



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

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**School Support System Report and Support Plan**

**North Kingstown Public Schools  
November 2022**

## 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 stratified random sample of students with IEPs 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 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/result or compliance in the topical areas of Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE), Evaluation/Individual Educational Program (IEP) and IDEA Transition. The documentation section of the report distinguishes the source of the finding as compliance or result. 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 timelines to improve programs and services.

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1. Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE)
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# **North Kingstown Public Schools School Support System Review**

## **Record Review Team Leaders**

**Team A – Alice Woods**

**Team B – Sandra Cambio Gregoire**

**Team C – Susan Wood**

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><b>Least Restrictive Environment Data (State Performance Plan Indicator #5)</b></p> <p>Based on the FY July 1, 2020– June 30, 2021, State Performance Plan information on NK Public Schools Placement is as follows:</p> <p>The percentage of students educated 80 to 100% of the time in general education settings is 80.73% (RI District Average is 71.05%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 1.76% (RI District Average is 12.5%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is .66% (RI District Average is 5.11%)</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	
Result	2	<p><b>Participation and performance of children with IEPs on statewide assessments (State performance Plan Indicator #3):</b></p> <p>A. Participation rate for children with IEPs.            ELA 91%            Math 90.5%</p> <p>B. Proficiency rate for children with IEPs against grade level academic achievement standards.            ELA 11%            Math 8.5%</p> <p>C. Proficiency rate for children with IEPs against alternate academic achievement standards.            ELA 30%            Math 30%</p>	

	<p>D. Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards.          ELA 47%          Math 21.5%</p> <p>It should be noted that in ELA 27% of children with IEPs exhibited high growth and in Math, 23% exhibited high growth.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	
Result	<p>3 <b>Multi-Tiered System of Support (MTSS) Response to Intervention (MTSS)/Academics</b></p> <p><b>Elementary Level</b> There are 1,611 students at the elementary level. Approximately 407 students (25%) receive MTSS interventions.</p> <ul style="list-style-type: none"> <li>• <b>ELA:</b> <ul style="list-style-type: none"> <li>• Universal screener and progress monitoring tool: Aims web (K-1), Star Gr. 1-12), STAR CBM.</li> <li>• Curriculum: Wit &amp; Wisdom, Foundations, Geodes, Heggerty</li> <li>• Digital Practice: IXL, Reading A-Z, Lexia</li> <li>• Staffing: Reading Specialist in each building, Title 1 staffing (Quid/FC), 3 additional Reading/Math Interventionists split across the 6 sites. Additional K-8 Reading Specialist split between elementary &amp; middle</li> </ul> </li> </ul> <p>At the elementary level all students are assessed 3 times per year (Fall, Winter, Spring) using Aims web at grades K/1 and Star Literacy/Math in grades 1-5. The target for all students is the 40th percentile on Benchmark assessments.</p> <p>The District Tier 1 phonics program is Foundations (Wilson). Students not meeting benchmark scores are provided Tier 2 or Tier 3 interventions based on triangulation of data. Grade level data teams meet every other month to review student progress and assess grouping. Students in Tier 2 are progress monitored bi-weekly. Students in Tier 3 are monitored weekly.</p> <ul style="list-style-type: none"> <li>• <b>Math:</b> <ul style="list-style-type: none"> <li>• Universal screener and progress monitoring tool: Star, STAR CBM, AimsWeb</li> <li>• Curriculum: Bridges (K-5)</li> <li>• Digital Practice: Dream Box, IXL, XtraMath</li> <li>• Staffing: Title 1 staffing (Quid/FC), 3 Reading/Math Interventionists split across 6 sites MT</li> </ul> </li> </ul>	<p>The district will continue to review and revise MTSS protocols, procedures, and practices.</p> <p><b>Timeline:</b> Immediately  <b>Progress check:</b> August 2023</p> <p><b><u>FOLLOW UP FINDINGS:</u></b></p>

Grades K-5, district wide is using the Bridges Math program. Students not meeting benchmark scores on Star or Aims web are provided Tier 2 or Tier 3 interventions based on triangulation of data. Grade level data teams meet every other month to review student progress and assess grouping. Students in Tier 2 are progress monitored bi-weekly. Students in Tier 3 are monitored weekly. Tier 2 interventions usually occur in the general education classroom, either in a small group or 1:1. Tier 3 interventions usually occur outside of the general education classroom in small groups with specialists or interventionists.

### **Middle Level**

There are 805 students at the Middle school level. Approximately 160 students (19.8%) receive MTSS interventions. Progress monitoring and screening is completed through benchmarking using STAR. Each middle school has an MTSS team which monitors student progress. All students have a literacy period in their schedule and that can be used for targeted reading and/or math interventions as necessary (tier 2 or 3).

#### Staffing:

2.5 Middle School Reading Specialists  
1.5 Middle School Math Interventionist

### **High School Level**

There are 1360 students at the High school level. Approximately, 265 students (19%) receive MTSS services. The team meets to discuss students and create a plan for success. Academically, the MTSS team meets to discuss interventions to support the student in the learning environment. Intervention in reading is provided by a Reading Specialist in a small group setting during PLT (Personal Learning Time) or in the ELA classroom setting.

#### Staffing

2.0 FTE High School Reading Specialists  
1.0 FTE Math Interventionist  
1.0 FTE Academic Interventionist

Documentation: Data Analysis; State Performance Plan

Result	4	<p><b>SPP Disproportionate Representation (State Performance Plan Indicator #9 and #10)</b></p> <p>North Kingstown has significant disproportionality in all areas of disabilities for Native American students and for Speech Language disabilities. When conducting comprehensive file reviews as well as review of protocols and procedures, it was determined that disproportionality is not a direct result of inappropriate identification procedures and/or practices.</p> <p>The district has been found to have significant disproportionality in the area(s) of:</p> <table border="1" data-bbox="346 397 1371 1185"> <thead> <tr> <th colspan="2">All Disabilities Native American</th> <th colspan="2">No Longer Disproportionate:</th> </tr> <tr> <th>Year</th> <th>Risk Ratio</th> <th colspan="2">Total Removals Multiracial</th> </tr> <tr> <th></th> <th></th> <th>Year</th> <th>Risk Ratio</th> </tr> </thead> <tbody> <tr> <td>2015-16</td> <td>3.63</td> <td>2016-17</td> <td>3.27</td> </tr> <tr> <td>2016-17</td> <td>3.96</td> <td>2017-18</td> <td>10.01</td> </tr> <tr> <td>2017-18</td> <td>4.1</td> <td>2018-19</td> <td>4.02</td> </tr> <tr> <td>2018-19</td> <td>3.78</td> <td>2019-20</td> <td>1.64</td> </tr> <tr> <td>2019-20</td> <td>4.77</td> <td></td> <td></td> </tr> <tr> <td>2020-21</td> <td>3.87</td> <td colspan="2">&lt;-- 40% of Native American students are identified while only 20% of Black &amp; Hispanic, 9% of White, 4% of Asian, &amp; 16% of multiracial students are identified</td> </tr> <tr> <th colspan="4">Speech Language Disabilities Black</th> </tr> <tr> <th>Year</th> <th>Risk Ratio</th> <th></th> <th></th> </tr> <tr> <td>2017-18</td> <td>3.17</td> <td></td> <td></td> </tr> <tr> <td>2018-19</td> <td>2.8</td> <td></td> <td></td> </tr> <tr> <td>2019-20</td> <td>2.67</td> <td></td> <td></td> </tr> <tr> <td>2020-21</td> <td>3.08</td> <td colspan="2">&lt;-- White and Asian students are very under represented in speech language</td> </tr> </tbody> </table> <p>A risk ratio of 2.5 or more for 3 consecutive years = significant disproportionality when the minimum cell size is met.</p> <table border="1" data-bbox="430 841 1098 1029"> <tr> <td>District risk</td> <td>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</td> </tr> <tr> <td>District risk ratio</td> <td>Compares the district risk for one race/ethnicity to the district risk for all other races/ethnicities combined</td> </tr> </table> <p>For more information on methods of determining significant disproportionality, please see <a href="http://www.ride.ri.gov/Portals/0/Uploads/Documents/Students-and-Families-Great-Schools/Special-Education/Special-Education-Regulations/RecommendationsandResources2017.pdf">http://www.ride.ri.gov/Portals/0/Uploads/Documents/Students-and-Families-Great-Schools/Special-Education/Special-Education-Regulations/RecommendationsandResources2017.pdf</a></p> <p>Two Year warning</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	All Disabilities Native American		No Longer Disproportionate:		Year	Risk Ratio	Total Removals Multiracial				Year	Risk Ratio	2015-16	3.63	2016-17	3.27	2016-17	3.96	2017-18	10.01	2017-18	4.1	2018-19	4.02	2018-19	3.78	2019-20	1.64	2019-20	4.77			2020-21	3.87	<-- 40% of Native American students are identified while only 20% of Black & Hispanic, 9% of White, 4% of Asian, & 16% of multiracial students are identified		Speech Language Disabilities Black				Year	Risk Ratio			2017-18	3.17			2018-19	2.8			2019-20	2.67			2020-21	3.08	<-- White and Asian students are very under represented in speech language		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	<p>The district will continue to review and revise MTSS protocols, procedures, and practices.</p> <p><b>Timeline:</b> Immediately <b>Progress check:</b> August 2023</p> <p><b><u>FOLLOW UP FINDINGS:</u></b></p>
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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 North Kingstown 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><u>Documentation:</u> Data Analysis; State Performance Plan</p>	
Result	<p>6 <b><u>Multi-tiered System of Support (MTSS)/Social Emotional Supports/Social Emotional Resources/Positive Behavioral Supports</u></b></p> <p><b>Elementary Level</b></p> <p>➤ <b>Tier 1</b> – Open Circle, PBIS each elementary school has its own unique culture. The 5 schools are responsible for developing their own school wide systems of expectations and supports. Every school uses the Open Circle curriculum as their Tier 1 instruction. All classroom teachers have received professional development using this program and have incorporated direct instruction into their weekly schedules. In addition, staffing in each building have received 9 professional development in Playworks, a structure for engaging all students during recess.</p> <p>➤ <b>Tier 2</b> – Complimentary SEL curriculums: Specific staff in each building are trained in multiple Social Skills curriculums, ie Second Step, How Does Your Engine Run, Flexible Thinking, Social Detective, etc.... Small group instruction is provided for students who are identified through the MTSS. Providers include Mental Health, Special Educators, Speech/Language Pathologists, Behavior Specialists, and other support staff. Students are monitored through Tier 2 data collection systems such as Check and Connect and Check In/Check Out.</p> <p>➤ <b>Tier 3</b> – Functional Behavior Assessment, Behavior Intervention Plans and Central Clinical Team: District level Behavior Specialist, Behavior Specialist Assistant can support building level teams with recommendations, professional development and training as well as conducting Functional Behavior Assessments in order to develop individual Behavior Intervention plans. Teams who require more intensive recommendations bring student profiles and data to the Central Clinical team for analysis. Students with the most significant clinical needs may be referred to the District Clinical Day Program at Davisville Academy.</p>	<p>The district will continue to review and revise MTSS protocols, procedures, and practices.</p> <p><b>Timeline:</b> Immediately <b>Progress check:</b> August 2023</p> <p><b><u>FOLLOW UP FINDINGS:</u></b></p>

## **Middle Level**

**Tier 1** – Each middle school has a schoolwide philosophy. Davisville Middle School has been involved in a school wide PBIS, Restorative and Kingian initiative. Additionally, Davisville Middle School has also embarked on lessons from the text Create a Culture of Kindness in Middle School. Wickford Middle School uses a strong PBIS model and Restorative Practice. The SLP and school psychologist have developed a curriculum that addresses organization and student skills. Mindfulness is embedded across the schools.

➤ **Tier 2** –Social skills groups, anger management, lunch bunches as well as crisis intervention are provided by Mental Health, Special Educators, Speech/Language Pathologists, Behavior Specialists, and other support staff. Students are monitored through Tier 2 data collection systems such as Check and Connect and Check In/Check Out.

➤ **Tier 3** – Functional Behavior Assessment, Behavior Intervention Plans and Central Clinical Team: District level Behavior Specialist, Behavior Specialist Assistant can support building level teams with recommendations, professional development and training as well as conducting Functional Behavior Assessments in order to develop individual Behavior Intervention plans. Teams who require more intensive recommendations bring student profiles and data to the Central Clinical team for analysis. Students with the most significant clinical needs may be referred to the District Clinical Day Program at Davisville Academy.

## **High School**

**Tier 1** – The high school provides a culture that supports students within the high school setting. Peer mediation, town meetings, mindfulness classes and various student groups help support students in socio -emotional issues. ➤

**Tier 2** –Individual counseling is provided through guidance, mental health staff and the SAC. The MTSS team consists of Mental Health, Special Educators, Speech/Language Pathologists, SAC, Behavior Specialists, administration, and other support staff to develop plans to meet the needs of students.

➤ **Tier 3** – Functional Behavior Plans and Central Clinical Team: District level Behavior Specialist, Behavior Specialist Assistant can support building level

		<p>teams with recommendations, professional development and training as well as conducting Functional Behavior Assessments in order to develop individual Behavior Intervention plans. Teams who require more intensive recommendations bring student profiles and data to the Central Clinical team for analysis. Students with the most significant clinical needs may be referred to the District Clinical Day Program at Davisville Academy.</p> <p><b>School Removals/Disciplinary Policies.</b> Throughout the district behavioral expectations along with disciplinary action protocols and policies are comprehensively defined in a student handbook.</p> <p><u>Documentation:</u></p>	
Result	7	<p><b>Preschool Continuum</b></p> <p>Preschoolers with disabilities are provided special education and related service (Please include the location (s) of classes and type of class such as special education integrated class, self-contained, general education with IECSE service. Also, include any community-based early childhood programs/settings that the district is providing services)</p> <p>The North Kingstown preschool program is located at Fishing Cove Elementary School. The program consists of 5 integrated preschool classrooms: 5 days per week, ½ day AM and 5 days per week, ½ day PM sessions. Each classroom consists of 1 Certified Preschool Special Educator and two Teacher Assistants for a total of 5 Certified Preschool Special educators and 10 Teacher Assistants. All five teachers and six teacher assistants participated in the RIELDS and CLASS training. The preschool program presently holds a 4-star rating with Bright Stars. The 5-star Bright Stars application was submitted in November 2017 and is pending. Each classroom has a maximum class size of 15 students with a ratio of 7 special needs students and 8 community peers. The Early Childhood Supervisor oversees the preschool program, collaborates with community preschools and daycare centers, conducts all educational evaluations, is the liaison between the public school and Early Intervention to coordinate and plan during the EI transition process, meets weekly with the Child Outreach Coordinator to review screenings, and determine referrals and is the LEA for the preschool team. Services: -Educational support, Occupational therapy, Physical therapy, and Speech/Language services are provided during the public preschool program through a co-teach model in the classroom or a pull-out model in individual or small groups. -Walk in services are provided for Speech, Occupational and Physical therapy -Speech/language services are provided through an itinerant model for preschool students with</p>	

disabilities that attend a community-based preschool program such as Head Start and private preschool programs in the North Kingstown community. The district collects early childhood outcomes data on all children with IEPs as required by the Federal Office of Special Education Programs. Teachers collect and enter authentic assessment information into an online child portfolio (Teaching Strategies GOLD). This assessment information is used to shape and individualize instruction and to demonstrate progress.

**State Performance Plan Indicator #6**

The Office of Special Education Programs (OSEP) requires districts to collect Early Childhood Environments data for all preschool children with IEPs. The EC Environments data provides a look at the preschool LRE in the district.

- A. The percent of preschool children with IEPs attending and receiving most of their special education and related services within a regular early childhood program was 70.37%%.
- B. The percent of preschool children with IEPs attending a separate special education class, separate school, or residential facility was 0.0%%

**State Performance Plan Indicator #7**

The Office of Special Education Programs (OSEP) requires districts to collect Child Outcomes data for all preschool children with IEPs.

**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); 77.8%
- Acquisition and use of knowledge and skills (including early language/communication and early literacy); 68.2% and
- Use of appropriate behaviors to meet their needs 68.8%

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

- Positive social-emotional skills (including social relationships); 77.8
- Acquisition and use of knowledge and skills (including early language/communication and early literacy); 61.5% and

		<ul style="list-style-type: none"> <li>▪ Use of appropriate behaviors to meet their needs 69.2%</li> </ul> <p><i>Documentation: Data Analysis; State Performance Plan, Interviews, Observations</i></p>	
Result	8	<p><b>Program Continuum Elementary Level</b></p> <p>There are 1659 students at the elementary level and approximately 286 have IEPs. The special education program continuum is as follows:</p> <p>NKSD has 5 elementary schools –</p> <ul style="list-style-type: none"> <li>• All schools offer inclusive services with co-taught subject area sessions and pull-out resource periods.</li> <li>• Occupational therapy, physical therapy, psychologist, speech and language offer individual and small group therapies as well as co-treatment groups</li> <li>• Leaps Program (Forest Park Elementary School) <ul style="list-style-type: none"> <li>• Services students grades K-2 and 3-5</li> <li>• Student profile includes low to very low cognitive ability, adaptive skill development</li> <li>• Students receive intensive, explicit, specialized instruction, multi- sensory approach to learning in 1:1 or small groups, as well as exposure to common core curriculum in general education setting</li> <li>• Cross grade grouping</li> <li>• Continuous, guided practice of learned skills</li> <li>• Occupational therapy, physical therapy, psychologist, speech and language offer individual and small group therapies as well as co-treatment groups</li> </ul> </li> <li>• Next Steps Program (Hamilton Elementary School) <ul style="list-style-type: none"> <li>• Services students grades K-2 and 3-5</li> <li>• Student profile includes limited cognitive ability, functional skill development, extensive communication needs, self-help skills development, physical and/or health impairments</li> <li>• Students receive intensive, explicit, specialized 1:1 instruction, ABA approach to learning</li> <li>• Continuous, guided practice of functional skills</li> <li>• Occupational therapy, physical therapy, psychologist, speech and language offer individual therapies as well as co-treatment sessions</li> </ul> </li> <li>• Specialized consultation and direct service for individual students</li> </ul>	

		<u>Documentation: Data Analysis; Interviews; Observation</u>	
Result	9	<p><b>Program Continuum Middle Level</b></p> <p>There are 835 students attending Davisville and Wickford Middle School, 110 are students with IEPs.’ The special education program continuum is as follows:</p> <ul style="list-style-type: none"> <li>• NKSD has two middle schools: Davisville Middle School and Wickford Middle School</li> </ul> <p>Both schools offer inclusive services with co-taught classes as well as resource periods.</p> <p>Occupational therapy, physical therapy, psychologist, speech and language offer individual and small group therapies as well as co-treatment groups. There is one Life Skills classroom at Davisville Middle School. This class provides an alternative curriculum for students on alternate assessment.</p> <p><u>Documentation: Data Analysis; Interviews; Observations</u></p>	
Result	10	<p><b>Program Continuum High School Level</b></p> <p>At North Kingstown High School there are approx. 1469 and 160 have IEPs. The program continuum is as follows:</p> <ul style="list-style-type: none"> <li>• resource support</li> <li>• co-taught classes</li> <li>• Success Academy which provides co-taught classes in a smaller environment and curricular supports for students working towards a high school diploma</li> <li>• life skills program focusing on students on alternate assessment and providing a life skills-based curriculum including adapted electives and transition/vocational opportunities</li> <li>• ABA focused life skills program including a life skills-based curriculum with a functional skills focus</li> <li>• Transition Academy for students with intellectual challenges (ID) and others who are in transitional activities until age 22. This is a partnership with Perspectives who provides the community-based work experiences.</li> </ul>	

		<u>Documentation</u> : Data Analysis; Interviews; Observation	
Result	11	<p><b>Adaptive Physical Education (APE)</b></p> <p>Students are referred and evaluated through the evaluation team process. IEP goals are written as needed. Students at the elementary level typically receive their services in the general physical education class. The Next Steps program has a separate APE class which includes peer pals. At the middle school, students are placed in a small group within their general physical education class at Wickford Middle School. Davisville Middle School offers a peer pal program which provides a small mixed group of peers and students in need of APE. A similar format is at the high school where "peer pals" is offered as an elective to all students and is scheduled for APE students. There are 46 students receiving APE throughout the district</p> <p><u>Documentation</u>: Data Analysis; Interviews; Observation</p>	
Result	12	<p><b>Extended School Year (ESY)</b></p> <p>Continuum of services</p> <ul style="list-style-type: none"> <li>• Preschool: Social emotional learning (SEL) and Academic</li> <li>• Walk – in Services: speech and language, occupational therapy, physical therapy, Music Therapy</li> <li>• Academic: SEL, English language arts, Writing and Math instruction</li> <li>• Specialized Programs: Students with multiple, significant disabilities, ABA instruction, Life skills programming</li> <li>• Wrap Around services: Extended services beyond ESY daily program, speech and language, occupational therapy, physical therapy</li> <li>• Community Based Vocational Experiences: Transitional services</li> </ul> <p><u>Documentation</u>: Data Analysis; Interviews</p>	

Result	13	<p><b>Local Special Education Advisory Committee (LAC)</b></p> <p>The local advisory committee meets in accordance with Rhode Island regulatory requirements. A current focus of SELAC is to increase membership, identify guest speaker topics and communication. Further, the Parents as Teachers program works with families to keep them informed and connected prior to kindergarten. SELAC partnerships with PTOs to provide parent information.</p> <p><i><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 North Kingstown public-school district’s rate of parent participation (for parents whose children have IEPs) in the annual Special Education Statewide Parent Survey (2020-2021) is 17%.</p> <p>Percent of the responding parents (with a child receiving special education services) who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities is 80%</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 NK Public Schools graduation rate is 91% for all students and 81.6% for students with disabilities. These rates approximate the state average rates of 87.3% for all students and 63.1% for students with disabilities.</p> <p>The NK Public Schools dropout rate is 5% for all students and 5.26% for students with disabilities. These rates approximate the state average rates of 7.8% for all students and 13.7% 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/ compliance	<p>1 Records of approximately 15 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>-IEP secondary invitation did not have Pre ETS information (300.320)</li> <li>-Learning disabilities determination form not aligned to Rhode Island regulatory requirements (300.307)</li> <li>-Short term objective not consistently measurable (300.320)</li> </ul> <p><i>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</i></p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p>	<p>The Rhode Island Department of Education, Office of Student, Community and Academic Supports will verify that compliance issues are addressed and rectified. This Support Plan is applicable for all compliance findings in this section.</p> <p><b>Timeline:</b> Immediately <b>Progress Check:</b> August 2023</p> <p><b><u>FOLLOW-UP FINDINGS:</u></b></p>
Result	<p>2 <b>Child Outreach Screening</b></p> <p>IDEA requires states to identify, locate, and evaluate all children with disabilities, aged birth to 21, who need of early intervention or special education services. In Rhode Island, the Child Outreach Screening Program serves as the vehicle for screening children ages 3- 5, prior to kindergarten entry. Screening serves as a first step in identifying children who may have a disability or developmental delay and require intervention.</p> <p>Child Outreach (CO) screenings are available to all North Kingstown students 3- 5 years. Screenings are conducted in community-based early childhood programs from September through June. Screenings are also available at the Child Outreach Office located at Davisville Academy by appointment year-round. Screening information is advertised in local papers and social media throughout the year.</p> <p>Last year the district screened:</p> <ul style="list-style-type: none"> <li>• 3-year-olds: 32.25%</li> </ul>	

		<ul style="list-style-type: none"> <li>• 4-year-olds: 51.42%%</li> <li>• 5-year-olds: 73.63%</li> <li>• Total 3-5-year-olds: 53.43%</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>NK Public Schools for the 2020 - 2021 year was at 100% compliance for meeting evaluation timelines for initial referrals. As of 9/27/22 to NK 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>General educators access student's accommodations via ASPEN which is the district's SIS and special education management system. ASPEN allows all students on a teacher's class list. The IEP icon provides all teachers who have students with IEPs on their class lists to access accommodations and modifications.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Document Reviews</p>	
Result	5	<p><b>Specific Learning Disabilities Determination (SLD)</b></p> <p>The district utilizes intervention data as a part of the comprehensive evaluation that determines a specific learning disability. Achievement gap and rate of educational progress is reviewed by the team and compared to same aged peers. A classroom observation is part of the process. An LDID form is utilized to support eligibility determination. NKSD has 165 (30%) students identified as SLD of all students eligible for special education under the IDEA.</p> <p><u>Documentation:</u> Interviews; Record Review</p>	

Result

6

**Due Process Information (State Performance Plan Indicators)**

Over the past three years North Kingstown has the following complaints, mediations, or hearings:

**COMPLAINTS**

**FY 2020-2021**

**# of Complaints: No complaints during this period**

**FY 2021-2022**

**# of Complaints: No complaints during this period**

**FY 2022-2023**

**# of Complaints: 1 complaint during this period**

	ISSUE(S)	RESULT
Complaint #1	LEA refusing to schedule an IEP meeting / failed to meet 10 day requirement	In-Compliance

**MEDIATIONS**

**FY 2020-2021**

**# of Mediations: No mediations during this period**

**FY 2021-2022**

**# of Mediations: 1 mediation during this period**

	ISSUE(S)	RESULT
Mediation #1	PT Service Time (decrease)	Agreement

**FY 2022-2023**

**# of Mediations: No mediations during this period**

**HEARINGS**

**FY 2020-2021**

**# of Hearings: No hearings during this period**

**FY 2021-2022**

**# of Hearings: No hearings during this period**

<b>FY 2022-2023</b> <b># of Hearings: 1 hearing during this period</b>		
	ISSUE(S)	FINDING(S)
Hearing #1	Eligibility for SPED & Evaluation for EPED	Settlement
<p><u>Documentation:</u> Data Analysis, RIDE, Due Process Data Base</p>		

### 3. IDEA TRANSITION

Indicator	Findings	Support Plan
Result	<p><b>1 Part C (Earl Intervention) to Part B Transition (State Performance Plan Indicator #12)</b></p> <p>The Office of Special Education Programs (OSEP) requires districts to collect Part C to Part B Transition data for all children transitioning to special education from Early Intervention. Indicator 12 is a compliance indicator requiring districts to have 100% of children referred from Part C Early Intervention and found eligible for special education to be in service by their 3rd birthdays.</p> <p>The district manages the transition of children from Part C Early Intervention (EI) to preschool special education by utilizing a database of all EI referrals is maintained and upcoming birthdates are monitored to ensure that meetings are scheduled in a timely manner.</p> <p>The Early Childhood Supervisor schedules initial referrals, eligibility, and IEP meetings within the required 6-month transition timeline:</p> <ul style="list-style-type: none"> <li>- 27 months / LEA notification of potentially eligible (Referral to Part B)</li> <li>- 30 months / Transition conference with LEA, EI, and parents.</li> <li>- 30-36 months / Initial referral, eligibility, and IEP (if needed) with EI, Preschool Team, and parent.</li> <li>- 36 months / FAPE and LRE begins by age 3 years or by the beginning of the school year (Summer birthdays).</li> </ul> <p>Last year's consolidated resource plan (CRP) indicated that the district achieved 100% compliance and that all children referred from Early Intervention</p>	

		<p>were found eligible for preschool special education and had IEPs developed and implemented by their 3<sup>rd</sup> birthday.</p> <p><i><u>Documentation:</u> Data Analysis; Interviews; State Performance Plan</i></p>	
Result	2	<p><b>IDEA Transition Planning at the Middle Level</b></p> <p>It has been reported that all middle school staff have received training from the Director of Pupil Personnel and the Southern Regional Transition Coordinator. The Teacher of Life Skills is part of the TLS network and the middle school special education coordinator. She has attended the transition planning at 20 the Annual RIDE Institute on transition. Middle school teachers have access to a shared folder that contains a scope and sequence of transition assessments for middle school and high school students. The team will review practices and procedures several times per year as part of their ongoing work in department meetings.</p> <p><i><u>Documentation:</u> Data Analysis; Interviews; Record Reviews</i></p>	
Result	3	<p><b>IDEA Transition Planning at the High School Level</b></p> <p>It has been reported that all special educators have had transition planning training from the Department Chair and the Secondary Special Education Coordinator. The Southern Regional Coordinator has also assisted in district professional development and MAPS training. Students in the high school have opportunities for transition classes focusing on transition skills and career awareness. Students in the Life Skills classes participate in a coordinated series of activities. Teachers have access to a scope and sequence of transition assessments. The students participate in 60 day community- based work experiences in partnership with Perspectives. This work has met some challenges this school year with Perspectives securing staff, this work will continue to help identify solutions to continue to offer community-based work experiences for students. Students 18-21 participate in the district's Transition Academy with community job placements and curriculum focused on independent living and recreational skills. Some students attended West Bay</p>	

		<p>Transition Academy or Project Search. Students transition planning is based on individual needs and assessment.</p> <p><i><u>Documentation:</u> Data Analysis; Interviews; Record Reviews</i></p>	
Result	4	<p>At the high school, the case manager is the point for referrals to the <b>Office of Rehabilitative Services (ORS)</b> and to the <b>Department of Behavioral Healthcare, Developmental Disabilities &amp; Hospitals (BHDDH)</b>.</p> <p>The district includes all case managers in the Intro to Adult Services provided by ORS and BHDDH. The local advisory committee has the same presentation as part of their SELAC meeting annually.</p> <p><i><u>Documentation:</u> Interviews; Document Review</i></p>	
Result	5	<p>The case managers facilitate <b>Summary of Performance (SOP)</b> as appropriate.</p> <p>This is completed by the case managers and submitted to the adult student or parent. Each student has a transition folder that all their transition assessment, and other transition documents are kept and are given to the student upon exit from high school. The students with Career Development Plans have a binder that includes all the documents of the Career Development Plan including work experiences which is available to the student.</p> <p><i><u>Documentation:</u> 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 North Kingstown Public Schools are 95% compliant with the requirement. This data was obtained from 2021 data from a random sample of 24 files of students.</p> <p><b>(State Performance Plan Indicator #13)</b></p> <p><i><u>Documentation:</u> Interviews; Document Review</i></p>	

Result	7	<p>92.86% 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 76.63% (<b>State Performance Plan Indicator #14</b>)</p> <p><u>Documentation:</u> Interviews; Document Review</p>	
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