



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

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**School Support System Report and Support Plan**

**The Urban Collaborative Public School  
June 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 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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# **Urban Collaborative Public School School Support System Review**

## **Team Leaders**

**Team A – Susan Wood, Jane Keane**

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><b>Least Restrictive Environment Data (State Performance Plan Indicator #5)</b></p> <p>Based on the FY July 1, 2011 – June 30, 2012 State Performance Plan information on Urban Collaborative Public School 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 63.12%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 0% (RI District Average is 16.60%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 0% (RI District Average is 6.76%)</p> <p><i>Documentation: Data Analysis State Performance Plan</i></p>	
Result	2	<p><b>Participation and performance of children with IEPs on statewide assessments (State performance Plan Indicator #3):</b></p> <p><i>This is the Urban Collaborative’s first year as a local educational agency (LEA), thus, they do not have publicly reported data at this time.</i></p> <ul style="list-style-type: none"> <li>A. The district (disability subgroup that meets the State’s minimum “n” size) did meet the state’s AYP targets for the disability subgroup.</li> <li>B. Participation rate for children with IEPs na%.</li> <li>C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievements standards na% [Note: State has individual grade and content area targets (28%). State target is average target across grades and content areas. District target is average percent of students proficient across content areas (na%).]</li> </ul> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	

Result	3	<p><b>Multi-Tiered System of Support (MTSS) Response to Intervention (RTI)/Academics</b></p> <p><b>Middle Level</b></p> <p>UCAP had been using the Response to Intervention model. A move was made to integrate social/emotional learning into a multi-tiered system of support (MTSS). Three teams were established: B Team and K Team, and a leadership team, which is comprised of Curriculum Director, Special Education Director, facilitator of student lifestyles and a social worker. Each team meets once a month to monitor progress, accept referrals and discuss and write interventions. When a team has worked with a student for two intervention cycles and the student has not made sufficient progress, or if there is an immediate concern regarding a student, a referral is made to the Evaluation Team.</p> <p>Interventions are held on Monday-Thursday for reading and other areas as identified. Both social workers have been running interventions beginning with one for students new to the school in the fall, one specifically for girls, a group for students who are the most referred to office, and two on social skills. The reading intervention has 30 students in a Corrective Reading Program. This helps to meet PLP and IEP goals. Progress is measured every six weeks via Read Theory, and schedules are adjusted as necessary. Math interventions occur all day on Friday's in small groups that are formed according to formative assessments. These groups are also adjusted every six weeks.</p> <p>Tier II and III interventions for reading and math are based on data (formative and summative). Currently UCAP is working on improving behavior interventions and individual Tier III interventions for students who are showing no progress in the reading and math interventions. Next year instead of meeting once a month, it is proposed that teams will meet weekly.</p> <p>Beginning in the first and second week of the 2015-2016 school year, all students will be universally screened using AimsWeb to obtain a math and reading baseline score. Using this data, students identified as needing an urgent intervention will be placed into a reading or math intervention as appropriate. The Leadership Team will review the completion rate of the summer work, tardiness rate, attendance and any discipline sheets before the end of September. Professional development will be provided to the staff on Tier III interventions and MTSS as a whole.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	
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Result	4	<p><b>SPP Disproportionate Representation (State Performance Plan Indicator #9 and #10)</b></p> <p><i>This is the Urban Collaborative's first year as a local educational agency (LEA), thus, they do not have publicly reported data at this time.</i></p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	
Result	5	<p><i>This is the Urban Collaborative's first year as a local educational agency (LEA), thus, they do not have publicly reported data at this time.</i></p> <p><b>Suspension (State Performance Plan Indicator #4a):</b> 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 Urban Collaborative Public School as this is the Urban Collaborative's first year as a local educational agency (LEA) they do not have previously publicly reported data.</p> <p><b>State Performance Plan Indicator #4b</b> n/a% had: (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.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	
Result	6	<p><b><u>Multi-tiered System of Support (MTSS)/Social Emotional Supports/Social Emotional Resources/Positive Behavioral Supports</u></b></p> <p>UCAP utilized the Developmental Designs approach to positively and proactively supporting behavior.</p> <p>"Developmental Designs structures are designed to meet adolescents' needs for autonomy, competence, relationship, and fun. Students genuinely enjoy school. They feel connected, heard, empowered, and safe, and academic engagement increases. Students practice seven key social-emotional skills every day: Cooperation, Communication, Assertion, Responsibility, Empathy, Engagement, and Self-control."</p>	

		<p>All staff are trained in implementing this approach. Data is reviewed and the approach is tweaked as appropriate to meet the needs of the school community.</p> <p><b>School Removals/Disciplinary Policies.</b> Throughout the district behavioral expectations along with disciplinary action protocols and policies are defined in a student handbook.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Observaton</p>	
Result	7	<p><b>Preschool Continuum</b></p> <p><i>UCAP serves grades 7-9, thus, has no preschool students.</i></p> <p><b>Indicator #6</b></p> <p>A. In this district, the percent of preschool children aged 3-4 with IEPs attending a general education early childhood program and receiving the majority of special education services in the general early childhood program was Na%.</p> <p>B. The percent of children aged 3-5 with IEPs attending a separate special education class, separate school or residential facility was Na%</p> <p><b>State Performance Plan Indicator #7</b></p> <p><b>Statement 1.</b> Of the preschool children who entered the preschool program below age expectations, the percentage who demonstrated substantial improvements by the time they turned 6 years of age or exited the program:</p> <ul style="list-style-type: none"> <li>▪ Positive social-emotional skills (including social relationships); Na%</li> <li>▪ Acquisition and use of knowledge and skills (including early language/ communication and early literacy); Na% and</li> <li>▪ Use of appropriate behaviors to meet their needs Na%</li> </ul> <p><b>Statement 2.</b> The percent of preschool children who were functioning within age expectations in each Outcome by the time they exited the program were:</p> <ul style="list-style-type: none"> <li>▪ Positive social-emotional skills (including social relationships); Na%</li> <li>▪ Acquisition and use of knowledge and skills (including early language/ communication and early literacy); Na% and</li> <li>▪ Use of appropriate behaviors to meet their needs Na%</li> </ul> <p><u>Documentation:</u> Data Analysis</p>	

Result	8	<p><b>Program Continuum Elementary Level</b></p> <p><i>The UCAP serves grades 7-9, thus, has no elementary school age students.</i></p> <p><u>Documentation:</u> Data Analysis; Interviews;</p>	
Result	9	<p><b>Program Continuum Middle Level and 9<sup>th</sup> grade</b></p> <p>There are 127 students attending UCAP and 20 are students with IEPs'. The special education program continuum is as follows:</p> <ul style="list-style-type: none"> <li>- All students are fully included in all general education classes and electives</li> <li>- There are two full-time special educators who provide in class supports and services to students with IEPs</li> </ul> <p>There are two full time social workers who work with all students. Both facilitate a number of groups and social/emotional interventions. There is also a full-time reading specialist who facilitates the PLP process and reading intervention structures.</p> <p>UCAP has a Beyond School program which offers enrichment activities/trips throughout the school year. Parent students and siblings are invited to participate in these activities and programs. Staff report it as being very successful.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Observations</p>	
Result	10	<p><b>Adaptive Physical Education (APE)</b></p> <p>UCAP has a certified adaptive physical education teacher on staff who is available to provide services to any special need student requiring them. Currently, one student is receiving services.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p>	
Result	11	<p><b>Extended School Year (ESY)</b></p> <p>UCAP considers the need for extended school year (ESY) services at every annual IEP meeting. UCAP has begun using the ESY decision-making and documentation form to ensure that additional services beyond the school are considered for students at risk of not meeting their annual goals and regressing over the course of breaks in schooling.</p>	

		<p><u>Documentation:</u> Data Analysis; Interviews</p>	
Result	12	<p><b>Local Special Education Advisory Committee (LAC)</b></p> <p>The Local Advisory Committee (LAC) meets four times a year for regularly scheduled meetings, and adds meetings throughout the school year as need arise. The LAC traditionally schedules at least two workshops for families, one in the fall and one in the spring. The LAC has by-laws and is comprised of parents of children with special needs, an administrator, special educators, general educator, a person with a disability and members of the community.</p> <p>The UCAP LAC takes an active role in advising the school on matters concerning the unmet needs of students with disabilities by taking an active role in reviewing the annual School Improvement Team plan.</p> <p>UCAP's full time bilingual parent engagement coordinator takes an active role in notifying LAC and community members of upcoming meetings and workshops. All parents/guardians are made aware of the UCAP LAC during the admission process, beginning in June at the welcome for new families. A brochure is given to families at Open House and IEP meetings. A binder is available to review 2014-15 school year activities.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p>	
Result	13	<p><b>School Efforts to Partner with Parents (State Performance Plan Indicator #8)</b></p> <p><i>This is the Urban Collaborative's first year as a local educational agency (LEA), thus, they do not have publicly reported data at this time.</i></p> <p>The public school district's rate of parent participation in the annual Special Education Statewide Parent Survey (2013-2014) is Na% of parents whose children have IEPs.</p> <p>Of parents with a child receiving special education services who participated in the last survey, the percent that reported that their school's efforts to involve parents as a means of improving services and results for children with disabilities are at or above the state standard is Na%.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	

Result	14	<p><b>Drop Out / Graduation Rate (State Performance Plan Indicator #1 and #2)</b></p> <p>The UCAP serves grades 7-9, thus, has no drop out /graduation rates to report.</p> <p><u>Documentation:</u> Data Analysis</p>	
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## 2. EVALUATION / INDIVIDUAL EDUCATION PROGRAM (IEP)

Indicator		Findings	Support Plan
Result	1	<p>Records of approximately three 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> <p>No evidence of student notice for attendance at IEP meeting.</p> <p>How student considerations of post school goals, transition services, preferences, interest and goals were obtained is unclear.</p> <p>How often student's progress will be measured is not consistently defined throughout the record review process.</p> <p>Present levels of academic achievement are not based on quantitative baseline data that will be used to develop measurable goals in the areas needing specialized instruction.</p> <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><b>Timeline:</b> Immediately and ongoing.</p> <p><b>Progress Check:</b> January 2016</p> <p><b><u>FOLLOW-UP FINDINGS:</u></b></p>
Result	2	<p><b>Child Outreach</b></p> <p><i>The UCAP serves grades 7-9, thus, has no child outreach school age students.</i></p> <p><u>Documentation:</u> State Performance Plan; Data Interviews</p>	

Result	3	<p><b>Child Find (State Performance Plan Indicator #11)</b></p> <p>The Urban Collaborative Public School for the 2013-2014 year was at 100% compliance for meeting evaluation timelines for initial referrals. As of 6/1/15 the school was thus far at 100% compliance for meeting evaluation timelines for initial referrals for the 2014-2015 school year.</p> <p><u>Documentation:</u> Special education census</p>	
Result	4	<p><b>Student Accommodations and Modifications</b></p> <p>At the beginning of the school year, special education teachers review the IEPs of the students on their case load with the general education teachers on the Team. Special education teachers then complete a template outlining each students' accommodations and modifications. The two school Teams (B and K) meet regularly giving the special educator dedicated time to discuss the needs of the special education students. All IEPs are kept locked in the Special Education Office on the second floor, where access is limited to the Director of Special Education and special educators. A special request to review the IEP must be made to the Director who will make the IEP available in her office.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Document Reviews</p>	
Result	5	<p><b>Specific Learning Disabilities Determination</b></p> <p>UCAP follows the state procedures for determining whether or not a student has a specific learning disability. The process begins in general education with a universal screener (AimsWeb). Those scores are used to place students in math and reading interventions. Data from interventions is reviewed every six weeks, and adjustments are made as necessary. When a student is not making progress after several rounds of intervention, a referral is made to the Director of Special Education, who then calls a meeting within ten days to determine if there is sufficient evidence to accept the referral. UCAP uses the Woodcock Johnson IV to conduct three year educational evaluations. These results are one piece of evidence that is used to determine if a student continues to have a specific learning disability. Other evidence includes classroom data, AimsWeb, Read Theory, teacher made math assessments and classroom observations.</p> <p><u>Documentation:</u> Interviews; Record Review</p>	

Result	6	<p><b>Due Process Information (State Performance Plan Indicators)</b></p> <p>Over the past three years there has no (zero) or insert chart complaints, mediations or hearings</p> <p><u>Documentation:</u> Data Analysis, RIDE, due Process Data Base</p>	
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### 3. IDEA TRANSITION

Indicator		Findings	Support Plan
Result	1	<p><b>Part C to Part B Transition (Indicator #12)</b></p> <p>The UCAP serves grades 7-9, thus, has no elementary school age students.</p> <p><u>Documentation:</u> Data Analysis; Interviews; State Performance Plan</p>	
Result	2	<p><b>IDEA Transition Planning at the Middle Level and 9<sup>th</sup> grade</b></p> <p>The general education program at UCAP begins transition for all students in the 7<sup>th</sup> grade Advisory program. Every student is assigned a WaytoGoRI account and completes inventories that are kept in their Individual Learning Plan. For special needs students, UCAP supplements the general education work with specific transition planning when a student turns 14 years old. At this time, a student interview is conducted, career and reflections on learning styles are completed and a transition plan is begun. All students work closely with the Counselor to determine where they will apply to go to high school. Special educators work closely with their students to find the right fit for their learning style, academic skills and career goals. UCAP also serves a small number of 9<sup>th</sup> graders in a 9<sup>th</sup> grade Academy.</p> <p>Students also review their progress reports to set short and long term goals for their future.</p> <p>UCAP holds a career day every fall where 10-15 community members attend to share information about their career. Students rotate through their top three choices and have a set of questions that need to be answered. Special educators then follow up on this information to guide students in planning their future.</p>	<p>UCAP will review and refine its IDEA transition procedures, protocols and process to meet all regulatory requirements (see also record review findings)</p> <p><b>Timeline:</b> Immediately and ongoing.</p> <p><b>Progress Check:</b> January 2016</p> <p><b><u>FOLLOW-UP FINDINGS:</u></b></p>

		<u>Documentation:</u> Data Analysis; Interviews; Record Reviews	
Result	3	UCAP serves students grades 7-9, thus, referrals to the Office of Rehabilitative Services (ORS) and to the Department of Behavioral Healthcare, Developmental Disabilities & Hospitals (BHDDH) are not applicable.  <u>Documentation:</u> Interviews; Document Review	
Result	4	<b>Summary of Performance (SOP) is facilitated by the case managers as appropriate.</b>  UCAP serves middle school age students so Summary of Performance is not applicable.  <u>Documentation:</u> Interviews; Document Review	
Result	5	UCAP serves students in grades 7-9, thus, there is not data to report for Indicator 13.  Youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, and transition services. <b>(State Performance Plan Indicator #13)</b>  <u>Documentation:</u> Document Review	
Result	6	UCAP serves students in grades 7-9, thus, there is not data to report for Indicator 14.  Not applicable % of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and who have been employed, enrolled in postsecondary school, or both within 1 year of leaving high school. The state average was 79% <b>(State Performance Plan Indicator #14)</b>	

		<u>Documentation:</u> Document Review	
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