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

School Support System Report and Support Plan

High Road School
February 25, 2015

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 embers 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:
  - o The district's compliance with the state and federal regulations, relative to the education of students with exceptionalities.
  - o The quality and effectiveness of programs and services provided by the district.
  - o 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 the divisions: Indictors, 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 Pubic Education in the Least Restrictive Environment. The documentation section of the report distinguishes the sources 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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Team Members

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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	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	2	**Program Overview** Partnering with school districts, The High Road School of Providence offers full-day academic and behavioral education for students who need individualized programs, continual attention and support, and intensive interventions. High Road's parent organization: Specialized Education Services Inc., currently operates over 55 schools and programs in 11 states plus the District of Columbia for both special education and alternative education populations. Students receive individualized academic instruction as well as individualized emotional and behavioral support. Additionally students can access a variety of transition oriented assessments and supportive skill development opportunities.	
Result	3	**Instructional Interventions and Supports** The High Road School of Providence uses the Common Core curriculum supplemented with reference to the resources of the local partner districts and trade resources identified in partnership with the national Chief Academic Officer. Additionally, the school provides access to a variety of computer programs to promote and engage students in learning. Some of the assessment and progress monitoring tools include, Renaissance Progress Monitoring, the 6 + 1 Trait Writing Scoring Rubric, Listening Comprehension, Informal Reading/Thinking Inventory, Dolch 220 Basic Sight Word Test; KeyMath, Woodcock Reading Mastery Test-III. Some of the computer programs teachers use are Voyager, Progress Easy Grade (PEG) Writing, Newsela, IXL Math, and Lexia Reading. The information from these, and other informal and ongoing assessments and student records, are used by the educational team to inform IEP planning and student instruction.	

Result	4	**Student Supports**	
		The High Road Behavior Program uses the following procedural measures to ensure the therapeutic integrity of the school. Helping students internalize the tools for making good choices is the goal of the behavioral program.	
		High Road's behavior management system incorporates a variety of elements. These consist of the following:	
		Safety First Ensuring a safe learning environment in which every child feels secure, nurtured, and supported	
		Positive Reinforcement Techniques Using continual positive feedback from the staff as the primary tool for encouraging model behavior and goal attainment throughout the day	
		Rewards-Based Incentive Programs Motivating students with behavior problems to display appropriate behaviors and eliminate inappropriate behaviors by rewarding them with tokens, school credits, and colorized levels of attainment that earn them on- and off-campus privileges they desire (like field trips, snacks, and school store items) and school titles/roles to which they aspire	
		Personal Accountability Instilling the value of personal responsibility over one's actions and the consequences of those actions	
		Mutual Respect Prioritizing the importance of respect for self and others, honoring one's own and others' differences, and imparting an appreciation for obedience to rules and authority figures	
		Individual Behavior Contracts Targeting specific areas for behavior modification so students with behavior problems can meet expectations and fulfill personalized objectives	
		Consistency & Predictability Giving students the constancy, structure, rules, boundaries, and clear expectations they crave and require to focus their efforts and produce successful outcomes	
		Strong Therapeutic Approach Delivering patient guidance and counseling to teach self-soothing techniques, establish emotional balance, and create inner well-being	

The school implements a prompt, warning, consequence system in which the student is given three opportunities to change the behavior that they are exhibiting in the classroom. It is aligned with the level system implemented in the school. All students are on a "point sheet" on which staff monitors to see if they are following directions, remaining on task, using appropriate language, being respectful to both staff and peers, and working on their personal goal. There are five (5) levels in the school. The lowest level is red in which the students have little/no privileges. This is followed by yellow level, then green level, and blue level being the highest level. If the student can remain on blue level for an extended period of time they may be able to earn gold level after a meeting with staff in the building.

There is a continuum of prompts based on the behavioral management system of protocols that teachers and students adhere to. As part of the token economy students are in charge of their online bank accounts managed as a debit/credit system through WaytoGoRI.org and they can buy activities and merchandise from the school store on a daily basis.

Student behavioral success is measured through the point sheets and also using the Applied Behavioral Learning Enterprises (ABLE) system for tracking student performance. ABLE allows student attendance and academic performance to be correlated with student behavioral data to provide a full-spectrum information stream to be used in planning and assessment. Reports can be generated using this system to provide feedback to all educators, students, families, and sending districts.

Clinical Supports and Services
Students meet with their school-based social worker for check-in's as well as during a crisis situation for therapeutic assistance. There are currently five social workers that service students at the school. Their role is to guide special education students and their families toward access to and use of available public services and community resources intended to assist their daily lives. The provision of on-campus counseling—either one-on-one or in a group setting—at the direction of the student's IEP or at the request of a parent or teacher; include developing age-appropriate socio-emotional skills to increase classroom functioning, maximizing feelings of self-efficacy and self-management, building self-esteem, and promoting overall social and emotional growth.

During the on-site review one student (JK4) was seen to be going through a tough period. This student did have an FBA but his assigned social worker was unable to describe any current social/emotional supports or interventions provided to the student. Although there is opportunity for a myriad of informal communication and encounters it was unclear what the formal communication process is between social workers and the students they serve consists of or if anything formal is documented in regard to the FBA and its implementation. As of the day of the on-site review, there has not been a meeting to discuss interventions, plans or the student's FBA.

a.) High Road School will review and restructure the formal process of communication between teachers, social workers and the students they serve to ensure that student's social/emotional needs are addressed in a timely manner. B.) In regard to the student (JK4) the IEP team including the social worker, will reconvene to address the student's social needs and his current FBA.

		Social Emotional Learning The school wide behavior management system along with the clinical supports provided are intended to support the development of pro-social emotional learning in all students. Conflict resolution with peers and with people in positions of institutional authority and other important skills developed through the behavior system and clinical supports. **School Removals/Disciplinary Policies** Disciplinary policies and practices are clearly defined through the student/parent handbook.	**Timeline**: April 2016 **Progress Check:** August 2015 **FOLLOW-UP FINDINGS:**
Result	5	**Program Continuum** High Road School currently services 1 elementary school student, 39 middle school students and 83 high school age students. Students in each grade take a core group of classes consisting of language arts, literature and composition, math, science, and social studies. All students will take physical education/health which is a yearlong class that combines physical fitness and conditioning, team and individual activities, and classroom instruction in health education. Students also enroll in a series of elective classes. This may include fine arts and music classes, Computers and Technology classes, foreign language experience classes, and career/transition planning classes. Specialized education programs are provided for the various students with special needs. Their services include occupational therapy, speech and language, and a variety of special education programs to meet the needs of all learners. All of the educational materials are aligned with the Common Core State Standards. High Road contracts with outside providers for speech and language and occupational therapy services per the student's IEP.	
Result	6	**Adaptive Physical Education (APE)**	High Road School will review and revise their physical education policy to ensure that all students have

Compliance		Adaptive physical education is provided per the IEP. At present there no (0) students at High Road enrolled who receive APE. Students are bused to the East Providence Boy and Girls Club for gymnasium use during the winter and inclement weather days. The physical education teachers see the students for approx. 1.5 hours per week per class. In addition, there is a credit recovery physical education class. Students must be on level 2 to participate in physical education. If students are on level 1 they can do make up written work to substitute for physical education but cannot participate in the physical education class. Further, they do not receive full credit for the makeup work so the highest grade they can receive via the makeup work is a C for PE class. It was unclear how students who are consistently on Level 1 would be able to access full physical education credits. Documentation: Data Analysis; Interviews	appropriate access to the class and grades. **Timeline**: Immediately and ongoing April 2016 **Progress Check:** August 2015 **FOLLOW-UP FINDINGS:**
Result	7	**Extended School Year (ESY)** Extended School Year (ESY) at High Road primarily focuses on credit retrieval coupled with community-based activities. It runs July and early August (30 days in length). Documentation: Data Analysis; Interviews	
Result	8	**Parent Engagement** Parents receive weekly updates that communicate key behavioral and academic information to parents. It also allows teachers and parents to communicate via notes to each other and allows the parents to request a phone or in-person conference with the teacher, social worker, or school administrator. Teachers call all parents to touch base on student progress at least twice a month. There are a variety of school events for parents and students scheduled throughout the year. These are open to all parents, sending school districts, community members, etc.	

2.   EVALUATION / INDIVIDUAL EDUCATION PROGRAM (IEP)

Indicator		Findings	Support Plan
Result	1	Records of approximately seven (7) students were reviewed prior to the on-site review by the team leaders. Students' records were very accessible. The record review process identified the following: - Parental notice of IEP meetings purpose of addressing secondary transition planning was not documented. (§300.320) - Present levels of functional performance and academic achievement though detailed are not based on quantitative baseline data that will be used to develop measurable goals in the areas needing specialized instruction. Information presented did not provide how statements were justified through a collection of data. - Areas to be addressed during the time frame of the IEP should specifically be identified within the present levels of functional performance and academic achievement. The ones checked will be addressed with measurable annual goal statements. Specific areas to be address are then followed up by short term objectives/benchmarks and specialized instruction and/or related service provision. -Present levels of academic achievement for written language, though detailed are not based on quantitative baseline data that will be used to develop measurable goals in the areas needing specialized instruction. Information presented did not provide how statements were justified through a collection of data. *(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)* (§300.320) Documentation: Data Analysis; Interviews; Observation	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. **Timeline**: Immediately and ongoing. April 2016 **Progress Check:** October 2015 **FOLLOW-UP FINDINGS:**
Compliance	2	**Specific Compliance Issues** There is an issue with one teacher and certification. This will be remedied. Documentation: Interviews; Observation, Data analysis	High Road will ensure that all staff have the appropriate certification to work with students with IEPs. **Timeline**: Immediately and ongoing **Progress Check:** August 2015 **FOLLOW-UP FINDINGS:**

3. IDEA TRANSITION

Indicator		Findings	Support Plan
Result	1	**IDEA Transition Planning** At High Road School the mission of career and transition services is to provide students with the opportunities and resources necessary for transition to a variety of post-secondary options. Successful transition is achieved through a continuum of instructional strategies, collaborative interdisciplinary team supports, utilization of technology, and awareness of and access to community resources. Teaching High Road students to independently perform and manage all manner of daily activities (hygiene, cooking, shopping, banking, etc.) in the real world and to develop the necessary social skills (cooperation, conflict resolution, anger management, accepting criticism, etc.) to navigate and optimally function in the community. Social Skills Training (activity-based lessons in cooperation, accepting criticism, conflict resolution, anger management, personal accountability/responsibility). In addition to the core academic continuum; students also research their transitional goals through a variety of programs while gaining confidence through job training in the High Road School kitchen program. The Café is open to both students and the public at large and provide students with real life kitchen experiences. They then, based on their interests begin looking into their field in the hopes they can intern off-site.	
Compliance		High Road utilizes a variety of vocational assessment and planning instruments although the Transition coordinators voiced that they was not a scope and sequence of vocational assessments. Some of the inventory and planning tools currently used are the Casey Life Skills, O'Net, WaytoGoRI, the Transition Assessment and Goal Generator. It was unclear how it was determined why a student would receive a certain assessment over another one. WaytoGoRI was voiced as being used as a tool with students for multiple years. The Transition Coordinator will have the classroom teacher facilitate the vocational assessment and send it back to the Coordinators completed. Results are not shared. Given this it was not unexpected that record reviews indicated that present levels of functional performance and academic achievement for secondary IEP activities did not align transition assessment findings along with students post school goals for education and training. During the interview process it was apparent that the transition coordinator facilitates the transition pieces of the IEP and the case manager drafts the academic goals. It was unclear, however, how the transition findings are communicated prior to the IEP and how they are embedded into the IEP goals and objectives. It appears that the transition outcomes (written by the Transition Coordinator separate from the academic IEP goals which are written by the class teacher) are the responsibility of the classroom teacher as opposed	High Road will develop and implement an articulation of a comprehensive transition process (scope and sequence), transition tools and IEP development from the middle level (age 14 and older unless determined by the IEP for younger students) to the high school level.

		to the Transition Coordinator or a co-taught process (Example: "Student will refine transition goals related to employment" is the responsibility of the classroom teacher). Documentation: Data Analysis; Interviews; Record Reviews	The school will further provide professional development in the implementation of all aspects of the transition process so that structured communication between the Transition Coordinators and the classroom teachers is evident. **Timeline**: Immediately and ongoing: April 2016 **Progress Check:** October 2015 **FOLLOW-UP FINDINGS:**
Result	2	The nonpublic schools work 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). Documentation: Interviews; Document Review	
Result	3	**Summary of Performance (SOP) is** facilitated by the case managers as appropriate. Summary of Performance (SOP) is facilitated by the case managers as appropriate although some newer staff, who had seniors on their case load, were unaware of the SOP or its components. Recent professional development on the summary of performance occurred directly after the on-site review and will continue on an ongoing basis to ensure that all SOPs are completed and provided to the graduating seniors in a timely manner. Documentation: Interviews; Document Review	