

**Rhode Island Department of Education
Office For Diverse Learners**

**School Support System Report and Support Plan for the
North Kingstown School Department
May 23, 2008**

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 whether 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 with 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 LEA annual 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 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 four categories, from School Improvement/Family Engagement to Free Appropriate Public Education in the Least Restrictive Environment. The documentation section of the report distinguishes the source of each finding. The support plan reflects the response to the described findings. The support plan describes the corrective action required by the district as well as resources and time lines to improve programs and services.

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North Kingstown School Department
School Support System Review
May 23, 2008

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1. SCHOOL IMPROVEMENT / FAMILY ENGAGEMENT

Indicator		Findings	Documentation	Support Plan	Follow-up Findings																											
Overview																																
Performance	1	<p>Nine high performing schools comprise the North Kingstown School Department. This includes four elementary schools for children from kindergarten through Grade 3 including one that houses all preschool programs; two elementary schools serving Grades 4 and 5; two middle schools serving Grades 6 through 8; and one district high school. The high school is designated a Regents' Commended High School and is one of only seven high schools nationally to be designated as a Recognized American School Counselors Association Model Program (RAMP). It also serves as high school for Jamestown students.</p>	<p>District Presentation</p> <p>Document Review</p> <p>Observation</p>																													
Performance	2	<p>Performance of North Kingstown students receiving special education services in comparison to students not receiving special education services reveals significant gaps in achievement.</p> <p>Student performance on the New England Common Assessment Program (NECAP) in Fall of 2007 yielded the following percentages of students in each group whose performance was at levels proficient or proficient with distinction:</p> <table border="1" data-bbox="369 1097 1161 1385"> <thead> <tr> <th>NK Students:</th> <th>w/IEPs</th> <th>w/out IEPs</th> </tr> </thead> <tbody> <tr> <td>Grade 3 Reading</td> <td>45%</td> <td>90%</td> </tr> <tr> <td>Grade 3 Math</td> <td>50%</td> <td>90%</td> </tr> <tr> <td>Grade 5 Reading</td> <td>46%</td> <td>89%</td> </tr> <tr> <td>Grade 5 Math</td> <td>34%</td> <td>84%</td> </tr> <tr> <td>Grade 8 Reading</td> <td>33%</td> <td>84%</td> </tr> <tr> <td>Grade 8 Math</td> <td>16%</td> <td>72%</td> </tr> <tr> <td>Grade 11 Reading</td> <td>41%</td> <td>90%</td> </tr> <tr> <td>Grade 11 Math</td> <td>8%</td> <td>49%</td> </tr> </tbody> </table>	NK Students:	w/IEPs	w/out IEPs	Grade 3 Reading	45%	90%	Grade 3 Math	50%	90%	Grade 5 Reading	46%	89%	Grade 5 Math	34%	84%	Grade 8 Reading	33%	84%	Grade 8 Math	16%	72%	Grade 11 Reading	41%	90%	Grade 11 Math	8%	49%	<p>District Presentation</p> <p>Document Review</p> <p>RIDE website: NECAP Results, Testing Year 2007-2008</p>	<p>The district is committed to developing and implementing a professional development sequence that addresses differentiated instruction. In addition, central office will review other contributing factors to this issue and address those as appropriate.</p> <p>Timeline: Ongoing. Progress check: June 2009</p>	<p>District implemented professional development to address issues related to scores on the NECAP. The district implemented NWEA testing in grade 2-9 to identify student issues early in the year. Through this process, we discovered students at low risk receiving</p>
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		<p>Gaps in reading performance between these two groups in North Kingstown at Grade 3 are greater than the gaps found statewide, and reduce slightly at Grades 5, 8 and 11 to reflect gaps comparable to those found statewide.</p> <p>Gaps in math performance of students with disabilities in North Kingstown are notably greater than average gaps found between these two groups statewide.</p>			<p>many services and students at high risk receiving little to none. This was brought to the teams to review and reassess students currently on IEPs and to make sure the PLP system was implemented equitably.</p>
Performance	3	<p>The district strategic plan is aligned to the seven strategies for improving student achievement promoted by the Rhode Island Department of Education. Projected district activities, expectations, and evaluation plans are aligned with the following district strategies and goals:</p> <p><u>Strategy 1:</u> Leading the Focus on Learning and Achievement</p> <p>Goal 1.1: Every student is held to high expectations in every program in every school.</p> <p>Goal 1.2: By 2114, all students will be achieving at the standards set by Rhode Island according to NCLB requirements on the NECAP Assessment.</p> <p>Goal 1.3: By 2009, all high school students will successfully complete the Electronic Portfolio and Senior Exhibition Project.</p> <p><u>Strategy 2:</u> Ensuring Equity and Adequacy of Fiscal and Human Resources</p> <p>Goal 2.1: Resource decisions are made to support the objectives in the strategic plan and to maintain current programs and infrastructure.</p> <p>Goal 2.2: Insure adequate human resources are available to</p>	<p>District Presentation Document Review Faculty Interview</p>		

	<p>respond to the mandate of NCLB and success of all students.</p> <p><u>Strategy 3:</u> Guiding the Selection/Implementation of Curriculum, Instruction, and Assessment</p> <p>Goal 3.1: All students are empowered to reach their full potential.</p> <p>Goal 3.2: Processes / infrastructures are in place to help teachers recognize and accommodate different learning styles through individualized assessment and differentiated instruction.</p> <p><u>Strategy 4:</u> Recruiting, Supporting, and Retaining Highly Effective Staff</p> <p>Goal 4.1: All teachers will receive appropriate professional development that increases their instructional capacities to improve student achievement.</p> <p>Goal 4.2: Continue to monitor procedures to insure that school improvement plans are aligned with the District Strategic Plan and inform the professional development of teachers.</p> <p><u>Strategy 5:</u> Using Information for Planning and Accountability</p> <p>Goal 5.1: Timely and appropriate data from identified sources and systems are used as a basis for all decisions.</p> <p><u>Strategy 6:</u> Engaging Families and the Community</p> <p>Goal 6.1: Involve parents meaningfully in their children's education to improve student outcomes.</p> <p>Goal 6.2: The public is well-informed about and supportive of the North Kingstown School System.</p> <p>Goal 6.3: There are effective communications between the schools and their constituencies.</p> <p><u>Strategy 7:</u> Ensuring a Safe and Supportive Environment for Students.</p> <p>Goal 7.1: Ensure that there are sufficient human resources and adequate physical infrastructure in all schools to support a safe and orderly learning environment.</p>			
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		Goal 7.2: Continue with process to develop standardization of programs and facilities throughout the system.			
		Leadership			
Performance	4	In the last two years, the North Kingstown School Department has experienced several shifts among district level administrators, including several successive turnovers in the Director of Pupil Personnel position. The Superintendent has been on board for eight months. A posting for the Director of Pupil Personnel is currently active, with the school department seeking to fill this position with a full time, permanent administrator, as well as a full-time Assistant Director of Pupil Personnel Services.	District Presentation Document Review Faculty Interview		
		School Improvement			
Performance	5	<p>Elementary Level: School improvement planning varies among the elementary schools. School improvement teams range from inactive to active, with active teams convening regularly throughout the year. Most active teams include at least one parent and both general and special educators. School improvement plans range from being current and annually updated, to reflecting a plan carried over from prior years.</p> <p>Secondary Level: The Davisville Middle School and high school convene active school improvement teams and have in place current school improvement plans. School improvement goals reflect areas such as school climate and student learning. For example, at Davisville Middle School, goals include improving student proficiency in numeracy and literacy and fostering learning environments that reflect respect, cooperation, belongingness, and leadership among students, staff, parents, and the community.</p> <p>The high school's plan includes the goal of reviewing the processes and protocols associated with the special education process.</p>	District Presentation Document Review Faculty Interview		

		School level leaders are looking to align school improvement planning with the anticipated district level strategic plan as approved by the school committee.			
		Professional Development			
Performance	6	<p>North Kingstown faculty participates in a variety of professional development activities generally aligned with the district or school plans. Responsibility for associated costs has recently shifted from school district reimbursement to individual faculty responsibility, with the district sometimes releasing staff during the day or offering after-school in-service sessions.</p> <p>Many North Kingstown faculty, particularly at the elementary level, benefit daily from ongoing, job-embedded professional development through co-teaching and consultation with general and special education colleagues, literacy coaches, reading teachers, and other specialists, particularly when common planning time is scheduled and utilized.</p> <p>At Davisville Middle School, professional development is aligned with the school improvement plan, job-embedded, and often facilitated through faculty meetings.</p> <p>Currently, there are no district wide opportunities for resource teachers, special class teachers, or related services personnel to convene for job-alike professional and program development or in-service learning specific to specialized job skills.</p> <p>A recent district wide in-service session focused on new special education regulations and offering opportunity for discussion was cited by faculty as a very helpful step toward updating special educators and related service personnel.</p>	District Presentation Document Review Faculty Interview		
Performance	7	<p>North Kingstown faculty indicate a need or interest in the following professional development topics/areas:</p> <ul style="list-style-type: none"> o Differentiated instruction/classroom strategies to support a wide range of learners in the general education classroom o Consistent systems for implementing practices in Response to Intervention (RTI) 	District Presentation Document Review Faculty Interview	Central administrators have compiled a plan for professional development activities that cover a myriad of these topics. This has been sent out to	District provided many professional development opportunities in addition to

		<ul style="list-style-type: none"> o Positive, effective classroom strategies for teaching organizational, social, and/or behavioral skills o How to conduct individualized Functional Behavioral Assessment (FBA) and how to use FBA results to design behavioral support strategies o Consistent, school wide systems for positive behavioral support to students o Discipline-specific tools and methodologies for therapists and special educators to support specially designed instruction to address unique learning needs o District wide opportunities for job-alike groups, such as special educators, co-teachers, and therapists, to meet for professional exchanges, support, and stay up-to-date regarding latest methodologies and tools o Role, responsibility, and supervision of paraprofessionals supporting students within the general education classrooms and those assigned solely to individual students; how to support instruction while maximizing students' interactions with peers, teachers, and the curriculum 	Observation	<p>teachers and will commence in the 2008-2009 school year.</p> <p>Timeline: Ongoing</p>	those outlined in the brochure
		Use of student assessment and performance data to inform instruction/Common planning			
Performance	8	Regularly scheduled opportunities for elementary grade level teachers to meet, look at student learning, and collaboratively plan instruction to meet student needs is in place in some elementary schools, where the principal has worked with faculty to strategically schedule special subject periods. The faculty frequently supplements common planning time with additional, informal consultations before/after school and within the school day regarding shared instructional strategies. It was observed that in the instances where teachers have available and elect to utilize common planning opportunities, general education classes benefit from greater capacity to differentiate instruction for a wider range of learners, including students with disabilities, and faculty have developed flexible co-teaching and grouping arrangements to intensify instruction. It was also observed that the dialogue in co-teaching and co-planning arrangements focused on the use of student work and student	Faculty Interview Observation		

		performance data to drive instructional strategies.			
Performance	9	<p>At Davisville Middle School, a daily 45-minute time block has been scheduled to enable grade level teams to meet daily for common planning time. The use of this time is variable among teams, and often falls to parent conferences. In some instances, some teams have attempted to initiate review and analysis of student work and assessment data to inform instruction across the content areas.</p> <p>Personal Literacy Plans (PLPs) are implemented for students reading below grade level, with the Jamestown Reading Program supporting instruction for students with more significant reading delays (Students in “Tier 3”). Students’ literacy teachers (of record) provide reading instruction to support students’ progress in PLPs, with some reporting the need for clarification defining reading tiers and corresponding instructional strategies. Students in Tier 3 receive PLP-targeted instruction 2-3 times weekly.</p>	Faculty Interview Observation		
Performance	10	At the high school, common planning time occurs as needed. Topics considered during common planning time have included looking at student work, portfolio systems, and other focus areas.	Faculty Interview		
		Instructional Strategies			
Performance	11	The elementary schools reflect a standards-based learning environment that actively engages students in a variety of thematic projects and cooperative groupings. Curricular expectations and rubrics as well as student work is posted and visible. Several teachers and therapists teach collaboratively to support differentiated instruction and functional groupings for students. There are also a range of opportunities that encourage students to integrate and apply learning in extracurricular projects and performances.	Faculty Interview Observation		
Performance	12	At the middle level (Davisville Middle School), there is evidence of teacher facilitated student-centered instruction, modeling, cooperative learning, student problem solving, posted student	Faculty Interview Observation		

		work and student performance data, independent self-selected reading, and journal writing.			
Performance	13	At the high school, incoming freshmen, as of 2008, will participate in the Success Academy, replacing General level classes with the goal of moving toward College Level classes. Placement criteria in the Success Academy are outlined via the guidance office and include review of a variety of assessments (NECAP, reading scores, etc.). There will be two teams of teachers with common planning time, with a special education teacher assigned to the Academy. Students not in the Success Academy will engage in College Prep, honor, and Advanced Placement classes.	Faculty Interview		
		Teacher Support Team/ Response to Intervention (RTI) practice			
Performance	14	<p>The elementary and middle schools (Davisville Middle School) vary in their implementation of a structured problem-solving process for teachers to obtain systematic assistance from colleagues in planning, implementing, and evaluating classroom interventions to address individual students' learning or behavioral challenges.</p> <p>The Teacher Support Team structure has shifted to the use of Response to Intervention (RTI) teams to attempt to promote the practice of implementing research-based classroom interventions for struggling learners, collecting ongoing data to assess a student's response to intervention (RTI), and using that data to adjust intervention strategies.</p> <p>Although faculty are aware of the notion of an RTI team, there is confusion among faculty regarding the purpose, protocols, and application of RTI practices, with some citing it as a step required prior to special education referral.</p> <p>At the elementary level, there are several instances where faculty members are finding the process effective in building general education classrooms' capacity to differentiate instruction to meet the needs of struggling students. Some</p>	District Presentation Document Review Record Review Faculty Interview		

		<p>teachers indicate that RTI has been effective in addressing students' learning needs such that referral for special education services was not needed.</p> <p>With very little familiarity with the use of functional behavioral assessment to inform positive behavioral support practices, the use of the RTI process has been primarily limited to addressing academic challenges.</p> <p>Several principals and faculty members have participated in RTI professional development sessions -- some cases, school-wide--and clear written protocols are evidenced in some schools. Follow-up and implementation of these protocols differs somewhat within schools and from school to school and are not yet consistently applied.</p>			
Performance/ Compliance	15	<p>At the high school, a Care Team comprised of social workers, guidance counselors, and assistant principal, meets periodically to review students at risk and determine how to address those students' needs. Any intervention attempts are facilitated through this group; however, teachers reported very limited RTI initiatives occurring at the high school. There is no Response to Intervention/Teacher Support Team (TST) at the high school.</p>	Faculty Interview	<p>The high school administration in conjunction with central office administrators will develop a plan and implement a RTI team at the high school.</p> <p>Timeline: Immediately and ongoing. Progress check: January 2009.</p>	<p>District has implemented RTI across the district. There is a team in place; however, there have been very few referrals this school year.</p>
		<p>Social Emotional Learning/Positive Behavioral Interventions and Supports</p>			
Performance	16	<p>At the elementary level, approaches to supporting students' emotional, social, and behavioral learning are determined by each school. Schools visited have school-wide frameworks for expressing expectations and have school-wide recognition practices in place to encourage positive social behavior.</p> <p>Within the elementary schools, strategies for promoting positive behavior are unique to each teacher and classroom. Most</p>	<p>Faculty Interview Parent Interview Observation</p>		

		<p>classrooms post classroom rules, with positive rules prevailing but some ‘don’ts’ on the lists. Teachers utilize various forms of reinforcements, usually of a token nature, such as stickers, points to trade in, or small notes of recognition, and sometimes of a social nature such as commenting on or rewarding positive efforts. Several teachers have effective incentives such as earning preferred activities or time reading to or helping younger peers.</p> <p>Although there is some outside consultation regarding behavioral management, and faculty in one school had some professional development with the RI College initiative, Positive Behavior Intervention and Supports (PBIS), implementation of behavioral supports within each school is somewhat inconsistent and dependent on individual principals and teacher understanding and commitment.</p> <p>Elementary schools benefit from guidance counselors, school social workers, and school psychologists assigned to the schools for a small portion of the week and carrying a number of responsibilities in the district. The role of these staff is not clearly defined within the district and is not primarily focused on service delivery to students and families.</p>			
Performance	17	<p>At Davisville Elementary School, there is a commitment to added supports to students who may come to school with fewer resources, added stressors, or a need for breakfast or time to calm and regroup before tackling the learning process. Currently, a Planning Room staffed by a full-time faculty member with behavioral support skills serves as a hub for students who need extra support to succeed. The teacher is highly mobile throughout the school, collaborating with teachers, building student-to-student relationships on the playground, teaching social skills, and helping individual students to collect themselves. Although the program is loosely defined, this support is available to students with and without disabilities with the “Room 20” teacher perceived by students as a contact person for everyone.</p>	Faculty Interview Observation		

Performance	18	<p>At the secondary level (Davisville Middle School and the high school), a number of strategies are used to support students' emotional, social, and behavioral learning is evidenced. Some examples include:</p> <ul style="list-style-type: none"> o Advisory periods o Peer Leadership Team (Davisville Middle School) o In-class instruction addressing study skills, diversity, and sensitivity training, provided by school counselors and embedded by teachers during everyday instruction. o Support and intervention from other staff such as the school social worker, school resource officer, and onsite Truancy Court. It is noted that the broad assignments and responsibilities assigned to the school social worker limit her availability for social, emotional, and behavioral support to students. 	Faculty Interview Observation		
		Partnerships			
Performance	19	<p>Community and business partnerships at the elementary level are variable, ranging from limited outside partnerships to very active partnerships with colleges, businesses, and community members. Some schools benefit from 21st Century grant funds obtained by the district to support before or after school learning and extracurricular opportunities for students, such as the Before-School Homework Club at Quidnessett Elementary School. The district provides the additional transportation needed to enable students to participate in these opportunities, with participants including students with and without disabilities. Several faculty members also support students in these activities before and after school, to boost social growth and learning.</p>	Faculty Interview Observations		
Performance	20	<p>The secondary level has number of extra curricular and after school programs and activities are in place, such as Art, Theater, Dance, Youth to Youth, Yearbook, Wrestling and International Clubs, as well as Student Council and intramural sports, and cheerleading. Students with and without disabilities participate in extracurricular and extended school day activities, and the district provides the additional transportation needed to</p>			

		<p>support student participation.</p> <p>Davisville Middle School students also benefit from additional support provided through Child Opportunity Zone initiatives that enhance after-school programs.</p>			
		Family Engagement			
Performance	21	<p>North Kingstown families, from the time of their child's birth, have available family-centered education and supports through the North Kingstown Child Opportunity Zone (COZ). The North Kingstown COZ, funded through a variety of local, state, and federal sources, provides family-centered supports and educational programs for families and their children from birth through age five and their families. Many preschool children with disabilities benefit from support provided by the COZ, which offers opportunities and resources such as:</p> <ul style="list-style-type: none"> o Parents as Teachers (PAT) o Home visits to each child entering kindergarten o Activities & Workshops for Dads & kids o Creative Art Night o Child Outreach Screenings o Many other Family Events 	<p>District Presentation Document Review Faculty Interview Parent Interview</p>		
Performance/ Compliance	22	<p>Consistent with requirements of the Regents Regulations Governing the Education of Children with Disabilities, a district level Special Education Local Advisory Committee (SELAC) is active. The membership is comprised of ten voting members and a majority of parents of students with disabilities, as required. Teachers, community members, and school level administration are represented with a member on the committee. District level administrative participation and support have been sporadic with the multiple changes in district administrators.</p> <p>The North Kingstown SELAC convenes approximately monthly throughout the school year and informs the School Committee of its activities and advisories through an end of year report presented in June. The SELAC's priorities for the current school year included revising its by laws; revising and</p>	<p>Parent Interview Document Review Faculty Interview</p>	<p>The Director of Pupil Personnel and/or the Assistant Director of Pupil Personnel Services will work in conjunction with the SEAC to develop a positive working relationship and ongoing support.</p> <p>Timeline: Immediately and ongoing. Progress check: January 2009.</p>	<p>Director and head of SELAC have worked collaboratively all school year. The director gave presentations for the SELAC and attended most</p>

		<p>disseminating a SELAC brochure; publicizing its mission, activities, and meetings through each school's website and newsletters; creating an Open House event focused on special education; promoting positive parent-professional relationships through a workshop entitled Families and Teachers Together offered by the RI Parent Information Network; promoting shared understanding of special services continuum and recent instructional practices among parents and educators through joint training; and establishing and maintaining a website for the North Kingstown SELAC, with links to resources for parent The SELAC experienced limited success in achieving its goals for the current school year, and will extend them into the next school year.</p> <p>Disruptions in administrative positions and long standing issues in the relationship between SELAC and school administrators have brought a lack of continuity in the district's support to the SELAC. The SELAC is interested in creating consistent agreements with the district regarding channels of communication, administrative support for SELAC goals, opportunities for SELAC input in developments such as the annual Consolidated Resource Plan for IDEA, working together for continuous improvement in special education within the district, and exploring training to improve parent-professional relationships.</p>			<p>meetings. Director also has met with the head of SELAC several times to address district issues.</p>
Performance	23	<p>North Kingstown implements Connect-ED, a telephone communication service that enables the district and schools to record, schedule, send, and track personalized voice messages to students, parents, and staff as a whole or to select subgroups, based on communication needs.</p>	Faculty Interview		
Performance	24	<p>Families of children with disabilities entering the district in their preschool years encounter a welcoming staff and clear information provided through family-friendly pamphlets that describe the process of transitioning from Early Intervention services, the teams and processes for evaluation and IEP development, and the continuum of early childhood services in the district, including preschool special education programs. The early childhood service teams within both preschool</p>	<p>District Presentation Document Review Faculty Interview Parent Interview</p>		

		special education and Child Opportunity Zone (at the elementary level and Davisville Middle School) express a commitment to family partnership and have initiated a multitude of informational resources for parents to facilitate connections within the school department and community.			
Performance	25	Throughout the district there are a variety of opportunities for parent involvement, including information sharing, some two-way communication, volunteering, and special events. There are an array of ways that schools communicate with parents, such as through conferencing, open houses, School Report nights, Book Fairs, special events/performances, teacher web pages, newsletters, Connect-ED, and websites.	Faculty Interview Observation Parent Interview		
Performance	26	School Advisory Councils (SAC) are a school level structure created in North Kingstown under a previous administration designed to bring together parents of students with and without disabilities and faculty at each school to advise each school on operational matters, to complement the work of school improvement teams, focused on teaching and learning to ensure student achievement. School leaders and faculty across levels report an uneven awareness of the intent of SACs and indicate various levels of implementation, from inactive to active. It is unclear how SACs are intended to interact with school improvement teams/planning and with PTAs in each school or whether the district expects to continue this structure.	Faculty Interview		
Performance	27	A Parent-Teacher Association is active in each elementary school. The high school benefits from an active Parent-Teacher-Student Organization (PTSO).	Faculty Interview		

2. FREE, APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE in the LRE)					
Indicator		Findings	Documentation	Support Plan	
		Program Continuum			

<p>Performance (with caution referenced as prudent)</p>	<p>1</p>	<p>Based on the FY July 1, 2006 – June 30, 2007 State Performance Plan information on Providence Program Placement Data is as follows:</p> <p>The percentage of students educated 80 to 100% of the time in general education settings is 57.40%. (RI District Average is 49.63%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 12.99% (RI District Average is 18.54%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 4.38% (RI District Average is 4.58%)</p> <p>If a district is 1 standard deviation from the RI district average, the district is considered discrepant for the target. North Kingstown is not discrepant in any of the above areas, however, caution is prudent as current district practices reflect a notable shift in instructional groupings of students with disabilities as they progress from preschool through graduation. Heterogeneous groupings and inclusion of students with disabilities prevail at the preschool and elementary levels, with increased reliance on separate classes and homogeneous groupings at the middle and high school levels. Faculty arrangements parallel this pattern, with common planning, co-teaching, co-treatment, consultation, and transdisciplinary practices prevailing at the elementary level and less evident at the secondary level.</p>	<p>District Presentation Record Review Faculty Interview Parent Interview Observation</p>	<p>There will be a multi-tiered approach to this finding. Administrators (school-based and central office) plan to examine the program continuum at and across schools as well as the overall decision making process regarding special education placements. This review will include the exploration and development of new service models. Development and implementation of a process and procedure guide/protocols will also occur as well as related professional development.</p> <p>Timeline: Immediately and ongoing. Progress check: November 2008.</p>	<p>Director provided and trained the entire district on the process and procedures of special education with the corresponding forms. This in conjunction with attending team meetings to model process & procedure and meeting with special educators and faculty has resulted in a better understanding on how students are found eligible for special education. This has led to an increase use of the RTI process and a subsequent significant decrease in students</p>
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					being identified under IDEA.
Performance/ Compliance	2	The district has been identified as having significant disproportionality in its identification of students with disabilities. North Kingstown students who are white had a 14% risk of being identified as eligible for special education in 2005 and a risk of almost 16% in 2006. North Kingstown students who are black had risks of almost 24% and 28% for those respective years. Comparing the local risk for students who are black to the national risk of 9.15% for any student to be identified with special education needs yields a risk ratio of 2.59 for 2005 and 3.02 for 2006. The risk ratio can be read as, "Black students in NK are 2.59 (3.02) times more likely to be identified with special education needs than all other students." RI defines a risk ratio of 2.5 or greater to be significantly disproportionate. A finding of significant disproportionality requires the district to review policies, procedures, and practices to determine whether the cause is inappropriate identification.	Document Review	The Director of Pupil Personnel and staff will connect to the state level disproportionality initiative. Paralleling their involvement with this initiative, the district will review policies, procedures, and practices to determine whether the cause is inappropriate identification, too narrow instructional methodologies, and/or too few on-site support service providers. Timeline: Immediately and ongoing. Progress check: March 2009	Issue was identified as too many students being identified due to lack of process and procedure. See above.
Performance	3	North Kingstown School Department offers a continuum of Early Childhood Special Education Services for children aged three through five years. The district-wide preschool programs are housed at Davisville Elementary School and include: Three preschool models offering six half-day sessions: <ul style="list-style-type: none"> o Integrated Preschool Classroom o Mild/Moderate Self-Contained Classroom o Language Based Self-Contained Classroom Children attend either a half-day or full day, based on their IEP. Therapy services are in place such as: <ul style="list-style-type: none"> o Speech & Language Services o Occupational Therapy o Physical Therapy These services are routinely integrated into the classroom in a transdisciplinary approach as well as occasionally provided	District Presentation Document Review Record Review Faculty Interview Parent Interview Observation		

		<p>individually or in small groups outside of the classroom.</p> <p>Some children require speech/language therapy only and come into the school solely for this service.</p> <p>Observations and/or services are made available as needed on-site in community early care and education settings, as determined through the evaluation or IEP process.</p>			
Performance	4	<p>At the elementary level, most students with disabilities are included in general education classes for all or some of their school day, with a small number of special classes providing specialized instruction in a separate setting. The following examples of instructional configurations for students with disabilities are in place at the elementary level:</p> <ul style="list-style-type: none"> o participation in a general education class supported by a range of accommodations, including: accommodations and/or added interventions provided by general educators in consultation with special educators and therapists; co-teaching among general and special educators; in-class assistance from a special educator or therapist; in-class assistance from a paraprofessional assigned to the student or class; adapted materials or equipment to support instruction. o specialized instruction and/or related services outside of the classroom for short periods during the day, with the general educator as teacher of record o specialized instruction with or without related services, in a special classroom setting for part or most of the school day, with the special educator as teacher of record 	Record Review Faculty Interview Observation		
Performance/ Compliance	5	<p>For a few elementary students with more pronounced special needs who are assigned an individual teacher assistant (paraprofessional), and, occasionally students assigned to a special class and participating for specific subject in general education classes, there appears to occur some increased isolation from both the active learning process and from interactions and friendships with peers who do not receive special services.</p>	Record review Observation Parent Interview Faculty interview	<p>The district is reviewing the assignments of para professionals and will develop and implement a plan to address issues.</p> <p>Timeline: Immediately and ongoing. Progress check:</p>	<p>Issue has been discussed in multiple IEP meetings and addressed by implementing opportunities that are more inclusionary.</p>

		<p>There is a subtle, apparently unintentional tendency for lowered expectations for a small number of these students to engage actively, with reliance on the paraprofessional to direct the student or complete learning tasks. Similarly, there are instances where children associate in such close proximity to their assistant that they are inadvertently distanced from peers. Other students tend to interact <u>indirectly</u> with students in these situations by interacting with the paraprofessional, or the paraprofessional acts on behalf of the student being assisted. There is not always clear evidence that these supports are being provided such that deliberate, systematic strategies are underway to facilitate and monitor growth in the student's initiation and active response to learning demands (rigor), the student's rehearsal, practice, and reinforcement of social interactions, and structure repeated, ongoing situations and teachable moments that build relationships with peers.</p> <p>There are instances where students with disabilities approach the 5th grade with few friends and with self-consciousness about their differences, without this dimension being discussed in the IEP process and directly addressed as a routine consideration in planning interventions and services for the student.</p>		January 2009.	<p>This issue is not solved in that the district continues to struggle with the balance between providing needed support without alienating or increasing dependence. This includes working with increasing the parents' awareness of the same issues. We have worked 1:1 with some paraprofessional on how to effectively cue students without being overt. Plan is to continue to have IEP conversations and making sure there are opportunities for students to independently develop their skills.</p>
Performance/ Compliance	6	<p>At Davisville Middle School, specially designed instruction is provided for students with disabilities along the following service continuum:</p> <ul style="list-style-type: none"> o Special education consultation to teachers o Resource support provided within general education classes 	Record Review Faculty Interview Observation	The Director of Pupil Personnel in conjunction with school-based administrators will review the middle level Life Skills Program and develop a plan to address the issues	The programs were reviewed and remedies made: Consistent community excursions, ADL training

	<ul style="list-style-type: none"> o Resource services provided in a separate setting o Direct special education instruction in ELA, Math, Social Studies and/or Reading from a resource teacher in a separate group setting. Three resource teachers provide direct instruction and serve as the teacher of record for these content area subjects. o Grade level special classes for students needing a more intensive instructional setting o One Life Skills special class at the sixth grade level o A transition special class at the sixth and eighth grade levels <p>The Life Skills class was established this school year to accommodate six students with developmental disabilities. The program purpose and intended outcome are not articulated.</p> <p>The Life Skills class currently does not engage in community exploration and includes limited daily living skills activities. There are three students identified as needing an alternate assessment who do not have access to appropriate experiences to engage effectively in their alternate curriculum or assessment.</p> <p>Students receiving resource services but experiencing emotional, social, and behavioral challenges are sometimes placed in a special class setting without convening the IEP team to conduct a functional behavioral assessment, design effective behavioral supports, and consider additional services or environmental adjustments before considering, through the IEP process, whether a placement change is appropriate.</p> <p>The Transition Class is designed for students with pervasive development disabilities. The four students currently participating in this class are eligible for alternate assessment. Students engage in community experiences that support their daily living and functional skill development. The grade level curriculum is modified and parallels their typically developing peers' academic experience with a focus on hands-on and functional learning. Students are graded based on effort and are eligible to earn "honor role". Progress reported to parents is</p>	<p>JK1, JK2</p> <p>JK2</p> <p>JK7, JK8</p>	<p>related to this finding.</p> <p>Timeline: Immediately and ongoing. Progress check: November 2008</p>	<p>in conjunction with OT, Improved goals and opportunities related to RIAA, Increased "out-of-the-box" thinking to provide opportunities throughout the school day for students to be in general education, Training on Ten Sigma, Targeting Transitions to assist in goal development and progress monitoring, Mandatory FBAs and BIPs for students with behavioral/emotional needs and Increased mental health supports</p>
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		focused on each student's IEP goals.			
Performance	7	<p>The current high school program continuum is as follows:</p> <ul style="list-style-type: none"> o Resource settings. Resource is a blend of organization and tutorial services. Students with IEPs who are in general education classes typically receive resources services every other day for an hour and a half. Students receive credit for this class. o Self-contained settings. There are seven (7) self-contained settings with a total of 67 students. Two of the seven settings are for students with learning challenges. Five classes are for students with social/emotional and learning challenges. Some students in these self-contained settings are "mainstreamed" for some of their core content classes as appropriate. Students in self-contained settings also receive resource support (in the self-contained settings) on a daily basis. Not all self-contained teachers are highly qualified in all the subject areas that they teach. Plans are underway to have an eighth (8) self-contained setting next year to accommodate students on the autism spectrum who are transitioning from the 8th grade. (See also Section 4: Transition for "Transition Center/ Alternative Program Information"). <p>There are two consultants (who are highly qualified teachers) that work with the special education teachers in the self-contained settings modeling lessons, working with students and/or working with the teachers one-on-one.</p> <p>Co-taught /collaborative classes (special education and general education). There is one (1) General Level co-taught class (social studies) and there are no (0) College Prep co-taught classes. Teachers acknowledged the need for having more co-taught/collaborative classes.</p>	Faculty Interview Observation	<p>Administrators (school-based and central office) plan to examine the program continuum at and across schools as well as the overall decision making process regarding special education placements. This review will include the exploration and development of new service models. Development and implementation of a process and procedure guide/protocols will also occur as well as related professional development.</p> <p>Timeline: Immediately and ongoing. Progress check: November 2008.</p>	<p>Programs were reviewed and the following remedies made: Increased co-taught college prep classes, Increased co-taught math classes within direct instruction, Modified direct instruction classes to transition between teachers and therefore provide focused support, Increased Success Academy model to tenth grade and Increased compliance for eligibility and service delivery</p>

Performance	8	The district has given some consideration to developing a “Student Transition Center” at the high school level in a separate building located behind the district administrative offices. This would house students who are returning from out-of-district placements and might benefit from a smaller environment to assist with the transition to the high school. This would also serve as an alternative learning setting for students at the high school who need to access their education in a non-traditional manner (i.e., school from 2:00 pm and later).	District Presentation Faculty Interview		
Compliance	9	Students with disabilities at the secondary level do not consistently receive instruction by highly qualified teachers certified in the appropriate subject area. Davisville Middle School and the high school special educators routinely serve as teacher of record, including instruction and grading for English Language Arts, Mathematics, Science, and Social Studies for students with disabilities, particularly for students receiving instruction in special education classes.	District Presentation Faculty Interview Observation	A plan will be developed and implemented to address this finding. Timeline: Immediately and ongoing: Progress check: November 2008.	The problem has not been solved 100% but dramatic improvement has been made through the changes described above.
Performance	10	Across elementary through secondary schools, students with disabilities who experience or pose challenges in emotional, social, and/or behavioral learning instructed increasingly in separate, special classes. At the same time, there is very little evidence that school leaders and faculty have training, expertise, or strategies for routinely incorporating functional behavioral assessment (FBA) within RTI and IEP processes as a way to ensure informed team insight about the <u>function</u> of students’ behavior in the context of the environment and how this insight can inform systematic environmental changes to support student success and prevent the need for removal. De-escalation skills, promoted by Conflict Prevention and Intervention (CPI) training in which many staff have participated, appear to be underutilized. Behavioral intervention plans reflect more traditional practices of behavioral shaping, token reinforcers, and, in some cases, include negative procedures. There is limited evidence of positive behavioral support plans	Record Review Faculty Interview Parent Interview Observation	A plan will be developed and implemented to address this finding. Timeline: Immediately and ongoing: Progress check: November 2008.	Issues were reviewed and the following remedies made: Increased use of FBAs and appropriate BIPS, Increased training in Crisis Intervention with emphasis on low level interventions. Increased meetings with the mental health district team to discuss issues relating

		directly linked to hypotheses generated through functional behavioral assessment individually designed through team processes.			to students, Increased mental health supports as described above and Increased use of the RTI process
Performance	11	At the high school, there is a Saturday morning detention. Students who receive and do not attend Saturday detention receive in-school suspension. Students work in the office conference room and do their work in that room (or other conference areas) for the day.	Faculty Interview		
Compliance	12	At the high school, all students with IEPs are assigned to one guidance counselor known as the “special education” guidance counselor. Staff reported this as appropriate for some students with IEPs, while other students with IEPs were uncomfortable with going to the “special education guidance counselor”. Staff reported examples of when grade level “general education” guidance counselors go into general education classes and pull out students for discussing one-on-one information. Some students with IEPs feel they are different than their peers because they are uniquely assigned “the special education counselor” and their peers are aware of this difference.	Faculty Interview	This issue has been rectified.	
Performance	13	There is a full-time psychologist at the high school. She facilitates psychological assessments, student and parent consultation as needed, and one-on-one counseling with students per IEPs and participates on the Evaluation Team as appropriate. The psychologist is also the point for the functional behavioral assessment process. There is a social worker who is at the high school approximately two (2) days per week. She is part of the Evaluation Team as appropriate and Truancy Court.	Faculty Interview		
Performance/ Compliance	14	IEP team decisions about programs and placement of students with disabilities are based on a lack of consistent, current protocols and procedures, limited district level guidance	Record Review Faculty Interview	Administrators (school-based and central office) plan to examine the	Issues were reviewed and the following remedies

		<p>regarding placement options, lack of understanding of requirements, guiding principles, and practices regarding least restrictive environment (LRE), and limited knowledge of district resources. Faculty cite the need for consistent district level direction, policies, and procedures regarding special education decision-making for referral, evaluation, and IEP team decision-making.</p> <p>Perpetuation of outdated special education terminology such as “self-contained teacher” or “resource room” rather than “special educators”, is one indicator that decision-making regarding placements is based on a notion of finite options within the perspective of any one team or building. There is a need for a broader district/systems level awareness within IEP teams.</p> <p>The pattern of gradually increasing reliance on separate, special education classes as students progress from elementary to secondary schools appears to be directly related to these issues as well as district capacity to provide differentiation of instruction and effective behavioral supports and interventions within general education.</p>	Parent Interview Observation	<p>program continuum at and across schools as well as the overall decision making process regarding special education placements. This review will include the exploration and development of new service models. Development and implementation of a process and procedure guide/protocols will also occur as well as related professional development. The Director or Assistant Director of Pupil Personnel Services will be present at each school’s Evaluation Team meeting to provide support and example to effect change and modifications in the referral-evaluation-identification-eligibility processes.</p> <p>Timeline: Immediately and ongoing. Progress check: November 2008.</p>	<p>made: Systematic training and implementation of process and procedures and corresponding forms, Systematic professional development, Increased administration participation in team meetings, Increased accessibility to answer faculty and parent questions, Increased 1:1 and group special education meetings, Continual review of data related to IDEA compliance, Development of a P&P manual anticipated to be completed in 08-09 and Development of team “cheat sheets” anticipated to be completed in 08-09</p>
Performance	15	<p>Special Education Leadership Structure at the High School</p> <p>A special education teacher at the high school has the title of</p>	Faculty Interview Observation	Plans include examining the leadership structure (reviewing and redesigning	Issues were reviewed and the following remedies made:

		<p>special education coordinator and no teaching caseload. In this role, she: a) is the LEA designee at the vast majority of IEP meetings; b) facilitates all 504 meetings and their related follow up (approx. 60 students at the high school have a 504 plan); c) assumes case management for students on “resource monitor” IEPs; d) attends meetings for some of the high school students who are in out-of-district placements; e) coordinates the transition process for 8th graders with IEPs; f) coordinates referrals to the Office of Rehabilitative Services (ORS), Division for Developmental Disabilities (DDD) and other agencies; g) attends Transition Advisory Committee meetings; and h) chairs the weekly Evaluation Team meetings.</p> <p>While many aspects of this work are typical of department chair, the position is not currently designated as a department chair position. An assistant principal serves as the administrator for the special education department in addition to his other administrative responsibilities. While staff reported feeling supported by both the special education coordinator and the assistant principal, they also overwhelmingly expressed a need to have a special education department chair/ transition coordinator in place (for additional detail, see also Section 4: Transition). Staff reported a lack of clarity regarding who is the lead for implementation of systemic processes, policies, and protocols regarding special education direction, initiatives, and overall special education plans.</p> <p>The special education leadership roles of the special education coordinator and the assistant principal are not clearly defined, and authority for setting direction, delineating expectations, supervision, and accountability is not established. There is limited evidence of systematic, school-wide authority and leadership to ensure an integrated system of special and general education at the high school level.</p>		<p>existing structures as appropriate). See also the support plan in item number 14 (above) for further information.</p> <p>Timeline: Immediately and ongoing. Progress check: November 2008.</p>	<p>Added 2 co-chairs for the special education department, Maintained special ed. Coordinator, Increased participation of the director and Added an assistant director to assist in team participation</p>
		Facilities			
Performance	16	At the elementary level, space for instruction of students with disabilities, both within general and special classes, is generally adequate for access to learning and for implementation of IEP	Observation Faculty Interview		

		services.			
Compliance	17	At Davisville Elementary School, teachers have an awareness of the need to assist preschool aged children or children with mobility challenges in the event of an emergency. However, there are not written evacuation plans articulated or posted such to handle exit from the building from all locations, should these children be working with a different adult or in a different location in the building during the school day.	Faculty Interview Observation	Evacuation plans will be developed and posted. Staff will be trained in the implementation of these plans. Timeline: Immediately and ongoing. Progress check: September 2008.	Plans were developed and immediately implemented
Compliance	18	At Davisville Elementary School, the space shared by two resource teachers, a speech/language pathologist, and English as a second language program does not permit the administration of required special education evaluations or access to intervention and instruction delineated on students' IEPs. Noise and traffic Interference from adjoining activities and groups within the crowded room as well as from an adjoining nearby infant-toddler program are disruptive and interfere with assessment and instruction. Students with disabilities who are particularly vulnerable to distractions are particularly affected by this arrangement.	Faculty Interview Observation	Space will re-configured to resolve this issue. Timeline: Immediately and ongoing. Progress check: September 2008.	Space was reconfigured and location provided for evaluations
Compliance	19	The health and safety of students at Davisville Elementary is a concern, based on apparently poor maintenance/ sanitation unique to this one school. This is particularly a potential hazard for children in the preschool special classes, whose activities are customarily on the floor, who handle and mouth objects found in their environment, and have snacks and lunch in their classroom, with food routinely coming into contact with tabletops.	Observation Faculty Interview	A plan will be developed and implemented to address this finding. Timeline: Immediately and ongoing: Progress check: September 2008.	Issue was addressed administratively, resulting in a cleaner and more hygienic setting.
Performance/ Compliance	20	At Davisville Middle School, pullout resource instruction, related services, and intensive, special classroom instruction are conducted in shared spaces divided by self-made partitions (Rooms 1A-1, 1A-2A, S-5A, S-5B and 201 A & B.) These classes are often disrupted by noise or other distractions occurring with multiple activities and/or challenging behavioral incidences, interfering with teaching and learning.	Observation Faculty Interview	Space will re-configured to resolve this issue. Timeline: Immediately and ongoing. Progress check: September 2008.	Although classrooms are still shared with partitions, needs of students were reviewed and locations

					changed to limit distractions and noise.
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3. EVALUATION / INDIVIDUAL EDUCATION PROGRAM (IEP)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Compliance	1	Records of approximately 21 students were reviewed prior to the on-site review by the visiting team. These were selected through a stratified random sampling technique to allow the team to consider a representative variety of students. The following findings illustrate the themes that emerged from the record review that will require district attention.	Record Reviews	Assurances will be provided to the RI Department of Education, Office for Diverse Learners, that compliance issues are addressed and rectified. This Support Plan is applicable for all compliance findings in this section. Timeline: Immediately. Progress check: November 2008	
Performance/ Compliance	2	Files indicate that the current district practices regarding management of students' confidential records result in incomplete or multiple partial files. Some files found at the Pupil Personnel Office contain only partial records, with other parts located separately in schools and some documents missing from files in either location. For example, some records indicate a number of completed evaluations, but these are missing from both central office and school building files.	Document Review Staff Interview SA3, 6 JK2,3,4 SW6	Development and implementation of a process and procedure guide/protocols will also occur as well as related professional development. The Director of Pupil Personnel Services has assigned one clerk at the PPS central office to work on correcting the errors and gaps in student files and to coordinate the files in each school to ensure	File clerk position maintained to continue to assist in maintenance of special education records. 1:1 and small group training occurred to address the described

				confidentiality and correctness. Timeline: This effort has begun and will be ongoing. Progress check: November 2008.	difficulties.
		Evaluation procedures and protocols			
Performance	3	<p><u>Ensuring that all children are located, identified, and served— Child Outreach:</u></p> <p>As one way of identifying as early as possible those children whose development warrants evaluation to determine need for special education, the district conducts an active, community-wide preschool screening system via its Child Outreach Program. Child Outreach is operated as part of the district's Child Opportunity Zone (COZ).</p> <p>In the past one year period, the North Kingstown Child Outreach Program screened the following percentages of preschool children residing in the town:</p> <p>3 year olds: 53% 4 year olds: 82% 5 year olds: 48%</p> <p>The district has been successful in reaching more than 80% of 4 year olds, meeting the state Child Outreach standard of 80% per age group.</p> <p>In addition, in its interactions with families of infants, toddlers, and preschoolers, the COZ also facilitates referrals of children and their families to EI or preschool special education as appropriate.</p>	Document Review Faculty Interview		
Performance	4	<p>At the preschool level, policies and procedures for referral (EI, Child Outreach, and other sources), evaluation, and IEP have been articulated, with evidence of a consistent process in place. Information about key processes is outlined in three topical brochures provided to families whose children are engaged in the process.</p>	District Presentation Document Review Faculty Interview Parent		

			Interview		
Performance	5	<p>Among individuals, teams, and schools at the elementary through secondary levels, protocols and procedures for each step of the referral, evaluation, and IEP processes for accessing and implementing special education and related services vary. Some faculty members utilize formats developed in 2005; others utilize protocols that they describe as since revised. Many staff members are unclear about district processes and use their own judgment regarding requirements. At the middle level, assignment and responsibilities of chairs for evaluation team meetings and the LEA representatives for IEP meetings are unclear.</p>	<p>Document Review Record Review Faculty Interview</p>		Please see above responses
Compliance		<p>Similarly, protocols are unclear for initiating related services such as speech/language, occupational, and/or physical therapy. Schools and teams vary in the ways that they decide whether and when to request classroom screening, related service evaluation, and related service provision. Therapists are not always appropriately engaged as needed when related service screening, evaluation, or service provision is being considered.</p> <p>Although a recent district level professional development session regarding new special education regulations is described as very helpful, faculty cite the need for a consistent set of protocols and procedures regarding parent notices, meeting notices, consent forms, evaluation procedures, team reports, and other protocols for processing referrals, evaluations, reevaluations, and IEP team decisions.</p>		<p>Development and implementation of a process and procedure guide/protocols will also occur as well as related professional development.</p> <p>Timeline: Immediately and ongoing. Progress check: November 2008.</p>	
Performance	6	<p>At the elementary and middle levels, (Davisville Middle School) the use of functional behavioral assessment, individually designed by the team, including interview and observation, yielding a team hypothesis regarding the function of the student's behavior, is not in evidence for students with IEPs who are experiencing social, emotional, and behavioral challenges. Although traditional behavioral assessments are sometimes conducted, the use of FBA hypotheses as the basis for positive behavioral support plans is not evidenced. Some behavioral interventions reflect negative practices.</p>	<p>Record Reviews Faculty Interview Observation</p>		

		At the high school, the school psychologist serves as lead for the team in conducting functional behavioral assessments and using these to plan behavioral supports for students.			
Compliance	7	A systematic process of individualized vocational career assessment beginning at age 14 for each student with a disability is not in place. See Section 4, Transition, for further findings regarding transition assessments.	Record Review Faculty Interview	Ten Sigma will be the transition tool utilized to address this issue. Timeline: Immediately and ongoing. Progress check: May 2008.	Ten Sigma Targeting Transitions was implemented through professional development and materials for all high school and eight grade special educators.
		IEP Protocols			
Performance	8	At the preschool level, students' annual IEP goals are aligned with the RI Early Learning Standards. At the elementary through high school levels, students' annual IEP goals are generally aligned, where appropriate, with district performance standards, with goals reflecting the student's target performance in light of the standard. There is variability in the design of annual IEP goals, with the practice of describing goals that are not observable or measurable, in terms such as "will improve..." sometimes evidenced.	Record Review Faculty Interview Parent Interview		
Compliance	9	At all levels, although short-term learning objectives generally reflect a sequence of measurable intermediate steps, objective evaluation procedures, including criteria, procedure, and schedule for reviewing progress, do not consistently delineate in a clear manner the specific evaluation tasks to be utilized,	Record Review	Professional development in the new IEP process will be provided to staff as appropriate.	Please see above responses

		criteria of success for those tasks, and specific procedure for assessing performance.		Timeline: Immediately and ongoing. Progress check: December 2008.	
Performance	10	<p>North Kingstown faculty members use a variety of ways to report to parents regarding student progress toward IEP goals. Methods include narrative reports with or without IEP goal pages noting progress; attaching the IEP goal pages with progress notes to the triennial report cards; progress reporting on IEP goals in the absence of report cards.</p> <p>Students' progress toward IEP goals is not always documented in student records. At Davisville Middle School, IEP Progress reporting to parents is inconsistent.</p>	Record Review Faculty Interview Parent Interview	<p>Development and implementation of a process and procedure guide/protocols will also occur as well as related professional development.</p> <p>Timeline: Immediately and ongoing. Progress check: November 2008..</p>	Please see above responses
Compliance	11	<p>Elementary and middle level students receiving services in special classes are not issued report cards. This effectively excludes a segment of students from accessing reported progress in the general education curriculum.</p> <p>There are instances where a student with disabilities participates in academic subjects such as science or social studies but is not graded for work in these classes. Likewise, students receiving academic instruction for English language arts, mathematics, science, and social studies in separate special classes also do not receive grades for their work. For many such students, progress is reported only on IEP goals and for non-academic general education classes such as art, music, and physical education. This conflicts with federal and state entitlements for access to the general curriculum.</p>	Faculty Interview	<p>Development and implementation of a process and procedure guide/protocols will also occur as well as related professional development.</p> <p>Timeline: Immediately and ongoing. Progress check: November 2008.</p>	Please see above responses All students receive report cards
Compliance	12	Accommodations required for specific assessments are not always delineated on students' IEPs.	Record Review	Development and implementation of a process and procedure guide/protocols will also occur as well as related	Please see above responses

				professional development. Timeline: Immediately and ongoing. Progress check: November 2008.	
Performance	13	At the elementary level, classroom teachers generally report being well informed about IEPs and accommodations needed for their students with disabilities. Further, ongoing dialogue and informal consultation between general educators and special educators and therapists is common. Instances where collaboration is hampered between general and special educators are rare.	Faculty Interview		
Performance	14	At the secondary level, some general education teachers reported a lack of consistency in receiving information about students' accommodations. For example, at Davisville Middle School, teachers within co-curricular teams are not routinely oriented to students' IEPs or needed accommodations at the start of the year; At the high school, one student has been in a teacher's class since January and the teacher just received the accommodation sheet (and knowledge that the students had an IEP) in May. Some teachers did report receiving a copy of student's accommodations (page 4 of the IEP) with no case manager information. In September, general education teachers reported they received emails with the names of students on their case list to the respective general education teachers separate from the accommodation list. Overall teachers felt the process was disjointed and disorganized. General education teachers were generally unsure of how to access copies of the full IEPs for their students.	Faculty Interview Document Review	Development and implementation of a process and procedure guide/protocols will also occur as well as related professional development. Plans also include examining the leadership structure (reviewing and redesigning existing structures as appropriate). Timeline: Immediately and ongoing. Progress check: November 2008.	Please see above responses
Performance	15	Special educators, related service personnel, and principals report that the district generally makes available specialized instructional materials and equipment required to implement students' IEPs. Many highlighted the discontinuation of an annual individual spending allowance as the procedure for ordering supplies and materials, reporting that they are unsure whether it is currently permissible to request district purchases for routine supplies and that they now rely more on the use of	Faculty Interview Parent Interview Observation Record Review Document Review	This has been addressed for summer 2008 and a follow up plans will be developed and implemented. Timeline: Immediately and ongoing. Progress check:	Materials are consistently ordered in a timely manner

	<p>personal funds to provide some routine, some project-oriented, and some behavioral recognition materials to support classroom instruction.</p> <p>Although no purchase refusals were cited, there are instances where the district's acquisition of equipment required by students' IEPs has been delayed, disrupting student access or learning. For example, a student experienced approximately a 7-month delay in structural modifications required by the IEP to ensure acoustical accommodation. In another instance, teachers of students with visual impairments reported getting the assistive technology delineated in students' IEPs several weeks after school/classes had begun (i.e., video magnifier and software for viewing magnified materials in the classroom). Although required structural modifications or assistive technology have been received and put into use, protracted delays indicate a lack of clearly understood and efficient provisions and mechanisms for promptly acquiring required materials and equipment identified through the IEP process.</p>		January 2008.	
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4. TRANSITION					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	1	<p><u>Transition from Early Intervention Programs to Preschool Special Education Services:</u> The district meets its obligation to communicate with early intervention (EI) programs, participate in meetings with EI representatives and parents when children are 30 months of age, and conduct evaluation and IEP processes to ensure eligible preschool children's placement by their 3rd birthday. Currently, the district finds the process somewhat hampered by instances where children's completed EI evaluations are not</p>	<p>Document Review Faculty Interview</p>		

		<p>provided by EI representatives at the time of the 30-month meeting or promptly during the evaluation and IEP processes.</p> <p>Incoming kindergarten children participate in a summer transition orientation that includes a ride on the school bus, lunch tags, and a “meet the teachers’ activity. Children with and without disabilities participate. At Davisville Elementary School, children have the added benefit of a two-week program in August in preparation for entering kindergarten.</p>			
Performance	2	<p>At the elementary level, students transitioning to new schools after third grade participate in a “Moving Up Day”, visiting their new elementary schools as an orientation.</p> <p>Although there is not a systematic procedure for smoothing the transition of students with disabilities from elementary to middle level, (Davisville Middle School) special educators whose students receive services in special class settings indicate that middle school representatives often attend end of year IEP meetings for 5th grade students. In addition, there is usually communication between elementary and middle schools in March regarding needs of upcoming students with disabilities, to assist middle schools with projecting groupings and schedules for the following school year.</p>	Faculty Interview		
Performance	3	<p>Currently, special educators and parents of 5th grade students receiving services in special classes are concerned about the lack of confirmation regarding location of special classes in September at the two middle schools. This is hampering school-to-school communication and preparation of more vulnerable students for the upcoming transition. Some students are puzzled about why they don’t know which middle school they will attend, while their peers have this information. Families report confusion and frustration about how to reassure their children, which middle school to visit, and generally how to prepare their children and themselves for the change in schools.</p>	Faculty Interview Parent Interview		
Performance	4	<p>From middle level to high school, there are a number of all-student activities to prepare students for the transition to high</p>	Faculty Interview		

		school, including Orientation Night and a school dance. For some students with disabilities, transition is additionally supported through meetings as needed between 8 th grade special educators and the high school special education coordinator/other high school teachers, to review incoming student's needs.			
		Vocational Assessments / procedures, linkages to transition planning / connectivity to the IEP			
Performance/ Compliance	5	<p><u>Secondary Transition Assessments</u> Students with disabilities do not begin an individualized vocational-career assessment at age 14 years, as required under regulations, to inform the process of transition goal setting, transition services, and course of study in preparation for the transition from school to post-school education and employment.</p> <p>At Davisville Middle School they engage in a number of vocational / career related activities, such as school-wide Career Day and the Career Game, given to all sixth graders. However, students' evaluation records and IEPs reflect no evidence of vocational-career assessment. (However vocational assessment outcomes for students with IEPs who are 14 years of age are not clearly communicated / and or embedded through the IEP process.)</p> <p>At the high school, there is no formalized systemic process/ accountability structure for the vocational-career assessment process. Some teachers conduct group vocational assessments as part of a class, in combination with either the guidance counselor or the case manager, although some teachers reported not utilizing anything this year as they anticipate using <i>Ten Sigma</i> next year. Records show no indication of individual vocational assessments for students with disabilities.</p> <p>Teachers acknowledge that this is an area that needs attention in terms of a coordinated and documented transition evaluation process that has meaning and connectivity to the IEP planning process. In addition, staff overwhelmingly expressed the desire and need to have a transition structure that provides an array of</p>	Record Review Interviews Data Analysis Meeting Parent interview Faculty Interview	Ten Sigma will be the transition tool utilized to address this finding. Professional development will also be provided as appropriate. The transition tool Ten Sigma will be used to address both the vocational assessment and the transition planning aspects of this finding. Timeline: Immediately and ongoing. Progress check: May 2009.	Please see above responses.

		<p>structured and supported vocational experiences/career exploration opportunities for students as appropriate. Currently, there are very limited structured vocational or field experiences for students with IEPs at the high school other than: a) an occasional career exploration field trip; b) career exploration experiences/internships (i.e., Perspectives, Goodwill, etc.) contracted for by the district for older students with significant needs. For these internships, the students' case managers issue a grade; and c.) independent work experiences separately sought and independently secured by some older students with IEPs.</p> <p>NKHS has started to explore the transition tool, <i>Ten Sigma: Targeting Transition</i>, by having the special education coordinator attend an introductory training. This tool assesses transition needs using a rubric and leads to development of measurable goals. A portfolio-based progress monitoring component documents activities and provides a menu of transition goals and objectives for students at a variety of transition levels.</p>			
		Drop-out /Graduation Rates			
Performance	6	<p>North Kingstown's graduation rate ranks in the top ten (8th) of over 60 RI high schools, which is currently 91.4% compared to the state average of 70.1%. Within the district, a gap in graduation rate of North Kingstown students with disabilities is reflected by a rate of 69%. The statewide graduation rate for students with IEPs is 55.88%.</p> <p>3.2% of North Kingstown students are working toward Graduation Equivalency Diplomas (GED), compared to the state average of 4.6.</p>	RIDE Release June 2008		