



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

School Support System Report and Support Plan

**Center for Individualized Training (CITE)
March 2017**

SCHOOL SUPPORT SYSTEM

A Collaborative System of Focused Monitoring

Introduction

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

To accomplish this the SSS includes these components:

- **The Orientation Meeting:** The Rhode Island Department of Education (RIDE) staff meets the Local Education Agency (LEA) to plan the site review and identify issues or initiatives that may influence programs or service delivery.
- **Data Analysis Meeting:** The RIDE staff meets to review LEA demographic information on selected reports including: the LEA annual plan, census information, and information collected through record review, staff questionnaires and parent interviews. To ensure that the child is at the center of the study, all analyses begin with the child. Thus, a sample of approximately 30 students with exceptionalities is selected; the records of these students are reviewed; their parents, teachers and related service providers are interviewed, and their classrooms are observed. The result is an in-depth, unified examination of the actual provision of programs and services for students with exceptionalities. The RIDE staff compiles a preliminary summary of their analyses of this data.
- **Presentation by the LEA and School Site Review:** The on-site review begins with a presentation of programs by teachers and staff. The presentation provides the review team with general and specific information on delivery of programs and services to students. Following this presentation, on-site reviews to all schools are made. The team 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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**Nonpublic School
School Support System Review**

Team Member

Team A – Susan Wood; Sandra Cambio Gegoire

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>The RIDE, Office of Students, Community & Academic Supports School Support System process was facilitated to provide a means of accountability for delivery of programs and services to improve outcomes for students with disabilities. The following pages reflect the findings of that process.</p>	
Result	2	<p>Program Overview The Center for Individualized Training and Education Inc. (C. I. T. E.) is a non-public special education state-wide program for students ages three through twenty-one. CITE provides specialized instruction and supports for students with significant intellectual, physical, developmental and behavioral challenges. The Center for Individualized Training and Education Inc. is governed by a Board of Directors.</p> <p>The school is organized into an upper school and lower school to allow the teachers to collaborate (share students), the upper school is on the second floor and organized around transition: independent living, work readiness skills, education for future job interests.</p> <p>Lower school focus is on curriculum; reading, math. Integrating subject matter around reading/math. Importance on engagement with every student, all the time. Integrating occupational therapy, physical therapy, speech language and gross motor activities as often as possible throughout the day. General improvements in the facility; gymnasium, therapy rooms, sensory rooms, cafeteria have occurred in the past year.</p> <p>There is redesigned food prep, service and menu using healthy, locally sourced fruits, vegetables and proteins with a daily fruit salad and vegetable with every meal that is served family style. As of the past spring, the Upper school will use their own cafeteria in the independent living center to assist the chef in food preparation. The Lower school students will use the cafeteria on the first floor for their meals.</p>	

Result	3	<p>Clinical Supports and Services Our clinical support team comprised of a licensed Social Worker, Coordinator, Principal, Director and an RN drive the clinical support for students and their parents. Members of the team regularly attend off site physician and provider appointment meetings with parents/students. The Social Worker provides counseling services on site and emergency services as needed. The Principal/Administrator of Special Education is exploring the opportunity to create monthly “rounds” through a Brown University doctor in an attempt to mitigate parents’ challenges in securing regular mental health care for their children.</p> <p>Social Emotional Learning The Director of Behavioral Services is in collaboration with school staff, parents and district staff, is charged with developing FBA’s and BIMP’s/BIP’s. CITE staff are trained to implement the behavior plans within the milieu as well as in the home, if required. The behaviorists and social workers also provide direct support to the home settings when requested by the parents.</p> <p>School Removals/Disciplinary Policies CITE recognizes a Positive Behavioral Support model. Student suspension or expulsion does not meet criteria as an acceptable form of changing a student’s behavior when they do not have the ability to form the requisite intent.</p> <p>Disciplinary policies and practices are clearly defined through the student/parent handbook.</p>	
Result	4	<p>Program Continuum CITE accepts students 5-21 with cognitive, physical, social and emotional disabilities; including Autism, multi-handicapped and dual diagnosed.</p> <p>Students in the “lower school” program, grades K-middle school, have two classrooms on the first floor. Students receive physical therapy, occupational therapy, adapted physical education, health education, speech/language therapy, counseling services and academics based on their Individual Education Programs.</p> <p>Students in the “upper school” program, grades middle school-age 21, have two classrooms, the refurbished independent living area and the work readiness/skills area. Students receive physical therapy, occupational therapy, adapted physical education, health education, speech/language therapy, counseling services and academics based on their Individual Education Programs.</p>	
Result	5	<p>Adaptive Physical Education (APE)</p> <p>Students are afforded APE and health education for 100 minutes per week through our APE/Health educator and recreation therapist. The students are often challenged with focus and</p>	

		intensity for 10-20 minutes. Therefore, we limit periods of exercise/movement to shorter periods throughout the week with small groups of students (3) instead of larger groups (4+).	
		<u>Documentation</u> : Data Analysis	
Result	6	<p>Extended School Year (ESY)</p> <p>ESY is considered another quarter of the school year at CITE. We focus the morning activities on academics required by specific IEP or related services programming .Afternoon activities will be planned around weekly themes of Rhode Island origin or history. Recreational activities, daily living skills and independent living skills and work related skills will be explored and practiced during the afternoon.</p> <p><u>Documentation</u>: Data Analysis; Interviews</p>	
Result	7	<p>Parent Engagement</p> <p>Parents are informed of planned activities and changes in schedules in English and Spanish. Parents are invited to recreational and social events. During the school year parent workshops will be scheduled once per quarter with topics ranging from advocacy to guardianship.</p> <p>A parent association will be formed to assure a parent voice in school affairs.</p>	

2. EVALUATION / INDIVIDUAL EDUCATION PROGRAM (IEP)

Indicator		Findings	Support Plan
Result	1	<p>Student Accommodations and Modifications</p> <p>Staff have access to IEP evaluations and assessments in student records. All professional staff in privity with a student on their caseload has access to records in the Principal's office. (They will also have access through the new CITE network, opening March 2017).</p> <p>Case manager's forward a copy of the IEP to every service provider after the IEP is approved.</p> <p><u>Documentation</u>: Data Analysis; Interviews; Document Reviews</p>	

3. IDEA TRANSITION

Indicator	Findings		Support Plan
Result	1	<p>IDEA Transition Planning</p> <p>CITE currently uses 10 Sigma as a vocational assessment. CITE will expand the use of additional evaluative tools to meet the respective needs of students attending CITE. CITE is developing a pre and post assessment for every student at age 13 and above in the areas of independent living, work readiness skills and educational programming through the use work readiness skills. The occupational therapist, physical therapist, speech language therapist, special educators, adaptive physical education teacher, Rec Therapists, etc. will collaborate to create an assessment tool to meet best practice.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Record Reviews</p>	
Result	2	<p>CITE works with the sending districts in assisting with referrals to the Office of Rehabilitative Services (ORS) and to the Department of Behavioral Healthcare, Developmental Disabilities & Hospitals (BHDDH).</p> <p>In collaboration with the sending district, the respective agencies are invited to the IEP meetings. CITE staff (Coordinator of Family Services) communicates with families, district staff, CITE staff and state agencies to assure information has been communicated re: meetings.</p> <p><u>Documentation:</u> Interviews; Document Review</p>	
Result	3	<p>Summary of Performance (SOP) is facilitated by the case managers as appropriate.</p> <p>The Supervising Teacher and the Transition Coordinator, in collaboration with Director of Behavioral Services and Principal/Administrator of Special Education, are the key staff for SOP. They are responsible for developing, reporting and assuring parents are afforded an opportunity</p>	

	<p>to attend a meeting early in the school year prior to transferring to adult services a performance review, no later than November 30.</p> <p><u>Documentation:</u> Interviews; Document Review</p>	
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