



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

School Support System Report and Support Plan

**Coventry Public Schools
October 6-9, 2014**

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 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 by the district as well as resources and time lines to improve programs and services.

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Coventry Public Schools School Support System Review

Team Members

Team A – Beth Pinto, Sharon Schubert

Team B – Ruth Gallucci, Tracy Andrews-Mellouise

Team C – Jane Keane, Kelly McCorkle

Team D – Susan Wood, Therese Curran, Elaine May, Michele Azzinaro

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>Least Restrictive Environment Data (State Performance Plan Indicator #5)</p> <p>Based on the FY July 1, 2012 – June 30, 2013 State Performance Plan information on Coventry Public Schools Placement is as follows:</p> <p>The percentage of students educated 80 to 100% of the time in general education settings is 61.22% (RI District Average is 67.75%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 22.79% (RI District Average is 11.75%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 3.23% (RI District Average is 6.11%)</p> <p><i>Documentation: Data Analysis State Performance Plan</i></p>	
Result	2	<p>Participation and performance of children with IEPs on statewide assessments (State performance Plan Indicator #3):</p> <p>A. The district (disability subgroup that meets the State’s minimum “n” size) did meet the state’s AYP targets for the disability subgroup.</p> <p>B. Participation rate for children with IEPs 95.90%.</p> <p>C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievements standards 26.37% [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 student’s proficient across content areas (26.37%).]</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	

Result	3	<p>Instructional Strategies and Supports</p> <p>Throughout the district there were varying examples of cooperative learning, problem solving, posted agendas and student work along with homework assignments, technology supported independent self-selected reading and journal writing all aligned to the Common Core. Student assessment and performance data are used to inform instructional practices throughout the district. School faculty are engaged in analyzing student data from multiple sources such as the developmental reading assessment (DRA), standardized testing and reporting (STAR), School Wide Information System, (SWIS), Dynamic Indicators of Basic Learning (DIBLES), curriculum based measurements, fluency data, teacher generated assessments, student work and performance along with classroom observations to determine interventions in reading, math and social/emotional learning.</p> <p><i>Documentation: Data Analysis; Interviews; Observation</i></p>	
Result	4	<p>Multi-Tiered System of Support (MTSS) Response to Intervention (Rtl)/Academics</p> <p>In the Coventry Public Schools, there is no one individual (central office or school-based) that leads the overall K-12 MTSS initiative. This is evident in the MTSS variability and inconsistency seen across schools and levels. Specifics are detailed below.</p> <p><u>Elementary Level*</u></p> <p>*Note: Western Elementary School did not receive an on-site review, hence, it is not referenced in the elementary level findings or program continuum.</p> <p>Each elementary school has its own MTSS/Rtl process and procedure and staff report variable understanding. Within each school, there is a teacher who receives a stipend for serving as the Rtl Coordinator. Other members include grade level representatives, mental health support staff, special educators, and principals. Some staff members report a lack of clarity regarding the need for continued and ongoing interventions as opposed to special education referral. Classroom teachers use data from universal screenings to implement Tier 1 interventions. The reading teachers and math interventionists administer Tier II and Tier III interventions.</p> <p>Some schools report that special education teachers also provide interventions in math and reading. All elementary schools have infrastructures to review academic referrals. Tiogue and Western are participating in year one and Hopkins Hill in its third year with National Center on Intensive Intervention (NCII). Some staff reported challenges accessing interventions beyond the core (Tier I). Hopkins Hill had a system for analyzing data and developing and providing interventions which included the use of standardized practices and computer based forms, the use of various progress monitoring tools, multiple tiered intervention options and a grade level intervention</p>	<p>In order to ensure K-12 alignment of MTSS/Rtl there needs to be consistency of overall processes and protocols. The district will review and refine its MTSS/Rtl leadership and structure to move toward a robust, consistent and aligned MTSS framework (K-12) for both academic and social/emotional supports. Professional development for staff will be ongoing.</p> <p>Timeline: Immediately and ongoing</p> <p>Progress Check: May 2015</p> <p><u>FOLLOW-UP FINDINGS:</u> The district has developed an MTSS/RTI process and forms. Initial rollout has been to the five elementary schools. Training in the process has been provided to all elementary school staff. This is a gradual implementation process. The process will be then be moved to the middle school and then to the high school.</p> <p>Of note, Tiogue School has been chosen to participate in the MTSS training through the Sherlock Center for the 2015-2016 school year. Staff has been attending training and MTSS coaches have begun working with staff at the school level.</p>

block. Common Planning Time (CPT) serves as a vehicle for analyzing data and discussing student progress although special educators report inconsistent access to these meetings due to scheduling constraints. Parental engagement in the Rtl process varied. Washington Oak, Tiogue and Blackrock do not typically invite parents to Rtl meetings, while Hopkins Hill reported participation.

Middle Level

Alan Shawn Feinstein Middle School (ASFMS) facilitates a number of academic interventions and supports including direct programs for students requiring reading and math support.

Programming at the middle school is based on a six day rotating schedule. Tier I universal interventions that are team based are facilitated by content area teachers including the special educator assigned to the team. The intervention time “Falcon block” is held four times within the six day schedule. Each team determines how this intervention block is going to be structured based on individual student data analysis, standardized testing and reporting (STAR) data and IEP directed specialized instruction.

Common planning time (CPT) is held three times within a six day schedule. One of the three scheduled CPT opportunities is focused on response to intervention (Rtl). During this Rtl/CPT the grade level teams (including the assigned team special educator) review progress monitoring data in addition to addressing any students who may be experiencing academic and/or social emotional behavioral challenges. As determined by these data discussions students may be identified to participate in tiers II or tier III intervention in numeracy and/or reading. Developmental reading assessment (DRA) scores standardized testing and reporting (STAR) levels, interest inventories, observations and other assessments are reviewed and decisions are made by the grade level team with others as appropriate.

Educators reported that students can transition out of specific interventions once their targeted outcome is achieved, however, how this process was documented and/or implemented with fidelity was unclear. Additionally, the process and protocol to change the instructional intervention, if needed, was unclear.

The determination of referral to the special education evaluation team through the Rtl grade level team meetings is in the process of being developed and implemented.

With the support from the National Center on Intensive Interventions (NCII), Science Research Associates (SRA) math interventions are currently being implemented for tier II and tier III students. Working with the professional development coordinator, the Unified Learning Support Services Coordinator (ULSS), the math curriculum coordinator, a general education math teacher a special educator and a consulting interventionists, two specialized intervention programs are being implemented. Students

were identified to participate in the specific initiative through a comprehensive review of students overall academic and behavioral profile.

Often due to scheduling students receiving Tier II and Tier III interventions, may miss electives and/or social studies content area classes at all grade levels. Though interviews noted that parents were informed regarding scheduling of supports and the impact on missing electives and social studies, there currently is not a formal process to affirm this discussion.

High School Level

The high school Rtl team is comprised of a special educator and an administrator (who are the co-chairs) a reading, literacy, and math teacher, a guidance counselor, and the two school psychologists. The intention is to meet every other week but at the time of this review they had not met although a team member had recently requested that a meeting occur. This team is considered a “steering committee” that provides information to the high school curriculum coordinators. The curriculum coordinators are in the process of taking over the review of the data for their respective content areas in ELA and math. The curriculum coordinators will review the universal screens, (Degrees of Reading Progress [DRP] for reading and the STAR math for 9th graders) in conjunction with grades, attendance and other information as appropriate. Math and literacy interventions are provided for students who have low scores and are struggling academically. Although this information was reported as occurring there were members of the Rtl team that were unaware that it was occurring. Last year the Rtl Steering Committee met to review individual referrals and a case manager was assigned to review the plans and interventions for the student. Who does what and for whom as well as the overall communication process between the two entities (Steering Committee, Curriculum Coordinators) occurs at the Leadership Team. In summary, the communication process seems to be cumbersome and confusing. There appears to be little communication between the Rtl Steering Committee and the Evaluation Team (ET) team. The overall structure needs to be reviewed, revised and refined in order to be systemic and school-wide.

Documentation: Data Analysis; State Performance Plan

Result 5

SPP Disproportionate Representation (State Performance Plan Indicator #9 and #10)

	ADR				
	2010	2011	2012	2013	2014
Black					
Students with Disability	24	21	17	16	

Total Students	92	78	71	73	
District Risk	26.0	26.9	23.9	21.9	
District Risk Ratio	2.9	3.0	2.8	2.6	

The Coventry Public Schools have engaged new special education administrators who have begun to revise and refine the district's special education protocols, procedures and practices. This is especially relevant as the record review showed that many of the files/records in the central office were rather sparse. It is unclear why documentation from prior years was nonexistent or did not make its way to the central file. The focus over the past two years has been to develop and implement a formalized, systemic system of revised procedures, protocols and practices. Due to these efforts and the improvement trend in the data the district is not disproportionate due to inappropriate identification based on race or ethnicity.

Documentation: Data Analysis; State Performance Plan

Result 6 **Suspension (State Performance Plan Indicator #4a):** 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 Coventry Public Schools as no students with IEPs were suspended for greater than 10 days.

State Performance Plan Indicator #4b 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.

Documentation: Data Analysis; State Performance Plan

(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

Result 7 **Multi-tiered System of Support (MTSS)/Social Emotional Supports/Social Emotional Resources/Positive Behavioral Supports**

Elementary Level

All elementary schools implement positive behavioral supports and interventions (PBIS), however, fidelity of interventions beyond the universal/core level are reported to be inconsistent. Washington Oak, Tiogue, Blackrock, and Hopkins Hill have an infrastructure that includes monthly meetings to review referrals for behavioral

In order to ensure K-12 alignment of MTSS/Rtl there needs to be consistency of overall processes and protocols. The district will review and refine its MTSS/Rtl leadership and structure to move toward a robust, consistent and aligned MTSS framework (K-12) for both academic and social/emotional supports. Professional development for staff will be ongoing.

	<p>challenges by analyzing data and developing interventions. School Wide Information System (SWIS) data is usually reviewed at these meetings. Parents are not typically included. Each elementary school has access to a school psychologist and social worker. The school social worker at Blackrock is in the building four days per week and provides a variety of social emotional/behavioral interventions. Blackrock has a timeout room which is accessed for both work refusal and physical aggression. The school social workers and psychologists reported multiple tiers of social emotional and behavioral interventions/supports. They plan to focus on the monitoring of the social emotional supports with the National Center for Intensive Interventions (NCII) this year. Hopkins Hill also provides many before and after school activities for students and families which promote a positive school climate. At Washington Oak and Tiogue the principals report that behavioral specialists provide consultation to staff as well as implement tiered supports (i.e. check in-check out). Behavioral specialists, social workers and psychologists design and implement individual behavioral intervention plans for students in Tier 2 and Tier 3. Blackrock reported concerns supporting students with behavioral needs due to the loss of a behavior specialist this year. Hopkins Hill reported the return of the behavior specialist due to the needs of students in the building.</p> <p>Middle Level</p> <p>Although there are many social emotional interventions being provided for students, a formalized systemic process is in the beginning stages of planning.</p> <p>The response to intervention/common planning time (RtI/CPT) grade level teams can request participation from the school psychologist and/or school social worker to plan effectively for students struggling academically, socially, emotionally and/or behaviorally. Individualized supports and interventions are identified and implemented as appropriate. Activities may include family engagement, counseling, typical peer groups etc. Additional services and supports may be identified through the individual education planning process.</p> <p>In addition, there is a student support team comprised of school administrators, the school nurse, social worker, psychologists, school counselors, the ULSS coordinator and others as appropriate meet weekly. The team plans for interventions that meet individual student's needs which may include community agency supports.</p> <p>The positive behavioral supports and interventions/Falcon Pride Team meets to organize school-wide initiatives supporting social emotional learning and character education. Additionally, the team is currently exploring opportunities to align PBIS activities with RtI. An initiative being introduced at the middle level is on adolescent brain development. Educators and parents are exploring the value of a Growth Mind Set model to be implemented school wide.</p> <p>Currently, an electronic data management system (ASPEN) is utilized to collect and</p>	<p>Timeline: Immediately and ongoing</p> <p>Progress Check: May 2015</p> <p><u>FOLLOW-UP FINDINGS:</u> The district has developed an MTSS/RTI process and forms. Initial rollout has been to the five elementary schools. Training in the process has been provided to all elementary school staff. This is a gradual implementation process. The process will be then be moved to the middle school and then to the high school.</p>
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		<p>analyze disciplinary data. As trends and individual student interventions are identified, appropriate information is shared to implement school wide PBIS initiatives and activities along with direct action for the student support team.</p> <p>High School</p> <p>The response to intervention (RtI) Steering Committee is in the process of facilitating a universal screen (Connections) this November to see if all students have a connection with one adult at the high school. There is a school advisory where the teacher/advisor stays with the same group for all four years. The school social worker, school psychologists, and guidance counselors are available for students as needed or per the IEP. During advisory the school social worker facilitates a program called Gym mentor. It targets students who need additional social skills, team building, modeling etc. Student mentors are accepted into the program to serve as models for the other students. The Kent Center facilitates a girls group and hopefully this year a boys group to promote healthy relationships. In summary, although there are varied social/emotional supports in place the overall MTSS structure needs to be reviewed, revised and refined in order to be systemic and school-wide.</p> <p>School Removals/Disciplinary Policies. Throughout the district behavioral expectations along with disciplinary action protocols and policies are defined in a student handbook.</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	
Result/ Compliance	8	<p>Preschool Continuum</p> <p>All preschool students with disabilities are educated within the public schools in Coventry. Preschool classrooms are located at Washington Oak, Tiogue, Blackrock, and Hopkins Hill. Each school has half day preschool sessions which include children with and without IEP's however compliance with state regulations regarding ratios of students with disabilities and their peers varies. a.) At Blackrock one morning class and one afternoon classes were reported as "integrated" however more children with disabilities were enrolled in each session than children without (RIGL §300.115). Staff report that the enrollment of students without disabilities is frequently a concern. Hopkins Hill has two morning and two afternoon integrated classes. The class ratios are reported to be appropriate.</p> <p>Blackrock also has (1) half-day self-contained preschool with one student. The student is reported to be included in the other AM classroom throughout the day. Ratios of students with and without disabilities however is a compliance concern as noted above.</p>	<p>a.) Staff will address this issue to have integrated classes as defined by the regulations. (RIGL §300.115).</p> <p>b.) Staff will review and refine the early childhood program continuum to reflect best practices.</p> <p>Timeline: Immediately and ongoing</p> <p>Progress Check: May 2015</p> <p><u>FOLLOW-UP FINDINGS:</u> All preschool classrooms are in compliance with regulations with regard to ratios of students with</p>

	<p>b.) There was no evidence of supporting preschool children with IEP’s in general education settings, either within the public school or within the community. This type of service provision would provide on-site consultation and direct service by an early childhood special educator and related service provider as necessary §300.115(B)(2).</p> <p>Staff reported limited access to common planning time as an <i>early childhood team</i> due to scheduling and requirements to attend school based meetings. Staff stated interest in meeting more regularly.</p> <p>Indicator #6</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 72%.*</p> <p><i>* This data will need to be viewed with caution as the ratio of students in some of the district’s integrated classes is out of compliance with regulations.</i></p> <p>B. The percent of children aged 3-5 with IEPs attending a separate special education class, separate school or residential facility was 6%</p> <p>The district collects early childhood outcomes data on 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. Teachers receive three days of release time with substitute teacher coverage to complete the assessment work. The Early Childhood Coordinator oversees the accuracy of student demographic information, monitors the ongoing data collections and ensures that checkpoints are completed on schedule and exits and archives students as they transition to kindergarten.</p> <p>State Performance Plan Indicator #7</p> <p>Statement 1. Of the preschool children who entered the preschool program below age expectations, the percentage who demonstrated substantial improvements by the time they turned 6 years of age or exited the program:</p> <ul style="list-style-type: none"> ▪ Positive social-emotional skills (including social relationships); 81% ▪ Acquisition and use of knowledge and skills (including early language/ communication and early literacy); 89% and ▪ Use of appropriate behaviors to meet their needs 72% <p>Statement 2. 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"> ▪ Positive social-emotional skills (including social relationships); 60% ▪ Acquisition and use of knowledge and skills (including early language/ 	<p>disabilities with their peers.</p> <p>A Director of Early Childhood was hired in July, 2015 to oversee all early childhood programs. The district has also begun to support preschool children with IEPs in the community by providing speech services and on-site consultation in one of the community preschools.</p> <p>The new Director of Early Childhood meets with the preschool teachers monthly. The August and November professional development days were dedicated exclusively for the preschool staff to work with the Early Childhood director on curriculum, Early Childhood Environment Rating Scale and other preschool issues.</p>
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		<p>communication and early literacy); 68% and</p> <ul style="list-style-type: none"> ▪ Use of appropriate behaviors to meet their needs 53% <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	
Result/ Compliance	9	<p>Program Continuum Elementary Level</p> <p><u>Blackrock:</u></p> <p>At Blackrock there are approximately 440 students and 72 students with IEPs PK-5. Blackrock has the (4) half-day preschool sessions identified above, (1) K-2 academic resource class, (1) 3-5 academic resource class, (1) K-2 self-contained class and (1) 3-5 self-contained class. The students in the self-contained setting have almost all of their instruction outside of the general education environment. They lack individualization, almost always including 1 hour of reading, 1 hour of math and ¾ or 1 hour of writing, regardless of student need (RG 3,12) RIGL 300.320. The students in the resource model receive both push-in and pull-out services. Resource teachers reported accommodations in the general education setting to ensure access to the curriculum. Teachers reported (and it was observed) that children who received several interventions outside of the classroom had difficulty transitioning seamlessly back into the general education lessons (i.e., children transitioning midway into a general education setting). This appears to speak to both scheduling issues as well as a need to review differentiated practices.</p> <p><u>Hopkins Hill:</u></p> <p>At Hopkins Hill there are approximately 410 students and 78 students with IEPs PK-5. In addition to the four half-day integrated preschool sessions identified above, they have one K-5 resource teacher and one K-5 academic self-contained teacher that share 17 K-5 students. In addition Hopkins Hill has a therapeutic classroom for students in grades 3-5. The special educators reported pulling all children out of general education for their reading instruction, while math supports are provided both within general education and outside. General and special education teachers reported that children were removed from general education due to lack of support for the implementation of necessary modifications (RG 8, 9, 10, 11, and 12) RIGL 300.320. Placement of students and scheduling issues were however noted which make the provision of special education more challenging. The children in the therapeutic classroom transition to Hopkins Hill from the therapeutic program at Tiogue School after 2nd grade.</p>	<p>The elementary program continuum noted several compliance findings that all have to do with ensuring students with IEPs have access to the general education curriculum. It is a concern that access to a free and appropriate education in the least restrictive environment (FAPE in the LRE) is not the starting point for IEP discussions and placement decisions but rather the ending point. Review and refinement of the program continuum as well professional development for both administrators and staff in the area of FAPE in the LRE will be facilitated.</p> <p>Timeline: Immediately and ongoing</p> <p>Progress Check: May 2015</p> <p><u>FOLLOW-UP FINDINGS:</u></p> <p>Individual compliance issues have been resolved. Scheduling has been reviewed and refined to support FAPE in the LRE.</p>

Washington Oak:

At Washington Oak there are approximately 600 students and 97 students with IEPs. The continuum includes two integrated preschools, two academic self-contained grades K-2 and grades 3-5, two life skills classes grades K-2 and grades 3-5, an autism spectrum disorders (ASD) class grades K-2, an intensive resource class grades 3-5 and inclusion classes grades K-1, 2-3 and 4-5.

-Self-contained settings (Life skills program, autism spectrum disorders (ASD) classroom and academic self-contained classrooms) are provided for students with significant intellectual disabilities, medical needs, children with autism spectrum disorders, and learning disabilities. Students participating in this academic setting receive their specialized instruction by special education teachers with the support of teacher assistants. Currently students (BP 2, BP4, BP 6, BP 7) do not have access to the full range of unified arts classes as their typical peers do and attend what is offered as a self-contained group which includes art, music, library, health and physical education classes (RIGL 300.320).

It was reported during the interview process, that the schedule, staff and space issues dictate the limited access and opportunity in general education which also severely limited any opportunity to transition to a least restrictive environment/general education setting as opposed to placement being driven by individual need (RIGL §300.320). For instance, (BP 7) is the only child in his class that is verbal and has no access to same age peers with which to communicate. This student attends lunch and recess with younger children. Only one of the four student folders (BP 5) reviewed had access to academic general education instruction. The same student attended music in the general education setting (BP 5). There are two academic self-contained classrooms at Washington Oak which have 11 students each. These programs at Washington Oak have a combination of students taking state assessments and alternative assessments (BP 5). These students are currently using the same materials as the students with more intensive needs which are aligned to the AAGSE's. RIGL §300.101 & §300.114. Students in the academic self-contained classrooms are included in the general education classroom for science with the support of teacher assistants. The students placed in the academic self-contained programs are considered not able to succeed in the general education ELA and math curriculum. Students in academic self-contained programs do not have access to the same general education materials as peers in the general education setting (RIGL §300.114, RIGL §300.320).

Students in intensive resource programs access science in general education classrooms with support of a special education teacher or teacher assistant. These classes are comprised on students considered not able to succeed in the general education ELA and math curriculum. They do not have access to the same grade level materials as peers in general education (RIGL §300.114, RIGL §300.320).

	<p><u>Tiogue:</u></p> <p>At Tiogue, there are approximately 380 students and 46 students with IEPs. The special education continuum includes grades K-2 therapeutic program, academic self-contained grades K-2, Resource grades K-3; Resource grades 4-5, academic self-contained grades 3-5. Students supported by the resource models may be pulled out for explicit instruction in reading and mathematics or included in ELA and mathematics in their general education classroom. Students access their general education classroom independently or with the support of a teacher assistant. Students have a home base in general education with same age peers with the exception of students in therapeutic program. Students in the therapeutic program have a place in general education but typically start their day in a self-contained setting. All students with IEPs are afforded opportunities to participate with general education peers in all specials, lunch, recess and field trips. Some students (BP1 and BP 2) have limited opportunities to transition to the least restrictive environment (LRE) due to the special education staffing supports available (RIGL §300.114, RIGL §300.32). Further, (BP 3) is a student who is pulled out of general education for explicit instruction in ELA though his IEP denotes general education as the location of services (RIGL §300.114, RIGL §300.32). The therapeutic classroom has a team of adults trained to address challenging behaviors. The district has a consulting clinical psychologist and neuropsychologist who consult with the staff of this program.</p> <p><i><u>Documentation:</u> Data Analysis; Interviews; Observation</i></p>	
Result	<p>10 Program Continuum Middle Level</p> <p>The Alan Shawn Feinstein Middle School currently has 1,152 students, of that total 150 are students with IEPs. Specialized instruction is facilitated through a number of initiatives supporting students academically and behaviorally along with life skills development.</p> <p>There are four teams at each grade level. The 7th grade loops through 8th grade. Each team has a special educator who provides academic support within the general education setting along with small group pull out instruction as needed and/or as directed by the students individual education plan. Many special educators co-teach varying content area classes with their general education grade level team colleagues.</p> <p>At each grade level a special educator provides academic support for students requiring small group instruction in reading/writing and/or math. Additional support is provided in science and/or social studies as appropriate. This specialized instructional support is often provided for students who have been identified with specific learning disabilities.</p>	<p>The district will ensure that students on a diploma path will be afforded FAPE in the LRE with regard to accessing the general education curriculum taught by highly qualified teachers</p> <p>Timeline: immediately and ongoing</p> <p>Progress Check: May 2015</p> <p><u>FOLLOW-UP FINDINGS:</u></p> <p>Special Education Director has met with the middle school administrator to insure that all students on the diploma path have access to the general education curriculum and are taught by highly qualified teachers. Students are now on a team</p>

<p>Compliance</p>	<p>A therapeutic support model is provided for 11 students across grade levels (6th, 7th & 8th grade) to address students needing both academic and social emotional behavioral supports and interventions. A special educator/case manager is assigned to this initiative to provide small group math instruction, academic support within the general education setting as appropriate, and the facilitation of an organization instructional block. Clinical support is provided by either the school psychologists and/or the school social worker. Students participating in this program may have behavior intervention plans, with all students engaged in a daily behavior management charting system.</p> <p>There are two life skills settings for students with more significant intellectual challenges and/or with specialized communication needs requiring individualized direct instruction along with life skills development. Students participate with their typically developing peers in some co-curricular classes such as art with support (teacher assistant) when appropriate. Students participate in an alternative science class, adaptive physical education, cooking groups and a social skills group. Students are additionally engaged in vocational exploration within the school and the community. All students are eligible for the RI Alternate Assessment.</p> <p>The Coventry Learning Academy provides six students requiring intensive behavioral support and intervention an academic setting aligned with a behavioral management point system to address significant social, emotional and/or behavior challenges. Each student participating in this initiative has an individualized academic and behavioral intervention plan. Students may participate in core content area classes and/or receive their content area instruction within the Coventry Learning Academy setting.</p> <p>The Planning Center is a setting offered for targeted 8th grade students who are experiencing a disconnect with school life and academic responsibilities. Students participating in this initiative often are struggling with attendance, behavior challenges, work completion, organization, executive functioning skills and academic success. There are currently nine students participating in this program. Students are engaged in all content area classes and receive skill based instruction through the planning center.</p> <p>a.) A number of special educators providing ELA and/or Math instruction (academic self-contained) are identified as the teacher of record and are not certified/highly qualified in the specific content areas. It is unclear how these students who are on a diploma path, are afforded a free and appropriate public education (FAPE) in the least restrictive environment (LRE) with regard to accessing the general education curriculum taught by highly qualified teachers (RIGL §30018.). The academic self-contained classes at the middle level are all assigned a full-time classroom teacher assistant. It is unclear why teacher assistants are deployed in this manner.</p>	<p>with support from special education teachers.</p> <p>See follow-up findings above.</p>
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Result	11	<p>Program Continuum High School Level</p> <p>At Coventry High School there are approx. 1580 and 250 have IEPs. The program continuum is as follows:</p> <p>-Life skills (two classes) for students 14-18 who are on an alternative assessment pathway. Students begin job experiences/ vocational opportunities both in school and out of school (nursing home, local restaurant, Laundromat etc.). Teacher assistants go with the students into the community job experiences.</p> <p>-Transition to Success targets students 18-21 (two teaches, 19 students) who need additional transition related supports. The focus is to teach and support students to achieve their goals in becoming active, contributing member of the community. The social worker is attached to the transition program. He states he works with the transition teachers on parent engagement and facilitating the transition to adult services although it is unclear what his specific responsibilities are in this regard.</p>	<p>a.) The district will ensure that students in the intensive academic support program will be afforded FAPE in the LRE with regard to accessing the general education curriculum.</p> <p>Timeline: Immediately and ongoing</p> <p>Progress Check: May 2015</p>
Compliance		<p>a.) Intensive academic support. Students who are on a diploma path yet require intensive instruction/ support in some or all academic areas. Students may be enrolled in these classes from one to four of their core content classes. If they take core content classes with the special educators the text books may or may not be the same as those used by general education core content teachers (i.e., science is an AGS textbook, ELA reading books are not the same as the general education reading books), thus, students may or may not have curriculum that is aligned to the common core. Further, the self-contained classes have varied grades in the same self-contained core content settings, thus, students may or may not be receiving the grade appropriate curriculum. (RIGL §300.114, RIGL §300.320)</p>	<p><u>FOLLOW-UP FINDINGS:</u></p> <p>Special Education Director has met with the Curriculum Coordinator for Guidance and Special Education to insure scheduling so that all students on the diploma path have access to the general education curriculum and are taught by highly qualified teachers. Appropriate textbooks have been provided. General education teachers are regularly attending IEP meetings as directed by the building administrator. The issue of students being assigned to single grade/single content course has been addressed and resolved.</p>
Result		<p>-Co-taught (58 co-taught classes with one general education and one special education teacher). The majority of co-taught classes support Level III with a few supporting Level II classes. The breakdown of co-taught classes is as follows:</p> <p>Co-taught classes: English 18 classes Social studies 10 classes Math 18 classes Science-12 classes</p> <p>Class Levels at Coventry High School: Level III (college prep , slower pace)</p>	

Level II (college prep quicker pace)
Level I (AP/honors)

Learning lab. structured academic support class. Students with IEPs who require additional specialized instruction for academic and/or functional goals. Students are typically assigned to learning lab for one period. Students can access learning lab to work on academic tasks or take test/quizzes throughout the school day.

Planning center. Designed to assist students who have social/emotional challenges that impact them academically. Students are typically assigned to the planning center for one period/block or a short length of time as well as for an advisory. During the review the team observed one student who was assigned to the planning center for the past three weeks with a plan to stay for a few more after that. Teachers send work to the planning center for students accessing it. Student can go to the planning center throughout the day if needed. This program also provides support to students who are in the process of a referral to special education for social/emotional need and/or a student returning from a hospitalization or out-of-district placement. There is a psychologist who is specifically assigned to provide support to this program who meets with students individually as well as consulting with the teachers.

Coventry Learning Academy is a program that provides a highly structured, small group setting that is designed to meet the individual needs of students with significant social/emotional needs. Students are on a tiered system where they earn points for appropriate on-task behavior. Points are maintained via Google docs and students can access those points in the school store, etc. Students can access a sensory room during the day. There is a psychologist that is specifically assigned to provide support to this program who meets with the students in a small groups and individually. She also consults with teachers. These classes have varied grades within in the same self-contained core content settings and the teachers provide varied grade appropriate text books.

In addition to the above program continuum there are:

In-school suspension (alternative learning center). There is a special educator who is assigned to this program. Both students with and without an IEP could be assigned to the alternate learning center to serve an in-school suspension. The ALC class hours are 10:30am - 4:00pm for students and students eat lunch in the ALC classroom.

There is a reading specialist assigned to the special education program. The reading specialist goes into the self-contained settings and works with students who have PLPs in their class settings. There is no set reading curriculum for students on intensive PLPs

in the Intensive Academic classes and the Coventry Learning Academy. Students who are one or two grade levels below in reading take a literacy class.

There are two full-time psychologists and one full time social worker at the high school.

Structured Study (from 2:00pm - 3:00pm three time a week) This is a structured study for students with IEPs who may need additional assistance. Special educators facilitate this each week.

*Note: Special educators at the high school are all appropriately highly qualified to teach core content subject via the HOUSSE structure.

Staff report that getting general education teachers to attend the IEP meetings has been challenging. It is currently the responsibility of the special educators to get general educators to attend their IEP meetings. Attendance at IEP meetings is voluntary for the general educators.

Documentation: Data Analysis, Documents, Interviews; Observation

Coventry High School has a Career and Technical Center

The Career and Technical Center is located in Coventry High School and serves North Kingstown, Exeter West Greenwich, Foster Gloucester, Scituate, Warwick, West Warwick and East Greenwich.

The programs are as follows:

Graphic Communications

Health Occupations

Early childhood education

Cosmetology and barbering

Computer technology and gaming

Carpentry/construction

Automotive

Culinary

Reserve Officer Training Corps (ROTC)

Students who attend the Career and Technical Center attend their academic classes at Coventry High School.

Documentation: Data Analysis; State Performance Plan

Result/ Compliance	12	<p>Program Continuum Summary Statement</p> <p>A number of compliance items referenced in the elementary, middle and high school program continuum center around access to materials, textbooks, assessment protocols or issues with accessing the overall general education curriculum and/or highly qualified teaching staff. There was also inconsistent language used (K-12) to describe the special education program continuum and services. Further, academic self-contained/intensive self-contained/intensive resource are terms used to denote a self-contained setting taught by a special educator for students who are on a diploma path but are academically below grade level. It is unclear why all of these students would be in a self-contained setting versus having the majority of the students in general education settings with appropriate supports.</p>	<p>Special education administration will develop and implement consistent program continuum language (K-12). In addition, the specific support plans outlined in each of the program continuum sections will be addressed.</p> <p>Timeline: Immediately and ongoing</p> <p>Progress Check: May 2015</p> <p>FOLLOW-UP FINDINGS: Special Education administration has developed a program continuum which clearly describes/defines each program K-12.</p>
Result/ Compliance	13	<p>Adaptive Physical Education (APE)</p> <p>At the elementary level there is no process or procedure for adaptive physical education (APE). Adaptive PE is provided as a function of the schools' master schedule and not based on individual student needs. Staff report that APE is only provided to some students in Life Skills, therapeutic and autism spectrum disorders (ASD) classes (RIGL §300.320).</p> <p>At the middle school there were no APE documentation, reference or goals seen in the IEP (JK6). JK8 only had a reference as an area to be addressed under special education; however, the students were receiving APE. RIGL §300.320</p> <p>At the high school all students in the Life Skills program appear to receive adaptive physical education in a separate setting at the same time. It is unclear if this is based on student need or convenience of the schedule (teacher prep time). Further, there were no APE goals seen in the IEPs (SW6, SW5). APE was also not reflected in the Special Education section of the IEP (RIGL §300.320).</p> <p><i>Documentation: Data Analysis; Interviews; Observation</i></p>	<p>The overall structure and implementation of APE (district-wide) will be reviewed and changed in accordance with regulatory requirements.</p> <p>Timeline: Immediately and ongoing</p> <p>Progress Check: May 2015</p> <p>FOLLOW-UP FINDINGS: The district has hired a consultant to work with the district APE teacher to develop the process, procedures, identify assessments.</p>
Result	14	<p>Extended School Year (ESY)</p> <p>At the elementary level staff perception is that extended school year (ESY) is only available to students in Life Skills, ASD and therapeutic programs. Although some special educators had knowledge of ESY procedure and protocols most were unclear about the process for determining ESY services.</p>	<p>Professional development on ESY will be facilitated for staff as appropriate.</p> <p>Timeline: Immediately and ongoing</p> <p>Progress Check: May 2015</p>

		<p>ESY for the middle level and high school students took place at the middle school this past school year per the IEP process.</p> <p><i>Documentation: Data Analysis; Interviews</i></p>	<p>FOLLOW-UP FINDINGS Professional development on ESY was facilitated.</p>
Result	15	<p>Local Special Education Advisory Committee (LAC)</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.</p> <p>The Coventry Public Schools maintains an active Local Special Education Advisory Committee (SELAC). Special education administration attends all meetings. The SELAC has active members and an identified chair who has served since 2009. Coventry's LAC has a brochure that is provided at the beginning of the school year and at IEP meetings throughout the year.</p> <p>Accomplishments include revising the Mission and Vision Statements and the informational brochure and having regular attendance by student and teacher members.</p> <p>Professional development topics for the 2014-2015 school year include an introduction to the RI Parent Information Network, advocacy tips for parents and diploma vs. certificate. Coventry LAC has offered child care and refreshments during meetings attempting to increase parent attendance and engagement with minimal success.</p> <p><i>Documentation: Interviews</i></p>	
Result	16	<p>School Efforts to Partner with Parents (State Performance Plan Indicator #8)</p> <p>The public school district's rate of parent participation in the annual Special Education Statewide Parent Survey (2013-2014) is 16.2% 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 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 50.4%.</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	
Result	17	<p>Drop Out / Graduation Rate (State Performance Plan Indicator #1 and #2)</p> <p>The Coventry Public Schools graduation rate is 89.3% for all students and 76.1% for</p>	

	<p>students with disabilities. These rates are higher than the State average rates of 79.7% for all students and 59.2% for students with disabilities.</p> <p>The Coventry Public Schools dropout rate is 6.7% for all students and 15.5% for students with disabilities. These rates are lower than the State average rates of 9.1% for all students and 17.1% for students with disabilities.</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	
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2. EVALUATION / INDIVIDUAL EDUCATION PROGRAM (IEP)

Indicator	Findings	Support Plan
<p>Result/ Compliance</p>	<p>1</p> <p>Records of approximately 28 students were reviewed prior to the on-site review by the team leaders. Students' records were very accessible. The record review process identified by the following:</p> <p>Many of the files/records in the central office were rather sparse. It is unclear why documentation from prior years was nonexistent or did not make its way to the central office. Moving forward a formalized systemic system of paperwork procedural for central file should be maintained and followed.</p> <p>Missing documentation include but is not limited to the following:</p> <ul style="list-style-type: none"> Parental consent Vocational assessments Alternate assessment participation criteria checklists Extended school year documentation Written prior notice Eligibility documentation Lack of progress monitoring for special learning disabilities determination Lack of measurability in present levels of performance <p><i>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</i></p> <p><i>Documentation: Data Analysis; Interviews; Observation</i></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>Timeline: Immediately and ongoing.</p> <p>Progress Check: September 2015</p> <p><u>FOLLOW-UP FINDINGS:</u> IEPs have been submitted showing corrections. Special Education administrators met with individual staff to review the results of the record review. Errors and concerns noted from the record review were reviewed with all staff as part of district professional development and included in the district FAQ document.</p>

Result	2	<p>Child Outreach</p> <p>Coventry's Child Outreach screenings are available in a range of community-based early childhood programs and by appointment September through June. The Child Outreach coordinator takes part in all RIDE sponsored trainings and meetings and provides leadership for district screeners throughout the year to ensure continued implementation of appropriate screening techniques. All screening instruments are valid and reliable measures as delineated in "Best Practice Guidelines for Child Outreach Screening Programs in Rhode Island."</p> <p>In Coventry's most recent Preschool Performance Report, the district reported the following screening percentages:</p> <ul style="list-style-type: none"> • 3 year olds: 78% • 4 year olds: 84% • 5 year olds: 90% <p>Due to the introduction of a new statewide Child Outreach data system, which identifies additional 3-5 yr. old children requiring screening, staff report the need for increased support.</p> <p><u>Documentation:</u> State Performance Plan; Data Interviews</p>	
Result	3	<p>Child Find (State Performance Plan Indicator #11)</p> <p>Coventry Public Schools for the 2013-2014 year was at 100% compliance for meeting evaluation timelines for initial referrals. As of 10/23/14 the Coventry Public Schools was thus far at 100% compliance for meeting evaluation timelines for initial referrals for the 2014-2015 school year.</p> <p><u>Documentation:</u> State Performance Plan Data</p>	
Result	4	<p>Communication and sharing of students accommodations and modifications (RIGL §300.114 and §300.320)</p> <p>Throughout the district there were varying practices to ensure general education teachers received information about accountability and modifications. There was no one district-wide systemic process or procedure.</p> <p>At Washington Oak Elementary, Tigoue, Blackrock and Hopkins Hill School an IEP</p>	<p>Administration is in the process of developing a form that will be implemented district-wide to ensure consistent and effective communication and sharing of student accommodations and modifications.</p> <p>Timeline: Immediately and ongoing</p> <p>Progress Check: May 2015</p>

		<p>snapshot sheet is provided to general education teachers that summarizes individual student's needs from IEPs.</p> <p>Special educators at the middle school provide a variety of methods to inform co-curricular educators and others information regarding student specific accommodations (e.g., verbal communication only, summaries, the IEP accommodation/modification document).</p> <p>At the high school level special educators completed an IEP summary that is then sent to the general education teachers. General education teachers sign off that they have received the IEP summary.</p> <p><i>Documentation: Data Analysis; Interviews; Document Reviews</i></p>	<p><u>FOLLOW-UP FINDINGS:</u> Administration has developed a form that has been implemented district-wide.</p>
Result/ Compliance	5	<p>Specific Learning Disabilities Determination (SLD) (RIGL §300.307-300.311)</p> <p>At the elementary and middle level staff are unclear with regard to the regulatory requirements for the Specific Learning Disabilities Determination.</p> <p>Staff at the high school are in the process of refining their protocol and practices for the SLD reevaluation process. Staff acknowledge that this information is relatively new to them and it is an ongoing effort.</p> <p><i>Documentation: Interviews; Record Review</i></p>	<p>Administration will be reviewing current policies, procedures and providing professional development in the area of initial and reevaluation for students with SLD.</p> <p>Timeline: Immediately and ongoing</p> <p>Progress Check: May 2015</p> <p><u>FOLLOW-UP FINDINGS:</u> Professional development in the SLD procedures for initial and re-evaluation for students with SLD has started and will continue to occur at all levels.</p>
Result	6	<p>Due Process Information (State Performance Plan Indicators)</p> <p>Over the past three years Coventry School District has no (zero) complaints, mediations or hearings</p> <p><i>Documentation: Data Analysis, RIDE, due Process Data Base</i></p>	

3. IDEA TRANSITION

Indicator		Findings	Support Plan
Result	1	<p>Part C to Part B Transition (Indicator #12)</p> <p>The Early Childhood Coordinator District manages the transition of children from Part C Early Intervention (EI) to early childhood special education. A database of all EI referrals is maintained and upcoming birthdates are monitored to ensure that meetings are scheduled in a timely manner. The preschool performance report indicated that the district achieved 100% compliance and that all children referred from Early Intervention and found eligible for preschool special education had IEPs developed and implemented by their 3rd birthday.</p> <p>There were no delays reported for transition from Part C to B. The district was 100% compliant for Indicator 12 as of the 2013 performance report.</p> <p><i>Documentation: Data Analysis; Interviews; State Performance Plan</i></p>	
Result	2	<p>IDEA Transition Planning at the Middle Level</p> <p>The middle school has identified the Transition to Work Inventory to be used for eligible students. Additionally, the school has determined that transition/vocational discussions and planning will be initiated at the 7th grade level.</p> <p><i>Documentation: Data Analysis; Interviews; Record Reviews</i></p>	
Result	3	<p>IDEA Transition Planning at the High School Level</p> <p>At Coventry High School case managers are responsible for facilitating the vocational assessments. There is transition related scope and sequence of activities that teachers are encouraged to have students engage in. It is as follows:</p> <p>Grade 9 -Students Dream Sheet and Employment Related Questions Grade 10- What's Your Learning Style and assessing My Multiple Intelligences Grade 11-Coventry High School, Individual Learning Plan inventory Grade 12-RI Department of Health survey ---Ready? Get Set Go! Series</p> <p>Students can also access an elective called "Transition Readiness". This class targets students with IEPs who are in need of additional transition related supports. The West Bay Collaborative hosts a regional Transition Fair annually at Coventry High School.</p>	<p>Review and refinement of the transition assessment process will be implemented. Professional development will be provided in the area of vocational assessment versus student-based transition related activities.</p> <p>Timeline:</p> <p>Progress Check:</p> <p>FOLLOW-UP FINDINGS: Ongoing training with secondary teachers on transition assessment scope and sequence has occurred.</p>

		<p>There is a Transition Coordinator at the high school. She is lead for attending the Transition Advisory Committee (TAC) meetings and disseminating information. She also manages the individual student transition files. The Coordinator is point for monitoring capstone and portfolios for students with IEPs and teaches capstone classes for students with IEPs. Each year, in advisory, one common informal assessment (Student Transition Worksheet) is facilitated in anticipation of longitudinal data for the students over their time at the high school.</p> <p><i>Documentation: Interviews; Document Review</i></p>	
Result	4	<p>At the high school the Transition Coordinator is the point for the Office of Rehabilitative Services (ORS) and the case managers work with the parents of students referred to the Department of Behavioral Healthcare, Developmental Disabilities & Hospitals (BHDDH).</p> <p><i>Documentation: Interviews; Document Review</i></p>	
Result	5	<p>Summary of Performance (SOP)</p> <p>Summary of Performance (SOP) is facilitated by the case managers as appropriate.</p> <p><i>Documentation: Interviews; Document Review</i></p>	
Result	6	<p>Youth 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 Coventry Public Schools are 100% compliant with the requirements. (State Performance Plan Indicator #13)</p> <p><i>Documentation: Interviews; Document Review</i></p>	
Result	7	<p>83% 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 78.95% (State Performance Plan Indicator #14)</p> <p><i>Documentation: Interviews; Document Review</i></p>	