



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

School Support System Report and Support Plan

**Newport Public Schools
March, 2019**

SCHOOL SUPPORT SYSTEM

A Collaborative System of Focused Monitoring

Introduction

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

To accomplish this the SSS includes these components:

- **The Orientation Meeting:** The Rhode Island Department of Education (RIDE) staff meets the Local Education Agency (LEA) to plan the site review and identify issues or initiatives that may influence programs or service delivery.

- **Data Analysis Meeting:** The RIDE staff meets to review LEA demographic information on selected reports including: the 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 sample of approximately 20 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 by the district as well as resources and time lines to improve programs and services.

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**Newport Public Schools
School Support System Review**

Record Review Team Leaders

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The RIDE, Office of Student, Community & Academic Supports School Support System process was facilitated to provide a means of accountability for delivery of programs and services to improve outcomes for students with disabilities. The following pages reflect the findings of that process.

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

Indicator	Findings		Support Plan
Result	1	<p>Least Restrictive Environment Data (State Performance Plan Indicator #5)</p> <p>Based on the FY July 1, 2017 – June 30, 2018 State Performance Plan information on Newport Public Schools Placement is as follows:</p> <p>The percentage of students educated 80 to 100% of the time in general education settings is 72.07% (RI District Average is 71.05%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 4.49% (RI District Average is 12.5%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 3.24% (RI District Average is 5.11%)</p> <p><i>Documentation: Data Analysis State Performance Plan</i></p>	
Result	2	<p>Participation and performance of children with IEPs on statewide assessments (State performance Plan Indicator #3):</p> <p>B. Participation rate for children with IEPs 95.78% for ELA,94.58% for Math (RICAS).</p> <p>C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievements standards ELA 2%, Math 2% [Note: State has individual grade and content area targets (28%). State target is average target across grades and content areas. District target is average percent of students proficient across content areas (ELA 25%, Math 20%).</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	See support plan in MTSS item #2 and item #6 in this Section.
Result	3	<p>Multi-Tiered System of Support (MTSS) Response to Intervention (RTI)/Academics</p> <p>Elementary Level</p> <p>Pell Elementary School has a response to intervention process (Rtl) process in place. Teachers or parents can fill out “At-Risk” forms, which are reviewed by the special education coordinator along with the teacher who is referring. An Rtl meeting is then</p>	<p>Newport has recently created a district MTSS team. We are in the process of defining MTSS in Newport and looking at creating district wide processes and procedures with evidence-based interventions and progress monitoring.</p> <p>Timeline: Immediately and ongoing</p> <p>Progress Check: December 2020</p>

	<p>scheduled where baseline data is reviewed and additional supports discussed. A plan and timeline are created; the family is informed and invited for the follow-up meeting. There is an intervention block that is used to provide intervention services to all students identified. There is variability among teachers in team assessments and progress monitoring tools used.</p> <p>Overall the understanding and application of MTSS/RTI interventions and data collection vary greatly. There is a lack of data-based decision making and the team concept is not applied.</p> <p>Middle Level</p> <p>Thompson Middle school has a response to intervention team that meets weekly. Members of the team included guidance, special educators, the social worker and psychologist. Teachers as well as Aspen electronic referrals begin the process. This team has just begun to look at processes and implement tier two interventions.</p> <p>High School Level</p> <p>Rogers has a committee that meets when a student is referred although there does not appear to be a form or forms utilized. The referral goes to guidance and guidance staff sets up a meeting. Rogers' staff have indicated there isn't formal or structured MTSS/RtI process. There is a Math lab class for Algebra & Geometry that is utilized by a small number of students who are below grade level in math. There is no indication of timelines, accountability or progress checks.</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	<p><u>FOLLOW-UP FINDINGS:</u></p>														
Result	<p>4 SPP Disproportionate Representation (State Performance Plan Indicator #9 and #10)</p> <p>Currently, Newport has no cases of significant disproportionality or disproportionate representation by race. Identification of students with disabilities is high across races. One area of concern to watch is for Hispanic/Latino students with ID. While there are 1228 White students age 3-21, only 8 are identified under ID. Only 758 Hispanic/Latino students ages 3-21 are enrolled but 14 are now identified as ID. The counts have more than doubled in 3 years while the counts remain constant for White students. Hispanic/Latino students are 2.58 times more likely to be identified under ID than all other races in Newport.</p> <table border="1" data-bbox="338 1317 1266 1448"> <tr> <td data-bbox="338 1317 688 1382">Intellectual Disabilities</td> <td data-bbox="688 1317 785 1382"></td> <td data-bbox="785 1317 882 1382"></td> <td data-bbox="882 1317 978 1382"></td> <td data-bbox="978 1317 1075 1382"></td> <td data-bbox="1075 1317 1171 1382"></td> <td data-bbox="1171 1317 1266 1382"></td> </tr> <tr> <td data-bbox="338 1382 688 1448"></td> <td colspan="2" data-bbox="688 1382 995 1448">Hispanic/Latinx</td> <td colspan="4" data-bbox="995 1382 1266 1448">White</td> </tr> </table>	Intellectual Disabilities								Hispanic/Latinx		White				<p>Newport will continue to review and refine its MTSS process with an increased focus on policies, procedures and practices for the identification of Hispanic/Latinx students with ID.</p> <p>Timeline: Immediately and ongoing</p> <p>Progress Check: December 2020</p> <p><u>FOLLOW-UP FINDINGS:</u></p>
Intellectual Disabilities																
	Hispanic/Latinx		White													

			2017	2018	2019	2017	2018	2019	
		Students with Disability	<6	8	14	8	7	8	
		Total Students	585	655	758	969	852	1228	
		District Risk %	0.85	1.22	1.85	0.83	0.82	0.65	
		District Risk Ratio	1.18	1.31	2.58	1.16	0.71	0.48	
		<p><i>Documentation: Data Analysis; State Performance Plan</i></p>							
Result	5	<p>Suspension (State Performance Plan Indicator #4a): Significant discrepancy in the rate of suspensions (for students with IEPs) greater than 10 days as compared to the rate of suspensions (for students without IEPs) greater than 10 days. This was not applicable for the Newport Public Schools as no students with IEPs were suspended for greater than 10 days.</p> <p>State Performance Plan Indicator #4b 0% had: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>							
Result	6	<p><u>Multi-tiered System of Support (MTSS)/Social Emotional Supports/Social Emotional Resources/Positive Behavioral Supports</u></p> <p>Elementary Level Pell is a positive behavioral support and intervention school and this is clearly evident throughout the school. The theme of the school is STAR (stay safe, take responsibility, act respectfully, ready to learn). All the staff has been trained, including the para educators, the bus drivers and cafeteria workers. Students were observed following the expectations. All</p>							
		<p>Newport has recently created a district MTSS team. We are in the process of defining MTSS in Newport and looking at creating district wide processes and procedures with evidence-based interventions and progress monitoring.</p> <p>Timeline: Immediately and ongoing</p>							

	<p>faculty and staff can be seen carrying their STARbucks and handing them out to students around the school.</p> <p>Social and emotional supports and strategies are seen in classrooms throughout the building. Pell has a behavior specialist who is new to the school this year. He adds another layer of preventative support for the students. He is also the person who gets the direct referrals to the office. He offers an informal “check in check out” walking through classrooms each morning. Other students who have been identified through the FBA process are offered “check in check out” to support their appropriate behavior. This support is offered by the school social worker. Social and emotional needs are addressed through this support as well as lunch groups with the speech and language, social worker, and school psychologist. The occupational therapist and the speech and language pathologist at Pell offer groups for the first part of the year. They are in the classroom working with students, observing and supporting any needs the students may have. The school has also received training in Restorative Justice, Open Circle and some faculty have received training in Conscious Discipline. All of these strategies are utilized in varying forms around the school.</p> <p>Pell staff meets weekly to look at truancy issues and provide out-reach with Family Service Coordinators. We now have a truancy court program at Pell that meets one time per month due to the high numbers of students who are chronically absent.</p> <p>Middle Level Thompson Middle school has a response to intervention team which meets weekly. Members of the team included guidance, special education, social worker and psychologists. Teachers as well as referrals done via the electronic data management system (Aspen) begin the process. Universal/Tier 1 classroom behavior management strategies are unclear throughout the school. Currently, there is not a clearly understood, consistent classroom behavior management teacher practice and/or protocol. Students will be referred to the “Deans’ Office” for a variety of infractions. All too often this is the first response to classroom discipline.</p> <p>The positive behavioral support and intervention (PBIS) model at the middle school acknowledges individual student’s acts of kindness and achievement. PBIS is clearly aligned to school-wide discipline policies and practices. However, it is unclear how the PBIS model addresses school-wide social emotional learning, along with character education. At this time, the middle school has an advisory class (Boost) that it utilized to provide additional supports, including social-emotional supports.</p> <p>Faculty and staff have received training in Restorative Justice and Second Step to address the social emotional needs of the school. This year, the school has also created a PRIDE club for students who identify as LGBTQ+ or are friends of those individuals.</p>	<p>Progress Check: December 2020</p> <p><u>FOLLOW-UP FINDINGS:</u></p>
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		<p>High School Rogers has a committee that meets when a student is referred, the forms are usually filled out in the referral meeting. The referral goes to guidance and guidance staff sets up a meeting. The high school also has an Alternate Learning Program (ALP) program to support students social emotional and behavioral needs. There is a school social worker with an office located within the program. She is an immediate access point to those students who are in need of supports. Students accessing the ALP program may take anywhere from 1-5 classes within the program. Many of these students exhibit anxieties that make large classes difficult.</p> <p>The faculty and staff have also received training in restorative justice along with a group of student leaders (Young Voices). Of all the school, RHS is the one that seem to have embraced Restorative justice most. During Crew (advisory), many groups can be seen circling up to discuss any number of student or faculty concerns or achievements.</p> <p>The High School also has a clinician from Newport County Mental Health who provides clinical services at the high school two days per week. The district was fortunate to receive grant funding through NCMH to provide these services to students who may not be access them outside of school hours or due to lack of insurance.</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 in both English & Spanish.</p> <p><i>Documentation: Data Analysis, Record Reviews</i></p>	
Result	7	<p>Preschool Continuum</p> <p>The preschool (PK) program is located at JFK School in Middletown. As of September, 2020, the PK will move into Pell Elementary School permanently.</p> <p>We have 3 classrooms with two half day programs in each, for a total of 6 classes. Five of the classes are inclusion classrooms with fewer than 7 students with IEPs. One classroom is self-contained without peer models for students with intensive needs, behaviorally and socially. This class also has a higher adult: student ratio.</p> <p>The district collects early childhood outcomes data on all children with IEPs as required by the federal Office of Special Education Programs. Teachers collect and enter authentic assessment information into an on-line child portfolio. This assessment information is used to shape and individualize instruction and to demonstrate progress.</p> <p>Indicator #6</p> <p>A. In this district, the percent of preschool children aged 3-5 with IEPs attending a general education early childhood program and receiving the majority of special education services in the general early childhood program was 68%.</p>	

		<p>B. The percent of children aged 3-5 with IEPs attending a separate special education class, separate school or residential facility was 9%</p> <p>State Performance Plan Indicator #7</p> <p>Statement 1. Of the preschool children who entered the preschool program below age expectations, the percentage who substantially increased their rate of growth by the time they turned 6 years of age or exited the program:</p> <ul style="list-style-type: none"> ▪ Positive social-emotional skills (including social relationships); 80% ▪ Acquisition and use of knowledge and skills (including early language/ communication and early literacy);59% and ▪ Use of appropriate behaviors to meet their needs 44% <p>Statement 2. The percent of preschool children who were functioning within age expectations in each Outcome by the time they exited the program were:</p> <ul style="list-style-type: none"> ▪ Positive social-emotional skills (including social relationships); 33% ▪ Acquisition and use of knowledge and skills (including early language/ communication and early literacy); 28% and ▪ Use of appropriate behaviors to meet their needs23% <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	
Result	8	<p>Program Continuum Elementary Level</p> <p>There are 886 students at the elementary level and approximately 169 have IEPs. The special education program continuum is as follows:</p> <p>There is one elementary school in Newport, Claiborne Pell Elementary serving students K-4 and Pre-K which is housed at the Pell Annex at John F. Kennedy Elementary School in Middletown, RI. Their improvement plan includes:</p> <p>The special education program continuum is as follows:</p> <p>Push-in: Inclusive classes. General education classes with special education services provided within the general education setting. This may include speech and occupational therapy. Services in the general education setting are also being accomplished via the Behavioral Support Program (BSP).</p> <p>Pull-out: Students are pulled out into small homogeneous groups. The number of hours of support dictate the setting. Many times, these groups are in small break-out rooms within the general education classroom, allowing for quick group changes.</p> <p>There are five separate class settings at Pell. These students go into general education for the varying amounts of time based on their academic and behavioral needs. Para educators frequently provide supports to students from the self-contained setting when they are in general education.</p>	

		<p>Students from the alternate assessment program receive the majority of the content instruction in the separate classroom, but participate in science, social studies and co-curriculars in gen ed. Students from the BSP program are encouraged to participate as much as possible in the general education setting, but this may be impacted by the students state of self-regulation on any given day. There is also an intensive classroom for students who require additional supports academically or socially for grades K-1. These students also spend variable amounts of time in general education depending on their readiness. The newest program is for students who have an ASD diagnosis or may have similar traits as those already identified. These students receive additional social skills instruction and may have individualized schedules, visual supports or paraeducator support throughout the day. At the elementary level, collaboration among special and general educators is present through the school. Teachers utilized common planning time and their own time to consult with each other regarding the needs of their students. The general education teachers are willing to help the diverse needs of students.</p> <p>Collaboration among educators and therapists is well established and utilized. The occupational therapy and speech therapy specialists routinely provide both walk in and in class support. They also provide many screenings and intervening approaches in the classroom for all students. This year, the speech and OTs have been providing on-going support to the K classes (SPOT group). They go into the K classes and teach basic fine motor skills, social skills, language skills, and are able to assist the teachers with basic interventions in the classroom. This also allows them to identify potential referrals for special education evaluation, early.</p> <p><u>Documentation:</u> <i>Data Analysis; Interviews; Observation</i></p>	
Result	9	<p>Program Continuum Middle Level</p> <p>Thompson Middle School provides both an elementary and middle level instructional model for students participating in 5th through the 8th grade. There are 610 students attending Thompson Middle School, 125 are students with IEPs.</p> <p>Thompson Middle School has completely changed their placement structure from tracking of students to natural(mixed) grouping, with the exception of an advanced Math class for grades 6-8. Students are separated by grade and then small groups of students may be grouped together within classes in order for appropriate service delivery to occur for both English Language Learners and students with IEPs.</p> <p>At the 5th grade level, the model of instruction follows an elementary team structure. Special educators are assigned to each fifth grade team to provide student supports, instructional modifications and accommodations. Specialized instruction as identified via the IEP is provided through either a push-in model or pull-out, depending on the student's IEP. Some students receive both.</p>	

	<p>One period per day (Boost) allows for interventions, 504 accommodations like small group testing, and specialized instruction for IEP students across all grade levels.</p> <p>A middle model of grade level teaming (clusters) is structured for grades 6th through 8th. Each grade level had two clusters comprised of content area teachers, an assigned special educator and a reading teacher. However, this year, due to smaller enrollment numbers there are split clusters across grades 6-8, creating less of teaming structure. There is still one special educator per grade level but there are no reading teachers assigned to grades or clusters. It is anticipated that next year, there will be two teams per grade level once again.</p> <p>Teachers within the clusters move students within or across the clusters to meet their needs. For example, if a student requires para educator support in a content area and that is only available in one section for that grade, the cluster team may move the student so that support can be provided. This has been minimally disruptive since the students do not move together as a group throughout the day. Students are with different groups of kids in each class, so they have friends/familiar peers in all classes.</p> <p>There are three intensive specialized programs located at the middle level. The first is the Behavioral Support Program (BSP), which is done in an inclusive setting and serves as a home base for students with social emotional and behavioral challenges. Students in this program are recommended via the IEP process after a functional behavioral assessment and behavioral intervention plan have been completed in the general education setting with minimal success. Those students referred typically have failing grades, many referrals to the dean and sometimes out of school suspensions. Students are included in general education classes when they are regulated enough to access curriculum. Some students have small group instruction in academic areas that are particularly difficult for them within the Behavior Support Program. Mid-way through the 2018-2019 school year, a registered behavior technician was added to the classroom to assist with behavior management and data collection. This year, we are seeing positive effects of the improved structure of the program. Students are attending general education classes, overall attendance has improved for some of the students and grades are beginning to improve. We have also implemented a Boys Group with the school social worker. This group meets 1-2 times per week. The social worker uses some unique approaches to connect with the group. This may include a drumming session where students “follow the leader” on the drums, talk about coping skills and how you can relieve stress with music or exercise.</p> <p>The second is a classroom that addresses students with more significant intellectual challenges. These students are provided with individualized direct instruction along with emerging life skills development. Students participate with their typically developing peers in some content and co-curricular classes as appropriate with support (para educator). Opportunities for life skills development, vocational exploration along with community experiences are limited. These programs are well connected in the community and engage students in community programs once per week for vocational exploration. They also participate in an adaptive swim program at the boys & girls club. They also do a cooking class one time per week as part of their life skills curriculum.</p>	
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		<p>The third program focuses on students with an Autism Spectrum Disorder diagnosis or students who may have a similar profile. Students in this program are referred via the IEP process. This program is a home base for the students. If a student needs a break or is too dysregulated to attend a full period of their general education classes, they can return to the classroom. Students participate in the program for one class period per day of social skills development, they spend their Boost period in the program receiving additional academic supports, but the remainder of their day is spent in general education classes, sometimes with par-educator support, sometimes independently, depending on the student.</p> <p>There is also an ALP program (Alternative Learning Program) where students with or without IEPs can access additional academic supports. Sometimes this program is used as an intervention for students.</p> <p>The Middle School participates in Unified Basketball.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Observations</p>	
Result	10	<p>Program Continuum High School Level</p> <p>At Rogers High School there are approximately 672 students with and 110 students having IEPs. The program continuum is as follows:</p> <p>The school has co-taught classes in English and math. Special Education teachers provide IEP services within the general education setting for most students. They also provide pull-out services during Academic Lab classes which are only for students with IEPs. There are three specialized programs in the building.</p> <p>Behavior support program (BSP)/ alternative learning program (ALP) —This combined program provides behavioral support, social-emotional learning supports and academic supports to 40-50 students. Some students have IEPs, but not all of them.</p> <p>There are 4 content teachers along with 2 special education teachers and a social worker who is located within the program. (She works with students all over the high school but her proximity to the ALP program is important.) This program provides specialized instruction in academics as well as ongoing social-emotional-behavioral support throughout the day. Restorative Justice is used daily as part of the program. Teachers and Para educators have participated in a higher level of training in Restorative Justice. The program has a Restorative Room, which allows students to leave their classroom and work with a trusted adult on regulating themselves and resolving issues so that they can return to class. Truancy continues to be a major factor in the failure rates of students in this program. The need for high levels of mental health support is also seen as a major factor in the lives of these students and their inability to cope with school on a daily basis.</p> <p>The Alternate Assessment program at the high school currently serves 11 students. These students have significant intellectual impairments. The program has been able to expand its</p>	

opportunities into the community so that students are engaged in work exploration and internships at a variety of sites. Currently these include the local nursing home, Salve Regina University dining services, the YMCA, and a local salon.

Newport Public Schools recently received a grant to purchase a transit van for this program which will allow students to expand further into the community. All of the para educators have been trained as job coaches and have the chauffer's license to ensure that the program can be successful. Students also participate in the NACTC programs, culinary, carpentry and cosmetology. It was awarded a grant in collaboration with looking upwards to provide work skills instruction in school and then more job development for the older students during the summer.

We also have a program for the students with an autism spectrum disorder diagnosis or who present with similar traits. This program is new this year and is showing great signs of success. These students had previously participated in the middle school program and then came to the high to find completely different support structures. This was not good for them. Students would become distressed in class and there was a lack of understanding on how to work with this group kids, resulting in discipline referrals and calls home to families. With the addition of this program, students are getting focused support in their general education classes, social skills instruction in the ASD program along with a safe space to go to when they need to take a break. There have only been positive reports this year!

There is a Dean of discipline and a behavior specialist who also acts as a disciplinarian. Neither is assigned to specific classes or students. They both work with students as the need arises. These people have been part of the school culture for a long time. Many students seek them out to talk or for help with teachers and peers.
The high school participates in Unified Basketball.

The Newport Area Career and Technical Center (NACTC) is located directly behind Rogers High School. It serves students from Middletown, Portsmouth, Tiverton, Little Compton and Newport.

NACTC currently offers programs in the following areas:

- Academy of Information Technology
- Advertising, Design & New Media
- Automotive Technology
- Cosmetology
- Culinary Arts
- Residential Carpentry
- P-Tech
- Marine technologies

		<p>Student with IEPs actively participate in a variety of programs and classes at NACTC. They receive their core academics at Rogers High School and take their technical/vocational programming/classes at NACTC.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p>	
Result	11	<p>Adaptive Physical Education (APE)</p> <p><u>Elementary School Level</u> At Pell Elementary School, Students are evaluated for APE via an IEP team recommendation. If a student is found eligible for services, they are provided with APE either during the general physical education class or in a separate APE class and sometimes both. These classes are taught by a certified APE teacher.</p> <p><u>Middle School Level</u> At Thompson Middle School, Students are evaluated for APE via an IEP team recommendation. If a student is found eligible for services, they are provided with APE either during the general physical education class or in a separate APE class and sometimes both. These classes are taught by a certified APE teacher.</p> <p><u>High School Level</u> The students receiving APE supports at the high school level, are integrated into a general physical education class with a certified APE teacher. The students currently at RHS do not qualify for APE services, but they benefit from accommodations provided by the APE teacher, integrated with non-disabled peers.</p> <p><u>Documentation:</u> Data Analysis; Interviews</p>	
Result	12	<p>Extended School Year (ESY)</p> <p>Newport provides a 5-week ESY program to students who qualify. The students may be recommended for two days or four days per week, depending on need. We have an EY coordinator who plans out the programs and assists with scheduling of services. The high school and transition students receive their programming off-site at the YMCA. This program offers additional social opportunities with students from other districts who also use this program. During the program this year, Looking Upwards will also be provided work-based experiences to students ages 17-20. Academic services are also provided at this site to student who need it. The speech therapist also provides services at the YMCA. Students at</p>	

		<p>this site may stay the entire day. NPS provides the funding for the program in the morning and parents can opt to have their child remain for the rest of the day at their own expense.</p> <p>The PK/Elementary and Middle School programs are at their respective schools. These are programs that address the behavioral, social emotional, and academic needs of the students. At Pell, there is also a program (Summer Learning Academy) for any student that is referred by their teacher for additional academic support. This program is full day, so some of the ESY students remain for the second half of the day and participate in SLA.</p> <p><i>Documentation: Data Analysis; Interviews</i></p>	
Result/ Compliance	13	<p>Local Special Education Advisory Committee (LAC)</p> <p>Newport has been unable to establish or maintain a local advisory committee.</p> <p><i>Documentation: Data Analysis; Interviews; State Performance Plan review</i></p>	<p>Newport Special education administration will organize and facilitate a LAC in accordance with RI regulatory requirements.</p> <p>Timeline: Immediately and ongoing</p> <p>Progress Check: October 2020</p> <p><u>FOLLOW-UP FINDINGS:</u></p>
Result	14	<p>School Efforts to Partner with Parents (State Performance Plan Indicator #8)</p> <p>The public school district's rate of parent participation in the annual Special Education Statewide Parent Survey (2018-2019) is 16% of parents whose children have IEPs.</p> <p>Of parents with a child receiving special education services who participated in the last survey, the percent that reported that their school's efforts to involve parents as a means of improving services and results for children with disabilities are at or above the state standard is 26%.</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	
Result	16	<p>Drop Out / Graduation Rate (State Performance Plan Indicator #1 and #2)</p> <p>The Newport Public Schools graduation rate is 79.7% for all students and 69.6% for students with disabilities. These rates approximate the state average rates of 82.12% for all students and 62.98% for students with disabilities.</p> <p>The Newport Public Schools dropout rate is 13% for all students and 8.7% for students with disabilities. These rates are higher than the state average rate of 7.42% for all students and lower than the State rate of 13.47% for students with disabilities.</p>	

		<u>Documentation:</u> Data Analysis; State Performance Plan	
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2. EVALUATION / INDIVIDUAL EDUCATION PROGRAM (IEP)

Indicator	Findings	Support Plan
Result	<p>1</p> <p>Records of approximately eleven students were reviewed prior to the on-site review by the team leaders. Students' records were very accessible although inconsistently in chronological order. The record review process identified by following:</p> <ul style="list-style-type: none"> - Learning disabilities identification was not consistently adhered to per the RI regulatory requirements (see also Learning Disabilities Identification finding item #5 in this section) - Random items were missing from the files (educational summary reports, cognitive evaluations) - IEP invitations to parents and age appropriate students was not consistently seen in records - Progress was not consistently seen in the records. <p><i>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</i></p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p>	<p>Assurances will be provided to the Rhode Island Department of Education, Office of Student, Community and Academic Supports, that compliance issues are addressed and rectified. This Support Plan is applicable for all compliance findings in this section.</p> <p>Timeline: Immediately and ongoing</p> <p>Progress Check:</p> <p><u>FOLLOW-UP FINDINGS:</u></p>
Result	<p>2</p> <p>Child Outreach</p> <p>Newport's child outreach screenings are available in a range of community-based early childhood programs and by appointment September through June. The Child Outreach coordinator provides follow-up to all referrals. All parent questions related to outreach are addressed by the coordinator. Local advertising in sites such as doctor's offices, libraries, and local businesses are ensured by the coordinator. The state target for screening is 80% of children ages 3, 4, and 5. The district reported the following screening percentages for the 2017-2018 year:</p> <ul style="list-style-type: none"> • 3 year olds: 13.89% • 4 year olds: 36.93% • 5 year olds: 43.69% <p><u>Documentation:</u> State Performance Plan; Data Interviews</p>	<p>.</p>

Result/ Compliance	3	<p>Child Find (State Performance Plan Indicator #11) The Newport Public Schools have typically been compliant in this indicator meeting the 100% requirement. For the current 2019-2020 year, however, Newport is at 94% complaint with the regulatory requirement.</p> <p><i>Documentation: State Performance Plan Data</i></p>	<p>Newport Public Schools special education administration will adhere to regulatory requirements for the 60-day timeline and the federally mandated compliance rate of 100%.</p> <p>Timeline: Immediately and ongoing</p> <p>Progress Check: December 2020</p> <p><u>FOLLOW-UP FINDINGS:</u></p>
Result	4	<p>Student Accommodations and Modifications General educators have access to accommodations and modifications via an electronic data base (TIENET). Some general educators do access TIENET to see these accommodations/modifications, however, this is not consistent. The new State Model for TIENet includes a document, IEP at a glance, which special education teachers can share with their general education counterparts. This is a new feature for Newport so it is not consistently done throughout the district.</p> <p><i>Documentation: Data Analysis; Interviews; Document Reviews</i></p>	
Result/ Compliance	5	<p>Specific Learning Disabilities Determination Beginning in the 2018-2019 school year, each school had a special education coordinator or department chair assigned. This provided one consistent person at each building who is responsible for chairing evaluation team meetings and IEP meetings. Monthly meetings are held to go over any issues that the schools are having, but also to review criteria for eligibility, including SLD identification. This has provided clarification for teams and it also highlighted the need for more work on MTSS. Note: This finding narrative is inconsistent with the record review findings. Some teams are using very antiquated LD determination forms that are not aligned to the current regulations.</p> <p><i>Documentation: Interviews; Record Review</i></p>	<p>Special education administration will provide technical assistance to all special educator on the process and procedures for SLD determination per Rhode Island regulatory requirement</p> <p>Timeline: Immediately and ongoing</p> <p>Progress Check: October 2020</p> <p><u>FOLLOW-UP FINDINGS:</u></p>
Result	6	<p>Due Process Information (State Performance Plan Indicators)</p> <p>Over the past three years Newport has the following complaints, mediations or hearings:</p> <p style="text-align: center;"><u>COMPLAINTS</u></p> <p><u>FY 2017-2018</u> <u># of Complaints:</u> 2 complaints during this period</p>	

	ISSUE(S)	RESULT
Complaint #1	Non-compliance with all areas of IEP	In Compliance
Complaint #2	Denied IEP team meeting and progress notes	In Compliance

FY 2018-2019

of Complaints: 1 complaint during this period

	ISSUE(S)	RESULT
Complaint #1	Non-Compliant with IEP regarding Speech & Language Services	Non-Compliant

FY 2019-2020

of Complaints: No complaints during this period

MEDIATIONS

FY 2017-2018

of Mediations: No mediations during this period

FY 2018-2019

of Mediations: 2 mediations during this period

	ISSUE(S)	RESULT
Mediation #1	Placement/1:1 Aide	Agreement
Mediation #2	Placement	Partial Agreement

FY 2019-2020

of Mediations: No mediations during this period

		<u>HEARINGS</u>	
		<u>FY 2017-2018</u> # of Hearings: No hearings during this period <u>FY 2018-2019</u> # of Hearings: No hearings during this period <u>FY 209-2020</u> # of Hearings: No hearings during this period <u>Documentation:</u> Data Analysis, RIDE, Due Process Data Base	

3. IDEA TRANSITION

Indicator		Findings	Support Plan
Result	1	Part C to Part B Transition (Indicator #12) The District manages the transition of children from Part C Early Intervention (EI) to preschool special education. A data base of all EL referrals is maintained and upcoming birthdates are monitored to ensure that meetings are scheduled in a timely manner. Last year's consolidated resource plan (CRP) indicated that the district achieved 100% compliance and that all 13 children referred from Early Intervention and found eligible for preschool special education had IEPs developed and implemented by their 3 rd birthday. <u>Documentation:</u> Data Analysis; Interviews; State Performance Plan	
Result	2	IDEA Transition Planning at the Middle Level Currently, there is a member on the statewide middle school cohort on transition from Thompson Middle school. There is also a teacher and coordinator on the district transition team who will be attending the transition conference. Students in the RIAA/life skills program currently have emerging daily living skills experiences, including a weekly cooking class. Vocational exploration both in school and within the local community has expanded for all students in grades 5-8 who are placed in the RIAA program. Much of the transition planning for students going on to the high school revolves around the	

		<p>NACTC programming. For some students, college is also a goal and can be achieved through the P-Tech program while still in high school.</p> <p><i>Documentation: Data Analysis; Interviews; Record Review</i></p>	
Result	3	<p>IDEA Transition Planning at the High School Level</p> <p>Case managers utilize assessment tools of their choosing that align with the student's learning style or needs. The transition coordinator has created a scope and sequence for each year of high school. Rogers High School does some introductory surveys and college/carrier visits/guest speakers as part of the general education program. Newport Project provides a hands-on, cross curricular program for about 20 students. This program provides academic instruction as well as opportunities for students to engage in the community in work-based experiences. This program is available to students with and without disabilities. The ALP/BSP program has engaged in Tri-employment during the school day. This year, there were not enough students that showed, interest, but the plan is to implement the program again next year. The ALP also assists students with internships in areas of interest. They go out 2-3 times per week as part of their transition programming. This internship program is available to both students with IEPs and without. The district now employs a College & Career counselor. She assists students throughout the high school with securing internships and summer employment.</p> <p>The High school has a comprehensive Career & technical program (NACTC) as well. This program is accessed by about 1/3 of the student body.</p> <p>The High school RIAA/life skills program has also expanded opportunities into the community. There are students with internships or work experiences at Salve Regina University, a salon, the nursing home, the YMCA, and they participate in a few of the NACTC programs.</p> <p><i>Documentation: Data Analysis; Interviews; Record Reviews</i></p>	
Result	4	<p>At the high school the case manager is the point for referrals to the Office of Rehabilitative Services (ORS) and to the Department of Behavioral Healthcare, Developmental Disabilities & Hospitals (BHDDH).</p> <p>The high school worked collaboratively with ORS, BHDDH, and the regional transition coordinator this year to present all of the available services to the parents of the RIAA/life skills program. Eight grade parents were also invited. The intention is to hold</p>	

		<p>this forum every other year to ensure that parents are aware of the agencies that will be following their child after school.</p> <p><i>Documentation: Data Analysis; Interviews; Record Reviews</i></p>	
Result	5	<p>Summary of Performance (SOP) is facilitated by the case managers as appropriate.</p> <p><i>Documentation: Interviews; Document Review</i></p>	
Result	6	<p>Youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, and transition services. The Newport Public Schools are 100% compliant with the requirements. (State Performance Plan Indicator #13)</p> <p><i>Documentation: Interviews; Document Review</i></p>	
Result	7	<p>71% of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and who have been employed, enrolled in postsecondary school, or both within 1 year of leaving high school. The state average was 74% (State Performance Plan Indicator #14)</p> <p><i>Documentation: Interviews; Document Review</i></p>	