

Rhode Island Department of Education
Office of Special Populations

School Support System Report and Support Plan for the
Johnston Public Schools
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.

TABLE OF CONTENTS

1. School Improvement /Family Engagement
2. Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE)
3. Evaluation/ Individual Education Plan (IEP)
4. Transition

Johnston Public Schools
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>The district strategic plan of the Johnston Public Schools is an active document which is regularly reviewed and revised, and which supports and is informed by school improvement plans. The strategic plan is in the process of being redeveloped this year.</p> <p>Although the plan is intended to help all students achieve high standards, and staff throughout the district are clearly working towards this goal, the wording to this effect could be clarified and strengthened during the revision process. For example, there is currently only one overt recognition (Tactic 1, Result 3, Action Step 3b) that students have diverse learning needs that need to be addressed through the general education instructional program, and that teachers and staff need support in addressing such needs. According to the plan this is being addressed only through the Professional Development Institute (PDI) (note: this year's focus hours include only one related topic, which is being expected only of special services support staff). (see Item # 8 of Section 1, School Improvement / Family Engagement for information on the Professional Development Institute). Recent changes to the plan did include an additional step toward meeting more of the learning needs of students – although so far it is outside of the school day</p>	<p>Presentation Document Review Interviews</p>		

1. SCHOOL IMPROVEMENT / FAMILY ENGAGEMENT					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
		and dependent on funding (Tactic 5, Result 1).			
Performance	2	Staff across the district demonstrate a collaborative and collegial style. Many staff commented on how well staff work together, cooperating to meet the needs of students. There is a strong sense of shared responsibility and high expectations for all students. These comments came from both general education and special education staff and administrators, and many used the term "teamwork" to describe the degree of collegiality that prevails.	Interviews		
Performance	3	Throughout the district schools have school improvement plans. School improvement teams are active and are comprised of administrators, general, special and unified arts teachers, parents, students and community representatives.	Document Review Faculty Interviews		
Performance	4	There is a variety of literacy based endeavors throughout the Johnston Public Schools At the elementary level, literacy coaches utilize monthly district assessment and state assessment results to inform student progress and instruction. The coaches work with teachers to look at the data to inform instruction.	Presentation Document Review Interviews		

1. SCHOOL IMPROVEMENT / FAMILY ENGAGEMENT					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
		<p>Middle level literacy coaches, work directly with students to ramp up skills in addition to assisting teachers.</p> <p>The elementary and middle school literacy teachers get together annually to review student's data and progress prior to the student's transition to the middle level.</p> <p>The high school has a lead reading teacher who coordinates the PLPs and common planning time for other core content areas teachers where literacy approaches/strategies are reviewed and discussed. Students who have a PLP may take up to three literacy-based periods (reading, and two ELA classes 9th-11th grade).</p>			
Performance	5	There are also mathematics and science coaches at the elementary level. They work directly with teachers to support science and math instruction. The middle and high school levels have dedicated subject area content teachers. Also at the high school there is a curriculum planning time dedicated to improving numeracy. In addition, this team has common planning time.	Presentation Document Review Interviews		
Performance	6	There is a scope and sequence for curriculum in the Johnston Public Schools, which has	Presentation Document		

1. SCHOOL IMPROVEMENT / FAMILY ENGAGEMENT					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
		been integrated across all content areas and aligned to relevant expectations and standards. Curriculum templates are available on the web for teachers and user-friendly templates are available for community members etc. Plans are underway to review the scope and sequence with all special educators in conjunction with the literacy teachers/coaches in the district. Common assessments have been developed in all core content areas. These also inform instruction and student progress.	Review Interviews		
Performance	7	Johnston Public Schools have made considerable progress towards expected targets. No schools in the district are identified as being in need of Progressive Support and Intervention. There are six high performing schools and three moderately performing schools. The high school is a regents commended school – a particularly notable achievement reflecting their recent collegial and intensive effort. Areas for improvement in the district involve support for students with disabilities and English language learners.	Presentation Document Review Interviews		
Performance	8	The Johnston Public Schools support an extensive Professional Development Institute (PDI). A wide variety of topics is offered - selected or designed based on input from the schools, the district and the Rhode Island	Presentation Document Review Interviews		

1. SCHOOL IMPROVEMENT / FAMILY ENGAGEMENT

Indicator		Findings	Documentation	Support Plan	Follow-up Findings
		<p>Department of Education. Teachers are required to participate in 15 hours of professional development; the average annual number of hours per teacher is over 25. Twelve of the 15 hours are "focus hours." Focus hours are collegiality arrived at district priorities. For example, elementary focus hours include mathematics and middle/high school focus hours are on task development and calibration. Special services focus hours are on student mental health and differentiated instruction.</p>			
Performance	9	<p>The district also has an I-Plan coach to support teachers/administrators who are in an I-Plan. Over 60% of the teachers and several administrators in the district are either on an I-Plan or will need one in the near future.</p>	Presentation		
Performance	10	<p>The Professional Development Institute (PDI), I-Plan Coaches and mentor teachers are all positive components of the Johnston Public Schools' professional development efforts, however another component of a comprehensive district professional development program is not well developed. Specifically, the districts is limited in a variety of ways from going beyond the three components to ensure that all relevant staff receive timely professional development on topics it deems necessary. As a result, for</p>	Interviews Document Review	<p>The Board is in the beginning stages of discussing and defining a process to design focus hours as directed by data. In addition, staff will look at expanding targeted professional development opportunities during the school day.</p> <p>Timeframe: Ongoing. Progress check: April 2007</p>	

1. SCHOOL IMPROVEMENT / FAMILY ENGAGEMENT

Indicator		Findings	Documentation	Support Plan	Follow-up Findings
		<p>example, faculty may receive important professional development, but after the key time it is needed; or faculty may not receive important professional development on topics not listed as focus topics; or only some faculty may receive important professional development while others do not, because only some choose to take a PDI course; and/or faculty may receive only a portion of the professional development they need because a more extensive approach is not available through the PDI. The district's increased emphases on inclusive service delivery, response to intervention, differentiating instruction, etc., will only be as successful as the districts' efforts to continue to address such limitations on timely, comprehensive and universal professional development.</p>			
Performance	11	<p>Differentiated Instruction has been a primary area of interest in recent years - the highest ranked professional development topic requested by teachers at the elementary and high school levels in the SALT survey, and the 5th highest topic requested by middle school teachers. A course offered through the PDI has been well attended. A number of staff expressed interest in having more opportunities to learn about differentiating instruction. This is an important topic for the</p>	<p>Document Review Interviews SALT Surveys</p>		

1. SCHOOL IMPROVEMENT / FAMILY ENGAGEMENT					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
		success of more inclusive service delivery and of the response to intervention approach, and should be considered for district-wide attention.			
Performance	12	As the district is moving toward more inclusive service delivery, staff expressed the need for additional professional development in this area as well.	Interviews		
Performance	13	Throughout the schools there was evidence of teacher facilitated instruction, posted rubrics, modeling, cooperative learning, student problem solving, independent self-selected reading and journal writing along with standards based instructional practices. Use of data to analyze and improve instruction has grown considerably across the district. Introduction of the components of the response to intervention approach have begun at the elementary level and the focus on it district-wide is increasing.	Observation		
Performance	14	Faculty at the ECC and elementary schools report that the scheduled time to meet together (Curriculum, Instruction and Assessment time) which was recently instituted provides for multiple opportunities for general and special education staff review of student work, co-planning, and professional development.	Interviews		

1. SCHOOL IMPROVEMENT / FAMILY ENGAGEMENT					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	15	<p>Faculty at Ferri Middle School have scheduled common planning time twice a week. Currently this time is directed by the grade level team to determine the agenda. Faculty reported that common planning time is not always structured to address instructional strategies, interdisciplinary units, cross curriculum activities, student work and or data / assessment and review, and opportunities for embedded professional development.</p> <p>Health/Physical Education teachers and the Unified Arts faculty additionally meet as teams twice a week along with special education teachers.</p>	<p>Interviews Document Review</p>	<p>The district is reviewing common planning time at the secondary level and curriculum instruction and assessment time at the elementary level.</p> <p>Timeline: Ongoing. Progress check April 2007</p>	
Performance	16	<p>The Local Advisory Council (LAC) has been revitalized by the new Special Education Directors. The LAC is an active group that meets on a monthly basis. The enrollment has been increasing and a variety of activities are scheduled to continue to reach out to constituents and encourage participation. Parents interviewed about the LAC were appreciative of the new activity and look forward to its continued development.</p> <p>One of the activities parents have chosen to focus on is bringing Special Olympics back to the Johnston Public Schools. This endeavor is</p>	<p>Presentation Document Review Administrative and Parent Interviews</p>		

1. SCHOOL IMPROVEMENT / FAMILY ENGAGEMENT					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
		currently in process.			
Performance	17	The ECC lacks a strong school wide parent engagement component. Efforts should be made to provide school outreach to all parents especially to preschool parents whose children will attend the school for two or three years.	Interviews	Discussions are underway to discuss parent engagement opportunities. Timeline: Ongoing. Progress check April 2007	
Performance	18	Overall school information and specific public reports are presented via the web in addition to school-based newsletters. Information dissemination includes but is not limited to: <ul style="list-style-type: none"> ▪ School based parent report night, ▪ Parent letters from the superintendent and principals, ▪ IEP progress reporting and interim reports School Based Parental Support and Partnerships: <ul style="list-style-type: none"> ▪ Parent Teacher Organizations ▪ Open Houses ▪ Parent teacher conferences ▪ Parent Information Workshops ▪ Family Night Activity 	Presentation Document Review Interviews		
Performance	19	Johnston Public Schools utilize a variety of community-based connections to support student learning. These include but are not limited to the following:	Presentation Document Review Interviews		

1. SCHOOL IMPROVEMENT / FAMILY ENGAGEMENT					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
		<ul style="list-style-type: none"> ▪ Tri Town ▪ Police Department ▪ Mohr Library ▪ Resource Recovery ▪ Panther Partners ▪ North Central Chamber of Commerce ▪ Sodexo food Service ▪ Very Special Arts Grant ▪ Feinstein Programs ▪ National Youth Program using mini bikes ▪ Kent County YMCA ▪ Boys & Girls Club of Providence <p>A myriad of local colleges and university connections/relationships also support student learning (Rhode Island College, University of Rhode Island, Johnson and Wales University)</p>			
Performance	20	Throughout the district teacher support teams (TST) are functioning to various degrees. In schools with a strong TST history, implementation of the data-based, student focused intervention initiatives (Personal Literacy Plan and broader "response to intervention" (RTI) is a logical and seamless expansion of their work. However, across the district, particularly at the middle and high schools, some staff were unclear about the various TST/RTI team initiatives in light of existing teams.	Interviews Document Review	TST/RTI is an ongoing professional development initiative at all levels. Timeline: Ongoing. Progress check: April 2007	

1. SCHOOL IMPROVEMENT / FAMILY ENGAGEMENT					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings

2. FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE/LRE)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	1	Inclusive efforts have been a major focus of special education programs and services during the past five years and continue to be a dominant focal point. These inclusive efforts can be seen at all levels (see level specific findings for further information).	Presentation Document Review Interviews		
Performance	2	In contrast to the last School Support System review, students with disabilities in general have full and ready access to the general education curriculum, whether within or outside the general education setting. The curriculum in the secondary (middle and high school) is in the process of being updated.	Presentation Interviews Document Review Observation		
Performance	3	Across the district, there has been a noticeable and positive attitude shift toward inclusive service delivery since the visit five years ago – most noticeably at the elementary and high school levels. However, schools vary in the degree to which students with disabilities are educated in the general education setting, from Winsor Hill and Calef, which serve students in the general setting almost exclusively, to other schools with only	Presentation Interviews Document Review Observation State Performance Plan (SPP) data		

2. FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE/LRE)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
		a few instances of inclusive service delivery. At the most inclusive schools, staff described how the students have become a learning community, how they patiently and without judgment help each other, and how they consider differences among students to be quite normal and unremarkable. In these schools, several teachers pointed out that most students with disabilities in general education settings are indistinguishable from their typically-developing peers. In less inclusive schools, staff expressed the desire to become more inclusive, and would do so if not for perceived constraints (see item #4, below). Although the district has made considerable progress in serving students more inclusively, including bringing students back to Johnston to receive their services, the district still ranks as one of the least inclusive in the state based on prior special education census information.			
Compliance/ Performance	4	In all schools, the degree to which students can be served in the general education setting is limited by the maintenance of "resource" and "self contained" teaching loads, rather than "special educators" serving mixed caseloads of students. This is a restriction to the provision of service in the least restrictive environment. When special educators serve	Interviews Document Review Observation Record Review	Administration is working in collaboration with appropriate district administration and staff to address this issue. A pilot plan is in the beginning stages.	Fully addressed

2. FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE/LRE)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
		more than two grade levels, their capacity to work inclusively is significantly limited. Sometimes a "resource" teacher may carry a very heavy caseload with several grade levels, which challenges the ability to meet all students' needs, while a "self-contained" teacher in the same school has a very small load. In contrast, in one case, staff are concerned that a student may have to leave his current school in order to receive a higher level of daily service because the "self-contained" caseload is at its limit. There is also a common misconception that if students with more significant needs are being served within the general education setting, a special educator or special education assistant must always be present.		Timeline: Immediately and ongoing. Progress check April 2007	
Performance	5	The ECC does provide some limited inclusive options for Kindergarten students - two classes where students spend half the day in a smaller setting and the remainder of the day in the full kindergarten class. Students in the self-contained Kindergarten have little, if any, access to general education. There are few opportunities for access to typical peers for the preschool special education students.	Interviews Observation	Beginning in January a peer model program will begin. This will enable preschool students with special education needs to access typical peers three days a week. Timeline: Ongoing. Progress check: April 2007	
Performance	6	District programs for students with emotional disturbance and autism spectrum disorder at	Interviews Observation	The district is in the process of procuring another social	

2. FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE/LRE)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
		<p>the elementary level are located at Sarah Dyer Barnes. Neither program has written procedures with entry and exit criteria or program descriptions outlining institutional strategies, positive behavioral interventions and supports and classroom structure. The students with emotional disturbance have little social/emotional support from the clinical social worker due to a schedule overload. Staff for the classroom for students with Autism Spectrum Disorders have limited experience in providing instruction to this population and require on-going professional development. Arrangements have been made for technical assistance to be provided through the RI Technical Assistance Project Autism Project.</p>		<p>workers. This would remedy the excess caseload and allow staff to develop and support effective programs.</p> <p>Timeline: Ongoing. Progress check April 2007</p>	
Performance	7	<p>There are 835 students at Ferri Middle School. Of that total 187 students have IEP's.</p> <p>The special education continuum at Ferri Middle School consists of 1 self-contained mild/moderate class for students grades 6th through 8th, one self-contained class at each grade level and a departmentalized self-contained team of four special education teachers providing core content area subjects across grade levels.</p> <p>Sixty-six students are currently receiving their special education services and supports</p>	<p>Document Faculty and Student interviews Classroom Observations SALT Report</p>		

2. FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE/LRE)

Indicator	Findings	Documentation	Support Plan	Follow-up Findings
	<p>through a self-contained model.</p> <p>Resource supports are provided through co-teaching, intensive instruction, small group instruction along with pull out academic support at each grade level.</p> <p>The Behavior Support Program (BSP) at Ferri Middle School provides students with social-emotional behavioral issues an educational environment to address academic needs. The program focuses on academic content as well as appropriate decision-making and positive behavioral support. Currently the program is being re-designed to support a more inclusionary model for students with social-emotional-behavioral health related issues. Faculty responsible for the facilitation of this program requested continued guidance, clarity and professional development regarding Functional Behavioral Analysis, drafting individual behavior plans and the alignment of behavior planning with individual student's IEPs.</p> <p>The Student Service Center at Ferri Middle School incorporates a Focus Day Program, which provides an in-school suspension setting when a student's behavior requires removal from the general education classroom for one or more days. Additionally</p>			

2. FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE/LRE)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
		<p>students experiencing behavioral and or crisis related issues in the class may utilize this setting as a time out/or temporary removal from a classroom or other situation. The goal of this component is to address the immediate social emotional needs of the student followed by reintegration into the classroom.</p> <p>The Academic Support Center at Ferri Middle School provides a proactive intervention class setting targeting general education students who are at risk academically or who have been retained. Students are recommended through the Student Services Center Team to participate in the program. Students receive individual instructional support related to their specific grade level/subject area assessments.</p> <p>At the middle school, the counselors, school social worker and school psychologist provide social emotional topical presentations across grade levels along with some group and individual counseling activities. However, there currently isn't a school wide program addressing social emotional/character education at Ferri Middle School.</p>		<p>Plans are underway for next year to have a social emotional program at Ferri Middle School and throughout the district.</p> <p>Timeline: Ongoing : Progress check: July 2007</p>	
Performance	8	The Student Service Center Team (SSC) (Assistant Principal, SSC Teacher, Academic	Interviews		

2. FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE/LRE)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
		Support Center Teacher, school counselors, school nurse, social worker and psychologist) at Ferri Middle School meets weekly to determine appropriate interventions, evaluations and recommendations to address each student's individual needs prior to participating in any of the alternative learning programs.			
Performance	9	<p>At the high school the 9th graders are divided into three houses. One special educator is assigned to each house. The houses are heterogeneously grouped and the students in the respective houses are predominately taught by the same core group of teachers. Once every seven days the house teachers meet via common planning time and review overall and individual student challenges and needs.</p> <p>The 10th-12th grade teachers have common planning time on the six tactics of the school improvement plan (reading, writing, numeracy, climate, graduation by proficiency and personalization).</p> <p>Ramp Up Math and Ramp Up Literacy. 79 students with PLPs</p> <p>The high school has an advisory that meets every day for 8 minutes and on Wednesdays for 25 minutes.</p>	Interviews		

2. FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE/LRE)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
		<p>On the most recent state assessment the high school improved more than 3% in each area.</p> <p>Portfolio, end of course exams, and a capstone project are options used to meet the proficiency-based graduation requirements.</p> <p>There are two tracks at the high school; honors and college preparatory.</p> <p>The high school is no longer on NEASC probation. Although it meets or exceeds all NEASC standards it is on warning due to the library being in need of refurbishment. This refurbishment is scheduled to begin within the next few months. In addition, funds have been slated for the refurbishment of the high school science labs.</p>			
Performance	10	<p>Approximately 915 students attend Johnston High School and 179 are students with IEPs. The program continuum at the high school includes the following:</p> <ul style="list-style-type: none"> -Rotating specialist individuals (occupational therapy, physical therapy, adaptive physical education, speech and language, etc.) - Resource (called transition services). There is a resource room that is open throughout the day for those that may need to drop in or 	<p>Presentation Document Review Interviews</p>		

2. FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE/LRE)

Indicator	Findings	Documentation	Support Plan	Follow-up Findings
	<p>for those who are scheduled into a resource period. Resource teachers typically have one period in the resource room and the remainder of their classes as co-taught in general education classes. They also work with any students who may need assistance.</p> <p>The resource teachers have the same students on their case roster for all of the student's three years (10-12th grade). The freshmen house special education teachers case manage the students with IEPs in their respective houses.</p> <ul style="list-style-type: none"> - There are three classes for students who have more significant challenges. Two of these classes are referred to as Project SUCCESS, which stands for Students Using Career Centered Education for Success, and the third class is called SLS: Skills for Living Successfully - The Skills for Living Successfully class has 10 students (self-contained) with one teacher assistant and one one-on-one teacher assistant. - There is an Alternative Program that serves juniors and seniors who are at-risk of dropping out. Currently there are 16 students in the program, eight of whom have IEPs. 			

2. FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE/LRE)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
		-The high school has a full-time school psychologist and social worker located at the school. The social worker provides individual counseling via one-on-one and small groups for approximately 100 students (students with IEPs and Section 504 plans). In each of the self-contained classes the social worker facilitates problem solving and empathy groups. The psychologist is the lead person for any day-to-day crisis or situations that may arise. Both make connections for students/families to access outside resources.			
Performance/ Compliance	11	Some teachers at the high school in the self-contained settings were not aware of the process for procuring consumable goods. Some students with IEPs in those classes reflect meal preparation as one of their IEP goals.	Interviews	A process was developed in conjunction with special education administration and school staff. Staff are aware of the process and are accessing it. Timeline: Completed Nov. 2007	resolved
Performance	12	All teacher assistants in the Johnston Public Schools have passed the ParaPro test and are certified as teacher assistants.	Presentation Document Review Interviews		
Performance	13	Throughout the district all special education service provider is responsible for writing an IEP summary for the students on their case	Interviews		

2. FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE/LRE)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
		roster. This is done within the first few weeks of school.			
Performance	14	Students can access classes via online learning for summer school and/or homebound instruction as needed. Students in 4th through 12th grades can utilize this program.	Presentation Document Review Interviews		
Performance	15	There does not appear to be a district wide focus or program of social-emotional learning and positive behavior supports in the schools, although aspects of the district strategic plan refer to it. Approaches to promoting a healthy school climate and appropriate behaviors vary between and within schools. It is helpful, at some elementary schools, that once a student's behavior has become problematic, functional behavioral assessments are utilized to better understand student behaviors, and to prepare behavioral support plans to support the student within the general education setting. However, a greater focus is needed on avoiding behavioral concerns in the first place, especially through supportive, positive environment. (See also items #2, # 5, #10, #16, #17 #19, in Section 2 FAPE/LRE, item #7 in Section 3 Evaluation / IEP, and items #4, #6 in Section 4, Transition for additional information that supports this finding.)	Presentation Document Review Interviews State Performance Plan (SPP) data	Under the guidance framework the district is in the process of adopting district-wide social emotional requirements/guidelines. Timeline: Implementation is slated for next school year. Progress check July 2007	
Performance	16	It is unclear at the elementary level, if counseling support and the Comprehensive	Interviews	See Support Plan in item #15	

2. FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE/LRE)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
		School Counseling curriculum are available for students unless they have disabilities.			
Performance	17	At the secondary level (middle and high school), both general and special education teachers reported wanting more professional development on working with students with social-emotional challenges in the general education setting in addition to the writing /implementation of FBA/BIPs.	Interviews	See Support Plan in item #15	
Performance/ Compliance	18	Johnston Public Schools serve 66 students who are English Language Learners (ELL). One of them has been determined to be a student with disabilities. It is unclear whether this is an accurate reflection of these students' needs or whether the process by which students become recognized as students with disabilities operates differently for the ELL population. Concerns were expressed by staff that the intake process by which students are identified as requiring ESL supports, the supports available to analyze these students' learning needs, and professional development and supports for general education teachers of ELL students are inadequate. Recent indications of increased district-level attention and support are appreciated by staff.	Presentation Interviews Document Review	The special education administrators/ELL Coordinator are working with RIDE personnel and others with topical expertise to examine and review the ELL identification process. Approval was received to hire a .5 ELL teacher at the preschool level Timeline: Ongoing. Progress check: July 2007	Resolved, but continue to educate staff on needs of ELLs.
Performance	19	The Johnston Public Schools screen a large percentage of their 3, 4 and 5 year old	Presentation Document		

2. FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE/LRE)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
		children. All children in Head Start Programs are screened within their first 30 days in the program. There are also Child Outreach screenings in several nursery schools and day care centers, and screening in conjunction with Kindergarten registration at the Early Childhood Center.	Review Interviews		
Performance	20	Johnston Public Schools have a working agreement regarding service plans for students with disabilities with one private school within the town, for which they provide speech and language services. Other private schools have been made aware of their option to work with the public school system, but have not as yet taken advantage of it.	Interviews Document Review		
Compliance	21	At Ferri Middle School room 220 A and B have the same entrance and exit door. Health class is held in both rooms simultaneously, often impacting student's ability to focus on the specific instruction being delivered due to the lack of a door that separates the rooms. (Example when a movie is being shown in one room and a lecture is being given in the other, and or lecture vs. student discussion.)	Observation Interviews	Discussions are underway to add another door to room 220. This will be added to next year's budget. Timeline: Immediately and ongoing. Progress check July 2007	resolved
Compliance	22	At Graniteville, both rooms utilized by special	Observation	Discussion of service	Matter rectified

2. FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE/LRE)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
		educators for their pull-out, self-contained sessions are entered through other public rooms – the library and the computer laboratory. The only students in these pull-out programs are students with disabilities, and their privacy is violated by not having a private entrance to the room where they receive their services.	Interviews	delivery and space options are underway with the special educators. A structured schedule process will be developed to assist in this process. Timeline: Immediate and ongoing. Progress check January 2007	

3. EVALUATION/ INDIVIDUAL EDUCATION PROGRAM (IEP)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Compliance	1	<u>Records of thirty-four students were reviewed by the visiting team. Twenty-five of these were selected through a stratified random sampling technique to allow the team to consider a representative variety of students. Nine other students came to the attention of the team during the visit. Overall, the records were well-kept in an organized and controlled fashion. There were few substantive issues; many were technical or procedural items (see Item 2, below). Many of these latter items have already been addressed.</u>	Record Reviews	Assurances will be provided to the RI Department of Education, Office of Special Needs that compliance issues are addressed and rectified. <i>This Support Plan is applicable for all compliance findings in this section.</i> Timeline: Immediately and ongoing. Progress check July 2007	
Compliance/ Performance	2	<u>Record review trends/themes: - for the most part, communication with families regarding special education</u>	Record Reviews	Professional development of a variety of types will be made available to staff to	Rectified: new IEP form;

Deleted: overview

3. EVALUATION/ INDIVIDUAL EDUCATION PROGRAM (IEP)

Indicator		Findings	Documentation	Support Plan	Follow-up Findings
		<p><u>processes was appropriate; certain issues stem from forms that need revision</u> <u>- there were a number of issues with timelines of evaluations, consents, and meetings</u> <u>- IEP teams have not always been properly constituted</u> <u>- although the district has made considerable progress in this area, there are still a number of ways in which IEPs can be more clearly and appropriately written</u> <u>- a particularly important item is the indication on an IEP of whether a student's service will be delivered in a "regular" or "other" setting – lack of accuracy on this item may be resulting in a lower than actual reported level of inclusive service delivery.</u></p>		<p>ensure that these issues are resolved. Opportunities may be through PDI focus hours or expanding targeted professional development opportunities during the school day.</p> <p>Timeframe: Ongoing. Progress check: April 2007</p>	
Performance	3	Throughout the district, Special Education Faculty and Evaluation Team members report needing further clarification regarding the procedures and protocols necessary to carry out initial evaluations and re-evaluations.	Interviews	See Box 2, this section. Written guidance will also be provided. Timeframe: Ongoing. Progress check: April 2007	
Performance	4	At Ferri Middle School, faculty noted a need for more clarity and support when a student's disability category changes as a result of re-evaluation.	Interviews	See Box 2, this section. Written guidance will also be provided. Timeframe: Ongoing.	

3. EVALUATION/ INDIVIDUAL EDUCATION PROGRAM (IEP)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
				Progress check: April 2007	
Performance	5	There is a still a perception in the Johnston Public Schools that two separate teams are needed for making special education decisions – an evaluation team and an IEP team.	Interviews Record Reviews	See Box 2, this section. Written guidance will also be provided. Timeframe: Ongoing. Progress check: April 2007	
Performance/ Compliance	6	An increase in referrals resulted in a backlog of cases; thus, evaluation timelines at the ECC were exceeded.	Interviews	This has been addressed, however, in order to avoid future issues the process is in review and refinement. Timeline: Immediately and ongoing. Progress check: April 2007.	Almost completely rectified
Performance	7	At certain elementary schools, functional behavioral assessments are utilized to better understand student behaviors, and to prepare behavioral support plans to support the student within the general education setting. In contrast, at most schools faculty are unclear how to utilize the FBA as an intervention tool. Across the district, staff are facilitating FBA's in relationship to special education regulations regarding (a) identification of students with emotional disorders and (b) manifestation determinations. Staff were unclear about the process for parent/family	Interviews Document review	Central office administration will work in conjunction with high school school-based administration to review, revise and disseminate protocols for manifestation meetings and the suspension process. Timeline: Ongoing. Progress check: January 2007	

3. EVALUATION/ INDIVIDUAL EDUCATION PROGRAM (IEP)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
		notification of the FBA/BIP process for students with and without disabilities. At the high school, staff reported a lack of clarity regarding the protocols for manifestation meetings and the suspension process.			

4. TRANSITION					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	1	There is a formal procedure for transitioning students from early intervention to preschool, from preschool to kindergarten.	Document Review Interviews		
Performance	2	Both special educators and school counselors at Ferri Middle School use the Vocational Research Interest Inventory to address initial vocational discussions with all students. The incorporation of assessment outcomes are not typically embedded in the IEPs of students who may be 14 years old.	Presentation Document Review Interviews		
Performance	3	At the high school there is a Transition Coordinator who manages a variety of programs that connect students to the world of work and operationalizes vocational school-based and community opportunities. The transition program is notable for its comprehensiveness, variety of interventions, protocols used, data focus and alignment	Presentation Document Review Interviews		

4. TRANSITION					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
		with academic requirements. The development of community-based work sites is the primary focus of work opportunities and work exploration can be expanded. The Coordinator also works with the Alternative Learning Program and teaches Career Studies classes in all self-contained settings. In addition, there is a Career Fair in which all 10 th grade students and all students with IEPs (9-12 th) participate on a yearly basis.			
Performance	4	At the high school all students in 9 th grade complete the Choices program. In addition, students with IEPs complete an interest inventory via their case managers. The Transition Coordinator works with 11 th and 12 th grade students and their families in completing the application process if they may be in need of services through the Office of Rehabilitative Services. Some students access outside vocational evaluations such as the Northern Rhode Island Collaborative, Perspectives, etc.	Presentation Interviews		
Performance/ Compliance	5	Staff at the high school perceive that students with social-emotional needs who are in self-contained settings at the middle school come to the high school ill prepared for the rigors of high school and its inclusive co-taught class settings. There are some students who have IEPs citing self-contained as the setting yet they are currently in co-	Interviews Document Review	Special education administrators and school-based administrators have been discussing ways to address this issue. Timeline: Immediately and ongoing. Progress check April	resolved

4. TRANSITION

Indicator		Findings	Documentation	Support Plan	Follow-up Findings
		taught classes (see finding in next box).		2007	
Performance	6	The middle school special educators and high school special educators meet for a day to exchange folders and the middle school teachers/guidance counselors/social workers provide an overview of the incoming students' strengths and challenges. High school teachers requested representation at the 8 th grade IEP meetings to provide an overview of the high school program and help prepare more appropriate IEPs.	Presentation Interviews		