

Rhode Island Department of Education
Office for Diverse Learners

School Support System Report and Support Plan for the
Narragansett School System
November 2008

SCHOOL SUPPORT SYSTEM

A Collaborative System of Focused Monitoring

Introduction

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

To accomplish this, the SSS includes these components:

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

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Narragansett School System
School Support System Review
November 2008

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1. SCHOOL IMPROVEMENT / FAMILY ENGAGEMENT					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	1	The Narragansett School Department currently serves just fewer than 1,800 students enrolled in one elementary, one middle, and one high school. Approximately 17% of students are identified as having disabilities requiring an individualized educational program (IEP). Currently, more than 97% of students with IEPs attend the district's three public schools, with the remainder receiving special education and related services in specialized settings.	Document Review Data Analysis		
Performance	2	Performance of Narragansett students receiving special education services in comparison to students not receiving special education services reflects gaps in achievement between students with and without disabilities. For Grade 11 reading, the performance gap is smaller than that found between the two groups statewide. Gaps for other levels/subjects are generally comparable or greater than the gaps found statewide between students with and without IEPs.	Document Review RIDE Website Data Analysis		
Performance	3	The Narragansett School Department very recently completed a comprehensive district wide strategic planning process utilizing a structured, inclusive approach known as "Systems Design". Soon to be presented for School Committee consideration and adoption, the strategic plan was generated by a representative, 20-member team with input from more than 200 members of the school community. Based on a shared long term vision and identified common values, the <i>Next Generation of Narragansett Schools</i> expresses the following mission and goals: Mission: The Narragansett School System will achieve excellence through a caring environment where students are engaged in, intrinsically motivated for, and focused on achieving high academic standards and becoming well rounded citizens.	District Presentation Document Review		

		<p>Goals:</p> <ul style="list-style-type: none"> • Students' diverse gifts, passions and learning styles will be identified and utilized. • Tasks will be authentic and differentiated instruction will be practiced by all. • Students are engaged in and motivated to express their talents and gifts. • Decision-making and practices are data driven and based on research. • Students have opportunities for internships and work credit. • Elementary school is connected to community early childhood initiatives and programs. • Organize the school day and year for the purpose of improving student achievement. <p>Aligned with the Rhode Island Department of Education's seven expectations of school district strategic plans, the plan builds from the current system and delineates several strategic directions for district wide work in Year One to move in approximations toward an idealized system for Narragansett Public Schools.</p>			
Performance	4	<p>Leadership Administration and staff at all levels and parents report strong community and school committee commitment to and support of staffing and student services that facilitate inclusion and achievement for Narragansett students with disabilities.</p> <p>The district level administrators work together as a team. In addition to their recognition of fiscal and staffing commitment from the community, they view positive, effective leadership as essential to an effectively supporting families and faculty and facilitating an integrated system.</p>	<p>District Presentation Administrator Interview Faculty Interview Parent Interview Document Review</p>		

	<p>The Student Services vision is to set the gold standard for support services that finds the common framework between special and general education and recognizes that “good teaching is good teaching”. Narragansett Student Services aligns with research about long term outcomes for students with disabilities found in the National Longitudinal Transition Study II, Rhode Island Transition Study, President’s Commission on Special Education, and the National Center on School Outcomes. Goals are that:</p> <ol style="list-style-type: none">1. Children participate more in general education.2. Children demonstrate greater proficiency on academic, social and behavioral measures.3. More adolescents graduate from high school.4. Transition Plans are created that are practical and include real strategies.5. Inclusion Outcomes are established. <p>The Students Services office focuses on collaboration, relationships, and shared purpose among parents, colleagues, and committees to establish high expectation for every student and to empower the work.</p> <p>Parents, faculty, and building administrators cite the accessibility, approachability, and support of the Student Services office as a greatly appreciated and effective support to their efforts to meet the needs of students with disabilities in the context of all students. Concerns are listened to, and help with problem-solving is readily available to address staffing or program challenges that arise. Staff report that the respectful tone set by the district leadership permeates the system and encourages collaboration and systems integration at all levels.</p>			
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Performance	5	<p>School Improvement</p> <p>Across the district there is evidence of active, ongoing comprehensive school improvement planning focused on student outcomes, with clear vision and mission statements. School Improvement Teams are comprised of school administrators, educators, parents, and community members. Teams meet monthly, with subcommittee meetings convened as needed.</p>	<p>District Presentation Administrator Interview Faculty Interview Parent Interview Document Review</p>		
Performance	6	<p>Professional Development</p> <p>The Narragansett School Department provides a variety of professional development activities aligned with the district and school strategic directions. School-based professional development teams including school administrators, teachers, and parents, consistent with Rhode Island Student Investment Initiative Article 31, assist with identifying professional development priorities for each school year. The district supports faculty to participate in learning opportunities through the use of professional development days, summer opportunities, program visits, and conferences. Job-embedded professional development through daily, ongoing collegial collaboration and consultation, including literacy and math coaching, is clearly evident at the elementary and middle levels and is supported through scheduled common planning time for general/special education teams as well as grade level teachers.</p> <p>The district's ongoing professional development efforts are focused on creating a professional learning community. Current topical areas include:</p> <ul style="list-style-type: none"> • Using Assessments Effectively • Providing interventions for struggling students • Applying co-teaching strategies* • Differentiating Instruction • Literacy and Numeracy 	<p>District Presentation Administrator Interview Faculty Interview Document Review</p>		

		<p>The district has recently arranged for on-site consultation for inclusion and co-teaching with the Paul V. Sherlock Center on Disabilities at RI College. Faculty are emphatic about the efficacy, inspiration, and practical applications they have already gained, particularly regarding inclusive practice, through this professional development experience.</p> <p>The district has accessed the IEP Network, through RI Department of Education/RI Technical Assistance Project, for formal training on the new IEP format, and the Student Services Director followed up this fall with an inservice session for faculty. Some faculty, such as the preschool team, are working together on further refining the development of standards-based goals and other aspects of the new IEP.</p> <p>Instructional coaching is available through a math and a literacy coach who consult regarding instruction and interventions, including, for example, mapping out instructional pacing guides with teachers.</p> <p>There have recently been some district wide opportunities for related service staff such as occupational therapists to convene for job-alike, role-specific professional development. Participating specialists cite this as helpful in staying abreast of new practices and tools specific to their area of specialty.</p>			
Performance	7	<p>Narragansett teachers from preschool through high school have in common the following staff development activities in which they report the most frequent participation:</p> <ul style="list-style-type: none"> • Exchanging resources/lesson plans with teachers in their own school; • Workshops provided through the district; • Staff development within their own grade level; and • Staff development within their team. 	SALT Survey Teacher Self-Reports Interview		

Performance	8	<p>Among 41 topics, Narragansett faculty include the following topics among the top eight in which they most need or want professional development:</p> <ul style="list-style-type: none"> • Strategies for teaching a broad range of ability levels in the same classroom; • Inclusion of special education students into regular classrooms; • Tailoring instruction to student learning styles; and • Developmentally appropriate instructional methods. <p>Teachers also indicate a need or interest in additional or continued professional development in the following areas:</p> <ul style="list-style-type: none"> • Consistent systems for data collection and charting, as well as positive behavioral support strategies, to build into the Response to Intervention (RTI) process (elementary level); • Systematic implementation of RTI systems (secondary level); • School-wide positive behavioral support strategies for consistent use by all faculty; • How functional behavioral assessment (FBA) results regarding the “function” of students’ behavior is used to create individualized behavioral support plans; • Professional development for teaching assistants regarding instructional strategies related to the curriculum; • Job-alike professional development for specialists such as therapists; • Visits to other programs to expand/inform practices 	<p>SALT Survey Teacher Self-Reports</p> <p>Interview</p>		
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Performance	9	<p>Partnerships The Narragansett School Department has a number of partnerships with both higher education and community agencies such as, but not limited to, the following organizations:</p> <ul style="list-style-type: none"> • YMCA for before and after school programs • Narragansett Recreation Department • Partnerships with local universities for student teaching placement • URI Mentor Program • URI Chemistry Department & Homeland Security/Robotics after school • Parent-Teacher Organization (PTO) • Local Library • Community Resource Officer • Theater-by-the-Sea • Local businesses • DARE Program 	District Presentation Faculty Interview Observation		
Performance	10	<p>Instructional Strategies and Supports Throughout the district there is classroom evidence of student centered, teacher-facilitated, differentiated instruction aligned to grade level expectations (GLEs) or grade span expectations (GSEs), supported by posted performance criteria/rubrics, modeling, cooperative learning, student problem solving, posted student work along with homework assignments, independent self-selected reading, and journal writing.</p> <p>Use of Student Assessment and Performance Data to Inform Instruction Administration and faculty throughout the district comprehensively review student, school and community data to evaluate the effects of their efforts on student outcomes. State assessment data as available, coupled with immediately available, web-based district assessment data based on NWEA</p>	District Presentation Administrator Interview Faculty Interview Document Review Observation		

		<p>results for Grades 2-9, Reading Screening Assessments, using MAPS, Math Advantage, and other systems, as well as formative assessment data, are being used or explored to assess next instructional steps and to group students for instruction and interventions.</p> <p>Through its web-based Dynamic Reporting Suite, the district publishes immediate and ongoing student performance data accessible for specific audiences, including principals, teachers, and parents. The district has worked to align its use of Des Cartes learning statements, Student Goal-Setting pages, and student Lexile Booklists with projected proficiency on state assessment. This web-based reporting is used to track student results and compare them to projected results on state testing.</p>			
Performance	11	<p>Response to Intervention (RTI) practice <u>Elementary Level:</u> The transition from a Teacher Support Team (TST) model to implementation of a Response to Intervention (RTI) Team is well underway. The school is formally connected to a cohort of RI schools participating regularly in the statewide professional development system for RTI, accessing emerging tools, training, and practices. Teachers have brought more than 20 referrals to the RTI team in the first three months of school, to collaborate with colleagues in designing interventions for students struggling with academic or behavioral challenges. The RTI team utilizes a 10-step process in designing, assessing, and adjusting interventions.</p> <p>Elementary leaders and faculty note the need for more systematic strategies in positive behavioral supports, informed by consistent functional behavioral assessments, to bring to the RTI process. Next steps that the elementary RTI team seeks to tackle are those that provide systematic and efficient ways to assess and document students' response to interventions provided. This involves exploring the most effective tools and systems for data collection, charting, and objectively tracking</p>	<p>District Presentation Administrator Interview Faculty Interview Document Review</p>	<p>The Narragansett Public Schools will implement a RtI process to start in September 2009.</p> <p>Timeline: Progress check June 2009</p>	<p>Completed-June 2009 The Narragansett School System participated in the RIDE Secondary RTI cohort with teams from Narragansett High School and Narragansett Middle School. The Technical Assistance Funds will be applied to further enhance the professional development, data analysis and interventions at the middle and high schools. Work will continue to</p>

Compliance		<p>the effectiveness of interventions.</p> <p><u>Middle Level:</u> Preparation for implementing Response to Intervention practices began last year with professional development and planning. The RTI team became active this year and is comprised of administrators, the school psychologist, teachers and guidance/school counselors. The RTI team meets every two weeks and participates on common planning time with each grade level weekly. This initiative is just emerging at the middle level. Further exploration to collect and analyze student data along with the development of progress monitoring strategies and activities is needed.</p> <p><u>High School Level:</u> Narragansett High School does not have a formal RTI/TST process. There is a School Support Services Team (guidance, psychologist school counselor, social worker, nurse, student assistance counselor, etc.) that reviews students' needs. RIGL section 300.309</p>			continuously improve Narragansett's Response to Intervention practices.
Performance	12	<p>Social Emotional Learning/Positive Behavioral Interventions and Supports</p> <p><u>At the elementary level,</u> individual classroom teachers and therapists utilize a variety of strategies to support positive behavior and to address emotional, social, and behavioral challenges. Faculty who co-teach routinely collaborate in their approaches to managing behavior. Most classrooms evidence generally positive approaches, with most relying on social or token reinforcers for desirable behavior.</p> <p>Emotional, social, and behavioral support is further supported by a full-time Behavioral Specialist who collaborates regularly with faculty and also works directly with students individually, in small groups, and with whole classes engaged in social emotional learning experiences. The Behavioral Specialist's classroom offers a space for individual students to re-group as needed within the school day and is generally viewed as a positive place to be. In some cases, students "earn" time to visit</p>	District Presentation Administrator Interview Faculty Interview Observation		

	<p>this room through making good choices in their classroom. Social skill and self development are supported through approaches such as the Good Choices and Reality Therapy models. Currently, the elementary school is considering a commitment to the Positive Behavioral Interventions and Support (PBIS) Initiative through the Sherlock Center at RI College as a way of solidifying systematic, school-wide consistency in promoting students' emotional, behavioral, and social learning and to generate strategies applicable to the RTI process.</p> <p><u>The Pier Middle School</u> facilitates an Advisory program that meets once a week. A curriculum has been established by an advisory committee, addressing topical issues from adolescent development to social emotional learning and monitoring students' academic progress. The advisory period is also utilized to develop or implement students' individual learning plans (ILP).</p> <p>Students have opportunities to participate in specialized groups, counseling, and related activities as appropriate. As students are identified for alternative educational supports and programming, the school psychologist, with the guidance counselor and school and district level administrators, plan customized programs to meet the individual needs of students.</p> <p><u>The Narragansett High School</u> has a daily advisory period. The intent is that teachers will have the same group of students for all four years. The primary focus of advisories is to monitor academic progress, including electronic portfolios.</p> <p>There is a full-time psychologist at each of the school levels (elementary, middle and the high school). This allows the psychologists to conduct activities addressing positive behavioral supports for students throughout their respective school levels. The school psychologists also provide consultation to teachers in varying contexts to support students'</p>			
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		social emotional learning There is one social worker for the district who also serves as the special education department chair at the high school.			
Performance	13	<p>Student Services Advisory Committee: Consistent with state requirements, a Student Services Advisory Committee (SSAC) is operational and well-supported by the school department. The committee has devoted leadership of two parent officers and three members, including an additional parent, teacher liaison, and school committee liaison. The SSAC Secretary is also secretary of the elementary school PTO, facilitating cross-committee communication and connection.</p> <p>The SSAC meets five times per year and offers workshops for parents on a variety of topics such as changes in special education regulations, basic rights in special education, and the new IEP protocol. The committee also connects with the RI Parent Information Network to access the workshops it offers.</p> <p>Both the Superintendent and the Director of Student Services attend SSAC meetings. They have invited SSAC input in the district strategic planning process and comment on other district level developments such as the special education staffing policy.</p> <p>Expanding its membership to include additional parents, community members, an individual with disabilities, and other representatives has been a challenge for SSAC. It has taken advantage of assistance from the state organization, RI Parent Information Network. SSAC and its meetings are advertised through the school department website, in flyers and school newsletters, through the telephone communication system, at PTO meetings, in individual IEP meetings, and in the newspaper.</p>	District Presentation Parent Interview Document Review		

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

Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	1	<p>Program Placement Based on data reported through the former IEP protocol, Performance Plan information regarding Narragansett Program Placement Data is as follows:</p> <p>The percentage of students who are educated in general education settings 80 to 100% of the time is 34.87%. (RI District Average is 62.85%)</p> <p>The percentage of students who are educated in general education settings for less than 40% of the time is 10.50%. (RI District Average is 18.11%)</p> <p>The percentage of students who are educated in private separate schools, homebound/hospitalized, and private residential schools is 2.94%. (RI District Average is 4.85%)</p> <p>If a district's profile is one (1) standard deviation from the RI district average for any one target, the district is considered discrepant for the that target. Narragansett's profile is discrepant for one of the targets, namely, the percentage of students who are educated in general education settings for 80 to 100 percent of the time. This reflects one (1) SD below the RI district average, which is 40.38%. (Narragansett's percentage is 34.87%).</p> <p>It is noted that data derived from the previous IEP format as well as some reporting issues may have been contributing factors in this most recent district profile.</p>	RI State Performance Plan (SPP)		

Performance 2

Disproportionality
 Regarding disproportionate representation of racial and ethnic groups in special education, December 2005 and December 2006 data indicated disproportionate representation and significant disproportionality. Upon review of Narragansett School Department policies, procedures, and practices, it is evident that this disproportionality *was not* due to inappropriate identification practices. Data trends support this finding.
 December 2007 data show numbers of students in Asian, black, Hispanic, and native American groups too small to judge for disproportionality.

RI State Performance Plan (SPP)

		National Risk		
All disabilities		2005	9.15%	
		2006	9.08%	
Asian				
Year	# IEP	# enrollment	risk 06	risk ratio
2006	4	27	14.81%	1.62
2007	5	26	19.23%	2.12
Black				
2006	10	33	30.30%	3.31
2007	8	28	28.57%	3.15
Hispanic				
2006	1	16	6.25%	0.68
2007	3	19	15.79%	1.74
Native American				
2006	7	25	28.00%	3.06
2007	7	27	25.93%	2.86
White				
2006	216	1327	16.28%	1.78
2007	206	1373	15.00%	1.65

		<p>Definitions</p> <ul style="list-style-type: none"> -Risk = # of student group with IEPs/ # of student group enrolled -Risk Ratio = District risk/National risk or State risk/ National risk -Disproportionate over or under representation plus inappropriate identification representation = practices -Significant disproportionally = Risk ratio of 2.5 or more -Risk ratio of 1 = no disproportionality -NA = N < 10 or risk < 1% difference from national risk 			
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Performance	3	<p>Program Continuum</p> <p>Preschool Continuum: The Narragansett School Department provides special education and related services to preschool children with disabilities in three inclusive preschool classrooms and some consultation to community early care and education programs. The district preschool classrooms offer four half-day sessions for up to five children with IEPs and one extended school day option for a smaller number. The half-day sessions include seven age peers without disabilities for three sessions per week; the remaining session focuses on more individualized instruction or therapy; the other is utilized for outreach, IEP planning, and home visits. The extended day program includes peers three mornings per week.</p> <p>Preschool teachers and therapists acknowledge the effective, developmentally challenging learning experiences afforded to all children in the inclusive groupings. They note that this sparks optimal performance, initiation, and interaction from preschoolers with special needs and several express interest in considering expansion of inclusion grouping to every session.</p>	District Presentation Administrator Interview Faculty Interview Document Review Observation		
Performance	4	<p>Elementary Continuum: The elementary level offers two co-taught inclusion classes at the kindergarten level and one at each grade level from first through fourth grades. Inclusion classrooms are</p>	District Presentation Administrator Interview		

	<p>generally staffed by a general educator, special educator, and teacher assistant.</p> <p>Services from a teacher specializing in severe-profound disabilities were recently added to provide needed additional supports for students requiring additional or more intensive assistance to succeed in inclusive classrooms.</p> <p>The focus of special education and related services at the elementary level is to individually tailor services and supports to students to ensure their success in accessing the general curriculum, learn alongside their age peers, and develop the relationships and social skills inherent in classroom learning. Faculty assignments function as opportunities to collaborate, consult, co-plan, co-teach, and co-evaluate student response. Openness to diversify instruction for diverse learners, willingness to collaborate and/or co-teach, and ownership for the success of all children, with and without IEPs, is evident among most faculty at the elementary level.</p> <p>Speech pathologists, physical therapists, occupational therapists, behavioral specialist, and literacy/math coaches work seamlessly within classrooms and occasionally work with individuals or small groups outside the classroom as needed. Likewise, general and special educators easily exchange roles and groupings based on student need and teacher skills.</p> <p>Scheduling is coordinated at each grade level, so that should a student in any classroom be found midyear to require special services, the student can access special educators in the inclusion classrooms during appropriate grade level instructional periods.</p>	<p>Faculty Interview Document Review Observation</p>		
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Performance	5	<p>Middle Level Continuum: Pier Middle School is a High Performing 5th through 8th grade school providing instructional support to 467 students. Of that total, 67 students have individualized education programs (IEPs).</p> <p>There are five grade level teams at Pier Middle School. Each team represents either one of four grade levels or a split 7-8th grade level with looping. Specialized instruction is supported by a special educator assigned to each team.</p> <p>Special education services and supports are provided through full inclusion at the fifth grade level. Two students participate in alternate assessment. For the sixth, seventh and eighth grades, special educational services and supports are delivered through intensive resource; pull-out and/or in class resource services, or support within collaborative classes through various co-teaching arrangements.</p> <p>Intensive Resource- Intensive Instruction in Math and English Language arts is provided at the 6th and 7th grade level; Intensive Math is available in the 8th grade. This intensive instruction is provided by a special education teacher to remediate individual skill deficit areas in small groups and/or individually. Students participating in alternate assessment also access this intensive instructional option as individually needed.</p> <p>Resource- Resource instructional support is provided by a special education teacher to remediate individual skill areas in small groups and or one-on-one. Resource instructional support is provided within the general education classroom or as a pull-out activity. In addition, resource teachers provide consultation to teachers and parents, including development of student accommodations and modifications for successful classroom participation.</p>	District Presentation Administrator Interview Faculty Interview Document Review Observation		
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		<p>Collaborative classes- Instruction in collaboratives is provided by the general education teacher with the support of a special education teacher. In some collaborative settings, both the general and special educator facilitate reading instruction during the reading period. For 7th and 8th graders, similar assessments are reviewed, with a configuration of supports similar to those provided at the 6th grade level, except that the ELA/Reading periods are combined as needed for reading support.</p> <p>Though students have opportunities to participate in unified arts through the SOAR's Enrichment initiative twice a week, students (except those participating in intensive 6th & 7th grade ELA/Reading) who receive PLP reading supports do not participate in unified arts as is scheduled for all other students.</p>			
Performance	6	<p>High School Continuum: Narragansett High School (NHS) has approximately 480 students, with 84 students having IEPs. The overall program continuum is as follows:</p> <p>-Behavior Support. This resource class provides support to those students who struggle with challenges in the social emotional and behavioral realm and who may have experienced school failure. Students who may need behavioral supports typically receive their resource support from the "behavior" teacher who provides an emphasis on making positive and productive choices. This class is also used as a "drop in" place for students in immediate social emotional crisis. This class is available for all appropriate students. Some teachers viewed it as a "specialized resource class".</p> <p>-Intensive Resource (formerly the Life Skills Program), The academic instruction is provided by special education</p>	<p>District Presentation Administrator Interview Faculty Interview Document Review Observation</p>		<p>Completed-June 2009 Professional development was provided to every service provider with IEP writing responsibilities both on a school wide and on an individual basis. Monthly department meetings and individual feedback was conducted to address trends and themes in current practice as well as individual challenges</p>

<p>Compliance</p> <p>Performance</p>	<p>teachers who remediate individual skills deficit areas in small groups or individually. There are two intensive ELA classes, 1 intensive math class and 1 intensive social studies class. Intensive classes (with the expectation of one math class) are self-contained classes.</p> <p>-Collaboratives. There are 18/19 collaboratives at NHS. These classes consist of a general education teacher and a special education teacher in a general education class. At NHS the special education teachers are assigned to college preparatory classes including contemporary literature, ELA 9, 10, 11 and 12, Algebra 1, Geometry, US History, Government, Biology and Physical/Earth Science. Collaborative teachers reported the collaborative teaching experience as being very positive for both teachers and students.</p> <p>Resource (Study Skills). All students with IEPs take a resource class regardless of individual student needs. (RIGL Section 300.114 and 300.320). Students and teachers reported this typically as a pull-out opportunity for students to complete homework and work on projects and/or organizational skills. Students and staff reported this class as sometimes taking away from elective opportunities. Academic instruction is provided by a special education teacher who remediates individual skill areas in small groups or individually. In addition, resource teachers provide consultation to teachers and parents as needed.</p> <p>-School to Career. This program is open to all students. Some students may have School to Career class every day and other a few times a week. Students are placed into job experiences in the community. There is a project for every quarter (resumes, inquiry letters, career exploration, college searches, etc.).</p>		<p>The Narragansett Public Schools will provide professional development to staff regarding IEP decisions and student needs. The Special Education Director will monitor progress on this finding via student schedules and IEP team notes.</p> <p>Timeline: Immediately and ongoing. Progress check June 2009.</p>	<p>regarding IEP decisions and student needs.</p>
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		<p>Other program options at the high school (open to all students as appropriate).</p> <p>-Academic Hours. If a student fails a core content subject they can attend 20 hours of after school class in the areas of social studies, ELA and math to make up the credit. This is a new program in the process of being implemented at the high school.</p> <p>-Extended School Day. If a student is not meeting the benchmarks they are expected to stay in an extended day. Currently this is for seniors only though there are plans to expand this to other grades.</p>			
Performance	7	<p>Common Planning Time Preschool/Elementary level: Common planning time at the elementary level is regularly scheduled for both collaborating teams in inclusive classrooms as well as across grade levels. General and special educators as well as therapists and coaches routinely co-plan and share instruction. Many faculty report that they often exchange plans and ideas incidentally throughout other times of the school day, particularly in instances where co-teaching occurs. Some faculty agree to meet before or after school in addition as needed.</p> <p>Middle Level: Pier Middle School engages in a number of opportunities to address student assessments, curriculum, planning and design, school and classroom management along with job embedded professional development. Grade level teams meet for common planning three times per week with a directed process and leadership.</p> <p>High School Level: At Narragansett High School, teachers who teach</p>	District Presentation Administrator Interview Faculty Interview Document Review Observation		

		collaboratives report that common planning for collaborative teachers is not formally in the schedule. Although some collaborative teams have common planning time as a function of the schedule, others do not, and co-plan when they can find the time.			
Performance	8	Facilities School and classroom facilities at all levels are currently adequate and conducive to student learning, faculty teaming and inclusion, and provision of interventions as needed. Space, equipment, and privacy needed to address students' individual needs are available and utilized as needed.			
Performance	9	Given the needs of 3 and 4 year olds and students with limited mobility, the elementary school is exploring possibilities of developing outdoor play and/or learning areas, equipment and/or surfaces that would offer handicap accessible and age appropriate gross motor opportunities. The current play equipment and outdoor play surfaces, much of which are woodchip-covered, present a challenge to both preschoolers and to children using wheelchairs or walkers and to other wheeled vehicles such as strollers or wagons.			

3. EVALUATION/ INDIVIDUAL EDUCATION PROGRAM (IEP)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	1	Records of approximately 12 students were reviewed prior to the on-site review by the visiting team. These were selected through a stratified random sampling technique to allow the team to consider a representative variety of students. Students' records reviewed were accessible and generally well organized. The following findings illustrate the themes that emerged from the record review that will require district attention.	Record Reviews	Assurances will be provided to the Rhode Island Department of Education, Office for Diverse Learners, that compliance issues are addressed and rectified. This Support Plan is applicable for all compliance findings in this section. Timeline: Immediately and ongoing	Completed June 2009-Special education procedural manual was developed which highlights procedures and correct forms and

					timelines for completion. Jobs were redesigned and professional development conducted to improve performance.
Performance/ Compliance	2	<p>Evaluation procedures and protocols Most evaluations are in order and include required parent consent documents, copies of evaluation reports, eligibility documentation/evaluation team meeting reports, and evidence of adherence to required timelines. There are occasional instances where records indicate a missing evaluation report or parent consent not in evidence (RIGL Section 300.304 and 300.305)</p>	Record Review JK1, SA2 JK2, 3	<p>Immediately rectified by establishing a process to insure that each evaluation report and parental consent form is completed and included in the student's file.</p> <p>Timeline: Immediately and ongoing Progress check March 2009</p>	<p>March 2009 Special education procedural manual was developed which highlights procedures and correct forms and timelines for completion. Jobs are being redesigned and professional development conducted to improve performance.</p>
Performance	3	<p>Preschool screening/Child Outreach: As one means of identifying all children with disabilities, Child Outreach standards developed at the state level set an expectation that efforts to screen preschool children should focus most on three year olds and strive to screen 80% of all 3, 4, and 5 year old residents. Most recent screening results reported for the district indicate that the following percentages of preschool residents were screened through Child Outreach:</p> <ul style="list-style-type: none"> • 3 year olds: 56% • 4 year olds: 32% • 5 year olds: 13% <p>The district currently contracts with the Southern Region</p>	Administrative Interview Document Review: FY09 CRP Faculty Interview		

		Educational Collaborative (SORICO) for Child Outreach services. SORICO offers screening throughout the school year in numerous locations within the southern RI region. For the upcoming year, the Narragansett School Department is planning to add two Narragansett screening sessions for Child Outreach to enhance progress toward its screening target of 80% for each age group.			
Performance	4	The district has been participating in the cohort of districts participating in the state level Early Childhood Outcomes initiative. The preschool staff have been trained and are implementing systems to enable them to assess the impact of the standards-based Creative Curriculum on performance outcomes of preschool children with disabilities. This process is ongoing.	District Presentation Interviews		
Performance	5	Prompt access to assistive technology evaluations and other specialized evaluations as indicated, to inform IEP teams of students' individual needs and potential solutions regarding augmentative communication and adaptive equipment is evidenced at all levels.	Record Review Faculty Interview Parent Interview Observation		
Performance	6	Functional Behavioral Assessment: School psychologists and behavioral specialists generally conduct behavioral assessments. There is some use of the functional behavioral assessment (FBA) format developed by the RI Department of Education. Currently, behavioral assessment reports reflect more traditional behavioral evaluations using either standardized measures or descriptions of behaviors with antecedent and consequential factors. These generally lead to behavioral management strategies that attempt to shape desired behavior using social or token reinforcers. There is limited evidence that behavioral assessment practices have begun to examine behavior in multiple settings through interview and observation by multiple	Record Review SA1,4 District Presentation Faculty Interview	The district will provide professional development to lead IEP discussions and decision making regarding FBAs. To enable teams to individually design FBAs for each student. Progress check: June 2009	Completed June 2009 Professional development was conducted with school psychologists regarding FBAs. Positive behavioral supports and interventions will continue to be developed with the support of the Paul V. Sherlock Center on Disabilities.

		<p>adults, to judge student behavior in terms of the <u>function</u> it serves for the student. Contributing environmental contributions and issues, the potential use of environmental (school, community, home) strengths, and the implication of identified <u>functions</u> are not generally identified in assessment reports or highlighted by faculty. The current assessments generally do not yield a hypothesis about the function of behavior and directly inform environmental/social changes designed to enable students to successfully serve identified function(s).</p> <p>Behavioral intervention plans focused on creative social/environmental structures or strategies to foster student-to-student relationships, friendships, genuine belonging, classroom successes, avoidance of failure, or other functions, and a plan for tracking how these strategies impact behavioral outcomes, are not clearly evidenced.</p>			<p>Consultants will be utilized to enhance Narragansett's practice of using FBAs.</p>
Performance/ Compliance	7	<p>IEP Protocols At the preschool level, students' annual IEP goals are aligned with the Rhode Island Early Learning Standards and the implementation of preschool outcomes consistent with Creative Curriculum Outcomes/State Performance Plan.</p> <p>At the elementary through high school levels, students' annual IEP goals are generally aligned, where appropriate, with grade level expectations, with goals reflecting the student's target performance in light of grade level standards.</p> <p>There is some variability in the design of annual IEP goals, with the practice of describing goals that are not observable or measurable, in terms such as "will improve..." occasionally evidenced in goals involving related services.</p>	<p>Record Review</p> <p>JK1,4, SA2</p>	<p>Narragansett Public Schools will provide ongoing professional development on the new IEP process and protocols.</p> <p>Timeline: Immediately and ongoing Progress check: June 2009</p>	<p>Completed June 2009 Professional development was provided to every service provider with IEP writing responsibilities both on a school wide and on an individual basis. Monthly department meetings and individual feedback was conducted to address trends and themes in current practice as well as</p>

		<p>In some instances, IEPs have isolated items that are not completed.</p> <p>Progress reports to parents regarding their child's progress toward IEP goals is evidenced, particularly by special educators. Occasionally, progress reporting is not clearly evident for some goals involving therapy services.</p> <p>(RIGL Section 300.320-324)</p>	<p>SW1, 2, 3, 4; SA 3, 4; JK1, 2, 4</p> <p>SA 1-3</p>		<p>individual challenges regarding IEP decisions and student needs.</p>
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4. TRANSITION					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	1	<p>Transition from Early Intervention to Preschool Special Education Services: The preschool staff and Program Leader describe a positive working relationship with early intervention (EI) programs. The district is successful in developing and implementing transitioning preschoolers' IEPs by their third birthday, collaborating with EI, or expediting the process when needed in the case of late referrals, to complete necessary evaluations.</p> <p>Kindergarten Transition: Preschool special education team members meet with receiving kindergarten teachers each spring to provide orientation to the needs of individual students with disabilities transitioning from preschool to kindergarten.</p>	<p>Faculty interview Record Review Parent Interview</p>		
Performance	2	<p>Transition from Elementary to Middle Level: As students with IEPs approach middle school, the IEP team convened for the student's IEP review in fourth grade generally includes a representative from the Pier Middle</p>	<p>Faculty Interview</p>		

		School, to ensure that the IEP is appropriate to the next setting and that the necessary faculty are familiar with the student's IEP.			
Performance	3	<p>Middle Level Transition Planning: The Pier Middle School has established Individualized Learning Plans (ILPs) for all students (grades 5-8), managed by their school counselors assigned consistently to them from grade to grade (looping). Students in conjunction with their family, school counselor, advisor, teachers, and/or mentors establish student-directed, academic, career, and personal/social goals along with actions for achieving them. In addition, students participating in the 8th grade continue this process with SCANS Skills (Secretary's Commission on Achieving Necessary Skills).</p> <p>The Pier Middle School facilitates a number of opportunities for students to explore career and community experiences. For example, Career Day is a school wide event hosting over 45 community employers who offer presentations regarding their careers or businesses. On Ground Hog Day in February, eighth grade students spend the day in a job shadow experience with a potential employer who reflects an identified career interest that the student has identified. Both of these examples include an academic component.</p> <p>Currently, the Pier Middle School, along with the high school, is participating on the district Transition Planning Team (identified through the Compression Planning Session that addressed transition) to align transition practices and protocols for students transitioning from the middle school to the high school and beyond. As a part of this discussion, the middle level special education teachers and school counselors are in the process of identifying transition assessments for students, especially those who</p>	Faculty Interview Observation		

		have Individual Education Programs and will be turning 14 during the current school year.			
Compliance	4	<p>The middle school anticipates that all 8th grade students, especially those who will be turning 14 this school year and have individualized education plans, will be provided a transition assessment, potentially using the free web-based service, <i>Way to Go RI</i>.</p> <p>However, the middle school does not currently facilitate transition assessments for students with IEPs who have turned 14 years of age (RIGL Section 300.320).</p>	Record Review Faculty Interview	<p>Process has been implemented to assure that individual transition assessment is conducted with every student with an IEP at 14 years of age. By June 2009 all students with IEPs who have turned 14 years of age will have begun the process of transition assessments.</p> <p>Timeline: Immediately and ongoing Progress check: June 2009</p>	<p>Completed June 2009 Professional development was offered for middle school level service providers in collaboration with guidance counselors on <i>Way to Go RI</i>. Professional development was conducted on transition assessment tools. Middle level special educators and guidance counselors as well as administrators discussed and established timelines, defined roles and</p>

					responsibilities.
Performance	5	<p>High School Transition Planning: At Narragansett High School, the special education department chair attends the majority of 8th grade IEP meetings to assist with the 8th grade transition process. In addition, the special education department chair facilitates referrals to the Office of Rehabilitative Service (ORS) and facilitates the Evaluation Team meetings. The department chair is the social worker for the district and as such is responsible for all related district-wide social work responsibilities.</p> <p>At the high school via the Individual Learning Plan (ILP), students develop personal/social, academic and career goals. Guidance counselors use <i>Way to Go RI</i>, where students complete multiple assessments. Special education teachers have access to <i>Way to Go RI</i> website and can build on the assessments that guidance counselors have begun with the student. To access a student's ILP, special educators work through the guidance counselor. There are currently no formal/systemic procedures/protocols for special education teachers to utilize the ILP in the transition planning process.</p>	Faculty Interview	<p>The district will provide joint professional development activities to link the work that guidance counselors and special education services providers are doing. See also the Support Plan in item #6 of this section for additional information.</p> <p>Progress check: June 2009</p>	
Compliance	6	At the Narragansett High School there is not a systemic transition assessment process. No transition assessments were seen in the records of the students chosen for review. Some teachers have participated in Ten Sigma training (electronic transition assessment). This program has not been systemically implemented at the high school. Other teachers reported using the web-based <i>Way to Go RI</i> or other supplemental programs that they have found on the web. Many report transition planning in general as an area that is a "work in progress" (RIGL Section 300.320).	Record Review Administrator Interview Faculty Interview Student Interview	Timeline: Immediately and ongoing Progress check: June and September 2009.	<p>Process has been implemented to assure that individual transition assessment is conducted with every student with an IEP at 14 years of age.</p> <p>A system using multiple tools has been implemented to</p>

					<p>assure that individual transition assessment is conducted with an IEP at 14 years of age.</p> <p>Professional development on the new IEP process is underway and will continue to address transition planning for all students with IEP to be in compliance with regulatory requirements by June 2009. In addition, by June 2009 all students with IEPs who have turned 14 will have begun the process of transition assessments</p> <p>By September 2009 all students will have transition assessment and transition planning evidenced in each IEP.</p>
Performance	7	Transition Advisory Committee (TAC). The School to Career teacher attends meetings, when her schedule	Faculty Interview		

		permits, and informally shares information with others in the department. The special education director also attends the TAC meeting. It is unclear what role the special education department chair plays with regard to transition planning leadership within the high school special education and guidance departments.			
Performance	8	There is a school-to-career program at the high school that is open for all interested students. Students participate in school-to-career academic classes as well as community based job experiences. Students have job experience in the community approximately two days a week. Job experiences include, but are not limited to, the following: welding, daycare, hospital, auto body, and restaurant/kitchen management. There are approximately 20 students in the school-to-career program, with approximately half having IEPs. In the high school's current course of study booklet, school-to-career is not listed as an elective but rather a special services program that is accessed by referral. Staff has requested that the school-to-career program be offered as an elective in the course of study booklet so more students are aware of it as a viable elective option.	Faculty Interview Student Interview Observation		
Performance	9	Graduation Rates The Narragansett graduation rate is 89.58% for all students and 78.38% for students with disabilities. These rates are notably higher than the state average graduation rates of 70.11% for all students and 55.88% for students with disabilities.	Document Review: Narragansett FY2009 CRP, based on federal formula		