

**RHODE ISLAND DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL NEEDS**

**SCHOOL SUPPORT SYSTEM REPORT AND SUPPORT PLAN FOR
THE CENTER FOR INDIVIDUALIZED TRAINING AND EDUCATION INC.**

DECEMBER 4, 2002

SCHOOL SUPPORT SYSTEM

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 disabilities. The School Support System model is designed to promote the involvement of the whole school district, regular educators as well as special educators and parents. It is designed to learn if the district meets the minimum regulations and what effects the programs and services have on student performance. Finally, the SSS develops a 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 visit 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 disabilities 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 disabilities. The RIDE staff compiles a preliminary summary of their analyses of these data.
- Presentation by the LEA and School Site Review The 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, visits 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 disabilities
 - 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 and the 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 eleven categories, from school improvement to 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 ways that RIDE will assist the district to improve programs and services.

**CENTER FOR INDIVIDUALIZED TRAINING AND EDUCATION
SCHOOL SUPPORT SYSTEM REVIEW
DECEMBER 4, 2002**

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INDICATOR	FINDINGS	DOCUMENTATION	SUPPORT PLAN	FOLLOW UP FINDINGS
1. SCHOOL IMPROVEMENT				
Performance	1 The Center for Individualized Training and Education Inc. (CITE), is a private, non-profit 230-day school program providing special education services and supports for students from age three to twenty-one. The CITE offers a full range of assessment and program services to students with physical and health related disabilities, developmental disabilities, behavioral health issues, learning disabilities and/or a combination of these conditions. The school is best described as serving students with "low incidence disabilities" referring to the unique combination and challenges each of the students possesses.	Administrative and Staff Interview, Document Review and Observation		
Performance Performance Performance Performance	2 The CITE program is currently engaged in the development of a School Improvement Plan and has established both a mission and vision statement. Strategies to address a school based improvement plan have not been fully realized/developed. Currently the School Improvement Team has been addressing daily operational issues, coordinating student activities and instruction, problem solving and individual student planning. The student population at the CITE school has decreased from 22 students in 2000 to 16 students at the present time. Until this year the CITE school operated a licensed day care center which was closed in January of 2002 due to lack of referrals. Due to the nature of the schools unique special education program and its relationship in providing special education services and supports outside of the typical program in the least restrictive environment, the CITE faculty are currently discussing concerns regarding the NCLBA and the re-authorization of IDEA and its impact on the schools continued statewide need as an alternative special education program through their school improvement process. Currently the School Improvement team is comprised of CITE faculty only.	Administrative and Staff interview and Document Review	The Director in conjunction with the School Improvement Team will establish school improvement strategies for the future development of their School Improvement Plan. CITE will investigate and implement strategies to expand the membership of their School Improvement Team. Timeline: Progress review 4/03	Progress review 4/03

INDICATOR	FINDINGS	DOCUMENTATION	SUPPORT PLAN	FOLLOW UP FINDINGS
2. SCHOOL CLIMATE				
Performance	1 The CITE school has a comprehensive faculty handbook that address all aspects of special education regulations as well as school based operations, crisis intervention, emergency and medical response, staff evaluation and expectations and overall staff responsibilities. Additionally each family is given a parent packet quarterly, which includes yearly and quarterly calendars, seasonal activities and parent expectations and responsibilities.	Administrative and Staff interview /Document Review		
Performance	2 The CITE program currently provides four classroom settings for it's student population. Due to the complex learning needs of the school's low incidence population, curriculum design is personalized with planned priorities for instruction utilizing a multidisciplinary team approach. The integrated pre-school includes 1 full time student with disabilities and 1 part time and 1 full time "typically developing peers". Two classrooms provide students with more significant special needs an elementary/middle school based curriculum with an emphasis on individual daily living skills, mobility training and real life experiences. One class is offered for high school level students with an emphasis on vocational and school to adult life exploration and work experiences. The CITE program has low student staff ratio, (3-5 students per class) enabling an individualized instructional approach.	Administrative and Staff interview and Observation		
Performance	3 All students participate in community activities creating positive relationships with local businesses and human services agencies as well as for individual student development in communication skills, mobility enhancement and social emotional growth. In addition the CITE program has on going relationships with Rhode Island College, the Very Special Arts, La Salle Academy, RI Hospital Clinics, Neighborhood Health Centers, Tech Access and the U Mass Dartmouth SHARE.	Administrative and Staff interview and Observation		

INDICATOR	FINDINGS	DOCUMENTATION	SUPPORT PLAN	FOLLOW UP FINDINGS
3. TEACHING PRACTICES				
Performance	1 The CITE school offers students and families a variety of educational as well as social emotional enhancement opportunities and supports. With an emphasis on communication as an essential skill for the overall student population, the CITE school has created a number of ongoing experiences for students to explore their abilities in choices, wants, and needs in relationship to their environment within their home, school and community. Examples include home, school and community communication boards, daily activities and visits to the local library, community businesses and human service agencies, along with a therapeutic swimming program.	Administrative and Staff interview, Observation and Document Review		
Performance	The occupational therapist, trained in sensory integration therapy created a sensory and quiet room for student s as an additional therapeutic option.			
Performance	A Motor Skills Training Program coordinated by Rhode Island College and the CITE Physical Therapist provides students with an individualized training program to effectively participate in the annual Special Olympics.			
Performance	Each classroom has a computer and the school has its own web site and internet access. Assistive Technology maintenance and repair is provided by Tech Access with the support of the University of Massachusetts Dartmouth SHARE Program.			
Performance	An arts in-residence teacher is available for students as well as a music teacher who additionally provides individual music lessons for 3 students.			
Performance	2 The school social worker serves as a liaison between school and home. Monthly home visits are provided to each family. This role provides for the coordination of all aspects of the students educational experience including IEP related activities, student progress discussions, attending medical appointments with families, communication related to parental/student issues and concerns and transportation to all meetings regarding services and supports for students and their families. In addition a teacher assistant acts as an interpreter for Spanish speaking families on an as needed basis.	Administrative and Staff interview, Observation and Document Review		

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Performance	3 Each classroom team meets with the school director weekly to review lesson plans, curriculum and other related issues or concerns. If at any time additional support is needed from other service providers within the CITE program or other supports, contact is made immediately and scheduled for.	Administrative and Staff interview and Document Review		
Performance	4 A multi disciplinary approach to instruction and special education services and supports are provided to each student daily. Though faculty meets weekly this approach is often provided informally as a natural experience for both teachers and students.	Administrative and Staff interview and Document Review		
Performance	5 Though the faculty at the CITE have had professional development in Standards Based Instruction and writing IEPs to Standards in addition to adopting the Northern Rhode Island Collaborative Severe and Profound Program Curriculum and the Curriculum and Assessment for students with moderate and severe disabilities by Diane M. Bowder, evidence of student work was limited in the classroom and further discussions with staff noted an inability to relate instructional practices to the standards, particularly in core subject areas.	Administrative and Staff interview and Document Review	The Director in conjunction with the School Improvement Team will develop a process to post and exhibit student work. Timeline: Progress review 10/03	
4. LEAST RESTRICTIVE ENVIRONMENT (LRE)				
Performance	1 Due to the functional approach to education at the CITE school, students experience a variety of program options that are community based addressing their individual ADL skills, vocational and employment exploration opportunities, and activities that enhance their physical, developmental and social emotional growth. All students participate in community service projects. Making toiletry bags for the homeless shelter, sponsoring Thanksgiving Dinners for the Rescue Mission, and raising money for Cystic Fibrosis to name a few.	Administrative and Staff interview, Observation and Document Review		
Performance	2 The summer enrichment program at the CITE school includes a number of community focused activities such as a summer carnival for the students and their peers/siblings as well as a Boy Scout camp experience.	Administrative and Staff Interview and Document Review		

INDICATOR	FINDINGS	DOCUMENTA-TION	SUPPORT PLAN	FOLLOW UP FINDINGS
5. FREE APPROPRIATE PUBLIC EDUCATION (FAPE)				
Performance	1 Thought the CITE school participates in the La Salle Academy's Christian Service Program, which provides student volunteers on Wednesday mornings that work with students in the classroom and are involved in all related activities, typical peer experiences are limited. During the summer enrichment program students have additional peer related experiences at the Boy Scout camp and other summer related activities that often include siblings.	Administrative and Staff interview and Observation		
6. FACILITIES				
Performance	1 The CITE school building is fully accessible with an elevator for the second floor. Evacuation plans are posted and all staff is familiar with the emergency exit process.	Administrative interview and Observation		
7. EVALUATION				
Performance	1 It is the responsibility of the LEA to ensure that student receives a Free and Appropriate Public Education. The contracted agency/non public school is an active collaborative partner in ensuring that FAPE is received and the RI Regulations adhered to.			
Compliance	2 The CITE school facilitates annual student services evaluations, individual clinical-psycho-educational evaluations and progress reports to develop individual student planning for the upcoming year. An evaluation team and parents meets annually to review the evaluation outcomes. Though these activities take place, documentation regarding the re-evaluation process was not evident. (i.e., what evaluations will be facilitated, consent by parents, written notice to parents, dates of activities, participation of psychologist/psychiatrist as appropriate, eligibility determination, review and planning as it relates to the development of the IEP, etc., - JK 1,2,3,4,5)	Administrative and Staff interview, Document Review and Student Records	The Director in conjunction with the School Improvement Team will develop a formal student evaluation process that addresses time frames and related documentation. Timeline: Progress review 4/03	
Performance	3 The Evaluation Team consists of the school director, physical and occupational therapist, speech pathologist and assistant, the school social worker and parents. Additional support services are provided by contracted consultants to provide psychiatric, psychological and behavioral management. The CITE school director is a RN and provides all nursing supports.	Administrative and Staff interview, Document Review and Student Records		

INDICATOR	FINDINGS	DOCUMENTATION	SUPPORT PLAN	FOLLOW UP FINDINGS
Compliance	4 Progress reports are generated by special education teachers, are documented and presented to families by the school social worker at a home visit monthly as well as quarterly. Not all Itinerants provide documented progress on a quarterly basis.	Administrative and Staff interview	The Director in conjunction with the School Improvement Team and itinerants will document progress on a quarterly basis. Timeline: Progress report 4/03	
8. INDIVIDUALIZED EDUCATION PROGRAM (IEP)/PROCEDURAL SAFEGUARDS				
Compliance	1 Though effective communication exist between all families and faculty members including language interpretation of information at the CITE school regarding special education services and supports for all students, there is not a formal process in place to document IDEA mandated activities regarding the IEP and the Evaluation process. (JK- 1,2,3,4,5 see evaluation section for specifics)	Administrative and Staff interviews and Student Records	The Director in conjunction with the School Improvement Team will develop a formal process to address time frames and documentation in facilitating the IEP and the student Evaluations. Timeline: Progress report 4/03	
9. TRANSITION				
Performance	1 The CITE school has created their own vocational assessment tool to provide a more individualized vocational program for their students. The vocational assessment addresses the ADL/life skills in addition too a typical vocational assessment to individualize and develop a functional program for all age appropriate students.	Administrative and Staff interview, and Document Review		
Performance	2 Currently 12 of the 16 students at the CITE school are engaged in vocational/transition planning activities. Students are participating in a number of activities to gain experience with their environment though work related and or/ vocational exploratory opportunities. Students have work experiences at the local Citizens Bank, Burger King, the Providence Mounted Command Stables, Woonasquatucket Greenway Gardening and Horticultural Projects and the RI Recycling for Education Job Site. Some students are learning specific work skills such as carpentry.	Administrative and Staff interview, Document Review and Student Records		
Performance	3 The school social worker, along with families and students when appropriate is facilitating all transition activities for students' transitioning into a dult based programs, services and supports.	Administrative, Staff and Parent interviews, Student Records		

INDICATOR	FINDINGS	DOCUMENTA-TION	SUPPORT PLAN	FOLLOW UP FINDINGS
10. PARENT INVOLVEMENT				
Performance	1 Families are significantly involved at the CITE school in all areas of their child's education as well as social functions and community service projects.	Administrative, Staff and Parent interviews		
Performance	2 Parents receive a seasonal informational packet identifying up-coming activities, programs and service supports. In addition the school provides families with yearly and quarterly calendars and new letters.	Administrative, Staff and Parent interviews, and Document Review		
Performance	3 Families at the CITE school have monthly meetings with the school social worker to address any up coming program and or support needs, as well as transportation to related education, medical or support services appointments. The school social worker along with an interpreter will assist parents with their child's educational program including understanding special education requirements and parental participation in all aspects of their child's educational plan.	Administrative, Staff and Parent interviews		
11. PROFESSIONAL DEVELOPMENT				
Performance	1 Faculty at the CITE school have participate in on going training throughout the year. (Curriculum Development/Orientation and review of the CITE handbook/Teacher Assistants Information Session on Regulations for Certification/CITE safety protocols for mobility and lifting techniques/Behavior Management and Crisis Intervention Plans/FBA part 1/2/School –wide positive behavioral supports/RIDE Restraint Policy/and OSHA Blood Borne Pathogens)	Administrative and Staff interview and Document Review		
Performance	2 New staff members of the CITE school receive 8 hours orientation and review.	Administrative and Staff interview and Document Review		