

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

School Support System Report and Support Plan

Johnston Public Schools  
March 26-29, 2012

# 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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***JOHNSTON PUBLIC SCHOOLS  
SCHOOL SUPPORT SYSTEM REVIEW  
MARCH 26 – 29, 2012***

***TEAM MEMBERS***

***Team A* – Alice Woods, Stephanie Bergan, Kristin Schmiedeknecht**

***Team B* – Jane Keane, Robert Lynch, Kathrine Torres**

***Team C* – Susan Wood, Cynthia VanAvery**

*Alice Woods will walk through Brown Avenue School, Graniteville Pre School  
and the Early Childhood Center*

<b>1. FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE/LRE)</b>					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
		The RIDE, Office of Student, Community & Academic Supports School Support System process was facilitated to provide a means of accountability for delivery of programs and services to improve outcomes for students with disabilities. The following pages reflect the findings of that process.	Data Analysis State Performance Plan		
Result	1	<p><b>Least Restrictive Environment Data (State Performance Plan Indicator #5)</b></p> <p>Based on the FY July 1, 2009 – June 30, 2010 State Performance Plan information Johnston Public Schools Placement Data is as follows:</p> <p>The percentage of students educated 80 to 100% of the time in general education settings is 62.95%. (RI District Average is 70.86%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 25.36%. (RI District Average is 14.55%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 7.5%. (RI District Average is 5.14%)</p>	Data Analysis State Performance Plan		
Result	2	<p>Participation and performance of children with IEPs on statewide assessments (<b>State Performance Plan Indicator #3</b>):</p> <p>A. The district ( disability subgroup that meets the State's minimum "n" size) did <u>not</u> meet the State's AYP targets for the disability subgroup</p> <p>B. Participation rate for children with IEPs. 98%</p> <p>C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards. 11.69% [Note: State has individual grade and content area targets (26%). State target is average target across grades and content areas. District target is average percent of students proficient across content areas (11.69%).</p> <p>D.</p>	Data Analysis State Performance Plan		
Result	3	<p><b>Instructional Strategies and Supports</b></p> <p>Throughout the schools there were examples of student centered, teacher facilitated</p>	Data Analysis Interviews Observation		

		<p>instruction, with student work along with homework assignments, independent self selected reading and journal writing aligned to the Early Learning Standards, GLE's and GSE's.</p> <p>Use of student assessment (NECAP, Stanford, Options, class assessments, other district benchmarks, etc.) and performance data (grades and class work) to inform placement, was evident throughout the district.</p> <p>The district had limited evidence of differentiated instruction. This limitation hinders the development of a continuum of interventions (behavioral and academic). See Response to Intervention finding for further information.</p>			
Result	4	<p><b>Response to Intervention (Rtl)</b></p> <p><b>Response to Intervention at the Elementary Level</b></p> <p>There is a functioning Rtl team at Thornton Elementary school. There is a clear process involving three tiers.</p> <p>Rtl at the Kindergarten level and Barnes Elementary school are in the beginning stages. Teachers bring data to meetings, which may be anecdotal in nature and the team functions similar to a teacher support team. There is no universal screening or grouping. There seems to be confusion regarding the process, type and effectiveness of interventions, and the role of Rtl in the referral process to special education.</p> <p><b>Response to Intervention at the Middle Level</b></p> <p>Rtl has not been established at Ferri Middle School.</p> <p>Though not articulated as part of the Rtl continuum, Ferri Middle School has initiated instructional interventions in literacy, reading and math. All students receive an additional period of literacy three times within a seven-day cycle. Students may participate in a math literacy class held twice within a seven-day cycle, as determined by their NECAP scores.</p> <p>Targeted reading intervention and supports are provided by reading teachers at each grade level. Students are identified to participate based on the NECAP, Options and Stanford assessments.</p> <p>Additional time is scheduled for "Flex Time and Team Time", which is held two times</p>	Data Analysis Interviews Observation	<p>Response to Intervention (Rtl) throughout the district needs to be reviewed and expanded at the elementary level and developed and implemented at the middle and high school level so that each building has an Rtl team that implements formalized and unified Rtl processes, procedures and protocols. A district-wide coordinator could further ensure that the processes, procedures and protocols are systemically aligned and implemented with fidelity.</p> <p>Timeline: Immediately and going. Progress</p>	

within a seven-day cycle. Educators reported that this time is not structured and students may engage in school work/projects, homework, silent reading and if appropriate, special education support. Additionally, general and special educators noted that the coverage responsibility of this time might not be spent with the grade level team students and/or special education students for whom they are assigned case management. Some students found it helpful that they could do their homework or projects, however for some students this time was not useful.

**Response to Intervention at the High School Level**

At Johnston High School RtI is in the planning phase. Staff reported that the high school had a waiver for this year thus the process is just getting started. Though not articulated as part of the RtI continuum, the high school also has initiated instructional interventions in literacy, reading and math.

check: May 2012.

Result/  
Compliance

5

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

The district has been identified as having significant disproportionality in its identification of students with disabilities as shown by the data in the following tables:

White	ED		LD		OHI	ASD			ADR	
	2010	2011	2010	2011		2010	2011	2010	2011	2010
Students with Disability	48	41	248	259	148	135	49	52	624	605
Total Students	2466	2490	2466	2490	2466	2490	2466	2490	2466	2490
District Risk	1.95	1.65	10.06	10.40	6.00	5.42	1.99	2.09	25.30	24.30
District Risk Ratio	3.09	2.94	2.63	2.96	6.12	5.32	4.52	3.87	2.84	2.87

Black	LD		ADR	
	2010	2011	2010	2011
Students with Disability	13	13	31	30
Total Students	121	117	121	117
District Risk	10.74	11.11	25.62	25.64
District Risk Ratio	2.81	3.17	2.87	3.03

Data Analysis  
State  
Performance  
Plan

Johnston administration will review, revise and refine their plans for implementing the learning disabilities identification criteria. They are encouraged to seek technical assistance from RI Systems of Support.

Timeline:  
Immediately and ongoing.  
Progress check :

October 2012

Hispanic	LD	
	2010	2011
Students with Disability	40	48
Total Students	378	393
District Risk	10.58	12.21
District Risk Ratio	2.77	3.48

A review of policies, procedures, and practices submitted through the CRP provided evidence of some revisions to policies and procedures. However, additional probes in the form of further data analysis, record reviews, and interviews reveal the revised procedures are not implemented with consistent practice (AW1,2,6). In addition, findings in the ELL record review from the joint ELL monitoring visit highlight additional cases of inappropriate identification practices.

**Disproportionate representation due to inappropriate identification** practices is identified in the following categories: Learning Disabilities for students who are White and students who are Hispanic (Indicator 10); All Disabilities Reported (ADR) for students who are White (Indicator 9).

Result	6	<p><b>Suspension (State Performance Plan Indicator #4): Significant discrepancy in the rate of suspensions (for students with IEPs) greater than 10 days as compared to the rate of suspensions (for students without IEPs) greater than 10 days.</b></p> <p>In both 2008-2009 and in 2009-2010, Johnston had less than 10 students with IEPs suspended more than 10 days. There was no significant discrepancy compared to students without disabilities.</p> <p><b>Social emotional resources / positive behavioral supports</b></p> <p><b>Elementary Level</b> Social workers and guidance counselors provide support and instruction in social emotional learning to students in small groups and in classes. A summer camp program in social skills began last year for elementary students with autism. Thornton Elementary School has just rolled out a PBIS initiative (March 2012).</p> <p><b>Middle Level</b> The homeroom period at Ferri Middle School is utilized to facilitate the Advisory</p>	Data Analysis Interviews Observation		
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		<p>Program. A curriculum has been established for educators to utilize as appropriate. In addition, access to Channel One World News is available for focused discussions.</p> <p>School Counselors/Guidance (2) provide topical presentations within the classroom addressing internet safety, success and responsibility, test taking tips and more. Additionally they engage in positive behavioral supports, social emotional learning and community responsibility.</p> <p>School Social Workers (1 full time social worker and an additional .4 social worker) facilitate solution based small group activities addressing social skills, problem solving, anger management and other areas related to current school wide emerging social emotional issues that are challenging for students.</p> <p><b>High School Level</b> At the high school level there are two full time social workers that provide individual and group counseling to students per their IEPs and as needed. The high school also has a psychologist and a resource officer to provide support as needed. An Advisory program also offers a structured opportunity for discussion and personalization.</p> <p><b>School Removals/Disciplinary Policies</b> Throughout the district behavioral expectations along with disciplinary action protocols and policies are comprehensively defined in a student handbook.</p> <p>An in school suspension setting at Ferri Middle School is provided for students requiring placement outside of the general education setting. General educators rotate throughout the day to assure students continue to receive their content area support.</p>			
Result	7	<p><b>Preschool Continuum</b></p> <p>The preschool program is located at the Graniteville school, where there are six classes, three for 3-year olds (total of 17 students) and three classes for 4-year olds (total of 34 students including peer models). There is a need and desire to increase the number of peer models, but no planned way to make that happen. A full day preschool class for students with disabilities is located at the Early Childhood Center.</p> <p>In this district the percent of preschool children who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings) is at 88% (<b>State Performance Plan Indicator #6</b>).</p>	Data Analysis State Performance Plan		

		<p><b>State Performance Plan Indicator #7</b></p> <p>Of the preschool children who entered the preschool program below age expectations, the percentage who demonstrated substantial improvements by the time they turned 6 years of age or exited the program:</p> <ul style="list-style-type: none"> <li>-Positive social-emotional skills (including social relationships); (see below)</li> <li>-Acquisition and use of knowledge and skills (including early language/ communication and early literacy); and (see below)</li> <li>-Use of appropriate behaviors to meet their needs (see below)</li> </ul> <p>Due to concerns with assessment reliability, outcome results for 3-5 year old children cannot be reported at this time. Although, some teachers have consistently and accurately completed their early childhood assessments, overall consistency of entry and exit protocols, compliance with checkpoint due dates and quantity and quality of observations has been lacking.</p>			
Result	8	<p><b>Program Continuum Elementary Level</b></p> <p>All Kindergarten classes in the district are held at the Early Childhood Center (ECC), along with one full day preschool class. Students with special education academic needs all attend a full day program, either in a half-day general education class in the morning with no additional support and then a half-day special education placement for the afternoon session, or special education in both morning and afternoon sessions. For students placed with a special education teacher in both the morning and afternoon sessions, there are no natural opportunities to participate in activities with their typical peers, such as classes with an itinerant teacher. The full day preschool program is located at the ECC.</p> <p>At Barnes Elementary School, there are three classes composed of students with IEPs, one for students with behavioral issues, and two others for students with varying disabilities.</p> <p>There is one class at Thornton where the special education teacher remains with the same students in the general education setting throughout the school day, although they may go to a separate location for ELA. Thornton has one class for students in grades 1-3 who remain with a special education teacher for most of the day, other than joining their peers for science, itinerants, and some math. One of these students is on Alternate Assessment.</p>	Data Analysis Interviews Observation	Administration will review and refine the inclusive opportunities at the Early Childhood Center.	Timeline: Immediately and ongoing. Progress check: Dec. 2012

		At the elementary level, students with IEPs that receive services in general education settings are typically placed in the same class. Services for those students are provided within that classroom setting as well as in separate settings as appropriate for student needs.			
Result/ Compliance	9	<p><b>Program Continuum Middle Level</b></p> <p>Following a middle school model, Nicholas Ferri Middle School currently facilitates their educational program and instruction through two teams at the sixth and seventh grade levels and three teams at the eighth grade level.</p> <p>There are currently 725 students attending the middle school, and approximately 256 are students with IEPs’.</p> <p>-Specialized instruction is provided in the general education setting by special educators (resource teachers) assigned to grade level teams. Special educators provide in class support along with adapting materials, tests and other related instructional documents, to meet the modification needs of students per their IEP. Twice on a seven-day schedule special educators provide pull out direct instruction and support per students’ specific IEP goals and objectives in a small group setting. Some co-teaching occurs with special and general educators.</p> <p>-A departmentalized self-contained/academic support model has been established at each grade level. Two grade level special educators provide small group direct instruction across content areas including reading. Self contained special educators provide content area instruction in ELA, math and reading, science and social studies within a leveled homogenous grouping (4) based on the Stanford, Options, NECAP and teacher generated assessments. Students may, as appropriate, move within the levels as they make progress. Instructional content is level specific.</p> <p>As appropriate some students may participate in the general education setting for social studies and/or science. Some students will participate in the general education setting for social studies and science with both a special educator and teacher assistant, and some with an unassigned resource teacher. All students participate with their typically developing peers for advisory and all co-curricular classes (art, music, physical education, etc.) independently. Students have lunch as a self-contained group as well.</p> <p>Students transitioning from the fifth grade self-contained behavior focus classroom are automatically transitioned into the departmentalized self-contained/academic support program.</p>	Data Analysis Interviews Observation		

	<p>a.) Comprehensive articulation and alignment of student's specialized instruction as it relates to student placement is unclear (elementary 5<sup>th</sup> grade transition to middle level 6<sup>th</sup> grade, exiting opportunities/criteria, grade to grade, 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup>, and from middle school to high school). RIGL 300.101 &amp; 300.114</p> <p>b.) A self contained special educator provides inclusionary support and student modifications in the general education setting for 6<sup>th</sup> and 7<sup>th</sup> grade students participating in science and social studies classes. This position presents concerns regarding a comprehensive approach to instruction and special education service delivery. Currently the reading curriculum (which is aligned to the grade level reading curriculum) is not being utilized. The special educator has designed the current reading curriculum being facilitated. Further, the special educator is currently assigned to an 8<sup>th</sup> grade team. However, the special education service provider does not have responsibility for 8<sup>th</sup> grade students at this time. The special educator is not scheduled for Flex Time/Team Time to meet students for additional academic support. RIGL 300.101 &amp; 300.114</p> <p>-A self-contained class is provided for students with more significant intellectual challenges needing individualized direct instruction and life skills experiences. Students participate with their typically developing peers in co-curricula classes along with some core content classes with support (teacher assistant) when appropriate. There are currently six students participating in this instructional setting with five of the students requiring an alternate assessment. Students engage in school based vocational exploration along with some community opportunities as funding allows.</p>		<p>a.1) A refined and revised articulation of students' movement throughout the district has been designed and will be implemented beginning spring 2012.</p> <p>a.2) A more formalized school-to-school transition planning process will be implemented to ensure a proper exchange of information regarding student placement to the next level or grade.</p> <p>Timeline: Ongoing Progress check: Dec. 2012</p> <p>b.1.) School-based administration in conjunction with special education administration will ensure that all students have access and equity to the general education curriculum.</p> <p>b.2.) Professional development will be provided for staff and administration in differentiated instruction co-teaching models, effective IEP Writing, and the LRE.</p>	
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				Timeline: Immediately and ongoing. Progress check: October 2012	
Result/ Compliance	10	<p><b>Program Continuum High School Level</b></p> <p>At Johnston High School there are approximately 950 students and approximately 230 students have IEPs. The program continuum is as follows:</p> <p>-Co-taught classes (9<sup>th</sup>-12<sup>th</sup>)- ELA (9-12) and literacy classes are co-taught. Students with IEPs that have PLPs are serviced via the literacy/ELA double block. For students who may need more intensive support the reading specialist teaches a reading class.</p> <p>a.) Intensive academic support classes. These classes are designed across all content areas for students who have more significant learning challenges. This targets 9<sup>th</sup> and 10<sup>th</sup> graders with the goal to have these students fully included by junior year. A special educator is in various class settings all day and co-teaches with core content teachers who rotate into that setting. RIGL 300.101 &amp; 300.114</p> <p>b.) Learning Center Program (A class for students who have social emotional challenges). A special educator is in the class setting all day and co-teaches with core content teachers. A point system is used as part of the behavior management system. The class is located next to the band room, which is at times a noise distraction for the students in the self-contained setting. RIGL 300.101 &amp; 300.114</p> <p>c.) Resource services (called “academic support” class). This is not a structured academic program. RIGL 300.101 &amp; 300.114</p> <p>d.) Alternative Learning Program (ALP)- A class for students who are at-risk for school failure or drop out. It serves both students with IEPs and general education students. A special educator is in the class setting all day and co-teaches with core content teachers. Students in this class may also participate in work-study experiences. RIGL 300.101 &amp; 300.114</p> <p>e.) One class for students with intellectual disabilities (Project Success: Students using career-centered education for success). Students in this class are ages 14-21 with one teacher and two one-on-one assistants and two program support assistants. There are currently 12 students participating in this program. In addition to the academic program, students participate in community-based experiences (Walgreens, Savers, school-based work experiences, etc.). Students typically access public transportation for these</p>	Data Analysis Interviews Observation	<p>a.1) Review the current program continuum to ensure equity and access of inclusive opportunities.</p> <p>a.2.) Professional development will be provided for staff and administration in differentiated instruction co-teaching models, effective IEP writing, and the LRE.</p> <p>b.) The Learning Center program location will be changed and staffing will be modified to provide effective resources and supports.</p> <p>Timeline: Immediately and ongoing. Progress check: October 2012</p> <p>c and d.) Review the current program continuum to ensure equity and access of inclusive opportunities.</p>	

	<p>experiences or walk to them. In the winter months when there is inclement weather, they do not engage in these experiences due to transportation issues. Students 18-21 years of age also take academic and vocational programming within the context of this classroom. How programming for students 18-21 is defined is unclear, as it appears that the same programming is used for all. RIGL 300.101 &amp; 300.43(3)(III)</p> <p>f.) One of the lifts in the high school is older and breaks down frequently. When this occurs, a student in a wheelchair (SW7) is not given access to his lunchtime in the cafeteria. This occurs at least three-four times per month. RIGL 300.114</p> <p>There is a shared psychologist at the high school, and two social workers who are at the high school full time. One social worker works consistently with students who have social emotional challenges. There is a shared DPT (3 days per week).</p> <p>g.) Students can also access the Virtual Learning Academy (VLA). This is held from 1:45p.m.-3:45p.m. each afternoon. There is a special education teacher attached to this program. Core content teachers work with students in their respective content areas. One student whose record was reviewed (SW5) takes all of his classes (10 courses) through the VLA. RIGL 300.101 &amp; 300.114</p> <p>There is a special education department chair. Currently, she teaches three-four classes out of a seven period day and case manages a caseload. This does not provide enough time to attend all evaluation meetings or other IEP meetings as well as provide ongoing support to special educators. There is a volunteer monthly special education department meeting.</p>		<p>e.) A review and refinement of the class will continue to ensure that students who are 18-21 have individualized transition programming as opposed to the same experiences that they had from ages 14-18. Specifically, a new 18-21 program will be established in the fall to provide students with vocational opportunities, transitional activities, and functional daily living skills.</p> <p>Timeline: Immediately and ongoing. Progress check: October 2012</p> <p>f.) Investigate lift options to ensure timely access to the cafeteria with typical peers.</p> <p>g) The VLA program will be reviewed and refined as a credit recovery program as opposed to a placement for students who have behavioral or academic challenges.</p> <p>Timeline: Immediately and ongoing Progress check: December 2012</p>	
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Result	11	Adaptive Physical Education is provided per the IEP	Data Analysis Interviews Observation		
Result	12	Extended School Year (ESY) is offered in the district per the IEP. It is typically housed at Ferri Middle School for middle and high school students and at the Early Childhood Center for the elementary level students.	Data Analysis Interviews Observation		
Result	13	<b>Local Special Education Advisory Committee (LAC)</b>  The chair for the Local Special Education Advisory Committee works with the Assistant Special Education Director to schedule meetings and presentations, but attendance has been so low that events have had to be cancelled. There is a need and desire to increase the membership and attendance, but there is no clear plan to do so. There is no clear leadership team, schedule of meetings, or goals for the LAC.	Data Analysis Interviews Observation		
Result	14	<b>School Efforts to Partner with Parents (State Performance Plan Indicator #8)</b>  The district's rate of parent participation in the annual Special Education Statewide Parent Survey (2010-2011) is 19% of parents whose children have IEPs.  Of parents with a child receiving special education services who participated in the last survey, the percent that reported that their school's efforts to involve parents, as a means of improving services and results for children with disabilities, are at or above the state standard is 37%.	Data Analysis State Performance Plan		
Result	15	<b>Drop Out /Graduation Rate (State Performance Plan Indicators #1 and #2)</b>  The Johnston Public Schools graduation rate is 61.10% for all students and 44.10% for students with disabilities. These rates are notably lower than the state average rates of 75.80% for all students and 57.20% for students with disabilities.  The Johnston Public Schools dropout rate is 23.20% for all students and 38.20% for students with disabilities. These rates are notably higher than the state average rates of 14.10% for all students and 23.60% for students with disabilities.	Data Analysis State Performance Plan		

2. EVALUATION/ INDIVIDUAL EDUCATION PROGRAM (IEP)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Result/ Compliance	1	<p>Records of approximately 20 students were reviewed prior to the on-site review by the team leaders. Students' records were very accessible. The record review process identified the following issues:</p> <ul style="list-style-type: none"> <li>- No documentation of interventions, support, and/or educational progress, progress monitoring, and/or other considerations in determining eligibility. There is very limited evidence that Specific Learning Disability determination is conducted consistently with (in relationship to) the State Criteria aligned with the Rtl process.</li> <li>-Various documents were missing from files (evaluations, invitations, consents)</li> <li>- Regulatory time frames not consistently adhered to</li> <li>-IEP annual goals, short term objectives and benchmarks are not written in a measurable manner</li> <li>-Various IEP items left blank</li> <li>-Transition services to reach post school goals written in a limited manner</li> <li>-Vocational assessment not seen in file nor produced at the schools</li> </ul> <p>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</p>	Data Analysis Interviews Observation	<p>Assurances will be provided to the Rhode Island Department of Education, Office of Student, Community and Academic Supports, that compliance issues are addressed and rectified. This Support Plan is applicable for all compliance findings in this section.</p> <p>Further, these findings will be reviewed with the special education advisory committee and administrators. A district wide plan will be developed to eliminate compliance issues.</p> <p>Timeline: Immediately and ongoing. Progress check: May 2013</p>	
Result	2	<p>The Child Outreach Coordinator supervises screeners, meets with parents and children during home visits, coordinates tracking, scheduling and meetings, and coordinates the transition from Early Intervention. The Coordinator attends evaluation team meetings at the pre-school and kindergarten level</p> <p>The state target for screening is 80% of children ages 3, 4, and 5. In Johnston's most recent Consolidated Resource Plan, the district reports the following screening percentages:</p> <ul style="list-style-type: none"> <li>• 3 year olds: 40%</li> </ul>	State Performance Plan data Interviews		

		<ul style="list-style-type: none"> <li>• 4 year olds: 65%</li> <li>• 5 year olds: 56%</li> </ul>			
Compliance	3	<p><b>Child Find (State Performance Plan Indicator #11)</b></p> <p>Johnston Public Schools for the 2010-2011 year was at 85.87% compliance for meeting evaluation timelines for initial referrals. As of 4/23/12 Johnston Public Schools was thus far at 100% compliance for meeting evaluation timelines for initial referrals for the 2011-2012 school year. RIGL 300.301(C)(i)</p>	State Performance Plan data	<p>The current SPP support plan in place will be restructured and refined in order to ensure 100% compliance.</p> <p>Timeline: Immediately and ongoing. Progress check: December 2012</p>	
Result	4	Throughout the district special educators completed an accommodation sheet that is then sent to the general education teachers.	Data Analysis Interviews Observation		
Compliance	5	<p>Specific Student Compliance Issues</p> <p>Specific instances were cited where student service time was missed due to teacher scheduling, teacher attending meetings, or teacher involvement in state testing. (AW 9-17) RIGL 300.101</p>	Interviews Observation Record Review	<p>School based administrators in conjunction with special education administrators will ensure that teachers provide services per the IEP. Compensatory service will be provided for students who have missed services.</p> <p>Timeline: Immediately and ongoing. Progress check: December 2012</p>	
Result	6	<p><b>Due Process Information (State Performance Plan Indicators #16, #17, #18 &amp; #19)</b></p> <p>As part of the SSS data analysis process, due process information is reviewed for the past three years. A summary is provided here.</p> <p style="text-align: center;"><b><u>COMPLAINTS</u></b></p> <p><b><u>2009</u></b></p>	Data analysis	Compliance items cited in the due process findings were verified as corrected or remedied by RIDE due process personnel.	

**# of Complaints:**

	<i>ISSUE(S)</i>	<i>RESULT</i>
Complaint #1	Other/FAPE	Finding of Non-Compliance

**2010****# of Complaints:**

	<i>ISSUE(S)</i>	<i>RESULT</i>
Complaint #1	Placement	Finding of Compliance
Complaint #2	Discipline/Eligibility	Finding of Compliance

**2011****# of Complaints:**

	<i>ISSUE(S)</i>	<i>RESULT</i>
Complaint #1	IEP	Withdrawn
Complaint #2	Other/FAPE	Part Compliant & Non-Compliant
Complaint #3	IEP	Finding of Non-Compliance
Complaint #4	Other	Finding of Non-Compliance
Complaint #5	IEP	Finding of Non-Compliance

**2012****# of Complaints: No complaints thus far for this year****MEDIATIONS****2009****# of Mediations:**

	<i>ISSUE(S)</i>	<i>RESULT</i>
Mediation #1	Placement/ESY	Agreement Reached
Mediation #2	Other/1:1	Agreement Reached
Mediation #3	Placement	Agreement Reached

**2010****# of Mediations:**

	<i>ISSUE(S)</i>	<i>RESULT</i>
Mediation #1	2 - Placement	Agreement Reached

Mediation #2	2 - Placement	Agreement Reached
Mediation #3	1 - IEP	No Agreement Reached
Mediation #4	2 - Placement	Agreement Reached

**2011**

**# of Mediations:**

	ISSUE(S)	RESULT
Mediation #1	Other/PT	No Agreement Reached
Mediation #2	Placement	Agreement Reached
Mediation #3	Placement	Withdrawn

**2012**

**# of Mediations:** No mediations thus far for this year

**HEARINGS**

**2009**

**# of Hearings:**

	ISSUE(S)	FINDING(S)
Hearing #1	Placement	Withdrawn

**2010**

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

**2011**

**# of Hearings:**

	ISSUE(S)	FINDING(S)
Hearing #1	Other/Program	Withdrawn/Settlement Agreement
Hearing #2	Other/P.T.	Decision (LEA and Parent)
Hearing #3	Placement	Dismissed
Hearing #4	Placement	Pending

**2012**

**# of Hearings:** No hearings thus far for this year

Result/ Compliance	7	District LEA and Diagnostic Prescriptive Teacher (DPT) Structure	Data Analysis Interviews	Special education administration in	
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		<p>Special educators reported that the evaluation team is also the reevaluation team. This team considers what evaluations are needed for reevaluations and procures consent. When the reevaluations are completed the Evaluation Team reviews all reevaluation assessments/data and makes a determination. After that, the IEP team meets to write the IEP.</p> <p>Throughout the district, the same standard battery of evaluations is usually recommended for all students. According to RI Regulations, Section 300.305, the IEP team must review existing evaluation data on the child and then, on the basis of that review and parental input, identify what additional data, if any, is needed to determine eligibility, present levels of achievement and the need for special education and related services.</p> <p>The evaluation team at the elementary level is chaired by the principals who have the role of LEA. DPT's at the middle and high school levels chair the evaluation team meetings. At the middle and high school levels the role of LEA is shared by the DPT, department chair (high school) and assistant principal. The process of who will be the LEA at various meetings is determined by the schedule. Teachers reported that there are many times when there is no LEA present at IEP meetings (SW7). RIGL 300.321</p> <p>Related service providers at the secondary level (middle and high) reported that they are not told in advance when an IEP meeting is to be held. Very often, the related service providers are told the day before or the morning of the meeting that there is an IEP meeting and that they need the related service provider's goals.</p>	Observation	<p>conjunction with school-based administration will review and redefine the structure of the DPT and LEA at meetings. Clarification of roles and responsibilities will occur. This will also include a review of process and procedures with regard to the role of the evaluation team versus the IEP team.</p> <p>Timeline: Immediately and ongoing.</p> <p>Progress check: October 2012</p>	
Compliance	8	Staff was very unclear regarding the requirements regarding SLD determination and reevaluation process (See also record review findings). RIGL 300.307(2))	Data Analysis Interviews Observation	<p>Special education administration in conjunction with lead staff will work to provide technical assistance to staff on the SLD determination and reevaluation process.</p> <p>Timeline: Immediately and ongoing. Progress check: May 2013</p>	

3. IDEA TRANSITION					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Result	1	<p><b>Part C to Part B Transition (Indicator #12)</b></p> <p>The Child Outreach Coordinator manages the transition of children from Part C Early Intervention (EI) to preschool special education. Upcoming birthdates are monitored to ensure that meetings are scheduled in a timely manner. Last year's consolidated resource plan (CRP) indicated that the district achieved 88% compliance and that all 28 children referred from Early Intervention and found eligible for preschool special education had IEPs developed and implemented by their 3<sup>rd</sup> birthday.</p>	Data Analysis Interviews State Performance Plan		
Result	2	<p><b>IDEA Transition Planning at the Middle Level</b></p> <p>At the middle level, special educators utilize the Vocational Research Institute (VRI II) and WayToGoRI to engage students in planning for their transition based IEP. How interest inventories inform IEPs is emerging.</p>	Data Analysis Interviews Observation		
Result/ Compliance	3	<p><b>IDEA Transition Planning at the High School Level</b></p> <p>There is a part-time Transition Coordinator at the high school (four Career classes and two periods for transition related work). This person teaches a careers class with students in the Life Skills program. She also works with the students in the learning resource program and the alternate learning program. At times, the various classes participate in learning adaptive life skills together.</p> <p>Some case managers reported that they were responsible for facilitating vocational assessments, while others state that the Transition Coordinator is the lead for facilitating the vocational assessments. In the record reviews there was very limited evidence of vocational assessments. The evidence that was present was old (2008, 2009). It is unclear what formalized role the Transition Coordinator plays in providing professional development in the special education department.</p> <p>We asked at the high school for vocational assessment documentation and were provided with the following:</p> <p>SW6: The assessment tool listed on the IEP as of 2/27/12 was WayToGoRI. The vocational assessment provided was Barriers to Employment Success Inventory dated 3/28/11.</p>	Data Analysis Interviews Observation	<p>The overall transition structure will be reviewed and restructured in order to ensure that teachers meet the regulatory requirements for students on their caseload with regard to transition. This will include the transition coordinator's position, roles and responsibilities reviewed and revised as necessary.</p> <p>Timeline: Immediately and ongoing. Progress check: Dec. 2012</p>	

		<p>SW3 lists “vocational assessment, social and education”, all dated 9/2009. The assessment provided was Barriers to Employment Success Inventory dated 3/28/11.</p> <p>SW1 WayToGoRI was listed as the assessment tool and WayToGoRI interest profiler was provided. We re-interviewed the student and she stated that she completed the interest profiler on 3/28/12.</p> <p>SW4 The assessment tool listed was vocational research interest inventory dated 12/1/08. A vocational interest assessment result sheet (completed by the student) dated 3/28/12 was provided as documentation that stated the assessment tool was the WayToGoRI interest profiler.</p> <p>SW5 had “vocational assessment” listed and students’ interview as the assessment tool on the IEP (dated 12/11). A school generated summary sheet (as opposed to a WayToGoRI print out) stating the student completed WayToGoRI was provided as documentation (this was not completed by the student).</p> <p>SW2 has WayToGoRI listed as the assessment tool on the IEP. The documentation provided was WayToGoRI interest profiler, however, the administration date was listed as 3/29/12.</p> <p>In summary, two out of the six students’ records reviewed had assessment tools that matched what was listed on the IEP and none were completed prior to the student’s IEP meeting. It is unclear why the documentation process is not more clearly structured. RIGL 300.320(b)(1)</p>			
Result	4	At the high school the Transition Coordinator is the point for the Office of Rehabilitative Services (ORS) referrals at the school.	Interviews Document Review		
Result	5	Summary of Performance (SOP) is facilitated by the case manager as appropriate.	Interviews Document Review		
Result	6	Youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, and transition services. The Johnston Public Schools are 98.43% compliant with the requirement. <b>(State Performance Plan Indicator #13)</b>	Interviews Document Review		
Result	7	66.20% of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and who have been employed, enrolled in postsecondary school, or both within 1 year of leaving high school. The State average was 78%. <b>(State Performance Plan Indicator #14)</b>	Interviews Document Review		