



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

School Support System Report and Support Plan

**Chariho Public Schools
May 2020**

SCHOOL SUPPORT SYSTEM A Collaborative System of Focused Monitoring

Introduction

The purpose of the School Support System (SSS) is to provide a means of accountability for delivery of programs and services for students with exceptionalities. The School Support System model is designed to promote the involvement of the whole school district, general educators as well as special educators and parents. It is designed to learn if the district meets the regulations and what effects programs and services have on student outcomes. Finally, the SSS develops a school support plan for training and technical assistance.

To accomplish this the SSS includes these components:

- **The Orientation Meeting:** The Rhode Island Department of Education (RIDE) staff meets the Local Education Agency (LEA) to plan the site review and identify issues or initiatives that may influence programs or service delivery.

- **Data Analysis Meeting:** The RIDE staff meets to review LEA demographic information on selected reports including: the state performance plan, census information, and information collected through record review, staff questionnaires and parent interviews. To ensure that the child is at the center of the study, all analyses begin with the child. Thus, a sample of approximately 20 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 by the district as well as resources and time lines to improve programs and services.

TABLE OF CONTENTS

1. Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE)
2. Evaluation/Individual Education Program (IEP)
3. IDEA Transition

**Chariho Public Schools
School Support System Review**

Record Review Team Leaders

Team A – Susan Wood, Sandra Cambio Gregoire

The RIDE, Office of Student, Community & Academic Supports School Support System process was facilitated to provide a means of accountability for delivery of programs and services to improve outcomes for students with disabilities. The following pages reflect the findings of that process.

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

Indicator	Findings	Support Plan
Result 1	<p>Least Restrictive Environment Data (State Performance Plan Indicator #5)</p> <p>Based on the FY July 1, 2018 – June 30, 2019 State Performance Plan information on Chariho Public Schools Placement is as follows:</p> <p>The percentage of students educated 80 to 100% of the time in general education settings is 79.43% (RI State Average is 71.03%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 12.53% (RI State Average is 11.44%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 7.1% (RI State Average is 5.66%)</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	
Result 2	<p>Participation and performance of children with IEPs on statewide assessments (State performance Plan Indicator #3):</p> <p>A. Participation rate for children with IEPs 96.51%.</p> <p>B. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards 13.18% District target is average percent of students proficient across content areas 13.18%.</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	
Result 3	<p>Multi-Tiered System of Support (MTSS) Response to Intervention (RTI)/Academics Elementary Level</p> <p>At the elementary level all students are universally screened and progress monitored using STAR Reading and Math Benchmark Assessments three times a year. MTSS teams have been established at every elementary school and meet once a week to review student data and plans. The team is made up of the school principal, school psychologist, classroom teaching staff, special educators where appropriate, and all specialists. They are required to review and utilize evidence-based intervention menus when determining specific targeted interventions. The elementary schools also offer before and after school academic assistance. Staff is contractually required to stay one hour beyond their school day one day a week to work specifically with students. Students with disabilities are eligible for</p>	

interventions provided by the Reading and Math Specialists in addition to the services provided through their IEPs. Special Educators are required to progress monitor students on their case-loads who have IEP goals in a specific area or have been identified as needing interventions through the RtI process minimally every two weeks. Data analysis meetings are conducted to review all progress monitoring data to determine if instruction is closing the gaps in identified areas. Interventions are monitored and adjusted for type of evidence-based intervention and frequency of intervention as needed to improve students' achievement.

Middle Level

At the middle school level all students are universally screened and progress monitored using STAR Reading and Math Benchmark Assessments three times a year. MTSS teams have been established two days a week to review student data and intervention plans. The team is made up of the building administration, school psychologists, class teachers, reading and math specialists, and special educators where appropriate. The team is required to review and utilize evidence-based intervention menus when determine specific targeted interventions. Staff is contractually required to stay one hour beyond their school day one day a week to work specifically with students. Students with disabilities are eligible for interventions provided by the Reading and Math Specialists in addition to the services provided through their IEPs. Special Educators are required to progress monitor students on their case-loads who have IEP goals in a specific area or have been identified as needing interventions through the RtI process minimally every two weeks. Data analysis meetings are conducted to review all progress monitoring data to determine if instruction is closing the gaps in identified areas. Interventions are monitored and adjusted for type of evidence-based intervention and frequency of intervention as needed to improve students' achievement.

The middle school also has developed a MAAP (mandatory after school academic program) for struggling students. They also offer night school where students can recoup promotional points each quarter as not to have to fail and attend summer school. The middle school also offers a SSP-student support program where students are identified in need of organizational assistance and academic support. The program has a focus on executive skill development and is run by a social worker and an educational support professional.

High School Level

All students in grades 9 and 10 are screened two times a year utilizing STAR. Any student who is identified in the urgent intervention range (lowest15%) is referred to the MTSS team. After considering multiple data sources, such as classroom performance and other assessment scores, plans are then developed for students who have been identified as needing urgent intervention. The high school level team is comprised of the building principal, CTE principal, assistant principal, school psychologist, guidance counselors, specialists, and content area teachers as well as special educators were appropriate. The team is required to used evidenced based intervention menus when designing intervention plans. Students with disabilities are eligible for interventions provided by the Reading and Math Specialists in addition to the services provided through their IEPs. Special Educators are required to progress monitor students on their case-loads who have IEP goals in a specific area or have been identified as needing interventions through the RtI process minimally every two weeks. Data analysis meetings are conducted to review all progress monitoring data to determine if instruction is closing the

	<p>gaps in identified areas. Interventions are monitored and adjusted for type of evidence-based intervention and frequency of intervention as needed to improve students' achievement.</p> <p>The high school also offers a Student Support Program (SSP). This program assists students in their academic classes in addition to working with the student's executive functioning needs. Staff is contractually obligated to stay one hour beyond their school day one day a week to specifically work with students who may be struggling. The high school advisors also assist students in staying on track academically and to ensure they are completing their requirements for the graduation portfolio. Night school is offered to students to recoup credit during the school year rather than attending summer school. The high school also has MAAP-mandatory after school academic program. There is an M list that goes out weekly to all staff identifying students who have missing work and may require MAAP.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>																																	
Result/ Compliance	<p>4 SPP Disproportionate Representation (State Performance Plan Indicator #9 and #10)</p> <p>The district has been found to have disproportionate representation in the area(s) of:</p> <table border="1" data-bbox="336 649 1583 958"> <thead> <tr> <th colspan="2">Learning Disabilities Native American</th> <th colspan="2">No longer disproportionate for: All Disabilities Reported Native American</th> </tr> <tr> <th>Year</th> <th>Risk Ratio</th> <th>Year</th> <th>Risk Ratio</th> </tr> </thead> <tbody> <tr> <td>2015-16</td> <td>3.66</td> <td>2016-17</td> <td>3.3</td> </tr> <tr> <td>2016-17</td> <td>3.79</td> <td>2017-18</td> <td>3.21</td> </tr> <tr> <td>2017-18</td> <td>4.26</td> <td>2018-19</td> <td>3.2</td> </tr> <tr> <td>2018-19</td> <td>4.44</td> <td>2019-20</td> <td>2.37</td> </tr> <tr> <td>2019-20</td> <td>3.16</td> <td></td> <td></td> </tr> </tbody> </table> <p>A risk ratio of 2.5 or more for 3 consecutive years = significant disproportionality when the minimum cell size is met.</p> <table border="1" data-bbox="493 1096 1155 1464"> <tr> <td>District risk</td> <td>Divides students with disabilities of a particular race/ethnicity by total IDEA count of students of that same race/ethnicity to get the percent of the racial/ethnic group that's identified in that category</td> </tr> <tr> <td>District risk ratio</td> <td>Compares the district risk for one race/ethnicity to the district risk for all</td> </tr> </table>	Learning Disabilities Native American		No longer disproportionate for: All Disabilities Reported Native American		Year	Risk Ratio	Year	Risk Ratio	2015-16	3.66	2016-17	3.3	2016-17	3.79	2017-18	3.21	2017-18	4.26	2018-19	3.2	2018-19	4.44	2019-20	2.37	2019-20	3.16			District risk	Divides students with disabilities of a particular race/ethnicity by total IDEA count of students of that same race/ethnicity to get the percent of the racial/ethnic group that's identified in that category	District risk ratio	Compares the district risk for one race/ethnicity to the district risk for all	<p>The LEA will continue to review and refine its MTSS/Rtl process in conjunction with ongoing assessment and refinement (as applicable) of the special education process.</p> <p>Timeline: Immediately and ongoing</p> <p>Progress Check: June 2021</p> <p>FOLLOW-UP FINDINGS: The Director of Special Education and/or the Assistant Director of Special Education attended all non-academic RTI meeting at Chariho Middle School.</p> <p>The district provided professional development to all of the School Counselors and Special Educators on using the new program, Powerschool Special Programs, to facilitate writing and collecting data on measurable and attainable goals for students in the Rtl and IEP process.</p>
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		other races/ethnicities combined	Chariho is no longer identified as Disproportionate based on the 2022 CRP.
		<i>Documentation: Data Analysis; State Performance Plan</i>	
Result	5	<p>Suspension (State Performance Plan Indicator #4a): Significant discrepancy in the rate of suspensions (for students with IEPs) greater than 10 days as compared to the rate of suspensions (for students without IEPs) greater than 10 days. This was not applicable for the Chariho Public Schools as no students with IEPs were suspended for greater than 10 days.</p> <p>State Performance Plan Indicator #4b 0% had: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	
Result	6	<p><u>Multi-tiered System of Support (MTSS)/Social Emotional Supports/Social Emotional Resources/Positive Behavioral Supports</u></p> <p><u>District-wide – All Levels:</u> The Non-Academic RtI Referral Process is implemented when a student exhibits persistent social/emotional classroom concerns. First, Tier 1 interventions and supports are consistently implemented by the teacher and / or support professional for at least 4-6 weeks. If the student is not making progress despite Tier 1 interventions and support, A Mental Health Referral Form is completed by the teacher/support professional. If there is sufficient data to support the referral, the Mental Health Provider refers the student to a Non-Academic Team. Next, an initial Non-Academic RtI Formal Team meeting is held to review the referral and determine next steps. The team may recommend additional Tier 1 supports or develop a Non-Academic RtI Plan using evidence-based Tier 2 or Tier 3 interventions. The Non-academic RtI Team sends a notification letter to the parent and reconvenes within 6-8 weeks to review progress-monitoring data and adjust intervention intensity and design, if needed. (See Flow Chart and Mental Health Referral Form).</p> <p>Elementary Level Each elementary building utilizes positive behavior supports and has developed non-academic RtI plans. Building-wide expectations are made known to students and there are corresponding incentive systems for pro-social behaviors. Classroom, hallway, cafeteria, and recess expectations are reviewed with students and this can be seen visually reinforced through posted signs in the school building. Within the</p>	

past couple of years, the elementary discipline referral sheet was modified to better align with MTSS. The revised sheet now captures “minor” versus “major” behavioral incidents. Specific environmental data is also now documented through this form. An evidence-based intervention menu for behavior at each tier is available for use by staff and mental health providers. School psychologists provide varying tiers of intervention. Mental health groups are provided to student to target skills instruction (e.g., social skills, coping skills, self-regulation skills). Recently, a new Tier 1 support was put in place across the four elementary buildings. A self-regulation program (Zones of Regulation) is now embedded within the health curriculum. All students in grades 1 will receive 14-weeks of mental/social health/self-regulation instruction in a co-taught model with the school psychologist and the school nurse/health teacher. The special education department also contracts with a clinical psychologist to provide classroom support to teachers, students and their families. The clinical psychologist offers behavioral consultation by a clinical psychologist to all four elementary schools to assist in being proactive in regards to students experiencing social/emotional difficulties in a preventive and proactive manner. The clinical psychologist is also accessible to the middle school and high school as needed.

The Chariho Regional School District and the University of Rhode Island have a memorandum of Understanding to outline the terms of providing an after-school anxiety group to Grades 2-4 at Richmond Elementary School. A URI student group facilitator will provide supervision to graduate student presenters at the University and facilitate a small coping with anxiety group after-school one day per week for a period of 4 weeks (one group each semester). URI will also offer an opportunity for consultation with parents in the presence of the Richmond Elementary School contact person.

Middle Level

Chariho Middle School has three CORE Values: Perseverance, Responsibility, and Integrity. This is a school wide system to teach and acknowledge positive behaviors. They are defined for all settings in the school from classrooms to the schoolyard. Each staff member of the Chariho Middle School Community emphasizes these values and students are presented a “PRIDE” card for exhibiting behavior aligned with the CORE Values. An evidence-based intervention menu for behavior at each tier is available for use by staff and mental health providers. Faculty and mental health staff provide varying tiers of intervention. Mental health groups are provided to students to target skills instruction (e.g., social skills, coping skills, self-regulation skills). Additionally, the MS has a Student Support Program (SSP) that provides behavioral supports to students. A Student Assistance Counselor provides substance abuse prevention at the middle school. Additionally, a peer-mentoring program is in place to help address student conflict.

Chariho Middle School has implemented a Non-Academic Rtl system.

The Non-Academic Rtl Referral Process is implemented when a student exhibits persistent social/emotional classroom concerns. First, Tier 1 interventions and supports are consistently implemented by the teacher and / or support professional for at least 4-6 weeks. If the student is not making progress despite Tier 1 interventions and support, A Mental Health Referral Form is completed by the teacher/support professional. If there is sufficient data to support the referral, the Mental Health Provider refers the student to a Non-Academic Team. Next, an initial Non-Academic Rtl Formal Team meeting is held to review the referral and determine next steps. The team may recommend additional Tier 1 supports or develop a Non-Academic Rtl Plan using evidence-based Tier 2 or Tier 3 interventions. The Non-academic Rtl Team sends a notification letter to the parent and reconvenes within 6-8 weeks to

review progress-monitoring data and adjust intervention intensity and design, if needed. (See Flow Chart and Mental Health Referral Form).

High School

Recently, the high school mental health staff and guidance department have begun to develop a continuum of mental health supports. The team is looking at adopting some prevention practices to help address mental health needs at the high school level. An evidence-based intervention menu for behavior at each tier is available for use by staff and mental health providers. The mental health providers conduct groups for students based on need (e.g., stress management, grief, coping skills, etc.). Additionally, the high school has a Student Support Program (SSP) that provides behavioral supports to students. A Student Assistance Counselor provides substance abuse prevention at the high school. Conflict resolution is provided through mediation. The high school participates in weekly “clinical meetings” to develop intervention plans for students with behavioral and social/emotional needs. The high school also has some additional supports for students like the Chariho Welcome Team, a school-wide Caught You Being Kind Program, a “You Inspire Me Program”, a New Student Welcoming Breakfast, and a Kindness Week. During the month of February, awareness is provided on Teen Dating Violence. Rachel’s Challenge has been implemented at CHS, which “focuses on strategies that equip students and adults to combat bullying and allay feelings of isolation and despair by creating a culture of kindness and compassion.” (see Rachel’s Challenge website). The high school mental health providers were instrumental in developing a formal process for the high school portfolio requirements to include a mental health component. They further promoted this process by visiting advisory blocks to educate students on the mental health component of the portfolio process.

At all levels (elementary through secondary), the mental health providers consult and collaborate with outside providers like DCYF, RICAN, South Shore Mental Health, the Domestic Violence Resource Center, and South Shore Community Action, to name a few.

The Chariho Regional School District partners with Gateway Healthcare in the Promoting Integration of Primary and Behavioral Healthcare Program (PIPBHC). The PIPBHC program provides access to a combination of supports and services to promote long-term stability and family health and well-being. Program funds are used to enhance engagement, outreach, screening, assessment, and access to evidence-based practices. PIPBHC serves children and other members of the household who are experiencing, or at risk for, substance use and/ or co-occurring physical and mental health conditions. The model follows a family-based treatment approach, giving high-need, underserved, and vulnerable populations coordinated physical and behavioral health care.

This year both the middle school and high school level staff will be participating in the South County Project Aware. The grant was just recently awarded to several South County school districts.

Chariho has also implemented the Say Something Anonymous Reporting System at the Middle and High School levels to allow students to anonymously report life/safety and non-life/safety issues so they can be addressed before crises, injury or safety issues occur.

		<p>School Removals/Disciplinary Policies. Throughout the district behavioral expectations along with disciplinary action protocols and policies are comprehensively defined in a student handbook and reviewed annually.</p> <p><i>Documentation: Data Analysis</i></p>	
Result	7	<p>Preschool Continuum</p> <p>The preschool program is located at Hope Valley Elementary School. Chariho offers an integrated preschool program. Chariho Integrated Preschool Program offers 2-5 day programs. The program offers both morning and afternoon sessions. The staff consists of professional teachers who hold certifications in Early Childhood and Early Childhood Special Education and certified classroom teacher assistants. There are 6 half-day sessions with 4 fully integrated sessions and 2 regular ed sessions with a special educator consult model. Each morning or afternoon session has a maximum classroom size of 15 students. Some of the students in the program are students with disabilities who require services from a special educator, speech and language pathologist, occupational therapist, and/or physical therapist. These services may be provided individually and/or in a small group within the classroom. In addition to students with disabilities, the classroom consists of community peers within the Chariho district. Children in the Chariho Integrated Preschool program participate in circle time, small and large group activities, indoor and outdoor play, and snack. The classroom environment includes many concrete and enriching materials. Instruction is driven from the Rhode Island Early Learning and Development Standards (RIELDS).</p> <p>Chariho Regional High School houses Chariho’s Integrated Preschool program (CHIP). CHIP is a program specific to the Chariho Regional School District that provides a free preschool program to enrich children who are at risk for developmental delays. These are students who don’t meet special education eligibility criteria, but have at least two risk factors. These risk factors could include a history of family disability, birth history, social/emotional development, developmental milestone concerns, or speech/language and motor concerns. A District Early Childhood Screening Team (DECST) convenes on a regular basis to determine student eligibility for the CHIP program, based on screening data. (We are no longer part of Bright Stars.)</p> <p>The district collects early childhood outcomes data on all children with. IEPs are required by the Federal Office of Special Education Programs. Teachers collect authentic assessment information and maintain a child portfolio. This assessment information is used to shape individualize instruction and to demonstrate progress.</p> <p>Indicator #6</p> <p>A. In this district, the percent of preschool children aged 3-4 with IEPs attending a general education early childhood program and receiving the majority of special education services in the general early childhood program was 100%.</p>	

		<p>B. The percent of children aged 3-5 with IEPs attending a separate special education class, separate school or residential facility was 0%</p> <p>State Performance Plan Indicator #7</p> <p>Statement 1. Of the preschool children who entered the preschool program below age expectations, the percentage who substantially increased their rate of growth by the time they turned 6 years of age or exited the program:</p> <ul style="list-style-type: none"> ▪ Positive social-emotional skills (including social relationships); 36% (4/11 students) ▪ Acquisition and use of knowledge and skills (including early language/ communication and early literacy); 24% (4/17 students) and ▪ Use of appropriate behaviors to meet their needs 22% (2/9 students) <p>Statement 2. The percent of preschool children who were functioning within age expectations in each Outcome by the time they exited the program were:</p> <ul style="list-style-type: none"> ▪ Positive social-emotional skills (including social relationships); 85% (17/20 students at 6 or 7 rating at exit) ▪ Acquisition and use of knowledge and skills (including early language/ communication and early literacy); 70% (14/20 students at a 6 or 7 rating at exit) and ▪ Use of appropriate behaviors to meet their needs 90% (18/20 students at a 6 or 7 rating at exit) <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	
Result	8	<p>Program Continuum Elementary Level</p> <p>There are 1065 students at the elementary level and approximately 177 have IEPs. The special education program continuum is as follows:</p> <p>All four elementary schools provide resource services both within the general education class setting or through a pull-out model based on individual student need. The district offers two self-contained classrooms: one at Richmond Elementary School, one at Charlestown Elementary. Students within these programs primarily follow an alternate curriculum and meet the criteria to be alternately assessed. The district also offers a clinical day classroom at Ashaway Elementary. Students in this program follow the regular general education curriculum and are assessed through the regular state assessments (RICAS). All students within these programs are integrated with grade level peers to the greatest extent possible. All special educators are provided common planning time with their grade level general educators. They also work very closely with the reading and math specialist in each building. The district offers a full array of related services. These services are provided in the general education setting, pull out sessions, co-treatment sessions, and consultation.</p> <p><i>Documentation: Data Analysis; Interviews; Observation</i></p>	
Result	9	<p>Program Continuum Middle Level</p>	

		<p>There are 967 students attending Chariho Middle School, 112 are students with IEPs. The special education program continuum is as follows:</p> <p>The middle school continuum of service is comprised of in class resource support, and pull out resource services. There are six middle school Resource Teachers. Four of which are currently working with one grade level general education team (5-8) to increase the ability to have a collaborative model in the core content areas. One Resource Teacher was added to keep the case-management lists and pull-out service groups small. This Resource Teacher currently works with grades 5 and 6 and one Resource Teacher is currently working with grades 7 and 8. Special education staff joins grade level common planning times in addition to having a special education department meeting monthly. There are currently two self-contained classrooms within the middle school. These programs provide participating students with intensive individualized instruction addressing academic, social, communication, pre-vocational, and social interaction needs. All students within these classrooms are integrated throughout their day with grade level peers. Students within these classrooms have met the criteria to be alternately assessed and follow an alternate curriculum. The district also offers a clinical day classroom at The Chariho Alternative Learning Academy. Students in this program follow the regular general education curriculum and are assessed through the regular state assessments (RICAS). Educational support staff are strategically assigned to assist students with disabilities within the core content areas at every grade level. The district offers a full array of related services. These services are provided in the general education setting, pull out sessions, and at times co-treatment sessions.</p> <p><i>Documentation: Data Analysis; Interviews; Observations</i></p>	
Result	10	<p>Program Continuum High School Level</p> <p>At Chariho High School there are approx. 1136 students and 141 have IEPs. The program continuum is as follows:</p> <p>Within the high school collaborative classes are offered at every grade level and core content area. In addition, educational support staff are strategically assigned based on skill level and assigned to general education classes based on student need. The high school has a small group English class that is co-taught by a highly qualified general educator and special educator. Students within this class are reading more than 2-3 years below grade level. The high school also offers small group Algebra Essentials and a small group Geometry Essentials classes that are co-taught by a highly qualified general educators and special educators. These class were added to meet the needs of students with significant math disabilities and help the to learn the big ideas of algebra and geometry while meeting the graduation requirement. Within the high school they offer a resource hub. Within this setting students are provided direct instruction in the areas defined within their IEPs. Students can either be in the resource hub for a full or half block of time depending on the level of need. The resource model also includes one special educator working with all students who have math goals and objectives within their IEPs. This special educator is highly skilled and dually certified in math and intensely targets students requiring specially designed instruction in Math. Resource support is provided to all out of district students attending the Career and Technical Center in accordance with their IEPs. There are three self-contained classrooms within the high school. These young adults have met criteria for alternate assessment and follow an alternate curriculum. Many of these students begin their vocational/community training in their eleventh grade year with an outside service provider. Their time in the community and work experiences increase</p>	

		<p>until they age out of their school program. Many of these students matriculate into general education classes to the greatest extent possible.</p> <p>The district also offers a clinical day classroom at The Chariho Alternative Learning Academy. Students in this program follow the regular general education curriculum and are assessed through the regular state assessments (SAT/PSAT). Related services (speech and language therapy, occupational therapy, physical therapy, etc.) are provided per the IEP.</p> <p><i>Documentation: Data Analysis; Interviews</i></p>	
		<p>The Chariho Alternative Learning Center (CALA) School has two programs: An Alternative Learning Program (ALP), grades 7-12, and a Clinical Day Program (CDP), grade K-12. The ALP program is open to all students and is a general education program. The CDP is composed of students who have all been identified through IDEA. Students at CALA must meet the same graduation requirements as students at the high school. Students within the CDP and their families have access to a clinician 24 hours /day, and seven days a week. All related services are provided based on individual IEPs.</p> <p><i>Documentation: Data Analysis</i></p>	
Result	11	<p>Adaptive Physical Education (APE)</p> <p>The district currently employs a 1.1 FTE APE teacher. The Adaptive PE teacher services students throughout the district who have an identified need in the area of adaptive physical education. The APE teacher also facilitates a swim class at the University of Rhode Island for middle and high school students every Tuesday on a rotating basis so all may participate. In addition to his responsibilities, he has been a major partner/coach for the Unified Sports Program.</p> <p><i>Documentation: Data Analysis, Interviews</i></p>	
Result	12	<p>Extended School Year (ESY)</p> <p>The district offers extended school year services for those students who qualify throughout the school year. The program design varies from year-to-year based on student need, referrals, and eligibility. Student Data is collected from November through April and submitted to the special education administration.</p> <p>One document that all special education staff have been provided with is a regression/recoupment form to measure any degree of regression/recoupment that occurs after any academic recess/holiday. In late February, special education staff sends ESY Projections of students who may be eligible for ESY. Special education administrators review the projections and relevant student data to assess projections.</p> <p><i>Documentation: Data Analysis; Interviews</i></p>	
Result	13	<p>Local Special Education Advisory Committee (LAC)</p>	

		<p>A Local Advisory Committee with membership, operation, and scheduled meetings, consistent with Regents' requirements is in place and is supported by the district.</p> <p>The Chariho Public Schools maintains an active Local Special Education Advisory Committee (SELAC). Special education administration attends all meetings. The SEAC addresses a variety of topics related to Special Education, performs outreach and organizes educational events during each school year. The SEAC meets quarterly. At every special education meeting, the SEAC flyer is shared with parents inviting them to attend the committee meetings. This flyer was created by students within the high school self-contained class. Additional methods have been implemented to outreach to parents: weekly principal newsletters and listservs, social media and recently revised special education website.</p> <p><i>Documentation: Data Analysis; Interviews; Observation</i></p>	
Result	14	<p>School Efforts to Partner with Parents (State Performance Plan Indicator #8)</p> <p>The district's rate of parent participation in the annual Special Education Statewide Parent Survey (2018-2019) was 56 of parents whose children have IEPs.</p> <p>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 10%.</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	
Result	16	<p>Drop Out / Graduation Rate (State Performance Plan Indicator #1 and #2)</p> <p>The Chariho Public Schools graduation rate is 88.0% for all students and 56.5% for students with disabilities. These rates exceed the state average rates of 84% for all students and 62.4% for students with disabilities.</p> <p>The Chariho Public Schools dropout rate is 5.6% for all students and 13% for students with disabilities. These rates approximate the state average rates of 8.7% for all students and 16.0% for students with disabilities.</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	

2. EVALUATION / INDIVIDUAL EDUCATION PROGRAM (IEP)

Indicator	Findings	Support Plan
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Result	1	<p>Records of approximately 12 students were reviewed prior to the on-site review by the team leaders. Students' records were very accessible. The record review process identified by following:</p> <p>-All compliance items were resolved. No outstanding issues.</p> <p><i>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</i></p> <p><u>Documentation:</u> <i>Data Analysis; Interviews; Observation</i></p>	.
Result	2	<p>Child Outreach</p> <p>Chariho Regional School District's child outreach screenings are available in a range of community-based early childhood programs and by appointment September through June. The state target for screening is 80% of children ages 3, 4, and 5. The district reported the following screening percentages for the 2017-2018 year:</p> <ul style="list-style-type: none"> • 3 year olds: 32% • 4 year olds: 35% • 5 year olds: 34% <p>Total Screened – 588 3 year olds – 186 4 year olds – 205 5 year olds - 197</p> <p><u>Documentation:</u> <i>State Performance Plan; Data Interviews</i></p>	
Result	3	<p>Child Find (State Performance Plan Indicator #11)</p> <p>Chariho Public Schools for the 2019-2020 year was at 100% compliance for meeting evaluation timelines for initial referrals. As of 6/30/20 Chariho Public Schools was also at 100% compliance for meeting evaluation timelines for initial referrals.</p> <p><u>Documentation:</u> <i>State Performance Plan Data</i></p>	
Result	4	<p>Student Accommodations and Modifications</p> <p>Throughout the district, special education teachers provide a copy of the</p>	

		<p>accommodations page and share it with all educators whom work with the student (e.g., general education teachers, specialists, unified arts teachers, etc.). A form is also provided to teachers to sign off that they have received and understand the accommodations as outlined in the IEP. Expectations are shared with teachers indicating that accommodation information should be kept in a confidential, locked file. Additionally, some special educators create an "at a glance" chart, excel sheet, or accommodations grid to help capture student accommodations for the student's team of educators. Special educators meet with general educators during common planning time to discuss/clarify accommodations and to evaluate accommodation effectiveness.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Document Reviews</p>	
Result	5	<p>Specific Learning Disabilities Determination (SLD)</p> <p>A multi-tiered system of support (MTSS) model exists across all buildings. In accordance to the <i>Rhode Island Criteria and Guidance for the Identification of Specific Learning Disabilities (2010)</i> document, special education teams examine a student's response to scientific, research-based interventions as one approach for identifying students with specific learning disabilities. Special education teams consider a variety of student data (e.g., standardized assessments, student work samples, course grades, quarterly common assessments, state testing results, observational findings, parent and student reports, curriculum-based measures, etc.) when determining if a specific learning disability is present.</p> <p><u>Documentation:</u> Interviews; Record Review</p>	
Result	6	<p>Due Process Information (State Performance Plan Indicators)</p> <p>Over the past three years Chariho has no (zero) complaints, mediations or hearings.</p> <p><u>Documentation:</u> Data Analysis, RIDE, Due Process Data Base</p>	

3. IDEA TRANSITION

Indicator		Findings	Support Plan
Result	1	<p>Part C to Part B Transition (Indicator #12)</p> <p>The District manages the transition of children from Part C Early Intervention (EI) to preschool special education. A data base of all EI referrals is maintained, and 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 100% compliance and that all children referred from Early Intervention and</p>	

		<p>found eligible for preschool special education had IEPs developed and implemented by their 3rd birthday.</p> <p><i>Documentation: Data Analysis; Interviews; State Performance Plan</i></p>	
Result	2	<p>IDEA Transition Planning at the Middle Level</p> <p>IDEA Transition Planning at the Middle School</p> <p>Beginning at the age of 13, students participate in their IEP meetings. Working with their case managers, students fill out a variety of assessments to identify individual strengths, challenges, and interests. Over the past several years the district has sent representatives to the Rhode Island Transition Institute to further develop practices. Staff follow a transition assessment timeline, complete a transition summary document which captures assessment findings, vocational preferences, employability skills, Independent Living skills, etc. The Middle School IEPs were recently reviewed by the RIDE transition coordinator. The district received all two's and three's, mastery level and exemplary per the Quality Rubric. The one area where the district received ones was documenting the transition assessments in the PLOP. In addition, students tour the Career and Technical Center in late fall, early winter. The district also participated in the virtual job sharing project offered by the regional transition Center. The students have attended the Dare To Dream conference for several years.</p> <p>The district contracts with the Perspectives Corporation to provide job training to students with disabilities. Perspectives transition coordinators work with the district in helping to identify relevant and varied work opportunities that align with student interests and strengths. This collaboration helps with transition planning and prepares students for employment opportunities after high school. Special education case managers also refer parents and students to the Office of Rehabilitation Services (ORS) to assist students with disabilities with transition planning to adult life. For some students, the special education case manager assists parents and students with referral information to the Department of Behavioral Healthcare, Developmental Disabilities & Hospitals (BHDDH).</p> <p><i>Documentation: Data Analysis; Interviews; Record Review</i></p>	
Result	3	<p>IDEA Transition Planning at the High School Level</p> <p>The district has special education representation for both the Transition Advisory Committee and the Transition Life Skills meetings/training sessions, as well as administrative representation at the regional Transition Meetings at West Bay Collaborative. ORS Referrals are made in the students' 10th grade year. ORS and BHDDH representatives are invited to all meetings as required. The focus of the high</p>	

		<p>school is the self-directed IEP. High school Special Educators have attended the Rhode Island Transition Institute for several years and created a slide Deck with specific tasks and activities students are required to do at each grade level with the end results of students running their own IEP meetings. Students who are alternately assessed develop, in collaboration with teachers and parents, their Person-Centered Plan as well as their Career Development Plan. Students at the high school have a choice to enroll in career technical programs, internships, job exploration, Etc.</p> <p>The district contracts with the Perspectives Corporation to provide job training to students with disabilities. Perspectives transition coordinators work with the district in helping to identify relevant and varied work opportunities that align with student interests and strengths. This collaboration helps with transition planning and prepares students for employment opportunities after high school. Special education case managers also refer parents and students to the Office of Rehabilitation Services (ORS) to assist students with disabilities with transition planning to adult life. For some students, the special education case manager assists parents and students with referral information to the Department of Behavioral Healthcare, Developmental Disabilities & Hospitals (BHDDH).</p> <p><i>Documentation: Data Analysis; Interviews; Record Reviews</i></p>	
Result	4	<p>At the high school the case manager is the point for referrals to the Office of Rehabilitative Services (ORS) and to the Department of Behavioral Healthcare, Developmental Disabilities & Hospitals (BHDDH).</p> <p>The district contracts with the Perspectives Corporation to provide job training to students with disabilities. Perspectives transition coordinators work with the district in helping to identify relevant and varied work opportunities that align with student interests and strengths. This collaboration helps with transition planning and prepares students for employment opportunities after high school. Special education case managers also refer parents and students to the Office of Rehabilitation Services (ORS) to assist students with disabilities with transition planning to adult life. For some students, the special education case manager assists parents and students with referral information to the Department of Behavioral Healthcare, Developmental Disabilities & Hospitals (BHDDH).</p> <p><i>Documentation: Interviews; Document Review</i></p>	
Result	5	<p>Summary of Performance (SOP) is facilitated by the case managers as appropriate.</p> <p>The SOP is facilitated by the case manager for each student graduating from Chariho High School with an IEP, for those students who have exited from special education prior to graduation or throughout the academic school year. Information is compiled by</p>	

		<p>student's case-managers and guidance counselors. This information is forwarded to the Special Education Office. A copy of the SOP, all relevant documents, and an informational letter are forwarded to the individual students as well as placed in the student binder.</p> <p><i>Documentation: Interviews; Document Review</i></p>	
Result	6	<p>Youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, and transition services. The Chariho Public Schools are 100% compliant with the requirements. (State Performance Plan Indicator #13)</p> <p><i>Documentation: Interviews; Document Review</i></p>	
Result	7	<p>100% 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 74% (State Performance Plan Indicator #14)</p> <p><i>Documentation: Interviews; Document Review</i></p>	