



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

School Support System Report and Support Plan

**New Shoreham School System
May 2024**

SCHOOL SUPPORT SYSTEM

A Collaborative System of Cyclical Monitoring

Introduction: The School Support System (SSS) provides accountability for delivery of programs and services for students with disabilities. The School Support System model is designed to promote the involvement of the whole school district, general educators as well as special educators and parents. It is designed to learn if the district meets the regulations and what effects programs and services have on student outcomes. Finally, the SSS develops a school support plan for training and technical assistance. To accomplish this the SSS includes these components:

- **The Orientation Meeting:** The Rhode Island Department of Education (RIDE) staff meets the Local Education Agency (LEA) to plan the site review and identify issues or initiatives that may influence programs or service delivery.
- **Data Analysis Meeting:** The RIDE staff meets to review LEA demographic information on selected reports including: the state performance plan, census information, and information collected through record review, staff questionnaires and parent interviews. To ensure that the child is at the center of the study, all analyses begin with the child. Thus, a stratified random selection of students with IEPs is selected; the records of these students are reviewed; their parents/guardians, teachers and related service providers are interviewed, and their classes 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 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 of schools are made. The team members interview school administrators and teaching staff. Parents and central office staff are also interviewed. The team gathers data-based information and works with the LEA personnel to generate a report, covering the following:
 - o The district's compliance with the state and federal regulations, relative to the education of students with exceptionalities.
 - o The quality and effectiveness of programs and services provided by the district.
 - o The need for professional development and technical assistance that will enable the LEA to improve programs and services.
- **The Corrective Action/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 and correction of any noncompliance. All findings of noncompliance must be corrected as soon as possible but no later than one year from the State's written notification of noncompliance. This plan enables the district to correct areas of non-compliance and to strengthen promising programs and correct areas of weakness to improve services and programs for all students.
- **The SSS Report:** The report summarizes the findings from various data sources. The format of the report uses five divisions: Indicators, Findings, Noncompliance, and Corrective Action/Support Plan. Indicators describe either result or compliance in the topical areas of Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE), Evaluation/Individual Educational Program (IEP) and IDEA Transition. The documentation is listed in both the Findings and Noncompliance sections of the report. The corrective action/support plan reflects the response to the described finding and actions by the district as well as resources and timelines to improve programs and services. All findings of noncompliance must be corrected as soon as possible but no later than one year from the State's written notification of noncompliance.
- **Subsequent & Timely Follow / Verification Process & Reporting:** RIDE, IDEA Quality Assurance personnel and the School Support System Liaison work with the LEA to verify correction, including reviewing subsequent data to ensure correction of noncompliance. Also, within the one-year monitoring timeframe RIDE personnel will return to the district and follow up to ensure ongoing compliance is maintained. This will include, as applicable, program spot checks/reviews and record reviews. Our baseline number of records will not go below six. Pending subsequent and timely verification, a letter closing the SSS monitoring process will be issued.

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New Shoreham School System School Support System Review

RIDE Team Leaders

Team A – Susan Wood, Sandra Cambio

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)

Item #	Review Information	Noncompliance Finding (if applicable) & Corrective Action/Support Plan (if applicable)
1	Least Restrictive Environment Data (State Performance Plan Indicator #5 (20 U.S.C. 1416(a)(3)(A)) Based on the FY July 1, 2022-June 30, 2023, State Performance Plan information on New Shoreham Public Schools Placement is as follows: The percentage of students educated 80% or more of the time in general education settings is 92.31% (RI District Average is 71.05%) Percentage of students educated for 39% or less of the time in general education settings is 0.00% (RI District Average is 12.5%) Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 0.00% (RI District Average is 5.11%) <i>Documentation: Data Analysis; State Performance Plan</i>	<u>Noncompliance Finding (if applicable):</u> No finding. Regulatory Citation: N/a <i>Documentation: Data Analysis; State Performance Plan</i> <u>Corrective Action / Support Plan:</u> N/a Timeline: N/a Progress Check: N/a <u>Follow Up Information:</u> N/a
2	Participation and performance of children with IEPs on statewide assessments (State performance Plan Indicator #3 (20 U.S.C. 1416 (a)(3)(A)) A. Participation rate for children with IEPs. ELA grade 4 100% Math grade 4 100%	<u>Noncompliance Finding (if applicable):</u> No finding. Regulatory citation: N/a

	ELA grade 8 100% Math grade 8 100% ELA HS 100% Math HS 100% <i>Please note that where there is no data the cell size ("n") is too small to publicly report.</i> B. Proficiency rate for children with IEPs against grade level academic achievement standards. ELA grade 4XX% Math grade 4 XX% ELA grade 8 XX% Math grade 8 XX% ELA HS XX% Math HS XX% C. Proficiency rate for children with IEPs against alternate academic achievement standards. ELA grade 4 XX% Math grade 4 XX% ELA grade 8 XX% Math grade 8 XX% ELA HS XX% Math HS XX% D. Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards. ELA grade 4 XX% Math grade 4 XX% ELA grade 8 XX% Math grade 8 XX% ELA HS XX% Math HS XX% <u>Documentation:</u> Data Analysis; State Performance Plan	<u>Documentation:</u> Data Analysis; State Performance Plan <u>Corrective Action / Support Plan:</u> N/a Timeline: N/a Progress Check: N/a <u>Follow Up Information:</u> N/a
3	SPP Disproportionate Representation (State Performance Plan Indicator #9 (20 U.S.C. 1416(a)(3)(C)) and #10 (20 U.S.C. 1416(a)(3)(C))	<u>Noncompliance Finding (if applicable):</u> No finding.

	New Shoreham is not disproportionate. <i><u>Documentation:</u> Data Analysis; State Performance Plan</i>	Regulatory Citation: N/a <i><u>Documentation:</u> Data Analysis; State Performance Plan</i> <u>Corrective Action / Support Plan:</u> N/a Timeline: N/a Progress Check: N/a <u>Follow Up Information:</u> N/a
4	Suspension (State Performance Plan Indicator 4a and 4b (20 U.S.C. 1416(a)(3)(A); 1412(a)(22)) #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 New Shoreham Public Schools as no students with IEPs were suspended for greater than 10 days. State Performance Plan Indicator #4b 0.00% 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.	<u>Noncompliance Finding (if applicable):</u> No finding. Regulatory Citation: N/a <i><u>Documentation:</u> Data Analysis; State Performance Plan</i> <u>Corrective Action / Support Plan:</u> N/a Timeline: N/a Progress Check: N/a

	School Removals/Disciplinary Policies. Throughout the district behavioral expectations along with disciplinary action protocols and policies are comprehensively defined in a student handbook. <i>Documentation: Data Analysis; State Performance Plan</i>	N/a <u>Follow Up Information:</u>
5	Multi-tiered System of Support (MTSS) <u>Tier I</u> <u>Academic & Social Emotional Learning/Supports</u> Elementary Level Academics: Benchmark assessments are administered to all students 3 times per year. Based on the data teachers work with students in the classroom and during intervention block. The small class sizes of 5 to 11 students allow for individualized instruction throughout the day. SEL: Individual teachers create lessons based on classroom needs. Social worker teaches lessons as needed, based on classroom needs. Middle Level Academics: Benchmark assessments are administered to all students 3 times per year. Based on the data teachers work with students in the classroom and during intervention block. The small class sizes of 5 to 11 students allow for individualized instruction throughout the day. SEL: Individual teachers create lessons based on classroom needs. Social worker teaches lessons as needed, based on classroom needs. High School Academics: Benchmark assessments are administered to all students 3 times per year. Based on the data teachers work with students in the classroom and during	<u>Noncompliance Finding (if applicable):</u> No finding. Regulatory Citation: N/a <u>Corrective Action / Support Plan:</u> N/a Timeline: N/a Progress Check: N/a <u>Follow Up Information:</u> N/a

intervention block. The small class sizes of 5 to 11 students allow for individualized instruction throughout the day.

SEL: Individual teachers create lessons based on classroom needs. Social worker teaches lessons as needed, based on classroom needs.

Tier II
Academic & Social Emotional Learning/Supports

Elementary Level

Academics:

Students placed in the category of Tier 2 are provided with additional support by either the classroom teacher or specialist. Based on the universal screener results and digging deeper assessments, teachers discuss root causes, use baseline data, set goals, create intervention plans, timelines, and progress monitoring tools to follow. After a period of time, student progress is reviewed and determined whether students will remain at Tier 2, move to Tier 3, or return to general education.

A 30-minute intervention block has been created to provide differentiated instruction for Tier 1, 2, and 3 so that students do not miss core instruction.

SEL:

The social worker meets with students based on identified needs from teacher/parent referral or student request. Best practices are used with students based on the individual's goals.

Middle Level

Academics:

Students placed in the category of Tier 2 are provided with additional support by either the classroom teacher or specialist. Based on the universal screener results and digging deeper assessments, teachers discuss root causes, use baseline data, set goals, create intervention plans, timelines, and progress monitoring tools to follow. After a period of time, student progress is reviewed and determined whether students will remain at Tier 2, move to Tier 3, or return to general education.

Daily personal learning time has been created to provide differentiated instruction for Tier 1, 2, and 3 so that students do not miss core instruction.

SEL:

The social worker meets with students based on identified needs from teacher/parent referral or student request. Best practices are used with students based on the individual's goals.

High School

Academics:

Students who have been identified as needing additional support are provided with additional computer-based practice time on learning standards in reading and math on IXL. Twenty additional minutes per subject are assigned per subject area as needed in Tier 2 per week. Teachers monitor this progress on IXL. Documentation of progress continues with 3x/year benchmarking through Renaissance STAR. Guidance, administration, and our social worker meet to review grades and attendance and intervene further as necessary.

SEL:

The social worker meets with students based on identified needs from teacher/parent referral or student request. Best practices are used with students based on the individual's goals.

Tier III

Academic & Social Emotional Learning/Supports

Elementary Level

Academics:

Students placed in the category of Tier 3 are provided with additional support by a specialist. Based on the universal screener results and digging

	deeper assessments, teachers discuss root causes, use baseline data, set goals, create intervention plans, timelines, and progress monitoring tools to follow. After a period of time, student progress is reviewed and determined whether students will remain at Tier 3, move to Tier 2, or return to general education. A 30-minute intervention block has been created to provide differentiated instruction for Tier 1, 2, and 3 so that students do not miss core instruction. SEL: The social worker meets with students based on the increasing need from Tier 2. Best practices are used with students focusing on the individual's goals. Referrals and connections to additional supports and services are made as needed. Middle Level Academics: Students placed in the category of Tier 3 are provided with additional support by either the classroom teacher or specialist. Based on the universal screener results and digging deeper assessments, teachers discuss root causes, use baseline data, set goals, create intervention plans, timelines, and progress monitoring tools to follow. After a period of time, student progress is reviewed and determined whether students will remain at Tier 3, move to Tier 2, or return to general education. Daily personal learning time has been created to provide differentiated instruction for Tier 1, 2, and 3 so that students do not miss core instruction. SEL: The social worker meets with students based on the increasing need from Tier 2. Best practices are used with students focusing on the individual's goals. Referrals and connections to additional supports and services are made as needed. High School Academics:	
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	Students placed in Tier 3 at the high school level have been assigned to personalized learning time and are receiving support services by specialists. Since Block Island is such a small school, students have been identified by this time and it is unusual that a high school student would be newly identified as Tier 3. Typically, this would only happen as a newcomer to the school. SEL: The social worker meets with students based on the increasing need from Tier 2. Best practices are used with students focusing on the individual's goals. Referrals and connections to additional supports and services are made as needed. <i>Documentation: Data Analysis; Document Review, Record Reviews</i>	
6	Preschool Continuum The New Shoreham School District currently has/had no preschool students requiring ECSE services for the 2022/2023 and 2023/2024 school years. Preschoolers with disabilities are provided special education and related services... (Please include the location (s) of classes and type of class such as special education integrated class, self-contained, general education with itinerant early childhood special education (IECSE) service. Also, include any community-based early childhood programs/settings that the district is providing services) State Performance Plan Indicator #6 (20 U.S.C. 1416(a)(3)(A)) The Office of Special Education Programs (OSEP) requires districts to collect Early Childhood Environments data for all preschool children with IEPs. The EC Environments data provides a look at the preschool LRE in the district.	<u>Noncompliance Finding (if applicable):</u> No finding. Regulatory Citation: N/a <i>Documentation: Data Analysis; State Performance Plan</i> <u>Corrective Action / Support Plan:</u> N/a Timeline: N/a Progress Check: N/a <u>Follow Up Information:</u> N/a

	A. The percentage of preschool children with IEPs attending and receiving the majority of their special education and related services within a regular early childhood program was 0.00%. B. The percent of preschool children with IEPs attending a separate special education class, separate school, or residential facility was 0.00% State Performance Plan Indicator #7 (20 U.S.C. 1416 (a)(3)(A)) The Office of Special Education Programs (OSEP) requires districts to collect Child Outcomes data for all preschool children with IEPs. Statement 1. Of the preschool children who entered the preschool program below age expectations, the percentage who substantially increased their rate of growth by the time they turned 6 years of age or exited the program: ▪ Positive social-emotional skills (including social relationships); N/A ▪ Acquiring and using knowledge and skills; N/A and ▪ Taking action to meet their needs N/A Statement 2. The percentage of preschool children who were functioning within age expectations in by the time they exited the program: ▪ Positive social-emotional skills (including social relationships); N/A ▪ Acquiring and using knowledge and skills; N/A and ▪ Taking action to meet their needs N/A% <i>Documentation: Data Analysis; State Performance Plan, Interviews, Observations</i>	
7	Program Continuum Elementary Level The New Shoreham School District recognizes elementary as grades K-4. There are 49 students at the elementary level and approximately 13 have IEPs. The special education program continuum is as follows:	<u>Noncompliance Finding (if applicable):</u> No finding. Regulatory Citation: N/a <i>Documentation: Data Analysis; Record Reviews Interviews; Observation</i>

	Most students are fully included in the general education classes with resource support (in class and pull out) provided per the IEP. If students require a more restrictive environment based on their needs and the IEP team's determination a small group math and ELA class is available. <i><u>Documentation:</u> Data Analysis; Record Reviews, Interviews; Observation</i>	<u>Corrective Action / Support Plan:</u> N/a Timeline: N/a Progress Check: N/a <u>Follow Up Information:</u> N/a
8	Program Continuum Middle Level The New Shoreham School District recognizes middle level as grades 5-7. There are 27 students at the middle level and approximately 5 have IEPs. The special education program continuum is as follows: Most students are fully included in the general education classes with resource support (in class and pull out) provided per the IEP. If students require a more restrictive environment based on their needs and the IEP team's determination a small group math and ELA class is available. <i><u>Documentation:</u> Data Analysis; Record Reviews Interviews; Observation</i>	<u>Noncompliance Finding (if applicable):</u> No finding. Regulatory Citation: N/a <i><u>Documentation:</u> Data Analysis; Record Reviews Interviews; Observation</i> <u>Corrective Action / Support Plan:</u> N/a Timeline: N/a Progress Check: N/a <u>Follow Up Information:</u> N/a
9	Program Continuum High School Level (Note: The New Shoreham School District recognizes high school as grades 8-12.)	<u>Noncompliance Finding (if applicable):</u> No finding.

	At Block Island High School there are approximately 48 and 7 have IEPs. The program continuum is as follows: Most students are fully included in the general education classes with resource support (in class and pull out) provided per the IEP. If students require a more restrictive environment based on their needs and the IEP team's determination a small group math and ELA class is available. <i><u>Documentation:</u> Data Analysis; Record Reviews; Interviews; Observation</i>	Regulatory Citation: N/a <i><u>Documentation:</u> Data Analysis; Record Reviews; Interviews; Observation</i> <u>Corrective Action / Support Plan:</u> N/a Timeline: N/a Progress Check: N/a <u>Follow Up Finding:</u> N/a
10	Adapted Physical Education (APE) Adapted Physical Education is provided per the IEP as appropriate. <i><u>Documentation:</u> Data Analysis; Record Reviews; Interviews; Observation</i>	<u>Noncompliance Finding (if applicable):</u> No finding. Regulatory Citation: N/a <i><u>Documentation:</u> Data Analysis; Record Reviews; Interviews; Observation</i> <u>Corrective Action / Support Plan:</u> N/a Timeline: N/a Progress Check: N/a <u>Follow Up Information:</u> N/a

11	Extended School Year (ESY) Extended School Year (ESY) is offered in the district per the IEP. Examples of ESY opportunities include but are not limited to the following: -Individualized staff support (Speech and language pathologist, occupational therapist, physical therapist). -Specialized instruction provided by a special education teacher based on IEP needs. <i><u>Documentation:</u> Data Analysis; Record Reviews; Interviews; Observation</i>	<u>Noncompliance Finding (if applicable):</u> No finding. Regulatory Citation: N/a <i><u>Documentation:</u> Data Analysis; Record Reviews; Interviews; Observation</i> <u>Corrective Action / Support Plan:</u> N/a Timeline: N/a Progress Check: N/a <u>Follow Up Information:</u> N/a
12	Local Special Education Advisory Committee (LAC) The New Shoreham School District's Local Special Education Advisory Committee held meetings in the 2023-2024 school year, however, attendance was very low. Recruiting members is an ongoing focus for the 2024-2025 school year. <i><u>Documentation:</u> Data Analysis; Record Reviews Interviews; Observation</i>	<u>Noncompliance Finding (if applicable):</u> No finding. Regulatory Citation: N/a <i><u>Documentation:</u> Data Analysis; Record Reviews Interviews; Observation</i> <u>Corrective Action / Support Plan:</u> N/a Timeline: N/a Progress Check: N/a <u>Follow Up Information:</u> N/a

13	School Efforts to Partner with Parents (State Performance Plan Indicator #8 (20 U.S.C. 1416(a)(3)(A)) The New Shoreham public-school district's rate of parent participation (for parents whose children have IEPs) in the annual Special Education Statewide Parent Survey (2022-2023) is 38% Percent of the responding parents (with a child receiving special education services) who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities is N/a%. Note: The cell size ("n") was too small to publicly report. <u>Documentation:</u> Data Analysis; State Performance Plan, Parent/Guardian Interviews	<u>Noncompliance Finding (if applicable):</u> No finding. Regulatory Citation: N/a <u>Documentation:</u> Data Analysis; State Performance Plan, Parent/Guardian Interviews <u>Corrective Action / Support Plan:</u> Timeline: N/a Progress Check: N/a <u>Follow Up Information:</u> N/a
14	Drop Out / Graduation Rate (State Performance Plan Indicator #1 and #2 (20 U.S.C. 1416 (a)(3)(A)) The New Shoreham Public Schools graduation rate is 100% for students with disabilities. These rates approximate the state average rates of 86.83% for all students with disabilities. The New Shoreham Public Schools dropout rate is 0.00% for students with disabilities. These rates approximate the state average rates of 4.19% for all students with disabilities. <u>Documentation:</u> Data Analysis; State Performance Plan	<u>Noncompliance Finding (if applicable):</u> No finding. Regulatory Citation: N/a <u>Documentation:</u> Data Analysis; State Performance Plan <u>Corrective Action / Support Plan:</u> N/a Timeline: N/a Progress Check: N/a <u>Follow Up Information:</u> N/a

2. EVALUATION / INDIVIDUAL EDUCATION PROGRAM (IEP)

Item #	Review Information	Noncompliance Finding (if applicable) & Corrective Action/Support Plan (if applicable)
1	Records of approximately six 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: -Meeting minutes seen for an IEP amendment (6/5/23) but IEP amendment not seen in file. No invitation seen in file for this meeting although parent did sign the meeting minutes so was in attendance. §300.322 -Last reevaluation done in 2021 yet no consent seen in file (last consent in file was from 2016). No minutes seen from reevaluation meeting. §300.303 - Team meeting notes not dated and purpose of meeting not checked. §300.320 -Parent invitations not consistently seen in file but parent signatures indicates that parents consistently attended the IEP meetings. §300.322. - Parent signed consent for education evaluation 1/12/23 but none seen in file. Nor was an observation seen in the file. A Woodcock Johnson (Parent Report) was seen in the file. On the prior written notice, it states the decision was made by parent reports, teacher reports, an educational and MTSS data. No MTSS data was seen in the file. §300.307- §300.311. See also Specific Learning Disabilities identification in this section, item #5 -PreEts not referenced on IEP invitation. §300.320(b)(2) In summary, the records showed that for two years (21-22, 22-23) the district did something that was called an "evaluation read out". There were undated minutes to the meeting, but no other forms were seen (re eligibility determination, prior written notice), It should be noted that for the past year (23-24) the district has been under new leadership, and this has not happened as adherence to the regulations has occurred. §300.320	<u>Noncompliance Finding (if applicable):</u> Noncompliance findings: Please note that the detailed list of specific record review noncompliance including student names has been shared with New Shoreham at the data analysis meeting. The details of those findings (without names) are shared in this report and follow-up requirements. Professional development/technical assistance will be provided to the special educators and any other staff as determined appropriate by the Special Education Director. Areas for professional development/technical assistance include understanding the IEP process including secondary transition, specific learning disabilities Identification process and overall case manager responsibilities. Regulatory Citation: §300.320, §300.322, §300.303, §300.623; §300.307- §300.311 §300.320(b)(2) These findings must be corrected as soon as possible but no later than one year from the State's written notification of noncompliance.

	<i>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</i> <u>Documentation:</u> Data Analysis; Record Reviews; Interviews; Observation	<u>Documentation:</u> Data Analysis; Record Reviews; Interviews; Observation Corrective Action / Support Plan: Verification (including reviewing subsequent data) will be facilitated by the Rhode Island Department of Education, Office of Student, Community and Academic Supports, that compliance issues are addressed and rectified. Timeline: These findings must be corrected as soon as possible but no later than one year from the State's written notification of noncompliance. Progress Check: January 2025 Follow Up Information: A review of subsequent data verified that individual and systemic correction was done within the one year mandated time frame.
2	Child Outreach Screening IDEA requires states to identify, locate, and evaluate all children with disabilities, aged birth to 21, who need early intervention or special education services. In Rhode Island, the Child Outreach Screening Program serves as the vehicle for screening children ages 3- 5, prior to kindergarten entry. Screening serves as a first step in identifying children who may have a disability or developmental delay and require intervention. Last year the district screened: • 3-year-olds: 0.0% • 4-year-olds: n/a% • 5-year-olds: n/a%	Noncompliance Finding (if applicable): No finding. Regulatory Citation: N/a <u>Documentation:</u> Data Analysis; Record Reviews; Interviews Corrective Action / Support Plan: N/a

	Total 3-5-year-olds: n/a% Note: N/a is because the district cell ("n") is too small to be publicly reported. <u>Documentation:</u> Data Analysis; Record Reviews Interviews	Timeline: N/a Progress Check: N/a <u>Follow Up Information:</u> N/a
3	Child Find (State Performance Plan Indicator #11 (20 U.S.C. 1416(a)(3)(B)) As of 09/01/23 to 05/30/2024 The New Shoreham Public Schools was thus far at 100% compliance for meeting evaluation timelines for initial referrals. <u>Documentation:</u> State Performance Plan Data; Data Analysis; Record Reviews; Interviews	<u>Noncompliance Finding (if applicable):</u> No finding. Regulatory citation: N/a <u>Documentation:</u> State Performance Plan; Data Analysis; Record Reviews; Interviews <u>Corrective Action / Support Plan:</u> N/a Timeline: N/a Progress Check: N/a <u>Follow Up Information:</u> N/a
4	Student Accommodations and Modifications General Education teachers have access to accommodations and modification via the electronic database ASPEN. They are also requested to verify that they are aware of the accommodations and modifications with the special education administrative assistant. <u>Documentation:</u> Interview, Data Review, Record Reviews	<u>Noncompliance Finding (if applicable):</u> No finding. Regulatory Citation: N/a <u>Documentation:</u> State Performance Plan Data; Data Analysis; Record Reviews Interviews <u>Corrective Action / Support Plan:</u>

		N/a Timeline: N/a Progress Check: N/a <u>Follow Up Information:</u> N/a
5	Specific Learning Disabilities Determination (SLD) Specific learning disabilities determination IDEA regulatory requirements for specific learning disability identification are followed at the elementary, middle and high school levels. The special education evaluation teams use data provided from general education teachers, teachers who provide interventions, and special educators to make a data-based determination. Teams follow the RIDE Learning Disability Identification form to guide and document decision making that analyzes data showing where students are performing in relation to a specific area, what their rate of progress is in this area, and how this compares to peers. The special education staff members have a good understanding of the requirements of Specific Learning Disability determination. Unfortunately, the records showed that for two years (21-22, 22-23) the district did something that was called an "evaluation read out". There were undated minutes to the meeting, but no other forms were seen including those for students with specific learning disabilities. §300.307- §300.311. It should be noted that for the past year (23-24) the district has been under new leadership and this has not happened since as adherence to the regulations has occurred. <i><u>Documentation:</u> Data Analysis; Record Reviews Interviews</i>	<u>Noncompliance Finding (if applicable):</u> Noncompliance Finding: The RI regulatory requirements for SLD determination were not adhered to as evidenced in the files during review of the records. Regulatory Citation: §300.310 and §300.309-§300.311 <i><u>Documentation:</u> Data Analysis; Record Reviews; Interviews; Observation</i> <u>Corrective Action / Support Plan:</u> Verification (including reviewing subsequent data) will be facilitated by the Rhode Island Department of Education, Office of Student, Community and Academic Supports, that compliance issues are addressed and rectified. Timeline: These findings must be corrected as soon as possible but no later than one year from the State's written notification of noncompliance Progress Check: January 2025 <u>Follow Up Information:</u>

		A review of subsequent data verified that individual and systemic correction was done within the one year mandated time frame.						
6	Dispute Resolution Information (State Performance Plan Indicators #15: Resolution Sessions (20 U.S.C. 1416(a)(3)(B)), #16: Mediation (20 U.S.C. 1416(a)(3)(B)), Hearings and Complaints) Over the past three years New Shoreham has had the following complaints, mediations and hearings: <u>COMPLAINTS</u> <u>FY 2021-2022</u> # of Complaints: No complaints during this period <u>FY 2022-2023</u> # of Complaints: 1 complaint during this period <table border="1"> <thead> <tr> <th></th><th>ISSUE(S)</th><th>RESULT</th></tr> </thead> <tbody> <tr> <td>Complaint #1</td><td>IEP implementation not followed.</td><td>In-Compliance</td></tr> </tbody> </table> <u>FY 2023-2024</u> # of Complaints: No complaints during this period <u>MEDIATIONS</u> <u>FY 2021-2022</u> # of Mediations: 1 mediation during this period		ISSUE(S)	RESULT	Complaint #1	IEP implementation not followed.	In-Compliance	<u>Noncompliance Finding (if applicable):</u> No finding. Regulatory citation: N/a <i>Documentation: Data Analysis; RIDE Dispute Resolution Data Base</i> Dispute Resolution personnel are responsible for all dispute resolution verification and any related follow up. (Contact number 401-222-8999) <u>Corrective Action / Support Plan:</u> N/a Timeline: N/a Progress Check: N/a <u>Follow Up Information:</u> N/a
	ISSUE(S)	RESULT						
Complaint #1	IEP implementation not followed.	In-Compliance						

		ISSUE(S)	RESULT	
	Mediation #1	IEP and out of district placement	Partial Agreement	
	<u>FY 2022-2023</u> <u># of Mediations:</u> No mediations during this period <u>FY 2023-2024</u> <u># of Mediations:</u> No mediations during this period <u>HEARINGS</u> <u>FY 2021-2022</u> <u># of Hearings:</u> No hearings during this period <u>FY 2022-2023</u> <u># of Hearings:</u> No hearings during this period <u>FY 2023-2024</u> <u># of Hearings:</u> No hearings during this period Dispute Resolution personnel are responsible for all dispute resolution verification and any related follow up. (Contact number 401-222-8999) <i><u>Documentation:</u> Data Analysis, RIDE, Dispute Resolution Data Base</i>			

3. IDEA TRANSITION

Item #	Review Information	Noncompliance Finding (if applicable) & Corrective Action/Support Plan (if applicable)
1	Part C (Early Intervention) to Part B Transition (State Performance Plan Indicator #12 (20 U.S.C. 1416(a)(3)(B)) The Office of Special Education Programs (OSEP) requires districts to collect Part C to Part B Transition data for all children transitioning to special education from Early Intervention. Indicator 12 is a compliance indicator requiring districts to have 100% of children referred from Part C Early Intervention and found eligible for special education to be in service by their 3rd birthdays. The district manages the transition of children from Part C Early Intervention (EI) to preschool special education by.... (Include information on district transition procedures, how the district maintains and monitors data relevant to the EI referrals and what steps are in place to ensure timely transitions.) Last year's consolidated resource plan (CRP) indicated that the district had no student's transition. <i><u>Documentation:</u> Data Analysis; Interviews; State Performance Plan, Record Reviews</i>	<u>Noncompliance Finding (if applicable):</u> No finding. Regulatory citation: N/a <i><u>Documentation:</u> Data Analysis; Interviews; State Performance Plan; Record Reviews</i> <u>Corrective Action / Support Plan:</u> N/a Timeline: N/a Progress Check: N/a <u>Follow Up Information:</u> N/a
2	IDEA Transition Planning at the Middle Level All students participate in Xello starting in the 6th grade. Special education students when they turn 14 participate in a student interview and take a career cluster inventory. Based on the student's need transition services are outlined in the student's IEPs. <i><u>Documentation:</u> Data Analysis; Interviews; Record Reviews</i>	<u>Noncompliance Finding (if applicable):</u> No finding. Regulatory Citation: N/a <i><u>Documentation:</u> Data Analysis; Interviews; Record Reviews</i> <u>Corrective Action / Support Plans:</u> N/a

		Timeline: N/a Progress Check: N/a <u>Follow Up Information:</u>
3	IDEA Transition Planning at the High School Level All students participate in Xello. Special education students when they turn 14 participate in a student interview and take a career cluster inventory. Based on the student's need, transition services are outlined in the student's IEPs. <i><u>Documentation:</u> Data Analysis; Interviews; Record Reviews</i>	<u>Noncompliance Finding (if applicable):</u> No finding. Regulatory Citation: N/a <i><u>Documentation:</u> Data Analysis; Interviews; Record Reviews</i> <u>Corrective Action / Support Plan:</u> N/a Timeline: N/a Progress Check: N/a <u>Follow Up Information:</u> N/a
4	At the high school, the case manager is the point for referrals to the Office of Rehabilitative Services (ORS) and to the Department of Behavioral Healthcare, Developmental Disabilities & Hospitals (BHDDH). This is the first year in which referrals have been made to ORS and BHDDH. The case manager is learning the process so presently the responsibility has been on the special education director, while working alongside of staff to model the expectation.	<u>Noncompliance Finding (if applicable):</u> No finding. Regulatory Citation: N/a <i><u>Documentation:</u> Data Analysis; Interviews; Record Reviews</i>

	<i><u>Documentation:</u> Data Analysis; Interviews; Record Reviews</i>	<u>Corrective Action/Support Plan:</u> N/a Timeline: N/a Progress Check: N/a <u>Follow Up Information:</u> N/a
5	The case managers facilitate Summary of Performance (SOP) as appropriate. A student summary of performance is provided to all exiting seniors with IEP's. The case manager works with families on ensuring students attending post-secondary understand how to access services and supports. Students are provided with copies of the most current evaluations to assist them with accessing the supports post-graduation. <i><u>Documentation:</u> Data Analysis; Interviews; Record Reviews</i>	<u>Noncompliance Finding (if applicable):</u> No finding. Regulatory Citation: N/a <i><u>Documentation:</u> Data Analysis; Interviews; Record Reviews</i> <u>Corrective Action Plan / Support Plan:</u> N/a Timeline: N/a Progress Check: N/a <u>Follow Up Information:</u>
6	Youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, and transition services. The New Shoreham Public Schools are 100% compliant with the requirements. (State Performance Plan Indicator #13 (20 U.S.C. 1416(a)(3)(B))	<u>Noncompliance Finding (if applicable):</u> No finding. Regulatory Citation: N/a

	<u>Documentation:</u> Data Analysis; Interviews; State Performance Plan, Record Reviews	<u>Documentation:</u> Data Analysis; Interviews; State Performance Plan, Record Reviews <u>Corrective Action / Support Plan:</u> N/a Timeline: N/a Progress Check: N/a <u>Follow Up Information:</u> N/a
7	100% of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and who have been employed, enrolled in postsecondary school, or both within 1 year of leaving high school. The state average was 74% (State Performance Plan Indicator #14 (20 U.S.C. 1416(a)(3)(B)) <u>Documentation:</u> Data Analysis; Interviews; State Performance Plan, Record Reviews	<u>Noncompliance Finding (if applicable):</u> No finding. Regulatory Citation: N/a <u>Documentation:</u> Data Analysis; Interviews; State Performance Plan, Record Reviews <u>Corrective Action / Support Plan:</u> N/a Timeline: N/a Progress Check: N/a <u>Follow Up Information:</u> N/a

