



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

School Support System Report and Support Plan

**Kingston Hill Academy
June 2015**

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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**Kingston Hill Academy
School Support System Review**

Record Review Team Leaders

Team A – Susan Wood and Jane Keane

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
Result	1	<p>Least Restrictive Environment Data (State Performance Plan Indicator #5)</p> <p>Based on the FY July 1, 2013 – June 30, 2014 State Performance Plan information on Kingston Hill Academy Placement is as follows:</p> <p>The percentage of students educated 80 to 100% of the time in general education settings is 0% (RI District Average is 63.12%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 100% (RI District Average is 16.60%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 0% (RI District Average is 6.76%)</p> <p><i>Documentation: Data Analysis State Performance Plan</i></p>	
Result	2	<p>Participation and performance of children with IEPs on statewide assessments (State performance Plan Indicator #3):</p> <p>A. The district AYP targets for the disability subgroup. Data can not be reported because the cell size is smaller than the State’s minimum for reporting</p> <p>B. Participation rate for children with IEPs 100%.</p> <p>C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievements standards XX% Data can not be reported because the cell size is smaller than the State’s minimum for reporting</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	
Result	3	<p>Multi-Tiered System of Support (MTSS) Response to Intervention (RTI)/Academics</p> <p>Elementary Level</p> <p>Within the first month of school all students are given benchmark assessments: STAR ELA and MATH (Grades 1-5), Lexia and Symphony Math (Kindergarten), Developmental Reading Assessment (DRA) (Grades 1-5 *Kindergarten begins in Winter), and the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) (Grades K-5). This data is reviewed during Common Planning Time (CPT), with teachers, administration, and special education teachers. Intervention groups are determined</p>	

		<p>based on the data. Whole class deficits are addressed within the classroom via differentiation and curriculum. Targeted deficits are addressed via research based interventions during our Intervention/Enrichment (I/E) block of time. Teachers contact the parents to make them aware that their child was targeted for an intervention, why they were targeted, and what will be done to support their student's progress. The I/E block of time is scheduled 4 out of 5 days a week for a half hour each day. Classroom teachers and special education teachers administer the targeted interventions while the teacher assistants provide enrichment opportunities for students who are not in need of intervention. Progress monitoring is done bi-weekly at a minimum. Standardized Test for the Assessment of Reading (STAR), DiBELs, Mad Minute Math, and Mobey Max are a few of the progress monitoring tools used. Intervention progress is discussed biweekly at CPT with teachers, special education teachers, and administration. Agenda items include, looking at the data and asking the questions: Is the intervention working? For whom? Why or Why not? Does the progress monitoring tool work as desired? Each intervention round is between 6-8 weeks. At the end of the round during CPT, the progress monitoring data is evaluated to determine if sufficient progress has been made towards target. CPT team determines if the intervention should continue, cease, be modified or be intensified. When an increase in intervention is needed, teachers use the 15-20 minute block of time at the beginning of the day or end of the day to provide additional interventions, typically in pairs or individually. If the student is not responding to the intervention after at least two cycles of intervention has been delivered with fidelity the MTSS team will consider a referral for a special education evaluation.</p> <p>Middle of the year benchmark assessments occur in January. The same process occurs again with the most recent data, including progress monitoring data from the two previous rounds. The MTSS process continues until the last day of school. This data is also used to determine after school tutoring support and summer school recommendations.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	
Result	4	<p>SPP Disproportionate Representation (State Performance Plan Indicator #9 and #10)</p> <p>Kingston Hill Academy data cannot be publicly reported because the cell size is smaller than the State's minimum for reporting</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 Kingston Hill Academy 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>	
Result	6	<p><u>Multi-tiered System of Support (MTSS)/Social Emotional Supports/Social Emotional Resources/Positive Behavioral Supports</u></p> <p>Elementary Level</p> <p>Kingston Hill Academy (KHA) believes that classroom management and preventative school discipline must be integrated and work together with effective academic instruction in a positive and safe school climate to maximize success for all students. Therefore, strives to support all students and staff by teaching and promoting positive behavior support school wide. There are four rules which are enforced in all areas of the school on a daily basis called the Eagle Code of Conduct. The Code expects all students to always be kind, be safe, be respectful, and be responsible. When the school rules are followed, students have an opportunity to receive recognition for their efforts through praise, receiving Eagle Bucks for “above and beyond” behaviors, and whole class rewards. Students can purchase items (bookmarks, for example) or privileges (extra physical education time, for example). When the school rules are not followed, specific consequences result. Each class has the same behavior protocol, but the visual model varies from the lower grades (Busy Bee hive) to the upper grades (Flip a Card). Students start each morning with a clean slate or on green. Students can receive a verbal reminder about behavior and still remain on green. Students who choose not to follow the Eagle Code, and the behavior becomes problematic, there are a series of consequences. Parents are notified daily of their students behavior via color code in their behavior calendar or planner.</p> <p>Teachers who have concerns about a student’s social emotional needs, bring the student’s information, data, and parent communication to the common planning time (CPT) - MTSS meeting. The concerns and student’s needs are discussed individually. Consultation with the guidance counselor and related service providers occur as</p>	

		<p>needed. Interventions and/or accommodations are created and implemented via the general educator. A progress monitoring tool is created by the MTSS team with targets set. Progress is monitored bi-weekly. Intervention progress is discussed biweekly at CPT with teachers, special education teachers, and administration. Agenda items include, looking at the data and asking the questions: Is the intervention working? Why or Why not? Does the progress monitoring tool work as desired? Each intervention round is between 6-8 weeks. At the end of the round during CPT, the progress monitoring data is evaluated to determine if student progress has been made towards target. CPT team determines if intervention should continue, cease, and or be adjusted. This process continues at least two rounds before further steps are taken. If after at least two cycles of intervention the behavior/s continue to be interfering and of concern, or if the behavior/s suddenly increases significantly in terms of intensity and severity, the teams considers conducting a functional behavioral assessment to develop a positive behavior support plan.</p> <p>School Removals/Disciplinary Policies. Throughout the district behavioral expectations along with disciplinary action protocols and policies are defined in a student handbook.</p> <p><u>Documentation:</u></p>	
Result	7	<p>Preschool Continuum</p> <p>Kingston Hill Academy does not serve preschool age students.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	
Result	8	<p>Program Continuum Elementary Level</p> <p>There are 186 students at the elementary level and approximately 26 have IEPs. The special education program continuum is as follows:</p> <p>Kingston Hill Academy (KHA) provides a continuum of services including speech and language therapy, occupational therapy, physical therapy, adaptive physical education, counseling, social skills training, and special education primarily using an inclusion model per KHA's charter. Services may be provided outside of the general education classroom/setting based on individual student need. Kingston Hill Academy currently has one student attending an out of district placement at a RI private special education</p>	

		<p>program. We have provided an alternate placement in a 1:1 self-contained classroom to a student who was exhibiting significantly disruptive and dangerous behavior in the general education classroom and across school settings. When 1:1 support is determined needed by a student's IEP team KHA has provided that support. We currently employ two 1:1 aides. Additionally each classroom has a teacher assistant and the special education team has a staff person working as teacher assistant who happens to have special education certification. Kingston Hill Academy has also provided an additional TA to provide lower ratio (3 staff: 20 students) for classrooms that may have a number of students with social emotional and or academic needs. KHA provides the necessary accommodations and assistive technology as outlined in students' IEPs, including FM systems, access to tablets and computers and other identified supports.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p>	
Result	9	<p>Program Continuum Middle Level n/a</p> <p>Kingston Hill Academy does not serve middle school age students.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Observations</p>	
Result	10	<p>Program Continuum High School Level n/a</p> <p>Kingston Hill Academy does not serve high school age students.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p>	
Result	11	<p>Adaptive Physical Education (APE)</p> <p>Kingston Hill Academy employs a physical education teacher who is certified in adaptive physical education. Students who qualify receive appropriate APE services based on APE assessments and IEP team recommendations. Students receive small group services in addition to general education physical education classes. The APE teacher completes quarterly progress reports on APE goals for students receiving APE services.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p>	

Result	12	<p>Extended School Year (ESY)</p> <p>Kingston Hill Academy uses an ESY Decision Making Tool to determine if a student qualifies for ESY services. This is done during their annual IEP meeting. Our typical summer school program consists of ten days, four hours a day close to the beginning of the subsequent school year. Some students with IEPs may attend the summer school program as well as ESY, however if they qualify for ESY they receive additional programming as determined by the IEP team. Special Education teachers deliver instruction in the ESY program. When a student qualifies for ESY in a related service area, the appropriate provider delivers the service. IEP goals addressed during the ESY program are determined by the student's IEP team. The IEP team must review data to support the rationale for a student's eligibility. If the IEP determines a need for 1:1 support during ESY services, students who require that support will continue to receive it.</p> <p><u>Documentation:</u> Data Analysis; Interviews</p>	
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 Kingston Hill Charter School maintains an Local Special Education Advisory Committee (SELAC). School administration attends all meetings.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p>	
Result	14	<p>School Efforts to Partner with Parents (State Performance Plan Indicator #8)</p> <p>The public school's rate of parent participation in the annual Special Education Statewide Parent Survey (2013-2014) is 21.7% 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 60.0%.</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 Kingston Hill Charter School does not serve high school age students.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	

2. EVALUATION / INDIVIDUAL EDUCATION PROGRAM (IEP)

Indicator	Findings	Support Plan
Result	<p>1</p> <p>Records of approximately three (3) 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"> -Present levels of functional performance and academic achievement 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. - Though there was evidence of assessments (Education and FBA) the central file did not include progress monitoring interventions activities, medical findings/documentation or a classroom observation -How often student's progress will be measured is not consistently defined throughout the record review process. -Social skills, independence and following classroom routines is unclear as stated as an area of need based on quantitative baseline data that will be used to develop measurable goals along with specialized instruction <p><i>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements) (§300.320)</i></p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p>	<p>Support Plan</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: July 2016</p> <p><u>FOLLOW-UP FINDINGS:</u> On August 24th 2015 support staff including occupational therapist, speech language pathologist, certified occupational therapist assistant, and social worker and on 9/3/15 the special education teachers were trained in IEP development of present level of academic and functional performance, and goals and objectives that are measurable and based on current baselines of student performance as it relates to identified goals. Additionally they were trained in how to accurately complete all required sections of the IEP and developing systems for progress monitoring student attainment of goals and objectives.</p>
Result	<p>2</p> <p>Child Outreach</p> <p>The Kingston Hill Charter School does not have an early childhood program.</p> <p><u>Documentation:</u> State Performance Plan; Data Interviews</p>	
Result	<p>3</p> <p>Child Find (State Performance Plan Indicator #11)</p> <p>The Kingston Hill Academy 2013-2014 year was at 100% compliance for meeting evaluation timelines for initial referrals. As of 6/13/15 to KHA was thus far at 100% compliance for meeting evaluation timelines for initial referrals for the 2014-2014 school year.</p> <p><u>Documentation:</u> State Performance Plan Data</p>	

Result	4	<p>Student Accommodations and Modifications</p> <p>The IEP team determines the accommodations and modifications that a student needs at the student's IEP meeting. The student's general education teacher attends the IEP team meeting and contributes to the discussion regarding accommodations and modifications. After each student's annual IEP meeting the special education team distribute lists with a description of all accommodations and modifications including assessment accommodations that are outlined in the student's IEP to all staff who have direct contact with the student including itinerant teachers. The special education team redistributes the accommodations and modifications lists to students' teachers at the beginning of every school year as well. The special education teachers meet with each student's new teachers to ensure they understand the accommodations and modifications. Special education teachers also meet weekly with regular education teachers at common planning time to ensure fidelity with implementation and assist as needed.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Document Reviews</p>	
Result	5	<p>Specific Learning Disabilities Determination</p> <p>When determining if a student has a specific learning disability, evaluation and assessment information is gathered from a variety of sources including but not limited to formal evaluations, formative and summative assessment information, progress monitoring data, benchmark assessment data, classroom observation, parent and teacher reports and outside evaluations where applicable. For any referral where a specific learning disability is suspected students must be given 2 cycles of intensive intervention. This is accomplished through the school's RTI and Intervention/Enrichment E/I programs. KHA uses universal screening to provide intervention to all students experiencing learning gaps.</p> <p>When a student is referred for special education evaluation the evaluation team reviews all relevant data to determine if a)the students achievement on state approved grade level expectations and English language proficiency standards is significantly different than his/her peers and b)that the student is not making sufficient progress to meet age or state approved grade level expectations and English language proficiency standards after receiving evidence based interventions that were delivered with fidelity. Area assessed to complete the achievement gap and sufficient progress analysis include; oral expression, listening comprehension, written expression, basic reading skills, reading fluency, reading comprehension, math calculation and math problem solving. If the evaluation team determines that there is an achievement gap and insufficient progress after two cycles of intervention then the student is identified as having a</p>	<p>Staff will receive professional development in the process and protocols to ensure that all appropriate student records best practice related paperwork for SLD evaluation and reevaluations.</p> <p>Timeline: Immediately and ongoing</p> <p>Progress Check: July 2016</p> <p><u>FOLLOW-UP FINDINGS:</u> The Special Education Director conducted a number of training sessions with various staff 8/15-10/15. On August 24th support staff including occupational therapist, speech language pathologist, certified occupational teacher assistant, adaptive physical education teacher, and social worker and on 9/10/15 the special education teachers were trained in the process and protocols to ensure that all appropriate student records follow best practice regarding related paperwork for SLD evaluation and reevaluations.</p>

		<p>specific learning disability and in need of specially designed instruction.</p> <p><u>Documentation:</u> Interviews; Record Review</p>	<p>On October 15th the general education teachers received training in referral and re-evaluation and data collections systems and progress monitoring of PLP's to support the evaluation team when conducting initial evaluations and re-evaluations.</p>
Result	6	<p>Due Process Information (State Performance Plan Indicators)</p> <p>Over the past three years Kingston Hill Academy has no (zero) or insert chart complaints, mediations or hearings</p> <p><u>Documentation:</u> Data Analysis, RIDE, due Process Data Base</p>	

3. IDEA TRANSITION

Indicator		Findings	Support Plan
Result	1	<p>Part C to Part B Transition (Indicator #12)</p> <p>Each year in the spring, incoming kindergarten students attend Kingston Hill Academy for a few hours to visit with current kindergarten students and teachers. Parents are provided with information on how to prepare their students for the first day of kindergarten. Kindergarten students are assessed by the kindergarten teacher in literacy, math, social/emotional, and fine motor skills over the summer. This practice also helps the incoming students become familiar with the teacher and the school.</p> <p>New students entering KHA at grades other than kindergarten are provided with a "buddy" in the classroom to provide support with the transition. The buddy is a companion, resource, and guide for the new student. We provide open house/transition information for fourth and fifth graders who are leaving KHA to attend middle school.</p> <p>KHA always encourages/requests a transition meeting with parents and other LEA for incoming or outgoing special education students to ensure a smooth transition. The special education team offers to attend the first IEP meeting for a student in their new district if the parent or team request it.</p> <p><u>Documentation:</u> Data Analysis; Interviews; State Performance Plan</p>	

Result	2	<p>IDEA Transition Planning at the Middle Level</p> <p>Kingston Hill Academy does not serve middle level students.</p> <p><u>Documentation:</u> Data Analysis; Interviews</p>	
Result	3	<p>IDEA Transition Planning at the High School Level</p> <p>Kingston Hill Academy does not serve high school age students.</p> <p><u>Documentation:</u> Interviews; Document Review</p>	
Result	4	<p>Summary of Performance (SOP)</p> <p>Kingston Hill Academy does not serve high school age students.</p> <p><u>Documentation:</u> Interviews; Document Review</p>	