



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

School Support System Report and Support Plan

**South 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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South Kingstown Public Schools School Support System Review

Record Review Team Leaders

Team A – Susan Wood

Team B – Alice Woods

Team C – Sandra Cambio Gregoire

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, 2016 – June 30, 2017 State Performance Plan information on South 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 82.94% (RI District Average is 71.05%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 3.65% (RI District Average is 12.5%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 2.36% (RI District Average is 5.11%)</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>B. Participation rate for children with IEPs 90.12%.</p> <p>C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievements standards 11.23% [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 (11.23%).]</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>District-wide STAR reading and math is the data system that is used to screen students in South Kingstown. Additionally, Teacher College Reading and Writing (TCRWP) is used to screen student’s literacy skills which includes comprehension, accuracy and fluency. In the area of math, students are also screened using the AIMSweb M-Comp.</p>	

All general education teachers and interventionists input student data into TIENET for students not meeting benchmarks determined benchmarks to monitor progress and teams convene regularly to evaluate the effectiveness of the intervention, methods to intensify the intervention and/or determine if a student is ready to fade or exit from the intervention.

Elementary Level

There is a process in place for Rtl at all four elementary schools for students exhibiting difficulty in the areas of literacy, math, and social/emotional. Data days and progress monitoring days are scheduled every 4-6 weeks to review data and interventions. Teachers bring data to the meetings to document their concerns or to show progress. The Principal with the MTSS Coordinator facilitate these meetings in which a problem solving approach is utilized.

All four elementary schools have intervention blocks for a half hour 5 days per week. Intervention blocks are established by grade level and both literacy and math interventionist are available to work with students in the area of identified need based on careful data analysis.

Tier Charts are provided at the beginning of the year listing benchmarks and defining the differences between each tier for the fall, winter and spring in both mathematics and reading.

Middle Level

At Broad Rock Middle School there is a process for Rtl for grades 5 & 6 for students exhibiting difficulty in the areas of literacy, math, and social/emotional. At Curtis Corner Middle School there is also a process for Rtl for grades 7 & 8 for students exhibiting difficulty in the same areas. Data and progress monitoring days are scheduled every 4-6 weeks to review data and interventions. Teachers bring data to the meetings to document their concerns or to show progress. The Vice-Principals facilitates these meetings in which a problem solving approach is utilized through careful data analysis.

Intervention blocks are available for a half hour 5 days per week. Intervention blocks are established by grade level and both literacy and math interventionist are available to work with students. Students also have access to interventionist for “elective” courses in which students needing more intensive interventions can be provided the instruction in place of a unified art class.

Tier Charts are provided at the beginning of the year listing benchmarks and defining the differences between each tier for the fall, winter and spring in both mathematics and reading.

	<p>High School Level</p> <p>At South Kingstown High School there is a process for Rtl. The School did previously have an Rtl coordinator but that work has shifted to the building principals over the last year. The Rtl team consists of the Assistant Principal of Humanities and the Assistant Principal of STEAM along with department heads in core content areas, school psychologist and school counselor. The teams meet regularly to discuss and address academic and social/emotional needs. Some of the academic interventions include a math and literacy intervention for students not meeting benchmarks as well as behavioral interventions for students struggling to find peer and adult connections at the high school. The Assistant Principals have worked with the general education teachers on using TIENET to document interventions with data. This work has been completed during faculty meetings. Similar to the elementary and middle school model, students are screened using STAR reading and math in the fall. If they meet the benchmark, they are not screened again for the year unless concern develops. If a student doesn't meet the benchmark, they are screened three times or more (fall, winter, spring) over the span of the year depending on the individual need of the student.</p> <p>An early warning system is in place and students identified are connected to either a mental health staff or school counselor. After school students have the ability to access the academic proficiency center in which teachers are available to assist students struggling in various content.</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>																					
Result	<p>4 SPP Disproportionate Representation (State Performance Plan Indicator #9 and #10)</p> <p>The district has been found to have disproportionate representation in the area(s) of:</p> <table border="1" data-bbox="336 1023 924 1477"> <thead> <tr> <th colspan="2">Learning Disabilities Native American</th> </tr> <tr> <th>Year</th> <th>Risk Ratio</th> </tr> </thead> <tbody> <tr> <td>2015-16</td> <td>7.68</td> </tr> <tr> <td>2016-17</td> <td>5.52</td> </tr> <tr> <td>2017-18</td> <td>4.49</td> </tr> <tr> <th colspan="2">Learning Disabilities Black</th> </tr> <tr> <th>Year</th> <th>Risk Ratio</th> </tr> <tr> <td>2015-16</td> <td>3.72</td> </tr> <tr> <td>2016-17</td> <td>5.96</td> </tr> <tr> <td>2017-18</td> <td>7</td> </tr> </tbody> </table>	Learning Disabilities Native American		Year	Risk Ratio	2015-16	7.68	2016-17	5.52	2017-18	4.49	Learning Disabilities Black		Year	Risk Ratio	2015-16	3.72	2016-17	5.96	2017-18	7	<p>The district will continue to engage in review and research of root cause analysis.</p> <p>Timeline: Ongoing</p> <p>Progress Check: April 2019</p> <p>FOLLOW-UP FINDINGS: LEA continues to engage in root cause analysis.</p>
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All Disabilities Native American

Year	Risk Ratio
2015-16	3.07
2016-17	2.62
2017-18	3.35

A risk ratio of 2.5 or more for 3 consecutive years = significant disproportionality when the minimum cell size is met.

District risk	Divides students with disabilities of a particular race/ethnicity by total IDEA count of students of that same race/ethnicity to get the percent of the racial/ethnic group that's identified in that category
District risk ratio	Compares the district risk for one race/ethnicity to the district risk for all other races/ethnicities combined

While South Kingstown has significant disproportionality in the above specified areas, file reviews and reviews of policies, procedures, and practices did not find disproportionate representation due to inappropriate identification practices.

Documentation: Data Analysis; State Performance Plan

Result

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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 South Kingstown Public Schools as no students with IEPs were suspended for greater than 10 days.

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

		<p>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><u>Elementary Level (Grades K-5)</u></p> <p><u>Tier I</u></p> <ul style="list-style-type: none"> ❖ High quality social and emotional learning instruction for all students in general classroom education ❖ Universal Screening: Social Skills Improvement System (PreK-Grade One) and Links Survey (Grades 5 and 6) ❖ Positive Behavioral Interventions and Supports, Olweus Bullying Prevention Program and Social Skills Improvement System(Pre-K-1), Choose Love Movement, Mindfulness, Social Thinking and Zones of Regulation, Restorative Justice and Kingian Nonviolence Practices (Grades 5 and 6) ❖ Whole group instruction explicitly teaching evidence based practices and social emotional competencies (self-awareness, self-management/regulation, social awareness, relationship skills, and responsible decision-making) <p><u>Tier II</u></p> <ul style="list-style-type: none"> ❖ Targeted, specific interventions for students whose behavior is not responding to Tier I supports ❖ Small group explicit instruction based on specific skills or strategies identified by the SS/S and social emotional competencies ❖ Personal Behavior Plan to track measurable goals and progress monitoring data (if applicable) <p><u>Tier III</u></p> <ul style="list-style-type: none"> ❖ Intensive, individualized interventions for students who have an insufficient response to evidence-based interventions in the first two tiers ❖ Small group explicit instruction based on specific skills or strategies identified by the SS/S and social emotional competencies to be delivered ❖ Personal Behavior Plan to track measurable goals and progress monitoring data <p><u>Middle Level Gr 6-8</u></p> <p><u>Tier 1</u></p> <ul style="list-style-type: none"> ❖ High quality social and emotional learning instruction for all students in general classroom education ❖ Screening: Links Survey 	

	<ul style="list-style-type: none"> ❖ School Wide, Culturally Responsive System of Supports: Choose Love Movement, Positive Behavioral Interventions and Supports, Olweus Bullying Prevention Program, Non-Violence Practices, Restorative Practice ❖ All students, prevention focus, evidence based practices ❖ Whole group instruction explicitly teaching evidence based practices and social emotional competencies during Advisory (Choose Love Movement, Olweus Bullying Prevention Program, Non-Violence Practices and Restorative Practice) ❖ Counselor Watch List <p><u>Tier II</u></p> <ul style="list-style-type: none"> ❖ Targeted, specific interventions for students whose behavior is below benchmark for their grade and educational setting ❖ Small group explicit instruction based on specific skills or strategies identified by the SSIS and social emotional competencies to be delivered during core workshop and/or intervention block by classroom teacher and/or mental health staff ❖ Progress Monitoring Meeting Discussion and Protocols (6-8 weeks) <p><u>Tier III</u></p> <ul style="list-style-type: none"> ❖ Intensive, individualized interventions for students who have an insufficient response to evidence-based interventions in the first two tiers ❖ Small group explicit instruction based on specific skills or strategies identified by the SSIS and social emotional competencies to be delivered during core workshop and/or intervention block by classroom teacher and/or mental health staff ❖ Progress Monitoring Meeting Discussion and Protocols (6-8 weeks) <p><u>High School Gr 9-12+</u></p> <p><u>Tier I</u></p> <ul style="list-style-type: none"> ❖ High quality social and emotional learning instruction for all students in general classroom education ❖ Screening: Links Survey ❖ School Wide, Culturally Responsive System of Supports: Olweus Bullying Prevention Program, Non-Violence Practices, Restorative Practice ❖ All students, prevention focus, evidence based practices ❖ Whole group instruction explicitly teaching evidence based practices and social emotional competencies during Advisory (Choose Love Movement, Olweus Bullying Prevention Program, Non-Violence Practices and Restorative Practice) ❖ Counselor Watch List <p><u>Tier II</u></p> <ul style="list-style-type: none"> ❖ Targeted, specific interventions for students whose behavior is below benchmark for their grade and educational setting 	
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Result	7	<p>Preschool Continuum</p> <p>The preschool program is located South Kingstown Integrated Preschool, 1157 South Road, Wakefield RI</p> <p>South Kingstown Integrated preschool works with students to develop social and emotional skills, and Kindergarten readiness skills. Instruction for these skills are provided in an integrated, group setting in which same aged peers are used to model expectations. There are presently 4 classrooms made up of students requiring special education instruction and community peer models running in half day sessions with 8 to 10 students per class. The classes are staffed with a teacher certified in Special Education and Early Childhood Education, as well as a teacher assistant. Speech and Language supports as well as Occupational Therapy and Physical Therapy supports are provided to students with identified needs for classroom students or as a walk-in student. Walk-in students are children who receive therapy services based on their IEP who come in only for specific services.</p> <p>The district collects early childhood outcomes data on all children with IEPs as required by the federal Office of Special Education Programs. Teachers collect and enter authentic assessment information into an online child portfolio. This assessment information is used to shape and individualize instruction and to demonstrate progress. The Early Childhood Coordinator is responsible for coordinating, overseeing, implementing progress, procedures, reviewing data, and monitoring the effectiveness of the program as well as the fidelity of the instruction and data collection.</p>	

		<p>Indicator #6</p> <p>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 29.03% (2016-2017 SY).</p> <p>B. The percent of children aged 3-5 with IEPs attending a separate special education class, separate school or residential facility was 0% (2016-2017 SY).</p> <p>State Performance Plan Indicator #7</p> <p>Statement 1. Of the preschool children who entered the preschool program below age expectations, the percentage who substantially increased their rate of growth by the time they turned 6 years of age or exited the program:</p> <ul style="list-style-type: none"> ▪ Positive social-emotional skills (including social relationships); 63.6% ▪ Acquisition and use of knowledge and skills (including early language/ communication and early literacy); 23.8% and ▪ Use of appropriate behaviors to meet their needs 68.2% <p>Statement 2. The percent of preschool children who were functioning within age expectations in each Outcome by the time they exited the program were:</p> <ul style="list-style-type: none"> ▪ Positive social-emotional skills (including social relationships); 44.0% ▪ Acquisition and use of knowledge and skills (including early language/ communication and early literacy); 28.0% and ▪ Use of appropriate behaviors to meet their needs 48.0% <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	
Result	8	<p>Program Continuum Elementary Level</p> <p>South Kingstown School District has four elementary schools.</p> <p>Peace Dale Elementary School is the largest with 385 students, 51 of whom have IEP's. At Peace Dale there are 18 general education classrooms with grades K, 1, 2 offering students a Dual Language Immersion (DLI) program. All students are offered the opportunity to place their name in the lottery to participate in the DLI program. Students from Wakefield Elementary school opting for this program change their home school. There are 5 special education teachers, 2 full time speech and language</p>	

therapist, 1.2 Occupational Therapist, .8 school psychologist, .6 school social worker, and a registered behavior therapist (RBT) available to provide supports outlined in students IEPs.

West Kingston Elementary School has 273 students, 30 of who have IEPs. There are 9 general education classrooms with grades K, 1, 2 offering students a Dual Language Immersion program. All students are offered the opportunity to place their name in the lottery to participate in the DLI program. Students from Matunuck Elementary school opting for this program change their home school. There are 2.5 special education teachers, 1 speech and language therapist, .5 occupational therapist, .5 school psychologist, .5 social worker and the district elementary level Family and Community outreach social worker available to provide supports outlined in students IEPs.

Matunuck Elementary School has 202 students, 31 of whom have IEPs. There are 2.5 special education teachers, .7 occupational therapist, .7 speech and language therapist, .5 social worker, and .4 school psychologist available to provide supports outlined in students IEPs' for the 10 general education classrooms.

Wakefield Elementary School has 198 students, 26 of whom have IEPs. There are 10 general education classrooms, 1.5 special education teachers, .4 school psychologist, .4 social worker, and .8 speech and language therapist.

There are three district programs at the elementary level. An alternative learning program (ALP) at Matunuck Elementary School, and an ALP and intensive needs program at Peace Dale Elementary School. Students in these programs receive intensive supports and intensive specialized instruction per their IEP in a small class setting. In the intensive needs classroom there are presently five students in the program with two 1:1 TA, a 1:1 nurse, a teacher assistant and a certified special education teacher. Students are in the intensive classroom for reading, writing, mathematics and related service instruction and included with grade level peers for all other educational activities.

The two ALP programs have 6 and 4 students a special education teacher with experience in applied behavior analysis and two teacher assistants, both have completed the Registered Behavior Technician program (RBT) 40 hour course work but are not certified RBTs. The program at Peace Dale is presently staffed by an outside provider which will transfer to district staff in the fall. All students are in with their grade level with peers as much as possible. The students access the ALP for social emotional instruction, behavioral reminders, and crisis interventions. When students demonstrate behaviors preventing them from accessing their education in the general education setting, the work is provided to them by the special education teacher in the ALP.

		<p>The majority of students receive their core instruction (reading, writing, and mathematics) in the general education setting. The continuum of services for all other students ranges from pull out services in a small group setting for therapies, or explicit instruction in goal areas to push in instruction in the general education setting.</p> <p>Intervention blocks are available to all students at the elementary level and the majority of students receiving special education instruction still have services provided through the reading specialist and the math interventionist if needed.</p> <p><u>There</u> is one physical therapist that covers students throughout the district.</p> <p><u>Documentation:</u> <i>Data Analysis; Interviews; Observation</i></p>	
Result	9	<p>Program Continuum Middle Level</p> <p>There are two middle schools in South Kingstown. Broad Rock Middle School is an elementary-middle with students in the 5th grade following the elementary model and students in the 6th grade following the middle school model. There are 478 students attending Broad Rock Middle School, 51 are students with IEPs'. The special education program continuum is as follows:</p> <p>There is an intensive needs classroom with 3 students, a special education teacher, and two 1:1 teacher assistants. Students access the small group setting for instruction in reading, writing, mathematics and related services. All other instruction is with their grade level peers.</p> <p>There is an ALP program in which there are 4 students with a special education teacher, and a teacher assistant. All students are in with their grade level peers as much as possible. The students access the ALP for social emotional instruction, behavioral reminders, and crisis interventions. When students demonstrate behaviors preventing them from accessing their education in the general education setting the work is provided to them by the special education teacher.</p> <p>This year the fifth grade has 10 general education classrooms which are supported by 3 special education teachers. The six grade has 3 teams and 1.5 special education teachers. There is a .5 school psychologist, .5 social worker, .7 speech and language and .6 occupational therapist to provide related services. Explicit specialized instruction is provided in both small group outside of the general education setting or in the general education setting through a collaborative co-teach model. With the majority of instruction taking place in the general education setting. Small group explicit instruction is provided to students requiring it for executive functioning, social and emotional, reading (Wilson instruction) and mathematics. The majority of students receiving special education supports may also access supports from the reading specialist or math interventionist if they are not at grade level.</p>	

		<p>Curtis Corner Middle School is a 7th and 8th grade school. There are 518 students of which 56 have IEPs.</p> <p>There is an ALP program in which there are 6 students with a special education teacher, and a teacher assistant.. All students are in with their grade level peers as much as possible. The students access the ALP for social emotional instruction, behavioral reminders, and crisis interventions. When students demonstrate behaviors preventing them from accessing their education in the general education setting the work is provided by the special education teacher with the goal of returning them back to class as quickly as possible. All students have access to laptops and Google Classroom to continue participating in the general education setting when they are unable to be in the class.</p> <p>There is an intensive needs classroom with 7 students, a special education teacher, one 1:1 teacher assistant, and two teacher assistants that support students in the general education classrooms. Students access the small group setting for instruction in reading, writing, mathematics and related services. All other instruction is with their grade level peers. Co-teaching takes place for some students in science and social studies.</p> <p>There are 3 seventh grade teams and 3 eighth grade teams. There are 5 special education teachers, a .6 school psychologist, .5 social worker, .7 speech and language and .5 occupational therapist to provide related services. Explicit specialized instruction is provided in both small group outside of the general education setting or in the general education setting through a collaborative co-teach model. With the majority of instruction taking place in the general education setting. Special education teachers cross teams and specialize in content area ELA or mathematics. Small group explicit instruction is provided to students requiring it for executive functioning, social and emotional, reading (Wilson instruction) and mathematics. The majority of students receiving special education supports may also access supports from the reading specialist or math interventionist if they are not at grade level.</p> <p><i>Documentation: Data Analysis; Interviews; Observations</i></p>	
Result	10	<p>Program Continuum High School Level</p> <p>At South Kingstown High School there are approximately 916 and 85 have IEPs. The program continuum is as follows:</p> <p>There is one alternative learning program (ALP) classroom located at the Academic Success Academy (ASA) building. The classroom has one special education teacher who is dual certified in History and one teacher assistant. There are presently three students in the program. Depending on level of social and emotional need the IEP team determines how much time students receive their instruction in the ALP setting. A dual certified special education and secondary English teacher provides the core</p>	

instruction in English to the students unable to access a general education English class, same as in History. Depending on the students and the year Math instruction is either provided in a co-teach model or in a blended model accessing a highly qualified teacher through a virtual program. For students unable to access the general education setting for science it is provided through a virtual program in a blended model. All students participate in a transition class. Itinerant teachers go to the ALP classroom to teach students if that is what the IEP team determined based on need.

Also at the ASA building is semi ALP program. Based on individual student needs the IEP typically does not assign students for this program for more than two periods per day, one of which is a transition class. Students are in the general education setting for all core academics and electives; however, have the ability to “drop in” to this program at any point if needed. This class is staffed with a special education teacher and a teacher assistant.

There are two programs for students with intensive needs. In both classes the students are alternately assessed. In one program the students only access the special education placement for Mathematics, English, and a Transition class and participate in the general education setting for science, history, and electives. Every other Friday the students access the community and participate in running the Rebel Cafe during one of their advisory periods. There is also a peer breakfast group run during another advisory. A job coach also provides career exploration/work readiness skills in the school setting for students in this program. There is one special education teacher, one teacher assistant and one 1:1 presently in the program with 8 students accessing at various times.

The second intensive needs program is staffed by one special education teacher, one teacher assistant and two 1:1 teacher assistants and one certified nursing assistant for seven students. The job coach also works with students in this program on work readiness skills in the school setting. Students participate in the general education setting for electives. They access the community every other Friday and participate in running the Rebel Cafe.

Co-Teaching - The high school offers 20 co-taught classes in which the special education teacher provides the instruction per the IEP in the general education class while sharing the responsibilities of delivering the curriculum and meeting the needs of all students. Co-teaching takes place in ELA, Science, and History classes. In Mathematics co-teaching takes place during the math workshop class where the focus is on closing skill deficits.

Skills development is based on the IEP team decision for students that need explicit instruction in reading, writing, math, executive functioning or transition in a small group setting.

		<p>There is one self-contained English class which is taught by a dual certified special education and English teacher.</p> <p>The Independent Transition Academy (ITA) is located at Independence Square on URI campus. The program is for students that are between the ages of 18 and 21 and still need to work on transitional skills. Students have access to URI Campus and the ability to audit classes. While at the ITA students work on transportation, work-readiness, career exploration, self-advocacy and independent living skills. Students run a small cafe that is open to the public as part of their work readiness preparation. The program is staffed with one special education teacher, two job coaches and a teacher assistant if needed based on the number of students attending.</p> <p>At the high school there are a total of 12 special education teachers, 1.6 school psychologist, 1 social worker, 1 speech and language pathologist, and a .3 occupational therapy. Physical therapy and adaptive physical education are available based on student need.</p> <p><u>Documentation:</u> <i>Data Analysis; Interviews; Observation</i></p>	
Result	11	<p>Adaptive Physical Education (APE)</p> <p>At the elementary level Adaptive Physical Education is provided either once or twice per week depending on student need.</p> <p>At the middle level Adaptive Physical Education is provided either with one in the general education setting and one in a small group setting, or both in the small group setting based on the same schedule as their general education peers.</p> <p>At the high school level Adaptive Physical Education is provided 4 days per week for two quarters.</p> <p><u>Documentation:</u> <i>Data Analysis; Interviews; Observation</i></p>	
Result	12	<p>Extended School Year (ESY)</p> <p>Extended School year is offered in the district per the IEP. Students who have Career Development Plans (CDPs) have the ability to attend ESY for job exploration services. ESY is held at two locations with pre-school and elementary in an elementary building, and middle and high school at Curtis Corner Middle School. Students can attend for walk in services once per week to four full days per week depending on individual student need. Programs run for 5 and 6 weeks. All services are determined by the IEP team based on data and progress toward IEP goals.</p> <p><u>Documentation:</u> <i>Data Analysis; Interviews</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.</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 (2016-2017) is 19.9% 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 86%.</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 South Kingstown Public Schools graduation rate is 86.9% for all students and 57.9% for students with disabilities. These rates approximate the state average rates of 82.8% for all students and 59.4% for students with disabilities.</p> <p>The South Kingstown Public Schools dropout rate is 6.7% for all students and 10.5% for students with disabilities. These rates are lower than the state average rates of 8.4% for all students and 17.8% 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	1	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 the following:	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.

		<ul style="list-style-type: none"> - Transitions service needs not consistently checked/checked on IEP invitation - Objective and benchmarks not consistently broken down by timeline in some instances - Short term goals not consistently measurable - Baseline information is copied from present levels in some instances <p><i>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</i></p> <p><u>Documentation:</u> <i>Data Analysis; Interviews; Observation</i></p>	<p>This Support Plan is applicable for all compliance findings in this section.</p> <p>Timeline: Immediately and ongoing</p> <p>Progress Check: April 2019</p> <p><u>FOLLOW-UP FINDINGS:</u> Issues have been resolved and verified.</p>
Result	2	<p>Child Outreach</p> <p>South Kingstown's child outreach screenings are available in a range of community-based early childhood programs and by appointment September through June.</p> <p>The child outreach coordinator oversees the staff for the screening process throughout the district. The coordinator provides families with results and feedback in regards to the screening results and provides families with community resources and an overview of the process for referrals should the child not achieve age expected results on areas within the screening or if the parent/guardian expresses developmental. The coordinator initiates the referral process with the district's Preschool Team and reviews screening data as part of the referral process. Screening results are submitted to the KidsNet database system.</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: 24.87% ● 4 year olds: 69.67% ● 5 year olds: 70.14% <p><u>Documentation:</u> <i>State Performance Plan; Data Interviews</i></p>	
Result	3	<p>Child Find (State Performance Plan Indicator #11)</p> <p>South Kingstown Public Schools for the 2016-2017 year was at 100% compliance for meeting evaluation timelines for initial referrals.</p> <p><u>Documentation:</u> <i>State Performance Plan Data</i></p>	

Result	4	<p>Student Accommodations and Modifications</p> <p>Throughout the district special education case managers provide individual student's accommodations to their general education teachers.</p> <p><i>Documentation: Data Analysis; Interviews; Document Reviews</i></p>	
Result	5	<p>Specific Learning Disabilities Determination</p> <p>IDEA regulatory requirements for specific learning disability identification is followed at all levels. General Education teachers bring data to the meetings where eligibility is being discussed so that the team can review the student's response to research based interventions and instructional strategies provided. The basis for determining learning disabilities is reviewed at all eligibility meetings in which the team is considering a disability in this area with all members of the team.</p> <p><i>Documentation: Interviews; Record Review</i></p>	
Result	6	<p>Due Process Information (State Performance Plan Indicators)</p> <p>Over the past three years South Kingstown has had the following complaints, mediations or hearings:</p> <p><u>COMPLAINTS</u></p> <p><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> No complaints during this period</p> <p><u>FY 2017-2018</u> <u># of Complaints:</u> No complaints during this period</p>	

MEDIATIONS

FY 2015 -2016

of Mediations: 1 mediation during this period

Case #	ISSUE(S)	RESULT
M15-50	Placement	Agreement

FY 2016 - 2017

of Mediations: No mediations during this period

FY 2017 - 2018

of Mediations: 1 mediation during this period

Case #	ISSUE(S)	RESULT
M 17-23	ESY	Agreement

HEARINGS

FY 2015 - 2016

of Hearings: No hearings during this period

FY 2016 - 2017

of Hearings: No hearings during this period

FY 2017 - 2018

of Hearings: 1 hearing during this period

Case #	ISSUE(S)	FINDING(S)
LL 15-23	Placement	Agreement

Documentation: Data Analysis, RIDE, Due Process Database

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 EL 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% (2015-2016 SY) compliance and that all 10 children referred from Early Intervention and found eligible for preschool special education had IEPs developed and implemented by their 3rd birthday.</p> <p><i>Documentation: Data Analysis; Interviews; State Performance Plan</i></p>	
Result	2	<p>IDEA Transition Planning at the Middle Level</p> <p>At both Broad Rock Middle School and Curtis Corner Middle School information for transition is gathered through the use of interest inventories and vocational assessments. Harrington O'Shea, Ten Sigma and a student interview are conducted on all students who turn 14 within the timeframe of the IEP. Starting in the 5th grade students are participating in their IEP meeting for various lengths of time depending on the student and family comfort level.</p> <p>Career Development Plans and MAPS are completed on all students that are participating in the Alternate Assessment. The required work experiences for students with CDPs are completed as part of ESY.</p> <p><i>Documentation: Data Analysis; Interviews; Record Reviews</i></p>	
Result	3	<p>IDEA Transition Planning at the High School Level</p> <p>At the high school all students in a skills class, ALP, or intensive needs program have explicit direct instruction on transition. There is a scope and sequence of vocational assessments and transition related activities for each grade level.</p> <p>Career Development Plans and MAPS are completed on all students that are participating in the Alternate Assessment. The required work experiences for students with CDPs are completed as part of ESY and when/if they attend the ITA.</p> <p><i>Documentation: Data Analysis; Interviews; Record Reviews</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).</p> <p><i>Documentation: Interviews; Document Review</i></p>	
Result	5	<p>Summary of Performance (SOP) is facilitated by the case managers as appropriate.</p> <p><i>Documentation: Interviews; Document Review</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 South Kingstown Public Schools are 100% compliant with the requirements. (State Performance Plan Indicator #13)</p> <p><i>Documentation: Interviews; Document Review</i></p>	
Result	7	<p>89% (2015-2016 SY) 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: Interviews; Document Review</i></p>	