



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

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**School Support System Report and Support Plan**

**Johnston Public Schools  
October 2021**

## 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 20 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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**Johnston Public Schools  
School Support System Review**

**Record Review Team Leaders**

**Team A – Susan Wood and 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	<p><b>1</b></p> <p><b>Least Restrictive Environment Data (State Performance Plan Indicator #5)</b></p> <p>Based on the FY July 1, 2019 – June 30, 2020 State Performance Plan information on Johnston Public Schools Placement is as follows:</p> <p>The percentage of students educated 80 to 100% of the time in general education settings is 80.16% (RI District Average is 71.05%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 1.95% (RI District Average is 12.5%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 6.81% (RI District Average is 5.11%)</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	
Result	<p><b>2</b></p> <p><b>Participation and performance of children with IEPs on statewide assessments (State performance Plan Indicator #3):</b></p> <p>B. Participation rate for children with IEPs 96.1% (Math- 223 students) and 97.4% (ELA – 225 students).</p> <p>C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievements standards 5.8% (ELA) 0% (Math) [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 (41.5% ELA and 28.9% Math).]</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	

Result	3	<p><b>Multi-Tiered System of Support (MTSS) Response to Intervention (RTI)/Academics</b></p> <p>A comprehensive, systematic, academic, multi-tiered system of support has been developed for all students and presented in a district guidebook.</p> <p>The MTSS framework includes decision-making procedures and criteria used to identify students at risk, the area of need, interventions, corresponding tier of support and progress monitoring tools. Universal screening occurs three times per year for grades K-10. Results obtained from the previous spring and/or fall universal screens, along with other measures, are analyzed during building level data days. Students are identified and grouped into tiers of support based on district benchmarks and the team's analysis of multiple measures, e.g. CORE, MBSP, PALS, DRA. Teachers use these results in the classroom to focus on students' individual needs. General education core instruction that is differentiated comprises Tier 1. Some students already on an action plan may carry forward to the new school year.</p> <p>Students who have not demonstrated adequate progress in Tier 1 are referred to the building based MTSS problem solving team, which meets weekly. The team is comprised of the Student Support Coordinator, administrator, interventionist, classroom teacher and related services professionals, as appropriate. District procedures include the following forms: referral, parent invitation, parent consent for screening, action plan, intervention logs, "intervention fidelity" tracking and exit. The forms are shared in a Google folder for all staff to access. An informational brochure is provided to parents at the referral review meeting.</p> <p>Action plans are written at the MTSS meeting, based on the student's progress and area of need. Tier 2 level of support, or targeted intervention, offers a second dose of instruction in reading or math, typically provided in 15-30 minute sessions two to three times per week in small groups of 3-5 students. Evidence-based interventions are provided in addition to the core instruction. The most intensive support, Tier 3, provides individualized, evidence-based interventions 3-5 times per week in 30-45 minute sessions. Evidence-based programs and progress monitoring tools have been researched, selected, and purchased for Tier 2 targeted and Tier 3 intensive instruction. Interventionists (reading or math specialists) and Student Support Coordinators have been trained to implement these programs and screening/assessment tools, and deliver interventions with fidelity. Progress monitoring occurs on a regular basis.</p>	
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The system uses progress monitoring results to inform more or less intensive interventions, as well as to flag timely referrals to special education. Each student's action plan's goals are reviewed at building based MTSS team meetings according to the action plan timeline set, usually after one or two, 6-8 week cycles of intervention is implemented. Interventions are provided for students already identified with special needs.

#### **Elementary Level**

The kindergarten and elementary level screens are administered three times a year.

Parents are invited to the MTSS meeting if their child is referred to review the effectiveness and progress following Tier 1 classroom supports. An action plan is written for a period of 6-8 weeks when increased intervention support is recommended and a date is set for progress monitoring results to be reviewed. Two cycles are generally provided before a recommendation to continue with interventions due to adequate progress, exit or refer to special education. Both a referral to special education and MTSS interventions may occur simultaneously.

#### **Middle Level**

The same core system is in place at the middle school. However, implementation is unique to the grade-level team model. Universal screening is administered three times per year. Students are also assigned to a math/literacy class based on the universal screen results at the end of the previous school year. All students are scheduled for a reading literacy class. A full time interventionist works with students identified as needing Tier 3 support in reading and math.. Students identified as in need of Tier 2 level of reading support receive targeted, small group (3-5), Wilson-based interventions with a reading specialist. Tier 3 intensive reading instruction is delivered more frequently in individual or in very small groups (up to 3) by the interventionist or special educator. These students may receive coordinated reading interventions by both the reading specialist and Student Support Coordinator (double or triple dose). Some students may also receive specially designed instruction in content areas.

#### **High School Level**

The same core system is in place at the high school. However, implementation is unique given the inherent scheduling challenges at the secondary level. Universal screening results and/or grades from the previous spring identify students in need of intervention. These students are grouped

into tiers of support based on district benchmarks and the team’s analysis of multiple measures. Students may be scheduled into supplemental math literacy and/or reading literacy class, co-taught classes, credit recovery or web-based programs.

Once identified, the MTSS problem solving team meets to consider a referral by obtaining pertinent data and also interviews the referring teacher. The high school team participates in the School Climate Transformation grant and has completed a needs assessment with the team. The team has been reorganized to include academic department leads, MLL and special educators.

The numeracy and math labs are a major component in the restructuring process to provide time during the day to provide Tier 2 and 3 interventions for all identified students on an ongoing basis who may not have been previously identified and scheduled into an intervention class. The Student Support Coordinator facilitates interventions to support identified students.

Documentation: Data Analysis; State Performance Plan

Result/  
Compliance

4

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

Autism White	
Year	Risk Ratio
2017-18	3.13
2018-19	2.71
2019-20	4.07
2020-21	2.83

The district was not disproportionate due to inappropriate polices, practices or procedures. (20 U.S.C. 1416(a)(3)(C))

Documentation: Data Analysis; State Performance Plan

The district will continue to review of policies, procedures, and practices conducted, including individual student case reviews, found a need to review early childhood processes and procedures to ensure we are properly identifying (ages 3-5) through child outreach and early intervention. The district plan to gather special educators and support staff to review screenings, referrals, and eligibility processes.

**Timeline:** Immediately and ongoing

**Progress check:** July 2022

**FOLLOW UP FINDINGS:** The district meets with the LEA representative on a weekly basis to review student cases. The district has hired



			<p>bilingual psychologist and speech and language therapist to provide support and guidance to the early childhood team. The district has received professional development from RI College regarding eligibility processes on April 5, 2022. Other professional development are as follows: 11/19 Disproportionality from RIDE, 4/5 Understanding &amp; Responding to Challenging Behaviors from Educational Development Center; Utilizing the FBA Process in a Tiered Level of Support and Central Auditory Processing Disorders from Keystone Classroom.</p>
Result	5	<p><b>Suspension (State Performance Plan Indicator #4a):</b> 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 Johnston Public Schools as no students with IEPs were suspended for greater than 10 days.</p> <p><b>State Performance Plan Indicator #4b</b> 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><u>Documentation:</u> Data Analysis; State Performance Plan</i></p>	
Result	6	<p><b><u>Multi-tiered System of Support (MTSS)/Social Emotional Supports/Social Emotional Resources/Positive Behavioral Supports</u></b></p> <p>A Coordinator of Clinical Supports was hired for the district 2021-2022 school year. The coordinator is responsible for completing a needs assessment to aligning systems to provide positive behavior and social-emotional supports and resources for all students. A needs assessment will be completed by staff to identify and prioritize tasks for the multi-year implementation plan of SEL MTSS. The work will merge with the existing MTSS framework and</p>	

procedures. Analysis of student universal academic screening results (e.g. STAR-Reading) and multiple data points (e.g. office referrals, suspension, chronic absenteeism) will be conducted to find correlations between academic and behavior challenges and identify patterns, then used to identify topic categories of needed interventions for Tier 2 and 3 students.

The academic multi-tiered systems of support presented in the MTSS district handbook provides an established framework of decision-making criteria, forms, procedures, action plans, progress monitoring, and interventions. The integration of social-emotional and behavioral resources and supports is being merged within this framework to promote an aligned, user-friendly and efficient system. The implementation of tiered supports and their effectiveness will inform the appropriateness of individual student referrals to special education. In some cases, interventions and referral may occur simultaneously. Interventions are also provided for students already identified with special needs. The district will select and adopt as part of a district-wide system of implementation:

- evidence-based behavior interventions to include on a menu for Tier 2 and 3 students,
- the inclusion of social-emotional and behavioral symptoms or concerns on MTSS referral and progress monitoring forms, and
- evidence-based universal screening tools to identify and categorize the severity of risk of students with social, emotional and behavioral symptoms

**Elementary Level**

For Tier 1, the district handbook has clear behavior expectations for elementary students. Policies, procedures, and consequences along with safeguards for students with disabilities, are provided and communicated.

Positive behavioral supports and social-emotional resources for understanding developmental milestones, identifying school and classroom behavioral expectations, and Tier 1 strategies have been provided to schools. Social workers and guidance counselors provide support and instruction in social emotional learning to students in small groups and classes. Additional resources are utilized at various school sites and classrooms to support

behavior and social-emotional learning; including Class DoJo, Second Step, and the Incredible 5-Point Scale. The goal of the MTSS implementation plan is to select an evidence-based universal screen, interventions and progress monitoring tools at each level for adoption and consistent implementation across schools.

For Tier 2 and 3, the same core system in place for academics is utilized for identification of supports and progress monitoring for behavior. Through teacher referrals, students are identified and grouped into tiers of support. Interventions are implemented by either Student Support Coordinators, school psychologists, social workers, or behaviorists. Both a referral to special education and interventions may occur simultaneously

**Middle Level**

For Tier 1, the district handbook has clear behavior expectations for middle school students. Policies, procedures, and consequences are provided; along with safeguards for students with disabilities provided and communicated.

The grade-level team model unique to the middle school provides the opportunity for regular meetings cross-curricular to discuss academic, behavior, and social-emotional supports needed for students.

For Tier 2 and 3, the same core system is in place. Through teacher referrals, students are identified and grouped into tiers of support. Interventions are implemented by Student Support Coordinators, school psychologists, social workers, or behaviorists. The school social workers and guidance counselors provide small group supports to address behaviors that are interfering with academic success.

Students identified as needing the most social/emotional/behavioral support in Tier 3 receive more frequent, intensive and individualized clinical support by the social worker. These students will likely have a Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP) or may have access to a Registered Behavior Technician (RBT) who assigned to implement the BIP and track data on a daily basis. These students are typically enrolled in a

more structured, supportive classroom, e.g. co-taught classes, even when not on an IEP. A “home-base” program provides a partial, self-contained, hybrid classroom with flexibility and opportunities for inclusion. Each student’s program is individualized to meet identified needs, whether the student is on a MTSS action plan, 504 plan or IEP. Both a referral to special education and interventions may occur simultaneously.

**High School Level**

For Tier 1, the district handbook has clear behavior expectations for high school students. Policies, procedures, and consequences are provided; along with safeguards for students with disabilities provided and communicated.

For Tier 2 and 3, the same core system is in place for MTSS. Academics utilized for identification of supports and progress monitoring for behavior. Through teacher referrals and based on data, e.g. office referrals, suspension rate, chronic absenteeism, students are identified and grouped into tiers of support. Interventions are implemented by Student Support Coordinators, school psychologists, social workers, or behaviorists.

Similar to the middle school, students identified as needing the most social/emotional/behavioral support in Tier 3 receive more frequent, intensive and individualized clinical support by the social worker. These students will likely have a Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP) or may have access to a Registered Behavior Technician (RBT) who is assigned to implement the BIP and track data on a daily basis. These students are typically enrolled in structured, co-taught classes with more teacher support. Both a referral to special education and MTSS interventions may occur simultaneously.

**School Removals/Disciplinary Policies.** Throughout the district behavioral expectations along with disciplinary action protocols and policies are comprehensively defined in a student handbook.

Documentation: MTSS district guide currently being developed

Result	7	<p><b>Preschool Continuum</b></p> <p>The preschool program is located at Graniteville School. The Johnston Public Schools has worked to expand the continuum of services for the Preschool through the introduction of Itinerant Early Childhood Special Education (IECSE) services and the addition of one State Pre-K classroom. The continuum of services includes:</p> <ul style="list-style-type: none"> <li>● IECSE services in community preschool settings</li> <li>● Walk-in speech services provided at Graniteville Preschool</li> <li>● Push in/pull out services in the full day State PreK classroom</li> <li>● Four integrated classrooms with half day programming</li> <li>● Home instruction for students with significant health concerns who are unable to attend services at Graniteville Preschool</li> </ul> <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 on-line child portfolio. This assessment information is used to shape and individualize instruction and to demonstrate progress.</p> <p>Currently, the Preschool staff uses Teaching Strategies Gold (TSG) as a formative assessment tool. Teachers use TSG as an ongoing, observation-based assessment system that helps the teachers and administrators progress monitor students' strengths and needs.</p> <p>The district also participates in the Child Outcomes System (COS), in which information/data is collected to measure students' progress in three essential areas: Positive Social Emotional Skills, Acquiring and Using Knowledge and Skills, and Taking Action to Meet Needs. COS data is collected when a child is referred for special education services and receives an initial individual education plan. The Child Outcomes Summary will help to guide parents and professionals as an IEP team, to understand how a child is progressing on the three outcomes and what skills need improvement.</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 on-line child portfolio. This assessment information is used to shape and individualize instruction and to demonstrate progress.</p> <p>The district is coordinating with RIDE and three other districts to develop First</p>	
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10 teams. The district meets with a coach provided by the Education Development Center (EDC) approximately every 3 weeks for 60-90 minutes meetings. EDC has developed the First 10 approach based on extensive research on best practices in early childhood and elementary school education and care. EDC's coaches provide an overview of the relevant research, a planning process and template, and guidance documents to support each team's work.

The goal of these First 10 meetings will be to develop and implement First 10 plans. These meetings include the whole team or sub-committees focused on specific initiatives. Currently, the team has divided into two teams: Birth to five and Transition to K. Representative from private daycares, community organizations and members of the school district are all participating.

**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 80%.
  
- B. The percent of children aged 3-5 with IEPs attending a separate special education class, separate school or residential facility was 1.5%

**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); 100%
- Acquisition and use of knowledge and skills (including early language/communication and early literacy); 96.4% and
- Use of appropriate behaviors to meet their needs 89.5%

**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); 57.1%
- Acquisition and use of knowledge and skills (including early language/communication and early literacy); 64.3% and
- Use of appropriate behaviors to meet their needs 89.3%

		<u>Documentation: Data Analysis; State Performance Plan</u>	
Result	8	<p><b>Program Continuum Elementary Level</b></p> <p>There are 1,142 students at the elementary level and approximately 190 have IEPs. The special education program continuum is as follows:</p> <p>The Johnston Public Schools provides services to students in Kindergarten at two sites. The majority of students attend the Early Childhood Center for Kindergarten. At this site, the continuum of services includes:</p> <ul style="list-style-type: none"> <li>● Pull out/push in and consultative services for related service delivery (Speech/Language, Social Work, OT, APE, PT)</li> <li>● Pull out/push in academic services for students assigned to general education classrooms</li> <li>● Inclusive/co-taught services for part of the school day for students assigned to general education classrooms (resource inclusion)</li> <li>● Inclusive/co-taught services for the full school day for students assigned to a co-taught general education classroom (full inclusion)</li> <li>● Self-contained instruction for students with significant needs, with opportunities for inclusion in the general education setting for all students based on individual student needs as determined by the IEP team.</li> </ul> <p>Students in grades 1 through 5 receive special education services in one of four elementary schools (Sarah Dyer Barnes, Brown Avenue, Winsor Hill and Thornton). The following services exist at all four elementary schools as determined by student need:</p> <ul style="list-style-type: none"> <li>● Pull out/push in and consultative services for related service delivery (Speech/Language, Social Work, OT, APE, PT)</li> <li>● Pull out/push in academic services for students assigned to general education classrooms</li> <li>● Inclusive/co-taught services for part of the school day for students assigned to general education classrooms (resource inclusion)</li> <li>● Inclusive/co-taught services for the full school day for students assigned to a co-taught general education classroom (full inclusion)</li> </ul>	

For students who have significant needs and are alternately assessed, or may be, the Johnston Public Schools provide small group, self-contained programming with opportunities for inclusion in the general education setting based on individual student needs at the following sites:

- Brown Avenue Elementary School - one classroom (currently grades 1 through 4)
- Sarah Dyer Barnes Elementary School - two classrooms (currently grades 1 through 3 and grades 3 through 5)

The district developed an elementary level program, the Learning Center. The Learning Center offers self-contained, small group instruction for students with significant social, emotional and behavioral challenges. The Learning Center, currently housed at the Thornton School is a hybrid, “home-base” model that is staffed with one special education teacher, a program Registered Behavior Technician (RBT), and two special education teacher assistants. RBT’s are trained in the district and must pass a practicum and computer-based test to earn certification based on the Behavior Analyst Certification Board requirements. RBT’s must be supervised by Behavior Analysts for a percentage of direct support provided. An RBT is assigned to an individual student, if needed, based on IEP recommendations. The program uses a behavior point system and students receive clinical support from a licensed clinical psychologist. Students are afforded inclusion opportunities in their general education classrooms at Thornton. IEP teams meet regularly to determine student progress, ensuring that students have those opportunities as they are ready, for part or all of their school day to provide for students’ education in the LRE. The program offers stabilization and a community option rather than enrolling the student in an out of district program. The philosophy is to return students to their general education classroom for as much of the school day as is appropriate, until the student is fully re-integrated. Students in this program currently are in grades 4 and 5, but it is available for all elementary students if needed.

The elementary grades K-5 are in the second year of district wide implementation for the SAVVAS My View reading and writing program. Special educators have received training on the core curriculum as well as My Focus Intervention which provides tier two support for students who need support on the instructional level.

The elementary grades have full implemented Eureka grades K-4 to date. (2022-2023 Grade 5). Special educators have received specific training for tier



		<p>two/three interventions with Bridges Math Program for the Math Intervention Project.</p> <p><i>Documentation: Data Analysis; Interviews; Observation</i></p>	
Result	9	<p><b>Program Continuum Middle Level</b></p> <p>There are 766 students attending Ferri Middle School, 120 are students with IEPs. The special education program continuum is as follows:          Nicholas Ferri Middle School follows a middle school model, with two teams designated at each of the grades - six, seven and eight. The special education program continuum is as follows:</p> <ul style="list-style-type: none"> <li>● Pull out and consultative services for related service delivery (Speech/Language, Social Work, occupational therapy, adaptive physical education, physical therapy)</li> <li>● Pull out/push in academic services for students assigned to general education classrooms (this includes an option for students to receive pull out direct instruction and support twice per seven-day rotating schedule)</li> <li>● Inclusive/co-taught services for part of the school day for students assigned to general education classrooms (resource inclusion)</li> <li>● Self-contained instruction for students in grades 6-8 with significant educational needs who are <i>not</i> eligible for the RI Alternate Assessment program. The goal is for students who are not eligible for the RI Alternate Assessment program to have equitable access to the general education curriculum, with supports and modifications as appropriate per IEP team decisions.</li> <li>● Self-contained instruction for students in grades 6-8 with significant educational needs who are eligible for the RI Alternate Assessment program.</li> <li>● The Learning Center (LC) program is also available at the middle school. It offers self-contained, small group instruction for students with significant social, emotional and behavioral challenges. Similar to the elementary model, the Learning Center is a hybrid, home-base classroom that is staffed with one special education teacher and a program Registered Behavior Technician (RBT). An RBT is assigned to an individual student if needed, based on IEP recommendations. The program uses a behavior point system and students receive clinical support. As with the elementary model, students are afforded inclusion opportunities in their community school rather than enroll</li> </ul>	

		<p>them in out of district programs. The academic program mirrors their assigned classroom and provides a seamless transition for students to flexibly return to the general education class for parts of the school day as determined appropriate by their IEP team. IEP teams meet regularly to determine student progress, ensuring that students have those opportunities as they are ready, to provide for students' education in the LRE.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Observations</p>	
Result	10	<p><b>Program Continuum High School Level</b></p> <p>At Johnston Senior High School there are approx. 753 and 154 have IEPs. The program continuum is as follows:</p> <ul style="list-style-type: none"> <li>● Pull out and consultative services for related service delivery (Speech/Language, Social Work, occupational therapy, adaptive physical education, physical therapy).</li> <li>● Inclusive/co-taught services for part of the school day for students assigned to general education classrooms for ELA and Mathematics, and depending on student's needs possibly for science (resource inclusion).</li> <li>● Project Success offers self-contained instruction for students with significant educational needs who are eligible for the RI Alternate Assessment, with opportunities for inclusion in the general education setting based on individual student needs as determined by the IEP team.</li> <li>● Project Forward provides transition programming and instruction for students with more significant disabilities who have completed four years of high school, but require additional instruction/opportunity in order to meet transition needs as determined by the IEP team.</li> <li>● The Bradley Partnership program is located at Johnston High School and provides increased clinical and behavioral support for students while allowing for fluid and flexible opportunities to participate in general education classes and activities with their peers. Students are staffed when participating in the general ed setting, unless not needed. Considered a hybrid program, the goal is for students to "step down" to a less restrictive environment from an out of district placement. Students in the Partnership program may also "step down" to the</li> </ul>	

		<p>Learning Center program or, if appropriate. into co-taught inclusive classes. Conversely, the Partnership program is a “step up” program for students requiring a highly structured program with more support than is offered in the Learning Center.</p> <ul style="list-style-type: none"> <li>• Credit recovery is available for students after school, including special education support.</li> </ul> <p><u>Documentation:</u> <i>Data Analysis; Interviews; Observation</i></p>	
Result	11	<p><b>Adaptive Physical Education (APE)</b></p> <p>Adaptive Physical Education is provided per the IEP. There are currently 27 students grades pre-K through 12 who receive APE services.</p> <p><u>Documentation:</u> <i>Data Analysis; Interviews; Observation</i></p>	
Result	12	<p><b>Extended School Year (ESY)</b></p> <p>Extended School Year (ESY) is offered in the district per the IEP. Services are provided at the Early Childhood Center, Ferri Middle School, and Johnston Senior High School. For ESY 2021, services were available to approximately 131 students from grades pre-K through 12 as determined eligible by the individual IEP teams.</p> <p><u>Documentation:</u> <i>Data Analysis; Interviews</i></p>	
Result	13	<p><b>Local Special Education Advisory Committee (LAC)</b></p> <p>The parent leaders for the Johnston Special Education Advisory Committee (JSEAC) work with the Director of Special Services to schedule meetings and presentations. Last year, general membership meetings occurred once a month. The JSEAC parent leaders have incorporated the use of an email list serve, an informational website attached to the Johnston Public Schools website, flyers and emails to help advertise meetings and events. All meeting</p>	

		<p>agendas and minutes are posted on the Johnston Public Schools website under the Special Education tab. A comprehensive array of resources is provided.</p> <p><i><u>Documentation:</u> Data Analysis; Interviews; Observation</i></p>	
Result	14	<p><b>School Efforts to Partner with Parents (State Performance Plan Indicator #8)</b></p> <p>The public school district's rate of parent participation in the annual Special Survey Works (2020-2021) is 20% (92) of parents whose children have IEPs.</p> <p><i><u>Documentation:</u> Data Analysis; State Performance Plan</i></p>	
Result	16	<p><b>Drop Out / Graduation Rate (State Performance Plan Indicator #1 and #2)</b></p> <p>The Johnston Public Schools graduation rate is 90.1% for all students and 62.5% for students with disabilities. These rates approximate the state average rates of 83.9% for all students and 64.4% for students with disabilities.</p> <p>The Johnston Public Schools dropout rate is 3.9% for all students and 15% for students with disabilities. These rates approximate the state average rates of 8.3% for all students and 12.7% for students with disabilities.</p> <p><i><u>Documentation:</u> Data Analysis; State Performance Plan</i></p>	

## 2. EVALUATION / INDIVIDUAL EDUCATION PROGRAM (IEP)

Indicator		Findings	Support Plan
Result	1	<p>Records of approximately 8 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"> <li>- Transition planning was not consistently checked on IEP invitation</li> <li>- Learning disabilities identification form not consistently seen in file</li> </ul> <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><b>Timeline:</b> Immediately and ongoing  <b>Progress check:</b> July 2022</p> <p><b>FOLLOW UP FINDINGS:</b> Issues resolved and verified. Subsequent verification by the Rhode Island Department of Education, Office of Student, Community and Academic Supports, showed that compliance issues are addressed.</p>
Result	2	<p><b>Child Outreach</b></p> <p>Johnston Public School's child outreach screenings are available in a range of community-based early childhood programs and by appointment. The child outreach coordinator supervises screeners, meets with parents and children during home visits, coordinates tracking, scheduling and meetings, and coordinates the transitions from Early Intervention. The Coordinator attends evaluation team meetings at the pre-school level. Johnston provides an estimated 45 - 50 child outreach screening sessions.</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 2019-2020 year:</p> <ul style="list-style-type: none"> <li>• 3 year olds: 8.4%</li> <li>• 4 year olds: 34%</li> <li>• 5 year olds: 53.7%</li> </ul> <p><u>Documentation:</u> State Performance Plan; Data Interviews</p>	
Result	3	<p><b>Child Find (State Performance Plan Indicator #11)</b></p> <p>Johnston Public Schools for the 2019-2020 year was at 100% compliance for meeting evaluation timelines for initial referrals. As of 10/20/21 Johnston Public Schools was thus far at 100% compliance for meeting evaluation timelines for initial referrals.</p> <p><u>Documentation:</u> State Performance Plan Data</p>	

Result	4	<p><b>Student Accommodations and Modifications</b></p> <p>Throughout the district general educators access student's accommodations via the electronic Aspen.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Document Reviews</p>	
Result / Compliance	5	<p><b>Specific Learning Disabilities Determination (SLD)</b></p> <p>Students may participate in MTSS interventions while simultaneously being referred for special education evaluation. The intervention support continues if a student is found eligible for special education services, at which time specially designed instruction is also provided. Although not required, progress monitoring results from tiered interventions help to identify students who may need to be referred to special education. The data is used in combination with standardized assessment results, classroom performance data, student work, classroom observations, parent input, screening results and other measures in determining whether a student qualifies for special education services under the SLD category. The Johnston Public Schools Form 4A (Learning Disabilities Documentation Form) provides special educators and IEP teams the guidance for determining if a student is eligible in the area of Specific Learning Disabilities. The Student Support Coordinator (SSC) management model provides building-based expertise at all MTSS and evaluation team meetings. Along with the building principal the SSC's schedule, coordinate and facilitate these meetings. SSC's meet with the Director bi-monthly and are provided professional development on legal, compliance, instructional and other pertinent topics. Building principals and SSC's regularly consult with the Director and Assistant Director regarding eligibility questions.</p> <p>Records did not consistently have the specific learning disabilities identification form. See also record review Section 2, item #1.</p> <p><u>Documentation:</u> Interviews; Record Review, RI Regulations 300.307-300.311</p>	<p><b>Timeline:</b> Immediately and ongoing</p> <p><b>Progress check:</b> July 2022</p> <p><b>FOLLOW UP FINDINGS:</b> The district has adopted a Rhode Island regulatory aligned SLD form. Student Support Coordinators meet biweekly to review processes and forms.</p>
Result	6	<p><b>Due Process Information (State Performance Plan Indicators)</b></p> <p>Over the past three years Johnston Public Schools has the following complaints, mediations or hearings:</p>	<p>Dispute resolution personnel verify any related dispute resolution compliance findings. This is ongoing.</p>

**COMPLAINTS**

FY 2019-2020

# of Complaints: No complaints during this period

FY 2020-2021

# of Complaints: No complaints during this period

FY 2021-2022

# of Complaints: No complaints during this period

**MEDIATIONS**

FY 2019-2020

# of Mediations: 1 mediation during this period

	ISSUE(S)	RESULT
Mediation #1	IEP Eligibility / 504 Plans / Special Education Services	Unresolved

FY 2020-2021

# of Mediations: 1 mediation during this period

	ISSUE(S)	RESULT
Mediation #1	IEP Supports	Withdrawn

FY 2021-2022

# of Mediations: No mediations during this period

		<b><u>HEARINGS</u></b>	
		<u>FY 2019-2020</u> <u># of Hearings:</u> No hearings during this period  <u>FY 2020-2021</u> <u># of Hearings:</u> No hearings during this period  <u>FY 2021-2022</u> <u># of Hearings:</u> No hearings during this period  <u>Documentation:</u> <i>Data Analysis, RIDE, Due Process Data Base</i>	

### 3. IDEA TRANSITION

Indicator		Findings	Support Plan
Result	1	<b>Part C to Part B Transition (Indicator #12)</b>  The District manages the transition of children from Part C Early Intervention (EI) to preschool special education. A data base 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% compliance and that all Johnston children referred from Early Intervention and found eligible for preschool special education had IEPs developed and implemented by their 3 <sup>rd</sup> birthday.  <u>Documentation:</u> <i>Data Analysis; Interviews; State Performance Plan</i>	
Result	2	<b>IDEA Transition Planning at the Middle Level</b>  At the middle level, special educators meet with all students who have an IEP each fall at a designated Transition Day organized by the JPS Transition Coordinator, Special Services Administration and Regional Transition Coordinator. Special educators meet with small groups of students on that day	



		<p>to complete transition assessments and activities specific to the student's' grade level. At the sixth grade level, the focus of the activities/discussions is on understanding what an IEP is and why some people have IEPs. These activities are determined by and documented on a district Scope and Sequence chart for grades 7 and 8. These documents and transition tools are accessible to all middle school special education staff electronically in a shared Google Folder, to facilitate the implementation of the transition responsibilities to students. Students are encouraged to continue to explore transition topics throughout the year to continue their development. It is also an expectation that all students with IEPs will attend their IEP meetings for at least part of the meeting time at the middle school level.</p> <p>Tools utilized at the middle level include, but are not limited to:</p> <ul style="list-style-type: none"> <li>● Career Clueless Inventory</li> <li>● Interest Inventories</li> <li>● Self-Determination Checklists</li> <li>● Learning Styles Inventories</li> <li>● District IEP Worksheet (teacher created)</li> </ul> <p><u>Documentation:</u> Data Analysis; Interviews; Record Reviews</p>	
Result	3	<p><b>IDEA Transition Planning at the High School Level</b></p> <p>At the high school level, special educators meet with all students who have an IEP each fall at a designated Transition Day organized by the JPS Transition Coordinator, Special Services Administration and Regional Transition Coordinator. Special educators meet with small groups of students on that day to complete transition activities specific to the students' grade level. These activities are determined by and documented on a district Scope and Sequence chart for each grade, 9 through 12. These documents and transition tools are accessible to all high school special education staff electronically in a shared Google Folder, to facilitate the implementation of the transition responsibilities to students. Students are encouraged to continue to explore transition topics throughout the year to continue their development. It is also an expectation that all students with IEPs will attend their IEP meetings at the high school level.</p> <p>Tools utilized at the high school level include, but are not limited to:</p> <ul style="list-style-type: none"> <li>● Transition Planning Inventory (TPI)</li> <li>● O*Net</li> <li>● College Success and Survival Scale</li> </ul>	

		<ul style="list-style-type: none"> <li>● District IEP Worksheet (teacher created)</li> <li>● District Interview Worksheet (teacher created)</li> <li>● Naviance</li> </ul> <p>In addition, students in Project Success (grades 9-12) participate in weekly vocational experiences within the school and out in the community. Students in Project Forward (ages 18-21) participate in long-term individualized work placements as determined by their Career Development Plan and person-centered planning process.</p> <p><u>Documentation:</u> Interviews; Document Review</p>	
Result	4	<p><b>Office of Rehabilitative Services (ORS) and Department of Behavioral Healthcare, Developmental Disabilities &amp; Hospitals (BHDDH).</b></p> <p>At the high school, both the case manager and the Transition Coordinator are the points for referral to the Office of Rehabilitative Services (ORS) and to the Department of Behavioral Health, Developmental Disabilities &amp; Hospitals (BHDDH). The Transition Coordinator tracks all referrals including outcomes. Referral to ORS is made for most tenth grade students through the district Scope &amp; Sequence chart for grade 10.</p> <p><u>Documentation:</u> Interviews; Document Review</p>	
Result	5	<p><b>Summary of Performance (SOP) is facilitated by the case managers as appropriate.</b></p> <p>Summary of Performance (SOP) is facilitated by the case manager in the final year of public education. In order to facilitate post-high school communication, the case manager is responsible for gathering the student’s contact information (cell phone and personal email) as a part of the documentation in the SOP.</p> <p><u>Documentation:</u> Interviews; Document Review</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 Johnston Public Schools are 100% compliant with the requirements. <b>(State Performance Plan Indicator #13)</b></p> <p><i><u>Documentation:</u> Interviews; Document Review</i></p>	
Result	7	<p>100% 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 74% <b>(State Performance Plan Indicator #14)</b></p> <p><i><u>Documentation:</u> Interviews; Document Review</i></p>	