

Rhode Island Department of Education
Office of Special Populations
School Support System Report and Support Plan for the
Westerly Public Schools
March, 2006

4. EVALUATION/ INDIVIDUAL EDUCATION PROGRAM (IEP)

Finding: Compliance

Overall, the records reviewed showed a need for a consistent and structured procedural process. Current files reviewed did not reflect consistency or clarity of process/structure.

Documentation: Record Reviews

Support Plan: The Westerly Public Schools will provide assurances to the Rhode Island Department of Education that they adhere to the Rhode Island Regulations Governing the Education of Children with Disabilities. This is applicable to all record review items in this section.

Timeline:
Immediately and ongoing

Progress check:
November 2006

Follow-up Report:

Issue Addressed and support plan was implemented. Staff have been provided with process/procedure and yearly in-service regarding RI Regulations Governing the Education of Children with Disabilities.

5. TRANSITION

Finding: Performance/Compliance

Overall, transition planning for students who are 14 years of age with IEP's is limited at Westerly Middle School. Some faculty were unclear when and who was responsible to address the IEP transition page, what vocational assessments were being used, who was responsible for implementing vocational assessments and how the next steps of aligning assessment outcomes may be embedded in the IEP.

Documentation: JK 3,13,14,16,17. ; Interviews

Support Plan: The Choices program will be implemented for the next school year for all students. Professional development on transition planning and vocational assessment process, protocols and procedures will occur. The Special Education Director in conjunction with the special education department head will review and refine the vocational assessment /transition process.

Timeline:
Ongoing.

Progress check
November 2006

Follow-up Report: Issue addressed and support plan has been implemented. Articulation between the high school department chair and the middle school coordinator has occurred. With the implementation of the new IEP Form, staff are continuing to participate in ongoing in-service regarding transition. Just recently middle school staff participated in a professional development opportunity regarding the new IEP Form with a focus on transition planning.