

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

School Support System Report and Support Plan

New Shoreham Public Schools  
June 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 with the Local Education Agency (LEA) to plan the site review and identify issues or initiatives that may influence programs or service delivery.
- **Data Analysis Meeting** The RIDE staff meets to review LEA demographic information on selected reports including: the LEA annual plan, census information, and information collected through record review, staff questionnaires and parent interviews. To ensure that the child is at the center of the study, all analyses begin with the child. Thus, a sample of approximately 30 students with exceptionalities is selected; the records of these students are reviewed; their parents, teachers and related service providers are interviewed, and their classrooms are observed. The result is an in-depth, unified examination of the actual provision of programs and services for students with exceptionalities. The RIDE staff compiles a preliminary summary of their analyses of this data.
- **Presentation by the LEA and School Site Review** The on-site review begins with a presentation of programs by teachers and staff. The presentation provides the review team with general and specific information on delivery of programs and services to students. Following this presentation, on-site reviews to all schools are made. The team members interview school administrators and teaching staff. Parents and central office staff are also interviewed. The team gathers sufficient information and works with the LEA personnel to generate a report, covering the following:
  - The district's compliance with the state and federal regulations, relative to the education of students with exceptionalities.
  - The quality and effectiveness of programs and services provided by the district.
  - The need for professional development and technical assistance that will enable the LEA to improve programs and services.
- **The Support Plan** The RIDE team, LEA central office and building administrators meet to review the data and complete a report of results. The group designs a professional development/technical assistance support plan with timelines for implementation. This plan enables the school and district to correct areas of non-compliance and to strengthen promising programs and correct areas of weakness in order to improve services and programs for all students.
- **The SSS Report** The report summarizes the findings from the various data sources. The format of the report uses four divisions: Indicators, Findings, Documentation, and Support Plan. Indicators describe either performance or compliance. Findings can include a variety of some six categories, from School Improvement to Free Appropriate Public Education in the Least Restrictive Environment. The documentation section of the report distinguishes the source of the finding. The support plan reflects the response to the described findings. The support plan describes the corrective action required by the district as well as resources and time lines to improve programs and services.

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***New Shoreham Public Schools  
SCHOOL SUPPORT SYSTEM REVIEW***

**TEAM MEMBERS**

**Team A – Susan Wood and Jane Keane**

<b>1. FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE/LRE)</b>					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Result		<p>The RIDE, Office of Students, Community &amp; 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.</p> <p>New Shoreham Public Schools is comprised of a single building housing grades K-12. There is typically one class for each grade level. There is an elementary (K-4), middle level (5-8) and a high school (9-12). The school leadership structure is as follows:</p> <ul style="list-style-type: none"> <li>- a full-time Principal (elementary through 7<sup>th</sup> grade)</li> <li>- part-time Principal (8<sup>th</sup> grade through high school)</li> <li>- a part-time Special Education Director</li> <li>- a part-time Superintendent</li> </ul> <p>New Shoreham is a community with 1,100 full time/year round residents. People use their individual email and list serves for communication on a daily basis between home and school. This list serve also includes consultants, therapists and clinicians (both on and off island individuals).</p>	Data Analysis State Performance Plan		
Result	1	<p><b>Least Restrictive Environment Data (State Performance Plan Indicator #5)</b></p> <p>Based on the FY July 1, 2010 – June 30, 2011 State Performance Plan information on New Shoreham Public Schools Placement Data is as follows:</p> <p>The percentage of students educated 80 to 100% of the time in general education settings is 84.62%. (RI District Average is 70.86%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 7.69% (RI District Average is 14.55%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 7.69% (RI District Average is 5.14%)</p>	Data Analysis State Performance Plan		
Result	2	<p>Participation and performance of children with IEPs on statewide assessments (<b>State Performance Plan Indicator #3</b>):</p> <p>A. The district disability subgroup did not meet the State's minimum "n" size so no data is available.</p>	Data Analysis State Performance Plan		

		<p>B. Participation rate for children with IEPs. 100%</p> <p>C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards 50% [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 (50%).]</p>			
Result	3	<p><b>Instructional Strategies and Supports</b></p> <p>Throughout the school there were examples of student centered, teacher facilitated differentiated instruction, with cooperative learning, student lead projects and problem solving, posted agendas and student work along with homework assignments, independent self-selected reading and journal writing all aligned to the State Common Core Standards.</p> <p>Use of student assessment and performance data to inform instructional practices was evident throughout the district. School faculty are engaged in analyzing student data such as the Aims web, NECAP, teacher generated assessments, student work and performance along with classroom observations to discuss student needs, instructional strategies and cross content area planning.</p>	Data Analysis Interviews Observation	<p>Teachers and administration will continue to review methodology, technology and initiatives to engage learners with significant needs in literacy and numeracy skills within the general education setting.</p> <p>Timeline: Ongoing. Progress check : March 2015</p>	Issue resolved.
Result	4	<p><b>Multi-Tiered System of Support (MTSS) Response to Intervention (Rtl) ( Academic Supports)</b></p> <p>There is an MTSS/Rtl team that meets as needed. The principal of the elementary school facilitates the elementary level process and the high school principal leads the Rtl team for the middle school and high school. Aims web is currently being utilized although staff are investigating the STAR electronic data system for possible use next year.</p>	Data Analysis Interviews Observation		
Result	5	<p><b>SPP Disproportionate Representation (State Performance Plan Indicators #9 and #10)</b></p> <p>The New Shoreham numbers are too small a number for public reporting. A review of policies, procedures, and practices conducted onsite and electronically, including individual student record reviews, found no disproportionate representation due to inappropriate identification practices.</p>	Data Analysis State Performance Plan		

Result	6	<p><b>Suspension (State Performance Plan Indicator #4): 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.</b></p> <p>In 2012-2013 New Shoreham had 0 students with IEPs suspended more than 10 days. The total of all students suspended more than 10 days was 0. In 2012-2013, New Shoreham had 0 students with IEPs suspended more than 10 days. The total of all students suspended more than 10 days was 0.</p> <p><b>Mutli –Tiered System of Support (Social emotional resources / positive behavioral supports ).</b></p> <p>The New Shoreham Public School is a positive behavioral support and intervention school. The PBIS initiative is lead by the school social worker. There are a variety of school-wide rewards and differentiated rewards at each school level. (K-12).</p> <p><b>School Removals/Disciplinary Policies.</b> Throughout the district behavioral expectations along with disciplinary action protocols and policies are comprehensively defined in a student handbook.</p>			
Result	7	<p><b>Preschool Continuum</b></p> <p>The preschool program is located at the local private preschool.</p> <p>The district collects early childhood outcomes data on all children with IEPs as required by the Federal Office of Special Education Programs. Teachers collect and enter authentic assessment information into an on-line child portfolio. This assessment information is used to shape and individualize instruction and to demonstrate progress. The Teaching Strategies Gold Coordinator is responsible for implementing process, procedures, and monitoring strategies to ensure the fidelity of the data collection.</p> <p>In this district the percent of preschool children who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings is at NA% as the numbers are too small to publicly report. <b>(State Performance Plan Indicator #6)</b></p>	Data Analysis State Performance Plan		

		<p><b>State Performance Plan Indicator #7</b> ( NA% as the numbers are too small to publicly report)</p> <p>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"> <li>-Positive social-emotional skills (including social relationships);</li> <li>-Acquisition and use of knowledge and skills (including early language/communication and early literacy); and</li> <li>-Use of appropriate behaviors to meet their needs.</li> </ul>			
Result	8	<p><b>School Grade Structure</b></p> <p>There are three special educators (full-time) and one part-time special educator. (A preschool/lower elementary special educator, an upper elementary/middle certified special educator and two middle/secondary special educators).</p> <p><u>Related Services and Supports</u></p> <p>New Shoreham contracts for services from a clinical psychologist (one morning from approximately 8:00am - 12:00 pm) and an occupational therapist (one day per week).</p> <ul style="list-style-type: none"> <li>-A social worker is available Tuesday through Friday for clinical needs.</li> <li>-A. school guidance counselor is available for Monday through Tuesday for guidance needs.</li> <li>-A full-time speech and language pathologist.</li> <li>-There are six teacher assistants. Four are special education assistants and two are general class assistants.</li> <li>-A .5 English as Second Language (ESL) ESL teacher.</li> </ul>	Data Analysis Interviews Observation		
Result	9	<p><b>Program Continuum All Levels (Elementary, Middle and High School Level)</b></p> <p>There are approximately 116 students attending the New Shoreham Public School and 28 are students with IEPs. The special education program continuum is as follows:</p> <p>All students are fully included in the general education classes with resource support (in class and pull out) provided per the IEP.</p> <p>Courses not offered at New Shoreham (Calculus II) are taken via virtual high school on-line classes.</p>	Data Analysis Interviews Observation		

Result	10	Adaptive Physical Education is provided per the IEP as appropriate.	Data Analysis Interviews Observation		
Result	11	<p>Extended School Year (ESY) is offered in the district per the IEP. Examples of ESY opportunities include but are not limited to the following:</p> <ul style="list-style-type: none"> <li>-Inclusive programming provided via the school-based Camp Mohegan (serves students up to age 11).</li> <li>-Inclusive programming through Block Island Maritime.</li> <li>-Individualized staff support (targets students 12 and older).</li> </ul>	Data Analysis Interviews Observation		
Result	12	<p><b>Local Special Education Advisory Committee (LAC):</b> 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 New Shoreham Public Schools maintains an active Local Special Education Advisory Committee (LAC). The Special Education Administrator attends all meetings. The LAC has active members and an identified chair. Monthly meetings are currently held at 2:50 pm so teachers can attend. The advisory feels supported by New Shoreham administration.</p>	Data Analysis Interviews Observation		
Result	14	<p><b>School Efforts to Partner with Parents (State Performance Plan Indicator #8):</b></p> <p>The district's rate of parent participation in the annual Special Education Statewide Parent Survey (2010-2011) is 31% 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 of 20%.</p>	Data Analysis State Performance Plan		
Result	15	<p><b>Drop Out /Graduation Rate (State Performance Plan Indicators #1 and #2)</b></p> <p>The New Shoreham Public Schools graduation rate is too small a number for public reporting for students both with and without disabilities.</p> <p>The New Shoreham Public Schools dropout rate is too small a number for public reporting for student both with and without disabilities.</p>	Data Analysis State Performance Plan		

<b>2. EVALUATION/ INDIVIDUAL EDUCATION PROGRAM (IEP)</b>					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Result/ Compliance	1	<p>Records of approximately four students were reviewed prior to the on-site review by the team leaders. Students' records were very accessible. The record review process identified the following issues:</p> <ul style="list-style-type: none"> <li>-Adherence to regulatory evaluation timelines.</li> <li>-Review and revision of forms/notices (IEP invitation, transition planning) to reflect regulatory requirements.</li> </ul> <p>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements) (RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</p>	Data Analysis Interviews Observation	<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: All compliance items have been corrected and verified.</p>	
Result	2	<p><b>Child Outreach</b></p> <p>The district's preschool coordinator facilitates child outreach screenings twice a year. Outreach is facilitated in all public locations on the island (library, school, town hall, medical center, grocery store, and the bookstore). Using the enrollment for the Block Island Early Learning Center and the Block Island School siblings of potential children are identified for screening. A total of 16 children were screened in the 2012-2013 school year.</p> <p>The state target for screening is 90% of children ages 3, 4, and 5. The district reports the following screening percentages:</p> <ul style="list-style-type: none"> <li>• 3 year olds: 42.86%</li> <li>• 4 year olds: 75%</li> <li>• 5 year olds: 30.77%</li> </ul>	State Performance Plan data Interviews		

Result	3	<b>Child Find (State Performance Plan Indicator #11)</b>  The New Shoreham Public Schools for the 2012-2013 year was at 100 % compliance for meeting evaluation timelines for initial referrals. As of 6/2/14 the New Shoreham Public Schools was thus far at 100% compliance for meeting evaluation timelines for initial referrals for the 2013-2014 school year.	State Performance Plan data		
Result	4	Throughout the district special educators completed an accommodation sheet that is then sent to the general education teachers.	Data Analysis Interviews		
Result	5	<b>Due Process Information (State Performance Plan Indicators #16, #17,#18 &amp; #19)</b>  <u>2011 – 2013</u> There has been zero (0) mediations, hearings, resolution sessions or due process hearings for the past three-year period.	Data analysis		

<b>3. IDEA TRANSITION</b>					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
	1	<b>Part C to Part B Transition (Indicator #12)</b>  The Child Outreach Coordinator manages the transition of children from Part C Early Intervention (EI) to preschool special education. A data base of all EI 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 did not have any (0) referrals from Early Intervention.	Data Analysis Interviews State Performance Plan		
Result	2	IDEA Transition Planning at the Middle Level and High School Level  The case manager facilitates the vocational assessments. Teachers spoke about utilizing their regional Transition Coordinator for vocational assessment options and professional development.	Data Analysis Interviews Observation	Administration and staff will review and refine the district's overall IDEA transition procedures and protocols to include a scope and sequence of transition assessments.  Timeline: Progress check: March 2015	Scope and sequence developed and implemented. Issue resolved.

Result	3	The case manager is the point for the Office of Rehabilitative Services (ORS) referrals and the Department of Behavioral Healthcare, Developmental Disabilities and Hospitals (BHDDH) at the school.	Interviews Document Review		
Result	4	Summary of Performance (SOP) is facilitated by the case manager as appropriate.	Interviews Document Review		
Result	5	Youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment and transition services. The New Shoreham Public Schools are NA%* (*the numbers are too small to publicly report) compliant with the requirement. <b>(State Performance Plan Indicator #13)</b>	Interviews Document Review		
Result	7	NA%* (*the numbers are too small to publicly report) of youth who are no longer in secondary school, has IEPs in effect at the time they left school, and who have been employed, enrolled in postsecondary school, or both within 1 year of leaving high school. The State average was 78%. <b>(State Performance Plan Indicator #14)</b>	Interviews Document Review		