



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

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**School Support System Report and Support Plan**

**New Shoreham Public Schools  
May 2019**

## **SCHOOL SUPPORT SYSTEM**

### **A Collaborative System of Focused Monitoring**

#### **Introduction**

The purpose of the School Support System (SSS) is to provide a means of accountability for delivery of programs and services for students with exceptionalities. The School Support System model is designed to promote the involvement of the whole school district, general educators as well as special educators and parents. It is designed to learn if the district meets the regulations and what effects programs and services have on student outcomes. Finally, the SSS develops a school support plan for training and technical assistance.

To accomplish this the SSS includes these components:

- **The Orientation Meeting:** The Rhode Island Department of Education (RIDE) staff meets the Local Education Agency (LEA) to plan the site review and identify issues or initiatives that may influence programs or service delivery.
- **Data Analysis Meeting:** The RIDE staff meets to review LEA demographic information on selected reports including: the state performance plan, census information, and information collected through record review, staff questionnaires and parent interviews. To ensure that the child is at the center of the study, all analyses begin with the child. Thus, a sample of approximately 20 students with exceptionalities is selected; the records of these students are reviewed; their parents, teachers and related service providers are interviewed, and their classrooms are observed. The result is an in-depth, unified examination of the actual provision of programs and services for students with exceptionalities. The RIDE staff compiles a preliminary summary of their analyses of this data.
- **Presentation by the LEA and School Site Review:** The on-site review begins with a presentation of programs by teachers and staff. The presentation provides the review team with general and specific information on delivery of programs and services to students. Following this presentation, on-site reviews to all schools are made. The team members interview school administrators and teaching staff. Parents and central office staff are also interviewed. The team gathers sufficient information and works with the LEA personnel to generate a report, covering the following:
  - The district's compliance with the state and federal regulations, relative to the education of students with exceptionalities.
  - The quality and effectiveness of programs and services provided by the district.
  - The need for professional development and technical assistance that will enable the LEA to improve programs and services.
- **The Support Plan:** The Ride team, LEA central office and building administrators meet to review the data and complete a report of results. The group designs a professional development/technical assistance support plan with timelines for implementation. This plan enables the school and district to correct areas of non-compliance and to strengthen promising programs and correct areas of weakness in order to improve services and programs for all students.
- **The SSS Report:** The report summarizes the findings from the various data sources. The format of the report uses four divisions: Indicators, Findings, Documentation, and Support Plan. Indicators describe either performance or compliance. Findings can include a variety of some six categories, from School Improvement to Free Appropriate Public Education in the Least Restrictive Environment. The documentation section of the report distinguishes the source of the finding. The support plan reflects the response to the described findings. The support plan describes the corrective action by the district as well as resources and time lines to improve programs and services.

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**Record Review Team Leaders**

**Team A – Susan Wood and Sandra Cambio Gregoire**

The RIDE, Office of Student, Community & Academic Supports School Support System process was facilitated to provide a means of accountability for delivery of programs and services to improve outcomes for students with disabilities. The following pages reflect the findings of that process.

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

Indicator	Findings	Support Plan
Result 1	<p><b>Least Restrictive Environment Data (State Performance Plan Indicator #5)</b></p> <p>Based on the FY July 1, 2017 – June 30, 2018 State Performance Plan information on New Shoreham Public Schools Placement is as follows:</p> <p>The percentage of students educated 80 to 100% of the time in general education settings is 100% (RI District Average is 71.05%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 0% (RI District Average is 12.5%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 0% (RI District Average is 5.11%)</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	
Result 2	<p><b>Participation and performance of children with IEPs on statewide assessments (State performance Plan Indicator #3):</b></p> <p>B. Participation rate for children with IEPs is 92.31</p> <p>C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievements standards is 58.27</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	
Result 3	<p><b>Multi-Tiered System of Support (MTSS) Response to Intervention (RTI)/Academics</b></p> <p>At the Block Island School, there are three Response to Intervention (RTI) teams, elementary, middle, and high school. The elementary and middle teams have a dedicated period set aside for meetings. Each team is represented by the RTI coordinator, general educator, special educator, speech pathologist, and social worker. In high school, the coordinator will schedule meetings around teacher schedules on an as needed basis.</p>	

		<p>Members and parents meet on a 6-8 week cycle in order to set interventions and check on their effectiveness. Students can stay in the process for varying lengths of time. Students who have not shown substantial gains through the RTI process are referred for further assessments by Special Education department.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	
Result	4	<p><b>SPP Disproportionate Representation (State Performance Plan Indicator #9 and #10)</b></p> <p>The New Shoreham numbers are too small a number for public reporting. A review of policies, procedures, and practices conducted onsite and electronically, including individual student record reviews, found no disproportionate representation due to inappropriate identification practices.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	
Result	5	<p><b>Suspension (State Performance Plan Indicator #4a):</b> Significant discrepancy in the rate of suspensions (for students with IEPs) greater than 10 days as compared to the rate of suspensions (for students without IEPs) greater than 10 days. This was not applicable for the New Shoreham Public Schools as no students with IEPs were suspended for greater than 10 days.</p> <p><b>State Performance Plan Indicator #4b</b> 0% had: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	
Result	6	<p><b><u>Multi-tiered System of Support (MTSS)/Social Emotional Supports/Social Emotional Resources/Positive Behavioral Supports</u></b></p> <p>The New Shoreham Public School is a positive behavioral support and intervention school. The Positive Behavior Interventions and Supports (PBIS) initiative is led by the school social worker along with the PBIS team which has</p>	<p>Staff will continue to review and refine the MTSS process utilizing the conscious Discipline Model to support students.</p> <p>Timeline: July 2020</p>

		<p>representatives from each school level. There are a variety of school-wide and differentiated rewards, initiatives and events to promote positive behavior at each school level (K-12).</p> <p><b>School Removals/Disciplinary Policies.</b> Throughout the district behavioral expectations along with disciplinary action protocols and policies are comprehensively defined in a student handbook.</p> <p><u>Documentation:</u> <i>Data analysis, Interviews</i></p>	<p>Progress check: April 2020</p> <p>Follow-up: verified.</p>
Result	7	<p><b>Preschool Continuum</b></p> <p>The district collects early childhood outcomes data on all children with IEPs as required by the federal Office of Special Education Programs. Teachers collect and enter authentic assessment information into an on-line child portfolio. This assessment information is used to shape and individualize instruction and to demonstrate progress.</p> <p>The preschool program is located at the local private preschool.</p> <p>Special education services are provided by the district and students are serviced at the preschool during their school day or at the Block Island School.</p> <p>The COS system of recording is used for preschoolers entering and exiting special education programming at the Block Island School. A team meets multiple times and fills out sections A, B, and C.</p> <p>In this district the percent of preschool children who received special education and related services in settings with typically developing peers e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings is at NA% as the numbers are too small to publicly report. <b>(State Performance Plan Indicator #6)</b></p> <p><b>Indicator #6</b></p> <p>A. In this district, the percent of preschool children aged 3-4 with IEPs attending a general education early childhood program and receiving the</p>	

		<p>majority of special education services in the general early childhood program was 0% as currently there are no children in that age range with an IEP.</p> <p>B. The percent of children aged 3-5 with IEPs attending a separate special education class, separate school or residential facility was 0% as there are no children in that age range with an IEP.</p> <p><b>State Performance Plan Indicator #7</b></p> <p><b>Statement 1.</b> Of the preschool children who entered the preschool program below age expectations, the percentage who substantially increased their rate of growth by the time they turned 6 years of age or exited the program:</p> <ul style="list-style-type: none"> <li>▪ Positive social-emotional skills (including social relationships); NA</li> <li>▪ Acquisition and use of knowledge and skills (including early language/communication and early literacy); NA and</li> <li>▪ Use of appropriate behaviors to meet their needs NA</li> </ul> <p><b>Statement 2.</b> The percent of preschool children who were functioning within age expectations in each Outcome by the time they exited the program were:</p> <ul style="list-style-type: none"> <li>▪ Positive social-emotional skills (including social relationships); NA</li> <li>▪ Acquisition and use of knowledge and skills (including early language/communication and early literacy); NA and</li> <li>▪ Use of appropriate behaviors to meet their needs NA</li> </ul> <p><i><u>Documentation:</u> Data Analysis; State Performance Plan</i></p>	
Result	8	<p><b>School Grade Structure</b></p> <p>New Shoreham has full-time three special educators and one part-time special educator. A preschool/lower elementary/middle special educator, a lower/upper elementary special educator and two secondary special educators.</p> <p><u>Related Services and Supports</u></p> <p>New Shoreham contracts for services from a neuropsychologist (on an as needed basis); a clinical school psychologist (eight hours twice per month); an occupational therapist (one day per week); and a physical therapist (one day per week).</p> <ul style="list-style-type: none"> <li>– A social worker is available Monday through Friday for clinical needs.</li> <li>– A school guidance counselor is available for Monday through Tuesday for guidance needs.</li> <li>– A full-time speech and language pathologist.</li> </ul>	



		<ul style="list-style-type: none"> <li>- There are five full-time and one part-time teacher assistants. Five are special education assistants, and the part-time is an ESL teaching assistant.</li> <li>- A full-time English as Second Language (ESL) teacher.</li> <li>- Adaptive physical education teacher (as needed)</li> </ul>	
Result	9	<p><b>Program Continuum All Levels (Elementary, Middle and High School Level)</b></p> <p>There are approximately 134 students attending the New Shoreham Public School and 20 are students with IEPs. The special education program continuum is as follows:  All students are fully included in the general education classes with resource support (in class and pull out) provided per the IEP.  Courses not offered at New Shoreham are taken via virtual high school or Edgenuity on-line classes.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p>	
Result	11	<p><b>Adaptive Physical Education (APE)</b></p> <p>Adaptive Physical Education is provided per the IEP as appropriate.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p>	
Result	12	<p><b>Extended School Year (ESY)</b></p> <p>Extended School Year (ESY) is offered in the district per the IEP. Examples of ESY opportunities include but are not limited to the following:</p> <ul style="list-style-type: none"> <li>- Inclusive programming provided via the school-based Camp Mohegan (serves students up to age 11).</li> <li>- Individualized staff support (Speech and language pathologist, occupational therapist, physical therapist, and camp assistant).</li> <li>- Specialized instruction provide by a special education teacher based on IEP needs.</li> </ul> <p><u>Documentation:</u> Data Analysis; Interviews</p>	
Result	13	<p><b>Local Special Education Advisory Committee (LAC)</b></p>	

		<p>A local advisory committee with membership, operation, and scheduled meetings, consistent with Regents' requirements is in place and is supported by the district. The New Shoreham Public Schools maintains an active Local Special Education Advisory Committee (LAC). The special education administrator attends all meetings. The LAC has active members and co-chairs. The advisory committee feels supported by New Shoreham administration.</p> <p><i><u>Documentation:</u> Data Analysis; Interviews; Observation</i></p>	
Result	14	<p><b>School Efforts to Partner with Parents (State Performance Plan Indicator #8)</b></p> <p>Parents with a child receiving special education services who participated in the last survey, the percent that reported that their school's efforts to involve parents as a means of improving services and results for children with disabilities are at or above the state standard is 33.3%.</p> <p><i><u>Documentation:</u> Data Analysis; State Performance Plan</i></p>	
Result	16	<p><b>Drop Out / Graduation Rate (State Performance Plan Indicator #1 and #2)</b></p> <p>The New Shoreham Public Schools graduation rate is too small a number for public reporting for students both with and without disabilities. The New Shoreham Public Schools dropout rate is too small a number for public reporting for student both with and without disabilities.</p> <p><i><u>Documentation:</u> Data Analysis; State Performance Plan</i></p>	

## 2. EVALUATION / INDIVIDUAL EDUCATION PROGRAM (IEP)

Indicator		Findings	Support Plan
Result	1	Records of approximately 4 students were reviewed prior to the on-site review by the team leaders. Students' records were very accessible. The record review process identified the following: Records were well organized and maintained. No outstanding compliance items were found.	<p>Staff will continue to review and refine IEP Goal Writing.</p> <p>Timeline: July 2020</p>

		<p><i>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</i></p> <p><u>Documentation:</u> <i>Data Analysis; Interviews; Observation</i></p>	<p>Progress Check: April 2020</p> <p>Follow-up: verified.</p>
Result	2	<p><b>Child Outreach</b></p> <p>The district’s preschool coordinator facilitates child outreach screenings with the Child Outreach Coordinator twice a year. Outreach is advertised in all public locations on the island (library, school, town hall, medical center, grocery store, and the bookstore). Using the enrollment for the Block Island Early Learning Center and the Block Island School siblings of potential children are identified for screening. In addition to considering those enrolled at the preschool and identifying siblings, the coordinator utilizes the Kidsnet data base to identify all available children in the district. Letters are sent out in February to all children who were not screened at the preschool and further follow up calls are made to schedule screenings for the spring. A total of 24 children were screened in the 2017-2018 school year.</p> <p>The state target for screening is 80% of children ages 3, 4, and 5. The district reports the following screening percentages:</p> <ul style="list-style-type: none"> <li>• 3 year olds: 100%</li> <li>• 4 year olds: 66.67%</li> <li>• 5 year olds: 100%</li> </ul> <p><u>Documentation:</u> <i>State Performance Plan; Data Interviews</i></p>	
Result	3	<p><b>Child Find (State Performance Plan Indicator #11)</b></p> <p>The New Shoreham Public Schools for the 2017-2018 year was at 100% compliance for meeting evaluation timelines for initial referrals. As of 2/13/19 the New Shoreham Public Schools was thus far at 100% compliance for meeting evaluation timelines for initial referrals for the 2018-2019 school year.</p> <p><u>Documentation:</u> <i>State Performance Plan Data</i></p>	

Result	4	<p><b>Student Accommodations and Modifications</b></p> <p>Throughout the district special educators completed an accommodation sheet that is then sent to the general education teachers.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Document Reviews</p>	
Result	5	<p><b>Specific Learning Disabilities Determination</b></p> <p>Specific learning disabilities determination IDEA regulatory requirements for specific learning disability identification are followed at the elementary, middle and high school levels. The special education evaluation teams use data provided from general education teachers, teachers who provide interventions, and special educators to make a data-based determination. Teams follow the RIDE Learning Disability Identification form to guide and document decision making that analyzes data showing where students are performing in relation to a specific area, what their rate of progress is in this area, and how this compares to peers. The special education staff members have a good understanding of the requirements of Specific Learning Disability determination.</p> <p><u>Documentation:</u> Interviews; Record Review</p>	
Result	6	<p><b>Due Process Information (State Performance Plan Indicators)</b></p> <p>Over the past three years New Shoreham Public School has no (zero) complaints, mediations or hearings.</p> <p><u>Documentation:</u> Data Analysis, RIDE, Due Process Data Base</p>	

### 3. IDEA TRANSITION

Indicator		Findings	Support Plan
Result	1	<b>Part C to Part B Transition (Indicator #12)</b>	

		<p>The Early Childhood Coordinator manages the transition of children from Part C Early Intervention (EI) to preschool special education. A data base of all early intervention referrals is maintained, and upcoming birthdates are monitored to ensure that meetings are scheduled in a timely manner. Last year's consolidated resource plan (CRP) indicated that the district achieved 100% compliance and that all 0 children referred from Early Intervention and found eligible for preschool special education had IEPs developed and implemented by their 3<sup>rd</sup> birthday.</p> <p><i><u>Documentation:</u> Data Analysis; Interviews; State Performance Plan</i></p>	
Result	2	<p><b>IDEA Transition Planning at the Middle and High School Level</b></p> <p>The Block Island School Student Transition Plan provides an outline of the sequence of assessments and activities available for each student, 14 years old and older, supported by an individual education plan. Specific plans are designed around the students unique and individual needs, based upon identified student interests and abilities, to promote advancement from school to post-secondary life. Plans will outline the specifics of instructional planning, courses, vocational training, and experiences within the community to create the optimal situation for a successful life post high school.</p> <p>Transition plans are designed to track, monitor and assess student strengths, preferences, and objectives, using a series of evaluative tools. Also addressed are employment, independent living skills, appropriate continuing education goals, adult education services. Other supportive adult services, and opportunities for community involvement, are considered as determined to be appropriate.</p> <p>At each grade level specific assessments are administered, in addition to targeted activities, to refine goals and guide the transition process. For each individual student, assessments and activities for a given grade level are scaffolded on the results of prior years, thus the prior year guides and informs the subsequent.</p> <p>The student works with a team, which might include family members, adults within the school and community, representatives from outside agencies as applicable to develop a plan individualized to the students' abilities, preferences, needs, interests and goals. In this way, the school develops</p>	

		<p>transition goals and objectives that are specific to the student, which includes links between agencies to support the student during and post high school. Ultimately, the goal is to prepare students for as smooth as possible a transition to a successful life in a post school environment, including integrated or supported employment, independent living, and/or post-secondary education.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Record Reviews</p>	
Result	3	<p>The case manager is the point for the <b>Office of Rehabilitative Services (ORS) referrals and the Department of Behavioral Healthcare, Developmental Disabilities and Hospitals (BHDDH)</b> at the school.</p> <p><u>Documentation:</u> Interviews; Document Review</p>	
Result	5	<p><b>Summary of Performance (SOP)</b> is facilitated by the case manager as appropriate.</p> <p><u>Documentation:</u> Interviews; Document Review</p>	
Result	6	<p>Youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment and transition services. The New Shoreham Public Schools are 100%. (<b>State Performance Plan Indicator #13</b>)</p> <p><u>Documentation:</u> Interviews; Document Review</p>	
Result	7	<p>There were no students in this group, therefore 0% of youth who are no longer in secondary school, has IEPs in effect at the time they left school, and who have been employed, enrolled in postsecondary school, or both within 1 year of leaving high school. The State average was 78%. (<b>State Performance Plan Indicator #14</b>)</p> <p><u>Documentation:</u> Interviews; Document Review</p>	

