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

School Support System Report and Support Plan

Newport Public Schools
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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 embers 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: Indictors, 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 Pubic 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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Newport Public Schools
School Support System Review

Record Review Team Leaders

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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	**Least Restrictive Environment Data (State Performance Plan Indicator #5)** Based on the December 2012 count, the State Performance Plan information on Newport Public Schools Placement is as follows: The percentage of students educated 80 to 100% of the time in general education settings is 63.36% (RI District Average is 71.75%) Percentage of students educated for less than 40% of the time in general education settings is 5.93% (RI District Average is 13.25%) Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 11.58% (RI District Average is 4.35%). *Documentation: Data Analysis State Performance Plan*	
Result	2	**Participation and performance of children with IEPs on statewide assessments (State performance Plan Indicator #3):** A. The district (disability subgroup that meets the State's minimum "n" size) did meet the state's AYP targets for the disability subgroup. B. Participation rate for children with IEPs 98%. C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievements standards 24.66% [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 student's proficiency across content areas (24.66%).] *Documentation: Data Analysis; State Performance Plan*	
Result	3	**Multi-Tiered System of Support (MTSS) Response to Intervention (RTI)/Academics** **Elementary Level** Pell has a response to intervention process (RtI) process in place. Teachers or parents can fill out "At-Risk" forms, which are reviewed by school psychologist with the teachers. An RtI meeting is then scheduled where baseline data is reviewed and additional	**Timeline**: July 2016 (2015-2016 school year) • Establish accountability and intervention options for all levels, especially the high school. • Increase training with general education

supports discussed. A plan and timeline are created; the family is informed and invited for the follow-up meeting.

There is an intervention block that is used to provide intervention services to all students identified. There was variability among teachers in team assessments and progress monitoring tools used.

Pell Elementary School staff are currently working with staff at the Sherlock Center on MTSS. Currently, 15 staff members are on this team. Eleven of them currently go to RIC for MTSS professional development.

Middle Level

Thompson Middle school has a response to intervention team that meets weekly. Members of the team included guidance, special educators, the social worker and psychologist. Teachers as well as Aspen electronic referrals begin the process.

High School Level

Rogers has committee that meets when a student is referred although there does not appear to be a form or forms utilized. The referral goes to guidance and guidance staff sets up a meeting. Since January, there have been three meetings. Rogers' staff have indicated there isn't formal or structured MTSS/RtI process. There is no indication of timelines, accountability or progress checks.

Documentation: Data Analysis; State Performance Plan, Interviews

staff on the MTSS and RtI approach.

- Create a more inventive and risk taking atmosphere to ensure that general education teachers have tried multiple interventions before coming to team, especially in the middle and high school settings.

Progress Check: January 2016

FOLLOW-UP FINDINGS:

Result/ Compliance

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

	ED				
White	2010	2011	2012	2013	2014
Students with Disabilities	16	13	14	15	12
Total Students	986	1047	996	922	915
District Risk	1.62	1.24	1.41	1.63	1.31
District Risk Ratio	2.6	2.2	2.6	3.0	2.6

	ASD				
White	2010	2011	2012	2013	2014

Review, refine, develop and implement a culturally responsive multi-tiered system of support.

Timeline: July 2016

Progress Check: January 2016

FOLLOW-UP FINDINGS:

Student with Disabilities	15	18	22	17	19
Total Students	986	1047	996	922	915
District Risk	1.52	1.72	2.21	1.84	2.08
District Risk Ratio	3.5	3.9	3.7	3.1	3.3

	LD				
Black	2010	2011	2012	2013	2014
Students with Disabilities	54	42	40	38	32
Total Students	449	431	419	357	348
District Risk	12.03	9.74	9.55	10.64	9.20
District Risk Ratio	3.1	2.8	2.8	3.1	2.8

	ADR				
Native American	2010	2011	2012	2013	2014
Student with Disabilities	12	12	14	13	14
Total Students	41	37	37	33	37
District Risk	29.27	32.43	37.84	39.39	37.84
District Risk Ratio	3.3	3.6	4.5	4.7	4.7

Documentation: Data Analysis; State Performance Plan

A review of policies, procedures, and practices including student file reviews, disproportionality performance report, and staff interviews provides evidence of district efforts to improve and correct these areas of disproportionality and provision of EIS services to students. However, the district does have areas of disproportionate representation due to inappropriate identification practices in specifically as it relates to provision of a full and individual comprehensive initial evaluation or re-evaluation inclusive of systemic behavior improvement and /or academic data.

Result	5	**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 Newport Public Schools as no students with IEPs were suspended for greater than 10 days. **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. <u>Documentation</u>: Data Analysis; State Performance Plan	
Result	6	**Multi-tiered System of Support (MTSS)/Social Emotional Supports/<u>Social Emotional Resources/Positive Behavioral Supports</u>** **Elementary Level** Pell is a positive behavioral support and intervention school and this is clearly evident throughout the school. The theme of the school is STAR (stay safe, take responsibility, act respectfully, ready to learn). All the staff has been trained, including the para educators, the bus drivers and cafeteria workers. Students were observed following the expectations. All staff interviewed, except one, reported that they are implementing PBIS with fidelity. Social and emotional supports and strategies are seen in classrooms throughout the building. Pell has a behavior specialist who is new to the school this year. He adds another layer of preventative support for the students. He is also the person who gets the direct referrals to the office. He offers an informal “check in check out” walking through classrooms each morning. Other students who have been identified through the FBA process are offered “check in check out” to support their appropriate behavior. This support is offered by the school social worker. Social and emotional needs are addressed through this support as well as lunch groups with the speech and language, social worker, and school psychologist. The occupational therapist and the speech and language pathologist at Pell offer groups for the first part of the year. They are in the classroom working with students, observing and supporting any needs the students may have. Pell staff meets weekly to look at truancy issues and provide out-reach with Family Service Coordinators. In addition the walking school bus is also offered to help increase attendance rates. **Middle Level** Thompson Middle school has a response to intervention team which meets weekly. Members of the team included guidance, special education, social worker and psychologists. Teachers as well as referrals done via the electronic data management system (Aspen) begin the process. The team has determined there is not enough social emotional intervention and, thus, have developed a behavior intervention	**Timeline**: July 2016 (2015-2016 school year) • Increase awareness of social emotional education and best practices in classroom management. • Understand and know strategies when a student is in crisis and create policy and procedures to help student cope with his/her difficulties, especially in the middle and high school. Increase professional development to help general education teachers understand and educate students struggling to learn. • Establish accountability and intervention options for all levels, especially the high school. • Increase training with general education staff on the MTSS/RtI approach • Create a more inventive and risk taking atmosphere to ensure that general education teachers have tried multiple interventions before coming to team, especially in the high school setting. **Progress Check: January 2016** **<u>FOLLOW-UP FINDINGS</u>:**

		academy program. It is based on referrals and the team approach. Curriculum was developed by administration, special education, guidance, RtI coordinator, the positive behavioral support coordinator and some general educators. Currently, there is a small pilot program created by the Superintendent and the principal with the full roll out occurring in the fall of 2015. There are many aspects of this initiative that will need to be addressed and developed prior to the full roll out. These include the establishment of entrance/exit criteria, program protocols and practices, data collection mechanisms (Aspen, SWISS), professional development defining the population to be served and the eligibility criteria as well as the documentation needed to assure IDEA compliance. How this program would be supported by the school social worker and school psychologists is unclear. Currently the school social worker is a long term substitute and the school psychologist is not always in the building due to responsibilities within other district schools. Faculty is under the impression that this initiative will provide a diagnostic setting for students to be evaluated for up to 45 days in order to determine programing and or placement. Universal/Tier 1 classroom behavior management strategies are unclear throughout the school. Currently, there is not a clearly understood, consistent classroom behavior management teacher practice and/or protocol. Students will be referred to the “Deans’ Office” for a variety of infractions. All too often this is the first response to classroom discipline. The academic tracking system plays a significant role in the overall school wide behavioral management climate. Most students in section 1 classes live in the same neighborhoods, remain in the same section 1 classes together, socialize together and often do not have student role models and or mentors to aspire to. They are the same students who have high absenteeism, school detention, and/or suspension in or out of school. The positive behavioral support and intervention (PBIS) model at the middle school acknowledges individual student’s acts of kindness and achievement. PBIS is clearly aligned to school-wide discipline policies and practices. However, it is unclear how the PBIS model addresses school-wide social emotional learning, along with character education. There currently is not an Advisory Program for students at the middle school. **High School** Rogers has a committee that meets when a student is referred although there does not appear to be a form or forms utilized. The referral goes to guidance and guidance staff sets up a meeting. Since January, there have been three meetings. Rogers’ staff have indicated there isn’t a formal or structured MTSS/RtI process. There is no indication of timelines, accountability or progress checks.	

		Documentation: Interviews, data analysis	
Result Compliance	7	**Preschool Continuum** The preschool program is located at the Pell Annex, located at John F. Kennedy elementary school in Middletown, Rhode Island. The program continuum is as follows: There are three classrooms at Kennedy with two full-time teachers and one part-time teacher teaching ½ day. There is no longer a full day classroom for children with more significant needs. The district collects early childhood outcomes data on all children with IEPs as required by the federal Office of Special Education Programs. Outcomes data is collected through Teaching Strategies GOLD (TSG) for all students with IEPs. Peers are monitored with running portfolio data and paper trails of TSG info. Teachers scaffold instruction based on data collected through the use of tools above. TSG provides a color band for each child, which indicates progress. The tool also provides next step suggestions for teachers to introduce individually based on progress. The number of children with IEPs exceeds the requirements for inclusive settings. (300.115 (b) (3) **Indicator #6** 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 services in the general early childhood program was 61.54%. B. The percent of children aged 3-5 with IEPs attending a separate special education class, separate school or residential facility was 3.85% **State Performance Plan Indicator #7** **Statement 1.** Of the preschool children who entered the preschool program below age expectations, the percentage who demonstrated substantial improvements by the time they turned 6 years of age or exited the program: ▪ Positive social-emotional skills (including social relationships); 50% ▪ Acquisition and use of knowledge and skills (including early language/ communication and early literacy); 100% and	**Timeline**: July 2016 (2015-2016 school year) • Work to establish a more unified and thorough screening process. Create a policy and protocol on child outreach. • Create professional development opportunities for the screener and child outreach coordinator to ensure the process is in a team approach. • Ensure compliance with all regulatory requirements. **Progress Check: January 2016** **FOLLOW-UP FINDINGS:**

		▪ Use of appropriate behaviors to meet their needs 50% **Statement 2.** The percent of preschool children who were functioning within age expectations in each Outcome by the time they exited the program were: ▪ Positive social-emotional skills (including social relationships); 25% ▪ Acquisition and use of knowledge and skills (including early language/ communication and early literacy); 25% and ▪ Use of appropriate behaviors to meet their needs 25% <u>Documentation</u>: Data Analysis; State Performance Plan	
Result	8	**Program Continuum Elementary Level** There is one elementary school in Newport, Claiborne Pell Elementary serving students K-4 and Pre-K which is housed at the Pell Annex at John F. Kennedy Elementary School in Middletown, RI. There are 893 students at the elementary level and approximately183 have IEPs. Their improvement plan includes: The special education program continuum is as follows: Push-in: Inclusive classes. General education classes with special education services provided in speech and occupational therapy. Services in the general education setting are also being accomplished in the Behavioral Support Program (BSP). Pull-out: Students are pulled out into small homogeneous groups. The number of hours of support dictate the setting. There are four self-contained class settings at Pell. These students go into general education for the morning routine and the end of the day for science and social students. The 1:1 para educator sometimes supports the two students from the self-contained setting when they are in general education. They remain in their self-contained setting for reading and math instruction. Students in the BSP program may be in the general education setting for core instruction with behavioral supports. At the elementary level, collaboration among special and general educators is present through the school. Teachers utilized common planning time and their own time to consult with each other regarding the needs of their students. The general education teachers are willing to help the diverse needs of students. This willingness can only be heightened with more professional development on differentiation, collaborative problem	**Timeline**: July 2016 (2015-2016 school year) • Create more collaboration and shared teaching opportunities between special and general educators. • Increase in-class supports and interventions • Creation of a K-1 Behavioral support Program and creation of a continuity of social emotional services from Kindergarten to fourth grade • Increase differentiation in the classroom to assist in providing the most meaningful approaches possible. **Progress Check: December 2015** **<u>FOLLOW-UP FINDINGS</u>:**

		solving and other evidence base strategies that can assist in growing each educators "tool box." Collaboration among educators and therapists is well established and utilized. The occupational therapy and speech therapy specialists routinely provide both walk in and in class support. They also provide many screenings and intervening approaches in the classroom for all students. <u>Documentation</u>: Data Analysis; Interviews; Observation	
Result	9	**Program Continuum Middle Level** Thompson Middle School provides both an elementary and middle level instructional model for students participating in 5th through the 8th grade. There are 574 students attending Thompson Middle School, 111 are students with IEPs. The overall instructional model at Thompson Middle School is based on student academic standing. Student placement is determined by the NECAP, STAR 360, Read 180 along with teacher recommendations. At the 5th grade level, the model of instruction follows an elementary team structure. Special educators are assigned to each fifth grade team to provide student supports, instructional modifications and accommodations. Specialized instruction as identified via the IEP is provided through a pull out model which offers direct instruction, re-teaching, time to complete test/quizzes, and/or assisting students in organizational management skills. Students are placed on a heterogeneous fifth grade team. Then based on the NECAP, STAR 360, READ 180, and/or other assessments along with teacher recommendations, students will be placed on one of four sections aligned to individual student assessment outcomes. Sections are as follows; Section 1 – Tier III / significantly below grade level / proficiency Section 2 – Tier II / at or below grade level / proficiency Section 3 – On grade level / at proficiency Section 4 – Above grade level / above proficiency Each 5th grade section/group of students stays together / travels together for all content area classes. Special educators attend all section 1 and 2 content area classes. Most often students assigned to section 1 are students with IEP's. Section 2 students with IEP's remain the majority within the class size and composition. Intervention blocks are additionally provided in reading and math based on assessments aligned to the sections.	**Timeline**: July 2016 (2015-2016 school year) • Create a meaningful intervening approach for students struggling to meet the social emotional expectations of the building. • Create a program of social emotional learning for student identified with autism or spectrum issues. • Provide professional development for general education teachers to understand and help provide social-emotional or behavioral interventions. • Analyze Thompson's grouping and classroom make up. Provide more heterogeneous opportunities in the school system to provide students identified with disabilities role models and peer support. **Progress Check: December 2015** **<u>FOLLOW-UP FINDINGS</u>:**

		At the fifth grade level a Targeted Instruction (TI) period is offered instead of home room addressing reading and math. This intervention is homogenously determined. Throughout the week students may be pulled out for resource support and or may attend co-curricular classes. Students in section 1 and 2 participate with their peers in co-curricular classes. A social skills group is also held at this time and supported by the school psychologist, special educator and speech therapist. A middle model of grade level teaming (clusters) is structured for grades 6th through 8th. Each grade level has two clusters comprised of content area teachers, an assigned special educator and a reading teacher. Student placement revolves around student assessment outcomes and teacher recommendations. Similar to the fifth grade model, students are then placed on one of four sections. Each 6th through 8th grade section of students stays together for all content area classes. Special educators attend all Section 1 & 2 content area classes. Most often students assigned to Section I are students with IEPs. Section 2 students with IEPs remain the majority within the class size and composition. Specialized instruction is provided through a pull-out model in either short blocks or intervention blocks. During these times, students are provided content area remediation, re-teaching, time to complete test/quizzes and/or any other skills needed based on the IEP. Though it was noted that students can move from section to section, there was no evidence to support this academic opportunity (due to the schedule, class size, access to special education support). However if they do move, it will most often occur after the first quarter and the fall STAR student assessment outcomes have been identified. The Targeted Instruction (TI) classes at the middle level (6-8) addresses math, resource support and/or a social skills development. Some classes are more heterogeneously group than others. Students are graded as passed and/or failed. This is highly impacted by student tardiness. Targeted Assistance is held three times a week address across content area support including special education. ELA and social studies focus on literacy skills and math and science on math skills. Some special educators provide support in the general education setting; others pull out students to provide individualized services and supports along with continued support on long term projects. Targeted Assistance (Tier II/partially proficient) a block for 6th – 8th grade Targeted Instruction (Tier III/ below grade level) occurs in lieu of home room. Reading Tier I - 5 x per week Reading Tier II - 2 x per week There are two intensive specialized programs located at the middle level.	

		The first is the Behavioral Support Program (BSP), which is done in an inclusive setting and serves as a home base for students with social emotional and behavioral challenges. This program currently does not have established entrance/exit criteria, documented program protocols and practices, data collection mechanisms (e.g., Aspen, SWISS, etc.). Faculty are under the impression that this initiative will provide a diagnostic setting for students to be evaluated/ for up to 45 days in order to determine programing and or placement. The second is a classroom that addresses students with more significant intellectual challenges. These students are provided with individualized direct instruction along with emerging life skills development. Students participate with their typically developing peers in some content and co-curricular classes as appropriate with support (para educator). Opportunities for life skills development, vocational exploration along with community experiences are limited. Reading: There are three reading teachers providing the school-wide reading program. All reading support is aligned to Section 1 (tier III) and Section 2 (tier II) along with collaboration with the ELA and special educator. Reading teachers and special educators responsible for IEP reading goals do not have scheduled time to discuss progress monitoring outcomes and continued reading instruction with the reading teachers. Reading teachers do not have common planning with grade level teams. <u>Documentation</u>: Data Analysis; Interviews; Observations	
Result	10	**Program Continuum High School Level** At Rogers High School there are approximately 569 students with and 62 students having IEPs. The program continuum is as follows: The school has co-taught classes in English and math. Special educators who provide services to students in specific content area classes are not writing the goals for those content areas nor are they providing the progress reports in those content areas. Clarification of roles and responsibilities is warranted. Currently, there are no special education teachers providing direct support in any of the science or social studies classes. Classes and classroom make-up is decided by the education team based on overall student need. Students that have been identified as needing more support are provided math support in a numeracy class that supplements/supports their Algebra 1 and Geometry class. There have been teacher reports that question the effectiveness of this model as there is no set curriculum nor is it consistently aligned to the curriculum of the classes it supports. There is also an Algebraic Concepts class for students who are not ready for Algebra I. This is essentially a self-contained math class (one student does not have an IEP all others have IEPs) based primarily on middle school teacher recommendation. There are also	**Timeline**: July 2016 (2015-2016 school year) • Analyze the effectiveness of the math and English intervention blocks. • Provide more professional development in the areas of intervention, particularly in social/emotional and behavioral dysregulation. • Implement the consent decree classroom phase one for students identified with intellectual disabilities. Program will be based on a self-determination model. • Write curriculum and begin to create a phase II classroom for students 18-21 to provide internship opportunities and recommended transitional education directives from the Department of Justice. **Progress Check: December 2015**

		reading support classes (Word Works and literacy classes). Entrance and exits criteria are based on reading assessments. The focus is on basic phonetics and reading comprehension. The reading specialists developed the curriculum themselves as there is no set/formal curriculum. There are two specialized classrooms in the building. • Behavior support classroom (BSP)—which provides behavioral intervention for students struggling to maintain classroom and school expectations. This program is inclusive and serves as a home-base to help students through the day. Students access this program on an "as needed" basis per the IEP. Many students access this class as a resource support class. • The alternative learning program (ALP) program is a collaborative effort by special and general educators. The program is a general education program that services many students that struggle in the traditional setting. The collaboration in this program has increased through the year and the general education teachers running the program have benefited from special education and administrative support and consultation. (The team meets four times per week). • There is also intensive academic support although the current numbers are very small. This provides functional life skills class for students with significant intellectual disabilities. Students from 14-19 years of age are in an inclusive model and have access to the general education curriculum as much as possible. There is one student (age 20) that is working with Looking Upwards and is out in the community working with a job coach. The student ages out in July and is in the process of transferring to adult services. There is a full-time interim school social worker and two days a week the school psychologist is at the high school. The school psychologist facilitates a boys group. Both see individual students per their IEP as appropriate. There is a Dean of discipline and a behavior specialist who also acts as a disciplinarian. Neither is assigned to specific classes or students. They both work with students as the need arises. Clarification of their roles and responsibilities is warranted. The high school is part of Best Buddies and Unified Basketball.	**FOLLOW-UP FINDINGS:**

		The Newport Area Career and Technical Center (NACTC) is located directly behind Rogers High School. It serves students from Middletown, Portsmouth, Tiverton, Little Compton and Newport. NACTC currently offers programs in the following areas: • Academy of Information Technology • Advertising, Design & New Media • Automotive Technology • Cosmetology • Culinary Arts • Residential Carpentry Student with IEPs actively participate in a variety of programs and classes at NCTAC. They receive their core academics at Rogers High School and take their technical/vocational programming/classes at NACTC. <u>Documentation</u>: Data Analysis; Interviews; Observation	
Result/ Compliance	11	**Adaptive Physical Education (APE)** <u>Elementary School Level</u> At Pell Elementary School they are not evaluating for adaptive physical education need, thus, no adaptive physical education is currently being provided. The process for eligibility as well if there are certified APE teachers available is unclear. <u>Middle School Level</u> The provision of adaptive physical education services and supports at the middle school is not informed by student need. Two of the three physical educators are APE certified. Based on physical education/APE teacher observations, there are currently ten students who the physical education teachers feel could be found eligible "if" referred for an APE evaluation. There is currently one student at the middle level eligible for APE. APE for this student is provided in the an early physical education class from 8:00 a.m. – 8:45 a.m. <u>High School Level</u> Due to the current high school population there are currently only a few students receiving adaptive physical education.	**Timeline**: July 2016 (2015-2016 school year) • Analyze how APE is being utilized in the district. Determine how many students are eligible for APE services. • Establish a more comprehensive approach with progress monitoring with APE. **Progress Check: September 2015** **<u>FOLLOW-UP FINDINGS</u>:**

		Documentation: Data Analysis; Interviews; Observation	
Result	12	**Extended School Year (ESY)** Newport has a 4-5 week extended school year (ESY) program. This summer there will be a problem solving and social smarts intervention provided to a number of students identified as needing more social/emotional direct instruction. The ESY program this year will have peer models, especially in the alternate assessment class. Documentation: Data Analysis; Interviews	**Timeline**: July 2016 (2015-2016 school year) • Begin ESY planning early. • Increase collaboration with specialist to provide the most meaningful and comprehensive approach to special education services. • Strive to increase peer models in the classrooms to provide models for both academic and behavioral support. **Progress Check: July 2016** **FOLLOW-UP FINDINGS:**
Result	13	**Local Special Education Advisory Committee (LAC)** The Newport Public Schools LAC is currently focused on promoting membership and awareness of the LAC overall. A meeting was held on March 19, 2015 and six parents attended. Since the meeting, more flyers have been made and special education staff has presented flyer with the procedural safeguards. NLAC representatives have been contacting parents and promoting the group. Documentation: Data Analysis; Interviews; Observation	**Timeline**: July 2016 (2015-2016 school year) • Provide more professional development to educators and parents to demonstrate the need and importance of this type of organization • Increase enrollment in NLAC and provide information that the district feels is needed to help improve special education in the district. **Progress Check: December 2015** **FOLLOW-UP FINDINGS:**
Result	14	**School Efforts to Partner with Parents (State Performance Plan Indicator #8)** The public school district's rate of parent participation in the annual Special Education Statewide Parent Survey (2013-2014) is 9% of parents whose children have IEPs. Of parents with a child receiving special education services who participated in the last survey, the percent that reported that their school's efforts to involve parents as a means of improving services and results for children with disabilities are at or above the state standard is 25%.	

		Documentation: Data Analysis; State Performance Plan	
Result	16	**Drop Out / Graduation Rate (State Performance Plan Indicator #1 and #2)** The Newport Public Schools graduation rate is 73.5% for all students and 58.7% for students with disabilities. These rates approximate the state average rates of 77.1% for all students and 58.5% for students with disabilities. The Newport Public Schools dropout rate is 18.5% for all students and 26.1% for students with disabilities. These rates are higher than the state average rates of 11.9% for all students and 20.1% for students with disabilities. Documentation: Data Analysis; State Performance Plan	

2. EVALUATION / INDIVIDUAL EDUCATION PROGRAM (IEP)

Indicator		Findings	Support Plan
Result	1	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 by following: -No documentation seen in file for learning disabilities evaluation and/or reevaluation per the regulations. -A clear evaluation/reevaluation process which documents parental and/or student notice (as appropriate), documented dates of meetings, regulated time frames, consents for evaluations and service provision, identified evaluation documents, eligibility determination documentation and IEP development was inconsistently seen in the records. - No formal elements of a vocational evaluation seen in files for the majority of students aged 14 and older. -Present levels of functional performance is not based on quantitative baseline data that will be used to develop measurable goals in the areas needing specialized instruction. Information presented did not provide how statements were justified through a collection of data. -It was noted that, at the high school level, the IEP goals are frequently the same from year to year without data based documentation that they should remain the same or similar.	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. **Timeline**: July 2016 **Progress Check: January 2016** **FOLLOW-UP FINDINGS:**

		- Short term objectives are not consistently measurable. *(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)* Documentation: Data Analysis; Interviews; Observation	
Result	2	**Child Outreach** Newport Public School's child outreach screenings are available in a range of community-based early childhood programs and by appointment September through June. The Child Outreach coordinator provides follow-up to all referrals. All parent questions related to outreach are addressed by the coordinator. Local advertising in sites such as doctor's offices, libraries, and local businesses are ensured by the coordinator The state target for screening is 80% of children ages 3, 4, and 5. In Newport's most recent Performance Plan, the district reports the following screening percentages: • 3 year olds: 57.55% • 4 year olds: 59.17% • 5 year olds: 98.94% Documentation: State Performance Plan; Data Interviews	**Timeline**: July 2016 (2015-2016 school year) • Provide a more comprehensive and systematic approach from start to finish in the screening process • Create an early intervention team with screeners and staff to ensure qualification in a timely manner. **Progress Check: July 2016** **FOLLOW-UP FINDINGS:**
Result	3	**Child Find (State Performance Plan Indicator #11)** Newport Public Schools for the 2014-2015 year was at 100% compliance for meeting evaluation timelines for initial referrals. Documentation: State Performance Plan Data	
Result/ Compliance	4	**Student Accommodations and Modifications** General educators have access to accommodations and modifications via an electronic data base (TIENET). Some general educators do access TIENET to see these accommodations/modifications, however, this was not consistent. One parent in the district voiced concerns to the special education administration that her child's IEP accommodations not being read/implemented by the teacher. When administrators checked the electronic fingerprint it was determined that TIENET was not accessed by	**Timeline**: July 2016 (2015-2016 school year) • Increase collaboration between general education and special education teachers to ensure students strengths and weaknesses are addresses, as well as accommodations and modifications in the classroom. There will be an emphasis on

		that general education teacher as well as 15 other teachers that were randomly checked, hence this continues to be an area of concern. <u>Documentation</u>: Data Analysis; Interviews; Document Reviews	this collaboration in the high school and middle school. • Increase professional development in TIENET to ensure general education teachers know how to access the online data source. **Progress Check: January 2016** **<u>FOLLOW-UP FINDINGS</u>:**
Result/ Compliance	5	**Specific Learning Disabilities Determination (SLD)** Throughout the district, protocols and/or practices for determination of specific learning disability eligibility has not been comprehensively established. . <u>Documentation</u>: Interviews; Record Review	Staff will receive professional development in the regulatory requirements of SLD determination for initial and reevaluation. Staff will engage in implementation and adherence of SLD regulatory requirements. **Timeline**: July 2016 (2015-2016 school year) **Progress Check:** **<u>FOLLOW-UP FINDINGS</u>:**
Compliance	6	**Specific compliance Issues** Special educators at the high school had the perception that reevaluations for reeligibility is the responsibility of the evaluation team (ET) and not the IEP team. SW7 is a student on alternate assessment yet he passed his driver's education test and now has a State issued license. Lack of formal schooling outside of the United States, being below grade level; even significantly and language learning needs do not automatically equate to alternate assessment. It is unclear why a student who just received his driver's license is on alternate assessment.	**Timeline**: July 2016 (2015-2016 school year) The LEA will review and refine policies, procedures and practices to adhere to regulatory requirements. **Progress Check: December 2015** **<u>FOLLOW-UP FINDINGS</u>:**

Result	7	**Due Process Information (State Performance Plan Indicators** Over the past three years the Newport Public Schools has had the following complaints, mediations or hearings: **COMPLAINTS** **2012** # of Complaints: 1 complaint during this period **2013** # of Complaints: 1 complaint during this period **2014** **# of Complaints: No complaint during this period** **MEDIATIONS** **2012** # of Complaints: 2 complaint during this period **2013** **# of Complaints: 3 complaint during this period**	**Timeline**: Compliance identified through due process is reviewed and verified as corrected by RIDE due process personnel. All items noted as noncompliant in the due process findings are verified as corrected**.** **Progress Check:** Na **FOLLOW-UP FINDINGS:** Na

	Issue(s)	Result
Complaint #1	Placement	Finding of Compliance

	Issue(s)	Result
Complaint #1	IEP	Finding of Non Compliance

	Issue(s)	Result
Mediation #1	IEP	Agreement Reached
Mediation #2	Other	Agreement Reached

	Issue(s)	Result
Mediation #1	Placement	Withdrawn
Mediation #2	Placement	Agreement Reached
Mediation #3	Other	Withdrawn

2014
# of Complaints: 2 complaint during this period

	Issue(s)	Result
Mediation #1	IEP	Hearing Requested
Mediation #2	Placement	No Agreement Reached

HEARINGS

2012
# of Complaints: 3 complaint during this period

	Issue(s)	Result
Hearing #1	Other	Withdrawn
Hearing #2	Placement	Resolution Session Agreement
Hearing #3	IEP	Dismissed

2013
# of Complaints: No complaint during this period

2014
# of Complaints: No complaint during this period

Documentation: Data Analysis, RIDE, due Process Data Base

3. IDEA TRANSITION

Indicator		Findings	Support Plan
Result/ Compliance	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 EL referrals is maintained and upcoming birthdates are monitored to ensure that meetings are scheduled in a timely	**Timeline**: July 2016 (2015-2016 school year) • Provide a transition team consisting of both Pell and JFK elementary teachers to ensure that students have the best

		manner. Last year's consolidated resource plan (CRP) indicated that the district achieved 97% compliance and that all but one child referred from Early Intervention and found eligible for preschool special education had IEPs developed and implemented by their 3rd birthday. <u>Documentation</u>: Data Analysis; Interviews; State Performance Plan	transitional plans • Collaboration between JFK and Pell teachers to understand the programs to make sure transition is appropriate for all students and in the least restrictive environment. **Progress Check: January 2016** **<u>FOLLOW-UP FINDINGS</u>:**
Result	2	**IDEA Transition Planning at the Middle Level** Currently, there is not a systemic/comprehensive approach to vocational and/or transition planning for eligible students at the middle school. Special educators are unclear who is responsible, what needs to be addressed and how (i.e., transition assessments). Students in the life skills class currently have emerging daily living skills experiences. Vocational exploration both in school and within the local community is limited. **School Removals/Disciplinary Policies**. Throughout the district behavioral expectations along with disciplinary action protocols and policies are comprehensively defined in a student handbook with the exception of the middle school. <u>Documentation</u>: Data Analysis; Interviews; Record Reviews	**Timeline**: July 2016 (2015-2016 school year) • Provide a transition team consisting of both Rogers and Thompson teachers to ensure that appropriate students have transition plans • Provide professional development to middle level teachers on developing meaningful and appropriate transitional IEPs. This will ensure proper transition will occur in all the domains. • Provide more transitional services and collaboration with to assist in transitional movement from grade to grade specifically in the specialized classrooms. **Progress Check: April 2016** **<u>FOLLOW-UP FINDINGS</u>:**
Result	3	**IDEA Transition Planning at the High School Level** There is no scope and sequence or array of transition assessments at the high school. Case mangers utilize assessment tools of their choosing. The high school records that were reviewed were missing copies of current vocational assessments referenced in the IEP. There was also a lack of embedding transition goals into the IEP. Rogers does some introductory surveys and college/carrier visits/guest speakers as part of the	**Timeline**: July 2016 (2015-2016 school year) • Implement phase one of the self-determination curriculum. • Create phase two of the self-determination curriculum.

		general education program. Teachers spoke about the need to get students into the community, but there is no avenue to do that consistently. There are also no job shadowing or internship program. <u>Documentation</u>: Data Analysis; Interviews; Record Reviews	• Provide professional development to Roger's teachers on developing meaningful and appropriate transitional IEPs. This will ensure proper transition will occur in all the domains. **Progress Check: April 2016** **<u>FOLLOW-UP FINDINGS</u>:**
Result	4	At the high school the case manager in conjunction with the special education department chair is the point for referrals to the Office of Rehabilitative Services (ORS) and to the Department of Behavioral Healthcare, Developmental Disabilities & Hospitals (BHDDH). <u>Documentation</u>: Interviews; Document Review	**Timeline**: July 2016 (2015-2016 school year) • Increase collaboration between agencies with transition coordinator. • Professional development with special education teachers regarding effective transition planning and actions. **Progress Check:** **<u>FOLLOW-UP FINDINGS</u>:**
Result	5	**Summary of Performance (SOP)** is facilitated by the case managers as appropriate. <u>Documentation</u>: Interviews; Document Review	
Result	6	Youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, and transition services. The Newport Public Schools are 100% compliant with the requirements. **(State Performance Plan Indicator #13)** <u>Documentation</u>: Interviews; Document Review	

Result	7	50% 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 69% **(State Performance Plan Indicator #14)** Documentation: Interviews; Document Review	