
Rhode Island Department of Education
Office of Special Populations

School Support System Report and Support Plan for the
North Providence School Department
February 12 - 16, 2007

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.

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

**North Providence School Department
School Support System Review
February 12 - 16, 2007**

**Team A Ina Woolman, Michael Farrelly, Barbara Chadwick,
Joanne Sauillante**

Team B Denise Achin, Ellen Lesiuk, Bernard DiLullo Jr., Geri Elmer

Team C Jane Keane / Birchwood February 5-7, 2007

Team D Jane Keane, Patricia Reilly, Kela Moore

Team E Susan Wood, Henry Tedeschi, Elaine Varone, Nancy Ashmore, Jennifer Roy

Whelan and Olney Elementary Schools reviewed by Ina Woolman

| 1. SCHOOL IMPROVEMENT / FAMILY ENGAGEMENT | | | | | |
|--------------------------------------------------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|--------------|--------------------|
| Indicator | | Findings | Documentation | Support Plan | Follow-up Findings |
| Performance | 1 | All Schools have active School Improvement Teams. | Document Faculty Interviews | | |
| Performance | 2 | <p>The district provides professional development for staff five days per year (4 full days and the fifth day is six one hour meetings per contract), in addition to the professional development provided in faculty meetings. However, many staff interviewed have ideas for improving and enriching the district program, beyond the topics they indicate interest in through the SALT survey.</p> <p>Staff district wide have set a high priority on professional development that will help them support the diverse learning needs in their classrooms. Among other topics, the district is providing an introductory professional development session on Response to Intervention for all staff and principals. Additional professional development will be necessary to develop skills, strategies and materials at each school, and to provide for follow-up and coaching.</p> | Document Faculty Interviews | | |

| | | | | | |
|-------------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|--|--|
| Performance | 3 | District wide, all reading specialists (district level) and special educators have been trained in the Wilson Reading System (elementary level), increasing their capacity to utilize and collaborate on the approach, whether in general or special education. | Document Faculty Interviews | | |
| Performance | 4 | The district has partnerships with a number of institutions of higher education. Student teachers and their advisors are active in many schools. A number of high school teachers have been qualified by higher education institutions to teach courses that are accepted for college credit. | Document Faculty Interviews | | |
| Performance | 5 | At the secondary level (middle/high school) common preparation time with their fellow grade level or subject teachers (middle level) and interdisciplinary 10-12 and common core at the 9 th grade level have structured planning time to ensure that the time is utilized to support improvement of instruction. At the elementary level there common planning available, however, it is a teacher choice whether it access that opportunity to discuss instructional strategies and supports. | Document Faculty Interviews | | |
| Performance | 6 | A number of elementary and middle schools across the district have obtained Smart Boards; computer-based technology that enables groups or classes of students to utilize the same software at the same time for a wide variety of lessons and skill development. A variety of funding sources have been utilized to support this program, and teachers in the schools are obtaining and passing along the | Document Faculty Interviews | | |

| | | | | | |
|-------------|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|--|--|
| | | necessary training in their use. | | | |
| Performance | 7 | The district supports reading specialists at all schools, however, at the elementary level they only serve 1 st through 3 rd grade students for direct services. At the 4 th and 5 th grade level service to support teachers is available as opposed to direct service to students. | Document Faculty Interviews | | |
| Performance | 8 | Data-based decision making that informs instruction is emerging at the elementary level. A web-based curriculum based measurement tool that will provide extensive information on student skill acquisition is being piloted in one school. At the secondary level (middle and high school) data is an integral part of curriculum planning. | Document Faculty Interviews | | |
| Performance | 9 | Throughout the district, there was evidence of teacher facilitated instruction, posted rubrics, modeling; cooperative learning, student problem solving, independent self-selected reading and journal writing along with standards based instructional practices in some schools. In addition instruction was supported by technology available in most classrooms. | Document Faculty Interviews | | |
| Performance | 10 | The district has made a commitment to begin utilizing "response to intervention" (RTI) approach that builds upon the Teacher Support Team (TST) model, along with other components. "RTI" is a cyclical data-based process focused on improving student performance/achievement by providing tailored interventions and progress monitoring. All | Document Faculty Interviews | | |

| | | | | | |
|-------------|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|--|--|
| | | <p>schools utilize versions of this approach when they design and carry out Personal Literacy Plans for students, Functional Behavioral Analysis and Behavioral Intervention Plans, etc. All schools currently have some sort of team structure (e.g. TST, grade level teams, middle school teaching teams, response teams) response teams that can serve as “student intervention teams,” and a district-wide RTI team is being formed. Across the district, many specialists and special educators work with classroom teachers to help them develop and carry out interventions and accommodations to support diverse learning needs.</p> | | | |
| Performance | 11 | <p>To date, two schools in the district have begun piloting specific additional portions of the “RTI” process. However, at Greystone, which has begun to implement more of the components of the approach, the effort rests heavily on the leading efforts of the resource teacher. Staff in the school are interested and appreciative of the results of the approach so far – i.e. more time for specialists to provide support to classroom teachers, dramatically reduced referrals for special education evaluation, etc. – but concerned that it is so dependent on one overtaxed person. Much more district direction, involvement and support are needed for the process to be implemented appropriately and effectively, both at the pilot schools and across the district. There are plans underway for a district-wide RtI team. Ongoing professional development will occur during the 2007-2008 school year.</p> | Document Faculty Interviews | | |

| | | | | | |
|-------------|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|--|--|
| Performance | 12 | At the elementary level parents participate regularly on some School Improvement and Professional Development Teams. Holding these meetings during the day may prevent some parents from participating. At the secondary level (middle/high) parents actively participate on the SIT, parent councils and varying professional development opportunities. | Document Faculty Interviews | | |
| Performance | 13 | All schools have active parent teacher groups, which to a varied extent provide support for activities, such as field trips, instructional materials, social events, and book fairs, in the schools through fund raising activities. | Document Faculty Interviews | | |
| Performance | 14 | The Local Special Education Advisory Committee has been restarted and has been active this year. The co-chairpersons, with the assistance of the Special Education Director, are leading the group in planning informative public meetings, developing informational materials and flyers for distribution to parents, preparing to assist parents with questions and support, and increasing their membership. There is a parent liaison between the Special Education Advisory Committee and each school's parent teacher group. | Document Faculty Interviews | | |
| Performance | 15 | At the middle level, students are being prepared for proficiency based graduation requirements (PBGR) through participation in specialized programs (Birchwood ---Portfolio and Exchange City, Ricci-- Project focus and Exchange City). Students are demonstrating | Document Faculty Interviews | | |

| | | | | |
|--|------------------------------------------------------------------------------------------------------------------------------------|--|--|--|
| | accountability in all content areas, self-reflection, preparing statistical analysis and presenting their work through exhibition. | | | |
|--|------------------------------------------------------------------------------------------------------------------------------------|--|--|--|

| 2. FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE/LRE) | | | | | |
|---------------------------------------------------------------------------------------------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| Indicator | | Findings | Documentation | Support Plan | Follow-up Findings |
| Performance/ Compliance | 1 | <p>Although the district’s vision is for students with disabilities to receive their supports and services in the general education setting as much as possible, the current extent of inclusive service delivery in the schools varies considerably. At the elementary level, some students with more significant needs spend all or almost all their time being supported within the general education setting, while students with less significant needs are served in resource rooms.</p> <p>Out of the sample group interviewed some teachers – both general and special education –expressed a lack of confidence and awareness of how to serve students with disabilities in the general education setting. Others commented that these students should only be included for non-academic areas.</p> <p>St Based on the FY July 1, 2005 – June 30, 2006 State Performance Plan information on North Providence Program Placement Data is as follows:</p> <p>The percentage of students educated 80 to</p> | <p>Document Faculty Interviews SALT Surveys</p> | <p>Plans to expand inclusive opportunities in the content area subjects are occurring on a variety of levels. From a district-wide perspective at the central office monthly administrator meetings there will be ongoing discussion regarding the LRE data and expansion of inclusive opportunities.</p> <p>At a school-based level discussions have already begun with one of the elementary schools (at Marieville) to expand inclusive opportunities in the content area subjects for students with special needs. The Special Education Director in conjunction with school-based administrators will facilitate this dialogue and programming. the anticipation is that this will</p> | <p>Significant progress has been made. This is a major district priority, and is an on-going initiative.</p> |

| | | | | |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|----------------------------------------------------------------------------------------------------|--|
| | <p>100% of the time in general education settings is 53%. (RI District Average is 63%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 29% (RI District Average is 15%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 1.5% (RI District Average is 3.14%)</p> <p>If a district is 1 standard deviation from the RI district average the district is considered discrepant for the target. North Providence is discrepant for percentage of students educated for less than 40% of the time in general education settings (1 SD = above 23% and North Providence is 29%)</p> <p>There are a number of evident barriers to inclusive service delivery within the district. The district is moving towards more inclusiveness models, however, the traditional view of self-contained and resource teacher roles are still prevalent. This causes elementary students with more significant needs to have to leave their home school if a "self-contained class" is not available there. If an elementary school has one resource teacher in the traditional resource teacher role, it is challenging to schedule more than a small amount of support to students within the general education classroom. As described</p> | | <p>expanded to other schools</p> <p>Timeline: Immediately and ongoing. Progress check May 2008</p> | |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|----------------------------------------------------------------------------------------------------|--|

| | | | | | |
|-------------|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|----------------------------------------------------|--|
| | | <p>above, many staff lack the knowledge, and sometimes interest in to provide services collaboratively within the general education setting.</p> <p>At the middle and high school an ongoing focus has been looking to ensure equity and access for special education students who are in self-contained settings. At the middle level students are engaged in academic opportunities supported through a portfolio and or focus project. At North Providence High School, they are currently looking at other high schools that have RAMP UP initiatives for math. Plans are underway for the next school year to have a comprehensive Algebra class taught by a math teacher in conjunction with a special educator for 9th and 10th grade students who are in self-contained settings. Some teachers reported using the same texts as the general education classes and other utilized high interest varied reading level books that parallel the general education books.</p> | | | |
| Performance | 2 | <p>General education teachers who have experienced inclusive service delivery by resource teachers expressed dismay at these services now being provided only in the resource room due to scheduling issues. Many general educators commented that they prefer services by all special educators, reading and other specialists to be provided collaboratively, within the general education setting, as much as possible. They find that the in-class model</p> | Document Faculty Interviews | See Support Plan referenced in Section 2, item #1. | |

| | | | | | |
|----------------------------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| | | enhances the instructional time and makes it much easier to support the diverse learning needs of students. It is promising that so many staff, both general and special educators, would like to have more inclusive service delivery in their schools. | | | |
| Performance/ Compliance | 3 | Child at Centredale has had limited educational programming implemented by a special education teacher for the last 1-½ years. Currently, a full-time teacher was hired to work with this one student. Consent to evaluate has been signed by parent, Northern Rhode Island Collaborative is facilitating the evaluations.. No alternate assessment has been done. DA6 | Document Review Faculty Interviews | The Special Education Director reported that the evaluations are almost complete. The team is only waiting on the assistive technology evaluation and then will reconvene with the parents to review the evaluations. The Special Education Director will meet with the team at the school and review the student's schedule. The student's current teachers will implement the alternate assessment process. Timeline: Immediately an ongoing. | Issue Resolved |
| Performance | 4 | Although teachers seek and receive assistance from social workers and psychologists in dealing with social and behavioral challenges among students staff usually utilizes Functional Behavioral Analyses and Behavior Intervention Plans in relation to student evaluations and suspensions as required by regulations. Most | Document Faculty Interviews | At the middle and high school the psychologists have already begun to work with teachers to collaborative sue FBA/BIPs as tools to support students in general education settings | |

| | | | | | |
|-------------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| | | <p>have not yet begun using these tools to support students in general education settings experiencing social, emotional or behavioral challenges. Another promising tool is the Responsive Classroom model; one grade level of teachers at Greystone have had training in this supportive approach and are implementing it this year.</p> <p>At the middle and high school level a number of initiatives are being implemented such as advisor advisee, youth crime watch, topical groups addressing social emotional learning strategies along with community service projects.</p> | | <p>experiencing social, emotional or behavioral challenges. At the elementary level professional development in the area will be provide during the 2007-2008 school year.</p> <p>Timeline: Ongoing. Progress check December 2007</p> | |
| Performance | 5 | <p>The preschool Child Outreach Team screens and conducts evaluations a high percentage of the town's three, four and five year olds. Eligibility determinations are done by the child's home school Evaluation Team.</p> | Document Faculty Interviews | | |
| Performance | 6 | <p>The district has one self-contained preschool classroom and one integrated preschool classroom at Centredale, each providing a morning and afternoon session. Plans to Another preschool classroom at Greystone was opened on March 5, 2007.</p> <p>The pre-K classroom and most kindergarten classrooms have National Association for the Education of Young Children accreditation with plans for the other kindergarten classroom to</p> | Document Faculty Interviews | | |

| | | | | | |
|----------------------------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|--|--|
| | | <p>apply for accreditation.</p> <p>Programming at the elementary level varied from school-to-school. All schools provide resource support and related service providers, including school social workers and school psychologists. Students with more significant needs are served in the self-contained classrooms located in some schools.</p> | | | |
| Performance/ Compliance | 7 | <p>At the middle level, students are provided special education services and supports through inclusion, resource, some pull out support as needed, along with self-contained intensive departmentalized instruction.</p> <p>Ricci Middle School currently has about 400 students. Of that number, 86 students have IEP's.</p> <p>There are four grade level teams. Three teams loop 7th and 8th grade.</p> <p>Three resource teachers provide grade level support through inclusion and some pull out. Two of the three resource teachers cross grade level teams. Three self-contained teachers provide intensive instruction for 6, 7, and 8th graders.</p> <p>Birchwood Middle School currently has 403 students. Of that number, 73 are students with IEP's.</p> | <p>Document Faculty Interviews Classroom Observations Record Reviews</p> | | |

| | | | | | |
|-------------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|
| | | <p>Instruction is provided through the design of two sixth grade teams and three looping seventh/eighth grade teams.</p> <p>The special education continuum at Birchwood Middle School consists of a self-contained class at each grade level along with resource teachers assigned at each grade level/specific team to provide inclusionary instructional support.</p> <p>Birchwood Middle School recently developed an alternative learning setting for students experiencing social, emotional and/or behavioral issues, who may have been suspended on a frequent basis and/or have been recommended for an out-of-district placement. Currently, there are three students assigned to the class to meet their IEP requirements. Though the curriculum is aligned with the eighth-grade curriculum and text, this program has not established a classroom behavior management structure or clear entrance and exit criteria based on student data and individualized student planning (FBA's, Behavior Intervention Plans, Transition Planning). The class was additionally used for in-house suspension along with students who are having behavioral difficulty within the school. This was changed after the review and is not longer used for in-house suspension.</p> | | <p>The Special Education Director will work with a team of educators to develop entrance and exit protocols for the 2007-2008 school year. Currently, students are all general education classes. The teacher and teacher assistant provide support to those students in the general education setting.</p> <p>Timeline: Immediately and ongoing; Progress check: December 2007</p> | <p>Issue Resolved</p> |
| Performance | 8 | There is a full time special education clerk at the High School who assists the special | Document Faculty | | |

| | | | | | |
|-------------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|--|--|
| | | education department staff in scheduling meetings, coordinating parent participation and documenting required procedures and decisions. | Interviews | | |
| Performance | 9 | <p>There are 1,225 students at North Providence High School and approximately 190 have IEPs.</p> <p>The program continuum is as follows:</p> <p>At the high school, there are seven (7) co-taught ("inclusion") classes. Every subject area has a minimum of one co-taught class. Both general education and special education teachers report a high level of satisfaction with the "inclusion" classes. These are co-taught classes by a special educator and a general educator. Teachers do not have a formalized time to meet with their co-teachers unless by happenstance. If teachers do not have a common time they are scheduled for the same prep and can choose to meet during that time. Teacher assistants may also be in the class to provide support. Plans are underway for next year to have every student in a self-contained math class in an inclusive Algebra class for one period the following period the inclusive special educator will have those same students in a self-contained math class to reinforce the Algebra skills and lessons.</p> <p>School-to-Career (self-contained setting for students with IEPs) provides students with the opportunities to earn credits, work experience, and possibly wages. Students receive their academic classes in the morning via a special</p> | Document Faculty Interviews | | |

| | | | | |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|
| | <p>education self-contained setting and then go into work sites (volunteer in the school kitchen, local restaurants, Brown University cafeteria, CVS, Senior Center, Community Center, super markets, fast food restaurants, preschool settings, cell phone store, etc.) Supervision of the students in their worksite is done by School-to-Career teachers in conjunction with their on-site managers.</p> <p>Self contained departmentalized classes. The students received instruction in small group with opportunities to change classes.</p> <p>Life Skills Program (1 class) The main focus is to teach and encourage independence in the areas of daily living, functional academic and vocational and career training.</p> <p>There is strong emphasis on community participation in the summer program (4-5) weeks to allow the students to work at various sites. Students 18-21 have a strong vocational component of their program. This is done via the NRIC, Perspectives, and Goodwill, etc. The students participate in kitchen based experiences, the local Senior Center, NPHS cafeteria, and local business such as Blockbusters. The School-to-School Career supervises the students and works with the on-site supervisor.</p> <p>Extended School Year (ESY) determinations are done via the IEP meetings. The older students participate in a combination of job related work</p> | | | |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|

| | | | | |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|
| | <p>and recreational activities. The younger students are housed at the high school for an academic skills and community-based program.</p> <p>Students in the middle school Life Skills Program come and visit the high school Life Skills Program. This high school Life Skills teacher attends all 8th grade IEPs for students entering the Life Skills Program.</p> <p>Alternative Learning Program (1 class) Designed to meet the needs of students who experience emotional, social and behavioral challenges, which significantly impact their learning. Students received their academic content in a self-contained setting although students may have opportunities to attend mainstream classes or departmentalized self-contained classes outside of the program. In addition to the classroom teacher and a teacher assistant there is a social worker is assigned to the program on a part-time basis.</p> <p>Alternative Learning Environment This environment is part of the in-school suspension environment (Temporary Learning Environment). It is designed to reduce out of school suspensions and is staffed by a certified special education teacher. Two seats in the in-school suspension are reserved for students with IEPs who may need a temporary different learning environment. (see finding in following box regarding in school suspension at the high school).</p> | | | |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|

| | | | | |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|
| | <p>Academic Support/Academic Monitoring (five teachers). Resource teachers provide support and monitoring. This is a scheduled class that students attend via a pull out. This takes the place an elective class.</p> <p>One school psychologist is at the high school for 2.5 days who participates on the Evaluation Team and the Response team. She also sees students either one-on-one or in small groups per their IEPs. She is also available for crisis intervention as needed. The school psychologist was at the high school on a full-time basis last year so staff expressed feeling that loss in terms of availability to meet student need.</p> <p>A full-time social worker who works with the whole school population and a part time social worker who works with students in the Alternative Learning Program. The social worker sees students both one-on-one and in small groups (breakfast club, anger management group bullying education for both student and families) in addition to participation in Evaluation Teams and IEP meetings as appropriate. There are a variety of social worker interns who assist the social worker with facilitation of the groups. Teacher consultation is also an important aspect of the social workers role. In addition, parent/family outreach and community based referrals are done via the social worker. A six-week parent education series has been ongoing for the past several years. This year it is in collaboration with the high school parent organization.</p> | | | |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|

| | | | | | |
|----------------------------|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| | | | | | |
| Performance/ Compliance | 10 | At the middle and high school it was unclear what the process for qualifying students for alternate assessment was. There appears to be mixed messages regarding the qualification structures for alternate assessment. Staff requested ongoing technical assistance in this area. | Document Faculty Interviews Record Reviews | The Special Education Director will ensure that teachers receive the appropriate professional development opportunities regarding alternate assessment. Timeline: Immediately and ongoing. Progress check: December 2007 | Issue Resolved |
| Performance | 11 | At the high school, the Temporary Learning Center (TLC) is an in-school suspension program that is staffed by a special education teacher and hosts no more than 12 students (special education and general education students) at a time. There are two seats set aside from the 10 for in-school suspension that are designated as Alternate Learning Environment (ALE). Special education teachers can send students to this class for a period on an as needed basis. A certified special education teacher staffs the TLC and the ALE. | Document Faculty Interviews Record Reviews | | |
| Compliance | 12 | At the middle school staff are unclear about the process of eligibility decisions for extended school year (ESY). | Document Faculty and Parent Interviews | The Special Education Director will facilitate professional development training regarding ESY. All staff will receive this during | Issue Resolved |

| | | | | | |
|------------|----|----------------------------------------------------------------------------------------------------|-----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| | | | | the beginning of the 2007-2008 school year. Timeline: Immediately and ongoing. Progress check: December 2007 | |
| Compliance | 13 | The certified occupational therapist assistant (COTA) has a caseload of 39 students district-wide. | Document Faculty Interviews | The district has contracted with an outside agency to address the caseload issue. In addition, the district has built another occupational therapist into the budget for the next school year. | |

| 3. EVALUATION/ INDIVIDUAL EDUCATION PROGRAM (IEP) | | | | | |
|----------------------------------------------------------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|--------------|--------------------|
| Indicator | | Findings | Documentation | Support Plan | Follow-up Findings |
| Performance | 1 | In the past few years, the district has centralized its record keeping and coordination functions. It has just produced a policies and procedures manual to guide teams in consistent, compliant practice. A number of staff expressed a continued need for clarifying improving the management of this system. In addition special educators are now responsible for case management of their identified student's. Case management responsibilities along with ET management were unclear at the middle level. | Document Faculty Interviews | | |

| | | | | | |
|----------------------------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|
| | | | | | |
| Performance/ Compliance | 2 | A number of staff at Greystone expressed concern with the frequency with which students' confidentiality is breached. They reported that many staff do not seem to be aware of the necessity to protect students' privacy, resulting in conversations about students that involve staff who have no legitimate educational interest in the information; teachers talking loud enough for others to hear students' private information. | Document Faculty Interviews | The Special Education Director will put into written notice and policy clarification regarding confidentiality. This will distributed and reviewed with all staff in all schools. Timeline: Immediately and ongoing. Progress check: December 2007 | Issue Resolved |
| Compliance | 3 | Across the district, at the elementary level, there is apparently a common pattern of some principals only staying for a portion of many IEP meetings, but nevertheless signing the IEP as LEA representative. If there is not a second person attending the meeting who is qualified to provide or supervise the provision of special education services, and therefore qualified to serve as the LEA representative, the principal's absence leaves the IEP team inappropriately constituted. | Document Faculty Interviews | The Special Education Director will put into writing a back up policy if the principal or designee can not attend the IEP meeting. Timeline: Immediately and ongoing. Progress check: December 2007 | A plan to correct this has been developed and implemented. |
| Compliance | 4 | Staff at all schools report completing and sending home progress reports at appropriate intervals. However, not all staff are carrying through to send copies of their reports to the central office for the main student files. Also, | Document Faculty Interviews | The Special Education Director has sent written corresponded to all special educators regarding timely submission of all paperwork | |

| | | | | | |
|--|--|---------------------------------------------------------------------------------------------------------|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| | | many progress reports do not include an explanation of why progress was not sufficient on an objective. | | to central office. This will also be reviewed in the revised policy manual at the beginning of the 2007-2008 school year Timeline: Immediately and going: Progress check: December 2007 | |
|--|--|---------------------------------------------------------------------------------------------------------|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

| 4. TRANSITION | | | | | |
|-------------------------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|
| Indicator | | Findings | Documentation | Support Plan | Follow-up Findings |
| Performance | 1 | Students in the preschool program are evaluated by a transition team, which includes the two preschool teachers, the principal and the early intervention specialist in February of the current year to project ESY needs and placement for next year. | Document Faculty Interviews | | |
| Performance/ Compliance | 2 | Though the faculty at Birchwood Middle School reported engaging students in vocational planning activities (Career Day/Community Service Projects and field trips), it is unclear how vocational assessments are being facilitated for eligible students and embedded within their IEP's. At Ricci Middle School, all eighth grade students are provided an interest inventory (The Career Game). In addition, students participate in a yearlong process (Project Focus) exploring all aspects of a vocation/career. However, information | Document Faculty, Parent and Students Interviews Record Reviews | The Special Education Director will review the transition and vocational assessment policies and practices and their connectivity to the overall IEP process. This will begin with the review with the manual review in the beginning of 2007-2008 school year and continue with ongoing professional development in this area. | Issue Resolved with on-going monitoring |

| | | | | | |
|-------------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|--------------------------------------------------------------------------|--|
| | | <p>gathered in this process is not embedded in IEP's for students who are 14 years of age.</p> <p>A number of students transition from the middle school and attend Davies Vocational High School.</p> | | <p>Timeline: Immediately and ongoing. Progress check : December 2007</p> | |
| Performance | 3 | <p>Summary of Performance (SOP) is in the process of emerging. Staff recently had some professional development regarding SOP and are planning on completing SOPs this year as appropriate.</p> | <p>Document Faculty Interviews</p> | | |
| Performance | 4 | <p>At the high school, vocational assessments are done by the case managers. Bridges is the assessments utilized.</p> <p>More intensive vocational assessments are completed via ORS.</p> | <p>Document Faculty Interviews</p> | | |