

Rhode Island Department of Education
Office for Diverse Learners

School Support System Report and Support Plan for the
New Shoreham Public Schools
May 2009

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
May 2009

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1. SCHOOL IMPROVEMENT / FAMILY ENGAGEMENT					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	1	<p>New Shoreham Public Schools is comprised of a single building housing grades K-12. There are a total of 133 students. There is one class for each grade level. There is an elementary (K-7) and a high school (8-12).</p> <p>The leadership structure is as follows:</p> <ul style="list-style-type: none"> - a full-time Principal -a part-time Special Education Director -a part-time Superintendent 	<p>Document Review District Presentation</p>		
Performance	2	<p>New Shoreham is a small close knit community with 1,100 full time/year round residents. Folks use the internet 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>	<p>Document Review District Presentation</p>		
Performance	3	<p><u>School Improvement Mission</u></p> <p><i>The purpose of New Shoreham is to educate young people intellectually, socially, and physically through challenging curriculum and to encourage their healthy, moral, and emotional development. New Shoreham School seeks to instill appreciation of individual differences and skills necessary to become responsible and contributing citizens in a unique community. New Shoreham School advocates student knowledge and respect for our fragile environments and its protection. Recognizing the importance of technology, New Shoreham Schools is committed to incorporating technological experiences cross –curriculum. Student should learn to develop</i></p>	<p>Document Review District Presentation</p>		

		<i>personal goals and come to understanding that leaning is a life-long process. Cooperation among students , faculty, parents and community members should successfully support this statement of purpose.</i>			
Performance	4	Senior Project and end of course assessments (CCA) are the two options that New Shoreham has chosen for proficiency based graduation requirements (PBGR).	Document Review District Presentation		
Performance	5	A special education policy and procedure manual is in process of being developed. The findings reflected in the record review section of this report underscore the need for this document.	Presentation		
Performance	6	As of November 11, 2009 every staff members will be trained in Crisis Prevention Intervention (CPI).	Document Review District Presentation		
Performance	7	There is a one-hour full faculty meeting per week. There are times where subgroups (special educators etc.) may meet as a subgroup to review issues and concerns.	Document Review District Presentation		
Performance	8	There is an active Local Advisory Committee (Parent Advisory Committee is on recruiting more members. Meetings are currently held at 2:30 pm so all teachers can attend. One of the chairs of the LAC is also available upon request to attend IEP meetings at the preschool as a parent support. Parents have taken her up on this opportunity or call her to chat. The advisory feels supported by New Shoreham administration.	Document Review District Presentation		
Performance	9	Courses not offered at New Shoreham (calculus etc.) are taken either via virtual high school on-line classes.	Document Review District Presentation		

Compliance	10	Response to intervention (Rtl) does not exist as a formalized process. It is in the the very beginning planning stages. The chair went to a professional development opportunity last month on Rtl. There are no structured protocols or processes in place. Some teachers are very unfamiliar with the concept of Rtl.	Interviews	New Shoreham Public Schools will develop a structured Rtl process. Timeline: Immediately and ongoing. Progress check: December 2009.	RTI has a structured process, with a tracking form. The team is developing a protocol for data collection to determine the progress of student interventions prior to a referral. All staff received in-service on the process and requirement of RTI during the pre-opening meeting. PLP's are an integral piece to RTI.
Performance	11	Professional Development that has occurred on New Shoreham includes but is not limited to the following: -Individual programs for teachers -In-service programs to staff -CPI/Non Violent Crisis Intervention -Co-morbid disability types -Differentiated Instruction in the classroom -Add/ADHD and other AXIS I/II -FBA/BIP and manifestation determination reviews -On-line courses -Off-island collaborations (Narragansett High School, North Kingstown High School). South Kingstown High School, Portsmouth High School)	Document Review District Presentation		

2. FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE/LRE)

Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	1	<p>Based on the FY July 1, 2007 – June 30, 2008 State Performance Plan information on New Shoreham’s Program Placement Data is as follows:</p> <p>The percentage of students educated 80 to 100% of the time in general education settings is 63.16%. (RI District Average is 62.85%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 4.55% (RI District Average is 18.11%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 0.00% (RI District Average is 4.85%)</p> <p>If a district is 1 standard deviation from the RI district average the district is considered discrepant for the target. New Shoreham <i>is not</i> discrepant in any of the above data categories.</p>	<p>Document Review District Presentation Interviews Observation</p>		
Performance	2	<p>There is a private preschool/early learning center on the Island. Students in early intervention attend this preschool as appreciate. Southern Rhode island Collaborative (SORRICO) is the entity that does the early intervention screenings. New Shoreham administrators report that this year screenings are running smoothly and in a timely manner.</p>	<p>Document Review District Presentation Interviews Observation</p>		
Performance	3	<p>New Shoreham Public Schools is comprised of 133 students 19 of whom have IEPs. The reported program continuum is as follows:</p> <ul style="list-style-type: none"> - a fully integrated setting with one-on-one teacher support as needed. <p>Strengths of the program include but are not limited to the following:</p>	<p>Document Review District Presentation Interviews Observation</p>		

		<p>-the average students /special education teacher ratio is 3/1 which affords increased student contact and period by period contact as well as daily contact with parents.</p> <p>-Active involvement with teaching assistants</p>			
Performance	4	<p><u>Extended School Year (ESY)</u></p> <p>-Inclusive programming is provided via Camp Mohegan (serves students up to age 11)</p> <p>-Inclusive programming through Block Island Maritime Institute and individualized staff support (this is relatively newer program and target students 12 and older)</p> <p>-Transition/ Vocational Training programming is also done via local business (this is an ongoing endeavor).</p> <p>Teachers reported discussing ESY needs at student's IEP meeting. No secondary students currently qualify for ESY. Three (3) elementary students qualified for ESY last year and qualified again this year.</p>	Document Review District Presentation Interviews		
Performance	5	<p><u>School Grade Structure</u></p> <p>Elementary/Middle certified special educator works with students K-8 and middle /secondary special educator teaches 9-12. There are 3.6 special education FTEs which creates a ratio of approx. 4:1.</p> <p><u>Related Services and Supports</u></p> <p>New Shoreham contracts for services for a clinical psychologist (one morning from approx.8:00am-12:00 am) and an occupational therapist (one day per week). There is not a certified school psychologist at this current time. This is an ongoing endeavor in order to facilitate timely evaluations and reevaluations. The clinical psychologist does not conduct assessments at the school. While staff</p>	Document Review District Presentation Interviews		

		<p>related that they contributed data and other information as needed for functional behavioral assessments it is unclear how functional behavioral assessments are specifically facilitated at the school.</p> <p>-A 6.0 FTE social works is available Monday through Wednesday for clinical needs -A.4.0 FTE guidance counselor is available for Monday through Thursday for counseling needs -A 1.0 FTE speech and language pathologist is available</p> <p>There are six teacher assistants. Four are special education assistants and two are general class assistants.</p>			
Compliance	6	<p>There is a high school student who is taking geometry with a special education teacher who is the teacher of record. The special educator is not certified in math.</p> <p>There is one middle school student who takes all of their core content classes with special educators . Another student takes math and ELA with a special educator. The special education teachers reported that while they collaborated with general education teachers regarding content they are the teacher of record. They also reported that the students are not considered students who participate in self-contained settings.</p>	<p>Document Review District Presentation Interviews</p> <p>Interviews</p>	<p>New Shoreham Public Schools will ensure that all students are taught by teachers who are highly qualified in their respective areas (collaborative teaching models etc.). Professional development regarding least restrict environments and placement option will be reviewed and discussed with staff.</p> <p>Timeline: Immediately and ongoing. Progress check: December 2009</p>	<p>Any special educator providing direct curriculum services (subject level) is highly qualified, or works within a collaborative environment with the curriculum specialist. Special educators do not determine grades for subjects without the collaboration of the curriculum specialists for students considered "self contained."</p> <p>Special educators received in-service</p>

					training on the topic of LRE, “self contained” and “resource” in September.
Compliance	7	There are students who participate in a adaptive physical education per their IEP. The adaptive physical education teacher does not have endorsement in adaptive physical education.	Document Review District Presentation Interviews	Students who will receive adaptive physical education (APE) will receive APE from an appropriately certified APE teacher. This will commence with the 2009-2010 school year and onward. Timeline: Immediately and ongoing. Progress check September 1, 2009	Any student designated as requiring APE services receives the service by a certified APE teacher.
Performance	8	<u>IDEA Due Process Information</u> Over the last three years there were zero (0) hearings or mediations. In 2006, there was one (1) complaint. There have been no other IDEA complaints since 2006.	Document Review Data analysis		
Performance	9	<u>Disproportionality</u> There is a very small number of students with IEPs on New Shoreham. The numbers are too small to extrapolate disproportionality.	State Performance Plan		

3. EVALUATION/ INDIVIDUAL EDUCATION PROGRAM (IEP)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	1	Some special educators have been training with the Director to complete Woodcock Johnson-III with students for initial evaluation. Other special education teachers reported learning on their own. Additional testing is referred	Document Review District Presentation		

		to off-island specialists. Staff are working on building in-house capacity for evaluation and re-evaluation.			
Compliance	2	<p><u>Record Reviews</u></p> <p>The records of three students were reviewed. The following issues were noted:</p> <p><u>IEP specific items</u></p> <p>SW1- General education teacher line not signed</p> <p>SW1-On a 2008-2009 IEP the ESY area has a date of 2005 and the supplementary aids and services section had a date of 2007-2008. This IEP appeared to be recycled from year to year.</p> <p>JK1 -the prior IEP had mixed dates from prior year reflected on the document. This IEP appeared to be recycled from year to year.</p> <p>JK1 –students went from speech only classification to classification of learning disability in 2005. There was evidence in the file of one assessment citing the change from speech to LA (psychological), however there was no formal documentation citing the discussion/review of the change.</p> <p>JK1 On the student's new IEP it was noted that a number of IEP elements were left blank or not appropriately completed. As the student was not in attendance and there was no documentation of how his preferences etc were identified §300.321. Educational Environments Section 23 – not documented. Placement Section 25 – not documented §300.115. State/District-wide Assessments Accommodations Section 26 - unsure how relevant to accommodations in state testing §300.320. Transfer of</p>	Record Reviews (SW1) (SW2) (JK1)	Assurances will be provided to the RI Department of Education, Office for Diverse Learners that compliance issues are addressed and rectified. <i>This Support Plan is applicable for all compliance findings in this section.</i>	Timeline: Immediately and ongoing. Progress check April 2009

	<p>Rights Section 27 – not documented §300.520 §300.320. In addition, there were considerable spelling/ typographical errors throughout the document.</p> <p>SW1 - Assessment for state testing not listed by specific assessment.</p> <p>SW-2-Duration and location of special education and related services SW2 Supplementary service location not completed</p> <p><u>IEP/Transition issues</u> SW1-No course of student statement SW1-No vocational evaluation seen in file. (Also see Section 4: Transition for further information)</p>			
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4. TRANSITION					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Compliance	1	<p><u>Transition assessment</u> Teachers reported that the Southern Rhode Island Collaborative is the lead for vocational evaluations. It was reported that there were some students who had not had vocational evaluations (one is a currently a junior).</p> <p>The part-time guidance counselor utilizes “Way to Go RI” for career exploration, however, special education teachers were unaware of that connection and of “Way to Go RI”.</p>	Interviews	<p>New Shoreham Public Schools will develop a structured system transition evaluation process. The guidance counselor, special education director and appropriate special education staff will review and refine his on an ongoing basis.</p> <p>Timeline: Immediately and ongoing. Progress check: December 2009.</p>	<p>The transition evaluation process is an ongoing task coordinated between Elizabeth Gomes, the school guidance counselor, Ms. Kathleen Martin, the HS special educator, and Dr. Anderson. The SORICO</p>

					program director has offered some guidance to the process affording the availability of their testing site for Block Island students. The PLP will be inextricably entwined in transition plans.
Performance	2	<p><u>Summary of Performance</u> This is an emerging process. Summary of performance documents are currently being started for the graduating seniors. Seniors with IEPs who were interviewed were totally unaware of the Summary of Performance , it's relevance to their life after high school and it's possible importance. Seniors also reflected that they had not in prior years, attended their IEP meetings nor even been invited. This was also a concern.</p>	Interviews	See support plan above. That is applicable to finding #2 above.	