



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

School Support System Report and Support Plan

**Johnston Public Schools
December 2016**

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 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:
 - o The district's compliance with the state and federal regulations, relative to the education of students with exceptionalities.
 - o The quality and effectiveness of programs and services provided by the district.
 - o 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.

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**Johnston 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, 2015 – June 30, 2016 State Performance Plan information on Johnston Public Schools Placement is as follows:</p> <p>The percentage of students educated 80 to 100% of the time in general education settings is 74.01% (RI District Average is 71.75%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 4.93% (RI District Average is 13.25%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 3.78% (RI District Average is 4.35%)</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> <ul style="list-style-type: none"> A. The district (disability subgroup that meets the State’s minimum “n” size) did not meet the state’s AYP targets for the disability subgroup. NA B. Participation rate for children with IEPs 87.05%. C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievements standards 9.56% [Note: State has individual grade and content area targets (4.86%). State target is average target across grades and content | |

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| | | <p>areas. District target is average percent of students' proficient across content areas (9.56%).]</p> <p><u>Documentation:</u> <i>Data Analysis; State Performance Plan</i></p> | |
| Result | 3 | <p>Multi-Tiered System of Support (MTSS) Response to Intervention (RtI) Academics</p> <p>A comprehensive, systematic, academic, multi-tiered system of support has been developed for all students and presented in a district guidebook.</p> <p>The RtI framework includes decision-making procedures and criteria used to identify students at risk, the area of need, interventions, corresponding tier of support and progress monitoring tools. Universal screening occurs three times per year for grades K-10. Results obtained from the previous spring and/or fall universal screens, along with other measures, are analyzed during building level data days. Students are identified and grouped into tiers of support based on district benchmarks and the team's analysis of multiple measures, e.g. PALS at the K level and DRA at elementary levels. Teachers use these results in the classroom to focus on students' individual needs. General education core instruction that is differentiated comprises Tier 1. Some students already on an action plan may carry forward to the new school year.</p> <p>Students who have not demonstrated adequate progress in Tier 1 are referred to the building based RtI problem solving team, which meets weekly. The team is comprised of the RtI Coordinator, administrator, interventionist, classroom teacher and related services professionals, as appropriate. The district MTSS Coordinator attends per invitation. District procedures include the following forms: referral, parent invitation, parent consent for screening, action plan, intervention logs, "intervention fidelity" tracking and exit. The forms are shared in a Google folder for all staff to access. An informational brochure is provided to parents at the referral review meeting.</p> <p>Action plans are written at the RtI meeting, based on the student's progress and area of need. Tier 2 level of support, or targeted intervention, offers a second dose of instruction in reading or math, typically provided in 15-30 minute sessions two to three times per week in small groups of 3-5 students. Evidence-based interventions are provided in addition to the core instruction. The most intensive support, Tier 3, provides individualized, evidence-based interventions 3-5 times per week in 30-45 minute sessions. Evidence-based programs and progress monitoring tools have been researched, selected, and purchased for Tier 2 targeted and Tier 3 intensive instruction. Interventionists (reading or math specialists) and Student Support Coordinators</p> | |

have been trained to implement these programs and screening/assessment tools, and deliver interventions with fidelity. Progress monitoring occurs on a regular basis.

The system uses progress monitoring results to inform more or less intensive interventions, as well as to flag timely referrals to special education. Each student's action plan's goals are reviewed at building based Rtl team meetings according to the action plan timeline set, usually after one or two, 6-8 week cycles of intervention is implemented. Interventions are provided for students already identified with special needs.

Elementary Level

The kindergarten and elementary level screens are administered three times a year. Parents are invited to the Rtl Team meeting if their child is referred to review the effectiveness and progress following Tier 1 classroom supports. An action plan is written for a period of 6-8 weeks when increased intervention support is recommended and a date is set for progress monitoring results to be reviewed. Two cycles are generally provided before a recommendation to continue with interventions due to adequate progress, exit or refer to special education. Both a referral to special education and Rtl interventions may occur simultaneously.

Middle Level

The same core system is in place at the middle school. However, implementation is unique to the grade-level team model. Universal screening is administered three times per year. Students are also assigned to a math literacy class based on the universal screen results at the end of the previous school year. All students are scheduled for a reading literacy class. A part time math interventionist supports students in Tier 2. A full time interventionist works with students identified as needing Tier 3 support in math and provides additional interventions based on student needs. Students identified as in need of Tier 2 level of reading support receive targeted, small group (3-5), Wilson-based interventions with a reading specialist. Tier 3 intensive reading instruction is delivered more frequently in individual or in very small groups (up to 3) by a Student Support Coordinator. These students may receive coordinated reading interventions by both the reading specialist and Student Support Coordinator (double or triple dose). Some students may also receive specially designed instruction in content areas.

An evidence-based intervention program designed to improve organization skills is being piloted this year, implemented by the School Psychologist, Student Support Coordinator and Rtl Interventionist. This program will be added to the Intervention menu, currently being developed, under the social, emotional, behavior supports as part of the PBIS portion of the MTSS system.

High School Level
 The same core system is in place at the high school. However, implementation is unique given the inherent scheduling challenges at the secondary level. A restructuring plan is currently being developed with the new administration.
 Universal screening results and/or grades from the previous spring identify students in need of intervention. These students are grouped into tiers of support based on district benchmarks and the team's analysis of multiple measures. Students may be scheduled into supplemental math literacy and/or reading literacy class, co-taught classes, credit recovery or web-based programs.

Once identified, the RtI problem solving team meets to consider a referral by obtaining pertinent data and also interviews the referring teacher.

The Academic Support class is a major component in the restructuring process to provide time during the day to provide Tier 2 and 3 interventions for all identified students on an ongoing basis who may not have been previously identified and scheduled into an intervention class. The Student Support Coordinator facilitates interventions to support identified students.

Documentation: RtI guidelines, Data Analysis; State Performance Plan

Result/
Compliance

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

| | OHI | | | | |
|--------------------------|------|------|------|------|------|
| White | 2012 | 2013 | 2014 | 2015 | 2016 |
| Students with Disability | 134 | 119 | 106 | 102 | 95 |
| Total Students | 2415 | 2435 | 2387 | 2418 | 2351 |
| District Risk | 5.55 | 4.89 | 4.44 | 4.22 | 4.04 |
| District Risk Ratio | 5.2 | 4.6 | 4.2 | 3.5 | 3.8 |

| | ASD | | | | |
|--------------------------|------|------|------|------|------|
| White | 2012 | 2013 | 2014 | 2015 | 2016 |
| Students with Disability | 58 | 53 | 56 | 60 | 51 |
| Total Students | 2415 | 2435 | 2387 | 2418 | 2351 |
| District Risk | 2.40 | 2.18 | 2.35 | 2.48 | 2.17 |

Staff will continue with their review of polies, procedures and practices with an emphasis on professional development for the determination (initial and reevaluation) of students with learning disabilities.

Timeline: Immediately and ongoing

Progress Check: February 2018

FOLLOW-UP FINDINGS:

District has reviewed and refined their policies, procedures and practices.

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|---------------------|-----|-----|-----|-----|-----|
| District Risk Ratio | 4.1 | 3.7 | 3.8 | 3.5 | 3.5 |
|---------------------|-----|-----|-----|-----|-----|

| Black | LD | | | | |
|--------------------------|-------|-------|-------|-------|-------|
| | 2012 | 2013 | 2014 | 2015 | 2016 |
| Students with Disability | 18 | 18 | 18 | 16 | 15 |
| Total Students | 129 | 129 | 130 | 137 | 140 |
| District Risk | 13.95 | 13.95 | 13.85 | 11.68 | 10.71 |
| District Risk Ratio | 4.1 | 4.1 | 4.3 | 3.4 | 3.3 |

| Hispanic | LD | | | | |
|--------------------------|-------|-------|------|------|------|
| | 2012 | 2013 | 2014 | 2015 | 2016 |
| Students with Disability | 43 | 46 | 47 | 49 | 36 |
| Total Students | 381 | 412 | 478 | 542 | 578 |
| District Risk | 11.29 | 11.17 | 9.83 | 9.04 | 6.23 |
| District Risk Ratio | 3.3 | 3.3 | 3.0 | 2.6 | 1.9 |

| Black | ADR | | | | |
|--------------------------|-------|-------|-------|-------|-------|
| | 2012 | 2013 | 2014 | 2015 | 2016 |
| Students with Disability | 26 | 23 | 28 | 30 | 31 |
| Total Students | 129 | 129 | 130 | 137 | 140 |
| District Risk | 20.16 | 17.83 | 21.54 | 21.90 | 22.14 |
| District Risk Ratio | 2.4 | 2.1 | 2.7 | 2.5 | 2.7 |

Documentation: Data Analysis; State Performance Plan

A review of policies, procedures, and practices conducted, including individual student case reviews, found no disproportionate representation due to inappropriate identification practices with the exception of learning disabilities determination.

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| 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 Johnston 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>A MTSS coordinator was hired for the district 2016-17 school year. The MTSS Coordinator is responsible for developing and aligning systems to provide positive behavior and social-emotional supports and resources for all students. A needs assessment completed by staff was conducted to identify and prioritize tasks for the multi-year implementation plan of MTSS. The work will merge with the existing RtI framework and procedures. Analysis of student universal academic screening results (e.g. STAR-Reading) and multiple data points (e.g. office referrals, suspension, chronic absenteeism) was conducted to find correlations between academic and behavior challenges and identify patterns, then used to identify topic categories of needed interventions for Tier 2 and 3 students.</p> <p>The academic multi-tiered systems of support presented in the RtI district handbook provides an established framework of decision-making criteria, forms, procedures, action plans, progress monitoring, and interventions. The integration of social-emotional and behavioral resources and supports is being merged within this framework to promote an aligned, user-friendly and efficient system. The implementation of tiered supports and their effectiveness will inform the appropriateness of individual student referrals to special education. In some cases,</p> | |

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| | <p>interventions and referral may occur simultaneously. Interventions are also provided for students already identified with special needs. The MTSS coordinator, district MTSS steering committee and support staff who provide Tier 2 and 3 interventions are reviewing the following to select and adopt as part of a district-wide system of implementation:</p> <ul style="list-style-type: none"> ● evidence-based behavior interventions to include on a menu for Tier 2 and 3 students, ● the inclusion of social-emotional and behavioral symptoms or concerns on RtI/MTSS referral and progress monitoring forms, and ● evidence-based universal screening tools to identify and categorize the severity of risk of students with social, emotional and behavioral symptoms <p><u>Elementary Level</u></p> <p>For Tier 1, the district handbook has clear behavior expectations for elementary students. Policies, procedures, and consequences along with safeguards for students with disabilities, are provided and communicated.</p> <p>Positive behavioral supports and social-emotional resources for understanding developmental milestones, identifying school and classroom behavioral expectations, and Tier 1 strategies have been provided during staff meetings. Social workers and guidance counselors provide support and instruction in social emotional learning to students in small groups and classes. Additional resources are utilized at various school sites and classrooms to support behavior and social-emotional learning; including Class DoJo, Second Step, Bucket Filling, and the Incredible 5-Point Scale. Thornton Elementary School is the only school in Johnston that was trained in PBIS, is advanced in PBIS implementation and considered a model for the district. The goal of the MTSS implementation plan is to select an evidence-based universal screen, interventions and progress monitoring tools at each level for adoption and consistent implementation across schools. The MTSS coordinator has included implementation fidelity and expansion of professional development in the district MTSS implementation plan.</p> <p>For Tier 2 and 3, the same core system in place for Response to Intervention (RtI) Academics is utilized for identification of supports and progress monitoring for</p> | |
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behavior. Through teacher referrals, students are identified and grouped into tiers of support. Interventions are implemented by either Student Support Coordinators, school psychologists, social workers, or behaviorists. Both a referral to special education and interventions may occur simultaneously

Middle Level

For Tier 1, the district handbook has clear behavior expectations for middle school students. Policies, procedures, and consequences are provided; along with safeguards for students with disabilities provided and communicated.

The grade-level team model unique to the middle school provides the opportunity for regular meetings cross-curricular to discuss academic, behavior, and social-emotional supports needed for students. The MTSS coordinator has included professional development in the district MTSS implementation plan to include understanding social-emotional developmental milestones and Tier 1 strategies for behavior.

For Tier 2 and 3, the same core system is in place. Through teacher referrals, students are identified and grouped into tiers of support. Interventions are implemented by Student Support Coordinators, school psychologists, social workers, or behaviorists. Tier 2 supports include Ramp Up, an after-school program that provides academic and social-emotional skill development. The school social workers and guidance counselors provide small group supports to address behaviors that are interfering with academic success. The school psychologist, Rtl interventionist and Student Support Coordinator teach the HOPS research-based program to improve students' organization and homework skills.

Students identified as needing the most social/emotional/behavioral support in Tier 3 receive more frequent, intensive and individualized clinical support by the social worker. These students will likely have a Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP) or may have access to a Registered Behavior Technician (RBT) who assigned to implement the BIP and track data on a daily basis. These students are typically enrolled in a more structured, supportive classroom, e.g. co-taught classes, even when not on an IEP. A "home-base" program provides a partial, self-contained, hybrid classroom with flexibility and opportunities for inclusion.

Each student's program is individualized to meet identified needs, whether the student is on a Rtl action plan, 504 plan or IEP. Both a referral to special education and Rtl interventions may occur simultaneously

High School Level

For Tier 1, the district handbook has clear behavior expectations for high school students. Policies, procedures, and consequences are provided; along with safeguards for students with disabilities provided and communicated. The MTSS coordinator has included professional development in the district on the MTSS implementation plan to include understanding social-emotional developmental milestones and Tier 1 strategies for behavior.

For Tier 2 and 3, the same core system is in place for Response to Intervention (Rtl). Academics is utilized for identification of supports and progress monitoring for behavior. Through teacher referrals and based on data, e.g. office referrals, suspension rate, chronic absenteeism, students are identified and grouped into tiers of support. Interventions are implemented by Student Support Coordinators, school psychologists, social workers, or behaviorists.

Similar to the middle school, students identified as needing the most social/emotional/behavioral support in Tier 3 receive more frequent, intensive and individualized clinical support by the social worker. These students will likely have a Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP) or may have access to a Registered Behavior Technician (RBT) who is assigned to implement the BIP and track data on a daily basis. These students are typically enrolled in structured, co-taught classes with more teacher support. A "home-base" program provides a partial self-contained, hybrid classroom with flexibility and opportunities for inclusion for all students, not just those on IE's. This program uses virtual learning opportunities to increase student engagement, motivation and success. Both a referral to special education and Rtl interventions may occur simultaneously.

Documentation: MTSS district guide currently being developed

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| Result | 7 | <p>Preschool Continuum</p> <p>The Graniteville School is used solely to house the preschool program. The Johnston Public Schools has worked to expand the continuum of services for the Preschool through the introduction of Itinerant Early Childhood Special Education (IECSE) services and the addition of one State Pre-K classroom. The continuum of services includes:</p> <ul style="list-style-type: none"> ● IECSE services in community preschool settings ● Walk-in speech services provided at Graniteville Preschool ● Push in/pull out services in the full day State PreK classroom ● Six integrated classrooms with half day programming ● Two self-contained classrooms with half day programming ● Full day programming available for students as determined by IEP teams ● Home instruction for students with significant health concerns who are unable to attend services at Graniteville Preschool <p>The district collects early childhood outcomes data on all children with IEPs as required by the federal Office of Special Education Programs. Teachers collect and enter authentic assessment information into an on-line child portfolio. This assessment information is used to shape and individualize instruction and to demonstrate progress.</p> <p>Currently, the Preschool staff uses Teaching Strategies Gold (TSG) as a formative assessment tool. Teachers use TSG as an ongoing, observation-based assessment system that helps the teachers and administrators progress monitor students' strengths and needs.</p> <p>The district also participates in the Child Outcomes System (COS), in which information/data is collected to measure students' progress in three essential areas: Positive Social Emotional Skills, Acquiring and Using Knowledge and Skills, and Taking Action to Meet Needs. COS data is collected when a child becomes eligible for special education services and receives an initial individual education plan. The Child Outcomes Summary will help to guide parents and professionals as an IEP team, to understand how a child is progressing on the three outcomes and what skills need improvement.</p> | |
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Indicator #6

- 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 36.36%.
- B. The percent of children aged 3-5 with IEPs attending a separate special education class, separate school or residential facility was 41.56%.

State Performance Plan Indicator #7

Outcome 1: Positive social-emotional skills (including social relationships);

- A. Children who did not improve functioning 16.7%
- B. Children who improved functioning, but not sufficiently to move toward functioning comparable to same-aged peers 11.1%
- C. Children who improved functioning to a level nearer to same-aged peers but did not reach it 11.1%
- D. Children who improved functioning to reach a level comparable to same-aged peers 55.6%
- E. Children who improved functioning to reach a level comparable to same-aged peers 5.6%
- F. Children who maintained functioning at a level comparable to same-aged peers 5.6%

Summary Statements Outcomes 1:

- 1. Of those children who entered the programs below age expectations in each Outcome, the percent who substantially increased their rates of growth by the time they exited the program 70.6%
- 2. The percent of children who were functioning within age range expectations in each Outcome by the time they exited the program: 61.1%

Outcome 2: Acquiring and using knowledge and skills

- A. Children who did not improve functioning 16.7%
- B. Children who improved functioning, but not sufficiently to move toward functioning comparable to same-aged peers 11.1%
- C. Children who improved functioning to a level nearer to same-aged peers but did not reach it 5.6%
- D. Children who improved functioning to reach a level comparable to same-aged peers 33.3%
- E. Children who maintained functioning at a level comparable to same-aged peers 27.8%

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| | | <p>Summary Statements Outcomes 2:</p> <ol style="list-style-type: none"> 1. Of those children who entered the programs below age expectations in each Outcome, the percent who substantially increased their rates of growth by the time they exited the program 68.8% 2. The percent of children who were functioning within age range expectations in each Outcome by the time they exited the program: 66.7% <p>Outcome 3: Taking appropriate action to meet needs</p> <ol style="list-style-type: none"> A. Children who did not improve functioning 27.8% B. Children who improved functioning, but not sufficiently to move toward functioning comparable to same-aged peers 5.6% C. Children who improved functioning to a level nearer to same-aged peers but did not reach it 5.6% D. Children who improved functioning to reach a level comparable to same-aged peers 33.3% E. Children who maintained functioning at a level comparable to same-aged peers 27.8% <p>Summary Statements Outcomes 3:</p> <ol style="list-style-type: none"> 1. Of those children who entered the programs below age expectations in each Outcome, the percent who substantially increased their rates of growth by the time they exited the program 53.8% 2. The percent of children who were functioning within age range expectations in each Outcome by the time they exited the program: 61.1% <p><u>Documentation:</u> Data Analysis; State Performance Plan</p> | |
| Result | 8 | <p>Program Continuum Elementary Level</p> <p>There are 1,447 students at the elementary level and approximately 253 have IEPs. The special education program continuum is as follows:</p> | |

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| | <p>The Johnston Public Schools provides services to students in Kindergarten at two sites. The majority of students attend the Early Childhood Center for Kindergarten. At this site, the continuum of services includes:</p> <ul style="list-style-type: none"> ● Pull out/push in and consultative services for related service delivery (Speech/Language, Social Work, OT, APE, PT) ● Pull out/push in academic services for students assigned to general education classrooms ● Inclusive/co-taught services for part of the school day for students assigned to general education classrooms (resource inclusion) ● Inclusive/co-taught services for the full school day for students assigned to a co-taught general education classroom (full inclusion) ● Self-contained instruction for students with significant needs, with opportunities for inclusion in the general education setting for all students based on individual student needs as determined by the IEP team. <p>Students in grades 1 through 5 receive special education services in one of four elementary schools (Sarah Dyer Barnes, Brown Avenue, Winsor Hill and Thornton). The following services exist at all four elementary schools as determined by student need:</p> <ul style="list-style-type: none"> ● Pull out/push in and consultative services for related service delivery (Speech/Language, Social Work, OT, APE, PT) ● Pull out/push in academic services for students assigned to general education classrooms ● Inclusive/co-taught services for part of the school day for students assigned to general education classrooms (resource inclusion) ● Inclusive/co-taught services for the full school day for students assigned to a co-taught general education classroom (full inclusion) <p>For students who have significant needs and are alternately assessed, or may be, the Johnston Public Schools provide small group, self-contained programming with opportunities for inclusion in the general education setting based on individual student needs at the following sites:</p> <ul style="list-style-type: none"> ● Brown Avenue Elementary School - one classroom (currently grades 1 through 4) ● Sarah Dyer Barnes Elementary School - two classrooms (currently grades 1 through 3 and grades 3 through 5) | |
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| | | <p>The district developed an elementary level satellite program, the Learning Center. The Learning Center offers self-contained, small group instruction for students with significant social, emotional and behavioral challenges. The Learning Center, currently housed at the Calef School is a hybrid, “home-base” model that is staffed with one special education teacher and a program Registered Behavior Technician (RBT). RBT’s are trained in the district and must pass a practicum and computer based test to earn certification based on the Behavior Analyst Certification Board requirements. RBT’s must be supervised by Behavior Analysts for a percentage of direct support provided. An RBT is assigned to an individual student, if needed, based on IEP recommendations. The program uses a behavior point system and students receive clinical support. Students are afforded inclusion opportunities in their community school. The academic program mirrors their assigned classroom in their home school, providing a seamless transition for students to flexibly return to their home school for parts of the school day, with their assigned staff, as determined appropriate by their IEP team. IEP teams meet regularly to determine student progress, ensuring that students have those opportunities as they are ready, for part or all of their school day to provide for students’ education in the LRE. The program offers stabilization and a community option rather than enrolling the student in an out of district program. The philosophy is to return students to their home school for as much of the school day as is appropriate, until the student is fully re-integrated. Students in this program currently are in grades 4 and 5, but it is available for all elementary students if needed.</p> <p><i>Documentation: Data Analysis; Interviews; Observation</i></p> | |
| Result | 9 | <p>Program Continuum Middle Level</p> <p>Nicholas Ferri Middle School follows a middle school model, with two teams designated at each of the grades - six, seven and eight. There are 771 students attending Nicholas Ferri Middle School, 143 are students with IEPs. The special education program continuum is as follows:</p> <ul style="list-style-type: none"> ● Pull out and consultative services for related service delivery (Speech/Language, Social Work, OT, APE, PT) ● Pull out/push in academic services for students assigned to general education classrooms (this includes an option for students to receive pull out direct instruction and support twice per seven-day rotating schedule) ● Inclusive/co-taught services for part of the school day for students assigned to general education classrooms (resource inclusion) | |

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| | <ul style="list-style-type: none"> ● Self-contained ELA & Math instruction for students in grades 7 and 8 with significant educational needs who are NOT eligible for the RI Alternate Assessment program. This year the district implemented phase one of a multi-year plan for discontinuing this level of the continuum. Grade 6 was phased out in the 2016-17 and restructured with small size, inclusive/co-taught model in a general education classroom. A PLC has been formed to provide support and facilitate the model's success. Grades 7 and 8 will be phased out over the next two school years and instead the small size, inclusive/co-taught model in a general education classroom will be offered. The goal is for students who are not eligible for the RI Alternate Assessment program to have equitable access to the general education curriculum, with supports and modifications as appropriate per IEP team decisions. ● Self-contained instruction for students with significant educational needs who are eligible for the RI Alternate Assessment program, with opportunities for inclusion in the general education setting for all students based on individual student needs as determined by the IEP team. ● The Learning Center (LC) program is also available at the middle school. It offers self-contained, small group instruction for students with significant social, emotional and behavioral challenges. Similar to the elementary model, the Learning Center is a hybrid, home-base classroom that is staffed with one special education teacher and a program Registered Behavior Technician (RBT). An RBT is assigned to an individual student if needed, based on IEP recommendations. The program uses a behavior point system and students receive clinical support. As with the elementary model, students are afforded inclusion opportunities in their community school rather than enroll them in out of district programs. The academic program mirrors their assigned classroom and provides a seamless transition for students to flexibly return to the general education class for parts of the school day as determined appropriate by their IEP team. IEP teams meet regularly to determine student progress, ensuring that students have those opportunities as they are ready, to provide for students' education in the LRE. ● The Bradley Partnership program is located at Ferri Middle School and provides increased clinical and behavioral support for students while allowing for fluid and flexible opportunities to participate in general education classes and activities with their peers. Students are staffed when participating in the general ed setting, unless not needed. Considered a hybrid program, the goal is for students to "step down" to a less restrictive environment from an out of district placement. Students in the Partnership program may also "step down" to the Learning Center program or, if appropriate, to co-taught inclusive classes. Conversely, the Partnership program is a "step up" program | |
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| | | <p>for students requiring a highly structured program with more support than is offered in the Learning Center.</p> <p><i>Documentation: Data Analysis; Interviews; Observations</i></p> | |
| Result | 10 | <p>Program Continuum High School Level</p> <p>At Johnston Senior High School there are approximately 843 students and 152 have IEPs. The program continuum is as follows:</p> <ul style="list-style-type: none"> ● Pull out and consultative services for related service delivery (Speech/Language, Social Work, occupational therapy, adaptive physical education, physical therapy). ● Inclusive/co-taught services for part of the school day for students assigned to general education classrooms for ELA and Mathematics, and depending on student’s needs possibly for science (resource inclusion). ● As with the elementary and middle school models, the high school level Learning Center (LC) offers self-contained, small group instruction for students with significant social, emotional and behavioral challenges. The Learning Center is also a hybrid, home-base model that is staffed with one special education teacher and a program Registered Behavior Technician (RBT). An RBT is assigned to an individual student if needed, based on IEP recommendations. The program uses a behavior point system and students receive clinical support. Online programs are available and recommended for students per subject as determined by the IEP team. Students are afforded inclusion opportunities in their community school rather than enroll them in out of district programs. The academic program mirrors their assigned classroom and provides a seamless transition for students to flexibly return to the general education class for parts of the school day as determined appropriate by their IEP team. IEP teams meet regularly to determine student progress, ensuring that students have those opportunities as they are ready, to provide for students’ education in the LRE. ● Project Success offers self-contained instruction for students with significant educational needs who are eligible for the RI Alternate Assessment, with opportunities for inclusion in the general education setting based on individual student needs as determined by the IEP team. ● Project Forward provides transition programming and instruction for students with more significant disabilities who have completed four years of high school, but require additional instruction/opportunity in order to meet transition needs as determined by the IEP team. | |

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| | | <ul style="list-style-type: none"> • The Bradley Partnership program is located at Johnston High School and provides increased clinical and behavioral support for students while allowing for fluid and flexible opportunities to participate in general education classes and activities with their peers. Students are staffed when participating in the general ed setting, unless not needed. Considered a hybrid program, the goal is for students to “step down” to a less restrictive environment from an out of district placement. Students in the Partnership program may also “step down” to the Learning Center program or, if appropriate, into co-taught inclusive classes. Conversely, the Partnership program is a “step up” program for students requiring a highly structured program with more support than is offered in the Learning Center. • Credit recovery is available for students after school, including special education support. • Resource services are provided in Academic Support. Special Services Administrators are collaborating with the High School Administrators, High School Special Education Coordinator and MTSS Coordinator to restructure this support to better meet student needs. <p><i>Documentation: Data Analysis; Interviews; Observation</i></p> | |
| Result | 11 | <p>Adaptive Physical Education (APE)</p> <p>Adaptive Physical Education is provided per the IEP. There are currently 26 students grades pre-K through 12 who receive APE services.</p> <p><i>Documentation: Data Analysis; Interviews; Observation</i></p> | |
| Result | 12 | <p>Extended School Year (ESY)</p> <p>Extended School Year (ESY) is offered in the district per the IEP. Services are provided at the Early Childhood Center and Ferri Middle School. For ESY 2015, services were available to approximately 146 students from grades pre-K through 12 as determined eligible by the individual IEP teams.</p> <p><i>Documentation: Data Analysis; Interviews</i></p> | |

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| Result | 13 | <p>Local Special Education Advisory Committee (LAC)</p> <p>The parent leaders for the Johnston Special Education Advisory Committee (JSEAC) work with the Assistant Director of Special Services to schedule meetings and presentations. General membership meetings occur four times per year. The JSEAC parent leaders have incorporated the use of an email list serve, an informational website attached to the Johnston Public Schools website, flyers and robo-calls to help advertise meetings and events. All meeting agendas and minutes are posted on the Johnston Public Schools website under the Special Education tab. A comprehensive array of resources is provided.</p> <p>In an effort to increase participation, awareness and service to the Johnston schools and to the community, JSEAC has hosted at least three major events for the past several school years. During the 2014-15 school year multiple agencies were represented during a well-attended panel discussion on transition. The 2015-16 school year offered a presentation on “Anxiety and Your Child” and was also well attended. The first annual Resource Fair with 25 state vendors and agencies was held in the spring. The Fair was a huge success and parents later attended IEP meetings reporting the connections made and supports received.</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 public school district’s rate of parent participation in the annual Special Education Statewide Parent Survey (2015-2016) is 15.1% 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 81%.</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 Johnston Public Schools graduation rate is 84.4% for all students and 72.9% for students with disabilities. These rates approximate the state average rates of 83.2% for all students and 67.6% for students with disabilities.</p> | |

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| | <p>The Johnston Public Schools dropout rate is 8% for all students and 15.3% for students with disabilities. These rates approximate the state average rates of 6.7% for all students and 11.9% for students with disabilities.</p> <p><u>Documentation:</u> <i>Data Analysis; State Performance Plan</i></p> | |
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2. EVALUATION / INDIVIDUAL EDUCATION PROGRAM (IEP)

| Indicator | | Findings | Support Plan |
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| Result | 1 | <p>Records of approximately 10 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> <ul style="list-style-type: none"> - Data not seen in the reviewed files to support learning disabilities identification process per the regulations - Short-term objectives not consistently measurable <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> | <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>Timeline: Immediately and ongoing</p> <p>Progress Check: February 2018</p> <p><u>FOLLOW-UP FINDINGS:</u></p> <p>Issues resolved and verified.</p> |
| Result | 2 | <p>Child Outreach</p> <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 level. Johnston provides an estimated 45 - 50 child outreach screening sessions in a range of community-based early childhood programs and by appointment September through June.</p> <p>The state target for screening is 80% of children ages 3, 4, and 5. The district reports the following screening percentages for 2015 - 2016:</p> | |

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| | | <ul style="list-style-type: none"> ● 3 year olds: 21.72 % ● 4 year olds: 48.66 % ● 5 year olds: 70.63 % <p><i>Documentation: State Performance Plan; Data Interviews</i></p> | |
| Result | 3 | <p>Child Find (State Performance Plan Indicator #11)</p> <p>Johnston Public Schools for the 2015-2016 year was at 100% compliance for meeting evaluation timelines for initial referrals. As of 2017, the Johnston Public Schools was thus far at 100% compliance for meeting evaluation timelines for initial referrals for the 2015-2016 school year.</p> <p><i>Documentation: State Performance Plan Data</i></p> | |
| Result | 4 | <p>Student Accommodations and Modifications</p> <p>General educators access student's accommodations via the Aspen SIS (an electronic student information management system data base). All general educators who have a student assigned to their class can access the IEP through Aspen. This access right is terminated when the student is no longer assigned to a class with the teacher. In addition, general educators can request a hard copy of the accommodations and modifications from a student's case manager.</p> <p><i>Documentation: Data Analysis; Interviews; Document Reviews</i></p> | |
| Result | 5 | <p>Specific Learning Disabilities Determination</p> <p>Students may participate in Rtl interventions while simultaneously being referred for special education evaluation. The intervention support continues if a student is found eligible for special education services, at which time specially designed instruction is also provided. Although not required, progress monitoring results from Rtl interventions help to identify students who may need to be referred to special education. The data is used in combination with standardized assessment results, classroom performance data, student work, classroom observations, parent input, screening results and other measures in determining whether a student qualifies for special education services under the SLD category. The Johnston Public Schools Form 4A (Learning Disabilities Documentation Form) provides special educators and IEP teams the guidance for determining if a student is eligible in the area of Specific Learning Disabilities. The</p> | <p>Staff will continue with their review of policies, procedures and practices with an emphasis on professional development for the determination (initial and reevaluation) of students with learning disabilities.</p> <p>Timeline: Immediately and ongoing</p> <p>Progress Check: February 2018</p> |

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| | | <p>Student Support Coordinator (SSC) management model provides building based expertise at all RtI and ET meetings. Along with the building principal the SSC's schedule, coordinate and facilitate these meetings. SSC's meet with the Director monthly and are provided PD on legal, compliance, instructional and other pertinent topics. Building principals and SSC's regularly consult with the Director and Assistant Director regarding eligibility questions.</p> <p><i>Documentation: Interviews; Record Review</i></p> | <p><u>FOLLOW-UP FINDINGS:</u></p> <p>District has reviewed their policies, procedures and practices.</p> |
| Result | 6 | <p>Due Process Information (State Performance Plan Indicators)</p> <p>Over the past three years Johnston has no (zero) complaints, mediations or hearings</p> <p><i>Documentation: Data Analysis, RIDE, Due Process Data Base</i></p> | |

3. IDEA TRANSITION

| Indicator | | Findings | Support Plan |
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| 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. SPP FY13 Johnston was 92% compliant and SPP FY14 the district was 97% compliant in finding that children eligible for preschool special education had IEPs developed and implemented by their 3rd birthday.</p> <p>The Johnston Public Schools share RIDE's goal of 100% compliance in this area. The Office of Special Services has actively initiated technical assistance from RIDE for the past year and a half in order to address this concern. There had been some confusion when the town dictated residency requirements and staff responsibilities and this influenced compliance timelines. The district has successfully resolved procedural concerns with staff. The district is implementing a second action plan based on the technical assistance received and has worked diligently to create new procedures, responsibilities and timelines related to the Part C to Part B Transition. All staff at the Graniteville Preschool, including administration and clerical staff, have been trained in</p> | <p>The district will review, revise and refine as appropriate to ensure 100% compliance</p> <p>Timeline: Immediately and ongoing</p> <p>Progress Check: February 2018</p> <p><u>FOLLOW-UP FINDINGS:</u></p> <p>District has reviewed their policies, procedures and practices.</p> |

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| | | <p>the new procedures and have been informed of the less than 100% compliance concern. A new Student Support Coordinator/Child Outreach Coordinator was hired for the 2016-17 school year and has also been trained on this process. He has improved the data collection system and is committed to ensuring 100% compliance from this point forward.</p> <p><i>Documentation: Data Analysis; Interviews; State Performance Plan</i></p> | |
| Result | 2 | <p>IDEA Transition Planning at the Middle Level</p> <ul style="list-style-type: none"> ● <i>Transition Planning: special education representatives from the student's rising grade level school attend end of year meetings to meet parents and ensure appropriate programming is discussed. For example, K representatives attend PK IEP meetings, grade one reps attend K meetings, grade 6 reps attend grade 5 and grade 9 reps attend grade 8.</i> ● <i>Ferri Middle School hosted Dare to Dream this year.</i> <p>At the middle level, special educators meet with all students who have an IEP each fall at a designated Transition Day organized by the JPS Transition Coordinator, Special Services Administration and Regional Transition Coordinator. Special educators meet with small groups of students on that day to complete transition assessments and activities specific to the student's' grade level. At the sixth grade level, the focus of the activities/discussions is on understanding what an IEP is and why some people have IEPs. These activities are determined by and documented on a district Scope and Sequence chart for grades 7 and 8. These documents and transition tools are accessible to all middle school special education staff electronically in a shared Google Folder, to facilitate the implementation of the transition responsibilities to students.</p> <p>Students are encouraged to continue to explore transition topics throughout the year to continue their development. It is also an expectation that all students with IEPs will attend their IEP meetings for at least part of the meeting time at the middle school level.</p> <p>Tools utilized at the middle level include, but are not limited to:</p> <ul style="list-style-type: none"> ● Way to Go RI ● Career Clueless Inventory ● Interest Inventories ● Self-Determination Checklists ● Learning Styles Inventories ● Holland Code Inventory ● District IEP Worksheet (teacher created) | |

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| | | <i>Documentation: Data Analysis; Interviews; Record Reviews</i> | |
| Result | 3 | <p>IDEA Transition Planning at the High School Level</p> <p>At the high school level, special educators meet with all students who have an IEP each fall at a designated Transition Day organized by the JPS Transition Coordinator, Special Services Administration and Regional Transition Coordinator. Special educators meet with small groups of students on that day to complete transition activities specific to the student's grade level. These activities are determined by and documented on a district Scope and Sequence chart for each grade, 9 through 12. These documents and transition tools are accessible to all high school special education staff electronically in a shared Google Folder, to facilitate the implementation of the transition responsibilities to students.</p> <p>Students are encouraged to continue to explore transition topics throughout the year to continue their development. It is also an expectation that all students with IEPs will attend their IEP meetings at the high school level.</p> <p>Tools utilized at the high school level include, but are not limited to:</p> <ul style="list-style-type: none"> ● Way to Go RI ● Transition Planning Inventory (TPI) ● O*Net ● College Success and Survival Scale ● District IEP Worksheet (teacher created) ● District Interview Worksheet (teacher created) <p>In addition, students in Project Success (grades 9-12) participate in weekly vocational experiences within the school and out in the community. Students in Project Forward (ages 18-21) participate in long-term individualized work placements as determined by their Career Development Plan and person-centered planning process.</p> <p><i>Documentation: Data Analysis; Interviews; Record Reviews</i></p> | |
| Result | 4 | <p>Office of Rehabilitative Services (ORS) and Department of Behavioral Healthcare, Developmental Disabilities & Hospitals (BHDDH).</p> <p>At the high school, both the case manager and the Transition Coordinator are the points for referral to the Office of Rehabilitative Services (ORS) and to the Department of Behavioral</p> | |

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| | | <p>Health, Developmental Disabilities & Hospitals (BHDDH). The Transition Coordinator tracks all referrals including outcomes. Referral to ORS is made for most tenth grade students through the district Scope & Sequence chart for grade 10.</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>Summary of Performance (SOP) is facilitated by the case manager in the final year of public education. In order to facilitate post-high school communication, the case manager is responsible for gathering the student's contact information (cell phone and personal email) as a part of the documentation in the SOP.</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 Johnston 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>92% 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 84.73% (State Performance Plan Indicator #14)</p> <p><i>Documentation: Interviews; Document Review</i></p> | |