



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

School Support System Report and Support Plan

**DCYF Thomas C. Slater Training School
Alternative Education Program
June 2016**

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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**DCYF Thomas C. Slater Training School
Alternative Education Program
School Support System Review**

Record Review Team Leaders

Team A – Susan Wood, Jane Slade, Sandra Cambio Gregoire

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, 2015 – June 30, 2016 State Performance Plan information on DCYF Alternative Education Placement is as follows:</p> <p>The percentage of students educated 80 to 100% of the time in general education settings is 100% (RI District Average is 71.75%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 0% (RI District Average is 13.25%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 0% (RI District Average is 4.35%)</p> <p><u>Documentation:</u> Data Analysis State Performance Plan</p>	
Result	2	<p>Participation and performance of children with IEPs on statewide assessments (State performance Plan Indicator #3):</p> <p>A. The district (disability subgroup that meets the State’s minimum “n” size) did not meet the state’s AYP targets for the disability subgroup.</p> <p>B. Participation rate for children with IEPs 100%.</p> <p>C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievements standards Note: Did not meet the State minimum “n” size for public reporting.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	
Result	3	<p>Multi-Tiered System of Support (MTSS) Response to Intervention (RTI)/Academics</p> <p>High School Level – The Rtl initiative at the Thomas C. Slater Training School (TCS) is one consist of weekly academic collaboration meetings made up of general education teachers, special education teachers, itinerants, and teacher assistants where the academic performance of all students in each particular group is discussed. The TCS offers both high school core academic classes and GED instruction. During these weekly team meetings student academic outcomes are discussed, current interventions are reviewed to ensure they are effective and allow students to progress academically.</p>	

		<p>If a particular student has consistently demonstrated that higher level of intervention may be warranted, the referral intervention process begins. During this process the current level of academic performance is documented, academic goals are identified, and intervention strategies are put in place. Often times these intervention plans are a collaborative effort between, the academic professionals, medical professionals, and professionals working in the Units. It is truly an institutional wide collaboration of all stakeholders in the facility. Appropriate data is collected on an ongoing basis to ensure that targeted objectives are being or will be met.</p> <p>In the 2016-2017 academic year, the TCS Alternative school program intends to move towards a more personalized approach to instruction based on the blended learning model. The curriculum TCS hopes to have in place by September 2016 is offered through Edgenuity, and Star 360 will be used to identify students who require additional supports in the area of Math and English. This new method of instruction along with students having access to consistent standardized curriculum that can correlate with the intervention programs will be a huge step forward in the area of instruction and academic support for the students and teachers. Extensive professional development will be provided to all teachers in Blended Learning, Online Curriculum, and STAR 360.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	
Result	4	<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 DCYF Alternative Education Program as no students with IEPs were suspended for greater than 10 days.</p> <p>State Performance Plan Indicator #4b . Alternative Education Plan: 4b (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. This was not applicable for the DCYF Alternative Education Program.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	
Result	5	<p><u>Multi-Tiered System of Support (MTSS)/Social Emotional Supports/Social Emotional Resources/Positive Behavioral Supports</u></p> <p>The TCS Alternative Learning Program provides social and emotional supports to the students using a collaborative approach that includes all aspects of the institutional</p>	

	<p>program. TCS has a full time clinical director who oversees unit social workers who provide direct social and emotional support to all residents residing in their particular mod. This support takes the form of weekly meetings with each youth and participation therapeutic groups led by contracted outside professionals through Lifespan. A child psychiatrist is also employed who works directly with any student who has a medical diagnosis or history of mental illness and/or trauma. The child psychiatrist is invaluable to the school and is able to provide support and guidance to the school staff when creating the behavior and academic plans, as well as documentation to be presented at IEP meetings. Along with the Unit social workers and the child psychologist the school employs a school social worker who is available to all students to help them navigate the school program and to ensure that their social emotional needs are being supported in the school environment.</p> <p>In addition, all students participate in a point and level system where a student's academic and behavior in the school program accounts for one third of the weekly points a resident can earn. Levels have value to students because the higher your level the more privileges you have.</p> <p>Staff have been trained on de-escalation techniques, victimization, and PREA (Prison Rape Elimination Act) which train all staff to be able to identify the signs of sexual victimization.</p> <p>The classrooms at the TCS Alternative School Program average 10 students in a class and are always staffed by one teacher and one Juvenile Program Worker (JPW) to ensure safety and security for both students and staff. TCS Alternative School is by far the most therapeutic school environment in the state.</p> <p>School Removals/Disciplinary Policies. Throughout the district behavioral expectations along with disciplinary action protocols and policies are comprehensively defined in a student handbook.</p> <p><u>Documentation:</u> Federal Court Decree; Resident Handbook</p>	
Result	<p>6 Program Continuum High School Level</p> <p>At DCYF TCS Alternative Education there are approximately 64 students in the Secondary School Program and 24 of those have IEPs. The program continuum is as follows:</p> <p>Inclusion Model for all students with IEPs. The overwhelming majority of students with IEPs at the TCS Alternative School qualify for Special Education Services under the emotionally disturbed label, the second most common identification label is other health impaired, and specific learning disabled being the least represented.</p>	

		<u>Documentation:</u> Data Analysis; Record Reviews	
Result	7	<p>Extended School Year (ESY)</p> <p>A year round day school program is run starting in September and ending the second week of August.</p> <p><u>Documentation:</u> Data Analysis; Interviews</p>	

2. EVALUATION / INDIVIDUAL EDUCATION PROGRAM (IEP)

Indicator		Findings	Support Plan
Result	1	<p>Records of approximately three (3) students were reviewed prior to the on-site review by the team leaders. Students' records were very accessible. The record review process identified by following:</p> <ul style="list-style-type: none"> -No meeting notice evidenced in record to determine if the invitation indicates purpose of meeting including consideration of postsecondary and transition services (student is over age of 14) (§300.322); unable to determine if student was invited; if other agencies were invited; if parent was invited. - Evidence not available to determine that student was invited to the meeting; meeting notice did not indicate purpose includes the consideration of postsecondary goals and transition services. (§300.322) - Evidence not available that the student/family have been informed/notified in writing of the transfer when student turns 18. (§330.520 & §330.320) <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: October 2016</p> <p><u>FOLLOW-UP FINDINGS:</u></p> <p>Issue resolved.</p>

Result	2	<p>Student Accommodations and Modifications</p> <p>Throughout the TCS Alternative School Program, special education teachers completed an accommodation page that is easily accessed by all teachers through the Student Information System, ASPEN. TCS also offers weekly collaboration meetings that are attended by all teachers where accommodations are discussed in the context of improving student outcomes. Special educators, teacher assistants, and student support professional all attend these weekly meetings.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Document Reviews</p>	
Result	3	<p>Due Process Information (State Performance Plan Indicators)</p> <p>Over the past three years the TCS Alternative School Program has had zero (0) complaints or Due Process issues.</p> <p><u>Documentation:</u> Data Analysis, RIDE, due Process Data Base</p>	

3. IDEA TRANSITION

Indicator		Findings	Support Plan
Result	1	<p>IDEA Transition Planning at the High School Level</p> <p>Students are provided a variety of assessments to measure interest and aptitude during the course of their enrollment. Some assessments used include: Career Cruising, Career Scope, and Way To Go RI information.</p> <p>The TCS Alternative School Program (ASP) does not its own diploma. Coordination of district graduation requirements are individually identified for each student to ensure that they have the opportunity to meet both state graduation requirements and their local schools graduation requirements. TCS ASP employees a school guidance counselor to perform transcript reviews and to create individualized student schedules that are based on core high school requirements and provide the opportunity for the students to earn credits and to eventually graduate. A certified school teacher is assigned to each Senior to help them complete their districts portfolio or senior project. The teacher also coordinators in opportunity for the student to make presentation to be scored by both TCS ASP professionals as well as at least one representative form the student's LEA.</p> <p>Additionally, the students have access to a Proficiency Based Graduation Requirements (PBGR) resource to assist students with meeting grade level portfolio requirements and/or community service requirements.</p>	

		<p>The TCS ASP has created their own portfolio requirement to provide students who have not completed these requirements in their home school a second opportunity to meet the standard</p> <p>IEPS are developed and meetings are held with the local district representatives in attendance in order to help and create a smooth transition back to the student's local school district.</p> <p>Documentation: Student Records, Staffing</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><u>Documentation:</u> Interviews; Document Review</p>	
Result	5	<p>Summary of Performance (SOP) is facilitated by the case managers as appropriate.</p> <p>In the 2015-2016 school year, there were three (3) graduating seniors who had IEPs and graduated from high school while being a resident of the institution. All three students earned and received a diploma from their local school, and an SOP was created by the special education case manager employed by the TCS Alternative School Program. The SOPs cover the area of transition to post-secondary and employment. The area of independent living and community participation will be covered during the resident's transitional meeting which is held for all residents of the TCS facility prior to their release. Typically, these meetings happen a week or so before a resident's release.</p> <p><u>Documentation:</u> Interviews; Document Review</p>	