

Rhode Island Department of Education
Office of Special Populations

School Support System Report and Support Plan for the
Exeter-West Greenwich Public Schools
November 2006

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.

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Exeter-West Greenwich Public Schools
School Support System Review
November 2006

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1. SCHOOL IMPROVEMENT / FAMILY ENGAGEMENT

Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	1	<p>The mission of the Exeter-West Greenwich Regional School District is to empower students to contribute to school and community by providing substantial learning experiences in a safe, trusting, and motivating environment. School classification are as follows:</p> <ul style="list-style-type: none"> - Wawaloam: High Performing - Metcalf: High Performing and Commended - Junior High: High Performing and commended - Senior High: 2005 Regents' Commended School 	Presentation Document Review		
Performance	2	<p>The seven core expectation that due the Exeter-West Greenwich Public Schools. These are:</p> <ul style="list-style-type: none"> Leading the Focus on Learning and Achievement <ul style="list-style-type: none"> - Guiding the Selection/Implementation of curriculum, Instruction and Assessment - Recruiting, Supporting and Retaining high Quality Personnel - Engaging Parents and Community - Providing Safe and Supportive Environments for Students - Ensuring Equity and Adequacy of Fiscal and Human Resources - Using information for Planning and accountability 	Presentation Document Review		

Performance	3	Throughout the district School Improvement Teams are active, goals are aligned to the District Strategic Plans and support specific school based, data driven needs.	Presentation Document Review		
Performance	4	<p>The Exeter-West Greenwich Public Schools facilitates a district professional development committee comprised of the curriculum director, school improvement team members, along with school-based faculty. The committee reviews data of the student work and assessment to align professional development needs that support improvement of student outcomes.</p> <p>District wide professional development is aligned to both the district strategic and school improvement plans. Professional development additionally allows for individual professional growth, is job embedded and data driven.</p>	Interviews District Presentation Document Review		
Performance	5	Special education staff participate in professional development meetings once a month. The Special Education Director and Assistant Director hold two meetings, one for elementary teachers and one for secondary teachers. Teachers have four school-based professional development days throughout the year. Special education teachers are active participants in these days and do not get pulled for specific special education meetings during these times. There are also two special education professional development days. One is in August and serves as an orientation and one is in January and is held after school.	Interviews District Presentation Document Review		

Performance	6	Community-based resources include PTA, YMCA Daycare, SORICO, parent workshops on Cable TV- URI and Salve, READ-1:1 parent, community reading and Partnership with Parents Program and the district web site (www.ewg.k12.ri.us) that the community can utilize both the site and the numerous resource links the site provides.			
Performance	7	Throughout the District, there was evidence of teacher facilitated instruction, posted rubrics, modeling, cooperative learning, student problem solving, independent self-selected reading and journal writing along with standards based instructional practices.	Interviews Presentation Document Review		
Performance	8	At the elementary level, response to intervention as a problem solving approach is emerging. There appears to be varying degrees of understanding of the principles of response to intervention and teams are at various levels of application and implementation.	Interviews Presentation Document Review		
Performance	9	At Metcalf School there is a lack of clarity among staff on the roles and responsibilities for progress monitoring and Personal Literacy Plans for students with disabilities.	Interviews	School administration has planned for continued professional development on the Personal Literacy Plans and progress monitoring. Timeline: January 2007 and ongoing	

Performance	10	<p>At Exeter-West Greenwich Junior High common planning time is scheduled four days a week for 45 minutes. Teams can choose to utilize their personal time for an additional 45 minutes to support their common planning time agenda. A team leader facilitates common planning time. Each team individually determines their agenda and how best to use their time for planning and student discussions focused on assessment, student progress and advisory.</p> <p>Though Co-curricula faculty are on the grade level team list serve, they are not always informed regarding student issues (co-curricula teachers do receive accommodations/modifications for students with IEPs) that may impact their instruction and participation in specific classrooms. Though co-curricula faculty have an opportunity to plan together, they currently are not engaged in this process.</p> <p>Exeter-West Greenwich Junior High does not currently have a Response to Intervention Team/Model</p>	Interviews		
Performance/ Compliance	11	<p>Exeter-West Greenwich High School is in the very beginning stages of looking at Response to Intervention. Currently, there is a Student Support Team that has been established at Exeter-West Greenwich High School. This is comprised of the social worker, guidance, special educator, the principal and assistant principal. The psychologist is not at the high school during the time the team meets. It is</p>	Interviews		Finding addressed by the district

		<p>designed to address individual student needs and systemic issues. Teachers make referrals to the team via any member of the team but are not part of the team.</p> <p>At both the middle and high school level, teachers reported the desire for a formalized Teacher Support Team/Response to Intervention (TST/RtI) team where teachers can come together and review and discuss students' needs and challenges. The lack of this team was a source of frustration for folks.</p>			
Performance	12	<p>Exeter-West Greenwich High School has chosen senior portfolios and end of course exams as part of the high school regulations implementation. Use of data to inform instruction is an ongoing endeavor.</p> <p>The High School has a myriad of career pathways that students can participate in. These include:</p> <ul style="list-style-type: none"> - Computer Technology Pathway - Entrepreneurship Pathway - Hospitality Pathway - Finance Pathway - Publishing Pathway - New Media Pathway <p>At the high school, there is a high school Design Team (voluntary participation). This team examines the implementation of the high school regulations, school wide rubrics and senior seminars.</p>	Interviews District Presentation Document Review		

Performance	13	There is no formal common planning time during the day at the Senior High School although teachers may informally meet during the day. Special education teachers, teacher assistants, and their respective collaborative teachers can choose to meet after or before school for common planning time. Their time is paid for by central office special education funds.	Interviews		
Performance	14	Currently, the Local Special Educational Advisory Council is undergoing reorganization. Forms are also in the process of being revised.	Interviews		

2. FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE/LRE)

Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	1	The Lineham School (Accredited by the National Academy of Early Childhood Programs) provides both an Early Childhood Learning Center and a Kindergarten. The preschool and kindergarten collaborative programs are an integrated model serving children three to five years of age with 40% of the children identified with special needs and the remaining 60% of the children as typically developing peers from the towns of Exeter and West Greenwich. These programs consist of morning and afternoon sessions with the integrated program meeting Monday through Thursday and the on alternating Fridays the special needs students attend for follow up instruction and support. The programs provide	Interviews District Presentation Document Review		

		a wide range of special education services and supports including adaptive physical education, occupational and physical therapy, Psychological services along with speech and language services and supports.			
Performance	2	<p>All elementary students have access to the general education curriculum designed to meet their individualized needs.</p> <p>Educational program options include:</p> <ul style="list-style-type: none"> • Resource support models, in class, small groups, 1-1-1 direct instruction, whole class, and pull-out services. • Self-contained level of services at each and every grade level and provided as collaboratively taught classes • Alternate Learning Program (ALP) transitional classes (see below): <p>The Alternate Learning Program for students with disabilities at the elementary level is based upon student identified Individualized Education Program defined needs for the least restrictive environment. The vision for the students is to provide them with the skills and supports necessary for them to be involved and progress in the general education curriculum.</p> <p>The Alternate Learning Program transitional services are also available for those students who are referred to school from psychiatric step down programs and not identified as students with disabilities. These services are organized within a response to intervention</p>			

		expanding circle of supports approach as well as providing for wrap around services. The team expedites the referral process for special education, data collection and behavioral supports.			
Performance	3	<p>Exeter-West Greenwich Junior High currently has 351 students, 63 of those students have IEPs.</p> <p>There are two teams at each grade level. Grade level teams are currently looping.</p> <p>The special education service continuum provides students with a life skills program, which includes a café with typically developing peers and a community service component. Additional, special education services and supports are provided through resource, intensive resource (addressing ELA and math in small groups) and collaborative classes.</p> <p>Students are placed in intensive math and English classes it was unclear how these decisions were made.</p> <p>Exeter-West Greenwich Junior High has initiated an alternative learning program. All of</p>	Interviews District Presentation Document Review	Administration in conjunction with staff as appropriate will work to refine entrance and exit criteria for the various program continuum options. Timeline: Ongoing. Progress check May 2007	

		<p>the students participating in this class have behavior intervention plans developed through functional behavioral assessments and incorporated within student's IEP's. The classroom utilizes a behavior system, which includes aligned grade level instruction, rubrics, and process behavior targeting, daily progress reporting along with community service activities. The program currently does not have a framework to address entrance/exit criteria, program protocols and/or evaluation mechanism. Exeter-West Greenwich Junior High is currently discussing the development of the overall program design by January 2007.</p>			
Performance/ Compliance	4.	<p>The high school has approximately 720 students and 113 of who have IEPs. The program continuum as follows: The Exeter-West Greenwich Senior High School offers:</p> <ul style="list-style-type: none"> -A resource program (Academic Lab) that provides assistance with a special educator for academic support and remediation. Students reported that they used Academic Lab as an opportunity to complete homework. This was supported by observations and interviews. -Collaboratives. There are college prep. collaboratives at each grade level in ELA, science, social studies, ELA and mathematics (9th-11th grade). Twelfth grade has fewer collaboratives as there was not as much need in that grade level. 	Interviews District Presentation Document Review	<p>High school administration in conjunction with special education administration and other staff as appropriate will meet to review and refine the schedule so there is an equity of balance among the collaboratives.</p> <p>In addition, there will be continued professional development regarding the Academic Lab protocols and functional behavioral assessments and behavioral intervention plans to ensure that there is consistency within the high school.</p> <p>Timeline: Immediately and</p>	<p>Issue continues to be addressed in the following ways: staff development of a resource classroom instructional model- with protocols and remedial lessons</p> <p>Administrators along with guidance continue to limit students in collaborative to only those with service delivery</p>

	<p>-Some collaboratives have a general education and special education teacher and some are referred to as "supported collaboratives". These classes have a general education teacher and a special educator and teacher assistant (who are not in the class at the same time but rotate every other day). Some teachers perceive that this creates lack of consistency that effects the teacher's abilities to support student learning).</p> <p>Some of the current Collaborative class structures have a significant number of students with IEPs which creates a large self-contained setting.</p> <p><u>Collaboratives</u></p> <p><u>Semester 1</u></p> <p>Found.of Writing 11 students, 7 with IEPs English 10 15 students, 12 with IEPs</p> <p>Math 1 21 students, 16 IEPs Math 2 22 students, 20 IEPs & 1 504 plan</p> <p>U.S.History 19 students, 10 with IEPs</p> <p><u>Semester 2</u></p> <p>English 9 6 students, 6 with IEPs English 11 14 students, 10 with IEPs Math 1 7 students, 4 with IEPs Math 2 16 students, 14 with IEPs Math 3 23 students, 19 with IEPs Biology 11 students, 11 with IEPs</p>		<p>ongoing. Progress check: May 2007</p>	<p>delineated in IEP.</p>
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	<p><u>Supported Collaboratives</u></p> <p><u>Semester 1</u> World History 1 9 students, 9 have IEPs World History 2 11 students, 10 with IEPs English 12 18 students, 10 with IEPs</p> <p><u>Semester 2</u> Environment Science 11 students, 6 with IEPs Physical Science 10 students, 10 with IEPs</p> <p>-A Life Skills class, which is designed for students who require an individualized small group setting that provides explicit teaching of daily living skills within the school environment and community.</p> <p>-Alternative Learning Program (ALP). This is a self-contained program that targets students with IEPs who have emotional challenges and are at-risk for school failure and drop out. Some students (two) go out and work in the community every other day. The remainder have school-based work exploration experiences (copying, assists with Coffee Café). They also participate in community-based experiences (local nursing homes, animal shelters, food bank etc.) This is both career exploration and community service. The entrance and exit criteria for this program are not formalized.</p> <p>-Through the Washington County Adult Learning Center, the Senior High School</p>			
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		<p>provides a Diploma Plus Program this is competency based. This program allows in school seniors who are at-risk an opportunity to pursue academic credits to complete their high school diploma.</p> <p>-Follow up with students who are on monitor only IEPs.</p> <p>-There is an in-school suspension area in the library where students go and complete work that their teachers send. It occurs on an as needed basis. There is no formal process for students with IEPs to receive this special education service during the in-school suspension time frame. Those students who have exceeded the 10-day limit are provided with in school tutorial support on an as needed basis as decided via the FBA/BIP process.</p>			
Performance	5	At the elementary level the social emotional needs of all students are embedded in a whole school approach and part of the culture of the schools. There is evidence of positive behavioral supports, school rules and code of conduct and data collection for individualized behavior plans.	Interviews District Presentation Document Review		
Performance	6	Exeter-West Greenwich Junior High provides social emotional learning opportunities for all students through faculty personalization, individual and group counseling, the advisee advisor program, peer groups along with trained natural helpers and peer mediators. The Advisor/Advisee program at Exeter-West	Document Reviews Faculty and Student Interviews		

		<p>Greenwich Junior High has an established topical binder to address themes advisors can choose to facilitate discussions with their students. Grade level teams may chose/and or not to us a collective theme. Topical discussions have included getting to know you, community service activities, progress review, and goal setting and looking ahead. Additionally some teachers provide guidance for students to lead their parent conferences addressing their personal academic strengths and needs through their individual portfolios.</p>			
Performance	7	<p>The Senior High School program continuum is augmented by a variety of programs and services that support social/emotional health. The following are examples of some of these:</p> <ul style="list-style-type: none"> -The student assistance program is a prevention and early intervention service for substance abuse and related problems. A counselor is available to all students, their parents or as a consultant to any faculty or staff member of the Exeter-West Greenwich School System. -The psychologist works three days a week between the high school and junior high school. The psychologist is a part of the Evaluation Team and provides one-on-one counseling per the IEP and often acts as the liaison for community-based services. The psychologist also consults with the Life Skills program as needed. -The social worker is the social worker for the 	Interviews		

	<p>district. He is at the junior and senior high school three days a week. He sees approximately 20 students in the junior/senior high school for one-on-one counseling per the IEP. He also is in the process of beginning social skills/anger manager groups in the Alternative Learning Programs.</p> <p>-The social worker works with the Alternative Learning Program and provides small groups counseling.</p> <p>The Exeter-West Greenwich High School has an advisory program that meets twice a week for approximately 30 minutes. The current focus has been on communication and supporting the four-year plan.</p>			
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3. Evaluation / Individual Education Programs (IEP)				
Indicator	Findings	Documentation	Support Plan	Follow-up Findings
	<p>Records of approximately twenty 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. Overall, the records were well-kept in an organized and controlled fashion. See also items and support plans for # 1, #2,#3 and #4 below.</p>		<p>Assurances will be provided to the RI Department of Education, Office of Special Needs that compliance issues are addressed and rectified. <i>This Support Plan is applicable for all compliance findings in this section.</i></p> <p>Timeline: Immediately and ongoing. Progress check</p>	

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Performance/ Compliance	1	Staff at the high school reported the Behavioral Intervention Plans are inconsistently completed as part of the Functional Behavioral Assessment process.	Interviews Record Reviews	The special education administrators in conjunction with others appropriate will provide continued professional development regarding the functional behavioral assessment and behavioral intervention plans to ensure that there is consistency within the high school. Timeline: Immediately and ongoing	Issue rectified with ongoing professional development
Performance	2	At the high school students provide their teachers with weekly progress sheets although this practice is not consistently applied. Teachers report that the sheets are a checklist and do not have space for comments thus some students get a "good" progress report but are not doing that well in the class.	Interviews Record Reviews	The Special Education Administrators in conjunction with high school administrators will review and refinement of the current system. Timeline: Ongoing. Progress check: May 2007	
Performance/ Compliance	3	At the Exeter-West Greenwich High School, it was reported that the IEP team couldn't make changes to a student's IEP (i.e., adding counseling, etc.) via the IEP team. The meeting is stopped and the matter is referred to the Team of Qualified Professionals (TQP) Staff also requested clarification on who is the LEA or designee for an IEP meeting.	Interviews	The Special Education administrators will provide a full day of professional development for the high school special educators focusing on the IEP process and IEP: facilitation. Timeline: Ongoing. Progress check May 2007	Issue rectified

Performance/ Compliance	4	If a case manager does not give the Department Chair a list of students for IEP meetings then the meeting does not occur.	Interviews	The Special Education Administrators in conjunction with the Department Head have refined the process so there is additional layer of checks and balances. Timeline: Ongoing. Progress check May 2007	Issue rectified
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4. TRANSITION

Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	1	Transitions at the elementary level for students with disabilities grade to grade are addressed through both the general education systems and processes as well as based upon each child's individual education programs. Once IEPs are developed, a team reviews and ensures that students are placed in classrooms that are designed to maximize the potential of each student.	Interviews District Presentation Document Review		
Performance	2	Exeter-West Greenwich Junior High facilitates a Real Life Fair for all eighth grade students across content area and co-curricular. The Real Life Fair is a hands on approach for students to explore life after school.	Interviews		
Performance	3	Though there are discussions about facilitating vocational assessments for all eighth graders at Exeter-West Greenwich Junior High, ("Choices"), it is unclear how students with IEPs who are 14, are currently being provided opportunities to engage in vocational	Interviews	Special Education Administrators will review with the 8th grade special educators regarding the vocational assessment process.	

		assessments aligned with their individual educational plan.		Timeline: Ongoing. Progress check: May 2007	
Performance	4	The Exeter-West Greenwich High School has a school-based program coordinator. This individual works with faculty, staff and students to coordinate programs that engage them in contextual/applied learning. To this end, students take what they learn in the classroom and apply it to real work problems and the world of work. Internships for students are arranged on an individual basis. The coordinator consults with the Alternative Learning Program and has procured guest speakers for that class. A Career Fair is being planned for spring 2007.	Interviews		
Performance	5	The Exeter-West Greenwich Senior High School Life Skills program runs the Coffee Café. This is the primary classroom-based enterprise that provides students with an introduction to the world of work. Students participate in community-based experiences to begin the exploration of the world of work and other community experiences. In addition, students in their junior and senior years have a community service component that pairs them in community-based work experiences.	Interviews		
Performance	6	The guidance office does an assessment with all students in October (9 th through 11th grade, Explorer and Plan, is an achievement test with an interest inventory). Guidance sits with each	Interviews	The Special Education Administrators will work with school-based administrators, the department chair and	

		<p>student and reviews the results and how it connects with the world of work and their academic choices. School counselors can review the results over the three years and discuss any changes with the students. It also informs the course review process and it is a good predictor for the ACT. Results are distributed to all Department Chairs. Teachers were unclear about where copies of these assessments are housed and it's connectively to the IEP transition planning process.</p> <p>The overall special education vocational assessment and transition assessment process at Exeter-West Greenwich Senior High School appears unstructured, leading to an informal use of information for successful transition planning. The Transition Planning Inventory (TPI) and the Student Summary of Performance (SSOP) is in the process of being implemented.</p>		<p>others as appropriate to clarify the guidance department vocational assessment process and the location and structured utilization of vocational assessments for students with IEPs.</p> <p>Timeline: Ongoing. Progress check: May 2007</p>	
Performance	7	<p>The Senior High School offers a variety of transition activities for upcoming 8th graders. (Orientation for both students and parents, school tour, etc.).</p> <p>The Life Skills Program at Exeter-West Greenwich High School offers upcoming 8th graders a variety of opportunities to become familiar with this program, faculty and environment. The special education teacher participates in all upcoming IEPs.</p>	Interviews		

Performance	8	Referrals to the Office of Rehabilitation Services are completed by the case managers as appropriate.	Interviews		
Performance	9	The Special Education Chair attends the monthly Transition Advisory Council (TAC) meetings and brings information back to the staff and the monthly Department Chair meetings.	Interviews		