

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

School Support System Report and Support Plan

School One
May, 2014

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.

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School One
SCHOOL SUPPORT SYSTEM REVIEW

Team Members

Susan Wood and Jane Keane

1. FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE/LRE)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
	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.	IDEA Data Analysis Observation Interviews		
Result	2	<p>Program Overview</p> <p>School One was founded in 1973 as an independent, private, not-for-profit, coeducational alternative high school for students who need an approach to education that is individualized, built upon students' strengths, learning styles and interests, with an instructional focus on visual and performing arts. School One is a corporation managed by its Board of Directors which is comprised of 15-22 members representing higher education, nonprofits, communications, finance, alumni, students, teachers, and parents.</p>	IDEA Data Analysis Observation Interviews		
Result	3	<p>Instructional Strategies</p> <p>Throughout School One there were examples of student centered, teacher facilitated differentiated instruction, and student work along with daily assignments all aligned to the independent school curriculum. The maximum class size at School One is 15 students. The average class size is 9 students and the overall student teacher ratio is 10 to 1.</p> <p>Teacher/Advisors write narrative evaluations with detailed descriptions of student performance, highlighting the student's strengths as well as areas for improvement. Teacher/Advisors engage in student conferencing providing feedback with assignments, and suggestions for improvement. In addition to trimester evaluation, ongoing performance notes are provided to advisors to address and encourage student progress. Mid-trimester evaluations along with trimester evaluations provide students with direction regarding their academic goals. Students are assessed in math and English to determine initial</p>	IDEA Data Analysis Observation Interviews		

		<p>placement in appropriate courses. Every trimester students are assessed for progress and most often move to more challenging courses. Additionally, after each trimester, students evaluate their own academic progress by completing self evaluations. Students describe their overall performance, diagnose areas for improvement, and then set goals for the coming trimester.</p> <p>The school also maintains student portfolios which contain completed work assignments, annual community service activities and trimester evaluations, student resumes, completed competency essays and teacher recommendations.</p>			
Result	4	<p>Student Support and Intervention</p> <p>The school faculty meet every Friday afternoon to ensure that ongoing support for all teachers and students. This provides a forum to discuss and problem solve issues and concerns (both school-wide and student specific) When students who may be experiencing difficulties are discussed interventions are suggested and follow up discussions are scheduled.</p> <p>Clinical Supports and Services</p> <p>There is full-time school social worker who provides clinical supports and services as appropriate. Individual counseling is provided per the IEP or as needed per student need. Supports to teacher advisors is also provided on an as needed basis (see advising under social emotional learning in this box for further information)</p> <p>Social Emotional Learning</p> <p>General Meeting (students and faculty) is held on Mondays for 30 minutes. This meeting is structured to include announcements along with discussions about issues relevant to members of the whole school community. Students take turns facilitating meetings with announcements being presented by both teachers and students.</p>	IDEA Data Analysis Observation Interviews		

	<p>Advising When a student enters School One, he or she is asked to select three teachers who he or she could work with as a potential advisor. One of the three is chosen as the student's advisor -- may stay with that student throughout his or her educational experience at School One and/or may change as appropriate. The academic advisor is the primary liaison, monitor and support for the advisee. An advisor provides students with assistance with academic life and supports students. School One Advisors assist students through course evaluations, development and management of portfolios, assist students in meeting high school graduation requirements along with post high school planning and the contact between school and family. Advisory is scheduled twice a week on Tuesday and Friday. Students are required to meet with their advisor either individually and/or by attending small group discussion/support with other class mates. In addition students contact their advisor daily to record school attendance (Teacher Advisor Memo).</p> <p>Committees Every week for 30 minutes, students fulfill part of their community service requirements by participating in a school-based committee of their choice. Committees change every trimester according to the needs of the school.</p> <p>Diversity Diversity and inclusiveness are central to School One's mission and practices. School One promotes policies and practices that enhance, explore and celebrate diversity. Ethics and social consciousness are stressed in every class along with communication and problem solving skills.</p> <p>Student Mentor Student mentors are assigned to each new student. Student mentors are typically members of the Admissions Committee and provide students with advice and support. In addition teachers utilize higher level students to lead and facilitate classroom discussions, demonstrating alternative approaches to learning. Peer tutors additionally support students academically.</p>			
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Result	5	<p>Program Continuum</p> <p>There are 85 students at School One (grades 9-12th) and approximately 10 are students with IEPs sent from local districts. The program continuum is as follows:</p> <p>-Resource support (pull-out). This includes school-based consultation, collaborative planning and coordination with the general education teachers. Resource periods are scheduled for students with IEPs to work with the resource teacher on specific areas of need two to three times a week with 1 credit assigned for participation. Students complete a student activity sheet daily describing what they focused on in resource. This is then put in the student's weekly progress monitoring report which is forwarded to the student's advisor who in turn forwards the information to parents.</p> <p>Co-teaching. The special educator and the general educator work together in three classes (ELA, basic Algebra, and jewelry making).</p>	IDEA Data Analysis Observation Interviews Record Review		
Result	6	<p>Adaptive Physical Education (APE) – As appropriate APE is provided as directed by students IEP. Currently no students at School One need APE.</p>	IDEA Data Analysis Interviews		
Result	7	<p>School Removals/Disciplinary Policies</p> <p>Disciplinary policies and practices are clearly defined through the student/parent handbook.</p> <p>School One has clear student expectations regarding inappropriate behavior within the whole school community. Protocols and policies are defined within the student handbook and address school consequences and disciplinary actions. Additionally, a disciplinary committee is facilitated at School One to address student conduct. After formal discussions are held regarding student disciplinary issues, the committee meets to recommend consequences as warranted. This committee serves as an advisory to the administration with membership changing once a month so that every student at School One has a chance to serve and participate in the process. The committee is comprised of eight students, a teacher and a school administrator.</p>	IDEA Data Analysis Observation Interviews		

Result	8	<p>Parent Engagement</p> <p>Parents participate as leaders through board and school-wide committee membership (e.g. the graduation board of review). The School One Family association helps coordinates events such as the Harvest Dinner, the Art Festival, Open Campus, and various fundraisers.</p> <p>School One advisors are the school-home liaisons and communicate all student school related issues with families. Families can meet with the advisors as needed at school and can communicate with advisors by phone or email beyond school hours. Parent nights are held once each trimester and advisors schedule additional parent meetings with families as needed.</p>	<p>IDEA Data Analysis Observation Interviews</p>		
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2. EVALUATION/ INDIVIDUAL EDUCATION PROGRAM (IEP)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Result/ Compliance	1	<p>Records of approximately three students were reviewed prior to the on-site review by the team leader. The record review process identified the following areas of concern.</p> <ul style="list-style-type: none"> • General lack of systemic intake process as evidence by the record review • Required documentation related to parental notice and consent not consistently found in student's file. • Random IEP items left blank. • Transition planning for eligible students not consistently addressed (See also Section III: IDEA Transition for further information) <p>(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)</p>	<p>IDEA Data Analysis Observation Interviews Record Review</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. Progress check December 2014</p>	<p>Several steps were taken to address these areas of concern and to guarantee that such compliance issues do not reoccur. These corrective actions include (but are not limited to) school-to-career transition, IEP document</p>

					<p>development, presentation and finalization, parent notification/ communication and procedural safeguards and intake.</p> <p>A description of specific actions to implement the support plan on an on-going and long-term basis is presented in an additional attachment prepared by the current Special Education Coordinator/R esource Teacher.</p> <p>These steps continue to be implemented.</p>
Result	2	Accommodations and modifications of instruction and or setting are communicated amongst educators by the special educators. A student learning plan is developed from the information in the IEP and shared with teachers.	Observation Interviews		

3. IDEA TRANSITION					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Result/ Compliance	1	<p>IDEA Transition Planning at the High School Level</p> <p>School One is primarily a college preparation high school with vocational and career exploration built into the high school program. Students' advisors provide initial college/art school/post-secondary advising and suggest career exploration experiences. The school also holds regular meetings for juniors and seniors and their parents to provide information about post-secondary options. Students complete academic goal planning and the Assistant Head of School provides one-on-one support for every stage of the college application process. Although School One engages in school-wide vocational/career post secondary activities, the process to assure students with IEP's who are 14 years of age are provided with an assessment that addresses meaningful vocational outcomes which are embedded in their IEPs is inconsistent (SW1,2,3).</p>	IDEA Data Analysis Interviews Record Review	<p>Professional development will be provided to special education staff in the area of transition planning. A scope and sequence of vocational assessments will be developed, refined and implemented consistently for all eligible students.</p> <p>Timeline: Immediately and ongoing. Progress check: December 2014</p>	<p>The steps noted in the May 29, 2014 letter delineating the corrective actions being undertaken pursuant to the May 2014 Support Plan have been completed and are being continued. Among these actions are participating in several professional development offerings and creation of a scope and sequence of vocational assessments.</p>
Result	2	At School One the special educator/resource teacher is the point for LEA contact to involve the Office of Rehabilitative Services (ORS) participation at the IEP meetings and student referrals.	Interviews		
Result	3	Summary of Performance (SOP) is facilitated by the special educators as appropriate.	Interviews		

