

Rhode Island Department of Education
Office of Special Populations

School Support System Report and Support Plan for the
South Kingstown School Department
October 2007

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 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 approximately 30 students with exceptionalities is selected; the records of these students are reviewed; their parents, teachers and related service providers are interviewed, and their classrooms are observed. The result is an in-depth, unified examination of the actual provision of programs and services for students with exceptionalities. The RIDE staff compiles a preliminary summary of their analyses of this data.
- Presentation by the LEA and School Site Review The on-site review begins with a presentation of programs by teachers and staff. The presentation provides the review team with general and specific information on delivery of programs and services to students. Following this presentation, on-site reviews to all schools are made. The team members interview school administrators and teaching staff. Parents and central office staff are also interviewed. The team gathers sufficient information and works with the LEA personnel to generate a report, covering the following:
 - The district's compliance with the state and federal regulations, relative to the education of students with exceptionalities.
 - The quality and effectiveness of programs and services provided by the district.
 - The need for professional development and technical assistance that will enable the LEA to improve programs and services.
- The Support Plan The RIDE team, LEA central office and building administrators meet to review the data and complete a report of results. The group designs a professional development/technical assistance support plan with timelines for implementation. This plan enables the school and district to correct areas of non-compliance and to strengthen promising programs and correct areas of weakness in order to improve services and programs for all students.
- The SSS Report The report summarizes the findings from the various data sources. The format of the report uses four divisions: Indicators, Findings, Documentation, and Support Plan. Indicators describe either performance or compliance. Findings can include a variety of some six categories, from School Improvement to Free Appropriate Public Education in the Least Restrictive Environment. The documentation section of the report distinguishes the source of the finding. The support plan reflects the response to the described findings. The support plan describes the corrective action required by the district as well as resources and time lines to improve programs and services.

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South Kingstown School Department
School Support System Review
October 2007

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1. SCHOOL IMPROVEMENT / FAMILY ENGAGEMENT					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	1	<p><u>School Improvement</u></p> <p>The mission of the South Kingstown School Department is to educate the children of South Kingstown in partnership with families and community, so that each student becomes a responsible individual who possesses the knowledge and skills for full productive citizenship. The mission is supported by six beliefs statements that extend and support the mission.</p> <ul style="list-style-type: none"> -Every human being has intrinsic worth and each individual must be provided opportunities to become a life-long learner -A well-balanced development of mind, body, and spirit is important so that the total individual can flourish -All children want to learn and do so in a variety of ways -Each student will have the resources necessary to develop his or her potential. They will (shall) be provided with equal opportunity to develop, accept and exercise personal responsibility. -collaboration among diverse people builds and strengthens community -It is the shared responsibility of family, students, school personnel and elected officials together to create a positive educational environment. 	<p>District Presentation Interviews Document Review Observation</p>		
Performance	2	<p><u>Accountability</u></p> <p>A particular focus of the district's strategic plan and hence, each schools strategic plan has to examine and set goals for subgroups specifically students receiving free and reduced lunch and students with IEPs. Each school must reflect how they are working with these subgroups via their school's strategic plan (using disaggregated data and other related data) and how that is aligned with the districts initiatives and efforts to address disproportionality and</p>	<p>District Presentation Interviews Document Review Observation</p>		

		<p>performance gaps. In addition to these efforts, there is an Accountability Sub-Committee that is part of the district's strategic planning. This group focuses on performance reports and evaluation of educational effectiveness.</p> <p>Overall the district exceeded the state average by more than one standard deviation. One target group that is a challenge is high school students with IEPs and students considered economically disadvantages (receiving free and reduced lunch).</p> <p>Schools are working to align their school improvement plans with the district strategic plans. Some are completed and others are in the process of completion. Throughout the district there are active school improvement teams some including parents and special educators among the members.</p>			
Performance	3	<p><u>Teacher Support Team/Response to Intervention</u></p> <p>Rtl is in a myriad of places depending on the school. An overview of Rtl has been provided to all staff district-wide. Special educators and other specialist have attended additional Rtl training sessions. In some schools, follow-up and ongoing building level Rtl training, including procedures, protocols, and formats for implementing RTI has been completed.</p> <p>The elementary schools have shifted from Teacher Support Teams (TST) and TST protocols to use of Response to Intervention (RTI) Teams and new protocols. After some initial training and dissemination of RTI protocols, the Matunuck Elementary School team refined and streamlined the RTI materials for ease of use, incorporating some classroom protocols found useful through TST experience, and a revised packet was disseminated to other</p>	Interviews	<p>Special education administration in conjunction with school-based administrators will create and implement a student intervention system that involves PLP, PBIS and Rtl in an effort to unify the various initiatives and to better address the needs of struggling learners.</p> <p>Timeline: Ongoing. To be implemented for the start of the 2008-2009 school year.</p>	

		<p>elementary schools. The elementary schools evidence different levels of training and are at various early stages of understanding, organization, and implementation. Participants in RTI training so far have been largely special educators, evaluation team members, and reading teachers. The process currently relies on classroom referrals to which the RTI team, comprised primarily of specialists, responds by assisting the referring teacher to devise, implement, and track student response to interventions for 6-week periods. Matunuck Elementary School is piloting AIMSweb, a scientifically based, formative assessment system that informs the teaching and learning process by providing continuous student performance data and reporting improvement to parents, teachers, and administrators to enable evidence-based evaluation and data-driven instruction. General educator participation in RTI training to date is limited, with some viewing RTI as an impediment to special education referrals and evaluation.</p>			
Compliance/ Performance	4	<p>At Curtis Corner Middle School Rtl is comprised of the school social worker, psychologist, counselors and administrators (no teachers are currently part of this team). They meet once a week as needed. Staff acknowledges the initiative as emerging and express the need for more technical assistance with progress monitoring and evaluation strategies.</p> <p>At the high school there is no formal TST/Rtl in place. There is an active Student Support Team (SST) where guidance and administrators meet to review teachers request for student assistance. In addition, South Kingstown High School has just become a Positive Behavioral Interventions and Supports (PBIS) school (the second high school in the state to become PBIS). The</p>	Interviews	<p>School-based administration at the middle school and high school will review and refine their current TST/Rtl structure with regard to composition and functioning.</p> <p>Timeline: October 2008</p>	<p>The middle and high schools have worked to develop an Rtl structure. It is being reviewed and refined as part of the middle and high schools involvement with the RIDE Rtl technical assistance initiative. All are now PBIS schools.</p>

		PBIS process is in the very beginning stages.			
Performance	5	<p>All South Kingstown High School 9th graders take a class called SK101 which focuses on the portfolio requirements and overall acclimation of the high school environment. The primary purpose of this class is to prepare students for the task of completing high school successfully. In SK101 all students take an electronic interest inventory via Choices. This is done electronically and the students and parents can access it. SK102 for sophomores, SK103 for juniors and SK104 for seniors are scheduled for later in the year.</p>	Interviews Document Review		
Performance	6	<p>Common Planning Time</p> <p>At the elementary level, a weekly block of common planning time for 4th & 5th grade teachers has been created using the extra minutes of preparation time available from art, music, physical education, and library classes. Teachers and therapists working in grades K-3 generally utilize short, incidental interactions in the course of the school day for impromptu co-planning. Some teachers report taking time on their own before or after school or during brief lunch periods, if available, for co-planning. At Matunuck Elementary School, the principal has arranged teacher assistant coverage for a 25 minute block of time at the start of each day to enable any two teachers desiring time for consulting or co-planning to sign up for coverage during pre-class/ homeroom period.</p> <p>There is a variety of whole school community approaches for communication and collaboration in common planning at Curtis Corner Middle School. Through common planning time, administrators, special and general educators along with support staff are engaged in extensive data analysis activities, aligned to the school improvement plan to address disproportionality in regards to student performance outcomes. Comparison studies of the</p>	Interviews Document Review Observation		

		<p>NECAP and the Gates scores at each grade level and cohort/sub group (special education and free and reduced lunch students) is being addressed through data analysis along with professional development to inform instruction and to identify strategies to address improvement of student performance outcomes. Common planning time is scheduled for but not limited to grade level teams, co-teachers, collaborative departments including special education and unified arts.</p> <p>At the high school there are Teacher Learning Centers. Teachers participate in a learning center groups per their unassigned teaching times. In these interdisciplinary groups they review and discuss a variety of educational topics. They meet 4 times in a 7 day rotation. Teacher Learning Center is in its first year of inception and implementation. The intent is to focus on data and challenge areas as this would then lend itself to developing instructional strategies that target the challenge areas. Special education staff expressed concern that the only time they had to schedule IEP meetings during the day was during class time.</p> <p>There is also departmentalized common planning time every Wednesday. Students start classes one hour later and teachers meet departmentalized and focus on SMART goals that assess specific content area skills or concepts that students are struggling with. Teachers are identifying how they are organizing the curriculum area and concept and how does it connect to what teachers are doing in the classroom.</p>			
Performance	7	<p>The South Kingstown special education manual is in the process of being updated pending the approval of the state special education regulations.</p> <p>There is variability among the elementary schools in clarity</p>	<p>District Presentation Interviews Observation</p>	<p>Administrators and staff will receive professional development on the recently approved special education regulations. This will include information regarding special</p>	

		of understanding regarding district special education procedures, protocols, and forms in current use. Staff whose principals have sought, accessed, and facilitated communication regarding new special education procedures are more conversant with expectations.		education procedures, protocols, and forms. Timeline: October 2008	
Performance	8	<p><u>Special Education Administrative Structure</u></p> <p>The special education administrative structure in South Kingstown is comprised of a special education director and two assistants. One of the assistants is part-time and coordinates early childhood initiatives and programs.</p> <p>Staff throughout the district cited their respective school principals as having ownership of all students including students with special needs.</p>	Data Analysis District Presentation	The scope of the early childhood initiatives for children ages 3-8 will continue to be integrated (3-8). Timeline: December 2008	
Performance	9	<p><u>Professional Development</u></p> <p>The district publishes a district-wide professional development calendar. This calendar is also available on line. Special education department funding for individual conferences has shifted to align with the district-wide focus areas. Staff can seek support from school level professional development funds (Article 31) and, when this is aligned with the school improvement plan, sometimes receive funding through this avenue.</p> <p>Many staff seek out and take advantage of professional development opportunities on their own. Schools typically provide substitutes to enable teachers to attend professional development activities. Job-embedded professional development also occurs through collegial consultation and in-class collaboration between special and general educators, therapists, and coaches. At the elementary level literacy and math coaches demonstrate model standards-based lessons in classrooms. Staff report that model lesson demonstrations are a useful learning tool</p>	District Presentation Interviews		

		<p>for teachers. At Curtis Corner Middle School job embedded professional development is currently focused on co-teaching school wide along with differentiated instruction to support teaching and learning strategies. At the high school level literacy teachers are available for teacher consultation as needed. Staff reported that this was helpful.</p> <p>Teachers throughout the district reported an interest in or need for additional professional development in the following areas:</p> <ul style="list-style-type: none"> -Rtl training and follow up for general education teachers -Behavioral support and Intervention strategies for highly challenging behaviors -Medicaid processing and forms -District level special education procedures and protocols -Training in multisensory reading approaches/interventions for students with unique reading disabilities requiring interventions beyond differentiated instruction -Current therapeutic interventions in specialty areas 			
Performance	10	<p><u>Teacher Mentoring</u></p> <p>The district facilitates a teacher mentoring program that is available to new teachers. Mentors must complete a training program and new teachers are paired with mentors in their school who have completed the training program. .</p>	District Presentation Interviews		
Performance	11	<p>SK CARES. This is a well-establish community organization that recently celebrated its 10 year anniversary. This organization is made up of community individuals who volunteer time to work with students both during the day and in a variety of after school programs. There are six programs:</p> <ul style="list-style-type: none"> -First class volunteering (trained volunteers who focus on the areas of PLPs and literacy) -Homework Clubs: elementary through high school (focus 	District Presentation Document Review		

		<p>on literacy and math games) -High School tutoring (one-on-one for students who are at-risk for school failure) -Mentoring (Mentors meet with mentees once a week) -Ementoring program in the high school (connecting professionals in the community with high schools students via an email prompt once a week) -College and Career Center. SK Cares maintains this in the high school.</p> <p>Every volunteer goes through a screening, background check, and an overall orientation and training. Workshops are held on a regular basis on literacy and math. All volunteers have been provided with a PLP handbook.</p>			
Performance	12	<p>The SECOND STEP violence prevention program is used in many general education classrooms as a proactive approach to social skill development for students experiencing social/behavioral challenges as well as their peers. Second Step integrates academics with social and emotional learning, teaches skills such as anger management, cooperation, respectful behavior, and problem solving, and helps students recognize and respect people with different backgrounds, perspectives, and ethnicities. Students are encouraged to use their skills in a variety of situations.</p>	District Presentation Interviews		
Performance	13	<p><u>Community and Family Engagement</u></p> <p>-Family and community engagement liaisons-- there are two in the district who work with families in a variety of supporting ways. -South Kingstown has acquired 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>	District Presentation Interviews		

		-There are a variety of community connections throughout the district .Some of these include visiting schools in other school districts. One example is where personnel from South Kingstown visit the Westerly Public Schools to participate in learning walks and then Westerly personnel come to South Kingstown and participate in learning walks.			
Performance	14	<u>Local Advisory Committee (LAC)</u> The focus of the Special Education Local Advisory Committee (SELAC) has been promoting inclusive educational opportunities for both general and special education teachers and the recruitment of new members including educators. There is a small core group of parents that attend regular meetings and then other individuals who may participate on an as needed basis. The SELAC reported feeling supported by the special education administrators. A SELAC newsletter is sent out once a month via the SELAC list serve. The topics for the next meeting are case load and the 230-day program issues with a lens towards the proposed state regulations.			
Performance	15	The schools were warm and welcoming. PTA's and booster clubs are active. The schools have established a continuum of options for parent involvement, including channels for communication, volunteering, special events, support for student learning, and opportunities for policy development such as strategic planning, school improvement planning, and local special education advisory. PTA fundraising is significant in some instances and substantially contributes to educational materials and experiences. Parents are actively engaged in their respective schools.	Interviews Document Review Observation Parent Interviews		
Performance	16	<u>Special Education Compliance</u>	SPP data		

		<p>Due Process cases reported by RIDE indicate a generally stable or slight downward trend in the South Kingstown Public Schools for special education complaints, mediations, resolution sessions (new in IDEA 2004) and hearings. This may be the result of continued and/or improved school/family communication and/or the districts efforts to intervene in matters before they rise to the level necessitating due process.</p> <p>Mediations</p> <p>2005 5 cases</p> <p>2006 3 cases</p> <p>2007 3 cases</p> <p>Special Education Complaints</p> <p>2005 2 complaints</p> <p>2006 3 complaints</p> <p>2007 1 complaints (district found to be in compliance)</p> <p>Resolution Sessions</p> <p>2005 0 sessions</p> <p>2006 1 session (resolved)</p> <p>2007 0 sessions</p> <p>Hearings</p> <p>2005 1 hearing</p> <p>2006 1 hearings</p> <p>2007 1 hearings</p>	Data analysis		
Performance	17	<p><u>Higher Education Connections</u></p> <p>Throughout the district there are a multitude of connections with institutions of higher education. These include the University of Rhode Island and Rhode Island College, which have active partnerships with the South Kingstown Public Schools.</p>	District Presentation Interviews		
Performance	18	<p><u>Private School Outreach</u></p> <p>At the present time, the district extends special education services and supports through IEPs for South Kingstown students with disabilities placed by their parents in private,</p>	Interviews Document Review Record Review		

	including religious, schools throughout the state, consistent with state requirements. Also, the district's Consolidated Resource Plan indicates a proportionate share of federal IDEA funds devoted to services for resident and non-resident students with disabilities enrolled in private schools located within South Kingstown, consistent with federal requirements.			
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2. FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE/LRE)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	1	<p><u>Special Education Continuum-District Level – Pre School</u></p> <p>The preschool program continuum includes the following:</p> <ul style="list-style-type: none"> • Individual Therapy at Hazard School <ul style="list-style-type: none"> o Speech Only o Speech/occupational therapy/physical therapy • Community Supports to children attending 6 local preschools/childcare centers: <ul style="list-style-type: none"> o Service Providers (educators, speech and language pathologist, occupational therapist, psychologist) provide a variety of services including observation/consultation, accommodations/modifications/program suggestions, direct service) • South Kingstown Inclusionary Preschool (S.K.I.P.). The Hazard School includes the following classroom programs including children with IEPs and children from the community without IEPs. 	<p>District Presentation Interviews Document Review</p>		

	<ul style="list-style-type: none"> o Six half day classes: Three morning and three afternoon groups of up to 15 children <ul style="list-style-type: none"> - Morning groups: <ul style="list-style-type: none"> 7 children w/IEPs: 4 days/ week 8 community children: 3 days/week - Afternoon groups: <ul style="list-style-type: none"> 7 children w/IEPs: 4 days/week 8 community children: 4 days/week o Two half day classes: One morning group and one afternoon group of up to 11 children. <ul style="list-style-type: none"> - Morning group: <ul style="list-style-type: none"> 5 children with IEPs: 4 days/week. 6 community children: 3 days/week - Afternoon group: <ul style="list-style-type: none"> 5 children with IEPs: 4 days/week 6 community children: 4 days/week <p>Children with IEPs: Extended day: one additional hour/day Extended Week: one additional day/week (5 day program)</p> o One full day 230-day preschool class of 6 children. The students in this program receive their educational services in a self-contained setting for half the day and are in an inclusive setting for the other half of the day. <p>The South Kingstown early childhood program reflects:</p> <ul style="list-style-type: none"> • National Association for the Education of 			
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		<p>Young Children (NAEYC) Accreditation and alignment with the Rhode Island Early Learning Standards (RIELS)</p> <ul style="list-style-type: none"> • Teachers trained in and implementing RIELS • Classroom staffing of 1 teacher, 1 teacher assistant, and assistants shared among groups • Arrival of children with IEPs 25 minutes prior to community students • Home-visits for all students with IEPs • Community students chosen through lottery/waiting list <p>Additional South Kingstown Inclusionary Preschool services / resources include but are not limited to the following:</p> <ul style="list-style-type: none"> • Therapists (speech and language pathologist, occupational therapy, physical therapy, psychologist, social worker)- using a transdisciplinary approach • School Nurse-Teacher • Parent volunteers • SK CARES volunteers • University of Rhode Island student interns/volunteers students • South Kingstown High School students (Child Development class and Alternative Learning Program) <p>See Transition for Early Intervention to kindergarten for additional transition information.</p>			
Performance	2	<p><u>Special Education Continuum-Elementary Level –</u> Students with disabilities are supported and are accessing the general education curriculum. Many special educators and therapists provide in class supports and consult with general educators.</p>	<p>Interviews Document Review Observation</p>	<p>The program continuum at Peace Dale Elementary will be reviewed and restructured to ensure a full array of supports and interventions/supports within general</p>	

		<p>At Peace Dale Elementary School there is a need for an expanded continuum of support within general education classes to avoid reliance on self-contained program for some students. There is capacity to provide support to students in general education.</p>		<p>education classes. More flexible roles and assignments will be incorporated in these restructuring plans. A building-based whole school approach will be utilized.</p> <p>Timeline: Ongoing. December 2008</p>	
Performance	3	<p><u>Special Education Continuum-Middle Level –</u></p> <p>Currently Curtis Corner Middle School has 477 students. Of that total 83 are students with IEP's.</p> <p>Middle level instruction is provided through two teams at each grade level. Each grade level team has an assigned special educator. Special education services and supports are provided through a continuum which includes inclusion and collaborative classrooms, resource and a self contained setting for students needing more individualized direct instruction and life skills experiences. A resource block is scheduled every other day to provide students with individualized supports.</p> <p>Collaborative instruction is facilitated by both special and general educators in math, ELA (7th & 8th grade) and science (6th grade).</p> <p>A Learning Center is facilitated Monday through Thursday for thirty minutes providing students with resource options, addressing organizational skills and / or direct instruction as determined by students needs.</p> <p>Students with more significant learning challenges engage in community/vocational exploration once a month and a full classroom field trip once a</p>	<p>Interviews Document Review Observation</p>	<p>Clarification/ restructuring of the middle school ALP program is currently ongoing. Behavioral intervention plans will be based on an informed hypothesis regarding the function of the student's behavior.</p> <p>Timeline: October 2008</p>	

		<p>month that is earned and determined by students. There are currently five students participating in this program with alternate assessments.</p> <p><u>Educational options</u> An alternative educational setting (Transition Program) is provided for students with social emotional and /or behavioral health related challenges. Eight students with IEP's are currently attending this program. There was evidence of a draft document describing the program design and purpose along with entrance and exit criteria. Plans are underway to develop a new program description that will provide clarity as to the expectations of this program. Though attempts have been made to develop behavior intervention plans (BIPs) for students participating in this program, the information posed is not informed by a systemic, functional analysis of student behavior or function. Additionally noted in the draft document, was the description of the team of support (special education administrator, teacher, social worker, teacher assistant, parent, student and any other support personnel in conjunction with the middle school administration, teachers and support staff). The active role of the team as described above is currently unclear.</p>			
Performance	4	<p><u>Special Education Continuum-High School Level –</u></p> <p>There are approximately 1,200 and about 200 have IEPs. The program continuum is as follows:</p> <p>--Resource continuum teachers who have resource also typically co-teach three classes and then provide resource support.</p>	<p>Interviews Document Review Observation</p>		

	<p>-Collaborative classes (approximately 20 classes) where a general and special educator co-teach. Both general and special educators reported this as being a positive experience.</p> <p>-Alternative Resource Program (2 classes -- each with a resource teacher and an assistant that serves students with social /emotional needs in a resource setting) Counseling is provided as needed by a consistent school social worker and psychologist. The intent is to have one class that students attend for 1-2 periods a day and the other class targets students who need 2 or more periods a day.</p> <p>-Self-contained ELA (taught by a special educator who is also highly qualified as an ELA teacher).</p> <p>-One Life Skills class serving students with more significant challenges.</p> <p>-A self-contained class for students with mild challenges. Currently all students are 9th graders whose IEPs teams determined that they would need a more structured setting to support their transition to the high school. Students receive some classes via the special educator in the Transition class and others via other classes (self-contained ELA, collaborative classes etc.).</p> <p>At the adjacent Hazard School Building there are two high school alternative classes. These include:</p> <p>-Alternative Learning Program (ALP I). Provides 3 periods or more of social emotional and academic supports in an alternative setting adjacent to the high school. Students have the opportunity to take 2 or more classes within the social high school</p>			
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		<p>environment.</p> <p>-Alternative Learning Program (ALP 2). Self-contained setting providing social-emotional supports in an alternative setting adjacent to the high school. Students participate in group instruction as well as computer assisted instruction (Plato). Students participate in career education and receive credit for job internships and experiences during the school day. This aspect of the class is currently in the planning process although one student volunteers at the preschool located in the same building.</p> <p>For both ALP I and II counseling is provided as needed by a consistent school social worker and psychologist. See finding in the following box for additional information on the mental health component.</p>			
Performance	5	<p>At the high school there is one full-time social worker and a full-time psychologist and a half time psychologist. The two classes in the Hazard have a separate social worker. The full-time psychologist also consults with the Hazard program and assists in the coordination of mental health support services. The high school mental health providers participate on a mental health team which meets every Friday to review requests for assistance. The team triages priorities and assigns a member of the team to be the lead for each case. They provide counseling on a one-on-one basis as needed. Overall the member of the mental health team provide ongoing supports to families and assist in making community mental health connections. This is in addition to the typical</p>	Interviews Document Review		

		evaluation and reevaluation tasks.			
Performance	6	<p><u>Positive Behavioral Support and Interventions (PBIS)</u></p> <p>Many schools in the district have adopted PBIS, a research-based discipline approach supported by the U.S. Department of Education, Office of Special Education Programs. All school levels except for the middle level have adopted this approach. The district has engaged with the Paul V. Sherlock Center on Disabilities at Rhode Island College for professional and program development assistance in implementing PBIS in the preschool classes, all elementary schools and the high school. PBIS emphasizes school-wide systems of support and proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. The purpose of these school-wide supports is to establish a climate in which, through introduction, modeling, and reinforcement of positive social behavior, appropriate behavior becomes the norm. All school members interacting with students, including peers, learn to recognize and reinforce students' efforts at positive behavior. School staff, including bus drivers, are working to build a continuum of positive behavior support for all students, implemented in classrooms and throughout all school areas and activities. Response from faculty, parents, and students has been favorable, and staff cite the value of incorporating these problem-solving strategies in the RTI process.</p>	District Presentation Interviews		

Performance	7	<p>Although Curtis Corner Middle School is not a PBIS school there are a variety of initiatives, curriculums and programs for students to engage in social emotional learning opportunities. Thematic units, pamphlet, assemblies, videos, discussions and posters are clearly evident throughout the middle school. Some examples of structured activities are but not limited to the following.</p> <ul style="list-style-type: none"> • A Consult Team • Second Step • Substance Prevention Supports and Services • Project Northland offered during health class • The Women’s Resource Center facilitates a bullying prevention initiative. • The computer lab, using lap tops, conducts the Choose Respect Program addressing Teen Dating Abuse <p>The concept of Advisor/Advisee is emerging at the middle school.</p>	<p>District Presentation Interviews Observation</p>		
Performance	8	<p><u>Functional Behavioral Assessments</u></p> <p>Overall special education staff throughout the district reported feeling comfortable with the Functional Behavioral Assessment (FBA) process and cited collaborative work with the school psychologist as an integral part of the FBA team process. The district is using a state-designed format for summarizing FBA results.</p>	<p>District Presentation Interviews Record Review</p>		
Performance	9	<p><u>FAPE in the LRE</u></p> <p>Based on the FFY July 1, 2005- June 30, 2006</p>	<p>State Performance Plan (SPP) Data Analysis</p>		

		<p>State Performance Plan (SPP) information on South Kingstown program placement data is as follows:</p> <p>The percentage of students educated 80 to 100% of the time in general education settings is 55%. (RI District Average is 63%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 14% (RI District Average is 15%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 1.6% (RI District Average is 3.14%)</p> <p>If a district is 1 standard deviation from the RI district average the district is considered discrepant for the target South Kingstown is <i>not</i> discrepant in any of the above categories.</p>			
Compliance	10	<p><u>Disproportionality</u></p> <p>Based on a review of December 2006 data, South Kingstown continues to be identified with significant disproportionality for various racial/ethnic groups. The district has developed written disproportionality plans to identify and develop culturally responsive pre-intervention practices that assist teachers and team members in effectively addressing students academic and behavioral needs. Through upcoming RIDE sponsored technical assistance sessions, South Kingstown will continue to revise and improve strategies to reduce disproportionality. Through</p>	State Performance Plan (SPP) Data analysis	The district has developed written disproportionality plans. These first steps begin the process of identifying and developing culturally responsive intervention practices that will assist teachers and team members in effectively addressing student's academic and behavioral needs. Professional development opportunities will also be provided to teachers regarding research-based interventions and culturally appropriate referrals. The South Kingstown School	SK continues to participate in RIDE disproportionality technical assistance initiatives. While SK is still identified with disproportionality, data from RIDE indicates improvement.

		the spring of 2007, South Kingstown sent a team of professionals representative of both special and general education to technical assistance sessions. Continued participation of general education in the plans and technical assistance sessions is imperative to the work on disproportionality.		Department will continue to participate in RIDE disproportionality technical assistance initiatives Timeline: Immediately and ongoing. Progress check: October 2008	
Performance	11	<u>FAPE – District-wide</u> At the elementary level, principals, teachers, and service provider efforts clearly focus on ensuring that the individual needs of students with disabilities are addressed, that all students have access to the general curriculum, that parents are involved in decision-making about their children, and that accommodations are implemented. Commitment by school personnel to implementing services and supports delineated in IEPs is evident.	Interviews Record Review Parent Interviews Observation		
Compliance	12	In some instances at Peace Dale Elementary School, team authority to make IEP decisions about unique services individually designed to meet special challenges for particular children with disabilities is unclear when building level IEP team members and district level administrators differ prior to the IEP meeting about potential supports available.	Interviews Record review SA 9,10	Building-based leadership will ensure that the response to intervention (Rtl) and IEP teams are positioned to address the following question for each child: -What does this child need to succeed in general education and how can we (IEP and/or Rtl team) reconfigure our roles and assignments to provide that? See also Support Plan item #2 in this section. Timeline: Immediately and ongoing. Progress check: October 2008	Peace Dale has a fully functioning Rtl Team and is part of the RIDE Rtl Technical Assistance Initiative. Program continuum at Peace Dale was restructured. More flexible staff roles & responsibilities have increased inclusive education opportunities for students to succeed in general ed.

Compliance	13	In rare instances, the district does not always convene an IEP meeting as required in response to parent request for IEP review, due to perceived administrative disagreement with the service request anticipated.	Parent interview Record review SA5	The district will clarify its protocols that IEP meetings are convened at the building-level upon parent request. Timeline: Immediately and ongoing. Progress check: October 2008	Clarification has been provided to administrators and staff
Compliance	14	At the high school the handicapped accessible main door vestibule/ anteroom (push plate) does not work. One student who goes to therapies in the Hazard building has a difficult time due to lack of access.	Interviews Observation	The push plate is now operational and the process was reviewed with the all involved individuals. Timeline: Issue resolved.	As indicated the issue is resolved
Performance	15	Extended School Year (ESY) Record reviews and interviews indicate that ESY is considered at IEP meetings and is available based on student need.	Interviews Record Reviews		
Performance	16	<u>Assistive Technology</u> Assistive technology assessment and services are available to students who require this support for successful learning. There is a need to ensure that equipment is routinely updated.	Interviews Record Reviews		

3. EVALUATION/ INDIVIDUAL EDUCATION PROGRAM (IEP)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Compliance/ Performance	1	Records of approximately 20 student records were reviewed by the visiting team. These were selected through a stratified random sampling technique to allow the team to consider a representative variety of students. Additional students came to the attention of the team during the review. Students' records were accessible and generally well organized.	Record Reviews	Assurances will be provided to the RI Department of Education, Office of Special Populations that compliance issues are addressed and rectified. Timeline: Immediately and ongoing. Progress check: October 2008	IEP meetings were held and new IEPs were developed. Substantial PD has been provided to staff re IEPs
Performance	2	Southern Rhode Island Collaborative (SORICO) screens 3-5 year olds in South Kingstown. This may include rescreening children if necessary to achieve accurate results. With parent permission, Child Outreach refers children who fail screening to the evaluation team for consideration of evaluation and, where needed, determination of eligibility for special education services.	District Presentation Interviews Document Review		
Performance	3	The high school department head is the school-based LEA representative for all IEP meetings and Evaluation Team meetings.	Interviews	Special education administration in conjunction with school-based administration and others will review/clarify and refine the role and assignments of the special education department chair. The district will provide professional development for selected building level administrators on IEP practices and processes. Timeline: Ongoing. October 2008 See also item #7 in the Transition section.	

Performance	4	<p>Throughout the district, general educators are conversant with the strengths, needs, goals, accommodations, and other information about their students with disabilities. Teachers who are co-teaching or work together with special educators/other service providers in their classrooms report high levels of understanding and responsibility for meeting the needs of their students with IEPs.</p> <p>At the elementary level they are informed through student information sheets, and/or consultations at the start of the school year with special educators/other service providers, reviewing students' IEPs, and through participation in IEP teams meetings for their students.</p> <p>At the middle level each grade level team has access to a binder which has been established to provide information regarding students with IEP's, PLP's and 504 plans. This binder is maintained by the grade level team leader and filed in a locked cabinet. Continued planning to assure that Unified Arts Teachers and others as appropriate have information addressing accommodations and modifications in a timely fashion maintaining confidentiality for students with IEP's is being addressed.</p> <p>At the high schools all teachers receive an accommodation sheet listing the student's strengths and challenges and the needed accommodations and/or modifications. Teachers can access the IEP via the guidance office.</p>	Interviews		
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4. TRANSITION					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	1	<u>Early Intervention Transitions</u> The referral from early intervention occurs at 30 months. Staff engage in observations (home & daycare) and evaluations as necessary. There is contact between therapists/case managers/families with the eligibility meetings and IEPs conducted prior to the child's 3 rd birthday.	District Presentation Interviews Document Review		
Performance	2	<u>Transition for incoming kindergarten students</u> Almost all children are transitioned to their home school. There are preschool to kindergarten transition meetings with the teams from 4 elementary schools in the spring. IEP review and transition conferences are held with kindergarten teams from the four elementary schools in the spring. A district preschool-kindergarten transition form is reviewed for all children (both general and special education). IEPs are reviewed in the fall to ensure that the program is meeting the needs of all incoming kindergarten students with IEPs.	District Presentation Interviews Document Review		
Performance	3	<u>Elementary to Middle School Transition</u> Elementary and middle school staff are working to enhance the transition process and orientation experiences for students with disabilities advancing to the middle school level. Elementary level teams are currently concerned about professional development and supports available for fifth grade students transitioning to the middle school next year.	Interviews Document Review	The elementary and middle school teams have collaborated to create a proactive plan for meeting the needs of these students. Concern resolved.	
Performance	4	<u>Middle Level</u> Middle school teachers/ staff participate in a transition planning for students transitioning from the elementary level to the middle as well as the middle level to the high school level. Presentation, IEP development, step-up days and individual instructional strategies along with program development are planned to assist with successful	Interviews Document Review		

		transitions.			
Performance	5	<u>Middle to High School Transition</u> Overall, all students participate in a variety of school-based transition orientation activities. Students in the life skills program typically participate in extended school year (ESY) activities located at the high school thus becoming familiar with the physical plant. In addition, in the spring they visit the school and classes during 8 th grade.	Interviews Document Review		
Compliance	6	<u>Secondary Vocational Assessments (middle school)</u> Though the Harrington O'Shea Interest Inventory is part of the seventh grade Career Day activities, student outcomes are not realized as a vocational assessment and shared with special educators at this time. Vocational assessments are currently not provided for students who are 14 years of age and eligible for special education services and supports at Curtis Corner Middle School (approximately 15 students are or will be 14 at the middle school with birth year of 1993, 2 students with birth year being 1992).	Interviews Document Review	Recent professional development has occurred in Ten Sigma "Targeting Transition" as one transition tool used to assess students. This training will continue throughout the year. Roles and responsibilities regarding use of these tools in the new IEP process will be reviewed and clarified. Timeline: Immediately and ongoing. October 2008	Training continued in '08-09. Way to Go RI was also explored as a tool. Roles & responsibilities were clarified and vocational assessments are provided for all students who are 14 & receiving special education
Compliance	7	<u>Secondary Vocational Assessments (high school)</u> All students receive an interest inventory through their advisories. This is facilitated through the guidance office and is kept by the students when completed. Teachers engage in one-to-one discussion for transition planning but do not have access to the interest inventory information. Teachers acknowledge that this is an area that needs attention in terms of a coordinated and documented transition evaluation that has meaning and connectivity to the IEP planning process. In addition, a multitude of staff expressed the overwhelming desire and need to have a transition structure that provided an array of structured and supported vocational experiences/ career exploration opportunities for students as appropriate. Currently, there are very limited structured vocational experiences at the	Interviews Document Review	Recent professional development has occurred in Ten Sigma "Targeting Transition" as one transition tool used to assess students. This training will continue throughout the year. Roles and responsibilities regarding use of these tools in the new IEP process will be reviewed and clarified. Timeline: Immediately and ongoing. October 2008 Building -based administrators will	Training continued as described above and roles & responsibilities clarified. Teacher Assistants were trained as job coaches to expand career exploration opportunities, building based business were also developed and SKHS now has an annual Career Fair.

	<p>high school other than: a.) the occasional career exploration field trip; b.) older students for whom the district has contracted for career explorations /experiences (i.e., Perspectives etc.). Some of the other older students with IEPs have independently gone and found work experiences.</p> <p>In terms of vocational assessments, South Kingstown has plans to address this lack of consistency and documentation. Ten Sigma "Targeting Transition" is the transition tool that will be used in South Kingstown. This tool assesses transition needs via a rubric and leads to development of measurable goals. There is a portfolio-based progress monitoring component that documents activities and provides a menu of transition goals and objectives for students at a variety of transition levels. Teachers will receive professional development in December 2007 and February 2008.</p>		<p>ensure collaboration between school counselors and the special education department chair to ensure an integrated system of ILPs including transition plans for students with special needs. Vocational assessment and transitional structures and indicatives will be led by the special education department chair (see also Section 3, item #3)</p> <p>Timeline: Immediately and ongoing. September 2008</p>	<p>In addition a transition structure is being constructed based on the results of a compression plan that addressed the following agenda:</p> <ul style="list-style-type: none"> • Define what transition planning is • Identify the <i>natural</i> transitions for students along the continuum • Identify what the RI regulatory requirements are • Discuss the findings of the School Support visit by the RIDE regarding transition • Identify where South Kingstown is going with transition planning • Identify what the stumbling blocks are in meeting regulatory requirements • Determine responsibilities of staff regarding the
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					<p>transition planning process</p> <ul style="list-style-type: none"> • Discuss practices to <i>continue</i> doing <i>start</i> doing <i>stop</i> doing • Discuss and develop an overarching transition structure for South Kingstown • Identify professional development needs
Performance	8	The Independent Transition Academy (formerly known as the Farm School) currently serves high schools students with IEPs (10th-12th graders) who have participated in the Farm School program and will graduate from the program. The future of the Independent Transition Academy will be to examine the feasibility of supporting students 18-21 years of age who may need additional experiences in the area of transition related experiences and opportunities.	District Presentation Document Review		
Performance	9	Summary of Performance (SOP). The high school follows the state suggested forms and reviewed the forms via special education department chair.	Document Review		
Performance	10	The special education department chair attends the Transition Advisory Council (TAC) or sends a representative.	District Presentation Document Review		
Performance	11	At the high school referrals to the Office of Rehabilitative Services (ORS) and the Division of Development Disabilities (DDD) is done by the special education department chair in conjunction with the student's case	District Presentation Document Review		

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