

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

School Support System Report and Support Plan  
DCYF Thomas C. Slater Training School  
Alternative Education Program  
March 2 - 3, 2011

# **SCHOOL SUPPORT SYSTEM**

## **A Collaborative System of Focused Monitoring**

### Introduction

The purpose of the School Support System (SSS) is to provide a means of accountability for delivery of programs and services for students with exceptionalities. The School Support System model is designed to promote the involvement of the whole school district, general educators as well as special educators and parents. It is designed to learn if the district meets the regulations and what effects programs and services have on student outcomes. Finally, the SSS develops a school support plan for training and technical assistance.

To accomplish this, the SSS includes these components:

- **The Orientation Meeting** The Rhode Island Department of Education (RIDE) staff meets with the Local Education Agency (LEA) to plan the site review and identify issues or initiatives that may influence programs or service delivery.
- **Data Analysis Meeting** The RIDE staff meets to review LEA demographic information on selected reports including: the LEA annual plan, census information, and information collected through record review, staff questionnaires and parent interviews. To ensure that the child is at the center of the study, all analyses begin with the child. Thus, a sample of approximately 30 students with exceptionalities is selected; the records of these students are reviewed; their parents, teachers and related service providers are interviewed, and their classrooms are observed. The result is an in-depth, unified examination of the actual provision of programs and services for students with exceptionalities. The RIDE staff compiles a preliminary summary of their analyses of this data.
- **Presentation by the LEA and School Site Review** The on-site review begins with a presentation of programs by teachers and staff. The presentation provides the review team with general and specific information on delivery of programs and services to students. Following this presentation, on-site reviews to all schools are made. The team members interview school administrators and teaching staff. Parents and central office staff are also interviewed. The team gathers sufficient information and works with the LEA personnel to generate a report, covering the following:
  - The district's compliance with the state and federal regulations, relative to the education of students with exceptionalities.
  - The quality and effectiveness of programs and services provided by the district.
  - The need for professional development and technical assistance that will enable the LEA to improve programs and services.
- **The Support Plan** The RIDE team, LEA central office and building administrators meet to review the data and complete a report of results. The group designs a professional development/technical assistance support plan with timelines for implementation. This plan enables the school and district to correct areas of non-compliance and to strengthen promising programs and correct areas of weakness in order to improve services and programs for all students.
- **The SSS Report** The report summarizes the findings from the various data sources. The format of the report uses four divisions: Indicators, Findings, Documentation, and Support Plan. Indicators describe either performance or compliance. Findings can include a variety of some six categories, from School Improvement to Free Appropriate Public Education in the Least Restrictive Environment. The documentation section of the report distinguishes the source of the finding. The support plan reflects the response to the described findings. The support plan describes the corrective action required by the district as well as resources and time lines to improve programs and services.

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DCYF Thomas C. Slater Training School  
Alternative Education Program  
School Support System Review  
March 2-3, 2011

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1. FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE/LRE)					
Indicator		Findings		Support Plan	Follow-up Findings
		<i>The RIDE Office of Students, Community and Academic Supports School Support System process was facilitated to provide a means of accountability for delivery of programs and services to improve outcomes for students with disabilities. The following pages reflect the findings of that process.</i>			
Result	1	<p><b>Introduction</b></p> <p>The Rhode Island Department of Children Youth and Families, Thomas C. Slater Training School provides an alternative education program for middle and secondary students who are incarcerated. Students with disabilities are provided specialized instruction as directed by their individual education plans. The educational and residential environment is set up within three buildings.</p> <p>The Youth Development Center (YDC houses adjudicated youth), the Mathias building (for detained and or adjudicated females) and the Roosevelt Benton Center (RBC for detained, adjudicated youth, youth who are awaiting transfer to the Youth Development Center (YDC), a community placement or the ACI).</p> <p>The Thomas C. Slater Training School has a comprehensive mission statement along with guiding principles. Mission Statement is as follows:</p> <p><i>“Our mission is to ensure that our students develop the knowledge, skills, values that will prepare them to succeed in school, work and the community”.</i></p> <p>The Thomas C. Slater Training School is currently identifying a school improvement team to plan for the development of a school improvement initiative by August 2011.</p>	Data Analysis Faculty Interviews Observations		
Result	2	<p><b>Instructional Strategies and Supports</b></p> <p>The educational program at the Thomas C. Slater Training School alternative education program offers a standards-based curriculum aligned to the state GLEs and GSEs. Courses are</p>	Data Analysis Faculty and Student Interviews		

	<p>offered in the core content areas of math, ELA, science and Social Studies. Itinerant courses are also offered in health, physical education, art, computers, consumer science, culinary arts and drafting.</p> <p><b>Use of Assessment and Performance Data</b>  A number of assessments and activities are administered at the school to identify individual academic needs of students entering the alternative education program. All students that enter the facility are administered the Wechsler Individual Achievement Test (numerical operations) and, the San Diego Word Recognition (reading assessment) as a screening measure to assist with providing appropriate academic instruction, interventions and/or the need for further diagnostic testing. Once adjudicated, additional diagnostic assessments (Lexia Learning, RAPS 360, Destination Math, Woodcock Johnson-III) may be administered based on the results of the screening measures. Other assessments (Test of Adult Basic Education, the RAPS 360) are provided for students as needed.</p> <p>The NECAP assessment is administered each year to 11<sup>th</sup> grade students in language arts and math in the fall and science in the spring.</p> <p>During the 2010-2011 school year, the alternative education program implemented the NovaNET. The computer-based program provides individualized instruction, a web-based platform and curricula that meet state and national standards. Additional applications, including credit accrual, dropout prevention, summer school, credit recovery, alternate education, NECAP/GED/SAT prep, basic skills development and response to intervention.</p> <p style="text-align: center;"><b>Student/Resident Planning</b></p> <p><b>Reclassification Board</b>  The purpose of this Board is to determine early release of students/residents (to home, placement and/or Temporary Community Placement (TCP), participation on off grounds projects and/or work outside the security of the facility. The Board is comprised of school personnel, school social worker,</p>			
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and clinical coordinator along with probation personnel.

**Revocation Board**

This board meets to review cases of students/residents who return from Temporary Community Placement to the Training School to determine whether a student/resident should remain at the Training School or return to placement (TCP).

**Treatment Team**

After 30 days of admission, the multi-disciplinary treatment team examines all student related documentation gathered during the intake process so that a treatment plan can be established. Among other individualized determinations related to the student/resident as appropriate an IEP planning will be addressed through this process.

**Bimonthly Review Meeting / Transitional Planning Meeting**

After a student has attended the Training School for no more than two months, the Treatment Team meets to review /re-evaluate a student's treatment program which includes the educational component of his/her treatment. In addition, the team will also address academic progress and continued interventions. As a student's end of sentence is anticipated (no more than 90 days/no less than 60 days prior) a transition plan is established which includes planning for return to placement, home, school and community.

Throughout this process all students' educational planning is individually addressed.

**Response to Intervention (Rtl)**

The Rtl initiative at the Thomas C. Slater Training School (TCS) is emerging. The TCS alternative education program Academic teams meet weekly. The teams are comprised of each academic group (GED, secondary, Mathias/female students, RBC/detention students) general education teachers, special education teachers, itinerants, and as appropriate the school social worker, school psychologist, speech and language pathologist, guidance counselor, and administrators. During the team meetings, faculty and staff discusses students with academic and or behavioral concerns and address current

		<p>interventions, outcomes and student progress.</p> <p>If a student has not responded to the interventions implemented in the class, a referral intervention form is completed. Rtl forms document current levels of performance, desired level of performance and previous strategies and interventions used. Recommendations for interventions are discussed and a detailed plan is developed. As appropriate objective measurable data is collected and reviewed on an ongoing basis.</p>			
Result	3	<p><b>Program Continuum</b></p> <p>There are currently 140 students attending the alternative education program at the Thomas C. Slater Training School. Of that total, 40 are students with IEP's. Annually, 100 or more students with IEP's may attend the program. This number does not include the numbers of students who may pass through the Detention Center (about 480 IEP students may transition through the Detention Center).</p> <p>Specialized instruction is provided through an inclusive collaborative model by the special educator in the general education setting to the maximum extent possible. Pull-out instruction and support is provided as needed to assist students in making academic progress. In addition, each special educator has a teacher assistant (one being a bilingual teacher assistant) assigned to assist in addressing students academic needs. The maximum class size for all school groups is 12.</p> <p>The school counselor reviews transcripts from the Local Education Agency for new students that enter the program. Initial program determination is based on grades and LEA course and graduation requirements. The placement team reviews all records to determine what additional assessments need to be administered and to identify what individual special education services and supports are required. Based on the findings of both the school counselor and the placement review team students are placed in the following groupings.</p>	Data Analysis Faculty and Student Interviews		

	<p style="text-align: center;"><i>Groups A, B, C &amp; D, Location, Academic Content/Curriculum Middle/Secondary</i></p> <p>A – Grade 12 students: algebra II, world history, physics, English 12  B – Grade 11 students: geometry, world history, physics  C – Grade 10/9 students: algebra, biology, US history  D – Grade 10/9 students: algebra, biology, US history (Intensive English language arts and math)</p> <p>An English Language Learner (ELL) special education consultant has recently been hired to provide support to students and staff, identify resources, provide professional development and ensure that students with ELL needs are provided with the appropriate services required to make progress. In addition, the Training School is in the process of interviewing for ELL teachers.</p> <p><b>School Removals/Disciplinary Policies</b>  The administration, faculty and staff at the Thomas C. Slater Training School are in the process of implementing a new incentive based behavior management point system. Training has been provided for all staff and students on the new system. Student performance in school is counted towards one third of the requirements in moving up the level system. They will earn points for meeting the academic and behavioral expectations of the school program and need to maintain at least 70% in the area of education.</p> <p>When necessary students may be removed from class and are sent to the behavior room where class work is provided for them. While attending the behavior room students complete a reflection paper on what happened, why and what they could have done differently. Students additionally can meet with the school social worker to process the incident, assist with de-escalation and problem solving.</p> <p><b>Suspension/Expulsion</b>  Rules governing conduct throughout the institution including chargeable offenses and the range of penalties and disciplinary procedures and incentives are comprehensively defined in the</p>			
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		<p>Resident Handbook.</p> <p><b>Social Emotional Resources / Positive Behavioral Interventions And Supports (PBIS)</b>  The alternative education program has developed a contract with the Sherlock Center to assist in the implementation of a PBIS initiative. An external coach (trained by the Sherlock Center) has been assisting faculty and staff with recognition and awareness of positive behavioral supports, obtaining faculty buy in and team development, along with data collection strategies and analysis.</p> <p>In addition, the alternative education program offers a number of small group intervention programs to address a variety of social, emotional and behavioral concerns based on the results of a student needs assessment. Programs include social skills, problem solving and self-esteem groups.</p>			
Result/ Compliance	4	<p><b>Equity and access: General and related services</b>  Due to the setting and multiple buildings requiring intense security features to address the sensitivity of the population being served, instructional time provided to students may vary from day to day. At the beginning of the 2010-2011 school year, students no longer moved from class to class, but remain in the same classroom for all academic classes. The science, computer, art and physical education room are the only exceptions to this movement, as students move to these classrooms. The instructional schedule is from 8:30am-11:30am and from 12:45pm -2:45pm. Students may remain in class for up to three consecutive periods (three hours) a day with teachers moving from class to class with all academic materials and supplies to facilitate their specific content area instruction. Some teachers are also required to travel from building to building and transport all academic materials. There is no passing time (i.e., no set up or clean up time from teacher to teacher outside of the academic time allotted for student instruction). As a result of this structure, teachers may arrive late (up to 15 minutes) for their class and have to set up and clean up for the next teacher within the students allotted instructional time. Although there is 5 hours of instructional time allotted per day, due to the current structure detailed above,</p>	Data Analysis Faculty and Student Interviews Observation	School administration in collaboration with the special education administrator will assure and adhere to the appropriate instructional minutes required per the school day.	<p>Timeline: Immediately and ongoing</p> <p>Progress check: November 2011</p>

		students typically receive less than their 330 instructional minutes per day. (RI Regulations 300.11).			
Result	5	There are limited numbers of classrooms in the new facility and Matthias. As a result, special education teachers, school counselors, psychologists and other support staff often have difficulty finding quiet and private areas for individualized services, counseling and testing. Often staff needs to use the dayroom to provide these services and supports.	Faculty Interviews Classroom Observation		
Result	6	<p><b>Family Engagement</b></p> <p>The Thomas C. Slater Training School alternative education program does not facilitate their own Special Education Local Advisory Committee however faculty and staff work closely with each school district to provide parents with information on their respective Local Advisory Committees. During the IEP meetings, parents are provided with brochures regarding these meetings, options and resources in their native language and contact numbers for parent and other educational resources. In addition, representatives from agencies, when appropriate, are invited to IEP meetings.</p> <p>A parent night is held twice a year for all parents of students currently enrolled in the program. A parent survey has been facilitated and a second is being planned to gather further data from parents on how programs can be improved.</p>	Data Analysis Faculty Interviews		

<b>2. EVALUATION/ INDIVIDUAL EDUCATION PROGRAM (IEP)</b>					
Indicator		Findings		Support Plan	Follow-up Findings
Result/ Compliance	1	<p>The Thomas C. Slater Training School alternative program will continue to assist the respective LEAs, that they work with in providing a free and appropriate public education (FAPE) to the students they serve in accordance and adherence to the RI Regulations.</p> <p>Records of approximately three students were reviewed prior to the on-site review by the team leader. Students' records were accessible and well organized. The record review process identified a number of areas with emerging accuracy.</p>	Data Analysis Faculty Interviews Record Review	<p>Assurances will be provided to the Rhode Island Department of Education, Office of Student, Community and Academic Supports, that compliance issues are addressed and rectified. This Support Plan is applicable for all compliance findings in this section</p> <p>The special education administrator will</p>	

	<p>Information posed on the IEP's addressing performance, goals, objectives and progress monitoring were emerging in measurable and quantifiable terms.</p> <p>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements) (RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</p>		<p>provide professional development in writing IEPs specifically addressing measurability.</p> <p>Timeline: Immediately and ongoing</p> <p>Progress check: November 2011</p>	
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<b>3. TRANSITION</b>					
Indicator		Findings		Support Plan	Follow-up Findings
Result	1	<p><b>Transition Planning</b></p> <p>Students are provided a variety of assessments to measure interest and aptitude during the course of their enrollment. Some assessments used include: Career Cruising, Career Scope, Pictorial Inventory of Careers, as well as a number of additional informal assessment procedures.</p> <p>All students 16 years of age and older complete the Ansell-Casey Life Skills Assessments (ACLSA). Based on the results of this assessment, students can participate in the Life Skills Program after school. The program can be customized to specifically address the areas identified through the ACLSA and can be administered additional times for goal setting, program planning and for measuring progress.</p> <p>The DCYF Thomas C. Slater alternative education program does not offer its own diploma. Coordination of district graduation requirements are individually identified for each student to ensure they have access to meet their respective LEA graduation requirements. The school counselor performs a transcript analysis and creates an individual learning plan based on the student's length of enrollment in the program. Students are placed into school groups based on the requirements of courses needed. If courses needed are not part of the alternative education program curriculum, students are assigned courses through NovaNET.</p>	<p>Data Analysis</p> <p>Faculty and Student Interviews</p>		

		<p>Additionally, faculty have built in Proficiency Based Graduation Requirements (PBGR) periods to assist students with meeting additional PBGR requirements such as credit recovery, senior projects, portfolios, service learning and community service.</p> <p>The Alternative Education Program also developed its own portfolio system to assist all students in meeting this requirement as indicated by their sending district. Students are provided opportunities to show proficiency within each subject area, utilizing standards, rubrics and reflections.</p> <p>IEPs are updated with the LEA to assist with transitioning students back to their community schools. The district also provides necessary information on any changes to their requirements for graduation.</p>			
Compliance	2	Currently the TCS Training School is not requesting from the LEA and/or providing students who are officially leaving the public education system with a Summary of Performance prior to exiting the GED program. <i>(RI Regulations 300.305(e)(3))</i>	Faculty Interviews	<p>The special education administrator will create and implement a process to document and provide students as appropriate, with a Summary of Performance.</p> <p>Timeline: Immediately and ongoing</p> <p>Progress check: November 2011</p>	