

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

School Support System Report and Support Plan for the
Blackstone Valley Prep Rhode Island Mayoral Academy
December 2010

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.

TABLE OF CONTENTS

1. Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE)
2. Evaluation/ Individual Education Plan (IEP)
3. Transition

Blackstone Valley Prep Rhode Island Mayoral Academy
School Support System Review
December 2010

Team: Susan Wood, Rhode Island Department of Education
Jane Keane, Rhode Island Department of Education

1. FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE/LRE)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
		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.			
Result	1	<p>Blackstone Valley Prep Rhode Island Mayoral Academy is a charter school that currently serves kindergarten, first grade and fifth grade. Plans are underway to expand grade by grade. The anticipation is that the school will eventually be a K-12 school.</p> <p>The mission of Blackstone Valley Prep Rhode Island Mayoral Academy is to educate responsible citizen-scholars for success in the college of their choice and a life of active citizenship.</p>	<p>Interviews</p> <p>Data analysis</p>		
Result	2	<p>Students in kindergarten are grouped heterogeneously. Students in first grade are grouped by “planned heterogeneity”. As such, students are grouped by their scores on reading assessments in semi-heterogeneous groups. Specialized support is then planned as appropriate. Students in the upper elementary level are grouped homogeneously.</p> <p>There are 256 students and 24 (9%) of whom are students with IEPs. Students are fully included with some small group pull-out as needed.</p> <p>Academic Collaborative Team (ACT) is the term used for the team of special education teachers. The special educator provides in-class support and small group writing and math support.</p>	<p>Interviews</p> <p>Data analysis</p>		

		<p>There are two part-time speech and language pathologists one of whom is bilingual.</p> <p>A social worker provides individual counseling as appropriate per the IEP and school-wide interventions including character education groups.</p>			
Result	3	<p>Response to Intervention (Rtl)</p> <p><u>Lower elementary</u> Response to Intervention (Rtl) is currently in the beginning stages. Each class has an Rtl binder with consistent student intervention forms. The classroom co-teachers maintain individual student level Rtl data. Co-teachers meet on a regular basis to review their students' Rtl data and progress. Based on this data the co-teachers would make the decision for exiting the student from interventions. Every six weeks there is a larger Rtl team that consists of the school director, special education administrator, occupational therapist, speech therapist, and Rtl chair. Teachers would typically not be part of this Rtl team meeting unless there was concern of a very large nature that needed to be discussed.</p> <p><u>Upper elementary</u> Response to Intervention (Rtl) is currently in the beginning stages. They have the student team meeting where they review students who may have additional needs as identified through data (academically and behaviorally).</p>	Interviews Data analysis		
Result	4	<p>Social Emotional Resources</p> <p>A licensed social worker supports scholars and families through:</p> <ul style="list-style-type: none"> • Small-group, individual, and family counseling • Support for teachers to develop appropriate plans for scholars in need • Crises intervention and behavior management • Social-emotional growth and classroom management and support • Positive Behavioral Interventions and Supports 			

		A member of the school team and attends faculty meetings, family engagement activities, and other related events.			
--	--	---	--	--	--

2. EVALUATION/ INDIVIDUAL EDUCATION PROGRAM (IEP)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Result	1	Records of approximately three students were reviewed prior to the on-site review by the team leaders. Students' records were very accessible. There were no (zero) compliance items noted during the record review process. RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements) (RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)	Record Reviews		
Result	2	As staff review summer academic programming they need to explore the difference between summer school and extended school year.	Interviews		

3. TRANSITION					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Result	1	There is currently one upper elementary grade (5 th). This grade is housed in a temporarily rented space with plans to move into a permanent space as the school expands. Plans for the upper elementary school to begin to acquire middle elves grades are underway. Sixth graders will join the school for the 2011-2012 school year and 7th graders the will join following year.	Interviews Data analysis		