

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

School Support System Report and Support Plan
Newport County Regional Public Schools
March 28-31, 2011

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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**NEWPORT COUNTY SPECIAL EDUCATION REGION
SCHOOL SUPPORT SYSTEM REVIEW
MARCH 28 – 31, 2011**

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1. FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE/LRE)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
		<i>The RIDE Office of Student, Community and 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.</i>	State Performance Plan		
Result	1	<p>Least Restrictive Environment Data</p> <p>Based on the FY July 1, 2009 – June 30, 2010 State Performance Plan information on Newport County Regional Placement Data is as follows:</p> <p>The percentages of students educated 80 to 100% of the time in general education settings are 88.15% (Middletown), 84.97% (Portsmouth), 70.95% (Tiverton), and 85.71% (Little Compton) (RI District Average is 73.35%).</p> <p>Percentages of students educated for less than 40% of the time in general education settings are 2.48% (Middletown), 2.28% (Portsmouth), 5.42%(Tiverton), and 7.14% (Little Compton) (RI District Average is 12.83%).</p> <p>Percentages of students educated in private separate schools, homebound/hospitalized and private residential schools are 4.41% (Middletown), 6.37% (Portsmouth), 2.91% (Tiverton) and 5.82% (Little Compton) (RI District Average is 3.71%).</p>	State Performance Plan Data Analysis		
Result	2	<p>Instructional Strategies and Supports</p> <p>Throughout the district there were examples of student centered, teacher facilitated differentiated instruction, with modeling, cooperative learning, student lead projects and problem solving, posted agendas and student work along with homework assignments, independent self-selected reading and journal writing all aligned to the early learning standards, GLE's and GSE's.</p> <p>Use of student assessment and performance data to inform instructional practices was evident throughout the district. School faculty are engaged in analyzing student data such as the Gates-MacGinitie Reading Test, Qualitative Reading Inventory (QRI), Developmental Reading Assessment (DRA), Northwest Evaluation Association (NWEA), Flynt Cooter Reading Inventory, NECAP, teacher generated assessments, student work and performance along with classroom observations to discuss student placement (reading and math) and instructional strategies.</p> <p>There was variability throughout the region as Tiverton did not have a formalized electronic data system. Electronic data systems are the focus of the Curriculum Director in Tiverton. The Tiverton elementary level uses Dynamic Indicators of Basic Early Literacy Skills (DIBELS), the middle level</p>	Data Analysis Interviews Observation		

uses DRA and the high school uses Gates-MacGinitie for screening and QRI as progress monitoring for reading. The district is interested in NWEA as a potential data collection system.

Result

3

**Disproportionate Representation
Middletown**

	ADR					
Black	2006	2007	2008	2009	2010	exception
Students with Disability	31	42	31	40	53	50
Total Students	172	165	180	191	189	186
District Risk	18.02	25.45	17.22	20.94	28.04	26.88
Nat'l Risk	9.08	9.15	9.15	9.15	8.92	8.92
District Risk Ratio	1.98	2.78	1.88	2.29	3.14	3.01

	OHI				
White	2006	2007	2008	2009	2010
Students with Disability	67	69	71	64	60
Total Students	2044	1983	1946	1910	1885
District Risk	3.28	3.48	3.65	3.35	3.18
Nat'l Risk	0.90	0.85	0.85	0.85	0.98
District Risk Ratio	3.64	4.09	4.29	3.94	3.25

Portsmouth

	OHI					
White	2006	2007	2008	2009	2010	exception
Students with Disability	105	87	94	88	65	64
Total Students	2873	2801	2738	2670	2532	2531
District Risk	3.65	3.11	3.43	3.3	2.57	2.53
Nat'l Risk	0.90	0.85	0.85	0.85	0.98	0.98
District Risk Ratio	4.06	3.65	4.04	3.88	2.62	2.58

Data Analysis

Tiverton

White	LD				
	2006	2007	2008	2009	2010
Students with Disability	218	199	191	202	192
Total Students	2079	1995	1877	1911	1845
District Risk	10.49	9.97	10.18	10.57	10.41
Nat'l Risk	4.05	4.14	4.14	4.14	3.82
District Risk Ratio	2.59	2.41	2.46	2.55	2.72

While districts in Newport County continue to have areas of significant disproportionality, an onsite verification of policies, procedures, and practices as reported in the CRP process demonstrated no areas of inappropriate identification practices nor individual cases of inappropriate identification as causal factors of disproportionate representation. Continued implementation of strategies and social emotional supports both internally and via contracted agencies are encouraged to continue the downward trend in the area of OHI. Recent participation in regional trainings on RtI as part of the full and individual evaluation process demonstrates commitment to ongoing review of policies, procedures, and practices related to identification of students with Specific Learning Disabilities.

Result

4

Elementary Level Response to Intervention (RtI)

At the elementary level in the region, RtI was well structured. Clear protocols and forms are used to support the process.

Middletown

There is a well structured RtI processes at both elementary schools. There is a permanent facilitator, and membership is flexible and based on the student need. There are very active Tier 1 and Tier 2 interventions, with interventions blocks each day with flexible grouping. Teams use NWEA, SWIS and AIMS Web for diagnostic benchmarking, progress monitoring, screening and formative assessments.

Portsmouth

There is a well structured RtI processes at both elementary schools. The district has instituted data days for grade level to examine data and plan for instruction as well as differentiated implementation across schools. Staff tended to articulate the RtI process as a gateway to access special education referral and placement. Teachers also articulated the concern that they lacked a “tool box” of interventions to use with students and in particular of how individual interventions were measured and strategically monitored.

Tiverton

Data Analysis
Interviews

		<p>At Fort Barton Elementary School, there is an established Rtl team that meets regularly. Teams use a variety of data to support student learning. General education staff reports some confusion around how to create, implement and take data on intervention plans.</p> <p>At Pocasset Elementary School, the Rtl process is well developed and fully functioning. Teams use a variety of data to support the process. Intervention blocks are used to support student learning.</p> <p><u>Little Compton</u> The Rtl initiative at Wilbur McMahan School (K-8) is well established with identified leadership, clear expectations and protocols, along with progress monitoring strategies. The team meets weekly to address student referrals, the development and implementation of data monitoring folders along with participation in professional development activities regarding expanding the current response to intervention model.</p>			
Result	5	<p>Middle Level Response to Intervention (Rtl)</p> <p>At the Middle level, Rtl varied across the region.</p> <p><u>Middletown</u> Response to Intervention at Gaudet Middle School is emerging. Though a number of academic and/or behavioral school-wide interventions are being facilitated throughout the school, a structured systemic approach to Rtl has not been established.</p> <p><u>Portsmouth</u> Response to Intervention at Portsmouth Middle School has a structured process in place with identified leadership, clear expectations and protocols, along with progress monitoring strategies. Staff reported that they would benefit from professional development on differentiated instruction.</p> <p><u>Tiverton</u> Rtl is emerging within Tiverton Middle School. Progress monitoring tools and assessments are typically based on the curriculum and created by the classroom or the special education teacher depending whether the class is being co-taught.</p> <p><u>Little Compton</u> Rtl in Little Compton at the middle level is encompassed in the elementary level Rtl finding as it is K-8 school (see box above).</p>	Data Analysis Interviews		
Result	6	<p>High School Level Response to Intervention (Rtl)</p> <p>Response to Intervention at the high school level varied throughout the region.</p>	Data Analysis Interviews		

		<p><u>Middletown</u> Rtl is new to the high school building and in the beginning stages. Not all required documents (referral sheets, tracking sheets, classroom teacher intervention sheets, data sheets) have been distributed to the staff. Staff has been provided two full day trainings and at least six hours of professional development this school year and has requested additional training which is being provided. Teachers at the high school expressed confusion and difficulty with the implementation levels and many stated that they are not aware of how to access the Rtl committee within the building.</p> <p><u>Tiverton</u> Rtl at Tiverton High School is established and working toward further refinement and growth. Future growth directions include adding more general education teachers to the team and expanding core interventions. One teacher shared that he referred two students to Rtl but could not attend the initial meetings. He did not receive any follow-up information and thus was unsure of what occurred at the meetings or what was occurring for the students he referred.</p> <p><u>Portsmouth</u> At Portsmouth High School, Rtl is established and working toward further refinement and growth. Students who are considered at-risk for school failure are identified based on academic grades (receiving D's and F's), NECAP scores, having Personal Literacy Plans, or identification by 8th grade teachers. In addition, a student review team (separate from the Rtl team) meets weekly to discuss students with newly identified academic, social or behavioral needs.</p>			
Result	7	<p>Social Emotional Resources / Positive Behavioral Interventions and Supports (PBIS)</p> <p>Throughout the region there was evidence of positive behavioral whole school community activities and supports. Some examples include but are not limited to:</p> <ul style="list-style-type: none"> • PBIS • Advisories • Anti-Bullying Forums • Social Thinking Groups • Open Circles • Second Step • Play Fair • 6 Pillars of Character 	Data Analysis Interviews Observation		
Result	8	Throughout the region staff expressed support and appreciation for both their school-based leadership as well the regional special education administrators.	Interviews Data Analysis/Surveys		

Result	9	<p>Preschool Program Continuum</p> <p>Currently, there are approximately 125 children receiving early childhood special education services with IEPs. Sixty of these children are receiving specialized preschool classroom programming while the remainder of the children are provided with speech and language therapy as a walk in service.</p> <p>The continuum of preschool services include:</p> <ul style="list-style-type: none"> • Consultation to local preschools • Provision of speech language therapies as a walk in or embedded into early care and education programs in addition of early childhood special education programs (approximately 60 students) • Four days per week, inclusive programs (half students with IEPs and half typically developing peers with a maximum class size of 15) <ul style="list-style-type: none"> ○ Tiverton- 1 classroom with morning and afternoon sessions ○ Portsmouth- 2 classrooms with morning and afternoon sessions ○ Middletown- 1 classroom with morning and afternoon sessions • Four days per week, intensive full day, special education program located at Melville School in Portsmouth. <p>Special education staff devotes their fifth day to IEP meetings, parent involvement, planning, data management and reporting.</p> <p>The region has achieved 100% compliance in transitioning children from early intervention into early childhood special education by their third birth date. This is to be commended.</p> <p>The region participates in the early childhood initiative and has demonstrated progress in meeting targeted assessment check points. Interviews with the teaching staff continue to suggest confusion and resistance related to outcomes measurement and assessment practices and opportunity for the collaborative development of preschool initiatives.</p>	State Performance Plan Data Analysis	<p>Special education administration in conjunction with school-based staff will review and refine the consistency of the region's preschool program continuum with regard to curriculum and instructional supports and strategies.</p> <p>Timeline: June 2012 Progress check: March 2012.</p>	<p>All preschool teachers, early childhood coordinator, and assistant director of special education participated in the Early Learning Standards Project, RIELS Level 2 training from October 2011 through Jan 2012</p> <p>Early Childhood Coordinator participated in RIELS Level 3 training.</p> <p>Preschool team determined that the RIELS framework is the curriculum design and structure that will be followed within all five preschool programs. The team is focused on purchasing materials that will align and expand all the</p>
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				<p>domains within RIELS. These include but are not limited to the introduction of technology in the classroom, outdoor play structures for exploration, science scales and measurement tools, cozy corner areas, wooden blocks for expanding play, and lower shelving to allow for visibility of all students within the classroom during curriculum participation.</p> <p>Team developed a preschool transition protocol to be followed for consistency.</p> <p>Two preschool classroom teachers were chosen to participate in the RIDE</p>
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				Technical Assistance Early Childhood Project for SY 11-12.
Result	10	<p>Elementary Level Program Continuum</p> <p>The Newport County region provides elementary level special education services to approximately 350 children in four districts. The program continuum includes co-teaching and specialized program classrooms as well as traditional related services.</p> <p>The respective program continuum is as follows:</p> <p><u>Middletown</u> Middletown offers an inclusive co-taught model in grades K -3. In these classrooms, special educators, general educators and related service providers work collaboratively and share in the instructional responsibility for all students.</p> <p>Forest Avenue Elementary has a Learning Center for grades K-2 that follows a project-based learning model, with flexible grouping that allows for students to interact and work collaboratively in groups across grade levels, with peer models and the support of multiple teachers and service providers in various class environments. The Learning Center has a learning common area that allows for multiple methods of learning and seamless transition from one mode of instruction to another, with a stage for presentations, mini library, project tables and work stations.</p> <p>Aquidneck Elementary has a regional behavior program available to elementary level students K-3 with significant behavioral needs throughout the region. The behavior classroom is supported by a special educator, a behavioral specialist contracted through an outside agency and three teacher assistants. Progress is monitored daily through the use of a behavior log, and students are rewarded for positive behaviors. Students have access to all school-wide/co-curricular activities. The goal of the program is to transition all students back into the general education setting and students are typically transitioned progressively one academic area at a time.</p> <p><u>Portsmouth</u> Portsmouth provides a special education elementary student services coordinator who works with all elementary teachers in the district. This partnership is viewed as a very positive support for the elementary programs within the district.</p> <p>Co-teaching classrooms are the standard at both Melville and Hathaway Elementary Schools. The co-taught classroom is composed of a general education and a special education teacher, and as</p>	Data Analysis Interviews Observations	

		<p>appropriate per the IEP a teacher assistant. The co-teaching model is in place in Hathaway's kindergarten, second and third grade levels. Overall, all classes have developed individual class websites and most were updated regularly to inform parents of homework, as well as provide parents and students with additional resources and links to support student learning.</p> <p>The Melville School has a regionalized program for children (grades 1-3) with significant needs related to students on the autism spectrum who are engaged in alternate assessment. The classroom is staffed by a special educator and teaching assistants.</p> <p><u>Tiverton</u> In Tiverton School, the continuum of programming is distributed across three elementary schools. At Fort Barton, students receive intensive resource supports that include opportunities for placements in self-contained settings for core content as well as inclusive opportunities with support. At Ranger and Pocasset Elementary Schools, students requiring moderate to minimal special education supports receive them in co-taught classrooms.</p> <p><u>Little Compton</u> Wilbur McMahan School of Little Compton is an educational setting for students' kindergarten through 8th grade. This program focuses instruction through three levels (K-4, 5-6 and 7-8). With the exception of the 3rd grade (which has three classrooms), each grade level has two grade level classes.</p> <p>Elementary Level (K-4) - one teacher facilitates all major content area classes with one special educator assigned to this level.</p> <p>Upper Elementary (5-6) – two member teams that interact with each other with one team providing math/science and the other providing English language arts and social studies.</p> <p>Middle Level 7-8 (five member teacher team providing ELA, math, science, social studies and Spanish three times a week)</p> <p>Specialized instruction is facilitated through an inclusive model providing students in-class academic support, some co-teaching along with pull-out as needed to support individual skill development.</p>			
Result	11	<p>Middle Level Program Continuum</p> <p><u>Middletown</u> There are 954 students attending Gaudet Middle School, and 174 are students with IEPs.</p> <p>The Gaudet Learning Academy provides instruction for Middletown's 4th grade students. There are eight 4th grade classes, three of the eight are co-taught by special educators. Specialized</p>	Data Analysis Interviews Observation		

<p>Compliance</p>	<p>instruction is facilitated through an inclusive model. As appropriate, students may receive additional support outside of the general education setting to address specific skills and/or related services.</p> <p>At each grade level 5-8, there are two grade level clusters. Each cluster is assigned a special educator with an additional special educator as appropriate. Some special educators may provide intensive math, reading and/or study skills classes. Most specialized instruction is provided through an inclusionary model in the general education setting through co-teaching, collaboration, or small group instruction. As appropriate, students may receive additional support outside the general education setting to address specific skills and/or related services.</p> <p>Resource/study skills classes offer an opportunity to provide additional academic support and/or services as needed for students with IEPs.</p> <p>Functional Life Skills. A self-contained class is provided for students with more significant intellectual/social emotional challenges needing individualized direct instruction and life skills experiences. Students participate with their typically developing peers in co-curricular classes along with some core content classes with teacher assistant support when appropriate.</p> <p>The intensive class is a comprised of a blend of students who are considered to have more intensive needs and students who do not have as intensive needs but are considered not able to be successful in all general level classes. There are currently ten students participating in this instructional setting with five of the students requiring an alternate assessment. Students who do not have as intensive needs (“gap students”) are not using the same general level materials as peers in the general education setting. These gap students are currently using the same materials as the students with more intensive needs which are aligned to the AAGSE’s. RIGL 300.101 & 300.114</p> <p>A Behavioral Support Program housed at Gaudet Middle School is a regional setting for students experiencing significant social, emotional/behavioral challenges along with academic learning needs. The Behavioral Support Program offers a small class setting providing students with psycho-social supports, crisis diversionary services along with positive behavioral supports to maximize academic performance and to promote pro-social behavior. The psychologist and social workers facilitate a social skills group weekly.</p> <p>A full time behavior specialist is contracted through an outside agency and supports all students (general education students and students with IEPs).</p> <p><u>Portsmouth</u> There are 1,000 students attending Portsmouth Middle School, and approximately 144 are students with IEPs. The program continuum is as follows:</p>		<p>Plans are underway to review and refine the program continuum to remedy the cited compliance issues.</p> <p>Timeline: June 2012 Progress check: October 2011</p>	<p>All students throughout the region that are not eligible under alternate assessment criteria are included within the general education setting with increased specialized instructional opportunities and full access to the general education curriculum and rigor. Additional staffing was added.</p>
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Compliance	<p>Co-taught classes with a general education teacher and a special education teacher (29 co-taught teams and 46 co-taught classes) with related service supports as appropriate.</p> <p>Resource classes are also available for students that require additional time to complete assignments or need additional support.</p> <p>There is a regional intensive special education program (3 classes) for students with intellectual challenges. Students typically receive academic content areas in a self-contained setting and are integrated into the general education classroom co-curricular classes.</p> <p><u>Tiverton</u> There are 615 students attending Tiverton Middle School, 125 are students with IEPs. The program continuum is as follows:</p> <p>At Tiverton Middle School there is a regional intensive special education classroom for all academic content areas while others are integrated into the general education classroom for particular content areas. The intensive class is a comprised of a blend of students who are considered to have more intensive needs (five students) and students who do not have as intensive needs but are considered not able to be successful in all general level classes. Students who do not have as intensive needs (“gap students”) are not using the same general level materials as peers in the general education setting. These gap students are currently using the same materials as the students with more intensive needs which are aligned to the AAGSE’s. RIGL 300.101 & 300.114</p> <p>There is also a regional Behavioral Support Program within the school that services students from Tiverton and other districts within the region. The students, as appropriate per IEP, remain within the class for approximately 8 weeks and then begin to transition out of the classroom for particular content areas. There is a class-wide behavior plan that is in place, with the students being able to earn or lose points depending on whether they are following classroom expectations. This also provides data for the teacher to help determine when the student maybe ready to exit from the program and back into the general education classroom full-time.</p> <p>English language arts and mathematics courses within Tiverton Middle School are co-taught for two classes in each grade. Both teachers provide instruction to the entire class and provide supports to all students through accommodations and modifications of the class work. In the fifth grade one social studies and science class is co-taught. Depending on the need per the IEP, students may also be assigned additional support to help them access the curriculum within the general education setting. Resource classes are also available for students that require additional time to complete assignments or need additional support. Resources classes meet two to four times per six day cycle. Direct reading instruction classes are offered in addition to the ELA classes as appropriate per the IEP.</p>		<p>Plans are underway to review and refine the program continuum to remedy the cited compliance issues.</p> <p>Timeline: June 2012 Progress check: October 2011</p>	<p>All students throughout the region that are not eligible under alternate assessment criteria are included within the general education setting with increased specialized instructional opportunities and full access to the general education curriculum and rigor. Additional staffing was added to support this level of “gap” student need</p>
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		<p><u>Little Compton</u> The middle level program continuum is detailed under the elementary program continuum in the box above.</p>			
Result	12	<p>High School Program Continuum</p> <p><u>Middletown</u> At Middletown High School there are 708 students in the building and approximately 127 are students with IEPs. The program continuum is as follows:</p> <p>-Co-taught/collaborative classes (9th-12th). Currently, of the 30 students with intellectual challenges; 11 students participate in co-taught core content classes and 24 participate in electives. Of the 97 remaining IEP students, all 97 participate in co-taught core content courses.</p> <p>-Study Skills/Resource. This smaller setting is designed for both group and individual work (academic, tutorial, and organizational assistance). Settings have computers available for the purposes of assessment, instruction, access to I-parent (online system for parent and student to review grades), the student portfolio system, library databases and the internet. Currently, of the 97 students with IEPs, 37 participate in the Study Skills/Resource. Students receive one credit for this class.</p> <p>-Life Skills- A regional program designed for students who have intellectual challenges. Students participate in learning experiences that range from increasing reading, writing, and math skills to elective classes and academic rigor is aligned to AAGSEs. Programs that students have available to them are, Circles Program, Best Buddies, Special Olympics, community jobs, transition and practical skills. Related services are provided, as appropriate, per the students IEPs</p> <p>A behavioral specialist contracted through an contracted agency is available to support students (both general education and students with IEPs).</p> <p>Middletown High School facilitates a scaffolded literacy program consisting of grade level courses without support, grade level courses with support (inclusive), and grade level classes with support of a Literacy Lab period taught by a reading specialist that may include one-to-one instruction. Regardless of the structure, students are exposed to the same 9th grade curriculum and GSE's. The Reading Specialist/Literacy Coach of Middletown High School uses NECAP, NWEA scores and the Qualitative Reading Inventory- QRI-3 (as a prescriptive tool) to screen, assess and monitor progress against the PLPs goals/targets.</p> <p>Personal Math Plans (PMPs) are emerging as a means to monitor, and support students not identified as grade level proficient in accordance with NWEA national norms. PMPs as with PLPs are shared with the content area teacher where the support is personalized. The continuum of math</p>	Data Analysis Interviews Observation		

Result	<p>instruction includes co-taught classes in algebra I, geometry, algebra II and double block co-taught algebra I and geometry classes. Students with PMPs/IEPs have every opportunity to learn mathematics at their rate with appropriate support.</p> <p>The school psychologist at Middletown High School works with the behavioral specialist and student support specialist within the building to provide social supports to the students when necessary. Additionally, the student support specialist conducts after school social skills groups for students several times per week.</p> <p><u>Portsmouth</u> At Portsmouth High School there are approximately 1,021 students and 162 students have IEPs. The program continuum is as follows:</p> <ul style="list-style-type: none"> -Academic Support/resource (four classes) provides services for students during one class period in a special education setting. The focus is on organizational skills and support for their non-co-taught academic classes. -There are 40 co-taught classrooms (9th-12th) with approximately 25 students per class, typically with 14-16 students with IEPs. These co-taught classrooms serve students with academic needs and some with behavioral issues. The role of the special education teacher varies, depending upon their knowledge of the content. -STAR Academy (15 students), is for incoming 9th graders reading three or more years below (currently all students in STAR have IEPs and PLPs) or scoring 1 or 2 on NECAP. Skills classes and lab classes also provide support for students with academic difficulties. -Behavior Support Program (BSP) is a regional program for students with serious emotional disabilities. Students who are in this class were either placed out-of-district, transitioned from the middle school behavior support program, or newly identified as needing intensive support in high school. There are currently 10 students in the program. There is one teacher, two teaching assistants, two behavior specialists from a contracted agency, and a retired administrator (two days/week) in the program. According to the staff in the BSP, there is close connection with teachers in other classes, but those teachers report there is little communication. Although students are supposed to be working on academic skills in the BSP, either as a class taken in BSP or as reinforcement for general education classes, there was little student engagement in teaching and learning during class observations. -A general education Alternative Learning Program (ALP) provides emotional and academic support and guidance for students with issues related to attendance, academics and behavior. Although it is a general education program, there are some students in the program with IEPs, but their disability is not the primary reason for their difficulty. Students are identified by guidance and the 		<p>Special education administration in conjunction with school based staff will review and restructure the Behavior Support Program to clarify roles and responsibilities.</p> <p>Timeline: June 2012. Progress</p>	<p>The BSP at PHS has been redesigned. Additional staff were added to the program and students are included in staff supported co-taught classrooms within the high school so all students receive</p>
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Compliance	<p>school psychologist at the end of each year, and throughout the year. Students may have class within the ALP class or in the general education class. There is close communication with between the ALP teacher and general education. The program staff work to ensure students complete work, provide tutoring and emotional support and encouragement as needed.</p> <p>The school psychologist splits his time between the high school and one elementary school. At the start of the school year he taught lessons on self-advocacy and learning styles.</p> <p><u>Tiverton</u> There are 620 students at Tiverton High School and approximately 108 are students with IEPs.</p> <p>-There are 22 co-taught classes (10 math, 10 ELA and 2 in social studies). There are 7 co-taught classes that are college prep level and 15 general level. One of the co-taught classes is a senior project class. There are 3 levels (general, college prep, honors, AP) at Tiverton High School. Students in the intensive classroom take classes with the intensive teacher that are termed "traditional".</p> <p>-Resource/Study Skills- Students are assigned per IEP team decision. Students in resource have study skills mini-lessons and reinforcement lessons that are individualized to their IEP goals. In addition, students engage in learning contract to focus their work in resource. Students receive credit for their resource class.</p> <p>-Intensive class- This is a blend of students who are considered having more intensive needs (approximately 6 students) and students who do not have as intensive needs but are considered not able to be successful in all general level classes. These "gap students" receive the core content instruction typically in science and math with students who are in the intensive classes for their core content classes. One student started the year in a general science class and was failing so he was moved into the intensive science class. Others were scheduled into the intensive math and science class as 9th graders. In science, students who do not have intensive needs work out of the general physical science textbook. Lab materials are modified for the students but are still based in the same GSEs as in the general class. One of the science teachers was asked to work with the special educator although there was no formalized common planning or meeting time so they try to carve out time after school as needed. RIGL 300.101 & 300.114</p> <p>These same "gap students" also take math in the intensive classroom but do not use a general math textbook. It is unclear why they use the same materials (functional math materials from PCI) as the students who are accessing the AAGSEs. The students who do have more intensive needs all take the traditional NECAP (non-alternative assessment).</p> <p>There are approximately 40 students with IEPs that also have PLPs and receive literacy support with the reading specialist. There is a mix of students in each of the literacy classes (targeted/Tier</p>		<p>check : October 2011</p> <p>Plans are underway to review and</p>	<p>instruction from a highly qualified teacher with specialized support for their emotional and behavioral needs. The role of the school psychologist and social worker has been refined to provide additional support to this program. Communication among all staff in the high school has improved through biweekly meetings documented and minutes taken to facilitate consistency in programing and behavioral plans for students.</p> <p>All students throughout the region that are</p>
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		<p>II- 1-2 years below grade level and intensive/Tier III- 2 or more years below in reading).</p> <p>All students with IEPs receive biweekly progress reports. These are emailed home to the parents/guardians.</p> <p>-Speech and language pathologist is at the high school two days a week. She is involved in co-taught social student's class.</p> <p>-The school psychologist splits her time between the high school and one elementary school. At the start of the school year she taught lessons on self-advocacy and learning styles in all resource classes. She co-facilitates two social skills groups with the speech pathologist and a grief group.</p> <p>-Adaptive physical education is provided within the general physical education class. Students who receive APE services receive health in a self-contained class.</p>		<p>refine the program continuum to remedy the cited compliance issues.</p> <p>Timeline: June 2012 Progress check: October 2011</p>	<p>not eligible under alternate assessment criteria are included within the general education setting with increased specialized instructional opportunities and full access to the general education curriculum and rigor. Additional staffing was added to support this level of "gap" student need</p>
Result	13	<p>At Tiverton High School there was prevalent concern that the special educators are not included into the content areas common planning time. In addition, there is not a structured common planning time with co-teachers (general education and special education). Teachers meet with their respective co-teacher when they could find time but both general and special educators overwhelmingly expressed this as a concern and preventing appropriate and effective co-planning.</p>	Data Analysis Interviews		
Result	14	<p>Extended School Year (ESY) is offered in each of the respective districts per the IEP.</p>	Data Analysis Interviews		
Result	15	<p>School Removal/Disciplinary Policies (Secondary Level)</p> <p>Throughout the region behavioral expectations along with disciplinary action protocols and policies are comprehensively defined in a student handbook.</p>	Data Analysis Interviews		
Result	16	<p>Local Special Education Advisory Committee (LAC)</p> <p>The Newport County Regional Special Education Local Advisory Committee with membership, operation, and scheduled meetings consistent with Regent's requirements is in place and is</p>	Data Analysis Interviews		

		<p>supported by the districts.</p> <p>Newport County Regional Special Education maintains an active Local Special Education Advisory Committee (LAC). The special education director and two assistant directors attend all meetings. The LAC has an active membership and identified chairperson. Laws and minutes are kept by the LAC.</p> <p>The LAC meets monthly generally with a business meeting one month sequenced with a presentation of interest to families on the following month. Presentation scheduled this year have included:</p> <ul style="list-style-type: none"> • The Successful IEP Meeting presented by RIPIN • Journey to Adulthood: What Parents Need to Know presented by RIPIN • Teaching Social Skills and Strategies for Organization Across the Home and School Day • Panel Discussion of Adult Services • 19th Annual Awards Recognition Night <p>The culminating event for the year is the Annual Awards Recognition Night. This is a very popular and well attended event celebrating the support of individuals in the community. Students or their families nominate an individual for recognition of the contribution that person has made toward student success. Those nominated represent a great cross section of the community and the event creates a celebration of the year and the community.</p> <p>The LAC chair and special education director attend the regional forum on the Special Education Parent Participation Survey. Additionally, the LAC spends time analyzing survey results and engaging in planning based on the data they receive.</p> <p>The LAC maintains an active list serve. Advertising is done via newsletters, LAC brochure and regional website. These efforts are supported by the special education region. Additionally, some of the LAC membership visits other LACs to share ideas and discuss resources.</p> <p>Goals for the LAC include:</p> <ul style="list-style-type: none"> • Implementation of the Action Plan • Increasing attendance at the meetings • Increasing preschool families involvement in the LAC • Enhancing the development of the special education community across four districts and towns 			
Result	17	<p>School Efforts to Partner with Parents:</p> <p>Newport County Regional's rate of parent participation in the annual Special Education Statewide</p>	Data Analysis State Performance		

		<p>Parent Survey (2009-2010) is 18% (Middletown), 19% (Portsmouth), 14% (Tiverton) and 11% (Little Compton) of parents whose children have IEPs.</p> <p>Of parents with a child receiving special education services who participated in the last survey, the percent that reported that their school's efforts to involve parents, as a means of improving services and results for children with disabilities, are at or above the state standard is 30%.</p>	Plan		
Result	18	<p>Drop Out /Graduation Rate</p> <p>The Newport County Regional graduation/dropout rates are as follows:</p> <p><u>Graduation Rate</u> Portsmouth 82.60% (all students) 64.20% (students with IEPs) Middletown 81.50 (all students) 72.10% (students with IEPs) Tiverton 83.00% (all students) 61.70% (students with IEPs) These rates are higher than the state average rates of 75.50% for all students and 58.70% for students with disabilities</p> <p><u>Drop Out Rate</u> Portsmouth 6.20% (all students) 15.10% (students with IEPs) Middletown 8.70% (all students) 14.00% (students with IEPs) Tiverton 13.30% (all students) 31.90% (student with IEPs)</p> <p>These rates are lower than the state average rates of 13.90% for all students and 22.80% for students with disabilities with the exception of Tiverton who has dropout rate of 31.90% for students with disabilities which is higher than the state average of 22.80%.</p> <p>Per the SSS interview process and the CRP Tiverton High School will continue to use progress monitoring tools such as the Woodcock Reading Mastery and the Qualitative Reading Inventory when appropriate. Teachers will continue to be trained in formative assessment to help drive instruction. Special education teachers have received training in the Math Navigator. For the coming school year Tiverton is continuing to develop a mentor/advisor position to support at risk high school students to create a mentoring program for at-risk students. They are refining and expanding the Rtl process to full implementation. In addition, regional administration is continuing to work with out-of-district placement schools aligning curriculum and using local assessments to measure and monitor student learning.</p>	Data Analysis Consolidated Resource Plan (CRP)		

2. EVALUATION/ INDIVIDUAL EDUCATION PROGRAM (IEP)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Result/ Compliance	1	<p>Records of approximately 47 students were reviewed prior to the on-site review by the team leaders. Students' records were organized and accessible. The record review process identified the following compliance trends.</p> <p>IEP documentation issues that included:</p> <ul style="list-style-type: none"> - No general educator at IEP meeting/no excusal documentation seen in file -Measurable present levels of academic and/or functional performance not always written in measurable manner. - Measurable baseline and/or short term objectives not always written in measurable manner. - How a student's progress will be measured and how often was blank or not fully completed -Various IEP items not fully completed or left blank (location of services, explanation of nonparticipation in general education class, transition series needed to help student reach post school goals) <p>Transition issues included:</p> <ul style="list-style-type: none"> -IEP invitation/notice does not state that a purpose of the IEP meeting includes consideration of post-secondary goals and transition services - For a few records the transitional assessments listed for were not transition assessments (NECAP, NWEA) or listed solely as student interview -WaytoGoRI was listed as the primary tool from year to year with no specificity of what aspect was facilitated <p><i>(RI Regulations subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</i></p>	<p>Data Analysis Record Reviews Interviews Observation</p>	<p>Assurances will be provided to the Rhode Island Department of Education, Office of Student, Community and Academic Supports, that compliance issues are addressed and rectified. This Support Plan is applicable for all compliance findings in this section. Ongoing professional development will provided to staff with regards to the cited compliance trends.</p> <p>Timeline: June 2012</p>	<p>Ongoing professional development is provided to staff with regards to compliance trends, and best practices.</p>

Result	2	<p><u>Child Outreach</u></p> <p>Newport County Regional child outreach screenings are available in a range of community-based early childhood programs and by appointment September through June. The early childhood coordinator organizes Child Outreach screenings across the region at the beginning of the school year to ensure continued implementation of appropriate screening techniques. Observations are also conducted to ensure appropriate screening techniques. All screening instruments are reliable, valid and measures as delineated in “Best Practice Guidelines for Child Outreach Screening Programs in Rhode Island”.</p> <p>The state target for screening is 80% of children ages 3, 4 and 5. In Newport County Regional’s most recent Consolidated Resource Plan, the region reports the following screening percentages for June 2010:</p> <table border="1" data-bbox="422 748 978 935"> <thead> <tr> <th></th> <th>Age 3</th> <th>Age 4</th> <th>Age 5</th> </tr> </thead> <tbody> <tr> <td>Portsmouth</td> <td>65%</td> <td>87%</td> <td>89%</td> </tr> <tr> <td>Little Compton</td> <td>14%</td> <td>33%</td> <td>68%</td> </tr> <tr> <td>Middletown</td> <td>80%</td> <td>106%</td> <td>70%</td> </tr> <tr> <td>Tiverton</td> <td>36%</td> <td>45%</td> <td>57%</td> </tr> </tbody> </table>		Age 3	Age 4	Age 5	Portsmouth	65%	87%	89%	Little Compton	14%	33%	68%	Middletown	80%	106%	70%	Tiverton	36%	45%	57%	Data analysis meeting State Performance Plan		
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Tiverton	36%	45%	57%																						
Result	3	Newport County Regional for the 2009-2010 year was at 100% compliance for meeting evaluation timelines for initial referrals. As of April 2011, Newport County was thus far at 100% compliance for meeting evaluation timelines for initial referrals for the 2010-2011 school year. This is to be commended.	Data analysis meeting State Performance Plan																						
Result	4	Throughout the region special educators either complete an accommodation sheet that is then sent to the general education teachers or general education teachers can access the student’s accommodations via TIENET.	Data analysis meeting Interviews																						
Result	5	At Tiverton High School guidance is concerned that they are not always aware of IEP meetings that are set up, thus preventing them from being prepared and appropriately	Interviews Observation	Issue resolved.																					

		contributing to the meeting or even being able to attend. They have asked that there be a master calendar listing both school and regional IEP meetings. A recent example of when an IEP meeting was set up without guidance being notified or invited until just prior to the actual meeting occurred was provided.			
Result	6	At Wilbur McMahon (Little Compton)., other than when the regional special education representative is in attendance, IEP meeting protocols, parameters, along with roles and responsibilities are unclear to school based team members.	Interviews Observation		
Result	7	At Tiverton Elementary School and Tiverton Middle School, teachers expressed concern about the availability of substitutes to attend IEP meetings. Teachers report not being able to attend meetings.	Interviews Observation Record Review		

3. IDEA TRANSITION					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Result	1	<p><u>Part C to Part B Transition</u></p> <p>The early childhood coordinator manages the transition of children from Part C early intervention (EI) to preschool special education. A database of all EI referrals is maintained and upcoming birthdates are monitored to ensure that meetings are scheduled in a timely manner. Last year's consolidated resource plan (CRP) indicated that the region 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>	Data Analysis Interviews State Performance Plan		
Result	2	<p><u>Elementary</u></p> <p>At Middletown, Tiverton, and Portsmouth Elementary Schools, processes, systems and procedures are in place to facilitate successful transition from elementary to middle school. Individual plans are developed for children and families requiring higher levels of support. Note: Wilbur McMahon, in Little</p>	Data Analysis Interviews		

		Compton, is a K-8 school.			
Result/ Compliance	3	<p><u>IDEA Transition Planning at the Middle Level</u></p> <p><u>Portsmouth</u> Students (grades 6-8) have accounts on the WayToGoRI website. This is used to start the transition process. The results from WayToGoRI are not linked to post-secondary goals during the transition planning.</p> <p><u>Middletown</u> Though students who are 14 years of age are invited to their IEP meeting discuss future activities after completing their high school years, interest inventories/vocational assessments are not administered as required by IDEA, limiting information pertinent to the IEP requirements. Transition planning is not consistently facilitated.</p> <p><u>Tiverton</u> Assessments are not linked to post-secondary goals along with transition planning. Transition planning at Tiverton Middle School begins with all students in the 6th grade with informal interviews and assessments. This is followed up at the 7th grade and all students in the 8th grade complete an assessment on WayToGoRI. Students are also interviewed and given informal assessments during advisory periods to help consider post-secondary options.</p> <p><u>Little Compton</u> Interest inventories/vocational assessments are not administered as required by IDEA limiting information pertinent to the IEP requirements. There are currently 9 students with IEPs who are 14 years of age and whose transition planning has not been addressed.</p> <p>RIGL 300.320(b)(1)</p>	Data analysis Interviews	<p>Professional development will be facilitated for all 7th-12th grade special education teachers to address transition planning and vocational assessment issues.</p> <p>Timeline: June 2012. Progress check: march 2012</p>	<p>Professional development is ongoing with this area. Transition planning, effective IEP alignment to transition, and vocational assessment practices are the focus of these sessions. Support from the Rhode Island Technical Assistance Project and East Bay Educational Center Transition Center has supported this initiative. Staff has also attended Transition 101 trainings offered earlier this school year by RIDE as well as Advanced Transition Training in January 2012.</p>
Result	4	<p><u>IDEA Transition Planning at the High School Level</u></p> <p><u>Middletown</u> The Associate Principal is responsible to the ensure the special education department provides transition services to students</p>	Data Analysis Interviews		A special education

Compliance	<p>with IEPs. There is a transition coordinator who is also a Life Skills teacher. She attends monthly Transition Advisory Committee meetings/trainings. Case managers are responsible for completing transition assessments within the building every year with their students and implement the findings per the IEP. New this year, case managers are completing a different transition assessment with their students each year. Typical assessments being utilized within Middletown High School include the Enderle-Severson, Casey Life Skills, WayToGoRI, and Employment/Life Skills Assessment as well as staff developed informal rating scales, interview sheets, etc. In addition, high school personnel attend at all 8th grade IEP meetings at the middle school building.</p> <p>At the high school all of the case managers facilitate the referrals to the Office of Rehabilitate Services (ORS). A system has been developed within the building with staff and the ORS counselor. Staff is aware of the ORS counselor assigned to the school and the schedule for when the counselor will be in the building.</p> <p><u>Portsmouth</u> There is a transition coordinator at the high school that attends the Transition Advisory Committee meetings and coordinates ORS referrals, and outside transition related field trips (Dare to Dream, etc.). WayToGoRI is typically the transition assessment student survey related to post-school goals. Guidance is using WayToGoRI with all students but special education teachers are not accessing those results for IEP and transition planning discussions.</p> <p><u>Tiverton</u> WayToGoRI is the primary tool used for vocational evaluation. It is facilitated by case managers. Currently, there is no transition continuum with regard to the vocational assessment process. Last week staff reported that they had training on how to capture data from WayToGoRI.</p> <p>Completed vocational assessments for two (SW2, SW4) of the five high school records were seen/reviewed. This was comprised of the work interest areas from WayToGoRI (taken</p>		Professional development will be facilitated for all 7 th -12 th grade special education teachers to address	<p>coordinator position has been developed and filled at Middletown High School for the 2011-2012 School Year.</p> <p>Professional development is ongoing with this area.</p>
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		<p>from the Interest Profiler). One student (SW1, 16 years old, IEP in September of 2010) had started the interest profiler on 3/24/11 but had not completed it. No other document was produced. The team was told remaining student (SW3, 16 years old) did not wish to complete a vocational assessment. The student reported that the one time he went to complete the assessment he could not access WayToGoRI. No other documents were produced. RI Regulations 300.320(b)(1)</p> <p>At the high school the special education department chair is the point for the Office of Rehabilitative Services (ORS) referrals at the school. Two students interviewed (SW3, SW4) (junior, IEP meeting 1/11, senior, 19 years old, IEP meeting 2/11) were unaware of ORS or their purpose.</p> <p><u>Little Compton</u> High school students at Little Compton transition from Wilbur McMahan School to Portsmouth High School. School communication has been established with key personnel in discussing student planning along with instructional program design.</p>		<p>transition planning and vocational assessment issues.</p> <p>Timeline: June 2012. Progress check: March 2012</p> <p>ORS issues resolved.</p>	<p>Transition planning, effective IEP alignment to transition, and vocational assessment practices are the focus of these sessions. Support from the Rhode Island Technical Assistance Project and East Bay Educational Center Transition Center has supported this initiative. Staff has also attended Transition 101 trainings offered earlier this school year as well as the Advanced Transition Training in January 2012.</p>
Result	5	Throughout the region, Summary of Performance (SOP) is facilitated by the case manger as appropriate.	Interviews Document Review		