



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

School Support System Report and Support Plan

**Chariho Regional School District Public Schools
December 2014**

SCHOOL SUPPORT SYSTEM A Collaborative System of Focused Monitoring

Introduction

The purpose of the School Support System (SSS) is to provide a means of accountability for delivery of programs and services for students with exceptionalities. The School Support System model is designed to promote the involvement of the whole school district, general educators as well as special educators and parents. It is designed to learn if the district meets the regulations and what effects programs and services have on student outcomes. Finally, the SSS develops a school support plan for training and technical assistance.

To accomplish this the SSS includes these components:

- **The Orientation Meeting:** The Rhode Island Department of Education (RIDE) staff meets 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 by the district as well as resources and time lines to improve programs and services.

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**Chariho Public Schools
School Support System Review**

Record Review Team Leaders

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The RIDE, Office of Student, Community & Academic Supports School Support System process was facilitated to provide a means of accountability for delivery of programs and services to improve outcomes for students with disabilities. The following pages reflect the findings of that process.

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

| Indicator | | Findings | Support Plan |
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| Result | 1 | <p>Least Restrictive Environment Data (State Performance Plan Indicator #5)</p> <p>Based on the FY July 1, 2012 – June 30, 2013 State Performance Plan information on the Chariho Public Schools Placement is as follows:</p> <p>The percentage of students educated 80 to 100% of the time in general education settings is 63.26% (RI District Average is 63.12%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 26.52% (RI District Average is 16.60%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 1.6% (RI District Average is 6.76%)</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p> | |
| Result | 2 | <p>Participation and performance of children with IEPs on statewide assessments (State performance Plan Indicator #3):</p> <p>A. The district (disability subgroup that meets the State’s minimum “n” size) did meet the state’s AYP targets for the disability subgroup.</p> <p>B. Participation rate for children with IEPs 98.34%.</p> <p>C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievements standards 49.27% [Note: State has individual grade and content area targets (28%). State target is average target across grades and content areas. District target is average percent of students proficient across content areas (49.27%).]</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p> | |
| Result | 3 | <p>Multi-Tiered System of Support (MTSS) Response to Intervention (Rtl)/<u>Academics</u></p> <p>Elementary Level</p> <p>At the elementary level all students are universally screened and progress monitored using Aimsweb three times a year. MTSS teams have been established at every elementary school and meet once a week to review student data and plans. The team is made up of the school principal, school psychologist, class teaching staff, and all</p> | |

specialists. They are required to review and utilize evidence based intervention menus when determining specific targeted interventions. The elementary schools also offer before and after school academic assistance. Staff is contractually required to stay one hour beyond their school day one day a week to work specifically with students. The special education staff also participates in monthly case conferencing meetings with the special education administrators to review individual students on their caseloads. The purpose of these meetings is to review all progress monitoring data to determine if instruction is closing the gaps in identified areas.

Middle Level

At the middle school level all students are universally screened and progress monitored using Aimsweb three times a year. MTSS teams have been established two days a week to review student data and intervention plans. The team is made up of the building administration, school psychologists, class teachers, reading and math specialists. The team is required to review and utilize evidence based intervention menus when determine specific targeted interventions. Staff is contractually required to stay one hour beyond their school day one day a week to work specifically with students. The middle school also has developed a MAAP (mandatory after school academic program) for struggling students. They also offer night school where students can recoup promotional points each quarter as not to have to fail and attend summer school. The middle school also offers a SSP-student support program where students are identified in need of organizational assistance and academic support. The program is run by a social worker and an educational support professional. The special education staff also participates in monthly case conferencing meetings with the special education administration to review all students on their individual caseloads. The purpose of these meetings is to review all progress monitoring data to determine if instruction is closing the gaps in identified areas.

High School Level

All students in grades 9 and 10 are screened three times a year utilizing STAR. Any student who is identified in the very deficient range is referred to the MTSS team. Once plans have been developed for students who are very deficient, the team then reviews students who are in the yellow. The high school level team is comprised of the building principal, CTE principal, assistant principal, school psychologist, guidance counselors, specialists, and content area teachers. The team is required to use evidenced based intervention menus when designing intervention plans. The high school also offers a SSP-student support program. This program assists students in their academic classes in addition to working with the student's organizational needs. Staff is contractually obligated to stay one hour beyond their school day one day a week to specifically work with students who may be struggling. The high school advisors also assist students in staying on track academically and to ensure they are completing their requirements for the graduation portfolio. Night school is offered to students to recoup credit during the school year rather than attending summer school. The high school also has MAAP-mandatory after school academic program. There is an M list that goes out weekly to all

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| | | <p>staff identifying students who have missing work and may require MAAP.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p> <ul style="list-style-type: none"> • SLD referral checklist through MTSS model • MTSS meeting protocols • MTSS web based resources • Building & District RTI data tracking logs • Electronic Evidence based intervention menus • Chariho CLE RTI website for all faculty | |
| Result | 4 | <p>SPP Disproportionate Representation (State Performance Plan Indicator #9 and #10)</p> <p>A review of policies, procedures, and practices conducted onsite and electronically, including individual student case reviews, found no disproportionate representation due to inappropriate identification practices. There was, however, missing/inconsistent documentation in the files of some students with specific learning disabilities. This issue is addressed on page 17 (Section 2, item #5)</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p> | |
| Result | 5 | <p>Suspension (State Performance Plan Indicator #4a): Significant discrepancy in the rate of suspensions (for students with IEPs) greater than 10 days as compared to the rate of suspensions (for students without IEPs) greater than 10 days. This was not applicable for the Chariho Public Schools as no students with IEPs were suspended for greater than 10 days.</p> <p>State Performance Plan Indicator #4b 0% had: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p> | |

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| Result | 6 | <p><u>Multi-tiered System of Support (MTSS)/Social Emotional Supports/Social Emotional Resources/Positive Behavioral Supports</u></p> <p>Elementary Level Each elementary building utilizes positive behavior supports. Building-wide expectations are made known to students and there are corresponding incentive systems for pro-social behaviors. Classroom, hallway, cafeteria, and recess expectations are reviewed with students and this can be seen visually reinforced through posted signs in the school building. Within the past couple of years, the elementary discipline referral sheet was modified to better align with MTSS. The revised sheet now captures “minor” versus “major” behavioral incidents. Specific environmental data is also now documented through this form. An evidence-based intervention menu for behavior at each tier is available for use by staff and mental health providers. School psychologists and social workers provide varying tiers of intervention. Mental health groups are provided to student to target skills instruction (e.g., social skills, coping skills, self-regulation skills). Recently, a new tier 1 support was put in place across the four elementary buildings. A self-regulation program (Zones of Regulation) is now embedded within the health curriculum. All students in grades 1 will receive 14-weeks of mental/social health/self-regulation instruction in a co-taught model with the school social worker/school psychologist and the school nurse/health teacher. The special education department also offers behavioral consultation by a clinical psychologist to all four elementary schools to assist in being proactive in regards to students experiencing social/emotional difficulties.</p> <p>Middle Level Chariho Middle School has three CORE Values: Perseverance, Responsibility, and Integrity. This is a school wide system to teach and acknowledge positive behaviors. They are defined for all settings in the school from classrooms to the schoolyard. Each staff member of the Chariho Middle School Community emphasizes these values and students are presented a “PRIDE” card for exhibiting behavior aligned with the CORE Values. An evidence-based intervention menu for behavior at each tier is available for use by staff and mental health providers. Faculty and mental health staff provide varying tiers of intervention. Mental health groups are provided to students to target skills instruction (e.g., social skills, coping skills, self-regulation skills). Additionally, the MS has a Student Support Program (SSP) that provides behavioral supports to students. A Student Assistance Counselor provides substance abuse prevention at the middle school. Additionally, a peer-mentoring program is in place to help address student conflict.</p> <p>High School Recently, the high school mental health staff and guidance department have begun to develop a continuum of mental health supports. The team is looking at adopting some prevention practices to help address mental health needs at the high school level. An evidence-based intervention menu for behavior at each tier is available for use by staff</p> | |
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| | | <p>and mental health providers. The mental health providers conduct groups for students based on need (e.g., stress management, grief, coping skills, etc.). Additionally, the high school has a Student Support Program (SSP) that provides behavioral supports to students. A Student Assistance Counselor provides substance abuse prevention at the high school. Conflict resolution is provided through mediation. The high school participates in weekly “clinical meetings” to develop intervention plans for students with behavioral and social/emotional needs. The high school also has some additional supports for students like the Chariho Welcome Team, a school-wide Caught You Being Kind Program, a “You Inspire Me Program”, a New Student Welcoming Breakfast, and a Kindness Week. During the month of February, awareness is provided on Teen Dating Violence. Rachel’s Challenge has been implemented at CHS, which “focuses on strategies that equip students and adults to combat bullying and allay feelings of isolation and despair by creating a culture of kindness and compassion.” (see Rachel’s Challenge website). The high school mental health providers were instrumental in developing a formal process for the high school portfolio requirements to include a mental health component. They further promoted this process by visiting advisory blocks to educate students on the mental health component of the portfolio process.</p> <p>At all levels (elementary through secondary), the mental health providers consult and collaborate with outside providers like DCYF, RICAN, South Shore Mental Health, the Domestic Violence Resource Center, and South Shore Community Action, to name a few.</p> <p>This year both the middle school and high school level staff will be participating in the South County Project Aware. The grant was just recently awarded to several South County school districts.</p> <p>School Removals/Disciplinary Policies. Throughout the district behavioral expectations along with disciplinary action protocols and policies are comprehensively defined in a student handbook.</p> <p><u>Documentation:</u> Data analysis, Interviews</p> | |
| Result | 7 | <p>Preschool Continuum</p> <p>The preschool program is located at Hope Valley Elementary School. Chariho offers an integrated preschool program and a self-contained preschool program. The Chariho Integrated Preschool Program offers both 3 and 4 day programs. The 4-day program runs Monday - Thursday, offering both morning and afternoon sessions. The staff consists of professional teachers who hold certifications in Early Childhood and Special Education and certified classroom teachers assistants. Each morning or afternoon session has a maximum classroom size of 15 students. Some of the students in the program are students with disabilities who require services from a special educator, speech and language pathologist, occupational therapist, and/or physical</p> | |

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| | <p>therapist. These services may be provided individually and/or in a small group within the classroom. In addition to students with disabilities, the classroom consists of community peers within the Chariho district. Children in the Chariho Integrated Preschool program participate in circle time, small and large group activities, indoor and outdoor play, and snack. The classroom environment includes many concrete and enriching materials. Instruction is driven from the Rhode Island Early Learning and Development Standards (RIELDS).</p> <p>A self-contained preschool classroom is available for students who are significantly impacted by their disability.</p> <p>Richmond Elementary School houses Chariho’s Integrated Preschool program (CHIP). CHIP is a program specific to the Chariho Regional School District that provides a free preschool program to enrich children who are at risk for developmental delays. These are students who don’t meet special education eligibility criteria, but have at least two risk factors. These risk factors could include a history of family disability, birth history, social/emotional development, developmental milestone concerns, or speech/language and motor concerns. A District Early Childhood Screening Team (DECST) convenes on a regular basis to determine student eligibility for the CHIP program, based on screening data.</p> <p>Currently, the district is completing the application process for RIDE approval and will be completing the application for Bright Stars approval as well.</p> <p>The district collects early childhood outcomes data on all children with IEPs as required by the Federal Office of Special Education Programs. Teachers collect and enter authentic assessment information into an on-line child portfolio. This assessment information is used to shape and individualize instruction and to demonstrate progress.</p> <p>Indicator #6</p> <ul style="list-style-type: none"> A. In this district, the percent of preschool children aged 3-4 with IEPs attending a general education early childhood program and receiving the majority of special education services in the general early childhood program was 34.18% B. The percent of children aged 3-5 with IEPs attending a separate special education class, separate school or residential facility was 8.86% C. Students not receiving the majority of their services in a general early childhood program was 29.11% | |
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| | | <p>State Performance Plan Indicator #7</p> <p>Statement 1. Of the preschool children who entered the preschool program below age expectations, the percentage who demonstrated substantial improvements by the time they turned 6 years of age or exited the program:</p> <ul style="list-style-type: none"> ▪ Positive social-emotional skills (including social relationships);71.4 % ▪ Acquisition and use of knowledge and skills (including early language/ communication and early literacy); 73.7% and ▪ Use of appropriate behaviors to meet their needs 40% <p>Statement 2. The percent of preschool children who were functioning within age expectations in each Outcome by the time they exited the program were:</p> <ul style="list-style-type: none"> ▪ Positive social-emotional skills (including social relationships); 73.7% ▪ Acquisition and use of knowledge and skills (including early language/ communication and early literacy); 63% and ▪ Use of appropriate behaviors to meet their needs 59.3% <p><u>Documentation:</u> Data Analysis; State Performance Plan</p> | |
| Result | 8 | <p>Program Continuum Elementary Level</p> <p>There are 1143 students at the elementary level and approximately 149 have IEPs. The special education program continuum is as follows:</p> <p>All four elementary schools provide resource services both within the general education class setting or through a pull out model based on individual student need. The district offers three self-contained classrooms: two at Richmond Elementary School and one at Charlestown Elementary. Students within these programs primarily follow an alternate curriculum and are alternately assessed. All students within these programs are integrated with grade level peers to the greatest extent possible. All special educators are provided common planning time with their grade level general educators. They also work very closely with the reading and math specialist in each building. The district offers a full array of related services. These services are provided in the general education setting, pull out sessions, and at times co-treatment sessions.</p> <p><u>Documentation:</u> Data Analysis; Interviews</p> | |
| Result | 9 | <p>Program Continuum Middle Level</p> <p>There are 985 students attending Middle School, 94 are students with IEPs'. The special education program continuum is as follows:</p> | |

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| | | <p>The middle school continuum of service comprises of in class resource support, and pull out resource services. The middle school currently working with one grade level general educator (5-8) to increase our ability to have a collaborative model in the core content areas. Special education staff joins grade level common planning times in addition to having a special education department meeting monthly. There are currently three self-contained classrooms within the middle school. These programs provide participating students with intensive individualized instruction addressing academic, social, communication, pre-vocational, and social interaction needs. All students within these classrooms are integrated throughout their day with grade level peers. Students within these classrooms have met the criteria to be alternately assessed and follow an alternate curriculum. Educational support staff are strategically assigned to assist students with disabilities within the core content areas at every grade level. The district offers a full array of related services. These services are provided in the general education setting, pull out sessions, and at times co-treatment sessions.</p> <p><u>Documentation:</u> Data Analysis; Interviews</p> | |
| Result | 10 | <p>Program Continuum High School Level</p> <p>At Chariho High School there are approximately 1,142 students and 86 students with IEPs. The program continuum is as follows:</p> <p>Within the high school collaborative classes are offered at every grade level and core content area. In addition, educational support staff are strategically assigned based on skill level and assigned to general education classes based on student need. The high school has a small group English class that is co-taught by a highly qualified general educator and special educator. Students within this class are reading more than 2-3 years below grade level. Within the high school they offer a resource hub. Within this setting students are provided direct instruction in the areas defined within their IEPs. Students can either be in the resource hub for a full or half block of time depending on the level of need. This year the high school has designed a new resource model to students requiring specially designed instruction in Math. There is a special educator working with all students who have math goals and objectives within their IEPs. This special educator is dually certified and the instruction is intensely targeted. Resource support is provided to all out of district students attending the Career and Technical Center in accordance with their IEPs. There are two self-contained classrooms within the high school. These young adults have met criteria for alternate assessment and follow an alternate curriculum. Many of these students begin their vocational/community training in their eleventh grade year with an outside service provider. Their time in the community and work experiences increase until they age out of their school program. Many of these students matriculate into general education classes to the greatest extent possible.</p> | |

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| | | <p>Related services (speech and language therapy, occupational therapy, physical therapy, etc.) are provided per the IEP.</p> <p><u>Documentation:</u> Data Analysis; Interviews</p> | |
| Result | 11 | <p>The Reaching Youth Through Support and Education (RYSE) School has two programs: An Alternative Learning Program (ALP), grades 7-12, and a Clinical Day Program (CDP), grade 4-12. The ALP program is open to all students and is a general education program. The CDP is composed of students who have all been identified through IDEA. Students at RYSE must meet the same graduation requirements as students at the high school. Students within the CDP and their families have access to a clinician 24 hours /day, and seven days a week. All related services are provided based on individual IEPs.</p> <p><u>Documentation:</u> Data Analysis; Interviews</p> | |
| Result | 12 | <p>Adaptive Physical Education (APE) The district currently employs a 1.1 FTE APE teacher. The Adaptive PE teacher services students throughout the district who have an identified need in the area of adaptive physical education. The APE teacher also facilitates a swim class at the University of Rhode Island for middle and high school students every Tuesday on a rotating basis so all may participate. In addition to his responsibilities, he has been a major partner/coach for our Unified Sports Program.</p> <p><u>Documentation:</u> Data Analysis; Interviews</p> | |
| Result | 13 | <p>Extended School Year (ESY)</p> <p>The district offers extended school year services for those students who qualify throughout the school year. The program design varies from year-to-year based on student need, referrals, and eligibility. Student Data is collected from November through April and submitted to the special education administration.</p> <p>One document that all special education staff have been provided with is a regression/recoupment form to measure any degree of regression/recoupment that occurs after any academic recess/holiday. In late February, special education staff sends ESY Projections of students who may be eligible for ESY. Special education administrators review the projections and relevant student data to assess projections.</p> <p><u>Documentation:</u> Data Analysis; Interviews</p> | |

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| Result | 14 | <p>Local Special Education Advisory Committee (LAC)</p> <p>A Local Advisory Committee with membership, operation, and scheduled meetings, consistent with Regents' requirements is in place and is supported by the district.</p> <p>The Chariho Public Schools maintains an active Local Special Education Advisory Committee (SELAC). Special education administration attends all meetings. The LAC addresses a variety of topics related to Special Education, performs outreach and organizes educational events during each school year. The LAC meets quarterly. At every special education meeting, the LAC flyer is shared with parents inviting them to attend the committee meetings. This flyer was created by students within the high school self contained class. Additional methods have been implemented to outreach to parents: weekly principal newsletters and listservs, social media (Twitter: @Chariho_LAC), and our recently revised special education website: http://www.chariho.k12.ri.us/sped. Additionally, an upcoming training will be hosted in December for parents: Supporting Parents in the Special Education Process. Parent attendance has increased this academic year.</p> <p><u>Documentation:</u> Data Analysis; Interviews</p> | |
| Result | 15 | <p>School Efforts to Partner with Parents (State Performance Plan Indicator #8)</p> <p>The public school district's rate of parent participation in the annual Special Education Statewide Parent Survey (2013-2014) is 8.4% 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 48.5%.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p> | |
| Result | 16 | <p>Drop Out / Graduation Rate (State Performance Plan Indicator #1 and #2)</p> <p>The Chariho Public Schools graduation rate is 87.2% for all students and 74.3% for students with disabilities. These rates are higher than the state average rates of 79.7% for all students and 59.2% for students with disabilities.</p> <p>The Chariho Public Schools dropout rate is 5.8% for all students and 11.4% for students with disabilities. These rates are lower than the state average rates of 9.1% for all students and 17.1% for students with disabilities.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p> | |

2. EVALUATION / INDIVIDUAL EDUCATION PROGRAM (IEP)

| Indicator | | Findings | Support Plan |
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| Result | 1 | <p>Records of approximately 25 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:</p> <ul style="list-style-type: none"> -The regulatory requirements for SLD determination did not appear to fully adhered to as evidenced from the files. RIGL 300.307-300.311 - Baselines throughout the IEP, though significantly detailed, do not document a brief specific, quantitative, measurable statement that defines what the student can currently do in the area of need. (§300.320) - Transition services needed to assist students in achieving their post school goals do not address a coordinated set of activities focused on what the student will need to explore and reach their specific identified post school goals. (§300.320, §300.42) - Transition planning for eligible student including notice, documentation of assessment tools and how information was gathered to inform IEP was not consistently documented. (§300.321[b]) - Present levels of functional performance though detailed are not based on quantitative baseline data that will be used to develop measurable goals in the areas needing specialized instruction. Information presented did not provide how statements were justified through a collection of data. - How student's progress will be measured identifies the type of data to be collected but does not indicate how often that data will be collected. (§300.320) -Parental consent not consistently seen in record. (§300.300b) <p><i>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</i></p> <p><u>Documentation:</u> Data Analysis; Record Reviews</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.</p> <p>Timeline: Immediately and ongoing</p> <p>Progress Check: October 2015</p> <p><u>FOLLOW-UP FINDINGS:</u> Special education administration held follow-up meetings with special education department.</p> |
| Result | 2 | <p>Child Outreach</p> <p>The Chariho Regional School District's child outreach screenings are available in a</p> | |

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| | | <p>range of community-based early childhood programs and by appointment September through June. These appointments are offered multiple dates each month during the day (9am – 2pm) and once a month at night (3pm – 6:30pm). The child outreach coordinator provides information and support to families of young children 3-5 years old by sharing community resources, discussing and making appropriate referrals to outside sources or to the districts evaluation team, and by offering our community playgroup 3 times a month for one hour to support child development. The Child outreach program also reaches out to the community with a yearly preschool fair providing information to families about social and general development enrichment for their child. Additionally, the Chariho School District offers an at risk program called CHIP (Chariho Integrated Preschool) where children who demonstrate “risk factors” through the child outreach screening can be offered an opportunity to attend this program and enrich their development. Risk factors can include, but are not limited to, birth history, family history, general development, speech, language or behavior/social emotional factors.</p> <p>The state target for screening is 80% of children ages 3, 4, and 5. In Chariho’s most recent Consolidated Resource Plan, the district reports the following screening percentages:</p> <ul style="list-style-type: none"> • 3 year olds: 76% • 4 year olds: 72% • 5 year olds: 54% <p><u>Documentation:</u> State Performance Plan; Data Interviews</p> | |
| Result | 3 | <p>Child Find (State Performance Plan Indicator #11)</p> <p>The Chariho Public Schools for the 2013-2014 year was at 100% compliance for meeting evaluation timelines for initial referrals. As of 12/23/14 Chariho Public Schools was thus far at 100% compliance for meeting evaluation timelines for initial referrals for the 2014-2015 school year.</p> <p><u>Documentation:</u> State Performance Plan Data</p> | |
| Result | 4 | <p>Accommodation and Modification Information</p> <p>Throughout the district, special education teachers provide a copy of the accommodations page and shared it with all educators whom work with the student (e.g., general education teachers, specialists, unified arts teachers, etc.). A form is also provided to teachers to sign off that they have received and understand the accommodations as outlined in the IEP. Expectations are shared with teachers indicating that accommodation information should be kept in a confidential, locked file. Additionally, some special educators create an "at a glance" chart, excel sheet, or</p> | |

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| | | <p>accommodations grid to help capture student accommodations for the student's team of educators. Special educators meet with general educators during common planning time to discuss/clarify accommodations and to evaluate accommodation effectiveness.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Document Reviews</p> | |
| Result | 5 | <p>Specific Learning Disabilities Determination (SLD)</p> <p>A multi-tiered system of support (MTSS) model exists across all buildings. In accordance to the <i>Rhode Island Criteria and Guidance for the Identification of Specific Learning Disabilities (2010)</i> document, special education teams examine a student's response to scientific, research-based interventions as one approach for identifying students with specific learning disabilities. Special education teams consider a variety of student data (e.g., standardized assessments, student work samples, course grades, quarterly common assessments, state testing results, observational findings, parent and student reports, curriculum-based measures, etc.) when determining if a specific learning disability is present. This was not consistently evidenced in the record reviews.</p> <p><u>Documentation:</u> Interviews; Record Review</p> | <p>The district will provide professional development on the culturally responsive process, protocols, and procedures for SLD identification per the regulations. There will be ongoing supervision of the implementation process.</p> <p>Timeline: Immediately and going</p> <p>Progress Check: October 2015</p> <p>FOLLOW-UP FINDINGS: Special education administration facilitated trainings conducted to the core MTSS teams in each building that provided a review of the identification of SLD through the MTSS process.</p> |
| Result | 6 | <p>Due Process Information (State Performance Plan Indicators)</p> <p>Over the past three years the Chariho Public Schools has had no (zero) complaints, mediations or hearings.</p> <p><u>Documentation:</u> Data Analysis; RIDE Due Process Data Base</p> | |

3. IDEA TRANSITION

| Indicator | | Findings | Support Plan |
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| Result | 1 | <p>Part C to Part B Transition (Indicator #12)</p> <p>The Chariho District manages the transition of children from Part C Early Intervention (EI) to preschool special education. A data base of all EI referrals is maintained and upcoming birthdates are monitored to ensure that meetings are scheduled in a timely manner. Last year's consolidated resource plan (CRP) indicated that the district</p> | |

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| | | <p>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. The Chariho District begins this transition with the child outreach coordinator meeting the family in their home to provide information and answer any questions they may have regarding the transition process. The process continues including EI providers along with the preschool team to make this a smooth transition should a child need continued support through special education Part B.</p> <p><u>Documentation:</u> Data Analysis; Interviews; State Performance Plan</p> | |
| Result | 2 | <p>IDEA Transition Planning at the Middle Level and High School Level</p> <p>This past spring, the Special Education Department participated in the Indicator 13 review offered through the Regional Transition Coordinator. This process provided feedback on Chariho's transition planning and educators have used this information to acknowledge strengths and address areas in need of improvement. Recent developments have been put into place to improve the reporting of transition assessment results for the special education record. A transition assessment timeline was provided to resource and self-contained teachers that captures required and supplemental transition assessments available to students in grades 7-12. Additionally, a transition summary template is used to capture transition assessment findings, including vocational preference, employability skills, independent/living, community participation, and education/training. This was not consistently evidenced in the record reviews for both the middle and high school levels.</p> <p><u>Documentation:</u> Data Analysis; Record Reviews</p> | <p>The district will continue to review its transition policies and practices with regard to the regulations. The district will develop and implement an articulation of a comprehensive transition process (scope and sequence) from the middle level to the high school including transition tools and IEP development. The district will further provide professional development in the implementation of all aspects of the transition process.</p> <p>Timeline: Immediately and going</p> <p>Progress Check: October 2015</p> <p>FOLLOW-UP FINDINGS: Special education administration provided professional development and technical assistance to secondary special educators in the area of transition. Policies, procedures and practices were reviewed. Additional professional development was provided by the Southern Rhode Island Transition Coordinator.</p> |
| Result | 3 | <p>Additional IDEA Transition Planning at the High School Level</p> <p>The district has special education representation for both the Transition Advisory Committee and the Transition Life Skills meetings/training sessions. As a result of attending the 2013 and 2014 Transition Institutes, the high school transition team has identified strengths and needs relating to secondary transition planning. Due to this work, transition topics have been embedded within all 9th grade advisories, so that all students are engaged in transition planning. Also, a website was developed by one of</p> | <p>The district will continue to review its transition policies and practices with regard to the regulations. The district will develop and implement an articulation of a comprehensive transition process (scope and sequence) from the middle level to the high school including transition tools and IEP development. . The district will further provide professional development in the implementation of all aspects of the transition process.</p> |

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| | | <p>the resource teachers who was part of the transition team and is used to provide resources to support transition instruction during advisory blocks: www.classjump.com/h/hartshorn.</p> <p>The district contracts with the Perspectives Corporation to provide job training to students with disabilities. Perspectives transition coordinators work with the district in helping to identify relevant and varied work opportunities that align with student interests and strengths. This collaboration helps with transition planning and prepares students for employment opportunities after high school. Special education case managers also refer parents and students to the Office of Rehabilitation Services (ORS) to assist students with disabilities with transition planning to adult life. For some students, the special education case manager assists parents and students with referral information to the Department of Behavioral Healthcare, Developmental Disabilities & Hospitals (BHDDH).</p> <p><u>Documentation:</u> Data Analysis; Record Reviews</p> | <p>Timeline: Immediately and going</p> <p>Progress Check: October 2015</p> <p><u>FOLLOW-UP FINDINGS:</u> Special education administration provided professional development and technical assistance to secondary special educators in the area of transition. Policies, procedures and practices were reviewed. Additional professional development was provided by the Southern Rhode Island Transition Coordinator.</p> |
| Result | 4 | <p>At the high school the case manager is the point for the Office of Rehabilitative Services (ORS) and the Department of Behavioral Healthcare, Developmental Disabilities & Hospitals (BHDDH).</p> <p>The district contracts with the Perspectives Corporation to provide job training to students with disabilities. Perspectives transition coordinators work with the district in helping to identify relevant and varied work opportunities that align with student interests and strengths. This collaboration helps with transition planning and prepares students for employment opportunities after high school. Special education case managers also refer parents and students to the Office of Rehabilitation Services (ORS) to assist students with disabilities with transition planning to adult life. For some students, the special education case manager assists parents and students with referral information to the Department of Behavioral Healthcare, Developmental Disabilities & Hospitals (BHDDH).</p> <p><u>Documentation:</u> Interviews; Document Review</p> | |
| Result | 5 | <p>Summary of Performance (SOP)</p> <p>The SOP is facilitated by the case manager for each student graduating from Chariho</p> | |

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| | | <p>High School with an IEP, for those students who have exited from special education prior to graduation or throughout the academic school year. Information is compiled by student's case-managers and guidance counselors. This information is forwarded to the Special Education Office. A copy of the SOP, all relevant documents, and an informational letter are forwarded to the individual students as well as placed in the student binder.</p> <p><u>Documentation:</u> Interviews; Document Review</p> | |
| Result | 6 | <p>Youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, and transition services. The Chariho Public Schools are 100% compliant with the requirements. (State Performance Plan Indicator #13)</p> <p><u>Documentation:</u> Interviews; Document Review</p> | |
| Result | 7 | <p>58% of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and who have been employed, enrolled in postsecondary school, or both within 1 year of leaving high school. The state average was 79%. (State Performance Plan Indicator #14)</p> <p><u>Documentation:</u> Interviews; Document Review</p> | |