

Rhode Island Department of Education
Office for Diverse Learners

School Support System Report and Support Plan

Coventry Public Schools System
November 16-19, 2009

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 outcome 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.

TABLE OF CONTENTS

1. School Improvement /Family Engagement
2. Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE)
3. Evaluation/ Individual Education Plan (IEP)
4. Transition

***COVENTRY SCHOOL DISTRICT
SCHOOL SUPPORT SYSTEM REVIEW
November 16-19, 2009***

TEAM MEMBERS

***Team A* – Barrie Grossi, Monica Kauffman, Caroline Sparhawk**

***Team B* – Ann Turrell, Jen Connolly**

***Team C* – Jane Keane, Anita Rolin, Catherine Stahl**

***Team D* – Susan Wood, Diana Kriner, Therese Curran**

1. SCHOOL IMPROVEMENT / FAMILY ENGAGEMENT					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Outcome	1	<p>The Coventry Public School's district wide strategic plan for 2009-2011 was developed as part of a collaborative process informed by all constituents of the school community over a 6 month period. The District Strategic Plan includes goals and strategies focusing on:</p> <ol style="list-style-type: none"> 1. Improving student achievement 2. Addressing learning diversity through interventions and practices based on data analysis 3. Ensuring a high quality curriculum aligned to state standards and workforce expectations 4. Engaging families and community in school improvement and support for student achievement 5. Ensuring adequacy of fiscal and human resources to promote learning 6. Ensuring safe and supportive learning environment to promote healthy life styles for all students. <p>The district's Unified Learning Support Services Strategic Plan is aligned with and embedded in the District Strategic Plan. The district reports a reduction in special education identification from 23% in 2002 to less than 17% in 2009 due to its focus and commitment to optimizing the capacity of general education classrooms to include diverse learners.</p> <p>Throughout the district there is evidence of established or in the process of developing School Improvement Plans which are aligned to the District Strategic Plan and the Unified Learning Support Services Strategic Plan. The School Improvement Plans include mission and vision statements along with specific target areas and action plans. School Improvement Teams are comprised of school administrators, general and special educators and parents. The teams meet monthly with sub-committee activities as appropriate.</p>	<p>Document Review District Presentation Interviews</p>		
Outcome	2	<p>Throughout the district Response to Intervention (RtI) was in all schools. It was well established and supported by district and administration and professional development appointees. Staff reported it as a positive process/experience and look forward to</p>			

		expanding their repertoire of skills and interventions with future data focused professional development opportunities.			
Outcome	3	There was evidence throughout the district of student centered, standards based, teacher facilitated differentiated instruction, with posted rubrics, modeling, cooperative learning, student problem solving, posted student work along with homework assignments, independent self-selected reading and journal writing all aligned to GLE's and GSE's	District Presentation Interviews Document Review Observation		
Outcome	4	Professional development is provided for faculty and staff through a variety of job embedded opportunities. The focus for school wide professional development is currently addressing Response to Intervention, Positive Behavioral Interventions and Supports, Literacy, Math and the use of data analysis strategies to inform instruction.	District Presentation Interviews Document Review Observation		
Outcome	4	<p>The district's rate of parent participation in the annual Special Education Statewide Parent Survey* is 21.15% of parents whose children have IEPs. This is slightly below the state average of 25% (The 25% percent refers to 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 results for children with disabilities).</p> <p>District efforts to build district-wide awareness of the SEPPS, data it offers for improving partnership efforts and district performance on the measure have involved school and parent leaders. The District has presented survey results to district administrators followed by building level presentations to all staff. District-wide ideas are being sought to inform a district action plan. The Special Education Director in collaboration with LAC leadership is in the process of developing this action plan to increase parent involvement. This plan will be completed and disseminated prior to the February break.</p> <p>The Family Engagement Committee was established in 2008 and is facilitated by the director of special education and composed of parents and staff of students with and without disabilities. This group is working toward the goal of improving</p>	State Performance Plan Document Review		

		<p>parent/family involvement. The group conducted a needs assessment to determine the feasibility of a centralized Family Center, however, the study indicated that families would prefer more individualized services. Additionally, the district provides a Parent Enrichment series at least twice a year. The district also collaborates with the Coventry Human Services Department to facilitate opportunities for local employers, health care providers and community partners to participate in activities of mutual advantage to parent and community. Throughout the district there was a myriad of family engagement opportunities.</p>			
Outcome	5	<p>Local Special Education Advisory Committee (LAC): A local advisory committee with membership, operation, and scheduled meetings, consistent with Regents' requirements is in place and is supported by the district.</p> <p>This Advisory Committee has been designed as a pro-active collaborative partnership between parents of children with Special Needs, Students, Special Education teachers/staff, General Education teachers, Administrators and other community members who are committed to enhancing the quality of education for children with Special Needs within the district, which will ultimately benefit all children within the district. The goals for LAC this year include a plan to broaden the membership of the group (currently approximately 30 members) and work with the district to improve communication with parents, a need noted in the Special Education Statewide Parent Survey. The group also plans to continue to bring in specialists that can share their expertise in topics such as: technology access and requirements associated with graduation. Presentation from groups such as RI Parent Information Network, RI Technical Assistance Project and the Sherlock Center are also often provided. The LAC had frequent opportunity for questions and answers with district leadership and perceives the district leadership as responsive and supportive to the concerns and needs of the group. Consideration is being given to possible collaboration with other districts to combine resources for shared topic presentations.</p>	<p>District Presentation Interviews Document Review Observation</p>		

Outcome	6	Coventry Public Schools has a multitude of assistive technology programs and devices available for all students via the library. This was done to ensure that all students have access to tools as appropriate.	Interviews Documents		
---------	---	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------	--	--

2. FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE/LRE)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Outcome	1	<p>Based on the FY July 1, 2007 – June 30, 2008 State Performance Plan information on Coventry Program Placement Data is as follows:</p> <p>The percentage of students educated 80 to 100% of the time in general education settings is 75.23%. (RI District Average is 70.67%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 12.79% (RI District Average is 14.79%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 1.71% (RI District Average is 4.94%)</p> <p>If a district is 1 standard deviation from the RI district average the district is considered discrepant for the target. Coventry is <i>not</i> discrepant in any of the above areas.</p>	Interviews Documents State Performance Plan (SPP)		
Outcome	2	State Performance Plan/ Annual Performance Report measures the percent of children with parental consent for an <u>initial</u> evaluation, who were evaluated within 60 days as stated in the state and federal regulations. Per regulatory requirement adherence is set at 100% compliance. Coventry is at 100% compliance. This is to be commended. (RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements.)	Interviews Documents		
Outcome	3	The child outreach coordinator is the lead liaison with early education and care programs/ agencies. Child Outreach Screenings are well publicized across multiple media formats and sites. Coventry children enrolled in Head Start/extended day, the community parochial school and all kindergarteners receive Outreach Screening as part of the application process.	District Presentation Interviews Document Review Observation Consolidated		

	<p>Targeted children such as those previously in Early Intervention (EI) are screened on a regular basis. Screening occurs at multiple sites that are convenient for children and family. The screeners have been trained through State sponsored training and/or local school training by the Child Outreach Coordinator. All screening instruments are reliable, valid, and culturally competent measures as delineated in “Best Practice Guidelines for Child Outreach Screening Programs in Rhode Island”.</p> <p>As one means of identifying all children with disabilities, child outreach standards developed at the state level set an expectation that efforts to screen preschool children should focus most on three year olds and strive to screen 80% of all 3, 4 and 5 year of residents. The district reports in its current Consolidated Resource plan that its most recent screening results indicate the following percentages of preschool residents screened through Coventry’s Child Outreach program:</p> <ul style="list-style-type: none"> • 3 year olds: 68% • 4 year olds: 74% • 5 year olds: 86% <p>The district preschool screening targets continue to strive for 80% of children in each of the three age groups.</p> <p>Preschool Continuum of Services</p> <p>Currently there are 89 children receiving early childhood special education services with IEPs or approximately 8.5% of the estimated number of 3-5 year old children residing in the district (based on live birth data).</p> <p>There are a total of 11 preschool inclusion sessions with typically developing peers with programs housed in one of three elementary schools. The preschool program is currently providing classroom based instruction and support to 60 students with IEPs and 71 of their typically developing peers in half day programs staffed by an early childhood special educator and a teaching assistant. There are 8 fully integrated classrooms (maximum class size 15). There is one integrated classroom that has a maximum class size of 10 and a reverse inclusion classroom that has a maximum class size of 6-8. Additionally 29 children receive services either in early</p>	<p>Resource Plan (CRP)</p>		
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------	--	--

		<p>education, Head Start or as a walk in speech language students.</p> <p>Early Childhood Outcomes Data. The district participates in the Early Childhood Outcomes Project. Preschool age children with IEPs are entered into Creative Curriculum.net in order to provide ongoing monitoring and assessment of developmental progress. The preschool coordinator is responsible for implementing process, procedures and monitoring strategies to ensure the fidelity of the data. Preschool special educators use Common Planning Time for ongoing training and support in implementing outcomes measurement. The decision to use approved alternate assessment practice (OSEP Checkpoints) is determined on an individual basis at IEP meetings with parent participation.</p>			
Outcome	4	<p>Coventry Public Schools has a multitude of assistive technology programs and devices available for all students via the library. This was done to ensure that all students have access to tools as appropriate.</p>	<p>District Presentation Interviews Document Review Observation</p>		
Outcome	5	<p><u>Elementary School Program Continuum</u> Coventry provides a continuum of services across the elementary grades which range from consultation to general education teachers, collaborative instruction (one general educator and one special educator), small group instruction for direct teaching, supplemental reinforcement or environmental strategies (quieter setting). The majority of the elementary staff maintains the position that children should remain in Coventry to participate in their community schools. Evidence of inclusive practices to support students with exceptionalities was ingrained in the culture of most elementary schools. Nearly every student with an IEP at the elementary level is included with typically developing peers for at least some portion of their program day. The district is in the process of distributing resources and expertise across elementary sites rather than concentrating expertise within one setting. Currently the Washington Oak School houses the majority of focused special education</p>	<p>District Presentation Interviews Document Review Observation</p>		

		<p>programs with the primary Autism Spectrum program and two life skills programs. Blackrock and Tiogue Schools house the therapeutic and academic self contained programs.</p> <p>At the elementary level, common planning time is established on a weekly basis to facilitate monthly faculty meetings, professional development and instructional collaboration. Professional development coordinators are assigned to each elementary school and provide embedded professional development and training focusing on the implementation of Response to Intervention (RtI) and Positive Behavioral Supports and Interventions (PBIS). One of the benefits of common planning time is that instruction at the elementary level has become increasingly fluid and targeted toward student needs rather than restricted by class placement.</p> <p>Mental health staff provides traditional counseling services as well as integrated and embedded Social Skills groups. Additionally, a wide variety of targeted interventions associated with PBIS provides scheduled and supportive interactions with students in the elementary grades.</p>			
Outcome	6	<p><u>Middle Level Program Continuum</u></p> <p>Please note that the titles of the programs are reflective of the antiquated and non regulatory terminology (i.e., behavior disordered) that the school/ staff used throughout the review. Further the terminology they used to describe the continuum of services and supports for students with exceptionalities did not equate to the actual special education service delivery. In most cases the program was considerably less restrictive than the program's antiquated titled indicated. The only exception to that was the "behavior disordered" self contained class.</p> <p>There are 1250 students attending Feinstein Middle School, 179 are students with IEPs. The program continuum is as follows:</p> <p>There are four teams at each grade level. The seventh and eighth grade teams loop. A special educator/resource teacher</p>	<p>District Presentation Interviews Document Review Observation</p>		

or an academic self contained teacher is assigned to a grade level team.

Resource

A special educator/resource teacher is assigned to grade level teams. At the sixth grade level there are three (out of four) teams with resource support and two teams at the seventh and eighth grade level (out of four) with students requiring resource support and services per their IEP. Special educators provide specialized instruction during home room or through flexible small class grouping.

Academic Self-Contained

At each grade level there is an academic self-contained setting (3) for students needing more intense individual instruction (typically for reading, writing and math) directed by their IEPs. With support, most students participating in ASC are in the general education setting more than 50% of their academic/school day, for science, social studies, electives and homeroom (3 students are on RI Alternate Assessment). Students in ASC classes are assigned to their grade level team. There are currently 31 students in ASC.

Life Skills

A self-contained setting is provided for students with multiple learning challenges needing intensive individualized direct instruction and life skills experiences. Students participate with their typically developing peers in elective classes along with some core content classes when appropriate. Students engage in community activities and utilize the local transit/bus service supporting travel training and independent living skills. A bus is available at any time for scheduling community trips. There are currently 6 students enrolled in this program all of which are eligible for alternate assessment. The curriculum is aligned with AAGSE's.

An instructional partnership has been established between a general education science teacher and a special educator as co-teachers to provide the science curriculum for students who will participate in the science alternate assessment.

Compliance	<p style="text-align: center;">ASD</p> <p>A self-contained setting is provided for students with significant academic learning challenges needing individualized direct instruction and life skills experiences (typically targeting students with autism spectrum challenges). Students are included in general physical education, adaptive physical education, electives and some general education content area classes with support.</p> <p style="text-align: center;">Behavior Disordered Self Contained</p> <p>The classroom for students with social/emotional challenges is an alternative academic support setting, providing a highly structured environment focused on behavioral interventions and supports engaging students in transitioning back to the whole school community.</p> <p>Alignment of curriculum within this specialized program and the rigor of instruction were unclear in regard to how students would receive their academic program with a little over a four hour schedule of instruction within a six hour day. On Fridays instructional time is limited to about three hours within a six hour instructional day. (RI Regulations 300.114).</p> <p>Though the classroom had learning centers for student focus, environmental issues such as the storage closet space need to be addressed and clearly defined.</p> <p style="text-align: center;">Planning Center</p> <p>The planning center is a new intervention program designed for eighth grade students who are experiencing academic, social/emotional and or behavioral challenges along with truancy. There are currently nine students in the program, three of which have IEPs. The program is individualized for each student supporting a proactive academic schedule.</p> <p>Documentation and articulation of streamlined entrance and exit protocol, based on data analysis of student progress academically and or behaviorally for students participating in the classrooms designated to support students with social emotional and or behavioral challenges (Behavior Disordered Self -</p>		<p>Programmatic issues (curriculum / Instructional time etc.) will be reviewed and refined in the next school year. This is applicable to the "Behavior Disorder Self Contained" class setting and the Planning Center setting. Timeline: Immediately and ongoing. Progress check: September 2010.</p>	
------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Contained and the Planning Center) was unclear.

Social Emotional and Academic Learning Supports

A ULSS student portfolio is maintained for all students with IEPs from the fifth grade and utilized as students move from building to building and grade to grade. The student portfolios provide a wealth of information supporting the development of an individualized academic program and transition planning.

Friday morning meeting. Members of the whole school community composed of school administrators, the school social worker, the school counselors, the school nurse, and ULSS coordinator educators meet to discuss and plan for students who may be at risk academically, socially/emotionally and or behaviorally. Intervention plans are documented and team members take responsibility for monitoring progress.

Planning/Common Planning. Grade level teams at the middle level meet for one hour every day to collectively review curriculum, instructional strategies, schedules and activities, student progress and assessment analysis. Some teams may schedule CPT with teacher assistants in attendance. Common planning agendas vary from team to team. In addition, there are a plethora of additional opportunities for collaboration.

The advisory initiative at the middle school is held once a week for fifty minutes with varying additional time during home room. Advisors assist students with the development of their Individual Learning Plans and additionally use the WaytogoRI to complete inventories and surveys that reflect student interest.

Social Worker/School Psychologist facilitates focus groups addressing social skills along with implementing Gym Happy and the Connections Program supporting interpersonal skills with peers. School counselors are assigned to each grade level and loop with their students. Counselors are currently engaged in supporting the development of transition plans, individual learning plans and the use of Waytogo RI.

Behavioral expectations along with disciplinary action protocols

		and policies are defined in the student handbook. The Alternative Learning Center, and in school suspension setting is provided for students whose incidents of inappropriate behaviors and or infractions warrant suspension along with a disciplinary/academic setting. Teachers throughout the day assist students with their class work including special education.			
Outcome	7	<p><u>High School Program Continuum</u></p> <p>At Coventry High School there are approximately 1,800 students and approximately 341 with IEPs. The program continuum is as follows:</p> <ul style="list-style-type: none"> -One Life Skills class for students who have severe/profound needs. All are on alternate assessment and it is a community-based classes. -Two Life Skills classes for students with moderate cognitive challenges (about 50% of these students are on alternative assessment) divided by grades (9th/10th and 11th/12th). -Transition for Success (off campus “apartment” located at a Coventry elementary school) for students 18-21 whose sole focus is transition. See Section 4: Transition for additional information on the “apartment”. -Transportation for students in the Life Skills classes is available on daily basis. Students participate in community-based work study experiences as well as in school work experiences. Common planning time for teachers in the Life Skills program has been around alternate assessment. Teachers reported this as being very positive. -Academic self-contained (departmentalized). Two teachers teach all academic subjects for approximately 18 students (math, science, social studies, ELA/literacy). Approximately 10 students take all of their academic classes with these two teachers. The rest have a varied schedule with some self-contained classes and some general education classes. -Three classes for students with behavioral health needs (Coventry Learning Academy). These are self-contained settings. It utilizes a level system. E-learning is also a component of this program (Plato, online courses, credit retrieval, etc). Students in this program also participate in self-contained advisories with the teachers in this program. 	District Presentation Interviews Documents		

		<p>-12th grade resource class (traditional pull out). This will be phased out after this year.</p> <p>-All others are in general education classes. At the 9th grade level there are four teams of Level 2 classes. The remainder of the classes that are supported are Level 3. Support classes in all core content areas.</p> <p>-Learning Lab. Some students may take this as an elective while others use it as a drop in center. For any student who does not have a collaborative class they can go to the Learning Lab and get special education help on a short term basis unless it is in the student's schedule as an elective.</p> <p>-Proficiency Based Graduation Requirements Lab. This is a new addition to the continuum. It targets students with IEPs who need assistance with the PBGR specifics (capstone projects and portfolio). In addition, there is a capstone class that students can take as an elective.</p> <p>Extended School Year (ESY) for high school students is held at the high school for approximately 6 weeks each summer. Currently, one of the Life Skills teachers is the teacher for the ESY program.</p>			
Outcome	8	<p>Coventry High School has four academic levels/tracks. They are as follows:</p> <ul style="list-style-type: none"> -Honors/AP -Level 1 (College Prep- typically students who are pursuing a 4 year college) -Level 2 (College Prep- typically students who are pursuing a 2 year college track) -Level 3 (typically students entering the world of work, military service, or a 2 year college, etc). -Level 4 (Life Skills self contained classes) <p>-(Level 1,2,3 and 4 are all weighted in the same manner. The only classes that are weighted differently are Honors/AP).</p> <p>Students in 9th grade are all on 9th grade teams. One of the teams is focused on students who are considered at-risk. All teachers provide instruction and homework in a consistent manner. So far staff reported this as positive.</p> <p>Teachers at the middle level make recommendation for which</p>	Interviews Documents		

		<p>Level classes students should take in high school. This is reassessed on an ongoing basis via high school teacher recommendations.</p> <p>Students who are two or more grade levels below in reading take an additional literacy class. All others are required to take two years of World Language. A full-time teacher assistant is assigned to work in the World Language Classes. Spanish, French, and Italian are also offered via a first year language class done over a two year period. A student (SW2) reported failing Spanish this quarter due to poor test grades. He states that he had lost his agenda and has difficulty organizing his work. He was not aware of the Learning Lab opportunity to take tests in that environment.</p>		Issue clarified and resolved.	
Outcome	9	<p>At the high school there is a professional development coach whose focus is on collaboration. Math and ELA are the focus this year. There are 44 co-taught math and ELA classes. This has been reported as being a very positive professional development opportunity. Plans are underway to expand the professional development to science and social studies next year. Currently there are a number of co-taught classes in a variety of subject areas. Common planning time occurs on a weekly basis. Teachers can choose to work with their collaborative teacher individually or as a group within their Departments. Special educators reported this as positive and enjoyed working with the content area teachers.</p>	<p>District Presentation Interviews Documents</p>		
Outcome	10	<p>There are two full-time psychologists at the high school. Both reported this as positive as they are able to serve a larger population of students. One focuses on the referral and evaluation process, provides counseling as per the student's IEP and provides assistance to teachers who work with students on the autism spectrum and developmental challenges. The other works with the behavioral program and assists teachers and provides counseling for those students. One of the psychologists also tracks discipline data (suspension data) for the whole school and facilitates the manifestation determination process. This data is then submitted to the Special Education Director for data review and discussion.</p>	<p>Interviews Documents</p>		

Outcome	11	At the high school there is an Alternative Learning Center (ALC) which is the in school suspension process. A special educator is the teacher who manages the Center. Students have access to their curriculum and services as appropriate.	Interviews Documents		
---------	----	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------	--	--

3. EVALUATION/ INDIVIDUAL EDUCATION PROGRAM (IEP)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Outcome/ Compliance	1	<p>Records of approximately twenty-four (24) students were reviewed prior to the on-site review by the visiting team. These were selected through a stratified random selection technique to allow the team to consider a representative variety of students. As a general note, the students' records reviewed were accessible and generally well organized and included required parent consent documents, copies of evaluation reports, eligibility documentation/evaluation team meeting reports, and evidence of adherence to time lines. Occasional IEP items were not included. The following findings in this section illustrate the themes that emerged from the record review that will require district attention. See Section 4: Transition for vocational assessment information from the record reviews.</p> <p>At the preschool and elementary level, there were inconsistencies in identifying baseline measurement across all goals as well as indications of how often progress data is collected.</p> <p>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</p>	Interviews Record Reviews	<p>Assurances will be provided to the RI Department of Education, Office for Diverse Learners that compliance issues are addressed and rectified. This Support Plan is applicable for all compliance findings in this section.</p> <p>Timeline: Immediately and ongoing.</p> <p>Note: The district has already provided technical assistance to clarify documentation efforts and will provide ongoing professional development to continue to assure compliance. The documentation issue is resolved.</p>	

4. TRANSITION

Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Outcome	1	<p>The district has been largely successful in developing and implementing transitioning preschooler's IEPs by their third birthday. The district employs a social worker who is the designated contact for all early intervention (EI) referrals. Information is tracked by the Social Worker who maintains all referral from EI, documents information from the 30 month meeting and forwards all referral information to the principals of the child's home school along with a copy of all to the Director of Special Education. A tracking sheet is utilized to ensure compliance with all federal and state timelines. The information is collected in an ongoing manner and is maintained both in individual files and on a master spreadsheet.</p>	<p>District Presentation Interviews Documents</p>		
Outcome	2	<p>The district has developed portfolios to be transferred from grade to grade, school to school within the district and has identified ways to involve and inform families and students in all transition processes. Implementation of transition portfolios appears to be implemented at fifth grade for transfer to middle school and from middle school to the high school via established procedures to communicate student program needs as well as well developed programs such as school visits for both parents and students.</p>	<p>District Presentation Interviews Documents</p>		
Outcome	3	<p>Transition and vocational career exploration is facilitated for Feinstein Middle School students at all levels. At the sixth grade level student's initiate the development of their individual learning plans (ILP) through the use of the WaytogoRI a computerized interest inventory. At the seventh and eighth grade levels, this initiative is taken further by engaging students</p>	<p>Interviews Document Review</p>		

		not only with the WaytogoRI, but by using the transition planning inventory (TPI). This process more thoroughly explores academic strengths and needs and allows students to view vocational opportunities. Information for this process is also utilized in the development of IEPs for seventh and eighth grade students. Though a number of activities are being facilitated around transition and vocational planning, it is not clearly articulated as a systemic approach leading to a comprehensive plan for students who are 14 years of age with an IEP. Faculty noted the process as emerging.			
Outcome	4	In the Coventry Public Schools the Individual Learning Plan (ILP) begins in 6 th grade. The intention is to have a coordinated transition assessment system that is ongoing and has relevance to the IEP process. Starting spring of 2010 the guidance counselors will provide professional development to the 5 th grade teachers so that by the end of 5 th grade they can establish an account on WaytogoRI.org . At the high school there is set transition activity for the 9 th and 10 th grades. Next year this will be expanding to 9 th , 10 th and 11 th grade and so forth. This is led by the guidance department via advisories The case manager is the lead for pulling together the vocational assessment/transition information together for the IEP process although not all special education teachers interviewed were able to articulate the vocational assessment tools that they utilized other than referral to the Office of Rehabilitative Services (ORS). All 9 th grade case managers are responsible for facilitating the Coventry version of the Transition Planning Inventory (TPI). Middle school teachers also reported facilitating the TPI with their students. Vocational assessments for two of the five high school records were seen/reviewed (SW1, SW3, and SW5 were not produced/reviewed). RI Regulations 300.320(b)(1)	Interviews Document Review	A systemic review of the transition assessment process in the Coventry Public Schools is underway. Training will be provided to staff with respect to clarity of roles and responsibilities at both the middle and high school. For the specific case records cited (SW1, SW3,SW5 transition assessments will be immediately facilitated and reflected in the student's files. Timeline: Immediately and ongoing. Progress check: January 2011.	
Compliance					
Outcome	5	There is a Transition Coordinator who attends the Transition Advisory Committee (TAC) meetings and is available to staff to consult on transition related questions or concerns and attends IEP meeting to model transition discussion etc.	Interviews Document Review		
Outcome	6	Case managers are responsible for initializing the discussion with families regarding the Office of Rehabilitation Services	Interviews Document Review		

		(ORS). The case managers work with Coordinator to facilitate this process with the parents. Summary of Performance is completed as appropriate by the high school case manager.			
Outcome	7	<p>There is a Transition Program that targets students 18-21 years old. It is physically located at the Hopkins Hill Elementary School. It is in a separate building/annex on the grounds of the elementary school. The space is a converted preschool. There is concern that the physical environment was not an adult environment. The walls had a Thanksgiving theme, complete with crepe paper Turkey's with Pilgrim hats. The refrigerator in the "apartment" is not currently working. When the students are in that class the students go to the elementary school to get their lunches from the cafeteria and eat in their building. One of the six students spends one day at the program and three days at the high school. The other five students spend five days a week in this program. There did not appear to be social skills curriculum in place.</p> <p>The primary focus of this program is work and career opportunities. A van is available to transport the students. Some students work in the kitchen and housekeeping for Crown Plaza. Other sites include local businesses (plumbing, Coventry Housing Authority- cleaning for senior citizens, child care centers, local elementary schools, dog grooming, etc.) Some sites provide donations to the programs as payment and other sites are voluntary but may provide a meal. The stipend goes into a fund and the students decide how to spend the money. There is a teacher assistant who serves as job coach and works with students on-site as appropriate. One student interviewed stated that she worked in a preschool as a job opportunity and wanted to go to CCRI and be a preschool teacher. Another student has his driver's license and drives himself to his volunteer work site every day. There is a concern that the program's primary focus is on job work opportunities and that other traditional areas do not receive the same attention (post secondary education/training, recreational/leisure activities, self advocacy/self determination, personal finance as opposed to group finances, limited same age peer interactions, etc).</p>	Interviews Document Review	Central office administration in conjunction with building level personnel will provide ongoing assistance in the review and refinement of the Transition Program with an eye toward systemic data to document progress for students. Progress check: August 2010.	