention.</p>	Documents Observation		
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3. EVALUATION/ INDIVIDUAL EDUCATION PROGRAM (IEP)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
		Record Reviews			
Compliance	1	Records of approximately 34 students were reviewed by the visiting team. These were selected through a stratified random sampling technique to allow the team to consider a representative variety of students. Students' records were accessible and generally well-organized. However,	Record Reviews	Assurances will be provided to the RI Department of Education, Office of Special Populations that compliance issues are addressed and	Records review, evaluations, re-evaluations, procedural safe guards, IEP and

	<p>inconsistent record keeping was evident. Some years included all notices/invitations and others did not.</p> <p><u>Evaluation and re-evaluation</u></p> <ul style="list-style-type: none"> - In some cases timelines for conducting evaluations were not met - In some cases, inconsistencies were found in parental consent for evaluation - In some cases, timelines for developing a new IEP following re-evaluation were not met - For students age 14 and older, in some cases, records of vocational assessments were not seen in the file <p><u>Procedural Safeguards</u></p> <ul style="list-style-type: none"> - There was no evidence information of the Local Special Education Advisory Committee was provided to parents. <p><u>IEP:</u></p> <ul style="list-style-type: none"> - There were many IEP's with information incomplete and therefore, out of compliance (ex. ESY section incomplete, Transition page incomplete, etc.) - In many records, the strengths and needs, present level of performance, annual goals and objectives, and short term objectives were inadequate (i.e. objective, measurable, clearly understood, aligned with the general education curriculum or GLE's). - Progress reporting to parents and evidence of quarterly progress reports on IEP goals and objectives was inconsistent. - Documentation of needed accommodations in state and district assessments was inconsistent or not related to the specific assessment. - Documentation of eligibility checklist for alternate assessment was inconsistent - In some cases, a general educator did not participate at the IEP meeting - In some cases, IEPs were not current 		<p>rectified. <i>This Support Plan is applicable for all compliance findings in this section.</i></p> <p>Timeline: Immediately and ongoing. Professional development needs will be reviewed and technical assistance will be provided as appropriate.</p> <p>Timeline: March 2009 (Progress Check: October 2008)</p>	<p>FBA. All of these areas were reviewed by the special education office and shared with all support staff. Copies of the trainings were also given to staff and reviewed individually at each school with the staff and special education administrator. All of these concerns/issues were reviewed and addressed at the policy/procedures update notification review. Training of the new document will be conducted in May 2009.</p>
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		<p>- Documentation that ESY was discussed for each goal was inconsistent.</p> <p><u>Functional Behavior Analysis (FBA)</u></p> <p>In some cases, the FBAs reviewed did not include a variety of data collected by a team over time and across settings, did not lead to a clear hypothesis based on an analysis of the data, and did not provide the basis for the development of a behavioral intervention plan.</p>			
Performance	2	<p><u>Evaluation Teams</u></p> <p>At the elementary level, each school has an evaluation team that meets on a weekly basis and an agenda is provided. The building principal is the chair of the evaluation team. Guidance counselors ensure that parents receive timely notification, that records are organized and that timelines are met.</p> <p>At the middle level, evaluation activities are facilitated through the evaluation team process referred to as the MDT). The MDT meets every Wednesday and is comprised of the school counselor, social worker, psychologists, teacher/resource teacher and parent. Additionally, the MDT is utilized as a crisis intervention team for students who may be at risk academically as well as behaviorally. Currently at Aldrich Junior High School there isn't a formalized process for collecting data. A structured process has not been established to support TST and/or Rtl team. Additionally, the MDT is utilized as a crisis intervention team or students who may be at risk academically as well as behaviorally.</p> <p>At the high school level, the department chair runs the weekly Evaluation Team meetings.</p>	Record Reviews Interviews		

Performance	3	Throughout the district at the beginning of each year all general education teachers receive a “confidential sheet” or “summary sheet” that outlines the student’s strengths, needs and accommodations. Teachers can access students IEPs via the respective student’s case manager.	Interviews Record Reviews		
Performance	4	Throughout the district, progress is reported in a variety of ways, including; daily and weekly reports, quarterly reports, parent conferences, and occasional phone calls.	Interviews		
Performance	5	Throughout the district 504 plans are sent to the Evaluation Team (ET) for review. There was a perception that one could not have a 504 plan unless one first went to the ET team for special education consideration. Clarification of Section 504 policies/ procedures is warranted.	Interviews	Opportunities for professional development and clarification regarding policies and procedures will be provided. Timeline: March 2009 (Progress Check: October 2008)	Clarification of section 504 policies/procedures. This section was also addressed in the updates of policy/procedures reviewed and included in the training.

4. TRANSITION					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	1	<u>Early Intervention (EI)</u> In the 2006-2007 school year, 93 children were referred from EI. Of those 93, 66 were found eligible and 64 had an IEP developed and implemented by their third birthday. Of	Consolidated Resource Plan (CRP)		

		the two children whose start was delayed, one was due to the parent's request to start in September. The other delayed start was due to lack of an available spot. A spot was made available within three weeks and tutoring was provided.			
Performance	2	<p><u>Elementary to Middle School</u></p> <p>Transition from elementary to middle school was reported to be well-organized and comprehensive, including visits by middle school staff to the elementary school, meetings with parents about what to expect, and visits by students to the middle school. The special education chair meets with all the special and general educators at the elementary level who provide instruction and/or support to sixth grade students with IEPs. During this review the special education department chair gathers assessment data (DRP, GRADE, STS math, NECAP and teacher recommendation) to determine placement. This information is available by January (initial recommendations). Data is then reviewed and placement is determined. Additionally, later in the school year the elementary sixth grade teacher's, both general and special educators visit the middle school to determine placement planning with the middle school special education chair, counselors and special educators (see also previously stanine finding)</p>	Interviews Document Review		
Performance	3	<p><u>Middle to High School</u></p> <p>Some students with special needs who are likely to be in need of services until age 21 stay at Winman Jr. High for three years rather than two. Age and parent request are factors in the decision. The decision is made by the team with the parent's input and approval.</p> <p>All Students transitioning from middle to high school participate in an orientation prior to the start of high school</p>	Interviews Document Review		

		with their parents. The department chair works with the middle schools to address further transition needs of individual students. Case managers or the department chair may attend IEP meetings at the middle school to aid in transition as appropriate. Individual visits to the high school are also scheduled as appropriate.			
Performance/ Compliance	4	<p><u>Vocational Assessments</u></p> <p>At the middle level vocational assessments for students 14 years of age are not being administered. For students with more significant needs, transition activities are emerging.</p> <p>At the high school level, many students in 9th go to the Career and Tech Center for a vocational assessment. A copy of this is sent to the Department chair and to the school counselor. If a student is not considering the Career and Tech Center they may not receive a vocational assessment. Guidance also facilitates an interest inventory and this is kept in their guidance folder. There is no formalized structure for the special education vocational assessment process and this impacts their ability to make links/connections to the overall transition planning process/structure. Case managers may or may not choose to access the counseling inventories.</p>	Interviews Document Review Record Reviews	Central Office administration will review and refine procedures for administering vocational assessments with a lens towards a systemic process and structure. Timeline: March 2009 (Progress Check: October 2008)	Vocational Assessment “there is not formalized structure for the special education vocational assessment process but this impacts their ability to make links/connections to overall transition planning process/structure”. Central administration has reviewed and refined procedures for administrative vocational assessment. Specific vocational assessments have been selected and training provided. Collaboration between special education staff and guidance has begun and included the new IEP transition page

					and the student ILP as a focal point for student success.
Performance	5	<p><u>Summary of Performance (SOP)</u> SOP is facilitated by the case manager for all graduating students. Staff feel comfortable with this process.</p>	Interviews Document Review		
Performance	6	<p><u>Transition</u> Various teachers at the high school level attend monthly Transition Advisory Council (TAC) meetings and bring the information back to the department. The Department Chair, in conjunction with case managers, facilitates the referrals to Office of Rehabilitative Services (ORS) and Division of Developmental Division (DDD) as appropriate.</p> <p>Students transitioning to adult service programs, such as Perspectives, are placed with the Adult service provider one or two days a week, as appropriate, beginning during their last year at Pilgrim.</p> <p>At Pilgrim High School, staff expressed a desire to develop a program for students 18-21 years focusing on transition services</p>	Interviews Document Review		