

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

School Support System Report and Support Plan

Narragansett Public Schools
December 16-19, 2013

SCHOOL SUPPORT SYSTEM

A Collaborative System of Focused Monitoring

Introduction

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

To accomplish this the SSS includes these components:

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

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***Narragansett Public Schools
SCHOOL SUPPORT SYSTEM REVIEW***

TEAM MEMBERS

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1. FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE/LRE)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
		The RIDE, Office of Students, Community & Academic Supports School Support System process was facilitated to provide a means of accountability for delivery of programs and services to improve outcomes for students with disabilities. The following pages reflect the findings of that process.	Data Analysis State Performance Plan		
Result	1	<p>Least Restrictive Environment Data (State Performance Plan Indicator #5)</p> <p>Based on the FY July 1, 2010 – June 30, 2011 State Performance Plan information on Narragansett Public Schools Placement Data is as follows:</p> <p>The percentage of students educated 80 to 100% of the time in general education settings is 76.62%. (RI District Average is 63.12%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 3.03% (RI District Average is 16.60%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 6.06% (RI District Average is 6.76%)</p>	Data Analysis State Performance Plan		
Result	2	<p>Participation and performance of children with IEPs on statewide assessments (State Performance Plan Indicator #3):</p> <p>A. The district (disability subgroup that meets the State’s minimum “n” size) did meet the State’s AYP targets for the disability subgroup</p> <p>B. Participation rate for children with IEPs. 99.1%</p> <p>C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards 40.87% [Note: State has individual grade and content area targets (28%). State target is average target across grades and content areas. District target is average percent of students proficient across content areas (40.87%).]</p>	Data Analysis State Performance Plan		

Result	3	<p>Instructional Strategies and Supports</p> <p>Throughout district there were examples of student centered, teacher facilitated technology supported, differentiated instruction, with posted rubrics and classroom expectations, modeling, cooperative learning, student lead projects and problem solving, posted agendas and student work. The use of technology was prevalent throughout the district, with interactive white boards being used frequently as well as laptops, tablets, and computers.</p> <p>Use of student assessment and performance data to inform instructional practices was seen throughout the district. School faculty are engaged in analyzing student data such as the NECAP, School Wide Information System (SWIS), Northwest Evaluation Assessment (NWEA, maps), Phonological awareness Literacy Screening (PALS), Developmental Reading Assessment (DRA), common task, formal testing, grades, teacher generated assessments, student work and performance along with classroom observations to discuss instructional strategies and cross content area planning.</p>	Data Analysis Interviews Observation		
Result	4	<p>Multi-Tiered System of Support (MTSS) Response to Intervention (RtI)/Academics</p> <p>Elementary Level (Academic Supports)</p> <p>There is an organized process for RtI at Narragansett Elementary School. The Core RtI team meets three times a year with each teacher to review screening information and to identify students at risk. Teachers can also make referrals as needed, bringing appropriate data to the team.</p> <p>Interventions are provided during two 30-minute intervention blocks each week. Tier 2 interventions are delivered by the classroom teacher and the math interventionists. Tier 3 interventions are provided by the coaches and math interventionists. Progress reports are provided with the report card.</p>	Data Analysis State Performance Plan		

Middle Level (Academic Supports)

The Narragansett Pier School facilitates a number of academic interventions for students performing below grade level in ELA and math. Based on data analysis of students NECAP, NWEA (map), teacher generated assessments, student work and observations, students may be identified to participate in math and/or ELA intervention (during the SOAR period) or intensive math and/or intensive ELA (specifically for students with IEP's).

Students with IEP goals in math and/or ELA who score below grade level on the identified assessments earning a one and/or a two on the NECAP will be identified to participate in an intensive math and/or ELA and/or both. As appropriate, a literacy coach (reading specialist) and/or math coach will co-teach along with a special educator two to three periods a week. As students make progress, they are able to transition back to their content area class.

Twice a week students may additionally participate in a SOAR (Student Opportunity for Advancement and Resources) intervention/enrichment initiative.

Common planning time is scheduled three times a week. Grade level teams utilize this time to address school-wide issues, cross content area planning, team issues, student specific issues as well as discussing student progress monitoring updates, analysis of intervention data and continued planning. The school counselor and others may attend as appropriate. Grade level teams are additionally engaged in reviewing and developing content specific common core standards.

School-wide Academic Intervention Teams

- Literacy data meetings with principal, literacy coach, interventionist, classroom teachers and special educators to review students response to intervention.
- Math data meetings with principal, math coach, interventionist, classroom teachers and special educators to review student response to intervention.

The school-wide RtI team addresses students who have been unable to make progress given the cycle of interventions (16 weeks) provided to determine next step planning. Students may be referred to the evaluation team to determine eligibility for special education.

		<p>High School Level (Academic Supports)</p> <p>At the high school there is a student concern team that meets every Monday morning. This team reviews all RtI referrals and makes recommendations. The 9th and 10th grades have Academics and academic concerns are referred to the grade appropriate academy team (Tier I). For students in the 11th and 12th grade who are referred for academic needs, a response is individually tailored as appropriate. In addition, there are larger RtI team meetings (twice a month) with some department chairs and others (Tier II and Tier III). Academic hours: every content area has a teacher (four days a week) after school for an hour to provide assistance as needed. Ramp up classes (ELA and math) for students who are below grade level in those subjects. Skills classes are offered in Algebra 1, Algebra II and Geometry. These are math classes that meet every day of the rotating schedule. Extended school day targets 11th and 12th graders who are finishing their portfolio or other graduation requirements.</p>																																																			
Result	5	<p>SPP Disproportionate Representation (State Performance Plan Indicators #9 and #10)</p> <table border="1" data-bbox="323 820 837 1044"> <thead> <tr> <th></th> <th>OHI</th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>White</td> <td>2010</td> <td>2011</td> <td>2012</td> </tr> <tr> <td>Students with Disability</td> <td>38</td> <td>40</td> <td>35</td> </tr> <tr> <td>Total Students</td> <td>1356</td> <td>1330</td> <td>1314</td> </tr> <tr> <td>District Risk</td> <td>2.80</td> <td>3.01</td> <td>2.66</td> </tr> <tr> <td>District Risk Ratio</td> <td>2.86</td> <td>2.95</td> <td>2.49</td> </tr> </tbody> </table> <table border="1" data-bbox="323 1109 837 1349"> <thead> <tr> <th>Native</th> <th colspan="3">ADR</th> </tr> <tr> <th>American</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Students with Disability</td> <td>9</td> <td>12</td> <td>11</td> </tr> <tr> <td>Total Students</td> <td>18</td> <td>17</td> <td>22</td> </tr> <tr> <td>District Risk</td> <td>NA</td> <td>70.59</td> <td>50.00</td> </tr> <tr> <td>District Risk Ratio</td> <td>NA</td> <td>8.34</td> <td>5.93</td> </tr> </tbody> </table> <p>A review of policies, procedures, and practices conducted onsite and electronically,</p>		OHI			White	2010	2011	2012	Students with Disability	38	40	35	Total Students	1356	1330	1314	District Risk	2.80	3.01	2.66	District Risk Ratio	2.86	2.95	2.49	Native	ADR			American	2010	2011	2012	Students with Disability	9	12	11	Total Students	18	17	22	District Risk	NA	70.59	50.00	District Risk Ratio	NA	8.34	5.93	Data Analysis State Performance Plan		
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		including individual student case reviews, found no disproportionate representation due to inappropriate identification practices.			
Result	6	<p>Suspension (State Performance Plan Indicator #4): Significant discrepancy in the rate of suspensions (for students with IEPs) greater than 10 days as compared to the rate of suspensions (for students without IEPs) greater than 10 days.</p> <p>Multi-tiered system of Support (MTSS)/Social Emotional Supports Social emotional resources / positive behavioral supports All schools in the Narragansett Public School District are positive behavioral support and interventions schools. Evidence of this is seen throughout the district.</p> <p>Elementary Level (social /emotional supports)</p> <p>All kindergarten classes have a weekly 20-minute session on Character Education. All other classes are receiving direct instruction in social and emotional learning from the behavior specialist or school psychologist, with classroom teachers providing reinforcement of the concepts throughout the week.</p> <p>Interventions are provided by the classroom teachers and the behavior specialist who also serves as a consultant to teachers. Professional development on activities for sensory “Brain Breaks” and calming strategies, such as yoga, was provided to teachers. These are posted on the school website with about 50% of classrooms using these throughout the day.</p> <p>Middle Level (social /emotional supports) A positive behavioral supports / School Wide Information System (SWIS) leadership team (school counselor, psychologists and assistant principal) meets biweekly to review SWIS data to address whole school issues, student referrals and teacher supports and intervention.</p> <p>Student Services Team (social worker, counselor, psychologist, nurse and the principal) meet weekly to address student specific social emotional and/or behavioral issues and concerns to establish interventions which may include the family, community agencies along with identified school wide supports.</p>			

		<p>The school counselor assess student's risk factors (absenteeism, tardiness, behavior and class failures) to identify intervention's that include parent, educators and school administrators. The school counselor then develops a Ready Set Goal for each student identified in the process.</p> <p>High School Level (social /emotional supports)</p> <p>At the high school there is a student support team that deals primarily with social /emotional needs. They meet every Wednesday to review and refine student's individualized social/emotional interventions. There is a PBIS team that meets once a month and facilitates the PBIS related events and activities. Advisories occur every day for 30 minutes. They stay with the same advisor for four years.</p> <p>School Removals/Disciplinary Policies. Throughout the district behavioral expectations along with disciplinary action protocols and policies are comprehensively defined in a student handbook.</p>			
Result	8	<p>Preschool Continuum</p> <p>There are three integrated pre-school classes. The ratio is approximately 12 -13 students with IEPs and 7-8 peer models. Students with IEPs attend either an additional day or a full day, while peer models attend an abbreviated schedule. One teacher has no students one day in order to attend meetings, plan for transitions, observations, home visits, etc. Services are also provided on a walk-in-basis.</p> <p>Indicator 6</p> <p>a.) In this district, the percent of preschool children aged 3-5 with IEPs attending a general education early childhood program and receiving the majority of special education and related services in the general early childhood program was 81.82%.</p> <p>b.) The percent of children aged 3-5 with IEPs attending a separate special education class, separate school or residential facility was 3.03%.</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 demonstrated substantial improvements by the time</p>	Data Analysis State Performance Plan		

		<p>they turned 6 years of age or exited the program:</p> <ul style="list-style-type: none"> -Positive social-emotional skills (including social relationships); 50% -Acquisition and use of knowledge and skills (including early language/ communication and early literacy); 100% and -Use of appropriate behaviors to meet their needs 100% <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); 89% -Acquisition and use of knowledge and skills (including early language/communication and early literacy); 89% and -Use of appropriate behaviors to meet their needs 100% 			
Result	9	<p>Program Continuum Elementary Level</p> <p>There are 542 students in the elementary school and approximately 93 are students with IEPs.</p> <p>There are approximately five classes at each grade level, K-4, with full day kindergarten. All students with IEPs are in general education classes. When needed, individual support may be provided within the class setting or in a separate setting. There are several classes with both a general and special education teacher providing instruction through co-teaching, throughout the entire school day. In other classes, the special education teacher may split her/his time between two classes.</p> <p>Several students have a teacher assistant assigned to them to provide individual support. There is a “back up” teacher assistant for each student in case their primary teacher assistant is absent. Students with significant disabilities attend ‘special’ (art, music, etc) as their tolerance and stamina allows.</p> <p>Common planning time is provided to all teachers at each grade level, including special education teachers, with additional planning opportunities for co-teachers.</p>	Data Analysis Interviews Observation		

				highly qualified teachers. Timeline: Immediately and ongoing; Progress check: October 2014.	model is support based, not classroom based. Students continue to receive positive feedback within the general education classroom.
Result	11	<p>Program Continuum High School Level</p> <p>At Narragansett High School there are approximately 450 and 78 have IEPs. The program continuum is as follows:</p> <ul style="list-style-type: none"> -Study Skills (resource). Students typically have resource every other day. The class is pass/fail and students receive credit for the class. The focus of Study Skills is on supporting IEP goals and transition related skills. -Self-contained. (ELA and social studies). These classes are taught by a special educator who is also highly qualified in the core content area that they teach. -Collaborative classes. General education and special educators co teach. Some co teachers have common planning time some do not. All 9th/10th have last period for common planning time once a week. -Alternative Learning Program (ALP) for students with social/emotional challenges. Students with and without IEPs may participate in this program. Students take classes with core content teachers divided into two groups by grade level (9th/10th and 11th/12th). A daily point level system is utilized as part of the student's behavioral monitoring program. -Life Skills. One class of students (ages 14-18). These students work on both academic and functional life skills. Students also participate in community-based internships where they work on job readiness skills. Students 18-21 of age are placed in transitional program per individual need as appropriate. Currently, one student is in the 18-21 age range and is placed in an individualized work site. All students, except one, are on alternate assessment. This student on a diploma path is with the Life Skills teacher for 	Data Analysis Interviews Observation	Plans are underway to review and refine the schedule so all students on a diploma path will be afforded a free and appropriate public education (FAPE) in the least restrictive	Narragansett School District reviewed all students 2014-2015 school year schedules to ensure that

Compliance		<p>math class. The Life Skills teacher is not highly qualified in math. Students in the Life Skills class are pass/fail in the general education elective classes. The student who is on a diploma path is also treated as a "pass/fail" student for all his general education classes.</p> <p>The speech and language pathologist is at the high school approximately 2.5 days per week. The psychologist is at the high school five days a week.</p>		<p>environment (LRE) with regard to accessing the general education curriculum taught by highly qualified teachers. Timeline: Immediately and ongoing: Progress check: October 2014.</p>	<p>all students on a diploma track receive their instruction in the least restrictive environment. Students have access to highly qualified teachers for core instruction. Students, who are participating in the Functional Life Skills classroom, are being assessed through the Alternate Assessment process and their core instruction is with a certified special education teacher.</p>
Result	12	Adaptive Physical Education (APE) is provided per the student's IEP.	Data Analysis Interviews Observation		
Result	13	Extended School Year (ESY) is offered in the district per the IEP.	Data Analysis Interviews		
Result	14	<p>Local Special Education Advisory Committee (LAC)/Parent Engagement</p> <p>Narragansett Pier School has a Local Advisory committee chaired by a parent. Participants on the team include parents, special education director, and several special</p>	Data Analysis Interviews Observation		

		<p>educators in the district. A general agenda is set for the year, but any/all topics of concern and/or interest can be added to the agenda at any point during the year. Parents are informed of meetings via a listserv, phone calls, and/or emails. At the beginning of the school year, parents are informed via a packet of information of all LAC meetings for the year provided by the special education case manager. To note, the packet also includes procedural safeguards and other pertinent information for students with special education services. Most recently, the attendance and involvement with the LAC has increased.</p>			
Result	15	<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 (2012-2013) is 13% 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 41%.</p>	Data Analysis State Performance Plan		
Result	16	<p>Drop Out /Graduation Rate (State Performance Plan Indicators #1 and #2)</p> <p>The Narragansett Public Schools graduation rate is 83.2% for all students and 68.4% for students with disabilities. These rates are notably higher than the state average rates of 77.1% for all students and 58.5% for students with disabilities.</p> <p>The Narragansett Public Schools dropout rate is 5.1% for all students and 15.8% for students with disabilities. These rates are lower than the state average rates of 11.9% for all students and 20.1% for students with disabilities.</p>	Data Analysis State Performance Plan		

2. EVALUATION/ INDIVIDUAL EDUCATION PROGRAM (IEP)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Result/ Compliance	1	<p>Records of approximately 17 students were reviewed prior to the on-site review by the team leaders. Students' records were very accessible. The record review process identified the following:</p> <p>The record review process identified some information on the IEP's addressing present levels of performance, goals, and objectives. Progress monitoring was not documented as measurable and/or quantifiable. Process documents/forms were inconsistently seen in the files with regard to regulatory requirements.</p> <p>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements) (RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</p>	Data Analysis Interviews Observation	<p>Assurances will be provided to the Rhode Island Department of Education, Office of Student, Community and Academic Supports, that compliance issues are addressed and rectified. This Support Plan is applicable for all compliance findings in this section.</p> <p>Timeline: Immediately and ongoing: Progress check : May 2014</p>	Professional development began in March 2014 at staff meetings and continued into September 2014 with a 3 day training. These trainings included all special education staff, related service providers, and APE teacher in September 2014.
Result	2	<p>The Child Outreach Coordinator advertises screenings with physicians, pre-schools, the library and works cooperatively with Child Outreach services in surrounding towns to identify and screen 3-5 year olds. She is present at screenings to ensure fidelity and accuracy. She informs parents of screening results and referrals are made as appropriate.</p> <p>Narragansett Public Schools reports child outreach screenings percentages:</p> <p>80% of 3 year olds; 80% of 4 year olds; 80% of 5 year olds.</p>	State Performance Plan data Interviews		
Result	3	Child Find (State Performance Plan Indicator #11)	State Performance		

		Narragansett Public Schools for the 2012-2013 year was at 100% compliance for meeting evaluation timelines for initial referrals. As of 12/23/13 the Narragansett Public Schools was thus far at 100% compliance for meeting evaluation timelines for initial referrals for the 2013-2014 school year.	Plan data		
Result	4	Throughout the district special educators provide general education teachers with present level and accommodation of their students with IEPs	Data Analysis Interviews Document Review		
Result/ Compliance	5	<p>Specific Learning Disabilities (SLD) Determination</p> <p>At the elementary and middle level staff had a good understating of the requirements on SLD determination.</p> <p>At Narragansett High School special educator's awareness of the requirements around initial and reevaluation for students with specific learning disabilities varied. Some were aware that additional information and forms were now required although they were unclear as to the specifics. This was substantiated by the high school record review.</p>	Interviews Record Review	Professional development/ technical assistance will be provided to staff regarding the regulatory requirements of SLD determination (initial and reevaluation). Timeline: Immediately and ongoing. Progress check: October 2014.	Professional development began in May 2014. SLD requirements and determination of re-evaluation will continue to be a topic of professional development.
Result	6	<p>Due Process Information (State Performance Plan Indicators #16, #17,#18 & #19)</p> <p>COMPLAINTS: 2011 – no complaints during this time period 2012 – no complaints during this time period 2013 – no complaints during this time period</p>	Data analysis		

		<p>MEDIATIONS: 2011 – no mediations during this time period 2012 – 1</p> <p># of Mediations: 1</p> <table border="1" data-bbox="306 282 1346 391"> <thead> <tr> <th></th> <th>ISSUE(S)</th> <th>RESULT</th> </tr> </thead> <tbody> <tr> <td>Mediation #1</td> <td>Placement</td> <td>Agreement Reached</td> </tr> </tbody> </table> <p>2013 – no mediations during this time period</p> <p>HEARINGS: 2011 – no hearings during this time 2012 – no hearings during this time 2013 - 1</p> <p># of Hearings: 1</p> <table border="1" data-bbox="306 727 1346 836"> <thead> <tr> <th></th> <th>ISSUE(S)</th> <th>FINDING(S)</th> </tr> </thead> <tbody> <tr> <td>Hearing #1</td> <td>Other</td> <td>Pending</td> </tr> </tbody> </table>		ISSUE(S)	RESULT	Mediation #1	Placement	Agreement Reached		ISSUE(S)	FINDING(S)	Hearing #1	Other	Pending			
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Hearing #1	Other	Pending															
Compliance	7	Through the review process at Narragansett Pier School a number of student’s special education instructional time is not documented as currently provided. JK 7, 8, 9,10	Interviews Record Review	Professional development will be provided to special educators as appropriate. Timeline: Immediately and ongoing. Progress check : October 2014	May 14, 2014 professional development was held for all special education staff. Instructional time and least restrictive environment was reviewed. Continued regulation compliance will occur during the 2014-2015 school year.												

Compliance	8	At Narragansett High School special educators reported that student's reevaluations are typically facilitated through the reevaluation team and not the IEP team. Teachers completed an educational summary of student's performance and provide it to the reevaluation team. Case manager also reported being invited to the meeting and making efforts to attend but may not be able to attend due to scheduling issues.	Interviews Record Review	Administrative staff will review the definition of and the roles and responsibilities of the evaluation team versus the IEP team. Structures will be revised as appropriate with regard to adherence to regulatory requirements. Timeline: Immediately and ongoing. Progress check : October 2014	Narragansett High School special education teachers reviewed the definition and roles of the evaluation team in February and May 2014. The evaluation team procedures and regulatory requirements will continue to be addressed during the 2014 - 2105 school year.
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3. IDEA TRANSITION					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
	1	Part C to Part B Transition (Indicator #12) 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 found eligible for preschool special education had IEPs developed and implemented by their 3 rd birthday.	Data Analysis Interviews State Performance Plan		
Result	2	IDEA Transition Planning at the Middle Level Career exploration at the Narragansett Pier School is facilitated through a number of events including a school wide career day. All students with the support of the school	Data Analysis Interviews Record Reviews		

		<p>counselor engage in WayToGo RI interest inventory and the development of their Individual Learning Plan.</p> <p>Pier School special educators are currently participating in professional development to address a systemic approach to transition planning for eligible students. Through this initiative special educators are discussing all aspects of transition planning with their Regional Transition Coordinator. As students become eligible to engage in transition planning, special educators are utilizing WayToGo RI as a means to assure students have the appropriate information to inform IEPs. A scope and sequence for transition planning is currently being established which will be aligned to the high school.</p> <p>In addition, all students can participate in “Groundhog Day” which is a career/job shadowing experience.</p>			
Result	3	<p>IDEA Transition Planning at the High School Level</p> <p>There is a scope and sequence for vocational and transition activities (9th – 12th). A system has begun where there is a transition card that details the prior transition assessments and services. This transition card is in the student’s folder and eventually in central office files. Ninth and 11th grade case managers facilitate the Transition Planning Inventory (TPI), WayToGoRI and O’Net are utilized in the 10th and 12th grade. Students who participate in School to Career participate in community-based internships as do students in the Life Skills class.</p> <p>In addition, all 10th grade students can participate in a Career Fair and all juniors in the Boston College Fair day.</p>	Data Analysis Interviews Record Reviews		
Result	4	<p>At the high school the case manager is the point for the Office of Rehabilitative Services (ORS) and Division of Developmental Disabilities (DDD) referrals at the school.</p>	Interviews Document Review		
Result	5	<p>Summary of Performance (SOP) is facilitated by the case managers as appropriate.</p>	Interviews Document Review		
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 Narragansett Public Schools are</p>	Interviews Document Review		

		100% compliant with the requirement. (State Performance Plan Indicator #13)			
Result	7	90% 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 62.36%. (State Performance Plan Indicator #14)	Interviews Document Review		