

## **1.School Improvement/Family Engagement**

### **1. School Improvement**

RITS will begin to structure a process for developing a School Improvement Plan.

See also Instructional

Strategies and Support finding/support plan #1.

Progress Report: June 2006

- *The RITS does not have a formal SIT in place. Due to the structure of the facility, the school cannot operate in isolation until we move to the new building. A school improvement plan and team will be in place at that time. In the interim, there are committees, which address student performance and needs as part of the new program plan. These include the transition committee, leadership team and assessment classification committee.*

### **3. Professional Development**

Develop a professional development plan that outlines training and opportunities that are aligned with student performance outcomes.

Progress Report: June 2006

- *A formal professional development plan is not in existence. Needs assessments are conducted to identify areas of need for professional development. A program evaluator establishes the effectiveness of various programs on student outcomes. We are in the process of developing a portfolio system, which will be monitored by the program evaluator. In addition, we will be analyzing data on the effectiveness of RTI and the need for additional training.*

### **4. Family Engagement**

The RITS will offer parents information on LACs from their respective districts.

Progress Report: June 2006

- *LEA to provide information on LAC to parents at IEP meetings. The RITS also plans to host another parent night and invite representative from the various agencies to address parent concerns and questions.*

### **5. Family Engagement**

The RITS will offer parents information on training and other technical assistance opportunities offered by RI their opinions are respected in meetings. Parent Information Network and the Parent Support Network.

Progress Report: June 2006

- *RIPIN and PSN flyers handed out to parents at IEP meetings. Appropriate individuals from both agencies are invited to IEP meetings as needed. Information about trainings and information sessions posted for parents to see at a central location.*

## **2.Instructional Strategies and Supports**

1. RITS will begin to review and discuss the RI Grade Span/Level Expectations and how the RITS will work with respective LEAs to communicate GSE's/GLE's earned. The RITS will also design a method to meet the new RI Diploma

System requirements and communicate student progress to sending districts.

Progress Report: June 2006

- *GSE's and GLE's are incorporated into the development of IEP goals. Training was provided through RITAP on writing goals to address GLE's and GSE's. Training School is developing its own portfolio system to meet the needs of the PBGR's. A committee has been developed to develop guidelines and criteria for our portfolio and how it can be modified to meet the needs of each LEA's requirements. In addition guidance has put together a binder of all PBGR's for each district and contacts the LEA's as needed to address the specific requirements of students in our program (capstone, senior project, etc.) All students take part in NECAP assessments. Information will be shared with the districts in a transition packet to assist students returning to school and meeting their graduation requirements.*

5. The Assistant Principal will continue to monitor substitutes and ensure that the lessons and materials that teachers leave are being adhered to.

Progress Report: June 2006

- *All teachers keep substitute packets in a centrally located place for use by substitutes. Forms are also filled out by the substitutes to summarize what was taught and to inform the teacher of any issues or concerns. Planbooks are also to facilitate lessons taught by substitutes. Our own staff is available to cover classes during their work periods. This process is very effective since they know the students, the internal structure of the facility and are familiar with the curriculum and lesson plans. In addition, our staff can substitute on their days off. Long-term substitutes would be required to complete lesson plans to ensure the curriculum was followed.*

6. The RITS will clarify the roles and responsibilities of Teacher Assistants so administrators, faculty and TAs have the same understanding. The RI Standards for Teacher Assistants will be reviewed and used in this clarification process.

Progress Report: June 2006

- *Newsletters are provided to teacher assistants as an informational tool to assist with their roles in the classroom. All teacher aides have access to the professional development opportunities offered to the teaching staff. They participate in staff meetings and are an integral part of the team structure for weekly intervention and support meetings. The RI standards have not been formally used in the process but will be reviewed to clarify the roles and expectations of teacher assistants.*

### **3.Free Appropriate Public Education in the Least Restrictive Environment (FAPE/LRE)**

#### **1. Program Continuum**

1.The RITS will provide parent notification to inform parents of the program placement and services th at their child will be receiving in upon entry and the options available if the parent does not agree with the placements/service decisions.

Progress Report: June 2006

- *Written notices are provided to parents when we propose to initiate or change the identification, evaluation, or educational placement of a student or the provision of a free appropriate public education. In addition, a copy of the procedural safeguards are provided.*

2. The RITS administrators will review the current records policy with staff and if necessary, revise the policy to ensure that general education teachers are aware of necessary accommodations.

Progress Report: June 2006

- *Special education teachers keep binders of modification and accommodations for each student. This information is communicated with all respective teachers by the special education teacher.*

4. Individual behavioral programs for students in the Self-contained setting will be reviewed and refined as needed to provide individualized responses to behavior. The continuum of interventions will be examined and refined to include an array of positive behavioral supports and interventions.

Progress Report: June 2006

- *New program model has been developed which utilizes the inclusion model and pull out support to address the needs of all special education students. Increased use of positive behavioral supports have been implemented to address all students. Some of these supports include the student of the month program, special recognition, birthday recognition, lunch with the principal, wall of fame, honor roll, etc. In addition, the point and level system has been implemented with fidelity and all students receive consequences on a consistent and fair basis. Weekly intervention team meetings are held to address academic and behavioral needs of all students.*

### **4.Evaluation/Individual Education Program(IEP)**

#### **2. Individual record review**

Assurances will be provided to the RI Department of Education, Office of Special Populations that compliance issues are addressed and rectified. This Support Plan is applicable for all compliance

findings in the Individual Record Review section. The RITS will report final compliance status to RIDE by December 2006 and RIDE will review via a progress report in June 2006.

- *All compliance issues have been addressed. Access log was modified to include required fields. All required sections of IEPs have been completed. Proper documentation is included in the file for cancelled meetings, lack of parent attendance, etc. Copies of written notices, transfer of rights, consent forms, etc. are also kept in the file.*