



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

School Support System Report and Support Plan

**South Kingstown Public Schools
February 2023**

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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South Kingstown Public Schools School Support System Review

Record Review Team Leaders

Team A – Susan Wood, Alice Woods 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	1	<p>Least Restrictive Environment Data (State Performance Plan Indicator #5)</p> <p>Based on the FY July 1, 2020– June 30, 2021, State Performance Plan information on South Kingstown Public Schools Placement is as follows:</p> <p>The percentage of students educated 80 to 100% of the time in general education settings is 82.1% (RI District Average is 71.05%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 6.2% (RI District Average is 12.5%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 1.6% (RI District Average is 5.11%)</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	
Result	2	<p>Participation and performance of children with IEPs on statewide assessments (State performance Plan Indicator #3):</p>	

A. Participation rate for children with IEPs.

ELA 68.9%

Math 69.3%

B. Proficiency rate for children with IEPs against grade level academic achievement standards.

ELA 8.3%

Math 6.3%

C. Proficiency rate for children with IEPs against alternate academic achievement standards.

ELA xx%

Math xx% ***No Data***

D. Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards.

ELA 48.6%

Math 23.0%

Documentation: Data Analysis; State Performance Plan

Result	3	<p>Multi-Tiered System of Support (MTSS) Response to Intervention (RTI)/Academics</p> <p>District-wide our universal screener is Fast Bridge. This is the data system that is used to screen students in South Kingstown in the areas of Math and Reading. Additionally, the district at the elementary level is using Wonders for ELA and Eureka for math universal curriculum measures in student’s literacy and math skills. All general education teachers and interventionists input student data into PowerSchool for students not meeting benchmarks. Based upon their personal plans which are determined by benchmarks, teachers and interventions monitor progress and the MTSS Team convenes regularly to evaluate the effectiveness of the intervention. The MTSS Team reviews the plans to determine whether the plan needs to intensify the intervention and/or determine if a student is ready to fade or exit from the intervention.</p> <p>Elementary Level</p> <p>The elementary level is using Wonders as the ELA program and Eureka for mathematics. Additionally, Zearn is utilized by all classrooms K-4 which serves as a core complement to Eureka. The programs are high quality and evidence based per RIDE and EdReports.</p> <p>When students are not demonstrating mastery of standards the MTSS teams look closer at assessments (formative and summative) to determine the root cause. Other comparison data points are looked at as well (last screening period, etc.). The district looks at how effective the core is for subgroup populations.</p>	<p>Review and refine MTSS protocols, procedures, and practices.</p> <p>Timeline: Immediately</p> <p>Progress Check: November 2023</p> <p><u>FOLLOW-UP FINDINGS:</u></p>
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The Elementary Academic MTSS process consists of:

1. **Problem identification** - Looking at universal screener and determine if the student is high risk or some risk

2. **Conduct a problem analysis** - Look at curriculum-based assessments
 - The team is asked: *How are students performing on classroom curriculum-based assessments? Where is the gap?*
 - Based on the answers to these questions the next step may be having the Interventionist conduct a diagnostic assessment. Foundational gaps are looked at.
 - If gaps exist with standards *below* the student's current grade level, an Interventionist will begin working with the student in tandem with the classroom teacher.
 - If gaps exist within grade level standards, the classroom teacher will move forward with the plan
 - All students with literacy or mathematics IEP goal(s) have a PLP/PMP with their classroom teacher as well as the Interventionist.

3. **Plan development** - A classroom Personal Literacy or Mathematics Plan is created. Dependent on gaps (indicated above) the student may also work with an Interventionist.
 - Classroom teacher intervention goal created with Team on PowerSchool
 - Use of research-based instructional practices & materials

- Schedule created
 - Progress communicated weekly at Common Planning Time meetings
4. **Plan implementation** - Parent/guardian is notified of the plan and weekly accountability meetings (CPT) occur to monitor progress.
- Structured time (30 minutes), not during core instruction, is devoted to enrichment, specialized instruction and intervention work daily.
5. **Plan evaluation** - Data from the plan is analyzed every 6 weeks.
- Is the plan being implemented with **fidelity**?
 - Is the plan being implemented with **adequate dosage**?
 - What are the academic or behavioral **outcomes**?
 - Does the student require more **intensive** interventions?

Middle Level

At Broad Rock Middle School there is a process for Rtl for grades 5 & 6 for students exhibiting difficulty in the areas of literacy, math, and social/emotional. At Curtis Corner Middle School there is also a process for MTSS for grades 7 & 8 for students exhibiting difficulty in the same areas.

The MTSS team composed of the interventionists, school counselor, Dean, Behavioral Coach, and other mental health staff meet bi-weekly to review student response to intervention. Students are provided intervention based on a triangulation of their data - screener data, standardized test data, and in class performance. Interventions are provided flexibly through a pull out or push in

model based on the location and common needs of students during each block. There is a fixed intervention block called “Level Up” this year at grade 7 for all students to improve their math outcomes. This course runs every other day for a semester. Furthermore, data and progress monitoring days are scheduled every 4-6 weeks to review data and interventions. Teachers bring data to the meetings to document their concerns or to show progress. The Vice-Principal/Principal facilitates these meetings in which a problem-solving approach is utilized through careful data analysis. This cohort of students who receive their interventions from their classroom teacher are identified by the same metrics as those serviced by interventionists. These students tend to be between the 30th and 50th percentile nationally on our screener. Additionally, students who have recently exited intervention or have stagnated/declined are prioritized for additional classroom support in Tier 1 and 2.

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

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

High School Level

At South Kingstown High School MTSS involves monthly meetings with building administration, school counseling, interventionists, special education, and other relevant school staff. The team meets to review assessment data from the PSAT/SAT, FastBridge, Middle School RICAS, attendance, discipline, and classroom performance. The team meets to review data and evaluate the

needs of the child and connect them with appropriate school staff to intervene on their personalized needs. Students are picked up for intervention for math, reading, and/or social-emotional needs based on a triangulation of data. Student progress is evaluated at MTSS meetings based on their progress to determine next steps in their intervention. Interventionists, school counselors, mental health staff, and administration keep data on the student with personalized literacy, mathematics, and behavioral plans. Student intervention groups vary based on the time of the year. Students are serviced primarily through their Personalized Learning Time (PLT) so as to not miss instructional times or have a fixed intervention block that is longer than a researched based intervention should span, i.e., 6 to 8 weeks. Students ideally exit the intervention program after one or two intervention spans. Exit criteria are based on progress in class and on benchmark testing.

Documentation: Data Analysis; State Performance Plan

Result

4

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

It is noted that while south Kingstown has significant disproportionality the newest counts are improving, and the district does not have disproportionate representation.

Native American students with LD

Item \ Year	2018	2019	2020	2021	2022
Students with Disability	11	10	10	12	9
Total Students	83	89	83	69	65
District Risk	13.25	11.24	12.05	17.39	13.85
District Risk Ratio	5.12	4.47	4.66	5.93	3.79

and White

Learning disabilities is still under represented which certainly contributes to the high risk ratio for Native American students in comparison. The risk ratio of

South Kingstown is significantly disproportionate. Record reviews showed it was not due to inappropriate policies, practices, and procedures. Review and refine MTSS protocols, procedures, and practices.

Timeline: Immediately

Progress Check: November 2023

0.50 would need to keep moving towards 1.0 to address that under representation.

White				
2018	2019	2020	2021	2022
51	58	57	60	75
2,465	2,715	2,576	2,405	2,280
2.07	2.14	2.21	2.49	3.29
0.30	0.37	0.39	0.36	0.50

and Native American students all disabilities reported is over but with recent improvement.

	American Indian or Alaska Native				
Item \ Year	2018	2019	2020	2021	2022
Students with Disability	32	30	27	24	22
Total Students	83	89	83	69	65
District Risk	38.55	33.71	32.53	34.78	33.85
District Risk Ratio	3.86	3.81	3.12	3.32	2.87

There is a 2-year warning for Black students with OHI.

FOLLOW-UP FINDINGS:

Black or African American				
2018	2019	2020	2021	2022
**	**	**	6	8
54	61	65	59	56
7.41	4.92	7.69	10.17	14.29
3.01	1.98	2.81	3.48	4.13

District should keep an eye on Hispanic students with LD

Hispanic				
2018	2019	2020	2021	2022
12	11	10	12	16
146	159	162	159	172
8.22	6.92	6.17	7.55	9.30
3.15	2.73	2.32	2.49	2.63

Documentation: Data Analysis; State Performance Plan

Result 5 **Suspension (State Performance Plan Indicator #4a):** Significant discrepancy in the rate of suspensions (for students with IEPs) greater than 10 days as compared to the rate of suspensions (for students without IEPs)

		<p>greater than 10 days. This was not applicable for the South Kingstown Public Schools as no students with IEPs were suspended for greater than 10 days.</p> <p>State Performance Plan Indicator #4b 0% had: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.</p> <p>For indicators 4(a)(b) – Data cannot be reported because the cell size is smaller than the State’s minimum for reporting. SKSD appears to not have any discrepancy in relation to suspension data.</p> <p><i><u>Documentation:</u> Data Analysis; State Performance Plan</i></p>	
Result	6	<p><u>Multi-tiered System of Support (MTSS)/Social Emotional Supports/Social Emotional Resources/Positive Behavioral Supports</u></p> <p><u>Multi-tiered System of Support (MTSS)/Social Emotional Supports/Social Emotional Resources/Positive Behavioral Supports</u></p> <p><u>Elementary Level (Grades K-5) - See Supporting Documents Below</u></p> <p>Tier 1</p>	<p>Review and refine MTSS protocols, procedures, and practices.</p> <p>Timeline: Immediately</p> <p>Progress Check: November 2023</p> <p><u>FOLLOW-UP FINDINGS:</u></p>

	<p>Tier 1 social and emotional instruction occurs daily throughout all content areas. There is an increased emphasis on the CASEL framework at all grade level health and physical education courses. All classrooms have protected time to implement a Morning Meeting which also serves as direct instruction in this area (it is modeled after Responsive Classroom). Each elementary school implements Positive Behavior In Schools (PBIS) which is explicitly taught K-4. A matrix with expected behaviors in all areas of the building is utilized daily.</p> <p>Also, at the Tier 1 level students engage in a universal screener SABERS; additionally classroom teachers take the mySABERs. This occurs three times a year. The district looks at overarching trends and categories of students (high risk vs some risk).</p> <p>When students are not responding to Tier 1, we follow the MTSS Process (<u>outlined above in the Elementary Academic MTSS section</u>). Other school data is reviewed (suspension, attendance, referral slips) to inform decision making.</p> <p>When students are not responding to Tier 1, the MTSS Process (<u>outlined above in the Elementary Academic MTSS section</u>) is followed. Other school data is reviewed (suspension, attendance, referral slips) to inform decision making.</p> <p>Tier 2</p> <p>Students are put on Personal Behavior Plans with targeted goals at Tier 2. Structured interventions utilized are research and evidenced-based and may include, but are not limited to:</p> <ul style="list-style-type: none">- School mental health providers and/or special educators teaching full class lessons (ie. Second Step, Social Thinking, etc.)	
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	<ul style="list-style-type: none">- School mental health providers and/or special educators working with a small group (2/4 students) on targeted skills- Check in and check out systems- Behavior charts and other contingency systems <p>Progress monitoring occurs weekly at Common Planning Time meetings and is evaluated at the six week check in MTSS meeting. Plans are reviewed and changed as needed.</p> <p>Tier 3</p> <p>Once adequate data indicates the need for Tier 3 interventions, a functional behavior assessment is completed by the school's mental health personnel along with other stakeholders. A Behavior Intervention Plan (BIP) is then created that includes explicit instruction, accommodations and interventions and a method to measure the student's progress using evidenced and resource-based curricula resources as part of an Individualized Education Plan or a 504. Progress towards the plan is reported at each report card and, in addition, it is reviewed as part of behavior progress monitoring during regular MTSS meetings.</p> <p><u>Middle Level Gr 6-8</u></p> <p><u>Tier 1</u></p> <ul style="list-style-type: none">● High quality social and emotional learning instruction for all students in general classroom education● Formal Universal Screening Sabers/MySabers three times per year● Informal Screening: Links Survey measuring students' connectedness	
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	<p>to school: peer and staff relationships</p> <ul style="list-style-type: none"> ● School Wide, Culturally Responsive System of Supports: Positive Behavioral Interventions and Supports, Non-Violence Practices, Restorative Practice ● All students, prevention focus, evidence based practices ● Whole group instruction explicitly teaching evidence based practices and social emotional competencies during Advisory (Choose Love Movement, Olweus Bullying Prevention Program, Non-Violence Practices and Restorative Practice) ● Counselor Watch List ● PBIS Matrix-R.O.C.K.S. Expectations (Respectful, On Task, Cooperative, Kind, Safe) <p><u>Tier II</u></p> <ul style="list-style-type: none"> ● Students identified through universal screening meet with school counselor for check in's ● Targeted, specific interventions for students whose behavior is below benchmark for their grade and educational setting ● Small group explicit instruction based on specific skills or strategies identified by the SSIS and social emotional competencies to be delivered during core workshop and/or intervention block by classroom teacher and/or mental health staff ● Progress Monitoring Meeting Discussion and Protocols (6-8 weeks) <p><u>Tier III</u></p> <ul style="list-style-type: none"> ● Intensive, individualized interventions for students who have an 	
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insufficient response to evidence-based interventions in the first two tiers

- Small group explicit instruction based on specific skills or strategies identified by the SSIS and social emotional competencies to be delivered during core workshop and/or intervention block by classroom teacher and/or mental health staff
- Progress Monitoring Meeting Discussion and Protocols (6-8 weeks)

Evaluation and Monitoring

- Weekly meetings with school counselor, school psychologist, school nurse teacher, school social worker and administration
- Review screening data from Sabers/MySabers with interdisciplinary teams
- Review relevant data for trends/patterns to make adjustments to practice
 - Sabers/MySabers
 - Attendance
 - Discipline
 - Risk/Threat Screening
 - Links survey

High School Gr 9-12+

Tier I

- Evidenced-based academic curriculums with social and emotional instruction embedded for all students in general education classrooms based on RIDE SEL standards - increased emphasis in SEL at all grade level health and physical education courses
- March 2023 NEASC visit initial findings support how the district has successfully integrated social-emotional curriculum and interventions into our school across all tiers
- Screening: Xello and FastBridge
- Data sources for monitoring progress and measuring outcomes: Skyward and PowerSchool
- Counselor Watch List
- MTSS referral system for academic, behavioral, and social-emotional supports

Tier II

- Through MTSS, targeted, specific interventions for students whose behavior or academic needs are below benchmark for their grade and educational level
- Small group explicit instruction based on specific skills or strategies needed by the student and delivered by classroom teacher, school counselor, and/or mental health staff
- Data sources for monitoring progress and measuring outcomes: Skyward and PowerSchool
- Progress Monitoring through personalized behavior plans as needed

- All interventions are designed to assist students in improving their behaviors by providing personalized supports

Tier III

- Intensive, individualized interventions for students who have an insufficient response to evidence-based interventions in the first two tiers
- Explicit instruction based on specific skills or strategies needed by the student and delivered by classroom teacher, school counselor, and/or mental health staff
- Data sources for monitoring progress and measuring outcomes: Skyward and PowerSchool
- Progress Monitoring through personalized behavior plans as needed
- All interventions are designed to assist students in improving their behaviors by providing personalized supports

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

Documentation: Data Analysis; State Performance Plan

Result	7	<p>Preschool Continuum</p> <p>Preschoolers with disabilities are provided special education and related services. The South Kingstown Preschool program is located at Wakefield Elementary school.</p> <p>South Kingstown’s preschool program works with students to develop social and emotional skills, and Kindergarten readiness skills. Instruction for these skills are provided in an integrated, group setting in which same aged peers are used to model expectations. There are multiple 3 and 4-year-old integrated classrooms made up of students requiring special education instruction and community peer models running in half day sessions. There is one 4-year-old general education class. The itinerant model coupled with the integrated program is used at the school. The classes are staffed with a teacher certified in Special Education and Early Childhood Education, as well as a teacher assistant. Speech and Language supports as well as Occupational Therapy and Physical Therapy supports are provided to students with identified needs for classroom students or as a walk-in student. Walk-in students are children who receive therapy services based on their IEP who come in only for specific services.</p> <p>The district collects early childhood outcomes data on all children with IEPs as required by the federal Office of Special Education Programs. Teachers collect and enter authentic assessment information into an online child portfolio. This assessment information is used to shape and individualize instruction and to demonstrate progress. The Early Childhood Coordinator is responsible for coordinating, overseeing, implementing progress, procedures, reviewing data, and monitoring the effectiveness of the program as well as the fidelity of the instruction and data collection.</p>	
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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 the majority of their special education and related services within a regular early childhood program was 46.4%.

- 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:

		<ul style="list-style-type: none"> ▪ Positive social-emotional skills (including social relationships); 72.7% ▪ Acquisition and use of knowledge and skills (including early language/communication and early literacy); 72.7% and ▪ Use of appropriate behaviors to meet their needs 66.7% <p>Statement 2. The percentage of preschool children who were functioning within age expectations in by the time they exited the program:</p> <ul style="list-style-type: none"> ▪ Positive social-emotional skills (including social relationships); 30.8% ▪ Acquisition and use of knowledge and skills (including early language/communication and early literacy); 66.7% and ▪ Use of appropriate behaviors to meet their needs 46.2% <p><i>Documentation: Data Analysis; State Performance Plan, Interviews, Observations</i></p>	
Result	8	<p>Program Continuum Elementary Level</p> <p>There are 799 students at the elementary level and approximately 128 have IEPs. The special education program continuum is as follows:</p> <p>Resource- Students receive their core instruction (reading, writing, and mathematics) in the general education setting. Service for resource students</p>	

ranges from pull out services in a small group setting to push in instruction in the general education setting.

AIM – Behavior The students access the AIM for social emotional instruction, behavioral reminders, and crisis interventions. When students demonstrate behaviors preventing them from accessing their education in the general education setting, the work is provided to them by the special education teacher in the AIM.

Bridge/Life Skills – Academic Students in this program receive intensive supports and intensive specialized instruction per their IEP in a small class setting. Students are in the intensive classroom for reading, writing, mathematics and related service instruction and included with grade level peers for all other educational activities. Students may be alternately assessed.

The majority of IEP students receive their core instruction (reading, writing, and mathematics) in the general education setting. The continuum of services for all other students ranges from pull out services in a small group setting for therapies, or explicit instruction in goal areas to push in instruction in the general education setting.

Intervention blocks are available to all students at the elementary level and the majority of students receiving special education instruction still have services provided through the reading specialist and the math interventionist if needed.

Related services are provided on an as needed basis.

Documentation: Data Analysis; Interviews; Observation

Result	9	<p>Program Continuum Middle Level</p> <p>There are 787 students attending Middle School, 97 are students with IEPs.’ The special education program continuum is as follows:</p> <p>Co-teaching - The Middle School level offers co-taught classes in which the special education teacher provides the instruction per the IEP in the general education class while sharing the responsibilities of delivering the curriculum and meeting the needs of all students. Co-teaching takes place in ELA and Math.</p> <p>AIM – Behavior The students access the AIM for social emotional instruction, behavioral reminders, and crisis interventions. When students demonstrate behaviors preventing them from accessing their education in the general education setting, the work is provided to them by the special education teacher in the AIM.</p> <p>Life Skills – Academic (Alternate Assessment) Students in this program receive intensive supports and intensive specialized instruction per their IEP in a small class setting. Students are in the intensive classroom for reading, writing, mathematics and related service instruction and included with grade level peers for all other educational activities.</p> <p>The majority of IEP students receive their core instruction (reading, writing, and mathematics) in the general education setting. The continuum of services for all other students ranges from pull out services in a small group setting for therapies, or explicit instruction in goal areas to push in instruction in the general education setting.</p> <p>Related services are provided on an as needed basis.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Observations</p>	:
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Result	10	<p>Program Continuum High School Level</p> <p>At South Kingstown High School there are approximately 804 and 88 have IEPs. The program continuum is as follows:</p> <p>Co-teaching - The high school offers co-taught classes in which the special education teacher provides the instruction per the IEP in the general education class while sharing the responsibilities of delivering the curriculum and meeting the needs of all students. Co-teaching takes place in ELA, Science, and History classes. In Mathematics co-teaching takes place during the math workshop class where the focus is on closing skill deficits.</p> <p>Skills development - is based on the IEP team decision for students that need explicit instruction in reading, writing, math, executive functioning or transition in a small group setting.</p> <p>AIM – Behavior The students access the AIM for social emotional instruction, behavioral reminders, and crisis interventions. When students demonstrate behaviors preventing them from accessing their education in the general education setting, the work is provided to them by the special education teacher in the AIM.</p> <p>Life Skills – Alternate Assessment This is a program for students with intensive needs. Students in this program are alternately assessed. Students access both special education and general education settings in this program (based on student needs). Students participate in running the Rebel Cafe. Students access the community for career exploration. There is also a peer breakfast group run during another advisory. A job coach also provides career</p>	
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		<p>exploration/work readiness skills in the school setting for students in this program.</p> <p>Transition - The Transition Academy is for students that are between the ages of 18 and 22 and still need to work on transitional skills. While at the TA students work on transportation, work-readiness, career exploration, self-advocacy and independent living skills. Students work in the community as part of their work readiness preparation and consent decree requirements. The program is staffed with one special education teacher, two job coaches.</p> <p>Related services are provided on an as needed basis.</p> <p><u>Documentation:</u> <i>Data Analysis; Interviews; Record Reviews</i></p>	
Result	11	<p>Adapted Physical Education (APE)</p> <p>At the elementary level Adapted Physical Education is provided depending on student need.</p> <p>At the middle level Adapted Physical Education is provided either with one in the general education setting and one in a small group setting, or both in the small group setting based on the same schedule as their general education peers.</p>	

		<p>At the high school level Adapted Physical Education is provided 4 days per week for two quarters.</p> <p><u>Documentation:</u> <i>Data Analysis; Interviews</i></p>	
Result	12	<p>Extended School Year (ESY)</p> <p>Extended School year is offered in the district per the IEP. Students who have Career Development Plans (CDPs) have the ability to attend ESY for job exploration services. ESY is held at two locations with pre-school and elementary in one building, and middle and high school in another building. Students can attend ESY for walk in services once per week to four days per week depending on individual student need. Programs run for 4 and 5 weeks. All services are determined by the IEP team based on data and progress toward IEP goals.</p> <p><u>Documentation:</u> <i>Data Analysis; Record Reviews, Interviews</i></p>	
Result	13	<p>Local Special Education Advisory Committee (LAC)</p> <p>North Kingstown facilitates the Local Advisory Committee in accordance with Rhode Island regulatory requirements.</p> <p><u>Documentation:</u> <i>Data Analysis; Interviews</i></p>	

Result	14	<p>School Efforts to Partner with Parents (State Performance Plan Indicator #8)</p> <p>The South 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 73%</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 53%</p> <p><u>Documentation:</u> <i>Data Analysis; State Performance Plan</i></p>	
Result	16	<p>Drop Out / Graduation Rate (State Performance Plan Indicator #1 and #2)</p> <p>The South Kingstown Public Schools graduation rate is 93.3% for students with disabilities. These rates are higher than the state average of 84.97% for students with disabilities.</p> <p>The South Kingstown Public Schools dropout rate is 0.0% for students with disabilities. These rates are lower than the state average rates of 4.3% for students with disabilities.</p> <p><u>Documentation:</u> <i>Data Analysis; State Performance Plan</i></p>	

2. EVALUATION / INDIVIDUAL EDUCATION PROGRAM (IEP)

Indicator	Findings	Support Plan
Result	<p>1</p> <p>Records of approximately 13 students were reviewed prior to the on-site review by the team leaders. Students' records were very accessible. The record review process identified by following:</p> <ul style="list-style-type: none"> - Annual goals not consistently measurable (§300.320) - Supplementary services - checked that they are provided in general education and "other" but all services are in the general education setting (§300.320) - Progress notes not consistently seen in files (§300.320) - Annual goals did not consistently include measurable criteria (§300.320) - Measurable short-term objectives do not indicate a clear timeframe (§300.320) <p><i>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</i></p> <p><u>Documentation:</u> Data Analysis; Interviews</p>	<p>Timely verification will be provided to the Rhode Island Department of Education, Office of Student, Community and Academic Supports, that compliance issues are addressed and rectified. This Support Plan is applicable for all compliance findings in this section.</p> <p>Timeline: Immediately</p> <p>Progress Check: November 2023</p> <p><u>FOLLOW-UP FINDINGS:</u></p>
Result	<p>2</p> <p>Child Outreach Screening</p> <p>IDEA requires states to identify, locate, and evaluate all children with disabilities, aged birth to 21, who are in need of early intervention or special</p>	

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.

South Kingstown's child outreach screenings are available in a range of community-based early childhood programs and by appointment September through June.

The child outreach coordinator oversees the staff for the screening process throughout the district. The coordinator provides families with results and feedback in regards to the screening results and provides families with community resources and an overview of the process for referrals should the child not achieve age expected results on areas within the screening or if the parent/guardian expresses developmental. The coordinator initiates the referral process with the district's Preschool Team and reviews screening data as part of the referral process. Screening results are submitted to the KidsNet database system.

Last year the district screened:

- 3-year-olds: 24.48%
- 4-year-olds: 68.25%
- 5-year-olds: 75%
- Total 3-5-year-olds: 56.11%

Documentation: State Performance Plan; Data Interviews, Data Analysis

Result	3	<p>Child Find (State Performance Plan Indicator #11)</p> <p>South Kingstown Public Schools for the 2020 - 2021 year was at 100% compliance for meeting evaluation timelines for initial referrals. As of 9/1/22 to 2/1/23 South Kingstown Public Schools was thus far at 100% compliance for meeting evaluation timelines for initial referrals.</p> <p><i><u>Documentation:</u> State Performance Plan Data, Data Analysis</i></p>	
Result	4	<p>Student Accommodations and Modifications</p> <p>Throughout the district special education case managers provide individual student's accommodations to their general education teachers.</p> <p><i><u>Documentation:</u> Data Analysis; Interviews; Document Reviews</i></p>	
Result	5	<p>Specific Learning Disabilities Determination (SLD)</p> <p>IDEA regulatory requirements for specific learning disability identification is followed at all levels. General Education teachers bring data to the meetings where eligibility is being discussed so that the team can review the student's response to research-based interventions and instructional strategies provided. The basis for determining learning disabilities is reviewed at all eligibility</p>	

		<p>meetings in which the team is considering a disability in this area with all members of the team.</p> <p><i><u>Documentation:</u> Data Analysis; Interviews; Record Review</i></p>							
Result	6	<p>Due Process Information (State Performance Plan Indicators)</p> <p>Over the past three years South Kingstown has the following complaints, mediations, and/or hearings:</p> <p style="text-align: center;"><u>COMPLAINTS</u></p> <p><u>FY 2020-2021</u></p> <p><u># of Complaints:</u> No complaints during this period</p> <p><u>FY 2021-2022</u></p> <p><u># of Complaints:</u> No complaints during this period</p> <p><u>FY 2022-2023</u></p> <p><u># of Complaints:</u> No complaints during this period</p> <p style="text-align: center;"><u>MEDIATIONS</u></p> <p><u>FY 2020-2021</u></p> <p><u># of Mediations:</u> 3 mediations during this period</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;"></th> <th style="width: 35%;">ISSUE(S)</th> <th style="width: 35%;">RESULT</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>		ISSUE(S)	RESULT				<p>Dispute resolution personnel will continue to verify all dispute resolution correction of noncompliance.</p>
	ISSUE(S)	RESULT							

Mediation #1	IEP Services / Supports	Parties never met
Mediation #2	Homebound Instruction / Support Services	Agreement
Mediation #3	Discharged from IEP Transition Services through SK	Agreement

FY 2021-2022

of Mediations: No mediations during this period

FY 2022-2023

of Mediations: 2 mediations during this period

	ISSUE(S)	RESULT
Mediation #1	Family requested special services and remedial instruction to assist with student's learning. Proper supports not being provided for students learning disability.	Declined (parents declined at this time)
Mediation #2	Student's' education plan and placement changed without prior notice and does not agree. School failed to provide proper documentation to parent.	In process/pending

<u>HEARINGS</u>		
<p><u>FY 2020-2021</u></p> <p><u># of Hearings:</u> No hearings during this period</p>		
<p><u>FY 2021-2022</u></p> <p><u># of Hearings:</u> 1 hearing during this period</p>		
	ISSUE(S)	FINDING(S)
Hearing #1	Placement	Withdrawn
<p><u>FY 2022-2023</u></p> <p><u># of Hearings:</u> No hearings during this period</p>		
<p><u>Documentation:</u> <i>Data Analysis, RIDE, Due Process Data Base</i></p>		

3. IDEA TRANSITION

Indicator		Findings	Support Plan
Result	1	<p>Part C (Earl Intervention) to Part B Transition (State Performance Plan Indicator #12)</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</p>	

		<p>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. 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>Last year's consolidated resource plan (CRP) indicated that the district achieved 100% compliance.</p> <p><i><u>Documentation:</u> Data Analysis; Interviews; State Performance Plan</i></p>	
Result	2	<p>IDEA Transition Planning at the Middle Level</p> <p>At the Middle School level information for transition is gathered through interest inventories and vocational assessments. Harrington O'Shea, Ten Sigma and a student interview are conducted on all students who turn 14 within the timeframe of the IEP. Starting in the 5th grade students participate in their IEP meeting for various lengths of time depending on the student and family comfort level.</p> <p>Career Development Plans and MAPS are completed on all students that are participating in the Alternate Assessment. The required work experiences for students with CDPs are completed as part of ESY.</p> <p><i><u>Documentation:</u> Data Analysis; Interviews; Record Reviews</i></p>	

Result	3	<p>IDEA Transition Planning at the High School Level</p> <p>At the high school all students in a skills class, ALP, or intensive needs program have explicit direct instruction on transition. There is a scope and sequence of vocational assessments and transition related activities for each grade level.</p> <p>Career Development Plans and MAPS are completed on all students that are participating in the Alternate Assessment. The required work experiences for students with CDPs are completed as part of ESY and when/if they attend the ITA.</p> <p><u>Documentation:</u> <i>Data Analysis; Interviews; Record Reviews</i></p>	
Result	4	<p>At the high school, the case manager is the point for referrals to the Office of Rehabilitative Services (ORS) and to the Department of Behavioral Healthcare, Developmental Disabilities & Hospitals (BHDDH).</p> <p><u>Documentation:</u> <i>Interviews; Document Review, data Analysis</i></p>	
Result	5	<p>The case managers facilitate Summary of Performance (SOP) as appropriate.</p> <p><u>Documentation:</u> <i>Interviews; Document Review, Data Analysis</i></p>	

Result	6	<p>Youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, and transition services. The South Kingstown Public Schools are 100% compliant with the requirements. (State Performance Plan Indicator #13)</p> <p><i><u>Documentation:</u> Interviews; Document Review, Data Analysis</i></p>	
Result	7	<p>90% 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 78% (State Performance Plan Indicator #14)</p> <p><i><u>Documentation:</u> Interviews; Document Review, Data Analysis</i></p>	