



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

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**School Support System Report and Support Plan**

**Northwest Regional Public Schools  
June 2020**

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**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.

## **TABLE OF CONTENTS**

1. Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE)
2. Evaluation/Individual Education Program (IEP)
3. IDEA Transition

# **Northwest Regional Public Schools School Support System Review**

## Record Review Team Leaders

Team A – Susan Wood, 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)**

| <b>Indicator</b> |          | <b>Findings</b>  | <b>Support Plan</b> |
|------------------|----------|--|---------------------|
| Result           | <b>1</b> | <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 Northwest Region Schools Placement is as follows:</p> <p>The percentage of students educated 80 to 100% of the time in general education settings is 76% (RI District Average is 71.05%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 4.35% (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><i>Documentation: Data Analysis State Performance Plan</i></p> |                     |
| Result           | <b>2</b> | <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 91%.<br/> C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievements standards 21% [Note: State has individual grade and content area targets (28%). State target is average target across grades and content areas. District target is average percent of students proficient across content areas.]</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>   |                     |
| Result           | <b>3</b> | <p><b>Multi-Tiered System of Support (MTSS) Response to Intervention (RTI)/Academics</b></p> <p><b>Elementary Level</b><br/> <b>Multi-Tiered System of Support (MTSS) Response to Intervention (RTI)/Academics</b></p> <p>At the elementary level, students participate in universal screening and benchmarking three times a year in the areas of reading and math. Aimsweb, iReady and the Standardized Test for the Assessment of Reading (STAR) are the tools used by the different districts. Grade</p>   |                     |

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|  | <p>level teams meet routinely to review grade level data. Additionally, a Problem Solving Team (PST) or data review team has been established at every elementary school and meets regularly to review individual student data and intervention plans. In most schools, the team is made up of the school principal, school psychologist, general education teacher(s) and special educator(s). When warranted, the speech language pathologist or other related service personnel are invited to the meeting. Special Education Administrators are frequently invited to participate as well. One elementary school is participating in state sponsored data based individualization training with a focus on first grade students who are struggling in reading.</p> <p>Interventions are provided in different ways in the region. One model is through intervention blocks. These intervention blocks are scheduled 5 days per week for 30 minutes across a grade level. It maximizes the number of adults available, provides for all students to have an intervention/enrichment block and prevents students from missing instruction. The second model is working with interventionists and teaching staff to schedule individual intervention blocks as needed for individual students.</p> <p>Scheduling and resources can sometimes create difficulty in intensifying strategies and/or providing support for those in need of multiple interventions. One elementary district will be participating in a state sponsored "School Schedule" Seminar in June 2020 to investigate strategies for scheduling interventions for complex learners in need of multiple interventions (reading, math, SEL).</p> <p><b>Middle Level</b></p> <p>At Ponaganset Middle School (PMS), students participate in universal screening and benchmarking in the areas of reading and math at least twice per year. PMS uses STAR. Grade level teams (core MTSS/RtI teams) meet five times in a two week period to review grade level data and discuss individual students as needed. The teams follow a protocol designed to review student data, address the needs through a tiered system of interventions and progress monitor. The MTSS/Response to Intervention (RtI) tiered structure philosophy is based on:</p> <ul style="list-style-type: none"> <li>• Assessment necessary to allocate students to enrichment, moderate intervention and intensive intervention groups.</li> <li>• All students and staff productively engaged during the enrichment/intervention period.</li> <li>• Clear, consistent, and involved leadership to ensure that assessment, data analysis, tiered intervention and enrichment instruction, and progress monitoring all are carried through.</li> <li>• Time allocated to plan for grouping and instructional activities.</li> </ul> <p>Scituate Middle School utilizes STAR for school-wide screening and meets weekly as an RtI team with teachers and parents to review student concerns/progress. School-wide supports include daily literacy intervention block, daily math interventions and as needed individual supports via small group resource teacher instruction.</p> <p><b>High School Level</b></p> <p>Ponaganset High School - uses the Standardized Test Assessment for Reading (STAR) data along with individual student performance information including test/assessment grades, attendance, discipline records and teacher referral form information to screen and monitor student performance for universal screening.. This data is reviewed by the RTI team on a bi-weekly basis,</p> |  |
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|               |          | <p>School-wide protocol interventions include supplemental literacy and math classes and coaches to support the needs of students who fall below benchmark. Teachers by contract remain after school minimally one day per week (most more often) to address individual student needs. Additionally, students identified through the individual problem solving process with specific academic needs can be supported by assignment to a Learning Lab period where a special educator provides explicit instruction to students in a defined area of need. Social emotional needs are identified as part of the process above and supports range from School wide PBIS to specialized Alternative learning program designed to provide highly individualized therapeutic support for students in the general education setting.</p> <p>Scituate High School - employs the STAR assessment for reading grade 9-11 for universal screening.. Gates-MacGinitie and other normed assessments are used for further diagnostic information. Common assessments are used to screen math performance in all grades along with state assessment data.</p> <p>Scituate High provides after school options for focused academic assistance including small group support with the content teacher at least once per week. Students in need may also access "Homework Club" on a weekly basis to access small group support in math or literacy from a certified teacher. In-school options include academic reinforcement classes (one to one tutoring for math), formal peer tutoring program (requirements include eligibility criteria for successful juniors and seniors and structured meeting times for tutoring). A multi-disciplinary team meets weekly to review the social emotional needs of students and develops support plans as needed. The problem solving team also refers select students for specific interventions through the resource periods. Students work with a special educator two to three times per week for a set period of time to acquire a specific skill identified by the problem solving team.</p> <p>School-wide interventions include web-based course support are an additional option for some students who have failed to meet mastery through traditional coursework.</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p> |  |
| <b>Result</b> | <b>4</b> | <b>SPP Disproportionate Representation (State Performance Plan Indicator #9 and #10)</b><br><br>The district was not disproportionate.<br><br><i>Documentation: Data Analysis; State Performance Plan</i>  |  |
| <b>Result</b> | <b>5</b> | <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 Northwest Regional Public Schools as no students with IEPs were suspended for greater than 10 days.<br><br><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  |  |

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|        |   | <p>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><i>Documentation: Data Analysis; State Performance Plan</i></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><b>Elementary Level</b></p> <p>Based on the unique nature of each building, elementary schools in the region have created school-wide positive behavior supports. Building-wide expectations are well known to students and corresponding incentive systems for prosocial behaviors have been established. School psychologists and social workers provide varying tiers of intervention based on office discipline, teacher or parent referrals. Social emotional skills groups are provided to target skill deficits (e.g., social skills, coping skills, self-regulation skills) and are typically monitored by the grade level and/or Problem Solving Team.</p> <p><b>Middle Level</b></p> <p>Ponaganset Middle School has CORE Values: PRIDE (school-wide behavioral, academic and community expectations). This is a school wide system to teach and acknowledge positive behaviors. Each staff member of the Ponaganset Middle School community emphasizes these values. Faculty and school support staff provide varying tiers of intervention. Mental health groups are developed as needed to target skills instruction (e.g., social skills, coping skills, self-regulation skills). Additionally, the Alternate Learning Program provides opportunities for students, with or without IEPs, to learn prosocial behaviors. A Student Assistance Counselor provides substance abuse counseling if needed.</p> <p>Scituate Schools do not participate in positive behavioral supports and interventions (PBIS) but provide strong support for social emotional needs. Both the Scituate Middle and High School closely monitor these needs through the RtI/MTSS process and during common teacher meeting times for each middle school team and guidance department. Additionally the Student Support Team meets weekly to discuss and review all students with concern areas. This team is comprised of high school principal, middle school principal, school social worker, psychologist, special education department chair, Student assistance Officer and guidance staff. Issues/concerns stemming from both home and school are reviewed and plans for monitoring/intervention are established on a weekly basis.</p> <p><b>High School</b></p> <p>Ponaganset High School participates in PBIS. As described above, student performance is monitored on a regular basis by the Ponaganset High School's problem solving/RtI team. Students may receive support from the Alternative Learning Program in response to social emotional needs not met through the typical supports offered via counseling and guidance. A strong emphasis is placed on family and community involvement in these cases. Students may confidentially access a full time certified counselor in the areas of substance abuse on a needs basis.</p> |  |

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|        |   | <p>Scituate High utilizes the weekly Student Support Team model as a highly effective and individualized means of personalizing support for students in need. The entire administrative team along with guidance faculty, student assistance officer and counseling staff meet each week to discuss any concerns regarding student social emotional well-being. Regular monitoring and discussion allows for a consistent and supportive approach to issues students struggle with in school and at home.</p> <p><b>School Removals/Disciplinary Policies.</b><br/>Throughout the district behavioral expectations along with disciplinary action protocols and policies are comprehensively defined in a student handbook. Special Education case managers along with a school psychologist and Department chair at the high school level track any suspension incidents and ensure that a Manifestation Determination is completed well in advance of the tenth day of suspension. Positive support plans are developed and implemented as needed.</p> <p><b>No Students with IEPs have been suspended for more than ten (10) days.</b></p> <p><u>Documentation:</u> Data Analysis, State Performance Plan</p>   |  |
| Result | 7 | <p><b>Preschool Continuum</b></p> <p>There is one integrated preschool program in each of the districts. The staff consists of professional teachers who hold certifications in Early Childhood and Special Education and certified classroom teaching assistants. Each morning or afternoon session has a maximum classroom size of 15 students. Should the need arise; the programs have the flexibility to provide extended/full day services.</p> <p>Students in the program have access to services from a special educator, speech and language pathologist, occupational therapist, and/or physical therapist as needed. These services may be provided individually and/or in a small group within the classroom. Typically developing children from the community are invited to participate each spring. Children attending the Integrated Preschool programs participate in circle time, small and large group activities, indoor and outdoor play, special area subjects and snack. The classroom environment includes many concrete and enriching materials. Instruction is driven by the Rhode Island Early Learning and Development Standards (RIELDS). The districts collects early childhood outcomes data on all children with IEPs as required by the federal Office of Special Education Programs. This assessment information is used to shape and individualize instruction and to demonstrate progress at entry and exit of preschool special education.</p> <p>The preschool teams meet regularly for common planning time, family consultation, assessment documentation and problem solving. The NWSER partners with community preschools to provide a continuum of supports including placement, consultation, clinic, itinerant services and progress monitoring.</p> <p>The NWSER employs a full-time Child Outreach/Early Childhood Coordinator. The Coordinator oversees screening services in Foster, Glocester, Scituate, Burrillville and North Smithfield. Rates of screening for three, four and five year olds are among the highest in the state! Additionally, the Coordinator works closely with Early</p> |  |

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|        | <p>Intervention service agencies to ensure the timely transition of students to school based services and acts as a liaison to community based preschools as part of the continuum of services.</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 majority of special education services in the general early childhood program was 36%.</p> <p>B. The percent of children aged 3-5 with IEPs attending a separate special education class, separate school or residential facility was 0%</p> <p><b>State Performance Plan Indicator #7</b></p> <p><b>Statement 1. Of the preschool children who entered the preschool program below age expectations, the percentage who substantially increased their rate of growth by the time they turned 6 years of age or exited the program:</b></p> <ul style="list-style-type: none"> <li>• Positive social-emotional skills (including social relationships); 96%</li> <li>• Acquisition and use of knowledge and skills (including early language/ communication and early literacy); 92% and</li> <li>• Use of appropriate behaviors to meet their needs 100%</li> </ul> <p><b>Statement 2. The percent of preschool children who were functioning within age expectations in each Outcome by the time they exited the program were:</b></p> <ul style="list-style-type: none"> <li>• Positive social-emotional skills (including social relationships); 65.39%</li> <li>• Acquisition and use of knowledge and skills (including early language/ communication and early literacy); 57.7% and</li> <li>• Use of appropriate behaviors to meet their needs 76.93%</li> </ul> <p><i>Documentation: Data Analysis; State Performance Plan</i></p> |  |
| Result | <p><b>8 Program Continuum Elementary Level</b></p> <p>The Northwest Special Education Region (NWSER) and the towns of Scituate, Foster, Gloucester and Foster/Gloucester are committed to the provision of quality special education services.</p> <p>The major functions of the Northwest Special Education Region are to:</p> <ul style="list-style-type: none"> <li>• Develop, coordinate, and enhance efforts to promote collaboration between general and special education teachers to improve the performance of Students with disabilities.</li> <li>• Recommend programs, develop professional development opportunities and coordinate and monitor the implementation of scientifically research-based interventions and strategies.</li> <li>• Provide ongoing monitoring of programs and services to ensure the provision of a free and appropriate public education for students with disabilities as required by state and federal mandates.</li> <li>• Coordinate the implementation of the online IEP through the use TIENET.</li> </ul>  |  |

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|        |          | <ul style="list-style-type: none"> <li>• Develop and implement a process for determining staff and resource allocation to provide each student with access to appropriate special education services.</li> <li>• Ensure that students are supported in the least restrictive environment (LRE).</li> <li>• Maintain a Local Advisory Committee to ensure strong family participation and communication.</li> </ul> <p><b>Program Continuum Elementary Level</b></p> <p>There are 1346 students at the elementary level and approximately 200 have IEPs as of Dec. 23, 2019. The special education program continuum is as follows:</p> <p>Special educators at the elementary level provide inclusive and small group instruction as appropriate. Groupings and assignments of the special educators vary from year to year depending on the needs of the students. The NWSER provides a non-categorical approach to case management. Projections are provided to schools early enough to strategically plan for services schedules and supports. Most often referred to as “home-based” supports, each special educator has a classroom space in which students can spend little to extended periods of time depending on the need. Students participate in the general education classroom instruction to the greatest extent possible. Most special educators are provided common planning time with their grade level general educators, work closely with reading and math specialists and collaborate with related service providers as needed. Caseloads are relatively small to enable special educators to provide both in class and small group instruction. Certified instructional assistants are assigned to special education classrooms in order to increase the staff to student ratios.</p> <p><i>Documentation: Data Analysis</i></p> |  |
| Result | <b>9</b> | <p><b>Program Continuum Middle Level</b></p> <p>There are 791 students attending Ponaganset and Scituate Middle School, 79 are students with IEPs as of December 23, 2019. The special education program continuum is as follows:</p> <p>Special educators at the middle level provide inclusive supports and small group, explicit instruction. Services provided by special educators vary from year to year depending on the students on the caseload. Projections are provided to schools early enough to strategically plan for services, schedules and supports. Most often referred to as “home-based” supports, each special educator has a classroom space in which students can spend little to extended periods of time depending on need. At Ponaganset and Scituate Middle School, special educators join grade level common planning times in addition to having regularly scheduled special education department meetings. Caseloads are relatively small to enable special educators to provide co-taught and small group instruction. Certified instructional assistants are assigned to special education teachers in order to increase the staff to student ratios and facilitate participation in the least restrictive environment.</p>  |  |

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|        |           | <p>At Ponaganset Middle School (PMS), there is a “Life Skills” classroom supporting students with complex needs. Students in this classroom receive intensive individualized instruction in academics, social interaction, communication, personal care, fine motor, gross motor and work habits. Generally, students in this classroom are alternately assessed and are integrated with grade level peers to the greatest extent possible. The special educator in the program is an active participant in the “TLS” network. Support service staff (school psychologist, social worker, behavior analyst), related service staff and instructional assistants are available to assist students to maximize active participation in the school setting.</p> <p>Ponaganset Middle School has developed an alternative program supporting students with social emotional needs. The alternative learning program (ALP) is supported by the school psychologist, school social worker, behavior analyst, a special educator and instructional teaching assistants. This program is part of a continuum of services offered at PMS and provides support to both general and special education students. An individualized positive support plan is developed, implemented, and progress monitored. ALP team meetings, inclusive of the school psychologist, behavior analyst and school social worker, are held to review data and adjust behavior management plans as needed. Most recently, the district is partnering with a consultant neuropsychologist to provide more clinical support to students and families with social emotional learning challenges.</p> <p><i>Documentation: Data Analysis; Interviews; Observations</i></p>           |  |
| Result | <b>10</b> | <p><b>Program Continuum High School Level</b></p> <p>At Ponaganset and Scituate High Schools there are approx. 1248 students and 112 have IEPs as of December 23, 2019. The program continuum is as follows:</p> <p>All students have access to the general education setting as determined by the IEP team. Both Scituate and PHS employ a traditional co-taught model with opportunities for small group instruction to support explicit instruction opportunities not offered in the general education class.</p> <p>Ponaganset High expands this model by increasing the level of flexibility in the co teaching model... The special educator develops a schedule (based on the IEP) with all general educators and maps out a strategic inclusion schedule that provides timely support in all subject areas dependent on the students' IEP needs and the activities in each class. For example in the case of a student with written expression needs, the resource staff meet with the general education team to map out where written expression instruction will most effectively occur over the next several weeks and target those time to co-teach . Thus the resource teacher may co-teach with the Science teacher and the English teacher over the next two weeks as there are significant writing needs scheduled in those classes. The resource staff track their time period by period to insure appropriate coverage of IEP needs.</p> <p>Both high schools offer more intensive “life skills” classes to support IEP goals. Additionally Transition supports identified in the IEP and CDPs are supported through in school experiences and community based experiences. Both schools benefit from additional transition</p> |  |

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|               |           | <p>support through the regional transition Coordinator and purchased services.</p> <p>PHS also provides support via an Alternative Learning Program allowing students home based supports for social emotional needs to maximize access in the general education setting.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p>  |  |
| <b>Result</b> | <b>11</b> | <p><b>Adaptive Physical Education (APE)</b></p> <p>Adaptive PE teachers provide individual and small group instruction to students who have an identified need in the area of physical education. In many instances, the general education PE teacher is dually certified and provides both inclusive and small group APE as identified by the IEP team. The NWSER has an additional APE teacher who travels to several schools in the region to provide services if not available through their existing faculty.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p>   |  |
| <b>Result</b> | <b>12</b> | <p><b>Extended School Year (ESY)</b></p> <p>The region offers extended school year services for those students who are found eligible. The services vary from year to year and range from clinic based services to full day/week options based on identified need. If during the IEP process the team determines that the child is in need of extended school year services, the "ESY Eligibility Documentation Form" is completed and submitted to the NWSER office with the original IEP document. Special education teachers and related service providers are asked to document levels of performance, rate of progress and regression/recouping during the school year, as part of the process in determining eligibility for ESY. Students are scheduled for ESY after the submission of the eligibility paperwork, documentation of current performance and identified need. Special education administrators review the referrals and relevant student data to develop appropriate ESY services. The region is fortunate that many case managing special educators continue to provide services to their students during the summer months.</p> <p><u>Documentation:</u> Data Analysis; Interviews</p> |  |
| <b>Result</b> | <b>13</b> | <p><b>Local Special Education Advisory Committee (LAC)</b></p> <p>The Northwest Regional Local Advisory Committee operations in accordance with Rhode Island regulatory requirements.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p>  |  |
| <b>Result</b> | <b>14</b> | <p><b>School Efforts to Partner with Parents (State Performance Plan Indicator #8)</b></p> <p>The public school district's rate of parent participation in the annual Special Education Statewide Parent Survey (2018-2019) is 26% of parents whose children have IEPs.</p> <p>Of parents with a child receiving special education services who participated in the last survey, the percent that reported that their</p>  |  |

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|        |           | <p>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 14%.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>  |  |
| Result | <b>16</b> | <p><b>Drop Out / Graduation Rate (State Performance Plan Indicator #1 and #2)</b></p> <p>The Scituate Public Schools graduation rate is 94% for all students and 75% for students with disabilities. These rates positively reflect the state average rates of 84% for all students and 62% for students with disabilities.</p> <p>The Scituate and Foster Gloucester Schools dropout rate is 3.1% for all students and 0% for students with disabilities. These rates reflect favorably compared to the state average rates of 8.4 % for all students and 17.8% for students with disabilities.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p> |  |

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

| Indicator |          | Findings  | Support Plan   |
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| Result    | <b>1</b> | <p>Records of approximately 8 students were reviewed prior to the on-site review by the team leaders. Students' records were very accessible. The record review process identified by following:</p> <ul style="list-style-type: none"> <li>• Random short term objectives measurability issues</li> <li>• Specific learning disabilities evaluation (see item #5 in this section)</li> </ul> <p>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p> | <p>Assurances will be provided to the Rhode Island Department of Education, Office of Student, Community and Academic Supports, that compliance issues are addressed and rectified. This Support Plan is applicable for all compliance findings in this section.</p> <p><b>Timeline:</b> Immediately and ongoing</p> <p><b>Progress Check:</b> April 2021</p> <p><b><u>FOLLOW-UP FINDINGS:</u></b></p> <p>Compliance issues resolved and verified.</p> |
| Result    | <b>2</b> | <p><b>Child Outreach</b></p> <p>Northwest child outreach screenings are available in a range of community-based early childhood programs and by appointment September through June.</p> <p><i>The child outreach coordinator provides.</i></p>  |  |

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|                     |   | <p>The state average for all ages is 39.8% for children ages 3, 4, and 5. The district 48.7%. The district reported the following screening percentages for the 2017-2018 year:</p> <ul style="list-style-type: none"> <li>• 3 year olds: 24.8%</li> <li>• 4 year olds: 57.5%</li> <li>• 5 year olds: 65%</li> </ul> <p><i>Documentation: State Performance Plan; Data Interviews</i></p>  |   |
| Result              | 3 | <p><b>Child Find (State Performance Plan Indicator #11)</b></p> <p>Northwest Region Public Schools for the 2017-2018 year was at 100% compliance for meeting evaluation timelines for initial referrals. As of 8/27/19 to 3/13/2020 Foster, Gloucester, FG Region, and Scituate Public Schools was thus far at 100% compliance for meeting evaluation timelines for initial referrals.</p> <p><i>Documentation: State Performance Plan Data</i></p>  |   |
| Result              | 4 | <p><b>Student Accommodations and Modifications</b></p> <p>Throughout the district special educators completed a Tienet summary page that is then sent to the general education teachers. General educators access student's accommodations via an electronic database.</p> <p><i>Documentation: Data Analysis; Interviews; Document Reviews</i></p>  |   |
| Result / Compliance | 5 | <p><b>Specific Learning Disabilities Determination (SLD)</b></p> <p>Every school in the region has participated in the development of a multi-tiered system of support (MTSS) in an effort to ensure that evidence-based interventions are implemented for students who are not achieving benchmark on school wide screening, formative or summative assessments and/or classroom performance. Teams meet regularly to review progress toward goals at 6 to 8 week intervals. In most schools, the team is made up of the school principal, school psychologist, general education teacher(s) and special educator(s). When warranted, the speech language pathologist or other related service personnel are invited to the meeting. Special Education Administrators are frequently invited to participate as well.</p> <p>In accordance to the Rhode Island Criteria and Guidance for the Identification of Specific Learning Disabilities (2010) document, special education teams examine a student's response to scientific, research-based interventions as one approach for identifying students with specific learning disabilities. Special education teams consider a variety of student data (e.g., standardized assessments, student work samples, c Compliance issues resolved and verified se grades, quarterly common assessments, state testing results, observational findings, parent and student reports, curriculum-based measures, etc.) when determining if a specific learning disability is present.</p> <p>Record reviewed indicated a lack of understanding of the Rhode Island regulatory requirements on specific learning disabilities determination.</p> <p><i>Documentation: Interviews; Record Review</i></p> | <p>Professional development will be provided to staff on the SLD determination process.</p> <p><b>Timeline:</b> Immediately and ongoing</p> <p><b>Progress Check:</b> April 2021</p> <p><b>FOLLOW-UP FINDINGS:</b></p> <p>Specific Learning Disabilities Professional Development was provided to special educators throughout the region on the SLD Determination process on November 16, 2020 with a follow up opportunity on January 25, 2021. A consultant reviewed the regulatory requirements in making an eligibility determination and the documentation needed</p> |

|        |   |   |
|--------|---|---|
|        |   | <p>within the educational evaluation. Additionally, teachers were advised to document testing accommodations needed as a result of COVID-19 safety measures.</p> <p>Special educators also participated in professional development in data based individualization and/or math intervention. Teams are working on analysis of progress monitoring data and the development of an intervention matrix in either reading or math. Opportunities were provided throughout the year for special educators with MTSS implementation and math project consultants.</p>                               |
| Result | 6 | <p><b>Due Process Information (State Performance Plan Indicators)</b></p> <p>Over the past three years Northwest Regional has had the following complaints, mediations or hearings:</p> <p><b><u>COMPLAINTS</u></b></p> <p><b><u>FY 2017-2018</u></b></p> <p><b># of Complaints:</b> No complaints during this period</p> <p><b><u>FY 2018-2019</u></b></p> <p><b># of Complaints:</b> No complaints during this period</p> <p><b><u>FY 2019-2020</u></b></p> <p><b># of Complaints:</b> No complaints during this period</p> <p><b><u>MEDIATIONS</u></b></p> <p><b><u>FY 2017-2018</u></b></p> |

**# of Mediations: 1 mediations during this period**

|              | ISSUE(S)  | RESULT                        |
|--------------|-----------|-------------------------------|
| Mediation #1 | Placement | Did not occur per the parties |

**FY 2018-2019**

**# of Mediations: 1 mediations during this period**

|              | ISSUE(S)    | RESULT                        |
|--------------|-------------|-------------------------------|
| Mediation #1 | ESY Program | Did not occur per the parties |

**FY 2019-2020**

**# of Mediations: 2 mediations during this period**

|              | ISSUE(S)   | RESULT                |
|--------------|--|-----------------------|
| Mediation #1 | Denial FAPE/Stay-Put-Placement/SEL                 | Due process requested |
| Mediation #2 | Denial FAPE/Stay-Put-Placement/LRE/Records Request | Due process requested |

**HEARINGS**

**FY 2017-2018**

**# of Hearings: No hearings during this period**

**FY 2018-2019**

**# of Hearings: No hearings during this period**

**FY 209-2020**

**# of Hearings: 2 hearings during this period**

|  |            | ISSUE(S)               | FINDING(S)                        |  |
|--|------------|------------------------|-----------------------------------|--|
|  | Hearing #1 | FAPE/Placement         | Pending hearing officer decision. |  |
|  | Hearing #2 | Denial FAPE / Stay Put | Not applicable for due process.   |  |
| <i>Documentation:</i> Data Analysis, RIDE Due Process Database |            |                        |                                   |  |

### 3. IDEA TRANSITION

| Indicator         |  | Findings   | Support Plan   |
|-------------------|--|--|--|
| Result/Compliance | 1 <b>Part C to Part B Transition (Indicator #12)</b> | <p>The District manages the transition of children from Part C Early Intervention (EI) to preschool special education. A database of all EL referrals is maintained, and upcoming birthdates are monitored to ensure that meetings are scheduled in a timely manner. Last year's consolidated resource plan (CRP) indicated that the district achieved 91% compliance and that 10 children referred from Early Intervention and found eligible for preschool special education had IEPs developed and implemented by their 3<sup>rd</sup> birthday. One child was referred for special education more than 60 days late without performance data.</p> <p><i>Documentation:</i> Data Analysis; Interviews; State Performance Plan</p> | <p>The Region will continue to work towards 100% compliance.</p> <p><b>Timeline:</b> Immediately and ongoing</p> <p><b>Progress Check:</b> April 2021</p> <p><b><u>FOLLOW-UP FINDINGS:</u></b></p> <p>Last year's consolidated resource plan (CRP) indicated that the district achieved 91% compliance and that 10 children referred from Early Intervention and found eligible for preschool special education had IEPs developed and implemented by their 3<sup>rd</sup> birthday. One child was referred for special education more than 60 days late without performance data. NWSER Special Education Administrator consulted with RIDE staff on the timely provision of services and documentation. An</p> |

|               |   |   |
|---------------|---|---|
|               |   | Early Childhood meeting was held on September 15, 2020 (delayed from the spring due to COVID-19) to review the referral process, time lines and needed documentation. |
| <b>Result</b> | <b>2 IDEA Transition Planning at the Middle Level</b><br>There is a comprehensive approach to transition planning through the Northwest special education region. All students with IEPs are evaluated at age 14 or younger and a transition plan is developed. Each student (to the extent warranted), develops a Career Development plan and engages in the discovery process. A comprehensive portfolio of interest inventory, school-based transition activities and assessments and community-based experiences and assessments are all included. This information informs the development of transition goals and services in the IEP. Under the guidance of the Transition Facilitator, all staff regularly interact with the Office of Rehabilitation (ORS) to improve a seamless post-secondary transition. Faculty participates in the Transition Advisory Committee (TAC) and Teachers of Life Skills (TLS) meetings and professional development opportunities in order to develop appropriate support and services for students with more significant needs. Instructional activities are provided in both small group and inclusive settings. Ponaganset High has a dedicated Transition Center/classroom in which students visit to work on dedicated assessments and activities to enhance life skills and transition outcomes. The schools provide students with career exploration and employment opportunities as part of the transition process.<br><br><u>Documentation:</u> <i>Data Analysis; Interviews; Record Reviews</i>  |   |
| <b>Result</b> | <b>3 IDEA Transition Planning at the High School Level</b><br>There is a comprehensive approach to transition planning through the Northwest special education region. All students with IEPs are evaluated at age 14 or younger and a transition plan is developed. Each student (to the extent warranted), develops a Career Development plan and engages in the discovery process. A comprehensive portfolio of interest inventory, school-based transition activities and assessments and community-based experiences and assessments are all included. This information informs the development of transition goals and services in the IEP. Under the guidance of the Transition Facilitator, all staff regularly interact with the Office of Rehabilitation (ORS) to improve a seamless post-secondary transition. Faculty participates in the Transition Advisory Committee (TAC) and Teachers of Life Skills (TLS) meetings and professional development opportunities in order to develop appropriate support and services for students with more significant needs. Instructional activities are provided in both small group and inclusive settings. Ponaganset High has a dedicated Transition Center/classroom in which students visit to work on dedicated assessments and activities to enhance life skills and transition outcomes. Community based learning experiences are part of the educational process. The Project JOBS program provides students with career exploration and employment opportunities as part of the transition process.<br><br><u>Documentation:</u> <i>Data Analysis</i> |   |

|        |  |  |
|--------|--|--|
| Result | <p><b>4 Referrals to the Office of Rehabilitative Services (ORS) and to the Department of Behavioral Healthcare, Developmental Disabilities &amp; Hospitals (BHDDH).</b></p> <p>The high school case manager is the point person for referrals to the Office of Rehabilitative Services (ORS) and to the Department of Behavioral Healthcare, Developmental Disabilities &amp; Hospitals (BHDDH). The regional Transition Specialist assists in maintaining communication throughout the completion of this process. This year to enhance coordination, Case manager's schedule IEP reviews at times whenever possible, to ensure participation with ORS. The ORS worker makes herself available for nearly all meetings in the region.</p> <p><i>Documentation: Interviews; Document Review</i></p> |  |
| Result | <p><b>5 Summary of Performance (SOP)</b></p> <p>Summary of Performance (SOP) is completed by the case managers as appropriate. Record of document maintained in student file.</p> <p><i>Documentation: Interviews; Document Review</i></p>   |  |
| Result | <p><b>6</b> 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 Foster Gloucester and Scituate Public Schools are 100% compliant with the requirements. (State Performance Plan Indicator #13)</p> <p><i>Documentation: Interviews; Document Review</i></p>   |  |
| Result | <p><b>7</b> 80% of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and who have been employed, enrolled in postsecondary school, or both within 1 year of leaving high school. The state average was 74% (State Performance Plan Indicator #14)</p> <p><i>Documentation: Interviews; Document Review</i></p>   |  |