

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

School Support System Report and Support Plan

North Kingstown Public Schools
October 2012

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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***NORTH KINGSTOWN
SCHOOL SUPPORT SYSTEM REVIEW
OCTOBER 22 – 25, 2012***

TEAM MEMBERS

***Team A* – Alice Woods, Katie Torres**

***Team B* – Jane Keane**

***Team C* – Susan Wood**

1. FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE/LRE)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
		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.	Data Analysis State Performance Plan		
Result	1	<p>Least Restrictive Environment Data (State Performance Plan Indicator #5)</p> <p>Based on the FY July 1, 2010 – June 30, 2011 State Performance Plan information on North Kingstown Public Schools Placement Data is as follows:</p> <p>The percentage of students educated 80 to 100% of the time in general education settings is 57.78%. (RI District Average is 71.75%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 11.73% (RI District Average is 13.25%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 3.63% (RI District Average is 5.14%)</p>	Data Analysis State Performance Plan		
Result	2	<p>Participation and performance of children with IEPs on statewide assessments (State Performance Plan Indicator #3):</p> <p>A. Data cannot be reported because the cell size is smaller than the State's minimum (Participation and performance of children with IEPs on statewide assessments: Percent of the districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AYP targets for the disability subgroup.)</p> <p>B. Participation rate for children with IEPs. 99.16%</p> <p>C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards 71.43% [Note: State has individual grade and content area targets (26%). State target is average target across grades and content areas. District target is average percent of students proficient across content areas (71.43%).]</p>	Data Analysis State Performance Plan		
Result	3	<p>Instructional Strategies and Supports</p> <p>Throughout the schools there were examples of student centered, teacher facilitated</p>	Data Analysis Interviews Observation		

		<p>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.</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 NEWA, NECAP, teacher generated assessments, student work and performance along with classroom observations to discuss student placement (reading and math), instructional strategies and cross-content area planning.</p>			
Result	4	<p>Multi-Tiered System of Support (MTSS)/Response to Intervention (Rtl)</p> <p>Overall, in North Kingstown there is not a systemic multi-tiered system of support/response to intervention (Rtl) with consistent protocols, structures and/or intervention language in place K-12. Each school is at varied places of implementation as outlined below.</p> <p>Elementary Level</p> <p>Although a multi-tiered system of support system is in place, it is inconsistent at the elementary level, with no uniformity across the district. At Fishing Cove, a process is in place that provides for universal screening and review of data and student progress. There is time for differentiated instruction at each grade level for ELA where students are grouped across grade level classes and instruction and support is provided by general and special education teachers, paraprofessionals and, if possible, the reading specialist. As interventions take place, data is analyzed to determine if progress is being made toward improving the student's gap in skills or if a referral to the evaluation team is appropriate. This process is also beginning for math. At Quidnessett Elementary, a team is in place, but there is less systemic grouping across grades and data analysis is emerging. There is confusion as to how and when Rtl should end and a referral should be made, resulting in some students in Rtl for an extended length of time.</p> <p>Middle Level</p> <p>An emerging process to implement a multi-tiered system of support at Davisville Middle School has been established. A systemic approach and understanding of assessment tools, interventions and progress monitoring strategies along with management practices and protocols has not been formalized. School counselors manage school wide assessment data and assist grade level teams in supporting the Rtl discussion in addressing student academic need. Though Davisville Middle School is in their second year of PBIS, alignment of this initiative has not been established with the Rtl activities. School administration is currently re-establishing an Rtl team due to changes in staff</p>	Data Analysis Interviews Observation	<p>Central office administration in conjunction with school-based administration will implement a systemic Rtl system of support. This system of support must be systemic and consistent across all schools (protocols, protocols, processes etc.).</p> <p>Timeline: Progress check: May 2012</p>	The elementary schools are further along this support continuum than the middle or high schools. Thus, efforts will continue to be focused at the middle and high school levels, with input from the successful elementary schools as a guide.

		<p>participation. Team meetings are held on an as needed basis.</p> <p>High Level At North Kingstown High School the multi-tiered system of support team is in the implementation phase. They are formalizing the ground work that was done last year and will begin meeting in the beginning of November. In addition, there is a Student Support Team that meets every Friday on any students who may need assistance with social emotional challenges. This team will be aligned to the multi-tiered system of support/Rtl process, so that the team can serve students' academic, social emotional, and behavioral needs.</p> <p>Math Lab- algebra, algebra II and geometry have math labs for students (with and without IEPs) who may need additional assistance. There is also a targeted math lab for students with IEPs who may need math lab assistance. ELA has co-taught reading and writing workshops.</p>			
Result	5	<p>SPP Disproportionate Representation (State Performance Plan Indicators #9 and #10)</p> <p>North Kingstown Public Schools are not disproportionate due to inappropriate identification or due to policies, procedures and practices.</p>	Data Analysis State Performance Plan		
Result	6	<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. Suspension (State Performance Plan Indicator #4b): Significant discrepancy in the rate of suspensions (for students with IEPs, by race /ethnicity) greater than 10 days as compared to the rate of suspensions (for students without IEPs) greater than 10 days.</p> <p>In both 2010-2011 and 2011-2012 North Kingstown had less than 10 students with IEPs suspended more than 10 days. The total of all students suspended more than 10 days in each year was less than 10. There is no discrepancy in this area.</p> <p>Social Emotional Resources/Positive Behavioral Interventions and Supports (PBIS) Throughout the district there were a variety of social emotional supports in place including individual, small group or whole class instruction in social skills led by a social worker, speech and language therapist, or psychologist. The elementary and middle level incorporates PBIS principles, with school-wide expectations posted throughout the</p>			

		<p>building while trying to build a common language of expected student behavior. At all levels efforts are made to limit the number of out of school suspensions and to keep students in school.</p> <p>The social worker provides supports to families, often providing transportation, home visits and referrals to community-based organizations when needed. There is a behavioral specialist for the district who is available to provide consultation and assistance to the teachers.</p> <p>School Removals/Disciplinary Policies Throughout the district behavioral expectations along with disciplinary action protocols and policies are comprehensively defined.</p>			
Result	7	<p>Preschool Continuum</p> <p>There are 71 students participating in North Kingstown’s preschool classes. The five preschool classes are located at Fishing Cove Elementary School: two for students with disabilities with differing, but intense, levels of need; two integrated classes; and one diagnostic class to identify needs of students “at-risk” for learning and behavioral issues. In addition, services may be provided on a walk-in basis at Fishing Cove Elementary School or home based.</p> <p>In North Kingstown, the percent of preschool children who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings) is at 100% (State Performance Plan Indicator #6).</p> <p>State Performance Plan Indicator #7 Of the children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:</p> <ul style="list-style-type: none"> -Positive social-emotional skills (including social relationships): 78% -Acquisition and use of knowledge and skills (including early language/ communication and early literacy): 75% -Use of appropriate behaviors to meet their needs: 81% <p>The percent of children who were functioning within age expectations by the time they exited the program:</p> <ul style="list-style-type: none"> -Positive social-emotional skills (including social relationships): 88% 	Data Analysis State Performance Plan		

		-Acquisition and use of knowledge and skills (including early language/ communication and early literacy): 76% -Use of appropriate behaviors to meet their needs: 75%			
Result	8	<p>Special Education Program Continuum Elementary Level</p> <p>At the elementary school level there are approximately 1,165 students and 164 have IEPs. The program continuum is as follows:</p> <p>The program continuum at the elementary level provides specialized instruction for students with IEPs predominately in inclusive settings. Services at the elementary level are provided individually or in small groups, in the general education classroom or in a pull out model in a separate setting for more intensive service delivery. There is some co-teaching, but it is not consistent or systemic.</p> <p>Intensive specialized instruction and support services are provided at Forest Park Elementary, within the Next Steps Program continuum.</p> <p>Fishing Cove Elementary School has an elementary level, district-wide alternative learning program servicing students exhibiting behavioral issues. The program is split, although students in grades K-3, and grades 4-5 are serviced in the same classroom. Students in grades K-3 primarily receive services within the general education classroom, using the alternative classroom as needed. Students in grades 4 and 5 are more consistently in the alternative setting, but take classes with their peers as appropriate. The entrance and exit criteria of this district-wide program are unclear. Further, instruction in this class is not aligned to the general education curriculum.</p> <p>Delivery of specialized instruction and encouragement of student participation was enhanced by the use of technology for all students. Intervention blocks in ELA are built into all students schedules at Fishing Cove Elementary School.</p>	Data Analysis Interviews Observation		
Result	9	<p>Special Education Program Continuum Middle Level</p> <p>Davisville Middle School provides students in the 6th, 7th and 8th grade a middle level educational experience. There are 540 students attending Davisville Middle School and 53 are students with IEPs. There are two teams at each grade level with a special educator assigned to each grade level.</p> <p>Specialized instruction is facilitated through a push in/pull out model. Special educators and/or a paraprofessional as appropriate provide instructional support and student</p>	Data Analysis Interviews Observation		

Compliance	<p>specific accommodations and modifications as directed by students' individual education plans in the general education setting for all content area classes. Students' IEP specific goals are addressed through their participation in a resource period which is held once a day. Students participating in resource support are provided content area remediation, re-teaching, time to complete tests and quizzes and/or assisting students in organizational management skills.</p> <p>For both self-contained settings described below it is unclear how grade level curriculum is aligned to the general education content area curriculum or how students on a diploma path are afforded FAPE in the LRE with regard to accessing the general education curriculum taught by highly qualified teachers (RIGL 300.18).</p> <p>There are two self-contained settings that serve students with more significant intellectual challenges needing individualized direct instruction along with life skills development. In both classes there are some students on a diploma path while others are on a certificate path. It is unclear how grade level curricula in these programs are aligned to the general education content area curricula.</p> <p>An additional self-contained setting is provides for students identified on the autism spectrum needing individualized direct instruction along with social emotional and behavioral guidance. Students in this program, participate with their typically developing peers in some general education content area classes and co-curricular classes with support (via the special educator and/or teacher assistant) when appropriate. There are currently five students participating in this academic setting. Two of the students are on alternate assessment.</p>		<p>The program curriculum at the middle level will be reviewed and revised so that all students on a diploma path are accessing the general education curriculum taught by highly qualified teachers (RIGL 300.18).</p>	<p>Changes in programming were implemented at the middle school. All students on a diploma path are in classes that afford them a highly qualified teacher in each of the core content areas. These students are programmed in general education classes with appropriate resource support. Students who are on an alternate assessment path are placed in classes that are specifically designed to meet their complex and comprehensive needs and to prepare them for transition to the next step of their education.</p>
Compliance	<p>At the middle level, students identified by their NECAP scores (1's or 2's), NEWA performance outcomes (below proficiency), along with teacher recommendations (the criteria for participation) are in an additional math and/or reading support class. This support program, however, is currently not formalized and structured to review students' data prior to placement determination. Students are scheduled to participate in the support class often without prior discussion of need supported by data along with individual student purpose and goal. In essence, the entrance and exit criteria are not clearly specified, nor are the students' placement in this component reviewed on a regular basis for continued appropriateness (i.e., every 6-8 weeks). (RI Regulations 300.116)</p> <p>Math Support- 155 students, currently 32 students are on target according to the MCAP assessment. Of the 155 students, 25 are students with IEPs.</p> <p>Reading Support- 133 students, 23 of those students have IEPs most of which have</p>		<p>Timeline: Immediately and ongoing. Progress check August 2013</p> <p>The protocols for reviewing entrance and exit data with regard to progress</p>	

		<p>reading goals and PLPs.</p> <p>Though this intervention is viewed as an academic strategy within the RtI process, it is unclear how students participating are followed within a progress monitoring accountability and responsibility process.</p> <p>Students with IEPs and those students participating in the life skills classes also receive instruction in a math and/or reading support component. Articulation of alignment of students IEP goals for math and/or reading is unclear. In addition, articulation for students who additionally have IEPs, PLPs and the reading support is unclear (JK4).</p>		<p>monitoring will be developed and implemented. This will be aligned with the systemic RtI system of support structure.</p> <p>Timeline: Progress check May 2013</p>	
Result	10	<p>Special Education High School Program Continuum</p> <p>At North Kingstown High School (9th-12th grade) there are approximately 1,456 students and 164 have IEPs. The program continuum is as follows:</p> <p>Co-taught classes (9th-12th)- Specific classes are chosen depending on the overall student need. Special educators who co-teach can attend subject matter common planning time on a weekly basis. Co-taught subject areas include math, ELA, science and social studies.</p> <p>Resource- Every other day or every day (depending on the schedule) students have resource class as appropriate per the IEP.</p> <p>Success Academy- Students who were identified in 8th grade as not making adequate progress based on the NECAP and overall grades. There are four core content area teachers and a special educator assigned to this group of students. Students participate in this program for 9th and 10th grade.</p> <p>For the self-contained settings described below it is unclear how students on a diploma path are afforded FAPE in the LRE with regard to accessing the general education curriculum taught by highly qualified teachers (RIGL 300.18).</p>	Data Analysis Interviews Observation		
Compliance		<p>a.) Three classes for students with intellectual disabilities (Life Skills). These classes are grouped by ability. Students in the three classes rotate between the three teachers for various subjects and on occasion other teachers. Two of the three classes have</p>		<p>The program curriculum at the high school level will be reviewed and revised so that all students on</p>	<p>a.) Changes in programming were implemented at the high school. Students on a diploma path are in classes that afford them a highly qualified teacher</p>

Compliance	<p>students on alternate assessments. The students in the third class are on a diploma path (12 students). These students are not using the same materials/textbooks as their peers in the general education setting (i.e. social studies and science) nor are they being taught by highly qualified teachers for the majority of their core content classes. Title IIa will also review during their monitoring process. A math teacher works with the diploma path group (in conjunction with the special educators) in an exposure to Algebra and Geometry concepts. In some instances, (ELA 12th grade and science) students are using the same materials/assignments as students with more intensive needs whose curriculum is aligned to the AAGSE's. Title IIa will also review during their monitoring process.</p> <p>b.) A program for students with social emotional challenges. This is a self-contained setting with a behavioral level system. Students may, as appropriate, attend general education classes. There are no formal entrance and exit criteria. A core content math teacher comes into the class and teaches math. However, the special educator teaches the majority of the core content classes for these diploma path students. Title IIa will also review during their monitoring process. The class also uses NovaNet (as virtual learning program of selected course) and other online technology as the basis for instruction.</p>		<p>a diploma path are accessing the general education curriculum taught by highly qualified teachers (RIGL 300.18).</p> <p>Timeline: Immediately and ongoing. Progress check August 2013</p>	<p>in each of the core content areas. These students are programmed in general education classes with appropriate resource support. Students who are on an alternate assessment path are placed in classes that are specifically designed to meet their complex and comprehensive needs and to prepare them for transition to the next step of their education. Efforts will continue to monitor the students' programming and to ensure that they are properly placed based on the LRE concept.</p>
Compliance	<p>b.)Alternate Learning Program (ALP)- Two classroom settings with one special educator, a full time ELA teacher and two paraprofessionals. This program is housed in Building D (located just beyond the school) along with a boat building class, the in-school suspension class and central office registration. This program targets students with significant social emotional challenges. The special educator teaches math (Algebra I) while a core content math teacher teaches Geometry and provides consultation to the special educator. The ELA teacher teaches ELA and social studies. The special educator also teaches social studies and science. These classes also use Novanet (as virtual learning) and other online technology. Thus, these diploma path students are not being taught by highly qualified teachers for all of their core content classes. Title IIa will also review during their monitoring process.</p>			<p>b.)This high school ALP has changed to a Clinical Day Program (CDP) which serves students across grades K-12. The CDP elementary classes are housed in Fishing Cove Elementary School for K-2 and in Hamilton Elementary School for grades 3-5. The CDP has highly-qualified content area teachers who provide content instruction to students in the middle and high school grades, with special educators</p>
Result	<p>c.) Students who are 18-21 years of age attend the district's in-house Transition Academy. This is a new program in its first year of existence. It is housed in an unused elementary school, and there are currently four students participating in the program. Students spend part of their day in the community or gaining job experience and a part of the day learning daily living skills in the class setting. The setting has a sink and a refrigerator, two washers and no dryer. A stove is present but not connected so a pressure cooker is utilized for cooking skill needs. Plans are underway to relocate the Transition Program for the following school year to a building located just beyond the high school campus where the program will have a full kitchen and a connected washer</p>		<p>The Transition Academy</p>	

		<p>and dryer.</p> <p>There is an in-school suspension program (PASS: Positive Alternative to School Suspension). There is a full time special educator ELA teacher and paraprofessional who maintain this program and support the students as needed. General educators provide the content material to be completed during the in school suspension time.</p> <p>There is a full time psychologist at the high school and a student assistance counselor. The school social worker is at the high school approximately three days per week. There is also an after school resource center offered twice a week (ARC, Academic Resource Center). Core content and special education teachers are available to assist with remediation test taking project work, etc. An occupational therapy and speech co-treat in the areas of social skills/safety skills in two different life skills classes.</p> <p>Some electives are configured as small groups of students with more significant needs coupled with volunteer peer partners. At the high school adaptive basic foods and adaptive physical education/health are facilitated this way. Peer partners also participate in other elective classes such as art, photography and communication.</p>		<p>program will be reviewed and refined as appropriate with respect to the curriculum, community experiences and the job mentoring.</p> <p>Timeline: August 2013</p>	<p>providing resource support.</p> <p>c.) In addition to self-help and independent-living skills, the transition Academy does use resources from outside providers for community experiences and skills for students as they begin the transition from school to community.</p> <p>Students are placed in a series of community settings based on their needs and level of readiness.</p> <p>Class work is focused on the areas of independent living skills, with the community experiences reinforcing and expanding their awareness, understanding and skills development.</p> <p>A continuum of curricula experiences is in place, with differentiation of work/career experiences being developed.</p>
Result	11	Adaptive Physical Education is provided twice a week per the student IEP.	Data Analysis Interviews Observation		
Result	12	Extended School Year (ESY) is offered in the district per the IEP.	Data Analysis Interviews		

			Observation		
Result	13	<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 North Kingstown School District maintains an active Local Special Education Advisory Committee (SELAC). The Special Education Administrator attends all meetings. The SELAC has active members and identified co-chairs.</p> <p>Accomplishments include revising the Mission and Vision Statements and the informational brochure and having regular attendance by student and teacher members.</p> <p>Goals for the SELAC include improving and increasing marketing and recruitment by sending out information through the existing general list serve in the district, and improving and expanding collaboration with the Jamestown SELAC. In addition, better web information for SELAC has been designed and will become part of the North Kingstown web page for access and for information sharing.</p>	Data Analysis Interviews Observation		
Result	14	<p>School Efforts to Partner with Parents (State Performance Plan Indicator #8):</p> <p>School efforts to partner with parents as a means of improving special education services are annually measured by the <i>School's Efforts to Partner with Parents Scale</i> (SEPPS). The most recent survey results for all schools statewide showed that 39% of parent respondents reported school partnership efforts that met or exceeded the state standard. Of all parents statewide having a child receiving special education services through an IEP, 13.35% participated in the 2011-2012 statewide survey.</p> <p>The most recent survey results for the district showed that 18.48% of parent respondents reported school partnership efforts that met or exceeded the state standard. Of all parents in the district having a child with an IEP, 34% participated in the 2011-2012 statewide survey.</p> <p>In its annual Performance Report: Special Education Program on the RIDE website, the district has outlined its plan for raising percentage of parents reporting school partnership efforts that meet or exceed the state standard and for encouraging increased parent participation in the annual survey.</p>	Data Analysis State Performance Plan		
Result	15	<p>Drop Out /Graduation Rate (State Performance Plan Indicators #1 and #2)</p>	Data Analysis State Performance		

	<p>The North Kingstown Public Schools graduation rate is 87.82% for all students and 76.19% for students with disabilities. These rates are notably higher than the state average rates of 77.25% for all students and 58.07% for students with disabilities.</p> <p>The North Kingstown Public Schools dropout rate is 8.2% for all students and 15.87% for students with disabilities. These rates are notably lower than the state average rates of 12.47% for all students and 22.09% for students with disabilities.</p>	Plan		
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2. EVALUATION/ INDIVIDUAL EDUCATION PROGRAM (IEP)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Result/ Compliance	1	<p>Records of approximately 19 students were reviewed prior to the on-site review by the team leaders. Students' records were not always organized by established section and/or the most recent documents on top. The record review process identified some information on the IEP's addressing present levels of performance; goals, objectives and progress monitoring were not documented as measurable and/or quantifiable. Process documents/forms were inconsistently seen in the files with regard to regulatory requirements.</p> <p>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</p>	Data Analysis Interviews Observation	<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. Progress check: November 2013</p>	<p>The records in the Pupil Personnel Services (PPS) Office are being reviewed for completeness, ease of searching and set into a time sequence – an additional office clerk (.5FTE) has been hired to support this effort. Consideration is being given to re-organize the records into a folder type format that may be easier to follow.</p>

	2	<p>North Kingstown's child outreach screenings are available in a range of community-based early childhood programs and by appointment September through June. The child outreach coordinator provides training to new screeners and on-going training as needed. She also coordinates the schedule with pre-schools and other community locations as well as schedules the screeners. All screeners in North Kingstown are volunteers. Re-screenings are completed as needed, and based on those results, may be referred to the Pre-School Team.</p> <p>All screening instruments are reliable, valid 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 North Kingstown's most recent Consolidated Resource Plan, the district reports the following screening percentages:</p> <ul style="list-style-type: none"> • 3 year olds: 30% • 4 year olds: 36% • 5 year olds: 76% <p>These percentages reflect an increase from the percentages reported the previous year for 3 and 4 year olds and a decrease for 5 year olds.</p> <p>Throughout the district special educators completed an accommodation sheet that is then sent to the general education teachers.</p>	State Performance Plan data Interviews		
Result	3	<p>Child Find (State Performance Plan Indicator #11)</p> <p>North Kingstown Public Schools for the 2011-2012 year was at 100% compliance for meeting evaluation timelines for initial referrals. As of 10/22/12 North Kingstown Public Schools was thus far at 100% compliance for meeting evaluation timelines for initial referrals for the 2012-2013 school year.</p>	State Performance Plan data		
Result	4	<p>Throughout the district special educators complete an accommodation sheet that is then sent to the general education teachers.</p>	Data Analysis Interviews Observation		
Compliance	5	<p>Overall, in North Kingstown there is not a systemic RtI system with consistent protocols, structure and/or intervention language in place K-12. Special education staff throughout the district was unclear with regard to the specific learning disabilities eligibility and reevaluation criteria and its alignment to the regulations. (RI Regulation 300.307, Specific Learning Disability Requirements)</p>		Professional development will be provided to special educators regarding the SLD eligibility and re-eligibility regulations. The regulatory process for SLD determination will	Professional development sessions were scheduled with the elementary and middle school special education

				<p>be adhered to and implemented district wide.</p> <p>Timeline: Immediately and ongoing. Progress check August 2012</p>	<p>faculty and staff to all IEP components and requirements, including a review of the specific learning disabilities criteria. Professional development has occurred and is ongoing at the high school. Another opportunity is planned with the high school faculty and staff on April 4, 2014. The specific learning disabilities eligibility will be presented along with the other IEP components and requirements to ensure understanding and proper implementation. This effort is seen as an on-going need that will be repeated next school year at each level.</p>
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Result/
Compliance

Due Process Information (State Performance Plan Indicators #16, #17,#18 & #19)

COMPLAINTS
2010
of Complaints:

	<u>ISSUE(S)</u>	<u>RESULT</u>
<u>Complaint #1</u>	<u>IEP</u>	<u>Finding of Noncompliance</u>

2011
of Complaints:

	<u>ISSUE(S)</u>	<u>RESULT</u>
<u>Complaint #1</u>	<u>IEP/1:1</u>	<u>Withdrawn</u>

2012
of Complaints:

	<u>ISSUE(S)</u>	<u>RESULT</u>
<u>Complaint #1</u>	<u>Placement/Transportation</u>	<u>Withdrawn</u>
<u>Complaint #2</u>	<u>Other/Transportation</u>	<u>Withdrawn</u>

MEDIATIONS
2010
of Mediations:

	<u>ISSUE(S)</u>	<u>RESULT</u>
Mediation #1	Placement	Agreement Reached
Mediation #2	Placement/Program	Agreement Reached
Mediation #3	Other/Program	Agreement Reached

2011
of Mediations:

	<u>ISSUE(S)</u>	<u>RESULT</u>
Mediation #1	Placement	Agreement Reached
Mediation #2	IEP	No Agreement Reached
Mediation #3	IEP	Agreement Reached
Mediation #4	Discipline- Speech Therapy	Agreement Reached

2012

Data Analysis

Compliance identified through due process is reviewed and verified as corrected by RIDE due process personnel. All items noted as noncompliant in the due process findings are verified as corrected.

		# of Mediations:					
			ISSUE(S)				RESULT
		Mediation #1	Placement				Agreement Reached
		Mediation #2	Other				No Agreement Reached
		<u>HEARINGS</u>					
		<u>2010</u>					
		<u># of Hearings:</u> There were no hearings during this period					

3. TRANSITION					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Result	1	<p>Part C to Part B Transition (Indicator #12)</p> <p>The Assistant Special Education Director manages the transition of children from Part C Early Intervention (EI) to preschool special education. A database of all EI referrals is being developed to monitor upcoming birthdates to ensure that meetings are scheduled in a timely manner. Last year's consolidated resource plan (CRP) indicated that the district achieved 100% compliance and that all 30 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		
Compliance	2	<p>IDEA Transition Planning at the Middle Level</p> <p>A comprehensive systemic approach to transition planning for eligible students with disabilities at Davisville Middle School has not been established. Though Way to Go RI is utilized for ILP and Career Interest Inventory for IEP information by the school counselors, information identified within this process is not utilized to inform IEP goals addressing transition planning. (RIGL 300.43 & 300.46)</p>	Data Analysis Interviews Observation	A scope and sequence of transition activities will be developed and implemented on the secondary level (middle and high school level). Staff will receive professional development with regard to transition protocols and	A Transition Coordinator has been identified to ensure compliance with state requirements and to ensure faculty and staff are properly informed. Transition planning has been extended to the middle-school teachers of the students on an alternate assessment path so they understand and can follow the proper procedures with parents and with

				<p>procedures and implementation.</p> <p>Timeline: Immediately and ongoing; Progress check May 2013</p>	<p>colleagues – i.e. so they will ready students for the next step in their education. Expanded career exploration strategies and tools have been explored to give teachers added content to use effectively with their students.</p>
Compliance	3	<p>IDEA Transition Planning at the High School Level</p> <p>Case managers stated that they facilitate vocational assessments for students on their case load. Currently, there is no systemic scope and sequence for transition assessment and planning. Some teachers used Way to Go RI, while others have found other websites on their own and a few use Ten Sigma. There was no student vocational evaluation or assessment documentation seen in the central office files (SW1-6) although limited documentation was produced at the school (RIGL 300.46). The interview protocol most typically used was, The Future Planning Inventory. This was designed by the Mississippi Department of Education (2002) to be one element of a student’s overall transition portfolio. It was designed as a means of gaining meaningful student engagement/interviews during the IEP process.</p> <p>Each spring there is a transition meeting (“transition summit”) for incoming 8th grade students where the special education department chair and special education coordinator attend and discuss each student’s needs in terms of programming. However, if there are changes via the IEP process after the transition summit and those changes are not communicated to the high school. This information could affect the student’s schedule and/or potential supports. (RIGL 300.43 & 300.46)</p> <p>The special education coordinator and special education department chair are the representatives to the Transition Advisory Committee (TAC) which meets monthly.</p>	Data Analysis Interviews Observation	<p>A scope and sequence of transition activities will be</p> <p>A Transition Coordinator has been identified to ensure compliance with state requirements and to ensure faculty and staff are properly informed.</p> <p>Transition planning has been extended to the middle-school teachers of the students on an alternate assessment path so they understand and can follow the proper procedures with</p>	<p>A Transition Coordinator has been identified to ensure compliance with state requirements and to ensure faculty and staff are properly informed.</p> <p>Transition planning has been extended to the middle-school teachers of the students on an alternate assessment path so they understand and can follow the proper procedures with parents and with colleagues – i.e. so they will ready students for the next step in their education. Expanded career exploration strategies and tools have been explored to give teachers added content to use effectively with their students.</p>

				<p>parents and with colleagues – i.e. so they will ready students for the next step in their education. Expanded career exploration strategies and tools have been explored to give teachers added content to use effectively with their students. developed and implemented on the secondary level (middle and high school level). Staff will received professional development with regard to transition protocols and procedures and there implementation.</p> <p>Timeline: Immediately and ongoing: Progress check May 2013</p>	
Result	4	At the high school the special education coordinator is the point for the Office of Rehabilitative Services (ORS) referrals at the school.	Interviews Document Review		

Result	5	Summary of Performance (SOP) is facilitated by the case manager as appropriate.	Interviews Document Review		
Result	6	Youth with IEPs aged 16 and above with an IEP that includes appropriate measureable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, and transition services. The North Kingstown Public Schools are 95.08% compliant with the requirement. (State Performance Plan Indicator #13)	Interviews Document Review		