

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

School Support System Report and Support Plan

Center for Individualized Training & Education  
June 24, 2011

## 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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*Center for Individualized Training & Education  
School Support System Review*

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1. FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE/LRE)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
		<p>The RIDE, Office of Students, Community &amp; 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.</p> <p><i>Per RIGL Section 300.903 (b) All special education programs in any private and state operated day or residential school shall meet the same standards as those established for the public school programs.</i></p>	Data Analysis State Performance Plan		
Result	1	The Center for Individualized Training and Education Inc. (C. I. T. E.) is a 230 day non-public special education state-wide program for students ages three through twenty-one. CITE provides specialized instruction and supports for students with significant intellectual, physical, developmental and behavioral challenges. The Center for Individualized Training and Education Inc. is governed by a Board of Directors.	Document Observation		
Result	2	<p><b>Instructional Strategies and Supports</b></p> <p>Curriculum development is based on a variety of resources which includes academic, socialization, daily living life and self-help skills, sensory stimulation, speech language communication, gross motor development and fine motor. Special educators utilize the Early Learning Standards, the Syracuse Community-Referenced Curriculum Guide, and the Providence School Department Curriculum/standards along with the RI AAGSE curriculum guide. A systemic K -12 approach to scope and sequence of curriculum development and implementation, however, is emerging.</p>	Interviews Observation	<p>The Special Education Administrator will review, refine and continue to implement a K-12 curriculum scope and sequence.</p> <p>Timeline: Immediate and ongoing</p> <p>Progress check: December 2011</p>	
Result	3	Use of student assessment and performance data to inform instructional practices varies across the school program. Special educators collect individual student data as a progress monitoring strategy. A formalized process has not been established to address individual student performance and/or performance outcomes school wide.	Interviews Observation	The Special Education Administrator will review, refine and implement a systemic data analysis approach	

				to address individual student performance and or performance outcomes school wide.  Timeline: Immediate and ongoing  Progress check: December 2011	
Result	4	A multidisciplinary team composed of special educators, physical and occupational therapist, a speech pathologist and a social worker meet to review new student referrals. In addition the team meets to review evaluations along with IEP development	Interviews Observation		
Compliance	5	While physical education (adaptive physical education) is provided a formalized health education curriculum is not.  <i>(Section 3.0 for School Health Programs. RIGL Statues/Regulations R16-21 SCHO))</i>	Interviews Observation	The Special Education Administrator will ensure and implement a K-12 health education curriculum.  Timeline: Immediate and ongoing  Progress check: September 2011	
Result/ Compliance	6	The CITE entrance application documentation is not consistent across files. (i.e. intake information/documentation, parental consent and notice, evaluation / re-evaluation documentation, written prior consent etc.)	Record Review	The Special Education Administrator will review, refine and implement appropriate documentation related to the program application along with related IDEA required documents.	

				Timeline: Immediate and ongoing  Progress check: December 2011	
Result	7	<p><b>Program Continuum</b></p> <p>The Center for Individualized Training and Education Inc. is a substantially separate setting providing specialized instruction and supports for students with significant intellectual, physical, developmental and behavioral challenges. There are currently 17 students attending the CITE program. Four classrooms are designed to meet the developmental groupings of students as identified through academic and functional needs along with chronological age.</p> <ul style="list-style-type: none"> <li>• Pre-K / K-3 (5 students ages 6 through 8)</li> <li>• Grades 4-8 (5 students ages 10 through 12)</li> <li>• Grades 9-12 (2 students ages 17 through 19)</li> <li>• Grades 9-12 (5 students ages 14 through 18)</li> </ul> <p>Related services and supports (adaptive physical education, occupational therapy, physical education, and speech etc.) are provided per individual student need as defined by their IEP.</p>	Interviews Observation		
Result	8	<p><b>Social emotional resources / positive behavioral interventions and supports (PBIS)</b></p> <p>Though some data is being collected for students with behavioral health challenges, it is unclear how a structured research based approach is facilitated to determine behavioral interventions.</p>	Interviews Observation	The Special Education Administrator will ensure a systemic approach to the development of researched based behavioral interventions and supports.	Timeline: Immediate and ongoing

				Progress check: December 2011	
Result	9	<b>School Removals/Disciplinary Policies</b> Behavioral expectations along with disciplinary action protocols and policies are embedded in the operations procedures handbook.	Interviews Observation		
Result	10	<b>Family Engagement</b> The school social worker/ case manager is the lead contact with families. Home visits are conducted regularly to communicate student's needs, academic progress along with overall family/school planning. Families and students are provided transportation and support at medical and related services appointments. Special educators communicate with families regularly through email, phone and/or text messaging.	Interviews Record Review		

<b>2. EVALUATION/ INDIVIDUAL EDUCATION PROGRAM (IEP)</b>					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Compliance	1	<p>Records of approximately four students were reviewed prior to the on-site monitoring by the team leader. The record review process identified the following major issues and concerns across the central file review.</p> <p>Special education procedures and protocols are not systemic, consistent in interpretation and or implementation. All aspects of documentation, eligibility determination, invitations, notice, consent, time frames and implementation of evaluations and IEPs are not clearly defined and/or managed.</p> <p>IEP documentation was not consistently completed, present levels of academic achievement and or functional performance did not reflect quantitative measurable baseline data, baseline statements were not consistently reflective of present levels of academic achievement and or functional performance, goals were not reflective of the learner, standard, target and or performance measurability, specialized instruction was not specifically described and or left blank and criteria for RI Alternate Assessment eligibility was not completed and or signed. For students who are age 14</p>	Data Analysis Interviews Observation Record Review	<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>The Special Education Administrator will provide special</p>	

		<p>through 21, Transition IEP planning was not consistently completed, not informed through researched based assessments (vocational/other) with significant information left blank throughout the document.</p> <p><i>(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)</i></p>		<p>educators and related service providers professional development addressing the implementation of comprehensively written IEPs.</p> <p>Timeline: Immediate and ongoing</p> <p>Progress check: December 2011</p>	
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3. TRANSITION					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Compliance	1	Though functional vocational assessments are being facilitated (CITE developed vocational, functional academics and self-help/ADL assessments), current practice is not annual. (§300.320)	Interviews Observation Record Review JK 2, 3	<p>The Special Education Administrator will ensure for students who require vocational /transition planning via annual assessments and IEP development.</p> <p>Timeline: Immediate and ongoing</p> <p>Progress check: December 2011</p>	
Result	2	CITE offers a life skills/adaptive daily living based setting to provide students as appropriate an opportunity to explore independent living skills along with work and/or vocational exploration within the school as well as the community. (Examples include but not limited to student's assembly toiletry bags for the	Interviews Observation		

		homeless, gift bags for the veterans, participate in the local food pantry distribution, weekly library sessions and bowling practice for the Special Olympics.)			
Compliance	3	<p>Currently for eligible students, discussions are not being facilitated with the sending LEA's to plan and determine opportunities to address proficiency based graduation requirements.</p> <p><i>Proficiency based graduation requirements are consistent with the IEP that is developed by the IEP team, LEA and parent for all high school age students whom qualify for the RIAA.</i></p>	Interviews Record Review JK 2, 3	<p>The Special Education Administrator will ensure alignment of both curriculum and proficiency based graduation requirements from sending LEA's.</p> <p>Timeline: Immediate and ongoing</p> <p>Progress check: December 2011</p>	
Compliance	4	The policy and practice for the transfer of rights when a student is 17 years of age and or will turn 17 during the time frame of their IEP is not being implemented. (§300.520, §300.320)	Interviews Record Review JK 2, 3	<p>The Special Education Administrator will ensure implementation of appropriate documentation of the transfer of rights for eligible students.</p> <p>Timeline: Immediate and ongoing</p> <p>Progress check: December 2011</p>	
Compliance	5	Currently the CITE program is not requesting from the LEA and or providing students who are exiting the program with a Summary of Performance. (RI Regulations 300.305(e)(3))	Interviews Observation	The Special Education Administrator will ensure for eligible students a summary of	

				<p>performance prior to graduation and or transitioning to adult programs.</p> <p>Timeline: Immediate and ongoing</p> <p>Progress check: December 2011</p>	
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