

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

School Support System Report and Support Plan

South Kingstown Public Schools
April 2013

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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***SOUTH KINGSTOWN
SCHOOL SUPPORT SYSTEM REVIEW
April 1-4, 2013***

TEAM MEMBERS

***Team A* – Alice Woods and Dehlia McCarthy**

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South Kingstown Inclusionary Preschool Walk Through by Alice Woods

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 South 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 76.43%. (RI District Average is 71.75%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 18.33% (RI District Average is 13.25%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 4.79% (RI District Average is 4.58%)</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. The district (disability subgroup that meets the State’s minimum “n” size) did <u>not</u> meet the State’s AYP targets for the disability subgroup</p> <p>B. Participation rate for children with IEPs. 96.89%</p> <p>C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards 35.21% [Note: State has individual grade and content area targets (27%). State target is average target across grades and content areas. District target is average percent of students’ proficient across content areas (35.21%).]</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 differentiated instruction, with posted rubrics, 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/GSE's and Common Core.</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 Fountas-Pinnell, School-Wide Information system (SWIS), Northwest Evaluation Association (NWEA) New England Common Assessment Program (NCAP) , teacher generated assessments, student work and performance along with classroom observations to discuss student placement, instructional strategies and cross-content area planning. Reading Workshop is a district-wide initiative implemented at all elementary grade levels.</p>	Data Analysis Interviews Observation		
Result	4	<p>Multi-Tiered System of Support (MTSS)/Response to Intervention (Rti)</p> <p>District-wide AIMSweb is the data system that is used in South Kingstown. All general education teachers and interventionists put their data into AIMSweb on all students. Students who are not making progress also have their data put into Tienet. System improvements to this platform have been made to assist with progress monitoring.</p> <p>Elementary Level</p> <p>There is a process in place for Rti at Peace Dale and Matunuck Schools for students exhibiting difficulty in the areas of reading, writing, math, behavior and language. Meetings are scheduled one day each week, alternating grades, with one week for new referrals. Teachers bring data to the meetings to document their concerns or to show progress. Although progress is monitored, not everyone clearly understands what constitutes enough progress to determine when RTI should end or when a referral should be made. Teachers also have common planning time.</p> <p>At Matunuck, an intervention block is built into the schedule for each grade, where cross grade level grouping can take place, though this does not happen consistently in all grades. At Peace Dale, cross grade level grouping is happening in pockets when teachers agree to work together (2nd grade).</p>	Data Analysis Interviews Observation		

There are problem solving teams in place for both Rtl and Positive Behavioral Supports and Interventions (PBIS). PBIS team looks at school-wide data while Rtl or Target Team reviews data on individual students.

Middle Level

Broad Rock Middle School has an established Rtl initiative. The model has a systemic approach for both the elementary (grade 5) and middle school (grade 6) grade levels. Interventions have been identified. Interventions include Math Navigator, Math Advantage, Touch Math, Achieve 3000, Just Words, Vocabulary Enrichment, Reading A-Z, Strategic Reading, EdMark I & II, and Executive Functioning IB Support. To address social emotional and/or behavioral interventions include HUGS program, PBIS/Olweus, Social Thinking Classes, Executive Functioning IF support, Lunch Bunches/Social Skills and Individual Positive Behavior Plans. Tienet is utilized to collect data for progress monitoring and next step planning. The Rtl team comprised of the school assistant principal, the school psychologists, guidance, reading specialists, special educators and others as appropriate. The team meets with individual fifth grade teachers and with sixth grade level teams as students are identified to plan intervention strategies.

Student assessment data is reviewed comprehensively at the Broad Rock Middle School. All educators including special educators and co-curricular teachers participate in scheduled common planning time. School based and student specific data analysis is also addressed through the School Problem Solving Team, Department and Faculty Meetings, the PBIS/Olweus Team, and the Rtl initiative and professional development opportunities facilitated through the district and/or school. All students have an individualization/Intervention Block (IB). Tier I interventions are provided by the home room teachers that focuses on higher level math skills and written responses. Tier II and/or Tier III interventions are provided for students through the Rtl process in social thinking, reading, math and executive functioning.

The Rtl initiative at Curtis Corner Middle School though established is emerging. An organization structure has been developed. The team is comprised of the school administrator, the district Rtl Coordinator, the special education coordinator, a 7th grade ELA teacher, an 8th grade social worker as appropriate and the referring team general educator. The team meets on a weekly basis and monthly progress monitoring is meetings with each grade level team have recently begun.

Home Room/Learning Center (held 4 times per week) activities are based on grade level team analysis of student academic, social/emotional and/ or behavioral needs on an ongoing basis. As appropriate students participate in specific interventions as determined by their grade level team as well as enrichment opportunities through the Home Room/Learning Center. The structure of activities varies from team to team.

At the beginning of the school year students are identified through analysis of NECAP, WIAT and the NEWA to determine placement in Math Navigator. Fountas-Pinnell, NECAP, and the NEWA is utilized to determine placement in Achieve 3000.

Common Planning Time (CPT) is scheduled three times per week for grade level teams. Department meetings are held twice a week. Special educators are scheduled to participate in grade level CPT at least once/twice every 10 days per the school schedule. However, most educators (both general and special educators) reported that special educators are not able to attend consistently due to the schedule and emerging responsibilities. This presents limited opportunities to co-plan curriculum, analyze student data and lesson planning and overall planning for students.

High School Level

At the high school there is an Rtl team (school counselor, school psychologist, PBGR coordinator and the district Rtl coordinator). It meets weekly and then the Rtl coordinator meet s weekly with the administrative team. This team addresses academic and social/emotional needs. Some of the academic interventions include math and reading remedial interventions classes. Piloting a behavioral academic success program (mostly 9th and some 10th graders) who are failing two or more core content classes. Behavioral interventions include making connections to the school psychologist and social worker as appropriate. The Rtl Coordinator has been working with the general education teachers at building Tier I interventions. Plans are underway to have an assistant principal act as the Rtl Coordinator for the following school year.

Result

5

SPP Disproportionate Representation (State Performance Plan Indicators #9 and #10)

Native American	LD			All Disabilities Reporting (ADR)		
	2010	2011	2012	2010	2011	2012
Students with Disability	11	11	12	36	29	27
Total Students	89	81	75	89	81	75
District Risk	12.36	13.58	16.00	40.45	35.80	36.00
District Risk Ratio	3.24	3.87	4.66	4.53	4.23	4.27

Black	ADR		
	2010	2011	2012
Students with Disability	23	17	16

Data Analysis
State Performance Plan

Total Students	77	74	64
District Risk	29.87	22.97	25.00
District Risk Ratio	3.35	2.72	2.97

Hispanic	LD		
	2010	2011	2012
Students with Disability	11	14	8
Total Students	107	118	124
District Risk	10.28	11.86	NA
District Risk Ratio	2.69	3.38	NA

As evidenced by the data, South Kingstown has made progress in reducing their disproportionality various disability categories and racial/ethnic groups by engaging in targeted technical assistance through RIDE and other providers to correct concerns. South Kingstown has examined policies, practices and procedures and does not have disproportionate representation due to inappropriate identification practices.

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.</p> <p>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 South Kingstown had less than ten students with IEPs suspended more than 10 days. The total of all students suspended more than 10 days was less than ten students. In 2011-2012, South Kingstown has less than ten students with IEPs suspended more than 10 days. The total of all students suspended more than 10 days was less than ten students.</p> <p>Social Emotional Resources/Positive Behavioral Interventions and Supports (PBIS) Throughout the district there are advisories, individual counseling per the IEP, guidance and mental health counselors facilitate small groups per student need, and a student assistance counselor. The Washington County Coalition for Children/South Kingstown Partnerships for Prevention is also housed in the building and they have social/emotional resources available to students. In addition, grades 9-12 did a Connections survey. This provided information on student's academic and social emotional engagement levels. Interventions will be developed as appropriate.</p>	State Performance Plan		
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		<p>PBIS expectations were posted throughout the schools and at Matunuck Elementary the Social Think curriculum is completed embedded into all classes.</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>			
Result	7	<p>Special Education Preschool Continuum</p> <p>South Kingstown's integrated preschool works with children to develop Kindergarten readiness skills, which in addition to academic goals includes focusing on giving the children experience and comfort in learning in a group setting. One of the classes is dedicated to the children with more intensive special needs and those students are integrated into the other classrooms during the course of the day. The four other classes are made up of students currently on IEPs, with more than half of each class consisting of community members, and run in half day sessions with up to 15 students in each. South Kingstown also provides walk in services in Speech and Language and Occupational Therapy to support children who have needs specific to those areas.</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 authentic assessment information. This assessment information is used to shape and individualize instruction and to demonstrate progress. The Preschool Director is responsible for implementing process, procedures and monitoring strategies to ensure the fidelity of the data collection.</p> <p>The Preschool Director also coordinates referrals from Early Intervention and ensures appropriate transition activities take place and timelines are followed.</p> <p>In this district the percent of 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 88% (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): 80% -Acquisition and use of knowledge and skills (including early language/communication and early 	Data Analysis State Performance Plan		

		<p>literacy): 75%</p> <p>-Use of appropriate behaviors to meet their needs: 82%</p> <p>The percent of children who were functioning within age expectations by the time they exited the program:</p> <p>-Positive social-emotional skills (including social relationships): 77%</p> <p>-Acquisition and use of knowledge and skills (including early language/communication and early literacy): 90%</p> <p>-Use of appropriate behaviors to meet their needs: 77%</p>			
Result	8	<p>Special Education Program Continuum Elementary Level</p> <p>There are about 400 students at Peace Dale Elementary with approximately 50 students who have IEPs. At Matunuck there are approximately 200 students with about 26 students with IEPs. The special education program continuum at the elementary level is as follows:</p> <p>The program continuum at the elementary level provides specialized instruction for students with IEPs predominately in inclusive settings, but with some services delivered in separate settings for pre-teaching and re-teaching. There is a district-wide class at Peace Dale for students needing more intensive specialized instruction and support. There are currently five students in the class with one teacher, two assistants and one fulltime nurse. Other students with similar needs may receive service in their home school. Students in this class are assigned to a general education class at their age level, where they participate in morning actives, lunch, art, music and other specials.</p> <p>At Matunuck Elementary School there is a district-wide classroom for students exhibiting behavioral challenges. Although there are currently four students in this class, most services are delivered in the general classroom setting. The room is used for morning organization and behavioral reminders, crisis intervention, and as needed when students are unable to participate in their general class instruction. One student remains in the class several hours per day. The teacher follows the general class curriculum using the same material assignments.</p> <p>At Peace Dale, there are four classrooms per grade level (with 3 at 1st grade). Two classes are designated "inclusion rooms" and students with IEPs are assigned to one of these rooms. Special education teachers assigned to that grade level split their time between those two classrooms. Each special education teacher is supported by a teaching assistant. The inclusion classes alternate each year, unless a teacher requests it. If additional students</p>	Data Analysis Interviews Observation		

		<p>transfer in or become eligible during the school year, this causes problems with scheduling and caseloads. The general education teachers assigned to these inclusion classes alternate each year.</p> <p>Similarly, at Matunuck, students with IEPs are placed in the same general education classroom. General education teachers volunteer for this class or are selected.</p>			
Result	9	<p>Special Education Program Continuum Middle Level</p> <p>Broad Rock Middle School Broad Rock Middle School provides students in the fifth and sixth grade an elementary (fifth grade) and middle (sixth grade) “ele-middle” level technology supported educational experience. There are 493 students attending Broad Rock and 50 are students with IEPs.</p> <p>Special Education services and supports are facilitated through an inclusive collaborative/co-teaching model. For students needing more intensive instruction academically/behaviorally a specialized setting with supports is provided</p> <p>There are currently eleven fifth grade classes at Broad Rock. Specialized instruction is facilitated through a collaborative/co-teaching model. Two special educators co-teach/collaborate in ELA and math. Special educators may provide instructional support in a small group setting outside of the general education setting. Teacher assistants may provide support in social studies and science as appropriate. One special educator co-teaches/collaborates with the content area teacher throughout the day. In addition one half time special educator collaborates in ELA and math. Students participate in co-curricular classes with support as appropriate.</p> <p>There are three 6th grade level teams. A special educator is assigned to each team providing collaborative instruction and support in ELA and Math. One special educator travels with students across content area classes.</p> <p>Special educators will additionally facilitate intervention specific instruction in math (Math Navigator) executive functioning, social thinking and reading as determined by IEPs and/or RtI student specific interventions.</p> <p>An ALP is provided for students experiencing social emotional behavioral challenges focused</p>	Data Analysis Interviews Observation	.	

		<p>on the Social Think curriculum model. In addition, this setting is offered for students returning from out of district placements and/or hospitalizations. Each student has an individualized behavior intervention plan. There are currently five students participating in this model. Currently three students are fully included in the general education curriculum with support as needed. Two students are receiving their core instruction in the ALP setting.</p> <p>A self-contained setting is provided for students with more significant intellectual challenges needing individualized direct instruction. Students participate with their typically developing peers in science, social studies and co-curricular classes with support (teacher assistant) when appropriate. In addition, students participate in a variety of activities as participants of a whole school community. There are currently four students participating in the instructional setting all requiring an alternate assessment.</p> <p>An Advisory Initiative is facilitated for sixth grade. There is an established curriculum and topical focus of need.</p> <p>Curtis Corner Middle School</p> <p>Curtis Corner Middle School provides students in the seventh and eighth grade a middle level educational experience. There are 544 students attending Curtis Corner Middle School and 56 are students with IEPs. There are three teams at each grade level. A special educator is assigned to each team. The special education program continuum is as follows:</p> <p>Specialized instruction is provided through an inclusive model. This inclusive model, however, has not been fully implemented as not all educators are clear regarding their roles and responsibilities. Special educators may co-teach and/or collaborate with ELA, math and as appropriate science. In addition special educators provide math and/or reading intervention classes (Math Navigator/Achieve 3000, Wilson Reading) for students whose IEP goals require specialized instruction in these areas. Special educators may collaborate with grade level teams in identifying academic and or social emotional learning activities to be facilitated through the Home Room/Learning Center. In addition special educators may utilize this time to provide special education students with content area remediation, re-teaching, time to complete tests/quizzes and/or assisting students in organizational management skills as well as executive functional skills as defined by their IEP.</p>			
Result	10	<p>Special Education High School Program Continuum</p> <p>At South Kingstown there are 1,095 students and 137 have IEPs. The program continuum is as follows:</p>	<p>Data Analysis Interviews Observation</p>		

	<p>- Skills development (resource)- Every day students have academic and/or behavioral skills/development based on IEP goals.</p> <p>- There are three self-contained ELA classes (9th, 11th and 12th grade) taught by special educators who are highly qualified in English.</p> <p>There are two math navigator intervention math classes taught by special educators. This class targets students who are significantly below grade level in math.</p> <p>-Students with IEPs that have PLPs are serviced via the literacy enhancement teachers in a self-contained setting. There is also one self-contained reading class that is taught by a special educator who is also certified as an ELA teacher.</p> <p>-Alternative Learning Programs (ALP) - Four classroom settings in total.</p> <p>Two ALP classes are located in the high school building. One class is a home base for students with social emotional needs and the other for students with behavioral challenges. Students in these classes have their classes in the general education classes with support as needed. These classes use Novanet for credit recovery.</p> <p>Students receive their skill development/resource support within these settings.</p> <p>The other two ALP classes are located on the high school campus at the Hazard building. Each program is staffed with a special education teacher and teacher assistants (one teacher assistant per class and one floating teacher assistant).</p>			
Compliance	<p>a.)One ALP class has students attend the high school at least two classes per day. Some elective or itinerant teachers (physical education/health, computer, etc.) go to the self-contained class and teach there if that is what the individual students needs. Eleventh and twelfth grades attend ELA classes at the high school with highly qualified teachers. The teacher is certified in special education but not highly qualified in any core content areas yet she is the teacher of record for many of her student's core content classes. It is unclear how students within this model (all of whom are on a diploma path) are afforded a free and appropriate public education (FAPE) in the least restrictive environment (LRE) with regard to accessing the general education curriculum taught by highly qualified teachers (RIGL 300.18). Discussions are underway to address this area of need for the school year 2013-2014.</p> <p>b.)The second ALP class is more self-contained. Some elective or itinerant teachers (physical education/health, art, etc.) go to the self-contained class and teach there. Students in this class typically go to the high school for one elective. The teacher is certified in special education and</p>		<p>a.)This support plan is applicable to findings #10 (a.) and (b.) on this page. Plans are underway to review and refine the schedule so all students on a diploma path will be afforded a free and appropriate public education (FAPE) in the least restrictive environment (LRE) with regard to</p>	<p>a) Schedule has been refined so all students on a diploma path will be taught by a highly qualified teacher in the core areas of mathematics, English and social studies. We are progressing in</p>

	<p>social studies and is the teacher of record for all core content classes. The age range in this class is more than four years (ages 14-19 years of age). It is unclear if the regulatory waiver process was followed. It is also unclear how students within this model (all of whom are on a diploma path) are afforded a free and appropriate public education (FAPE) in the least restrictive environment (LRE) with regard to accessing the general education curriculum taught by highly qualified teachers (RIGL 300.18). Discussions are underway to address this area of need for the school year 2013-2014.</p> <p>Co-Teaching - The high school offers 22 co-taught classes in which a general education teacher and special education teacher share the responsibilities of meeting the needs of all the students in the class. There are three co-taught classes offered in the science department, three in the social studies department, six in math, and ten in English. Co-taught classes do not exceed 16 students total.</p> <p>c.) Two classes for students with significant intellectual disabilities are at the high school. In addition to the academic program, students participate in both school-based and community-based job readiness experiences. Students in these classes also run the Rebel Cafe. Students go to BJ every Friday and procure supplies and materials. They go class to class during advisory selling their Café goods via carts. Monies from the Café are used to restock the Café. It has been noted that next school year new procedures will be put in place in regard to the Café monies.</p> <p>They have an in school restriction room where students may be administratively assigned to spend the day doing class work. If a student with an IEP is assigned to in school restriction they can leave to receive their special education supports as appropriate.</p> <p>There are 1.5 psychologists at the high school, a full-time social worker and a student assistance counselor. The mental health team meets every Friday morning to review student's needs and challenges.</p>		<p>accessing the general education curriculum taught by highly qualified teachers. Timeline: Immediately and ongoing: Progress check: September 2013.</p> <p>b) In addition, age range waiver protocols will be adhered to per regulatory requirements. Timeline: Immediately and ongoing: Progress check: September 2013.</p> <p>c.) Formal written protocols will be developed and reviewed with the Life Skills teachers so they can readily and easily access the Café monies to support their students/class educational programming needs. Timeline: Immediately and ongoing: Progress</p>	<p>the area of science.</p> <p>January update: South Kingstown has contracted with a virtual learning company to provide license with a highly qualified teacher for science.</p> <p>b) Schedule has been changed. Students are within age range.</p> <p>c) Written protocols have been forwarded to RIDE and shared with all staff.</p>
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				check: September 2013.	
Result	11	The Independent Transition Academy is located at Independence Square on the University of Rose Island campus. This program is for students 18 to 21 years old that still need to address transition related goals. Students work on transportation, work readiness, community participation and self-advocacy skills.	Data Analysis Interviews Observation		
Result	12	Adaptive Physical Education is provided twice a week per the student's IEP. APE classes at the high school are scheduled into the auditorium lobby as no other gymnasium space is available at the time that APE is scheduled. The space in the hallway is not conducive for physical activity, hence, the concern for potential injury, restriction of movement, meeting IEP goals and general school traffic coming and going in the middle of the class. Equity of access to the gymnasium needs to be provided for students who are receiving APE.	Data Analysis Interviews Observation	Issue will be noted as resolved pending verification.	A classroom has been assigned for APE.
Result	13	Extended School Year (ESY) is offered in the district per the IEP.	Data Analysis		
Result	14	Local Special Education Advisory Committee (LAC) The Special Education Advisory Committee (SELAC) was revitalized during the 2011-12 school year after a new leadership team participated in training with the RI Parent Information Network. The team developed new bylaws, brochures, updated the website, recruited new members and established a meeting schedule. They also set goals and studied topics related to the use of Assistive Technology in the district, Extended School Year, and the transition process as students moved from school to school. The SELAC continues to be active in providing relevant information on topics pertinent to parents of special education students, such as supporting siblings, graduation requirements and behavior support at home.	Data Analysis Interviews Observation		
Result	15	School Efforts to Partner with Parents (State Performance Plan Indicator #8): The district's rate of parent participation in the annual Special Education Statewide Parent Survey (2011-2012) is 19.33% of parents whose children have IEPs. 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 31%.	Data Analysis State Performance Plan		

Result	16	<p>Drop Out /Graduation Rate (State Performance Plan Indicators #1 and #2)</p> <p>The South Kingstown Public Schools graduation rate is 83.52% for all students and 57.14% for students with disabilities. These rates are higher than the state average rates of 77.83% for all students and slightly lower than the state average rate of 58.07% for students with disabilities.</p> <p>The South Kingstown Public Schools dropout rate is 9.58% for all students and 26.98% for students with disabilities. These rates are lower than the state average rates of 12.47% for all students and higher than the state rate of 22.09% for students with disabilities.</p>	Data Analysis State Performance 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 20 students were reviewed prior to the on-site review by the team leaders. Students' records were very accessible. The record review process identified issues related to appropriate descriptions for present levels of functional performance and academic achievement; writing brief, specific, quantitative, measurable baseline statements, aligned to measurable goals and benchmarks. There were many goals written that had only very vague and general comments about data collection rather than a clear description of the type and frequency of data that will be collected to show how student progress will be measured.</p> <p>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</p>	Data Analysis Interviews Observation	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.	Records have been forwarded to RIDE. IEP rubric also developed and forwarded.

				Timeline: Immediately and ongoing. Progress check: January 2014	
	2	<p>South Kingstown's child outreach screenings are available in a range of community-based early childhood programs, at open screenings and by appointment September through June.</p> <p>The child outreach coordinator provides training, schedules screenings and screeners, reviews results and re-screens and refers children as appropriate. Observations are also conducted to ensure appropriate screening techniques. 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 South 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>	State Performance Plan data Interviews		
Result	3	<p>Child Find (State Performance Plan Indicator #11)</p> <p>South Kingstown Public Schools for the 2011-2012 year was at 100% compliance for meeting evaluation timelines for initial referrals. As of 4/17/13 South 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>Specific Learning Disability (SLD) identification determination</p> <p>Staff was at various phases of understanding in regard to the IDEA regulatory requirements</p>	Interviews Record Reviews	Professional development/ technical assistance	Power Point has been provided to

		and specific learning disability identification. The majority were unclear at Curtis Corner Middle School and the high school.		will be provided to staff regarding the regulatory requirements of SLD determination (initial and reevaluation). Timeline: Immediately and ongoing. Progress check: January 2014.	RIDE as well as attendance record of Professional Development.																											
Result/ Compliance	6	<p>Due Process Information (State Performance Plan Indicators #16, #17, #18 & #19)</p> <p><u>COMPLAINTS</u> 2010-2011 # of Complaints: There were no complaints filed during these years</p> <p>2012 # of Complaints:</p> <table border="1"> <thead> <tr> <th></th> <th><u>ISSUE(S)</u></th> <th><u>RESULT</u></th> </tr> </thead> <tbody> <tr> <td>Complaint #1</td> <td>Other</td> <td>Pending</td> </tr> </tbody> </table> <p>2013 # of Complaints: There have been no complaints filed to date</p> <p><u>MEDIATIONS</u></p> <p>2010 # of Mediations:</p> <table border="1"> <thead> <tr> <th></th> <th>ISSUE(S)</th> <th>RESULT</th> </tr> </thead> <tbody> <tr> <td>Mediation #1</td> <td>Other/Compensatory Service</td> <td>Agreement Reached</td> </tr> <tr> <td>Mediation #2</td> <td>Other/1:1</td> <td>Agreement Reached</td> </tr> </tbody> </table> <p>2011 # of Mediations:</p> <table border="1"> <thead> <tr> <th></th> <th>ISSUE(S)</th> <th>RESULT</th> </tr> </thead> <tbody> <tr> <td>Mediation #1</td> <td>Placement and Instruction</td> <td>Agreement Reached</td> </tr> <tr> <td>Mediation #2</td> <td>Other/Reading instruction</td> <td>No Agreement Reached</td> </tr> <tr> <td>Mediation #3</td> <td>IEP</td> <td>No Agreement Reached</td> </tr> </tbody> </table>		<u>ISSUE(S)</u>	<u>RESULT</u>	Complaint #1	Other	Pending		ISSUE(S)	RESULT	Mediation #1	Other/Compensatory Service	Agreement Reached	Mediation #2	Other/1:1	Agreement Reached		ISSUE(S)	RESULT	Mediation #1	Placement and Instruction	Agreement Reached	Mediation #2	Other/Reading instruction	No Agreement Reached	Mediation #3	IEP	No Agreement Reached	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.	
	<u>ISSUE(S)</u>	<u>RESULT</u>																														
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2012-2013

of Mediations: *There have been no mediations filed to date*

HEARINGS

2010

of Hearings:

	ISSUE(S)	RESULT
Hearing #1	Other/Eligibility	Dismissed

2011

of Hearings:

	ISSUE(S)	RESULT
Hearing #1	Other/FAPE	Withdrawn
Hearing #2	Placement	Withdrawn

2012

of Hearings:

	ISSUE(S)	RESULT
Hearing #1	Other/FAPE	Withdrawn/Settlement Agreement
Hearing #2	Placement	Resolution Session Agreement
Hearing #3	Placement	Resolution Session Agreement
Hearing #4	Evaluation	Decision LEA
Hearing #5	Other/Tuition Reimbursement	Pending

2013

of Hearings:

	ISSUE(S)	RESULT
Hearing #1	Other/FAPE	Pending

3. IDEA TRANSITION					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Result	1	<p>Part C to Part B Transition (Indicator #12)</p> <p>The preschool Director/Child Outreach Coordinator manages the transition of children from Part C Early Intervention (EI) to preschool special education. A record of all EI referrals is maintained and upcoming birthdates are monitored. As part of the transition process, district staff attend the EI meeting. Last year's consolidated resource plan (CRP) indicated that the district achieved 100% compliance.</p>	Data Analysis Interviews State Performance Plan		
Compliance	1	<p>IDEA Transition Planning at the Middle Level (Broad Rock)</p> <p>Broad Rock Middle School currently has not established a secondary transition process for addressing IEP development for eligible students.</p>	Data Analysis Interviews Record Reviews	Professional development/technical assistance will be provided to special education teachers to ensure compliance on transition regulatory requirements.	Professional development and attendance record provided to RIDE.
Result		<p>IDEA Transition Planning at the Middle Level (Curtis Corner)</p> <p>Interest inventories/vocational, transition assessments (Harrington O'Shea, Ten Sigma and WaytoGoRI) are being facilitated for eligible students turning 14 years of age with an IEP at Curtis Corner Middle School, although findings from the variety of assessments are not consistently embedded within the IEP.</p> <p>School Councilors facilitate WaytoGoRI interest inventory/transition tool for both seventh and eighth grade students. Special educators participate in this process.</p>		Timeline: Immediately and going: Progress check: January 2014.	
Result	2	<p>IDEA Transition Planning at the High School Level</p> <p>At the high school there is a scope and sequence of vocational assessments and transition related activities for each grade level. Case managers facilitate the process.</p>	Data Analysis Interviews Observation		
Result	3	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	4	Summary of Performance (SOP) is facilitated by the case manager as appropriate.	Interviews Document Review		

Result	5	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 South Kingstown Public Schools are 100% compliant with the requirement. (State Performance Plan Indicator #13)	Interviews Document Review		
Result	6	68% of youth who are no longer in secondary school, has 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 69%. (State Performance Plan Indicator #14)			