

Rhode Island Department of Education  
Office of Special Populations

School Support System Report and Support Plan for the  
Chariho School District

April 4-8, 2005

# **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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Chariho  
School Support System Review  
April 4-8, 2005

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1. SCHOOL IMPROVEMENT					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	1	The district strategic plan's mission is to ensure that all students receive an outstanding education with an emphasis on rigorous academic standards and the skills needed to inspire lifelong learning and productive citizenship. Data and research support the decision making process. Chariho uses student performance data to inform the decision making process and strategically plan.	Document Review District Presentation Interviews		
Performance	2	The district has a clear vision of rigorous academic standards to ensure that all students are productive and life long learners. Within this vision comes the need to ensure that this becomes a shared commitment of central office and faculty in the schools. Although there are multiple opportunities to engage staff in the process such as curriculum committees, and SIT teams, some staff perceive that they are not a part of the conversation and planning. Clear and open communication as well as teambuilding will bring theory and practice together and will move the positive momentum forward.	Interviews	The Chariho School District will explore ways to enhance communication. There will be discipline-specific special education staff meetings, as an extension of the current meeting structure, as well as opportunities for cross program dialog. The Chariho School District will provide the Rhode Island Dept. of Education (RIDE), Office of Special Populations an update on the progress of this effort. December 2005.	
Performance	3	The district has a commitment to provide special education services to students within the Chariho community. Program development is embedded within the strategic planning process. Within the program development for inclusive practices there is an opportunity to include all staff as part of a collaborative conversation. (See also Teaching Practices # 2 and in this section #2)	Interviews	Chariho School District's plan is to provide continued professional development to clarify roles and responsibilities around special education process and services in Chariho. This will include: <ul style="list-style-type: none"> <li>• Review of policies and procedures to include IDEA 04</li> <li>• Writing IEP goals to the curriculum and ensuring that the goals are measurable and lead to</li> </ul>	

				<p>improved student performance</p> <ul style="list-style-type: none"> <li>• Monthly special education meetings by discipline to address areas outlined in this report</li> <li>• Speech and language eligibility</li> </ul> <p>The Chariho School District will provide the Rhode Island Dept. of Education (RIDE), Office of Special Populations an update on the progress of this effort. December 2005.</p>	
Performance	4	There is a commitment to supporting all students including such services as: extended day kindergarten, ChiP programs, RYSE, and Situational Educational Plans (SEP) at Hope Valley Elementary to support students with social emotional issue such as truancy. Truancy court has begun within the district.	Interviews District Presentation		
Performance	5	The commitment to using data-driven decision making and a commitment to all kids is evident in that all schools in Chariho are high performing within the RI Department of Education (RIDE) state accountability system with the exception of RYSE school. RYSE had a very limited number of students assessed. For example, only one high school student was eligible to take state assessment at the RYSE School. The district continues to review data and develop strategic goals that continue to move the district towards excellence. The high school has been a Board of Regents commended school for the past three years.	Document Review		
Performance	6	Institute for Learning (IFL) consortium is a key element to providing an outstanding education in Chariho. Accountable talk, rigor and high expectations are articulated throughout the district.	District Presentation Interviews		

Performance	7	<p>All schools throughout the district have school improvement plans and active school improvement teams comprised of parents and professionals. All plans are aligned to the district improvement plan.</p> <p>At the elementary level, all schools have school improvement plans, with goals, objectives and actions plans based on national, state and district. Standards. These plans are reviewed annually.</p> <p>The RYSE School, which is in its second year of operation, has developed a school improvement plan with a clear mission, vision and action plans. The four goals of the plan are: to increase the percentage of students that reach proficiency on the state wide assessment, implement strategies to respond, record and plan for each students' social-emotional , academic and career needs, implement a comprehensive and focused professional development program for staff and will evaluate the program and synthesize and disseminate the information for stakeholders.</p> <p>Chariho Middle School (CMS) has a three year School Improvement Plan for Excellence, which includes a mission and vision statement along with school belief and school goals. This plan is reviewed annually to update specific goals, actions and strategies. The school is currently addressing three goals to improve research-based practices to support teaching, learning, and school climate: to improve communication and relationships with the community and to provide professional development opportunities to encourage and support teachers as life-long learners in their profession. The Strategic Planning Team meets monthly, is co-chaired by parents and its membership is made up of school administration, teachers and community representatives.</p>	Document Interviews		
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		<p>The Chariho Regional High School and Chariho Career and Technical Center are considered one school and thus have the same School Improvement Plan. The schools aspire to be a community of learners founded on respect, responsibility and courage. There are academic, civic and social expectations for students learning based on district, state and national standards.</p>			
Performance	8	<p>The RYSE School (Reaching Youth Through Support and Education) houses two separate and distinct programs. The Alternative Learning program (ALP) and the RYSE – Clinical day program (CDP). This is the second year of this program.</p> <p>The ALP is a general education program to which students with or without special education needs apply. The ALP has a middle and a high school component for those students who benefit from an alternative experience that focuses on small class size and project-based learning.</p> <p>The RYSE CDP is an integrated and comprehensive in-district clinical day program that provides educational services to students and their families to ensure that students are successful, responsible and self-directed at home, at school and in the community.</p> <p>These programs which are housed on the Chariho School District Campus, provides opportunities for inclusion at the high school, the middle school, and the career and technical center as well as athletics and after-school activities.</p> <p>The district in partnership with Psychological Centers, Inc., provides students and families with a full range of mental health services utilizing the Multisystemic Treatment Model. Services are available 24 hours a day 7 days per week, year round.</p>	<p>Interviews District Presentation</p>		

Performance	9	Chariho has a well-developed commitment to technology. Students, as well as faculty, have access to technology. The high school science wing has a wireless network system with students and faculty access to laptops and smartboards to support student learning. The district recently received a Champlain grant that will convert the middle school to a wireless network building providing mobile laptop computers labs with a printer for classes to access.	Interviews		
Performance	10	Chariho has partnerships with many institutes of higher education including URI, which places student teachers within the district as well as providing on campus coursework for teachers as part of the professional development institute.	Interviews		
Performance	11	Throughout the district, Power School gives parents access to grades, assignments and attendance of their students. There is an electronic online grading program (Power School). Each teacher can input grades (Power Grades) weekly. Parents can access their child's grades via this system. There is a pilot program at the high school where juniors can access their grades this year. In September, all students will be able to access their grades.	Interviews		
Performance	12	There is a teacher-mentoring program at Chariho that supports new teachers. Further, all new hires must complete New Standards Course One. However, teachers report that they are not always paired with teachers within their discipline.	Interviews		
Performance	13	Chariho has a well-developed professional development initiative. Professional development opportunities are correlated with the district I-Plan and the school strategic plan and action strategies.  Faculty have recently engaged in the following professional development opportunities: <ul style="list-style-type: none"> <li>• Disciplinary Literacy</li> <li>• CORE Training (literacy)</li> </ul>	Documents Presentation Faculty Interview	See School Improvement # 3.	

	<ul style="list-style-type: none"> <li>● Starting Points Training (ASD),</li> <li>● Differentiated instruction,</li> <li>● IFL Learning Walks,</li> <li>● Investigations math,</li> <li>● Wilson Reading Program,</li> <li>● Marie Clay's Running Records,</li> <li>● and including a whole set of professional development course offerings each fall and winter/spring.</li> </ul> <p>Special educators are included in all professional development. They were the first teacher trained in CORE due to the need for high quality reading support of students with exceptionalities to increase their academic performance.</p> <p>Given the unique issues of an alternate learning program and day treatment, teachers at RYSE do not feel that the course offerings are meeting their needs as they bring theory to practice in these new and growing programs.</p> <p>There are many professional development opportunities to meet the needs of a variety of professionals. Staff, such as co-curricula, itinerants and related service providers, , feel that there is not always alignment to their programs.</p> <p>Teaching assistants throughout the district are afforded many opportunities to participate in professional development. These include:</p> <ul style="list-style-type: none"> <li>● Supporting Reading Instruction</li> <li>● Supporting Math Instruction</li> <li>● Introduction to Accommodations and Modifications</li> <li>● Understanding Inclusion</li> <li>● Helping Students to be Independent Learners</li> </ul>			
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Performance	14	The district has many community partnerships. For example, Chariho Middle School (CMS) has a partnership with the local Rotary membership to support students in school to career opportunities. Additional community relationships include the Arcadia YMCA, Chariho Tri-Town Task Force (Natural Helpers, Student Assistance Counselor) and Seniors Helping Others.	Document Faculty Interviews		
Performance	15	The Career and Technical Center is located next to the high school. Beginning in the 10 <sup>th</sup> grade students can opt to participate in Career and Technical Programs. They receive their academics at the high school and their career and technical classes at the Career and Technical Center. All programs are designed to industry standards. There are a variety of programs for Chariho and other sending districts. These programs include: <ul style="list-style-type: none"> <li>• Automotive Technology</li> <li>• Computer and Electronic Technology</li> <li>• Residential Carpentry</li> <li>• Cosmetology</li> <li>• Culinary Arts</li> <li>• Graphic Communications</li> <li>• Drafting and Design</li> <li>• Hospitality, Travel and Tourism</li> <li>• Health Occupations</li> <li>• Marine Technology</li> <li>• Office Management Technology</li> <li>• Outdoor Power Equipment</li> </ul>	Faculty Interviews		

<b>2. TEACHING PRACTICES</b>					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	1	Teacher Support Teams (TST) are well developed and active at the elementary level. TST documentation and parental permission for screenings indicate good parent involvement and educational intervention prior to a special education referral (KC2).	KC2 Interviews	See School Improvement #3.	

		<p>However, at the elementary level teachers indicated that there must be a TST referral prior to special education referral. Some staff feel that this causes a delay in service for students who may be eligible for special education.</p> <p>There is a functioning and active TST at the middle and high school. At the high school there is also a Student Assistance Team (SAT.) At the high school the Student Assistance Team (SAT) is comprised of the guidance counselors, three social workers, school psychologist, the nurse and sometimes administration. Cases are presented and discussed on a weekly basis. A similar clinical meeting happens at the middle school.</p> <p>At RYSE, Teaming focus on clinical/behavioral issues and meets at least weekly. The team includes both the school and Psychological Centers Inc. staff.</p>	<p>Presentation Documents Faculty Interview Surveys</p>		
Performance	2	<p>There are many practices which enhance learning across the elementary level including small class instruction by special education and related service providers, in-class support to supplement, teacher assistants scheduled to support/assist and co- treatment models.</p> <p>At the elementary level, this varies from school to school. Some teachers report that co-teaching is left up to the discretion of the teachers with some teachers preferring pullout to an inclusive model. Some teachers still only provide support to special education students in the special education classroom. When writing inclusive IEPs, teachers are unclear as to how services must be accounted for especially in inclusive situations.</p> <p>At the elementary level, some general educators feel, at times, students needs are more than what modifications and teaching assistants can offer in order to meet the</p>	<p>Observation Teacher/Administration Interviews</p>	See School Improvement #3.	

		<p>learning differences in their classrooms and indicated that they are unclear as to their role in the decision-making process.</p> <p>The district and their staff have a commitment to provide access to the general education curriculum for all students, but there continues to be a need for professional development for teachers, both general and special education, to fully develop inclusive practices in their schools that meets the learning needs of all students and to ensure that both educators are part of the shared decision-making process. (See also #9 in this section)</p>			
Performance	3	<p>At the high school there are several co-taught classes. All teachers who co-teach have a common planning time every other day with their respective co-teachers. (See alsoFAPE/LRE #6)</p>	<p>Interviews Observations</p>		
Performance	4	<p>Throughout the secondary level there was evidence of teacher facilitated instruction, co-taught classes, cooperative learning, student problem solving, and instruction and materials that support student discovery.</p>	<p>Faculty Interviews Classroom Observations</p>		
Performance	5	<p>At RYSE, teachers report their struggle to include standards based instruction within project-based learning. (PBL). Although they understand that standards underpin the instruction, they are having difficulties matching curriculum to PBL and are seeking guidance. They are unsure as how PBL supports the standards. Further, it was unclear if they have an understanding of their available materials are the same and aligned to the middle and high school.</p> <p>Teachers report the need for more support in standards based instruction, project-based instruction, IEP writing and team building to bring this theory to practice.</p>	<p>Interviews</p>	<p>The Chariho School District will clarify to RYSE staff their access and use of general education curriculum materials and professional development at their staff meetings and their teacher orientation week prior to the beginning of the 2005-2006 school year. Timeline : September 2005.</p>	
Performance	6	<p>The district is phasing in the Zaner-Bloser handwriting program which began in grade K last year and will add 1 grade each year to provide direct handwriting instruction</p>	<p>District Strategic Plan Interviews</p>		

Performance	7	Standards based report card piloted in grade 1 this school year will expand to K & 2 for 2005 school year.	District Strategic Plan Interviews		
Performance	8	Elementary behavior standards clearly delineate infractions and consequences. Consequences include loss of recess, parent conference, office detention and suspension in a hierarchical order.	Document Review		
Performance	9	Caseload and class size are both low at the elementary level resulting in kid-centered beliefs and programs well resourced.	Interviews		
Performance	10	<p>It is reported that social workers provide social emotional support through individual and group work, in class for both general and special education students, 45 day diagnostic placements, student intervention teams, RYSE CDP RYSE II, which is a family support program for at-risk students, Student Support Programs at the middle school and high schools, individual learning plans and clinical consultations</p> <p>Some staff report a disconnect between the school-based mental health services and contracted service providers. At the middle school, students whose siblings attend RYSE, there is the same disconnect effecting communication between service providers. (See also item # 16 in this section)</p>	Interviews	<p>The Chariho School District has begun discipline specific meetings. The social workers and psychologists will continue to meet to discuss their depth of service, roles and responsibilities as well as discussion with Psych Center staff regarding clinical roles and eligibility for various programs. There will be a unified communication form to enhance communication about students who are in need of socio-emotional support. The Chariho School District will provide the Rhode Island Dept. of Education (RIDE), Office of Special Populations an update on the progress of this effort. December 2005.</p>	
Performance	11	At the elementary level, students and families are provided with a variety of social-emotional supports including home-based services for the ASD program, RYSE II, clinical consultation, and school social workers and/or a psychologist available in each building	Interviews		
Performance	12	CMS provides individual students with a variety of positive behavioral and social emotional learning opportunities. A full time social worker coordinates the	Presentation Faculty Interviews		

		<p>Student Support Program that provides in class support as needed, a drop in lunch program, student mediation, informal presentations and topical groups that address issues such as anger management, anxiety reduction and social skills.</p> <p>Additionally progress notes are maintained on student behavior to continually address strategies for improvement.</p> <p>The school social worker along with the school psychologist also facilitates groups on topical issues to address students' social emotional needs.</p> <p>School counselors at CMS provide classroom presentations on character education ("Making Good Decisions") Additionally, school counselors coordinate adult mentors for identified students.</p>			
Performance	13	<p>At the high school the social workers, psychologist and students assistance counselor run a variety of groups. These include: anger management groups, anxiety and depression and social skills group. There are also groups facilitated by community-based organizations. Some of these include: throughout the high school South County Community Action runs a the Youth Success Group, Sexual Assault and Trauma Center runs a group for girls who are at risk for being in an abusive relationship, and there is an Alateen group. Additionally, the student assistance counselor runs the high school's peer medication program and the gay/straight alliance.</p>	<p>Interviews Observations</p>		
Performance	14	<p>At the high school a full-time social worker runs the School Support Program. The social worker and behavior management assistant go into classes and work with the students who are at-risk for school failure and drop out. Teachers can also refer students to this program.</p>	<p>Interviews Observations</p>		

		One of the social workers is assigned half time to the Alternative Learning Program (ALP). At times, this individual serves as the social emotional point person at the high school for students that are transitioning from the ALP into the high school (See Transition Section #10)			
Performance	15	At the high school, faculty meetings occur twice a month and department meetings once a month. There is a weekly department head meeting with administration on a weekly basis. The special education department has a monthly meeting with their department heads and then all special education staff on the secondary level (middle and high school) meets once a month.	Interviews Teacher Report Principal Report		
Performance	16	Standards of practice for CMS social workers, school psychologist, school counselors and some special educators are unclear. The eligibility, evaluation and referral procedures, , along with service provision vary and are not always coordinated. (See also Evaluation/IEP # 2)	Faculty Interview	See School Improvement # 3.	
Performance	17	A retention prevention meeting is held at CMS on a quarterly basis to discuss students who may be at risk for not passing their current grade level. An action plan is developed with specific direction for all those participating. The team is comprised of school counselors, school administrators, parents, special and or general educators as appropriate and the student.	Faculty Interviews District Presentation		
Performance	18	At the elementary level, special educators create their own schedules and may chose to co-plan during the planning time that they schedule. This, at times, results in teachers meeting as needed, without structured co-planning.	Faculty Interviews	Faculty at the elementary level will meet to discuss the benefits of structured co-planning and how it can be incorporated into their schedules. An update will be provided to RIDE. Timeline: April 2006	
Performance	19	Common planning time at the middle school is held up to three times a week for grade level teams along with a weekly grade level house meeting. Special educators partnered with a team participate in common planning time activities. Currently, the ADL special educator does	Presentation Faculty Interviews		

		not have assigned common planning time with other faculty due to scheduling.			
Performance	20	At the elementary level, standards-based instruction varies across classrooms. There are many examples of standards-based instruction evidenced across the district. IFL principles are evident through teachers participation in learning walks; clear student expectations posted, student work visible, accountable talk, 4 questions, standards based instruction and rubrics (See also School Improvement #6)	Observation		
Performance	21	At the elementary level, reading literacy, math literacy teachers support all students in learning and are assigned to each building.	Interviews		
Performance	22	There is a lack of clarity as to who is responsible for PLPs for students with IEPs.	Interviews	Several initiatives are in place to continue to build the capacity of standards-based instruction. The district will provide written guidance and professional development in regards to the PLP process, roles and responsibilities within the district. Timeline: April 2006.	

**3. FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE/LRE)**

Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	1	Child Outreach has a well-developed system of screening children that includes screenings available at local daycares, home day care elementary schools other community-based locations, as well as, providing information to local pediatricians. All kindergarten children are screened prior to or upon entering school.	Interviews		
Performance	2	The preschool continuum includes: integrated preschool, related service provision at local preschools, CHiP and walk-in services. There are four integrated pre-school classes that meet four times per week. The ChiP preschool has a similar schedule. The fifth day allows staff to participate in Early Intervention (EI) meetings, Child Outreach Meetings. Early Childhood standards are	Observations Interviews		

		utilized across programs.			
Performance	3	Chariho preschool was chosen to pilot RIDE Early Learning Standards, which are used throughout the district's preschool programs.	Interviews		
Performance	4	The overall special education service delivery system the elementary level focuses on inclusionary opportunities for all students with exceptionalities. The elementary program continuum includes many inclusive services, in addition to small group instruction, ADL programs, ASD programs, RYSE II, pre-K, ½ day K, extended K, general education with in class support, co-taught classes, pull out support, related service provision both in and out of class including social workers and psychologists available daily in each building.	Interviews Observations Administration and Staff Interviews		
Performance	5	<p>The program continuum at the CMS supports a total student population of 1127 students. Out of this amount 137 are students with exceptionalities.</p> <p>The grade level configuration is as follows:</p> <p>At the 5<sup>th</sup> grade level there are four grade level teams with two general educators per team. Two teams have special educators assigned to them. One services students in the classroom, and the other does a combination of in class support and pull out. The remaining two 5<sup>th</sup> grade level teams provide students with literacy support.</p> <p>Summarily, at the 6<sup>th</sup> grade level there are four grade level teams with three general educators per team. One services students in the classroom, and the other does a combination of in class support and pull out. The remaining two 6<sup>th</sup> grade level teams provide students with literacy support.</p> <p>At the 7<sup>th</sup> grade level there are three grade level teams</p>	Presentation Faculty Interviews Classroom Observations		

		<p>with five general educators per team. Two of the current grade level teams loop. All three teams have a special educator assigned to them. Two provide inclusion and the third is a combination of in class and pull out. At the 8<sup>th</sup> grade level there are three 5-person teams, one of the teams is currently ending their looping. All three teams have a special educator assigned to them. Two provide inclusion and the third is a combination of in class and pull out.</p> <p>The special education house leaders provides identified 7/8<sup>th</sup> graders with additional reading support through the Wilson Reading Program and includes comprehension in a small group instructional setting (self-contained)</p> <p>Most students at CMS participate fully in social studies and science with typical special education services and support in math, reading and written language, facilitated through full inclusion, pull out service and supports, co-teaching or intensive small group instruction (self contained) settings. Additionally, related service personnel provide individual student services and supports along with whole class instructional opportunities in the general education setting as well as pull out.</p> <p>The overall special education service delivery system at CMS focuses on inclusionary opportunities for all students with exceptionalities. Every effort is made to enable the whole school inclusion opportunities for students.</p>			
Performance	6	<p>There are approximately 1259 students at the high school and 210 are students with IEPs. The program continuum at the high school level includes:</p> <p>9<sup>th</sup> grade. There are three 9<sup>th</sup> grade teams.</p> <ul style="list-style-type: none"> <li>▪ There is a fully inclusive design of services</li> </ul>			

	<p>provided within 9<sup>th</sup> grade college preparatory classes. A special educator is assigned to support approximately 15 students throughout their academic classes. Additionally, these students are provided with a support period on a daily basis in order to review and relearn the academic content presented each day.</p> <ul style="list-style-type: none"> <li>▪ A second 9<sup>th</sup> grade team that has a special educator assigned to support students in their general education classes. A special educator is assigned to a number of students and may be present in all academic classes assisting students with their needs as outlined in their IEP.</li> <li>▪ The third team does not have special educator(s) assigned but students receive resource support as needed.</li> </ul> <p>10<sup>th</sup> and 11<sup>th</sup> grade</p> <ul style="list-style-type: none"> <li>▪ Inclusion classes with special education support offered for most of the core academic areas. Currently these areas include ELA, math, science (10<sup>th</sup> grade biology) and social studies for 11<sup>th</sup> graders.</li> <li>▪ Resource class periods are provided to all students in grades 9-12 who require this support.</li> <li>▪ Small group self-contained classes are provided in the core academic areas of reading, written language and math for those that require intensive instruction.</li> <li>▪ All students access the science labs and general education science and social studies curriculum with varying degrees of special education support.</li> </ul> <p>Career and technical center courses are available to all students. Students are supported in this environment through curriculum and accommodations as</p>			
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		<p>appropriated.</p> <p>The high school has an adaptive daily living program (ADL) that offers an alternative curriculum. Students in this program receive intensive programming in order to obtain functional, academic, social and vocational and communication skills (See FAPE/LRE #12 and Transition # 6).</p> <p>There are also 2 1/2 social workers, a school psychologist and various related service personnel that support students.</p>			
Performance	7	<p>Evacuation plans are posted in each room with Individual Evacuation Plans written in place for several students. Staff are aware of who the students are who need special assistance to evacuate throughout district.</p>	<p>Observation Document Review</p>		
Performance	8	<p>At RYSE, teachers report that students who are placed as part of a 45 diagnostic placement often arrive with little information or notice. They report that this makes it difficult for teachers to provide instruction for those students.</p>	<p>Interview</p>	<p>The district has begun to revise the forms used to provide information regarding the 45-day placed students. This initial information will be more detailed including reasons for the placement. This will be completed by the sending team and will be available as soon as the student arrives. An update will be provided to the RIDE, Office of Special Populations. Timeline: December 2005.</p>	
Performance	9	<p>At the elementary level, some teachers are unsure as to what supports are available for them or student's in need of positive behavioral supports or FBA's. (See also Evaluation/IEP #9)</p>	<p>Interviews</p>	<p>The district will provide ongoing professional development on the topic of FBAs including how to gather useful information and focus with the assessment. An update will be provided to the RIDE, Office of Special Populations. Timeline: December 2005.</p>	

Compliance	10	At the elementary level, the class for student with significant needs' age range exceeds the four-year range (4-10 years of age).	Observation Interview	The district will provide assurance to the RIDE that this issue will be resolved. Timeline: immediately	
Performance	11	<p>At the elementary level, the classroom for students with significant exceptionalities appeared to be very crowded. Standers, walkers, chairs, and dividers made movement in the room difficult. Students used the accessible bathroom with changing table located down hall from classroom inside gym.</p> <p>This bathroom is not large enough with the changing table in it since the space is too tight to maneuver/lift student from chair around table.</p> <p>The limited space, in these two learning areas, makes it difficult for staff and students to access learning centers, common areas, materials and ADL areas.</p> <p>It is unclear as to the inclusive opportunities and their connection to the program. (i.e.: to enhance learning opportunities for social or communication skills).</p> <p>An ADL Program at CMS is currently providing students with more significant exceptionalities opportunities to develop functional academic skills, daily living and social skills and effective communication.</p> <p>The program criteria and parameters along with the entrance and exit criteria are unclear.</p> <p>The curriculum being facilitated at the middle school ADL Program is based on a Life Skills Curriculum from the Counsel for Exceptional Children. This curriculum is not aligned with the district overall general education curriculum. Though teachers have access to online core and grade level curriculum it is unclear how the district is</p>	Faculty Interview Classroom Observation Material Review	<p>The Special Education Assistant director will confer with building principals to ensure that these issues will be resolved.</p> <p>Professional development will be provided to ensure that the curriculum is aligned with the districts curriculum. Staff will be encouraged to attend the RIDE alternate assessment workshops support this process. Program criteria will be clarified. An update will be provided to the RIDE, Office of Special Populations. Timeline: October 2005.</p>	

		addressing district wide grade level appropriate curriculum for students with more significant exceptionalities.			
Compliance	12	At the high school there are currently some programming requests within the adaptive daily living (ADL) classroom. The ADL class has no sink, stove, washer/dryer or vocational centers within the classroom. There is a half refrigerator and microwave. The ADL teacher has made connections with the Career and Technical Center Nursing Program and may have access to the washer/dryer in this program. Access to the food room for cooking experiences by students in the ADL class is limited this year due to room availability. The sink in the foods room is not handicapped assessable thus precluding any student in a wheelchair from doing dishes/cleaning in the sink.	Faculty Interviews Observations	The Special Education Assistant director will confer with building principals to ensure that these issues will be resolved and assure access. Chariho School District will provide an access review update. Timeline: Immediately Progress review: December 2005.	

4. EVALUATION/ INDIVIDUAL EDUCATION PROGRAM (IEP)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
		<b>EVALUATION</b>			
Performance	1	Some general education teachers are frustrated by amount of time that passes between initial referral to TST and the referral to special education. (See Teaching Practices #1)	Interviews		
Performance	2	The evaluation process is coordinated through central office leaving building staff feeling disconnected from the process. Many staff could not clearly articulate what the steps in the special education processes were and were not able to delineate roles and responsibilities of the ET.	Interviews	See School Improvement # 3.	
Performance	3	Evaluation Teams (CSC) referred to as multidisciplinary teams (MDT) across records reviewed.	Across records		
Performance	4	It was reported that the number of referrals has been reduced due to the use of the TST process, pro-active interventions and more early intervention services in general education.	Interviews Document review		
Performance	5	Procedures for eligibility determination and or existing special education services at the CMS are unclear.	Faculty Interviews Record Review JK7, 8	See School Improvement # 3.	

Performance	6	At the high school one of the special education teachers completes most of the educational testing for the high school. Securing appropriate space for testing is, at times, problematic.	Observation Interview		
Performance	7	At the secondary level, FBAs are facilitated for both student interventions for both general and special education purposes.	Interviews		
Performance	8	The statistical profile of the district's special education primary disability categories indicate that the number of students identified as speech and language impaired is statistically above the state average (30% vs. 21%). The numbers of students who are identified as multi-handicapped (1.4% vs., 0.9%), developmentally delayed (5.6% vs 3.4%) and autistic (2.9% vs 1.6%) are also above the state average. All other categories are at or below the state average.	Data analysis		
Compliance	9	Overall, multiple recommendations for evaluations and eligibility meetings over time makes it unclear as to whether timelines and meetings are within regulatory guidance. It is unclear if parental consent was obtained for all evaluations recommended over the extended time period. In addition, there were multiple eligibility and disability determinations made resulting in multiple meetings over time.	KC1, KC3, KC4, KC5, KC8 BG1, BG4, JK4	See School Improvement # 3. In addition, Assurances will be provided to the RI Department of Education, Office of Special Populations that compliance issues are addressed and rectified. <i>This support plan is applicable for all compliance findings in this section.</i> Timeline: immediately. Progress check: December 2005.	
Compliance	10	Evaluation time frames not met.	JK2-4		
Compliance	11	Evaluations not completed as required for eligibility determination: <ul style="list-style-type: none"> <li>▪ Social History</li> <li>▪ FBA</li> </ul>	KC1, KC8 KC3, KC8		
Compliance	12	Recommended and consented evaluations not in file: <ul style="list-style-type: none"> <li>▪ Observation</li> <li>▪ FBA</li> </ul>	KC1, JK2 KC6		
Compliance	13	The ET form does not document the date of the meeting.	Across records		
Compliance	14	Parent consent for evaluation not in record.	KC8		
Compliance	15	At the elementary level, FBA/BIP/ manifestation	Interviews		

		determination is unclear to staff. Although, staff report familiarity, they are unsure as how it fits into the evaluation process. (See also FAPE # 9)			
Compliance	16	Referral from EI to the district was made but not followed through to completion.	BG1		
Compliance	17	Language evaluation recommended for completion 10 months after signed consent.	JK5		
Compliance	18	Documentation of invitations and notices to all meetings concerning the student was inconsistent.	KC1-8 BG1, BG3, BG4, BG5 JK1-6		
		<b>INDIVIDUAL EDUCATION PLAN- IEP</b>			
Performance	19	In general, across records reviewed, IEP teams were duly constituted.	Across records		
Performance	20	Goals are standards-based with individualized targeted student performance.	KC5		
Performance	21	IEPs have goals, which refer to the standards but are not individualized to targeted student performance and are not measurable. IEP goals are not standards-based, individualized or measurable.	KC1, 2, 3, 4  BG3, BG4, BG5		
Performance	22	Related service providers goals are not using standards or GLEs.	KC1		
Performance	23	Present Level of Performance related to the student's disability and well written; however, it was not related to the annual goal or standards.	KC4		
Performance	24	Overall, present levels of performance need to be measurable, and describe what a student can and cannot do within the general curriculum.	KC1-KC6 BG1,BG3, BG4 BG5		
Performance	25	Strengths and needs not linked to the general curriculum or alternate assessment frameworks.	KC4, BG5		
Performance	26	At the elementary level, the principal or special educator chairs IEPs. Staff indicated good parent involvement.	Interviews		
Compliance	27	In records reviewed, there was not adequate explanation for placement outside of the general education setting to support that the IEP teams are making such decisions. One record seems to indicate that there was not an IEP	KC5, KC8		

		team making the decision. (KC8)			
Compliance	28	IEP meeting was not held within 15 days of eligibility determination.	KC1 BG3, BG5		
Compliance	29	Documentation and report to parents of progress towards IEP goals and objectives, progress towards annual goal and reasons for not meeting the goal is inconsistent/incomplete across records reviewed.	KC1-8 BG1, BG3, BG4, BG5, JK2		
Compliance	30	IEP not current	KC7		
Compliance	31	ESY was not documented on the IEP	KC1, KC4		
Compliance	32	In some records reviewed, IEP requirement was not completely documented: <ul style="list-style-type: none"> <li>• Extent of participation in general education.</li> <li>• Alternate Assessment documentation space deleted from IEP form.</li> <li>• Contact person or phone.</li> <li>• Home school.</li> <li>• Assessment accommodations by specific assessment.</li> <li>• Effective dates of IEP.</li> <li>• Supplemental aids and services, accommodations and modifications.</li> <li>• Reevaluation date</li> <li>• Age of Majority</li> </ul>	KC1-KC6, BG1, BG3-BG5 KC2  KC3, KC5, BG3 KC4 KC5, KC8, SW2, SW4, SW5, SW6  BG1, BG3  SW1, KC8 SW2		
Compliance	33	Assessment page (accommodations, alternate assessment, re-evaluation decisions) not included in IEP	KC4		
Compliance	34	LEA rep's signature is dated differently then the IEP meeting date.	KC5, KC6		
Compliance	35	From records reviewed, it is unknown if LAC information is disseminated to individual parents. However, the schedule is posted in building offices, on the district website and a brochure that is to be distributed at meetings.	KC1-8 BG1, BG3, BG4, BG5 JK1-6		
Compliance	36	It was unclear if parents received procedural safeguards at the IEP annual review.	KC5, KC6, KC8		
Compliance	37	Parent did not attend most recent IEP meeting. Records did not contain documentation of attempts to gain	BG5		

		participation.			
Compliance	38	No parent signature on IEP.	SW2		
Performance	39	At the elementary level there is an emphasis on inclusive practices. Staff indicate that they feel pressured to write inclusive services even if the team feels there is a need for more restrictive services. Staff and parents feel that, rather than the specific criteria for ESY 1:1 aides, AT, etc. facilitating the decision making process it tends to hamper the process.	Staff and Parent Interviews		

5. TRANSITION					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	1	At the elementary level, the sending teacher fills out a transition from pre-school form and there are formal conversations between pre-school teacher & K teachers. For grade to grade-to-grade transitions, each grade level team plans/groups students for next year with participation of special education teachers and support staff.	Administration Interviews Staff Interviews		
Performance	2	Transition planning from the sending elementary schools varies. The Richmond and Charlestown school districts transition their 4 <sup>th</sup> grade students to the 5 <sup>th</sup> grade at the middle school. Ashaway Elementary and Hope Valley Elementary transition- their 5 <sup>th</sup> grade students to the 6 <sup>th</sup> grade at the middle school. With two different grade level transitions along with individual school districts planning the CMS host a number of opportunities for students and families to become familiar with the whole school community. The CMS provides presentations at the sending elementary schools by the school counselors, along with a student step up day with middle school student mentors to assist elementary students questions and concerns. An orientation night is also hosted for upcoming elementary school parents to become familiar with curriculum requirements, school policy and protocols along with school based service and supports.	Presentation Faculty Interviews		
Performance	3	At the CMS it is unclear how vocational assessments are	Faculty	The Chariho School district is using	

		being facilitated for students with IEP who are 14 years of age.	Interviews	various transition tools (e.g. transition folders, portfolios) and has a plan in place to coordinate transition needs for each and every student. An update will be provided to the RIDE, Office of Special Populations June 2005.	
Compliance	4	No vocational assessment in record	SW1-3	Assurances will be provided to the RI Department of Education, Office of Special Populations that compliance issues are addressed and rectified. Timeline: immediately. Progress check: December 2005	
Performance	5	<p>The high school has a transition coordinator who works with special education staff to identify those students who have in-depth transition needs. This coordinator also works through out the district. This planning may include but is not limited to:</p> <ul style="list-style-type: none"> <li>• Direct work with students on transition related issues.</li> <li>• Completing interest inventories as well as the Choice Program. Vocational assessments at the Career and Technical Center are completed as needed.</li> <li>• Job shadowing/coaching</li> <li>• Connections with outside agencies such as Napatree, Perspectives, ORS, DDD and the Southern Rhode Island Collaborative.</li> <li>• Participation in the Job Fair.</li> <li>• Self-directed IEP programming work with the students.</li> </ul>	Interviews	See above.	
Performance	6	The high school guidance counselors meet each spring with all 8 <sup>th</sup> graders on a large group, small group and individual basis. At the end of May there is a Freshman Orientation for all 8 <sup>th</sup> graders to meet the administration and others in addition to finding out information on various activities and clubs. The last week of school all 8 <sup>th</sup> graders	Interviews		

		come over and visit for approximately an hour and tour the high school. Prior to the start of school all 9 <sup>th</sup> graders attend school for a day and they have a freshmen picnic.			
Performance	7	<p>Vocational Assessment opportunities at the high school:</p> <ul style="list-style-type: none"> <li>• There is a structured transition protocol for students who are referred to the Transition Coordinator. Typically the students who are referred receive instruction in self-contained settings. For students who are not referred to the Transition Coordinator transition protocols vary and are dependent upon the case manager. These students may review transitional information and other information in their resource classes. This is the first year for use of the blue transition folders at the high school and it varies depending on the case manager.</li> <li>• In the 10<sup>th</sup> grade all students take the career component of choices and the college component is taken in 11<sup>th</sup> grade. This is facilitated and maintained by the student's guidance counselor. There is not a structured process for discussing or sharing the results with the case manager.</li> <li>• All 9<sup>th</sup> graders take a tour and power point presentation of the Career and Technical Center and receive information on the opportunities available there. If a student expresses interest in the Career and Technical Center that student will participate in the Center's vocational assessment process. This is specific to the programs at the Career and Technical Center and the information is shared only with the appropriate Career and Technical teacher(s).</li> <li>• There are plans underway to develop structured protocols and procedures for the newly created Office of Career Education and Planning. This office will officially begin operation next school year. Currently, these protocols are in the</li> </ul>	Interviews		

		development stages.			
Performance	8	<p>Students in the ADL class participate in a variety of prevocational experiences. Some of these include the following:</p> <ul style="list-style-type: none"> <li>• Facilitating a successful school store twice a week during lunch times. Monies will be used for an end of year activity.</li> <li>• Several students in the ADL classes are involved in school-based prevocational experiences (i.e., custodial and maintenance, culinary and the copy center).</li> <li>• There are four typical student helpers that assist in the ADL classroom and receive classroom credit for those experiences.</li> <li>• Community based experiences are also available for older students in the ADL classes. Students go out for approximately half a day five days a week. These include both volunteer and paid positions. (Westerly Hospital, Wood River Health, Wal-Mart, Pizza Hut, Tim Horton's, Burger King). These community-based experiences have also been extended to students with special exceptionalities who are not in the ADL program but can benefit from these opportunities.</li> </ul>	Interviews		
Compliance	9	Transition plan had inadequate long-term goal statements on which to develop a statement of transition service needs that focus on a course of study.	KC6, KC8	See School Improvement # 3. In addition, Assurances will be provided to the RI Department of Education, Office of Special Populations that compliance issues are addressed and rectified. Timeline: immediately. Progress check: December 2005	
Performance	10	There is a written and structured transition process for students transitioning back into the elementary, middle school or high school from the ALP or RYSE CDP. Both general and special educators are unclear as to the nuances of transitioning from the RYSE CDP versus the	Interviews		

		ALP program. Teachers report only some limited informal verbal and email communications and teachers spoke about the need for purposeful planning and having students visit their classes and meet with teachers prior to re-entering the high school. (See Teaching Practices # 14)			
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6. FAMILY ENGAGEMENT					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	1	The district has received a grant from Met Life to run a pilot program of family workshops. The district is 1 of 11 in the country to receive a grant to focus on parenting issues and concerns with are emphasis on elementary level.	Interviews		
Performance	2	The district's strategic plan has a goal to create stronger connections between the schools and the communities. Current steps to achieve this include: using technology to communicate more effectively with families, developing a resource guide for families, develop a process by which elementary students and families set goals, at the secondary level, students will develop one academic and one career goal, the district will develop a public relations plan and provide access to grades and attendance to parents of students grade 5-12.	Document review Interviews		
Performance	3	The district has an active LAC that meets on a regular basis and advises the district on special education issues as well as providing informational nights for parents. They have recently developed a resource library for parents to access regarding students with exceptionalities.	Interviews	Chariho School District provides professional development to the LAC committee. Plans fro next year include exploring providing additional development through RIPIN for LAC members. Timeline: April 2006.	
Performance	4	All schools in the district have active parent teacher groups. In addition, there are many opportunities for parents to volunteer within the schools. These volunteers are afforded professional development opportunities.	Interviews		

Performance	5	At the elementary level, parent portfolios are given out every year and contain information on school, lunch, child care, the web site, mission statement, list-serve internet policy, etc.	Document Review		
Performance	6	There is a district calendar, superintendent's letter, District Annual Report, teacher/principal letters to home that provide intensive parent communication. The calendar includes information for all schools and district information including the LAC.	Document Review		
Performance	7	CMS facilitates a number of opportunities for parents to become involved in their child's education along with whole school community activities. Families have access to school based information through school notes, voice mail and district web page. Currently, parents co-chair the school improvement team.	Presentation Document Faculty Interviews		
Performance	8	At the high school guidance hosts four parent meetings on a variety of topics and twice a month there are evening hours where the guidance office is open till 7:30 PM to meet with parents who cannot come in during the day. One of the school social workers is also available after school to meet with parents and students as needed. There is also a parent support group that meets the second Wednesday of the month to work with parents on issues related to raising teenagers.	Interviews		
Performance	9	The Pre-K teacher runs a play group for 3-5 years olds on Friday AM for children who are not in school program as part of Parents as Teacher Program in addition to all pre-k teachers making home visits on Fridays to assist/train parents.	Staff Interview		