



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

School Support System Report and Support Plan

**Northwest Special Education Region
February 2015**

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. 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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**Northwest Special Education Region
School Support System Review**

Record Review Team Leaders

Team A – Susan Wood and Jane Keane

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
		<p>The Northwest Special Education Region (NWSER) coordinates the delivery of special education services in the Scituate, Foster, Gloucester and Foster/Glocester school districts</p>	
Result	1	<p>Least Restrictive Environment Data (State Performance Plan Indicator #5)</p> <p>Based on the FY July 1, 2011 – June 30, 2012 State Performance Plan information on Northwest Regional Special Education Schools Placement is as follows:</p> <p>Foster The percentage of students educated 80 to 100% of the time in general education settings is 79.31% (RI District Average is 70.82%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 11.65% (RI District Average is 11.65%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 0% (RI District Average is 6.76%)</p> <p>Glocester The percentage of students educated 80 to 100% of the time in general education settings is 68.52% (RI District Average is 70.82%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 9.26% (RI District Average is 11.65%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 5.56% (RI District Average is 6.76%)</p> <p>Scituate The percentage of students educated 80 to 100% of the time in general education settings is 62.50% (RI District Average is 70.82%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 5.26% (RI District Average is 11.65%)</p>	

		<p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 1.98% (RI District Average is 6.76%)</p> <p><u>Foster-Glocester</u> The percentage of students educated 80 to 100% of the time in general education settings is 60.00% (RI District Average is 70.82%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 9.52% (RI District Average is 11.65%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 2.23% (RI District Average is 6.76%)</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><u>Foster</u></p> <ul style="list-style-type: none"> A. The district (disability subgroup that meets the State's minimum "n" size) cannot be reported because the cell size is smaller than the State's minimum for reporting B. Participation rate for children with IEPs 92.86%. C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievements standards 66.67% [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 (66.67%).] <p><u>Glocester</u></p> <ul style="list-style-type: none"> A. The district (disability subgroup that meets the State's minimum "n" size) did meet the State's AYP targets for the disability subgroup B. Participation rate for children with IEPs 100%. C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievements 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><u>Scituate</u></p> <ul style="list-style-type: none"> A. The district (disability subgroup that meets the State's minimum "n" size) did meet the State's AYP targets for the disability subgroup B. Participation rate for children with IEPs 100.00%. C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievements standards 43.15% [Note: State has individual grade and content area targets (28%). State target is average target across grades and content areas. District target is average 	

		<p>percent of students proficient across content areas (43.15%).]</p> <p><u>Foster-Glocester</u></p> <ul style="list-style-type: none"> A. The district (disability subgroup that meets the State’s minimum “n” size) did meet the State’s AYP targets for the disability subgroup B. Participation rate for children with IEPs 88.24%. C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievements standards 39.53% [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 (39.43%).] <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	
Result	3	<p><u>Multi-Tiered System of Support (MTSS) Response to Intervention (RTI)/Academics</u></p> <p>Elementary Level</p> <p>At the elementary level, students participate in universal screening and benchmarking in the areas of reading and math three times per year. Two districts have recently made a transition (from Aimsweb and the Northwest Evaluation Association (NWEA) to the Standardized Test for the Assessment of Reading (STAR). Grade level teams meet routinely to review grade level data. Additionally, a Problem Solving Team (PST) has been established at every elementary school and meets minimally every two weeks 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.</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.</p> <p>The second model is working with interventionists and teaching staff to schedule individual intervention blocks as needed for individual students.</p> <p>Some elementary schools have intervention blocks for all students in the school. Based on the data record reviews and data analysis review this can create difficulty in the implementing a data-based and documented decision making process and in providing individualized intensive strategies that focus on specific areas of need.</p> <p>Middle Level</p> <p>At the Ponaganset Middle School (PMS), students participate in universal screening and benchmarking in the areas of reading and math twice per year. PMS is in the process of transitioning from NWEA to STAR. Grade level teams (core RtI teams) meet five times in a two week period to review grade level data</p>	<p>School-based administration in collaboration with special education administration will provide professional development in the overall problem solving process/response to intervention (protocols and process of evidence-based decision making process) as well the connection to SLD determination and related documentation.</p> <p>Timeline: April 2016</p> <p>Progress Check: December 2015</p> <p><u>FOLLOW-UP FINDINGS:</u></p> <p>This year several planned activities contributed to supporting this initiative: Foster/ Glocester Schools joined the MTSS statewide cohort and are in the fully immersed in improving the school –wide problem solving process.</p> <p>Earlier this year district administrators worked to complete a school wide problem solving protocol flow chart. This document provides a foundation for decision making and future program development.</p>

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 Response to Intervention (Rtl) tiered structure philosophy is based on:

- Assessment necessary to allocate students to enrichment, moderate intervention and intensive intervention groups.
- All students and staff productively engaged during the enrichment/intervention period.
- Clear, consistent, and involved leadership to ensure that assessment, data analysis, tiered intervention and enrichment instruction, and progress monitoring all are carried through.
- Time allocated to plan for grouping and instructional activities.

Scituate Middle School utilizes STAR for school-wide screening and meets weekly as an Rtl 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.

High School Level

Ponaganset High School - uses Northwest Evaluation Association (NWEA) and 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. This data is reviewed by the RTI team on a bi-weekly basis,

School-wide protocol interventions include supplemental literacy and math classes 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. 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.

Scituate High School - employs the STAR assessment for reading grade 9-11. 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.

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). 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.

School-wide interventions include supplemental course offerings in math (students meeting a certain need criteria in Algebra receive an additional "Foundations" support math class daily). Web-based course supports are an additional option for some students who have failed to meet mastery though traditional coursework.

Documentation: Data Analysis; State Performance Plan

Result	4	<p>SPP Disproportionate Representation (State Performance Plan Indicator #9 and #10)</p> <p>A review of policies, procedures, and practices conducted electronically, including individual student case reviews, found no disproportionate representation due to inappropriate identification practices.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	
Result	5	<p>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 districts that the NWSE as no students with IEPs were suspended for greater than 10 days.</p> <p>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.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	
Result	6	<p><u>Multi-tiered System of Support (MTSS)/Social Emotional Supports/Social Emotional Resources/Positive Behavioral Supports</u></p> <p>Elementary Level 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 pro-social 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>Middle Level 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 pro-social 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>High School As described above, student performance is monitored on a regular basis by the Ponaganset High School's problem solving/RtI team. Students may be placed in 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> <p>Scituate High utilizes the weekly Student Support Team model as a highly effective and individualized means of personalizing supports 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>School Removals/Disciplinary Policies. Throughout the district behavioral expectations along with disciplinary action protocols and policies are defined in a student handbook.</p> <p>Special Education case managers along with at 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 at this time No Students with IEPs have been suspended for more than ten (10) days.</p> <p><u>Documentation:</u> Data analysis,</p>	
Result	7	<p>Preschool Continuum</p> <p>Regional Preschool programs are housed at Clayville Elementary School in Scituate and West Gloucester Elementary School in Gloucester. Both sites provide integrated preschool opportunities for students with disabilities in need of classroom placement. 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. The Gloucester preschool program provides options for students in the region who are in need of full day placement. Some of the students in the program are students with disabilities who require services from a special educator, speech</p>	

and language pathologist, occupational therapist, and/or physical therapist. These services may be provided individually and/or in a small group within the classroom. In addition to students with disabilities, the classroom consists of community peers. Children in the Integrated Preschool program participate in circle time, small and large group activities, indoor and outdoor play, 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 district collects early childhood outcomes data on all children with IEPs as required by the federal Office of Special Education Programs. Teachers, speech language pathologists and related service providers collect and enter authentic assessment information into an on-line child portfolio. This assessment information is used to monitor progress and individualize instruction.

Foster

Indicator #6

- 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 58.33%.
- B. The percent of children aged 3-5 with IEPs attending a separate special education class, separate school or residential facility was 0%

Glocester

Indicator #6

- 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 30.43%.
- B. The percent of children aged 3-5 with IEPs attending a separate special education class, separate school or residential facility was 26.09%

Scituate

Indicator #6

- 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 29.17%.
- B. The percent of children aged 3-5 with IEPs attending a separate special education class, separate school or residential facility was 29.17%

Foster-Glocester

Indicator #6

- 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 not applicable.

		<p>B. The percent of children aged 3-5 with IEPs attending a separate special education class, separate school or residential facility was not applicable.</p> <p>State Performance Plan Indicator #7</p> <p>Foster/Glocester/Scituate</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); 100% ▪ Acquisition and use of knowledge and skills (including early language/ communication and early literacy); 92.3% and ▪ Use of appropriate behaviors to meet their needs 82.4% <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); 88.2% ▪ Acquisition and use of knowledge and skills (including early language/ communication and early literacy); 82.4% and ▪ Use of appropriate behaviors to meet their needs 88.2% <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	
Result	8	<p>Program Continuum</p> <p>The Northwest Special Education Region (NWSER) and the towns of Scituate, Foster, Glocester and Foster/Glocester are committed to the provision of quality education services.</p> <p>The major functions of the Northwest Special Education Region are to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develop, coordinate, and enhance efforts to promote collaboration between general and special education teachers to improve the performance of students with disabilities on state accountability measures. <input type="checkbox"/> Recommend programs, develop professional development opportunities and coordinate and monitor the implementation of scientifically research-based interventions and strategies. <input type="checkbox"/> 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. <input type="checkbox"/> Coordinate the implementation of the online IEP through the use TIENET. <input type="checkbox"/> Develop and implement a process for determining staff and resource allocation to provide each student with access to appropriate special education services. <input type="checkbox"/> Ensure that students are supported in the least restrictive environment (LRE). 	

		<p><input type="checkbox"/> Maintain a Local Advisory Committee to ensure strong family participation and communication</p> <p>The NWSER employs a full-time Child Outreach/Early Childhood Coordinator. The Coordinator oversees screening services in 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 Intervention service agencies to insure 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>Program Continuum Elementary Level</p> <p>There are 1,420 students attending five elementary schools and approximately 201 have IEPs. The special education program continuum is as follows:</p> <p>The region has three half time preschool programs housed in the public schools. Typically developing children from the community are invited to participate each spring. The preschool program at North Scituate Elementary School is a half day integrated preschool program. West Glocester Elementary School houses two half-day preschool sessions, one morning and one afternoon. Should the need arise; the program has the flexibility to provide extended/full day services. 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 and progress monitoring.</p> <p>Special educators at the elementary provide inclusive and small group instruction. Groupings and assignments of the special educators vary from year to year depending on the needs of the students. 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. 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.</p> <p><u>Documentation:</u> Data analysis,</p>	
Result	9	<p>Program Continuum Middle Level</p> <p>There are 828 students attending two Middle Schools, approximately 81 are students with IEPs’. The special education program continuum is as follows:</p> <p>Special educators at the middle level provide inclusive supports and small group, explicit instruction. Activities of the 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 a monthly special education department meeting.</p>	

	<p>At Ponaganset Middle school, there is a “Life Skills” classroom supporting students with more significant needs. If warranted, middle school students from Scituate can enroll in this program as part of the regional collaborative. Students in this classroom receive intensive individualized instruction in academics, social interaction, communication, personal care and work habits. Generally, students in this classroom are alternately assessed and are integrated with grade level peers to the greatest extent possible. Support staff is available to assist students within the general education setting. There is a full array of related services available.</p> <p>Scituate Middle School provides curriculum and classes connected to common core expectations but go beyond to address life skills for students who are alternately assessed. .</p> <p>Ponaganset Middle School has developed an alternative program supporting students with social emotional challenges. The alternative learning program (ALP) is supported by a behavior specialist, a special educator and instructional assistants. An individualized positive support plan is developed and implemented, whenever possible, within the general education setting. Regular service team meetings, inclusive of the school psychologist and school social worker, are held to review data, problem solve and develop interventions for some very complex students. This program is an option for all middle school students in need of intensive behavioral interventions.</p> <p><u>Documentation:</u> Data analysis,</p>	
Result	<p>10 Program Continuum High School Level</p> <p>At the two high schools in there region, there are 1,113 students and approximately 118 have IEPs. The program continuum is as follows:</p> <p>All students have access to the general education setting as determined by the IEP team. Scituate students are supported via a traditional co-taught model with small group pull out as needed. Focus areas of collaboration are literacy and math.</p> <p>Ponaganset has piloted an inclusive support model that requires special education staff to support all classes for which a student is placed. The special educator develops a schedule (based on the IEP) with all general educators and maps out a strategic inclusion schedule that provide timely support in all subject areas dependent on the students’ IEP need 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>At Scituate High School the data analysis review showed that of the students with IEPs who have a math goal, over 65% were receiving their core content in self-contained math classes. Although they’re taught by an appropriately certified and highly qualified special educator more than 85% did not score proficient on</p>	<p>School-based administration in collaboration with special education administration will review the area of concern and make appropriate refinements to improve student’s inclusive educational opportunities.</p> <p>Timeline: April 2016</p> <p>Progress Check: December 2015</p> <p><u>FOLLOW-UP FINDINGS:</u> March 2016: Scituate High school has proposed the development of a new general education math course for September 2016. This co-taught “transitional” math class will provide opportunity for students with and without IEPs to focus on instructional gaps with the goal of returning to the grade appropriate math class as soon as possible. Several students from the special education “intensive “ math class are scheduled to participate in this class thereby significantly lowering the number of students taught outside the general</p>

		<p>the NECAP This is an area for review, schedule refinement and targeted growth.</p> <p><u>Documentation:</u> Data analysis</p>	<p>education setting. (Course Description provided as soon as available).</p> <p>Plans are presently being finalized to provide professional development to co-teachers of math at the middle and high school level during the summer and into the 2016-17 school year. The goal will be to increase teachers' skill in formative assessment, differentiated instructional models and progress monitoring. Initial professional development is planned to begin late summer then follow the team of teachers throughout the school year.</p>
Result	11	<p>Adaptive Physical Education (APE)</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 most instances, the general education PE teacher is dually certified and provides both inclusive and small group APE as identified by the IEP team. The NWSE 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</p>	
Result	12	<p>Extended School Year (ESY)</p> <p>The region offers extended school year services for those students who are found eligible. The programs vary from year to year based on students need. Student Data is collected throughout the school year and submitted to the special education administration in May.</p> <p>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 NWSE office with the original IEP document. The eligibility form is the place to document the evidence of need, team representation and/or the need to collect more information. Special education teachers and related service providers are asked to document levels of performance, rate of progress and regression/recoupment during the school year, as all are part of the process in determining eligibility for ESY Students are scheduled for ESY after the submission of the eligibility paperwork. Special education administrators review the referrals and relevant student data to develop appropriate ESY services.</p> <p><u>Documentation:</u> Data Analysis</p>	
Result	13	<p>Local Special Education Advisory Committee (LAC)</p> <p>The local advisory committee with membership, operation, and scheduled meetings, consistent with RIGL requirements is in place and is supported by the district. Agendas</p>	

		include general business, speakers and related hot topics. <u>Documentation:</u> Data Analysis	
Result	14	School Efforts to Partner with Parents (State Performance Plan Indicator #8) The MWRSE rate of parent participation in the annual Special Education Statewide Parent Survey (2013-2014) is 19% of parents whose children have IEPs. 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 41%. <u>Documentation:</u> Data Analysis; State Performance Plan	
Result	16	Drop Out / Graduation Rate (State Performance Plan Indicator #1 and #2) The NWRSE graduation rate is 91.3% for all students and 64.7% for students with disabilities. These rates are higher than the state average rates of 77.1% for all students and 58.5% for students with disabilities. The NWRSE dropout rate is 3.5% for all students and 17.6% for students with disabilities. These rates approximate the state average rates of 11.9% for all students and 20.1% for students with disabilities. <u>Documentation:</u> Data Analysis; State Performance Plan	

2. EVALUATION / INDIVIDUAL EDUCATION PROGRAM (IEP)

Indicator		Findings	Support Plan
Result/ Compliance	1	Records of approximately 29 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: - How often student's progress will be measured is not consistently defined -Baseline and annual goals were not consistently measurable -Present levels of functional performance though detailed are not based on quantitative baseline data that will be used to develop measurable goals in the areas needing specialized instruction. Information presented did not provide how statements were justified through a collection of data.	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. Timeline: April 2016 Progress Check: December 2015

		<p><i>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</i></p> <p><u>Documentation:</u> Data Analysis</p>	<p>FOLLOW-UP FINDINGS: March 2016: The Northwest office administrative team has completed routine audits of IEP goal writing relative to measurability. When less than measurable goals are identified the writer is contacted and provided with individual feedback and support for improvement.</p> <p>Building based professional development has been provided to several buildings in March 2015 in quality IEP goal writing based on gap analysis and aligning measurable goals to Common Core standards. Additional focus areas include similar work with School Psychologists and Speech Pathologists during the 2014-15 school year.</p> <p>All secondary level teachers worked with area Collaborative Transition specialists to evaluate the effectiveness of goal writing for transition skills and services. A standardized goal writing rubric was utilized for this purpose. A post evaluation will be completed using the same rubric to evaluate progress to date.</p>
Result	2	<p>Child Outreach</p> <p>Outreach screenings are available in a range of community-based early childhood programs and by appointment September through June.</p> <p>The state target for screening is 80% of children ages 3, 4, and 5. In the NWRSE most recent Consolidated Resource Plan, the district reports the following screening percentages:</p> <ul style="list-style-type: none"> • 3 year olds: 151 (90%) • 4 year olds: 159 (111%) • 5 year olds: 239 (84%) <p><u>Documentation:</u> State Performance Plan; Data</p>	
Result	3	<p>Child Find (State Performance Plan Indicator #11)</p> <p>NWRSE for the 2013-2014 year was at 100% compliance for meeting evaluation timelines for initial referrals. As of 2/6/15 the NWRSE thus far at 100% compliance for meeting evaluation timelines for initial referrals for the 2014-2015 school years.</p> <p><u>Documentation:</u> State Performance Plan Data</p>	
Result	4	<p>Special education teachers provide information to general education faculty in a number of ways:</p> <ul style="list-style-type: none"> • a copy of the accommodations page is provided to each general educator 	

		<ul style="list-style-type: none"> • a copy of the IEP/accommodations page is circulated through assigned general education and special area teachers. • some special educators create a “snapshot IEP” which identifies goals of the IEP and accommodations for the student’s team of educators <p>Teachers are asked to document that they have received and understand the accommodations. Special educators meet with general educators to discuss/clarify accommodation(s) and assess the ongoing need/effectiveness of the accommodation(s).</p> <p><u>Documentation:</u> Data Analysis; Document Reviews</p>	
Result/ Compliance	5	<p>Specific Learning Disabilities Determination</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 <i>Rhode Island Criteria and Guidance for the Identification of Specific Learning Disabilities (2010)</i> 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, course 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. High school record reviewed for students with learning disabilities did not show evidence of intervention data.</p> <p><u>Documentation:</u> Record Review</p>	<p>School-based administration in collaboration with special education administration will provide professional development in the overall problem solving process/response to intervention (protocols and process of evidence-based decision making process) as well the connection to SLD determination and related documentation.</p> <p>Timeline: April 2016</p> <p>Progress Check: December 2015</p> <p>FOLLOW-UP FINDINGS: March 2016: The Foster Glocester School district joined the MTSS cohort and have actively participated in all training opportunities. This year’s goal is to establish improved Tier 1 procedures at the secondary level to support intervention and data collection. Further professional development is planned this summer and into next school year to focus on formalizing researched based interventions at all three levels and to improve data collection and decision making at this level.</p> <p>District administration instituted new guidance regarding referral process including explicit expectations for data collection and intervention protocol.</p>
Result	6	<p>Due Process Information (State Performance Plan Indicators)</p> <p>Over the past three years no (zero) or insert chart complaints, mediations or hearings</p> <p><u>Documentation:</u> Data Analysis; RIDE, due Process Data Base</p>	

3. IDEA TRANSITION

Indicator	Findings	Support Plan
Result	<p>1 Part C to Part B Transition (Indicator #12)</p> <p>The Child Outreach Coordinator with the Special Education Administrator(s) manage 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 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><u>Documentation:</u> Data Analysis; State Performance Plan</p>	
Result	<p>2 IDEA Transition Planning at the Middle Level</p> <p>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 interacts with 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 supports 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 Project JOBS program provides students with career exploration and employment opportunities as part of the transition process.</p> <p><u>Documentation:</u> Data Analysis; Record Reviews</p>	
Result	<p>3 IDEA Transition Planning at the High School Level</p> <p>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 interacts with Office of Rehabilitation (ORS) to improve a seamless post-secondary transition. Faculty participates in the Transition Advisory Committee (TAC) and Teachers of Life Skills</p>	

		<p>(TLS) meetings and professional development opportunities in order to develop appropriate supports 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.</p> <p><u>Documentation:</u> Data analysis</p>	
Result	4	<p>The high school the case manager is the point person for referrals to the Office of Rehabilitative Services (ORS) and to the Department of Behavioral Healthcare, Developmental Disabilities & Hospitals (BHDDH). The regional Transition Specialist assists in maintaining communication throughout the completion of this process. This year to enhance coordination, Case managers schedule IEP reviews on Wednesdays whenever possible, to ensure participation with ORS. The ORS worker has scheduled Wednesdays in the region for this purpose.</p> <p><u>Documentation:</u> Document Review</p>	
Result	5	<p>Summary of Performance (SOP) is completed by the case managers as appropriate. Record of document maintained in student file</p> <p><u>Documentation:</u> Document Review</p>	
Result	6	<p>Youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, and transition services. The NWRSE are 100% compliant with the requirements. (State Performance Plan Indicator #13)</p> <p><u>Documentation:</u> Document Review</p>	
Result	7	<p>62% 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 79% (State Performance Plan Indicator #14)</p> <p><u>Documentation:</u> Document Review</p>	