



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

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**School Support System Report and Support Plan**

**Narragansett Public School System  
October 2023**

## **SCHOOL SUPPORT SYSTEM**

### **A Collaborative System of Cyclical Monitoring**

**Introduction:** The School Support System (SSS) provides accountability for delivery of programs and services for students with disabilities. The School Support System model is designed to promote the involvement of the whole school district, general educators as well as special educators and parents. It is designed to learn if the district meets the regulations and what effects programs and services have on student outcomes. Finally, the SSS develops a school support plan for training and technical assistance. To accomplish this the SSS includes these components:

- **The Orientation Meeting:** The Rhode Island Department of Education (RIDE) staff meets the Local Education Agency (LEA) to plan the site review and identify issues or initiatives that may influence programs or service delivery.
- **Data Analysis Meeting:** The RIDE staff meets to review LEA demographic information on selected reports including: the state performance plan, census information, and information collected through record review, staff questionnaires and parent interviews. To ensure that the child is at the center of the study, all analyses begin with the child. Thus, a stratified random selection of students with IEPs is selected; the records of these students are reviewed; their parents/guardians, teachers and related service providers are interviewed, and their classes 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 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 of schools are made. The team members interview school administrators and teaching staff. Parents and central office staff are also interviewed. The team gathers data-based 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 Corrective Action/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 and correction of any noncompliance. All findings of noncompliance must be corrected as soon as possible but no later than one year from the State's written notification of noncompliance. This plan enables the district to correct areas of non-compliance and to strengthen promising programs and correct areas of weakness to improve services and programs for all students.
- **The SSS Report:** The report summarizes the findings from various data sources. The format of the report uses five divisions: Indicators, Findings, Noncompliance, and Corrective Action/Support Plan. Indicators describe either result or compliance in the topical areas of Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE), Evaluation/Individual Educational Program (IEP) and IDEA Transition. The documentation is listed in both the Findings and Noncompliance sections of the report. The corrective action/support plan reflects the response to the described finding and actions by the district as well as resources and timelines to improve programs and services. All findings of noncompliance must be corrected as soon as possible but no later than one year from the State's written notification of noncompliance.
- **Subsequent & Timely Follow / Verification Process & Reporting:** RIDE, IDEA Quality Assurance personnel and the School Support System Liaison work with the LEA to verify correction, including reviewing subsequent data to ensure correction of noncompliance. Also, within the one-year monitoring timeframe RIDE personnel will return to the district and follow up to ensure ongoing compliance is maintained. This will include, as applicable, program spot checks/reviews and record reviews. Our baseline number of records will not go below six. Pending subsequent and timely verification, a letter closing the SSS monitoring process will be issued.

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# **Narragansett School System School Support System Review**

## **RIDE Team Leaders**

**Team A – Susan Wood**

**Team B – Sandra Cambio Gregoire**

**Team C – Jennifer Hockenhull**

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	Noncompliance Finding (if applicable) & Corrective Action/Support Plan (if applicable)
1	<p><b>Least Restrictive Environment Data (State Performance Plan Indicator #5</b> (20 U.S.C. 1416(a)(3)(A))</p> <p>Based on the FY July 1, 2021-June 30, 2022, State Performance Plan information on Narragansett Public Schools Placement is as follows:</p> <p>The percentage of students educated 80 to 100% of the time in general education settings is <b>71.69%</b> (RI District Average is 71.05%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is <b>4.82%</b> (RI District Average is 12.5%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is <b>4.22%</b> (RI District Average is 5.11%)</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	<p><b><u>Noncompliance Finding (if applicable):</u></b></p> <p>No findings.</p> <p><b>Regulatory Citation:</b> N/a</p> <p>This finding must be corrected as soon as possible but no later than one year from the State's written notification of noncompliance.</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p> <p><b><u>Corrective Action / Support Plan:</u></b></p> <p><b>Timeline:</b> N/a</p> <p><b>Progress Check:</b> N/a</p> <p><b><u>Follow Up Findings:</u></b></p>

2	<p><b>Participation and performance of children with IEPs on statewide assessments (State performance Plan Indicator #3</b> (20 U.S.C. 1416 (a)(3)(A))</p> <p>A. Participation rate for children with IEPs.          ELA 88.04%- 4th 92.31%, 8th 90%, HS 81.82%          Math 88.04%- 4th 92.31%, 8th 90%, HS 81.82%              - average was dropped by HS participation during the 21-22 school year and out of district not testing or documenting. This has already been addressed.</p> <p>B. Proficiency rate for children with IEPs against grade level academic achievement standards.          ELA 23.53%          Math 11.76%              - % only represent HS since the N size for 4th and 8th was too small to report.</p> <p>C. Proficiency rate for children with IEPs against alternate academic achievement standards.          ELA xx%          Math xx%              - N size too small to report in at all 3 levels</p> <p>D. Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards.          ELA 41.8%- 4th 40.36%, 8th 39.74%, HS 45.5%          Math 29.9%- 4th 26.31%, 8th 32.72%, HS 30.71%</p> <p><i><u>Documentation:</u> Data Analysis; State Performance Plan</i></p>	<p><u><b>Noncompliance Finding (if applicable):</b></u></p> <p>No findings.</p> <p><b>Regulatory Citation:</b> N/a</p> <p>This finding must be corrected as soon as possible but no later than one year from the State's written notification of noncompliance.</p> <p><i><u>Documentation:</u> Data Analysis; State Performance Plan</i></p> <p><u><b>Corrective Action / Support Plan:</b></u></p> <p><b>Timeline:</b> N/a</p> <p><b>Progress Check:</b> N/a</p> <p><u><b>Follow Up Findings:</b></u></p>
3	<p><b>SPP Disproportionate Representation (State Performance Plan Indicator #9</b> (20 U.S.C. 1416(a)(3)(C)) <b>and #10</b> (20 U.S.C. 1416(a)(3)(C))</p> <p>Narragansett is not disproportionate.</p>	<p><u><b>Noncompliance Finding (if applicable):</b></u></p> <p>No findings.</p> <p><b>Regulatory Citation:</b> N/a</p>

	<p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	<p>This finding must be corrected as soon as possible but no later than one year from the State's written notification of noncompliance.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p> <p><b><u>Corrective Action / Support Plan:</u></b></p> <p><b>Timeline:</b> N/a</p> <p><b>Progress Check:</b> N/a</p> <p><b><u>Follow Up Findings:</u></b></p>
4	<p><b>Suspension (State Performance Plan Indicators 4a and 4b</b> (20 U.S.C. 1416(a)(3)(A); 1412(a)(22))</p> <p><b>#4a): Significant</b> 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 Narragansett Public Schools as no students with IEPs were suspended for greater than 10 days.</p> <p><b>State Performance Plan Indicator #4b</b> NA% 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>School Removals/Disciplinary Policies. Throughout the district behavioral expectations along with disciplinary action protocols and policies are comprehensively defined in a student handbook.</p>	<p><b><u>Noncompliance Finding (if applicable):</u></b></p> <p>No findings.</p> <p><b>Regulatory Citation:</b></p> <p>This finding must be corrected as soon as possible but no later than one year from the State's written notification of noncompliance.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p> <p><b><u>Corrective Action / Support Plan:</u></b></p> <p><b>Timeline:</b> N/a</p> <p><b>Progress Check:</b> N/a</p>

	<i>Documentation: Data Analysis; State Performance Plan</i>	<b><u>Follow Up Findings:</u></b>
5	<p><b>Multi-tiered System of Support (MTSS)</b></p> <p style="text-align: center;"><b><u>Tier I</u></b></p> <p style="text-align: center;"><b><u>Academic &amp; Social Emotional Learning/Supports</u></b></p> <p><b>For all three schools:</b> Tier 1 is effective core instruction provided to all students. This instruction is delivered through use of high-leverage teaching strategies and high-quality instructional materials.</p> <p><b>Elementary Level, Middle School and High School:</b> Differentiation in Tier 1 may include small group work with the general education teacher or other properly trained support staff that occurs during core instruction. Tier 1 at NHS also includes Algebra1 and Algebra 2 lab classes for students who need an additional day to support the skills taught in the math class. NHS has grade level academy meetings held 6 times a year to discuss specific students at that grade level for either SEL concerns, missed work, absenteeism, or possible need for an intervention. This is not intervention specific but provides teachers the opportunity to learn how students they have in class are doing in other courses.</p> <p>At all MTSS meetings, the school psychologist and a guidance counselor attend to share updates on students with SEL concerns. NES reviews SEL data at the grade level MTSS meetings. The Pier School holds a specific meeting to track behavioral data that includes the grade level teachers, guidance counselor, school psychologist using information from SWIS data. Implement high-leverage teaching strategies such as the following:</p> <ul style="list-style-type: none"> <li>● Explicit instruction</li> <li>● Scaffolded supports</li> <li>● High-quality, evidence-based feedback</li> <li>● Integrate Universal Design for Learning and Equitable Access such as: <ul style="list-style-type: none"> <li>- Presenting information in different ways [Multiple Means of Representation]</li> </ul> </li> </ul>	<p><b><u>Noncompliance Finding (if applicable):</u></b></p> <p>No findings.</p> <p><b>Regulatory Citation:</b> N/a</p> <p>This finding must be corrected as soon as possible but no later than one year from the State's written notification of noncompliance.</p> <p><i>Documentation: Data Analysis; Document Review, Record Reviews</i></p> <p><b><u>Corrective Action / Support Plan:</u></b> Narragansett will continue to provide professional development opportunities for all staff to increase Tier I intervention strategies for social/emotional/behavioral needs.</p> <p><b>Timeline:</b> Immediately</p> <p><b>Progress Check:</b> July 2024</p> <p style="text-align: right;"><b><u>Follow Up Findings:</u></b></p>



- Providing options on ways students can express what they know [Multiple Means of Action/Expression]
- Stimulating interest and motivation for learning [Multiple Means of Engagement]

### **SEL Tier 1**

Narragansett School System employs a full-time SEL coach. Previous years, the focus has been on full implementation of Conscious Discipline at the PK and Elementary levels. This year, she is part of the team that is starting the three-year implementation plan of RULER for the middle and high school. In addition, Narragansett had professional development (PD) in August 2023 on strategies to decrease anxiety and challenging behaviors in the classroom.

Narragansett has a full-time school psychologist at the elementary and middle school level. There are two school psychologists at the high school level. One of the high school psychologists is a licensed clinical neuropsychologist. This allows Narragansett to provide consults and conduct evaluations that are determined by IEP teams with parent consent within the district. In addition, Narragansett employs a district social worker.

The school psychologists at the elementary and middle school meet weekly to look at student behavior. The elementary school utilizes a yellow card system to keep track of a students behaviors and see if there is a pattern or to help understand the antecedent of the behavior. Also, starting this year, the pre-k team meets bi-weekly for MTSS to discuss plans to support students. They are presently in a book study to assist them in starting this process.

The middle school uses SWIS data to look at general patterns throughout the school. They do learn more about specific students' behaviors when reviewing this information. Both schools have the principal, dean, psychologist, guidance counselor (middle school) and at times the social worker to review the information. For Tier 1 support in the classroom, the psychologists can offer strategies to assist with some students. Many of the strategies are considered "best practice" for example, conversation with the student, phone call home, or a check in with the teacher. NHS has weekly SST meetings with the principal, assistant principal, guidance counselors, social worker, and psychologists to review any discipline referrals that were entered into PowerSchool. The team discusses specific students and next steps.

Also, there are monthly grade level academy meetings for teachers to discuss specific student concerns. At this meeting grades, attendance and SEL needs are discussed to see any patterns within the classes. Specific concerns are brought to the principal, guidance counselors, psychologists and the assistant principal.

**Progress Monitoring:**

All students are screened 3 times each year with diagnostic and progress monitoring tool

(i.e., iReady or IXL)

- In-class tests, quizzes, performance tasks
- In-class work that captures student understanding of content
- Formal assessments
- Relevant (current and historical) SEL and behavioral data

**Tier II**

**Academic & Social Emotional Learning/Supports**

For all three schools:

At this tier, students who demonstrate some academic risk are supported with evidence-based interventions. These targeted interventions are provided in addition to effective tier 1 core instruction.

**Components for Tier 2 intervention**

- provides increased intensity with focus on a few targeted skills, increased instructional time, and/or more frequent instruction.
- delivered to small groups of 3-6 students with common needs based on data
- tools can include specific intervention programs and/or research-based instructional strategies
- requires a team approach with input from interventionists and classroom teachers

There is exit and entry criteria along with monitoring the SMART goals established for each student.

Entry Criteria:

	<p>Diagnostic Assessments (iReady or IXL) scores showing below grade level (at risk) performance</p> <ul style="list-style-type: none"><li>-6 weeks of tier 1 data (i.e., work samples, in-class assessments) indicating the student needs additional support</li><li>-Another data point such as CBMs, norm-referenced assessments, running records, standards- based skills, performance in IXL or iReady</li><li>-Team will also review historical data</li></ul> <p>During Intervention Period(s):</p> <p>Specific tools may be used that are aligned to the students' needs and SMART goals.</p> <ul style="list-style-type: none"><li>-In Literacy:Wilson, Lexia, SPIRE, Plug-In Phonics,core program intervention resources, research-based strategies from AIM courses</li><li>-Math - TransMath, Add+VantageMR®, core program intervention resources, personalized iReady lessons</li></ul> <p>Monitor progress towards SMART goal: 2-3 data points to monitor progress on targeted skill utilizing program specific assessment or another data point used at the point of entry.</p> <p>Exit Criteria: Minimum of 3 data points, including:</p> <ul style="list-style-type: none"><li>● Evidence of student meeting SMART goal(s)</li><li>● Diagnostic assessments (iReady or IXL)</li><li>● scores show at or approaching grade level performance</li><li>● Tier 1 data indicating student has progressed</li></ul> <p>*students may require multiple intervention cycles within tier 2 before they meet criteria to exit</p> <p><b>SEL Tier 2</b></p> <p>Each school has a dean of students who is actively involved in working with students, staff, and families to problem solve struggles with engaging in the school setting. Narragansett Pier School (middle) and Narragansett High School both employ guidance counselors who provide check in/ check outs, individual and group sessions, modeling during lunch and recess, and other interventions based on individual student data.</p> <p>In the elementary and middle school levels, the psychologists may develop</p>	
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behavior plans for some students to target specific behaviors. Some students utilize the check-in/check-out model with either the psychologist or dean.

Narragansett has partnered with Thundermist through grant funding to hire a Community Health Worker who connects middle and high school families who are seeking outside therapy and medical services to Thundermist services. These therapy sessions are provided virtually during the school day.

### **Tier III** **Academic & Social Emotional Learning/Supports**

Individualized, intensive supports are provided to students who don't respond to effective core instruction and supplemental supports and are therefore identified as demonstrating high risk. The goal in this tier is to accelerate progress for those students with the most significant learning needs. Typically, 1-5% of students need this most intensive tier of support.

#### **Elementary Level, Middle Level and High School**

provides increased intensity with focus on 1-2 targeted skills, increased instructional time, and/or more frequent instruction.

- provided by an interventionist
- typically delivered to individuals or groups of 1-3 students
- tools can include specific intervention programs and/or research-based instructional strategies
- requires a team approach with input from the student's teacher, parent, and any specialist that may provide information to design and implement the individualized plan.
- Entry Criteria Minimum of 3 data points (including):
  - Diagnostic assessments (iReady or IXL) scores showing need for urgent intensity (high risk)
- 6-8 weeks of tier 2 data indicating that the student is not responding to an otherwise effective evidence-based tier 2 intervention delivered with fidelity.
- Another data point such as CBMs, norm-referenced assessments, running records, standards- based skills, performance in IXL or iReady

<ul style="list-style-type: none"><li>● Team will also review historical data</li></ul> <p>Establish SMART goal Time/Duration: duration varies based on students' needs and progress Instructional Tools aligned to the student's need and SMART goal for ex: -Literacy - Wilson, SPIRE, OG Reading, Project Read, Plug-In Phonics -Math - OG Math</p> <p>Data to monitor progress: 2-3 data points per month to monitor progress on targeted skill utilizing program specific assessment or other data point used at point of entry.</p> <ul style="list-style-type: none"><li>● Exit Criteria: Minimum of 3 data points (including):<ul style="list-style-type: none"><li>-Evidence of student meeting SMART goal(s)</li><li>-Diagnostic assessments (iReady or IXL) scores shows progress from "high risk" to "at risk" or "on grade level" performance</li><li>-Tier 1 data indicating student has progressed</li></ul></li></ul> <p>* if a student is not making any progress after 2-3 rounds of tier 3, the MTSS team should discuss a possible special education referral</p> <p><b>SEL Tier 3</b> Each school has a student support team that reviews student data monthly. Individual plans are created to provide small group and individual intervention aligned to the specific SEL/Behavioral need of each student that is impacting their access to their education.</p> <p>At all levels, a BCBA has been contracted to work with building administration, the district social worker, school psychologist, and educators to conduct FBAs and develop BIPs.</p> <p>Narragansett High School has established an intervention that provides additional adult support and a safe place for students who struggle to engage in learning, following school rules, and/or attending school on a regular basis. This support provides intervention support to students based on data for</p>	
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	<p>students with and without special education services. Strategies are adjusted based on student data. The school psychologist, social worker, intervention teacher, dean of students, and behavioral support assistant review student data two times a month and adjust as needed. A BCBA has been contracted to consult this team to increase their effectiveness in conducting FBAs and developing BIPs.</p> <p><u>Documentation:</u> <i>Data Analysis; Document Review, Record Reviews</i></p>	
6	<p><b>Preschool Continuum</b></p> <p>NES currently has <b>73</b> preschool students. 16 students receive special education services.</p> <p>Preschoolers with disabilities are provided special education and related services through an integrated preschool model. Narragansett has 5 full day preschool classrooms taught by dual certified preschool and special education teachers. Each classroom has a combination of students with IEP services and peers.</p> <p>In addition, to maintain students with more complex needs in their homeschool, Narragansett shifted resources and opened an intensive early childhood special education class. This class is taught by a dual certified preschool and early childhood special education teacher. There is a higher level of adult support for the students in this program. Per an IEP review, it was determined that the larger preschool setting of 14-15 students was overwhelming. These students required a smaller setting with a more individualized educational program. Each student assigned to this early childhood intensive program is also assigned an integrated preschool classroom as their home base. Students per their IEP team decisions integrate with their peers throughout the day as per their IEP.</p> <p>Related services are provided per each student's IEP either in a small group setting or the integrated classroom setting.</p> <p>During the 22-23 SY, Narragansett's preschool earned 5 STARS from Brightstars.</p>	<p><b><u>Noncompliance Finding (if applicable):</u></b></p> <p>No finding.</p> <p><b>Regulatory Citation:</b> N/a</p> <p>This finding must be corrected as soon as possible but no later than one year from the State's written notification of noncompliance.</p> <p><u>Documentation:</u> <i>Data Analysis; State Performance Plan; Interviews; Observations</i></p> <p><b><u>Corrective Action / Support Plan:</u></b></p> <p><b>Timeline:</b> N/a</p> <p><b>Progress Check:</b> N/a</p> <p><b><u>Follow Up Findings:</u></b></p>

**State Performance Plan Indicator #6** (20 U.S.C. 1416(a)(3)(A))

The Office of Special Education Programs (OSEP) requires districts to collect Early Childhood Environments data for all preschool children with IEPs. The EC Environments data provides a look at the preschool LRE in the district.

- A. The percent of preschool children with IEPs attending and receiving the majority of their special education and related services within a regular early childhood program was 94.74%.
- B. The percent of preschool children with IEPs attending a separate special education class, separate school, or residential facility was 0%

**State Performance Plan Indicator #7** (20 U.S.C. 1416 (a)(3)(A))

The Office of Special Education Programs (OSEP) requires districts to collect Child Outcomes data for all preschool children with IEPs.

**Statement 1.** Of the preschool children who entered the preschool program below age expectations, the percentage who substantially increased their rate of growth by the time they turned 6 years of age or exited the program:

- Positive social-emotional skills (including social relationships); 92.9%
- Acquisition and use of knowledge and skills (including early language/communication and early literacy); 100% and
- Use of appropriate behaviors to meet their needs NA%

**Statement 2.** The percentage of preschool children who were functioning within age expectations in by the time they exited the program:

- Positive social-emotional skills (including social relationships); 92.9%
- Acquisition and use of knowledge and skills (including early language/communication and early literacy); NA% and
- Use of appropriate behaviors to meet their needs 57.10%

	<i><u>Documentation:</u> Data Analysis; State Performance Plan; Interviews; Observations</i>	
7	<p><b>Program Continuum Elementary Level (K-4)</b></p> <p>NES has 2.5 FTE for special educators for grades K-4. 0.5 (K intensive), 2.0 (K-4)</p> <p>There are 273 students at the elementary level (k-4) and approximately 49 have IEPs. The special education program continuum is as follows: All students K-4 are assigned to a general education class based on their grade level with peers. Per their IEP, they receive special education and related services through a combination of specially designed instruction in the general education setting and small group or individual pull out services. In addition, two students attend out of district placements per their IEP team.</p> <p><i><u>Documentation:</u> Data Analysis; Record Reviews, Interviews; Observation</i></p>	<p><b><u>Noncompliance Finding (if applicable):</u></b></p> <p>No finding.</p> <p><b>Regulatory Citation:</b> N/a</p> <p>This finding must be corrected as soon as possible but no later than one year from the State's written notification of noncompliance.</p> <p><i><u>Documentation:</u> Data Analysis; Record Reviews Interviews; Observation</i></p> <p><b><u>Corrective Action / Support Plan:</u></b></p> <p><b>Timeline:</b> N/a</p> <p><b>Progress Check:</b> N/a</p> <p><b><u>Follow Up Findings:</u></b></p>
8	<p><b>Program Continuum Middle Level (grades 5-8)</b></p> <p>There are 289 students at the middle school level and approximately 40 have IEPs. The special education program continuum is as follows: Narragansett Public Schools has 4.6 FTE for special education. 0.6 (5th grade), 1 (5th &amp; 6th grades), 1 (7th grade), 1 (8th grade), 1 (intensive multi grade)</p> <p>Ninety three percent (93%) of students receiving special education at Narragansett Pier School receive their core academics in the general education setting with a special educator present in ELA and/or Math to provide specially designed instruction as per their IEP goals. Adult support is</p>	<p><b><u>Noncompliance Finding (if applicable):</u></b></p> <p>No finding.</p> <p><b>Regulatory Citation:</b> N/a</p> <p>This finding must be corrected as soon as possible but no later than one year from the State's written notification of noncompliance.</p>



	<p>provided in science, social studies and unified arts classes as per IEP decisions.</p> <p>Seven percent (7%) of students receive their core academics in ELA and Math in a small group setting with individualized specially designed instruction aligned to the essential elements. These students attend science and unified arts classes with their peers with adult support as indicated in their IEPs.</p> <p>Students receiving special education who also require interventions in math, reading or writing have access to those services outside of their ELA and Math core classes. (see MTSS descriptors). In addition, three students attend out of district placements per IEP decisions.</p> <p><i><u>Documentation:</u> Data Analysis; Record Reviews Interviews; Observation</i></p>	<p><i><u>Documentation:</u> Data Analysis; Record Reviews Interviews; Observation</i></p> <p><b><u>Corrective Action / Support Plan:</u></b></p> <p><b>Timeline:</b> N/a</p> <p><b>Progress Check:</b> N/a</p> <p><b><u>Follow Up Findings:</u></b></p>
9	<p><b>Program Continuum High School Level</b></p> <p>At Narragansett High School (NHS) there are approximately 430 and 65 have IEPs. The program continuum is as follows:</p> <p>NHS has seven FTE special educators. One (9th grade), one (10th grade), one (11th grade), one (12th grade), one (multi grade), one (multi grade intensive), one (multi grade life skills)</p> <p>Eighty Seven percent (87%) of all 9-12 graders with IEPs attend general education classes with a special educator present to provide specially designed instruction in ELA and/or Math per each student's IEP. Many of these students may have an additional small group study skills class to supplement their core academics as an elective course. This course is taught by a special educator and only scheduled per IEP decisions. This subgroup of students attends general education electives and Career and Technical Education (CTE) courses.</p> <p>Six percent (6%) of all 9-12 graders with IEPs attend one or more small group core academics in ELA, Math and/or History based on their IEP. These courses are co-taught by a general education teacher and special education teacher to provide access to key concepts aligned to the RI Common Core Standards and provide specially designed instruction aligned with each student's IEP. This subgroup of students attends general education core</p>	<p><b><u>Noncompliance Finding (if applicable):</u></b></p> <p>No finding.</p> <p><b>Regulatory Citation:</b> N/a</p> <p>This finding must be corrected as soon as possible but no later than one year from the State's written notification of noncompliance.</p> <p><i><u>Documentation:</u> Data Analysis; Record Reviews; Interviews; Observation</i></p> <p><b><u>Corrective Action / Support Plan:</u></b></p> <p><b>Timeline:</b> N/a</p> <p><b>Progress Check:</b> N/a</p> <p><b><u>Follow Up Finding:</u></b></p>

	<p>academics, electives and CTE courses with adult support only if identified as necessary by their IEP teams.</p> <p>Seven (7%) of all 9-12 graders with IEPs attend small group core academics in ELA, Math, Science and History aligned with the essential elements. Their ELA, Math and History classes are taught by a special educator. Their science course is co-taught by a general education science teacher and special educator. In addition, students participate in elective courses with adult support. Students have a course that meets a double block 2x's out of a 3-day cycle to provide specially designed instruction in the community. The focus of this instruction is life skills, community connections and trial work experiences. (This subgroup is 40% nonresidents.)</p> <p>Sixty (60%) of the students receiving special education services are residents of Narragansett. The remaining 40% attend NHS as a resident of Jamestown or participate in a CTE program.</p> <p>A small group of general education and special education students receive behavioral support through the Harbor Room. This space is provided for students who are enrolled in general education courses but may require a smaller space to complete work or regulate throughout their day. This support is provided to increase participation in general education classes.</p> <p>In addition, there are three students out of district per IEP decisions.</p> <p><u>TRANSITION ACADEMY:</u>  Narragansett opened a Transition Academy during the 21-22 SY. This program allows students who require specially designed instruction in life skills, community connections and employment to remain in their community. The program is taught by a certified special educator of students with severe intellectual disabilities. There are also three job coaches assigned to the program (three - 25 hour). The program is housed in the middle school to provide students with a transition from their high school experience. The room has five kitchens, a living area, learning area, and washer and dryer. The staff and students use a different entrance than the middle school students creating their own young adult space. Narragansett School System has provided the program with its own transportation to give them the opportunity to be fully immersed in the community throughout the week. There are currently five students in the program for the 23-24 SY. Two of</p>	
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	<p>the five students are enrolled into the program from a neighboring district. Three of the five students are engaged in paid employment. Office of Rehabilitative Services (ORS) and Department of Behavioral Healthcare, Developmental Disabilities &amp; Hospitals (BHDDH) are actively involved in all IEP meetings. Two of the five students are receiving braided funding from these agencies as they continue to work on goals within the program but also receive services from adult agencies as part of their week. Narragansett's Transition Academy participated in the recent pilot program for personalized employment.</p> <p>There are two out of district placements for transition services.</p> <p><i><u>Documentation:</u> Data Analysis; Record Reviews Interviews; Observation</i></p>	
10	<p><b>Adapted Physical Education (APE)</b></p> <p>APE is provided to students per their IEP team decisions and evaluation data. IEP teams determine if services are best offered in the general education PE setting or as a supplemental service in a small group or individual in addition to their grade level PE class.</p> <p>Spring of 2023, the Director of Student Services provided a day-long professional learning day for the district APE teachers. During this session, they reviewed eligibility, LRE, IEP goal writing, and planning for specially designed instruction. In addition, grant funds were provided to purchase adapted equipment to increase access to the grade level PE curriculum for all students.</p> <p><i><u>Documentation:</u> Data Analysis; Record Reviews; Interviews; Observation</i></p>	<p><b><u>Noncompliance Finding (if applicable):</u></b></p> <p>No finding.</p> <p><b>Regulatory Citation:</b> N/a</p> <p>This finding must be corrected as soon as possible but no later than one year from the State's written notification of noncompliance.</p> <p><i><u>Documentation:</u> Data Analysis; Record Reviews; Interviews; Observation</i></p> <p><b><u>Corrective Action / Support Plan:</u></b></p> <p><b>Timeline:</b> N/a</p> <p><b>Progress Check:</b> N/a</p> <p><b><u>Follow Up Findings:</u></b></p>

11	<p><b>Extended School Year (ESY)</b></p> <p>ESY is a IEP team decision for each student at their annual IEP meeting. Narragansett provides services 3-4 days a week for 4-5 weeks per the child's needs. Services typically are from 9-12. We provide ESY to students who qualify from PK- transition. The district attempts to have the staff teach ESY. If there are openings, the district will post positions or contract with agencies to make sure all services are provided. In addition, the district has provided interventions in reading for those students who are receiving a multi-sensory reading approach during the school year.</p> <p><i>Documentation: Data Analysis; Record Reviews; Interviews; Observation</i></p>	<p><u><b>Noncompliance Finding (if applicable):</b></u></p> <p>No finding.</p> <p><b>Regulatory Citation:</b> N/a</p> <p>This finding must be corrected as soon as possible but no later than one year from the State's written notification of noncompliance.</p> <p><i>Documentation: Data Analysis; Record Reviews; Interviews; Observation</i></p> <p><u><b>Corrective Action / Support Plan:</b></u></p> <p><b>Timeline:</b> N/a</p> <p><b>Progress Check:</b> N/a</p> <p><u><b>Follow Up Findings:</b></u></p>
12	<p><b>Local Special Education Advisory Committee (LAC)</b></p> <p>The Narragansett Public Schools special education leadership hosted sessions to recruit parents to participate in the Narragansett LAC. Narragansett was not able to host four meetings as required by Rhode Island regulatory requirements during the 2022-2023 school year. Although Narragansett School System worked to actively recruit membership and appointed school committee liaisons, four meetings were not held per required RI regulatory requirements and NSEAC by-laws during the 2022-2023 school year due to vacancies in the officer positions.</p> <p>The LAC is currently undergoing a leadership transition as the former chair has stepped down due to her child aging out. As the 23-24 school year begins, two parents have shared interest. The director has reached and will be meeting together. A recent RI Parent Information Network virtual training and the national guide was shared with interested parents. An announcement</p>	<p><u><b>Noncompliance Finding (if applicable):</b></u></p> <p><u>Compliance Finding:</u> Narragansett Public Schools did not have a LAC in accordance with Rhode Island regulatory requirements.</p> <p><b>Regulatory Citation:</b> §300.900</p> <p>This finding must be corrected as soon as possible but no later than one year from the State's written notification of noncompliance.</p> <p><i>Documentation: Data Analysis; Record Reviews; Interviews; Observation</i></p> <p><u><b>Corrective Action / Support Plan:</b></u></p>

	<p>to recruit additional parents, educators and community members was posted in the October 2023 District Newsletter. The director is working closely with the possible parent leaders to set up a meeting in November to recruit additional members.</p> <p>Once new leadership is established, the director will work with the leadership to establish a new committee and develop a calendar of at least 4 meetings a year.</p> <p><i>Documentation: Data Analysis; Record Reviews Interviews; Observation</i></p>	<p><b>Timeline:</b> December 2024</p> <p><b>Progress Check:</b> July 2024</p> <p><a href="#">Follow Up Findings:</a></p>
13	<p><b>School Efforts to Partner with Parents (State Performance Plan Indicator #8</b> (20 U.S.C. 1416(a)(3)(A))</p> <p>The Narragansett public-school district's rate of parent participation (for parents whose children have IEPs) in the annual Special Education Statewide Parent Survey (2022-2023) is 79%</p> <p>Percent of the responding parents (with a child receiving special education services) who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities is 79.49%</p> <p><i>Documentation: Data Analysis; State Performance Plan; Parent/Guardian Interviews</i></p>	<p><a href="#">Noncompliance Finding (if applicable):</a></p> <p>No finding.</p> <p><b>Regulatory Citation:</b> N/a</p> <p>This finding must be corrected as soon as possible but no later than one year from the State's written notification of noncompliance.</p> <p><i>Documentation: Data Analysis; State Performance Plan; Parent/Guardian Interviews</i></p> <p><a href="#">Corrective Action / Support Plan:</a></p> <p><b>Timeline:</b> N/a</p> <p><b>Progress Check:</b> N/a</p> <p><a href="#">Follow Up Findings:</a></p>
14	<p><b>Drop Out / Graduation Rate (State Performance Plan Indicator #1 and #2</b> (20 U.S.C. 1416 (a)(3)(A))</p>	<p><a href="#">Noncompliance Finding (if applicable):</a></p> <p>No finding.</p> <p><b>Regulatory Citation:</b> N/a</p>

	<p>The Narragansett Public Schools graduation rate is 100% for students with disabilities. These rates approximate the state average rates of 80.14% for all students with disabilities.</p> <p>The Narragansett Public Schools dropout rate is 0% for students with disabilities. These rates approximate the state average rates of 14.70% for all students with disabilities.</p> <p><u>Documentation:</u> <i>Data Analysis; State Performance Plan</i></p>	<p>This finding must be corrected as soon as possible but no later than one year from the State's written notification of noncompliance.</p> <p><u>Documentation:</u> <i>Data Analysis; State Performance Plan</i></p> <p><b><u>Corrective Action / Support Plan:</u></b></p> <p><b>Timeline:</b> N/a <b>Progress Check:</b> N/a</p> <p><b><u>Follow Up Findings:</u></b></p>
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## 2. EVALUATION / INDIVIDUAL EDUCATION PROGRAM (IEP)

Indicator	Findings	Noncompliance Finding (if applicable) & Corrective Action/Support Plan (if applicable)
1	<p>Records of approximately 15 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 compliance finding:</p> <ul style="list-style-type: none"> <li>- The required components of the SLD determination process for reevaluations were incomplete. See also Item #5 in this section.</li> <li>- No other substantive issues were found.</li> </ul> <p><i>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</i></p> <p><u>Documentation:</u> <i>Data Analysis; Record Reviews Interviews; Observation</i></p>	<p><b><u>Noncompliance Finding (if applicable):</u></b> <u>Noncompliance Finding:</u> Please note that the detailed list of any record review noncompliance is shared with the LEA at the data analysis meeting. The overview of those findings is shared in this report.</p> <p><b>Regulatory Citation:</b> (§300.309), (§300.310), (§300.306. §300.300)</p> <p>This finding must be corrected as soon as possible but no later than one year from the State's written notification of noncompliance.</p>

		<p><i>Documentation: Data Analysis; Record Reviews; Interviews; Observation</i></p> <p><b><u>Corrective Action / Support Plan:</u></b> Verification 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><b>Timeline:</b> Immediately</p> <p><b>Progress Check:</b> July 2024</p> <p><b><u>Follow Up Findings:</u></b></p>
2	<p><b>Child Outreach Screening</b></p> <p>IDEA requires states to identify, locate, and evaluate all children with disabilities, aged birth to 21, who need early intervention or special education services. In Rhode Island, the Child Outreach Screening Program serves as the vehicle for screening children ages 3- 5, prior to kindergarten entry. Screening serves as a first step in identifying children who may have a disability or developmental delay and require intervention.</p> <p>Child Outreach (CO) screenings are available throughout the school year and summer. Using the information in KidsNet, the child outreach screener can access children who will be turning 3. The screenings are scheduled by the Child Outreach Coordinator via letter from the district. She makes several attempts to contact the families to schedule a screening. Some families choose not to screen. The screening tool used is Early Screening Inventory (ESI-Revised), PLS-5 and Hearing/Vision Form. The screenings are administered at Narragansett Elementary School. The screener works closely with the two preschools in Narragansett. One is St. Peter's-by-the Sea and the other is Quest Montessori. Child Outreach parent forms are sent home by mid-September. Once written consent is given the child is screened in</p>	<p><b><u>Noncompliance Finding (if applicable):</u></b> No finding.</p> <p><b>Regulatory Citation:</b> N/a</p> <p>This finding must be corrected as soon as possible but no later than one year from the State's written notification of noncompliance.</p> <p><i>Documentation: Data Analysis; Record Reviews; Interviews; Observation</i></p> <p><b><u>Corrective Action / Support Plan:</u></b></p> <p><b>Timeline:</b> N/a</p> <p><b>Progress Check:</b> N/a</p>

	<p>hearing, speech and language, gross motor, and overall development. If a child does not pass a section, the child is rescreened within 4-6 weeks. If a child does not pass a section, the child outreach screener makes a referral to the Early Childhood coordinator.</p> <p>Last year the district screened:</p> <ul style="list-style-type: none"> <li>• 3-year-olds: 24 students</li> <li>• 4-year-olds: 28 students</li> <li>• 5-year-olds: 37 students</li> <li>• Total 3-5-year-olds: 89 students/172 eligible students district to be screened</li> </ul> <p><i>Documentation: Data Analysis; Record Reviews Interviews; Observation</i></p>	<p><b><u>Follow Up Findings:</u></b></p>
3	<p><b>Child Find (State Performance Plan Indicator #11</b> (20 U.S.C. 1416(a)(3)(B))</p> <p>Narragansett Public Schools for the year 2021-2022 was at 100% compliance for meeting evaluation timelines for initial referrals. As of 10/03/23, Narragansett Public Schools was thus far at 100% compliance for meeting evaluation timelines for initial referrals.</p> <p><i>Documentation: State Performance Plan Data; Data Analysis; Record Reviews Interviews</i></p>	<p><b><u>Noncompliance Finding (if applicable):</u></b></p> <p>No compliance finding.</p> <p><b>Regulatory citation:</b> N/a</p> <p>This finding must be corrected as soon as possible but no later than one year from the State's written notification of noncompliance.</p> <p><i>Documentation: State Performance Plan; Data Analysis; Record Reviews; Interviews</i></p> <p><b><u>Corrective Action / Support Plan:</u></b></p> <p><b>Timeline:</b> N/a</p> <p><b>Progress Check:</b> N/a</p> <p><b><u>Follow Up Findings:</u></b></p>



4	<p><b>Student Accommodations and Modifications</b></p> <p>At the beginning of the school year, administrators of each faculty demonstrate how all teachers can access IEPs and 504s through Powerschool (district student information system). A document was completed by teachers acknowledging that they had reviewed plans for each of their students. In addition, special educators notified all teachers (core and elective) of students who were on their caseload if there were any questions as they reviewed documents or throughout the school year.</p> <p>In August 2023, the director conducted a brief training with all district administrators to review key regulations for special education and 504 law. (This is done annually).</p> <p><i>Documentation: State Performance Plan Data; Data Analysis; Record Reviews Interviews</i></p>	<p><b><u>Noncompliance Finding (if applicable):</u></b></p> <p>No compliance findings.</p> <p><b>Regulatory Citation:</b> N/a</p> <p>This finding must be corrected as soon as possible but no later than one year from the State's written notification of noncompliance.</p> <p><i>Documentation: State Performance Plan Data; Data Analysis; Record Reviews Interviews</i></p> <p><b><u>Corrective Action / Support Plan:</u></b></p> <p><b>Timeline:</b> N/a</p> <p><b>Progress Check:</b> N/a</p> <p><b><u>Follow Up Findings:</u></b></p>
5	<p><b>Specific Learning Disabilities Determination (SLD)</b></p> <p>The Narragansett School System uses iReady (k-8) and IXL (9-12) to benchmark student growth towards grade level expectations throughout the year. Each program offers supplemental instructional modules that are individualized based on student assessment results 3 times a year. IXL as the high school level is aligned with the evidence-based ELA (English Language Arts) and math curriculum used grades 9-12. In addition, all three levels have intervention teachers in reading and math that provide tier 2 and/or 3 interventions per their individual plan.</p> <p>If a student is referred for special education with suspicion of a learning disability, data is reviewed from classroom performance, state assessments, benchmarking through IXL or iReady, and intervention data. If the student has not yet received an intervention and the team has suspicion, the team may move forward with getting consent for initial evaluations but at the same time the school will develop an intervention plan and progress monitoring data will be collected during the evaluation timeframe.</p>	<p><b><u>Noncompliance Finding (if applicable):</u></b></p> <p>The required components of the SLD determination process for reevaluations were incomplete. See also item #1 in this section.</p> <p><b>Regulatory Citation:</b> (§300.309), (§300.310), (§300.306. §300.300)</p> <p>This finding must be corrected as soon as possible but no later than one year from the State's written notification of noncompliance.</p> <p><i>Documentation: Data Analysis; Record Reviews; Interviews; Observation</i></p> <p><b><u>Corrective Action / Support Plan:</u></b></p>

	<p>At the eligibility meeting, the team will consider formal evaluations, classroom performance, state testing, benchmark testing through iReady or IXL, and intervention progress monitoring data to determine if the student has a disability and requires specially designed instruction to access their education.</p> <p><i><u>Documentation:</u> Data Analysis; Record Reviews Interviews; Observation</i></p>	<p>Verification (including reviewing subsequent data) will be facilitated by the Rhode Island Department of Education, Office of Student, Community and Academic Supports, that compliance issues are addressed and rectified.</p> <p><i>Narragansett will review RIDE's guidance document on SLD determination with a specific focus on re-evaluations with all district LEAs. A training module will be created that will be presented to all staff at an upcoming faculty meeting to review the changes in the district practices. This will ensure that all IEP team members are aware of the district's responsibility when conducting a re-evaluation for a student who may continue to be eligible under SLD. Narragansett will seek the guidance of RIDE on how the SLD eligibility process may differ from initial to re-evaluation.</i></p> <p><b>Timeline:</b> Immediately</p> <p><b>Progress Check:</b> July 2024</p> <p><b><u>Follow Up Findings:</u></b></p>
6	<p><b>Dispute Resolution Information (State Performance Plan Indicators #15:</b> Resolution Sessions (20 U.S.C. 1416(a)(3)(B)), <b>#16: Mediation</b> (20 U.S.C. 1416(a)(3)(B)), Hearings and Complaints</p> <p><b><u>COMPLAINTS</u></b></p>	<p><b><u>Noncompliance Finding (if applicable):</u></b></p> <p>No compliance finding.</p> <p><b>Regulatory citation:</b> N/a</p>

**FY 2021-2022****# of Complaints:** No complaints during this period**FY 2022-2023****# of Complaints:** No complaints during this period**FY 2023-2024****# of Complaints:** No complaints during this period**MEDIATIONS****FY 2021-2022****# of Mediations:** No mediations during this period**FY 2022-2023****# of Mediations:** No mediations during this period**FY 2023-2024****# of Mediations:** No mediations during this period**HEARINGS****FY 2021-2022****# of Hearings:** 1 hearing during this period

	ISSUE(S)	FINDING(S)
Hearing #1	Placement	Resolution Session Agreement

**FY 2022-2023****# of Hearings:** No hearings during this period**FY 2023-2024****# of Hearings:** No hearings during this period*Documentation: Data Analysis; RIDE Dispute Resolution Data Base*

This finding must be corrected as soon as possible but no later than one year from the State's written notification of noncompliance.

*Documentation: Data Analysis; RIDE Dispute Resolution Data Base*

Dispute Resolution personnel are responsible for all dispute resolution verification and any related follow up. (Contact number 401-222-8999)

**Corrective Action / Support Plan:****Timeline:** N/a**Progress Check:** N/a**Follow Up Findings:**

### 3. IDEA TRANSITION

1	<p><b>Part C (Early Intervention) to Part B Transition (State Performance Plan Indicator #12</b> (20 U.S.C. 1416(a)(3)(B))</p> <p>The Office of Special Education Programs (OSEP) requires districts to collect Part C to Part B Transition data for all children transitioning to special education from Early Intervention. Indicator 12 is a compliance indicator requiring districts to have 100% of children referred from Part C Early Intervention and found eligible for special education to be in service by their 3rd birthdays.</p> <p>The district manages the transition of children from Part C Early Intervention (EI) to preschool special education by the child's 3rd birthday. The transition from EI to the LEA begins with a 30-month meeting between the early childhood coordinator, EI and the parent. The early childhood coordinator will meet the child at home or at school. The parents have the opportunity to ask questions about the process and learn more about the pre-k program. A follow-up meeting is scheduled to discuss the referral to special education at that time. The team reviews the COS A form as a team (special educator/pre-k teacher, specific related service providers, school psychologist as needed, Early Childhood coordinator/LEA), parent, EI agency. The team determines what evaluations/observations are necessary. The team meets within 60 days to review the evaluations and determine if a child is eligible. If found eligible, the team schedules an IEP meeting to be held prior to the child turning 3. At the eligibility meeting the COS B form is reviewed. The IEP meeting is scheduled to review the plan for the student and ensure the child is able to start school on their 3rd birthday. The team completes the COS C form as the entry into school.</p> <p>Last year's consolidated resource plan (CRP) indicated that the district achieved 100% compliance.</p> <p><i><u>Documentation:</u> Data Analysis; Interviews; State Performance Plan; Record Reviews</i></p>	<p><b><u>Noncompliance Finding (if applicable):</u></b></p> <p>No compliance finding.</p> <p><b>Regulatory citation:</b> n/a</p> <p>This finding must be corrected as soon as possible but no later than one year from the State's written notification of noncompliance.</p> <p><i><u>Documentation:</u> Data Analysis; Interviews; State Performance Plan; Record Reviews</i></p> <p><b><u>Corrective Action / Support Plan:</u></b></p> <p><b>Timeline:</b> N/a</p> <p><b>Progress Check:</b> N/a</p> <p><b><u>Follow Up Findings:</u></b></p>
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2	<p><b>IDEA Transition Planning at the Middle Level</b></p> <p>As a student's IEP transitions to the secondary document, data is gathered through teacher interviews, interest surveys, and other tools available to special educators to individualize the data provided for each student. Narragansett continues to develop strategies to increase student voice and participation in the IEP process. A representative from the middle school attends the middle school cohort through the Regional Transition Coordinator.</p> <p><u>School to School Transition Information</u>  Narragansett's Assistant Special Education Director is the LEA for both elementary and grades 5 / 6 IEP meetings for the district. This builds a natural transition for both students and families. Late Winter/ early Spring, the Assistant Director meets with the middle school to share the individual needs of each student transitioning to grade 5. This data is used to plan staffing and schedules for grade 5 students. Occupational therapy and physical therapy related service providers deliver therapies to students throughout the district creating a natural transition from one school to another. Speech and language pathologists meet to review students transitioning from elementary to middle school.</p> <p>Tours are set up for the entire 4th grade. Additional tours are set up for individual families based on interest. Fifth grade case managers attend some of the 4th grade IEP meetings held in late Spring.</p> <p>The district clinical team (social worker and school psychologists) meet every Spring to transition information about students from one school to the next.</p> <p><i><u>Documentation:</u> Data Analysis; Interviews; Record Reviews</i></p>	<p><b><u>Noncompliance Finding (if applicable):</u></b></p> <p>No compliance finding.</p> <p><b>Regulatory Citation:</b> N/a</p> <p>This finding must be corrected as soon as possible but no later than one year from the State's written notification of noncompliance.</p> <p><i><u>Documentation:</u> Data Analysis; Interviews; Record Reviews</i></p> <p><b><u>Corrective Action / Support Plans:</u></b></p> <p><b>Timeline:</b> N/a</p> <p><b>Progress Check:</b> N/a</p> <p><b><u>Follow Up Findings:</u></b></p>
3	<p><b>IDEA Transition Planning at the High School Level</b></p> <p>Narragansett invites BHDDH and ORS each year to a Fall department meeting to review transition services available for students still enrolled in school. Data is gathered throughout the school year using a variety of tools including Ten Sigma rubrics, student interest surveys, career inventories, and other commercial and online resources. Narragansett continues to develop strategies to increase student voice and participation in their IEP. Many</p>	<p><b><u>Noncompliance Finding (if applicable):</u></b></p> <p>No compliance finding.</p> <p><b>Regulatory Citation:</b> N/a</p>

	<p>students prepare a slide show to introduce team members, share their interests, strengths and needs, support to access their education, and transition goals. Narragansett case managers of seniors were provided a professional development day to visit Rhode Island College, Community College of Rhode Island and University of Rhode Island's disability centers to learn more about the transition to college for their students.</p> <p><u>School to School Transition Information</u>          IDEA Transition Planning at the High School Level          Due to Narragansett only having three leaders who LEA special education meetings in the district, there is an understanding of students prior to their transition. The director and LEA review student needs in early January. Eighth (8<sup>th</sup>) grade special educators complete a google sheet with data on specific needs per the current IEP and scheduling needs. This data is used to plan staffing and schedules. Middle school special educators for 8th graders meet with the 9th grade special educators. Often representatives from the high school will attend IEP meetings if there are questions or specific needs. When appropriate, 9th grade special educators may observe students at the middle school. 8th graders visit the high school in late Spring for a tour. Additional tours are set up for individual families and students as requested.</p> <p>Due to the large number of students who transition from other public high schools for Career and Technical Education (CTE) or from Jamestown, the director is in close communication with directors from their districts or 8th grade service providers. When invited, the director will attend 8th grade IEPs for incoming CTE or Jamestown students. The director participates in all CTE interviews for out of district students to learn about their interests and educational needs, so they are scheduled appropriately for success. Tours are held for students and parents prior to the start of the school year. Narragansett works closely with the sending districts to make sure all records are received.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Record Reviews</p>	<p>This finding must be corrected as soon as possible but no later than one year from the State's written notification of noncompliance.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Record Reviews</p> <p><b><u>Corrective Action / Support Plan:</u></b></p> <p><b>Timeline:</b> N/a</p> <p><b>Progress Check:</b> N/a</p> <p><b><u>Follow Up Findings:</u></b></p>
4	<p>At the high school, the case manager is the point for referrals to the <b>Office of Rehabilitative Services (ORS)</b> and to the <b>Department of Behavioral Healthcare, Developmental Disabilities &amp; Hospitals (BHDDH)</b>.</p>	<p><b><u>Noncompliance Finding (if applicable):</u></b></p> <p>No compliance finding.</p>

	<p>Each Fall working closely with the regional transition coordinator, Narragansett has ORS and BHDDH present on their services. One of the co-department heads at the high school works closely with all staff of students (14 and up) to make sure that information is shared with parents. Releases are signed so ORS and/or BHDDH can participate in IEP meetings as appropriate.</p> <p>Narragansett has a great partnership with ORS and BHDDH. They are very active in Narragansett IEP meetings. In addition, leadership from ORS and BHDDH are very involved in each of the IEP meetings for students in the Transition Academy. They have worked closely with the transition academy, students and families to identify ways for both agencies to braid funds for students as they move to partial adult services or gain paid employment prior to leaving the school system.</p> <p><i><u>Documentation:</u> Data Analysis; Interviews; Record Reviews</i></p>	<p><b>Regulatory Citation:</b> N/a</p> <p>This finding must be corrected as soon as possible but no later than one year from the State's written notification of noncompliance.</p> <p><i><u>Documentation:</u> Data Analysis; Interviews; Record Reviews</i></p> <p><b><u>Corrective Action/Support Plan:</u></b></p> <p><b>Timeline:</b> N/a</p> <p><b>Progress Check:</b> N/a</p> <p><b><u>Follow Up Findings:</u></b></p>
5	<p>The case managers facilitate <b>Summary of Performance (SOP)</b> as appropriate.</p> <p>Each Spring, the case managers of seniors complete the SOP for their students. This document is reviewed with the student, mailed to the student and placed in the student's file.</p> <p><i><u>Documentation:</u> Data Analysis; Interviews; Record Reviews</i></p>	<p><b><u>Noncompliance Finding (if applicable):</u></b></p> <p>No compliance finding.</p> <p><b>Regulatory Citation:</b> N/a</p> <p>This finding must be corrected as soon as possible but no later than one year from the State's written notification of noncompliance.</p> <p><i><u>Documentation:</u> Data Analysis; Interviews; Record Reviews</i></p> <p><b><u>Corrective Action Plan / Support Plan:</u></b></p> <p><b>Timeline:</b> N/a</p>

		<p><b>Progress Check:</b> N/a</p> <p><b><u>Follow Up Findings:</u></b></p>
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 100% compliant with the requirements. <b>(State Performance Plan Indicator #13</b> (20 U.S.C. 1416(a)(3)(B))</p> <p><u>Documentation:</u> Data Analysis; Interviews; State Performance Plan; Record Reviews</p>	<p><b><u>Noncompliance Finding (if applicable):</u></b></p> <p>No compliance finding.</p> <p><b>Regulatory Citation:</b> N/a</p> <p>This finding must be corrected as soon as possible but no later than one year from the State's written notification of noncompliance.</p> <p><u>Documentation:</u> Data Analysis; Interviews; State Performance Plan; Record Reviews</p> <p><b><u>Corrective Action / Support Plan:</u></b></p> <p><b>Timeline:</b> N/a</p> <p><b>Progress Check:</b> N/a</p> <p><b><u>Follow Up Findings:</u></b></p>
7	<p>100% of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and who have been employed, enrolled in postsecondary school, or both within one year of leaving high school. The state average was 78.6% <b>(State Performance Plan Indicator #14</b> (20 U.S.C. 1416(a)(3)(B))</p>	<p><b><u>Noncompliance Finding (if applicable):</u></b></p> <p>No compliance finding.</p> <p><b>Regulatory Citation:</b> N/a</p> <p>This finding must be corrected as soon as possible but no later than one year from the State's written notification of noncompliance.</p>



	<p><i><u>Documentation:</u> Data Analysis; Interviews; State Performance Plan; Record Reviews</i></p>	<p><i><u>Documentation:</u> Data Analysis; Interviews; State Performance Plan; Record Reviews</i></p> <p><b><u>Corrective Action / Support Plan:</u></b></p> <p><b>Timeline:</b> N/a</p> <p><b>Progress Check:</b> N/a</p> <p><b><u>Follow Up Findings:</u></b></p>
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