



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

School Support System Report and Support Plan

**North Kingstown Public Schools
May 2018**

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 state performance 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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**North Kingstown Public Schools
School Support System Review**

Team Leaders

Team A – Susan Wood, Sandra Cambio Gregoire, Ruth Gallucci

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	<p>1</p> <p>Least Restrictive Environment Data (State Performance Plan Indicator #5)</p> <p>Based on the FY July 1, 2016 – June 30, 2017 State Performance Plan information on North Kingstown Public Schools Placement is as follows:</p> <p>The percentage of students educated 80 to 100% of the time in general education settings is 69.07% (RI District Average is 71.05%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 8.69% (RI District Average is 12.5%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 4.87% (RI District Average is 5.11%)</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	
Result	<p>2</p> <p>Participation and performance of children with IEPs on statewide assessments (State performance Plan Indicator #3):</p> <ul style="list-style-type: none"> A. The district (disability subgroup that meets the State’s minimum “n” size) did meet the state’s AYP targets for the disability subgroup. B. Participation rate for children with IEPs 96.72%. C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievements standards 22.5% [Note: State has individual grade and content area targets (28%). State target is average target across grades and content areas. District target is average percent of students proficient across content areas (63%).] <p>All students in North Kingstown who meet or exceeded proficiency in ELA Statewide assessment, 71% versus Students with IEPs 25%. All students in North Kingstown who met or exceeded proficiency in Math Statewide Assessment, 55% versus Students with IEPs 20%.</p> <p>All students in Rhode Island who meet or exceeded proficiency in ELA Statewide assessment, 44% versus all Students in RI with IEPs 12%.</p>	

		<p>All students in Rhode Island who met or exceeded proficiency in Math Statewide Assessment, 36% versus all Students in RI with IEPs 10%.</p> <p><i>Documentation: Data Analysis; State Performance Plan, RIDE website</i></p>	
Result	3	<p>Multi-Tiered System of Support (MTSS) Response to Intervention (RTI)/Academics</p> <ul style="list-style-type: none"> • Elementary Level: There are 1628 students at the elementary level. Approximately 52 students (15.35%) receive RtI interventions. <ul style="list-style-type: none"> • ELA: <ul style="list-style-type: none"> ▪ Universal screener and progress monitoring tool: Aims web (K-1), Star Gr. 1-12), F&P, Leveled Reader Running Records ▪ Curriculum: Lexia, Leveled Readers, Wilson, Foundations ▪ Staffing: Reading Specialist in each building, Title 1 staffing (Quid/FC) <p>At the elementary level all students are assessed 3 times per year (Fall, Winter, Spring) using Aims web at grades K/1 and Star Literacy/Math in grades 1-5. The target for all students is 50th percentile on Benchmark assessments.</p> <p>In ELA Students are also assessed using leveled readers for appropriate reading material. The District Tier 1 phonics program is Foundations (Wilson). Teachers use a variety of Balanced Literacy, Guided Reading and literature circles for Literacy instruction. Students not meeting benchmark scores are provided Tier 2 or Tier 3 interventions based on triangulation of data. Grade level data teams meet bi weekly to review student progress and assess grouping. Students in Tier 2 are progress monitored bi-weekly. Students in Tier 3 are monitored weekly.</p> <ul style="list-style-type: none"> • Math: <ul style="list-style-type: none"> ▪ Universal screener and progress monitoring tool: Star ▪ Curriculum: Origo Math, Bridges (K-2), Dream Box, IXL ▪ Staffing: Title 1 staffing (Quid/FC) <p>Schools use a variety of math curriculum. Grades K-2, district wide are using the Bridges Math program which was piloted last year in grades K/1. This year grade 2 was added as a pilot. Teachers in grades 3-5 use Origo math. Students not meeting benchmark scores on Star or Aims web are provided Tier 2 or Tier 3 interventions based on triangulation of data. Grade level data teams meet bi weekly to review student progress and assess grouping. Students in Tier 2 are progress monitored bi-weekly. Students in Tier 3 are monitored weekly.</p>	<p>District continues to monitor and analyze school wide and district data to ensure appropriateness of Tier 1 curriculum as well as Tier 2 and 3 interventions at all grade levels.</p> <p>Timeline: Ongoing</p> <p>Progress Check: December 2018</p> <p><u>FOLLOW-UP FINDINGS:</u> Issue resolved.</p>

		<p>Tier 2 interventions usually occur in the general education classroom, either in a small group or 1:1. Tier 3 interventions usually occur outside of the general education classroom in small groups with specialists or interventionists.</p> <p>Middle Level There are 920 students at the Middle school level. Approximately 37 students (4.02%) receive Rtl interventions. Progress monitoring and screening is completed through benchmarking using STAR. Each middle school has an Rtl team which monitors student progress. All students have a literacy period in their schedule and that can be used for targeted reading interventions as necessary (tier 2 or 3). In math, students receive tiered math interventions during their math period.</p> <p>High School Level There are 1387 students at the High school level. Approximately, 9 students (.65%) receive Rtl services. Rtl at this level has a socio-emotional focus. The team meets to discuss students and create a plan for success. Academically, the Rtl team meets to discuss interventions to support the student in the learning environment. Intervention is generally provided by the content teacher during a student's personal literacy time. This allows for individualization of interventions.</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>									
Result	4	<p>SPP Disproportionate Representation (State Performance Plan Indicator #9 and #10)</p> <p>While North Kingstown has significant disproportionality in the area of all disabilities for students who are Native American, file reviews and reviews of policies, procedures, and practices did not find disproportionate representation due to inappropriate identification practices.</p> <p>The district has been found to have disproportionate representation in the area(s) of:</p> <p>All Disabilities Native American</p> <table border="1" data-bbox="336 1218 724 1372"> <thead> <tr> <th>Year</th> <th>Risk Ratio</th> </tr> </thead> <tbody> <tr> <td>2015-16</td> <td>3.63</td> </tr> <tr> <td>2016-17</td> <td>3.96</td> </tr> <tr> <td>2017-18</td> <td>4.1</td> </tr> </tbody> </table> <p>A risk ratio of 2.5 or more for 3 consecutive years = significant disproportionality when the minimum cell size is met.</p>	Year	Risk Ratio	2015-16	3.63	2016-17	3.96	2017-18	4.1	
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District risk ratio	Compares the district risk for one race/ethnicity to the district risk for all other races/ethnicities combined						
		<p><i>Documentation: Data Analysis; State Performance Plan</i></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 North Kingstown Public Schools as no students with IEPs were suspended for greater than 10 days.</p> <p>State Performance Plan Indicator #4b 0% had: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></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> <ul style="list-style-type: none"> ➤ Tier 1 – Open Circle, PBIS each elementary school has its own unique culture. The 5 schools are responsible for developing their own school wide systems of expectations and supports. Every school uses the Open Circle curriculum as their Tier 1 instruction. All classroom teachers have received professional development using this program and have incorporated direct instruction into their weekly schedules. In addition, staffing in each building have received 					

	<p>professional development in Playworks, a structure for engaging all students during recess.</p> <ul style="list-style-type: none"> ➤ Tier 2 – Complimentary SEL curriculums: Specific staff in each building are trained in multiple Social Skills curriculums, ie Second Step, How Does Your Engine Run, Flexible Thinking, Social Detective, etc.... Small group instruction is provided for students who are identified through the MTSS. Providers include Mental Health, Special Educators, Speech/Language Pathologists, Behavior Specialists and other support staff. Students are monitored through Tier 2 data collection systems such as Check and Connect and Check In/Check Out. ➤ Tier 3 – Functional Behavior Assessment, Behavior Intervention Plans and Central Clinical Team: District level Behavior Specialist, Behavior Specialist Assistant are able to support building level teams with recommendations, professional development and training as well as conducting Functional Behavior Assessments in order to develop individual Behavior Intervention plans. Teams who require more intensive recommendations bring student profiles and data to the Central Clinical team for analysis. Students with the most significant clinical needs may be referred to the District Clinical Day Program at Davisville Academy. <p>Middle Level</p> <ul style="list-style-type: none"> ➤ Tier 1 – Each middle school has a schoolwide philosophy. Davisville Middle School has been involved in a school-wide Kingian initiative. The SLP and school psychologist have developed a curriculum that addresses organization and student skills. Mindfulness is embedded across the schools. ➤ Tier 2 – Social skills groups, anger management, lunch bunches as well as crisis intervention are provided by Mental Health, Special Educators, Speech/Language Pathologists, Behavior Specialists and other support staff. Students are monitored through Tier 2 data collection systems such as Check and Connect and Check In/Check Out. ➤ Tier 3 – Functional Behavior Assessment, Behavior Intervention Plans and Central Clinical Team: District level Behavior Specialist, Behavior Specialist Assistant are able to support building level teams with recommendations, professional development and training as well as conducting Functional Behavior Assessments in order to develop individual Behavior Intervention plans. Teams who require more intensive recommendations bring student profiles and data to the Central Clinical team for analysis. Students with the most significant clinical needs may be referred to the District Clinical Day Program at Davisville Academy. 	
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		<p>High School</p> <ul style="list-style-type: none"> ➤ Tier 1 – The high school provides a culture that supports students within the high school setting. Peer mediation, town meetings, mindfulness classes and various student groups help support students in socio-emotional issues. ➤ Tier 2 –Individual counseling is provided through guidance, mental health staff and the SAC. The Rtl team consists of Mental Health, Special Educators, Speech/Language Pathologists, SAC, Behavior Specialists, administration and other support staff to develop plans to meet the needs of students. ➤ Tier 3 – Functional Behavior Assessment, Behavior Intervention Plans and Central Clinical Team: District level Behavior Specialist, Behavior Specialist Assistant are able to support building level teams with recommendations, professional development and training as well as conducting Functional Behavior Assessments in order to develop individual Behavior Intervention plans. Teams who require more intensive recommendations bring student profiles and data to the Central Clinical team for analysis. Students with the most significant clinical needs may be referred to the District Clinical Day Program at Davisville Academy. <p>School Removals/Disciplinary Policies. Throughout the district behavioral expectations along with disciplinary action protocols and policies are comprehensively defined in a student handbook for elementary, middle and high school levels.</p> <p><i>Documentation: Data Analysis</i></p>	
Result	7	<p>Preschool Continuum</p> <p>The North Kingstown preschool program is located at Fishing Cove Elementary School. The program consists of 5 integrated preschool classrooms: 5 days per week, ½ day AM and 5 days per week, ½ day PM sessions. Each classroom consists of 1 Certified Preschool Special Educator and two Teacher Assistants for a total of 5 Certified Preschool Special educators and 10 Teacher Assistants. All five teachers and six teacher assistants participated in the RIELDS and CLASS training. The preschool program presently holds a 4 star rating with Bright Stars. The 5 star Bright Stars application was submitted in November 2017 and is pending. Each classroom has a maximum class size of 15 students with a ratio of 7 special needs students and 8 community peers. The Early Childhood Supervisor oversees the preschool program, collaborates with community preschools and daycare centers, conducts all Educational evaluations, is the liaison between the public school and Early Intervention to coordinate and plan during the EI transition process, meets weekly with the Child Outreach Coordinator to review screenings and determine referrals and is the LEA for the preschool team.</p>	

Services:

-Educational support, Occupational therapy, Physical therapy and Speech/Language services are provided during the public preschool program through a co-teach model in the classroom or a pull out model in individual or small groups.

-Walk in services are provided for Speech, Occupational and Physical therapy.

-Speech/language services are provided through an itinerant model for preschool students with disabilities that attend a community-based preschool program such as Head Start and private preschool programs in the North Kingstown community.

The district collects early childhood outcomes data on all children with IEPs as required by the Federal Office of Special Education Programs. Teachers collect and enter authentic assessment information into an online child portfolio (Teaching Strategies GOLD). This assessment information is used to shape and individualize instruction and to demonstrate progress.

Indicator #6

A. In this district, the percent of preschool children aged 3-4 with IEPs attending a general education early childhood program and receiving the majority of special education services in the general early childhood program was 0%.

B. The percent of children aged 3-5 with IEPs attending a separate special education class, separate school or residential facility was 0%.

State Performance Plan Indicator #7

Statement 1. Of the preschool children who entered the preschool program below age expectations, the percentage who substantially increased their rate of growth by the time they turned 6 years of age or exited the program:

- Positive social-emotional skills (including social relationships); 35.3%
- Acquisition and use of knowledge and skills (including early language/ communication and early literacy); 36.4% and
- Use of appropriate behaviors to meet their needs 62.5%

Statement 2. The percent of preschool children who were functioning within age expectations in each Outcome by the time they exited the program were:

- Positive social-emotional skills (including social relationships); 45.8%
- Acquisition and use of knowledge and skills (including early language/ communication and early literacy); 12.5% and
- Use of appropriate behaviors to meet their needs 62.5%

		<i>Documentation: Data Analysis; State Performance Plan</i>	
Result	8	<p>Program Continuum Elementary Level</p> <p>There are 1628 students at the elementary level and approximately 334 have IEPs (20.52%). The special education program continuum is as follows:</p> <p>NKSD has 5 elementary schools –</p> <ul style="list-style-type: none"> • All schools offer inclusive services with co-taught subject area sessions and pull out resource periods. • Occupational therapy, physical therapy, psychologist, speech and language offer individual and small group therapies as well as co-treatment groups • Leaps Program (Forest Park Elementary School) <ul style="list-style-type: none"> • Services students grades K-2 and 3-5 • Student profile includes low to very low cognitive ability, adaptive skill development • Students receive intensive, explicit, specialized instruction, multi-sensory approach to learning in 1:1 or small groups, as well as exposure to common core curriculum in general education setting • Cross grade grouping • Continuous, guided practice of learned skills • Occupational therapy, physical therapy, psychologist, speech and language offer individual and small group therapies as well as co-treatment groups • Next Steps Program (Hamilton Elementary School) <ul style="list-style-type: none"> • Services students grades K-2 and 3-5 • Student profile includes limited cognitive ability, functional skill development, extensive communication needs, self-help skills development, physical and/or health impairments • Students receive intensive, explicit, specialized 1:1 instruction, ABA approach to learning • Continuous, guided practice of functional skills • Occupational therapy, physical therapy, psychologist, speech and language offer individual therapies as well as co-treatment sessions • Specialized consultation and direct service for individual students <p><i>Documentation: Data Analysis; Interviews; Observation</i></p>	
Result	9	Program Continuum Middle Level	

		<p>There are 920 students attending Davisville Middle School, 98 are students (10.65%) with IEPs. The special education program continuum is as follows:</p> <ul style="list-style-type: none"> • NKSD has two middle schools – <ul style="list-style-type: none"> • Davisville Middle School • Wickford Middle School <p>Both schools offer inclusive services with co-taught classes as well as resource periods.</p> <p>Occupational therapy, physical therapy, psychologist, speech and language offer individual and small group therapies as well as co-treatment groups. There is one Life Skills classroom at Davisville Middle School. This class provides an alternative curriculum for students on alternate assessment.</p> <p><i>Documentation: Data Analysis</i></p>	
Result	10	<p>Program Continuum High School Level</p> <p>At North Kingstown High School there are approximately 1,387 students and 162 have IEPs (11.68%). Some of which are residents of Jamestown. The program continuum is as follows:</p> <ul style="list-style-type: none"> • resource support • co-taught classes • Success Academy which provides co-taught classes in a smaller environment and curricular supports for students working towards a high school diploma • life skills program focusing on students on alternate assessment and providing a life skills based curriculum including adapted electives and transition/vocational opportunities • Transition Academy for students with intellectual challenges (ID) and others who are in transitional activities until age 21. This is a partnership with Perspectives who provides the community-based work experiences. <p><i>Documentation: Data Analysis; Observation</i></p>	
Result	11	<p>Adaptive Physical Education (APE)</p> <p>Twenty-four (24) students require APE services. Students are referred and evaluated through the evaluation team process. IEP goals are written as needed. Students at the elementary level typically receive their services in the general physical education class. The Next Steps program has a separate APE class which includes peer pals. At the middle school, students are placed in a small group within their general physical</p>	<p>Adaptive physical education (APE) needs to explore a new assessment for assessing APE since the current evaluation tool has been found to not be a reliable instrument by the author of the assessment.</p>

		<p>education class at Wickford Middle School. Davisville Middle School offers a peer pal program which provides a small mixed group of peers and students in need of APE. A similar format is at the high school where "peer pals" is offered as an elective to all students and is scheduled for APE students.</p> <p><i>Documentation: Data Analysis; Observation</i></p>	<p>Timeline: Ongoing</p> <p>Progress Check: January 2019</p> <p><u>FOLLOW-UP FINDINGS:</u> Issue resolved.</p>
Result	12	<p>Extended School Year (ESY) Continuum of services</p> <ul style="list-style-type: none"> • Preschool: Social emotional learning (SEL) and Academic • Walk – in Services: speech and language, occupational therapy, physical therapy, Music Therapy • Academic: SEL, English language arts, Writing and Math instruction • Specialized Programs: Students with multiple, significant disabilities, ABA instruction, Life skills programming • Wrap Around services: Extended services beyond ESY daily program, speech and language, occupational therapy, physical therapy • Community Based Vocational Experiences: Transitional services <p><i>Documentation: Data Analysis</i></p>	
Result	13	<p>Local Special Education Advisory Committee (LAC)</p> <p>The local advisory committee meets in accordance with Rhode Island regulatory requirements. A current focus of SELAC is to increase membership and communication. Further, the Parents as Teachers program works with families to keep them informed and connected prior to kindergarten. SELAC partnerships with PTOs to provide parent information.</p> <p><i>Documentation: Data Analysis; Interviews; Observation</i></p>	
Result	14	<p>School Efforts to Partner with Parents (State Performance Plan Indicator #8)</p> <p>The public school district's rate of parent participation in the annual Special Education Statewide Parent Survey (2017-2018): 15.1% responses from 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 95%.</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	
Result	16	<p>Drop Out / Graduation Rate (State Performance Plan Indicator #1 and #2)</p> <p>The North Kingstown Public Schools graduation rate is 90.2% for all students and 61.5% for students with disabilities. These rates approximate the state average rates of 84.1% for all students and 63% for students with disabilities.</p> <p>The North Kingstown Public Schools dropout rate is 3.7% for all students and 12.8% for students with disabilities. These rates approximate the state average rates of 7.4% for all students and 13.5% for students with disabilities.</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	

2. EVALUATION / INDIVIDUAL EDUCATION PROGRAM (IEP)

Indicator		Findings	Support Plan
Result/ Compliance	1	<p>Records of approximately 13 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"> - Notices were not seen consistently in all files or there were inconsistencies in the dates listed - Not all present levels, goals or short-term objectives were measurable - Progress and data monitoring not consistently clear on IEP - SLD determination not consistently done in accordance with RI regulatory requirements - Evaluation or re evaluation timelines not consistently adhered to - Radom IEP items left blank or incorrect dates on the IEP <p><i>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</i></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: January 2019</p> <p><u>FOLLOW-UP FINDINGS:</u> Issues resolved.</p>

		<i>Documentation: Data Analysis, Record Reviews</i>	
Result	2	<p>Child Outreach</p> <p>Child Outreach Screening Program serves as the vehicle for screening children ages 3-5 years prior to Kindergarten. Screenings serve as a first step in identifying children who may have a disability or developmental delay and require intervention.</p> <p>North Kingstown child outreach screenings are available to all North Kingstown students 3-5 years. Screenings are conducted in community-based early childhood programs from September through June. Screenings are also available at the Child Outreach Office located at Davisville Academy by appointment year round. Screening information is advertised in local papers throughout the year.</p> <p>The child outreach coordinator participates in all RIDE scheduled Child Outreach meetings throughout the school year to ensure compliance with all mandates, distributes screening packets to community preschools and accesses Kidsnet database to obtain information on all children living in North Kingstown who are turning 3yrs. and students not screened at age 4 and 5yrs. The CO Coordinator and the Early Childhood Supervisor meet and collaborate on a weekly basis to review screenings, determine referrals and schedule referral meetings.</p> <p>The state target for screening is 80% of children ages 3, 4, and 5. The district reported the following screening percentages for the 2016-2017 year:</p> <ul style="list-style-type: none"> ● 3 year olds: 36.67% ● 4 year olds: 64.75% ● 5 year olds: 80.26% <p><i>Documentation: State Performance Plan; Data Analysis</i></p>	
Result	3	<p>Child Find (State Performance Plan Indicator #11)</p> <p>North Kingstown Public Schools for the 2016-2017 year was at 100% compliance for meeting evaluation timelines for initial referrals. The North Kingstown Public Schools was thus far as of 6/1/17 at 100% compliance for meeting evaluation timelines for initial referrals for the 2017-2018 school year.</p> <p><i>Documentation: State Performance Plan Data</i></p>	
Result	4	Student Accommodations and Modifications	

		<p>General educators access student's accommodations via the ASPEN student information system. Students are referred to TechAccess, New England Low Vision or a private assistive technology evaluator if there is a identified need for evaluation.</p> <p><i>Documentation: Data Analysis; Document Reviews</i></p>										
Result	5	<p>Specific Learning Disabilities Determination</p> <p>The district uses the SLD form as part of the ASPEN Student Information System. MTSS teams at each building review referral and intervention data. Students' progress is measured against typical growth rates to determine the need for additional intervention or evaluations. Classroom assessment data, student growth and progress data, compared to typical peers, as well as formal evaluation data is reviewed to determine eligibility and next steps.</p> <p><i>Documentation: Data Analysis; Record Review</i></p>	<p>The district needs to continue to refine this plan including assuring that all parts of the LD determination documentation are completed (i.e. observation).</p> <p>Timeline: June 2019</p> <p>Progress Check: January 2019</p> <p><u>FOLLOW-UP FINDINGS:</u> Issue resolved.</p>									
Result	6	<p>Due Process Information (State Performance Plan Indicators)</p> <p>Over the past three years North Kingstown has had the following complaints, mediations or hearings</p> <p><u>COMPLAINTS</u> <u>FY 2015 - 2016</u> <u># of Complaints:</u> No complaints during this period</p> <p><u>FY 2016 - 2017</u> <u># of Complaints:</u> 1 complaint during this period</p> <table border="1"> <thead> <tr> <th>Case Code</th> <th>ISSUE(S)</th> <th>RESULT</th> </tr> </thead> <tbody> <tr> <td>#17-03</td> <td>Evaluation/Eligibility</td> <td>Non-Compliance</td> </tr> </tbody> </table> <p><u>FY 2017 - 2018</u> <u># of Complaints:</u> 1 complaint during this period</p> <table border="1"> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Case Code	ISSUE(S)	RESULT	#17-03	Evaluation/Eligibility	Non-Compliance				<p>RIDE due process personnel verify correction of any cited non-compliance in item #6.</p>
Case Code	ISSUE(S)	RESULT										
#17-03	Evaluation/Eligibility	Non-Compliance										

Case Code	ISSUE(S)	RESULT
#18-11	IEP/FAPE	Non-Compliance

MEDIATIONS

FY 2015 -2016

of Mediations: 3 mediations during this period

Case Code	ISSUE(S)	RESULT
#15-38	IEP	Agreement
#15-41	IEP/Placement	Withdrawn
#15-55	IEP	Agreement

FY 2016 - 2017

of Mediations: No mediations during this period

FY 2017 - 2018

of Mediations: 1 mediation during this period

Case Code	ISSUE(S)	RESULT
#M18-13	IEP	Declined

HEARINGS

FY 2015 - 2016

of Hearings: No hearings during this period

FY 2016 - 2017

of Hearings: 1 hearing during this period

Case Code	ISSUE(S)	FINDING(S)
# 16-21	Placement/FAPE	Decision

		<p><u>FY 2017 - 2018</u> <u># of Hearings: No hearings during this period</u></p> <p><u>Documentation:</u> <i>Data Analysis, RIDE, Due Process Data Base</i></p>	
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3. IDEA TRANSITION

Indicator		Findings	Support Plan
Result	1	<p>Part C to Part B Transition (Indicator #12)</p> <p>The District manages the transition of children from Part C Early Intervention (EI) to preschool special education. A database of all EI referrals is maintained and upcoming birthdates are monitored to ensure that meetings are scheduled in a timely manner. Last year's consolidated resource plan (CRP) indicated that the district achieved 100% compliance and that all 23 out of 31 children referred from Early Intervention were found eligible for preschool special education and had IEPs developed and implemented by their 3rd birthday.</p> <p>The Early Childhood Supervisor schedules initial referrals, eligibility, and IEP meetings within the required 6-month transition timeline:</p> <ul style="list-style-type: none"> - 27 months / LEA notification of potentially eligible (Referral to Part B) - 30 months / Transition conference with LEA, EI, and parents. - 30-36 months / Initial referral, eligibility, and IEP (if needed) with EI, Preschool Team and parent. - 36 months / FAPE and LRE begins by age 3 years or by the beginning of the school year (Summer birthdays). <p><u>Documentation:</u> <i>Data Analysis; State Performance Plan</i></p>	
Result	2	<p>IDEA Transition Planning at the Middle Level</p> <p>All middle school staff have received training from the director and the regional and the southern regional transition coordinator. The Teacher of life skills is part of the TLS network and a middle school coordinator has become part of the transition planning at</p>	

		<p>the Annual RIDE Institute on transition. Middle school teachers have access to a shared folder that contains a scope and sequence of transition assessments for middle school and high school</p> <p><i>Documentation: Data Analysis; Record Reviews</i></p>	
Result	3	<p>IDEA Transition Planning at the High School Level</p> <p>All special educators have had transition planning training from the Department Chair and the Secondary Coordinator. The southern regional coordinator has also assisted in district professional development and MAPS training. Students in the high school have opportunities for transition classes focusing on transition skills and career awareness. Students in the Life Skills classes participate in a coordinated series of activities. Teachers have access to a scope and sequence of transition assessments. The students participate in 60 day community- based work experiences in partnership with Perspectives. Students 18-21 participate in the district's Transition Academy with community job placements and curriculum focused on independent living and recreational skills. Some students attended West Bay Transition Academy or Project Search. Students transition planning is based on individual needs and assessment.</p> <p><i>Documentation: Data Analysis</i></p>	
Result	4	<p>At the high school the case manager is the point for referrals to the Office of Rehabilitative Services (ORS) and to the Department of Behavioral Healthcare, Developmental Disabilities & Hospitals (BHDDH). The district includes all case managers in the Intro to Adult Services provided by ORS and BHDDH. The local advisory committee has the same presentation as part of their SELAC meetings.</p> <p><i>Documentation: Document Review, Data Analysis</i></p>	
Result	5	<p>Summary of Performance (SOP) is completed by the case managers and submitted to the adult student or parent. In addition, each student has a transition folder that all their transition assessment, and other transition documents are kept and are given to the student upon exit from high school. The students with Career Development Plans have a binder that includes all the documents of the Career Development Plan including work experiences which is available to the student.</p> <p><i>Documentation: Document Review, Data Analysis</i></p>	

Result	6	<p>Youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, and transition services. The North Kingstown Public Schools are 100% compliant with the requirements. (State Performance Plan Indicator #13)</p> <p><i>Documentation: Document Review</i></p>	
Result	7	<p>67% of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and who have been employed, enrolled in postsecondary school, or both within 1 year of leaving high school. The state average was 79% (State Performance Plan Indicator #14)</p> <p><i>Documentation: Document Review</i></p>	