

Rhode Island Department of Education
Office of Special Populations

School Support System Report and Support Plan for the
Paul Cuffee Charter School
January 2006

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. Instructional Strategies and Supports
3. Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE)
4. Evaluation/Individual Education Plan (IEP)
5. Transition

Paul Cuffee Charter School
School Support System Review
January 2006

Team A: Jane Keane, RI Department of Education, Office of Special Populations
Susan Wood, RI Department of Education, Office of Special Populations

1. SCHOOL IMPROVEMENT / FAMILY ENGAGEMENT					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
		School Improvement			
Performance	1	<p>Paul Cuffee opened its doors in September 2001 with four grades (K-3). Fourth and fifth grade students started in 2002 and 2003 as the younger students moved up a grade and new kindergarten students joined us. For the 2005-2006-school year there are students enrolled in grades K-7.</p> <p>Student admission is by lottery and there is currently a waiting list for admittance. Providence students are the targeted population.</p> <p>There is a 24—member Board of Trustees who governs the school. Membership is appointed by the Sailing Institute. There are four teachers from the school on the board (nominated by school and approved by Sailing Institute). Four parents (nominated by the school) and approved by the Sailing Institute are also on the Board. There are also different community members and agencies participating on the Board.</p> <p>Meetings are conducted every other month A variety of smaller committee. The Education committee last year was the School Improvement Team and reports to the Board on a regular basis. This year there is a Strategic Planning Committee and this committee is now a School Improvement</p>	<p>District Presentation Interviews Observation Document Review</p>		

		<p>Committee. This is chaired by the Head of School and is comprised with a variety of parents, administrators, teachers and community members. The first meeting of this committee was in January 2006.</p> <p>As of November 1, 2005 a new middle school has been opened; in a nearby location 6th and 7th grades in 200&2006 and 6th, 7 and 8th grades for 2006-2007.</p>			
Performance	2	<p>The School has developed collaborative District relationships with a myriad of local community-Presentation based organizations such as Save the Bay, Interviews Community Boating Center, The Providence Black Repertory Company, and the Herreshoff Marine Museum.</p> <p>There is a strong relationship with the Providence Journal. The Journal has provided annual grants and parking spaces for staff, occasional tickets for cultural and sporting events. Some of its employees also volunteer at the school.</p>	District Presentation Interviews		
Performance	3	<p>Teachers are required to participate in 5 days of professional development over the summer. Last summer the school paid for training (response classroom, Uvely Letters, etc). Each teachers receives 500.00 each year to use for professional development Most use it for graduate courses. This is separate from \$6000 spent for conferences and trainings and 10,000spentfor trainings during the summer.</p>	Interviews		
	4	Parent Engagement			
Performance	5	<p>The Paul Cuffee School hired two part4ime Family Coordinators to assist with family engagement utilizing their 21st Century School</p>	District Presentation Interviews		

		<p>funding. One of the Parent Coordinator is bilingual. They facilitate family outreach and the parent advisory group. They have organized a winter clothing drive, provided translation equipments, assisted with potluck dinners. There is one classroom space that is dedicated as a Family Center and parent's can go and drop in. They put on workshops and other technical assistance for parents. The social worker and the Wellness Director speaks to parents on "Hot Topic's on a regular basis. Each spring they have workshops on a variety of summer camps and options.</p> <p>The Parent Coordinators report to a parent advisory group that provides support and guidance to the Coordinators. This advisory group meets about three times a year. Parents of student with special needs are involved with this group.</p>			
Performance	6	There is also an active PTA/PTO that organize and support a variety of activities. They have facilitated play dates in India Park.	District Presentation Interviews		
Performance	7	Parent engagement activities have included morning coffee, pot luck dinners, international nights etc.	District Presentation Interviews		
Compliance	8	There is no Special Education Local Advisory Council (LAC).	Interviews	Paul Cuffee Charter School will consult with the RI Parent Information Network (RIPIN) regarding the development of a LAC. They will also explore the option of collaborative endeavors with the Family/School Partnership Advisory Group that meets quarterly.	PCCS has established a Special Education LAC as a subcommittee of the Family/School Partnership Advisory Council. We will meet

				Timeline: Ongoing. Progress check June 2006	quarterly.
--	--	--	--	---	------------

2. INSTRUCTIONAL STRATEGIES AND SUPPORTS					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	1	The school supports small classes with individualized instruction. Typically, no teacher has more than 16 students. At each level there are teacher assistants available to support instruction. The objective is to individualize instruction that meets the child's needs where he or she is academically and socially.	District Presentation Interviews Observation Document Review		
Performance	2	<p>The elementary school embraces a Balanced Literacy approach to instruction that embedded myriad of differentiated instruction and experiences.</p> <p>Every week the elementary and middle level has grade level meetings to discuss specific students needs and concerns and the overall responsiveness to instruction and interventions.</p> <p>All grade levels have common planning time five days a week. They are mandated to get together as a formal grade level planning group a minimum of once a week. At the Elementary Level teachers also meet with the Academic Head once a week. Teams often met more than twice a week and do so voluntarily.</p> <p>The special education teacher at the elementary elementary Level does not meet on a structured basis with the grade level teams</p>	District Presentation Interviews Observation Document Review	Special education staff with support from the special education administrator will	Common planning time for the special

		<p>although teachers have common planning time on a daily basis. The special education teacher can join the grade level meetings as her schedule permits. Occasionally the special educator is scheduled to attend the meetings but that does not occur consistently. General education teachers reported wanting the special educator to meet with them on a regular basis. At the middle level the special education teacher meets regularly with each of the grade level teams.</p> <p>Overall school staff meetings are held every other week and are specific topics (i.e., realigning the math curriculum to GLEs, and the finalization of a K-5 writing curriculum aligned with GLEs).</p>		<p>work collaboratively to develop opportunities for collaborative student/curriculum discussions with general education teachers</p> <p>Progress check: June 2006</p>	<p>educator with the grade level teams was scheduled by the academic head of school</p>
Performance	3	<p>The general education teachers complete the Personal Literacy Plans (PLPs). (Title 1, reading ESL, Title 1 math and special education assist in the PLP process). Three times a year there are in-house assessments in reading, writing and mathematics.</p> <p>At both the elementary and middle level there are a myriad of Balanced Literacy components. Some of these include: Read Aloud Independent Reading Guided Reading Shared Reading Writing Workshop Interactive Writing (students and teachers are the scribe) Shared Writing (teacher is the only a scribe in the process as needed)</p>	Interviews		

		<p>Word Study (phonemic awareness and phonics) This was clearly evident in the classes and in the verbal descriptors that teachers and staff used. Data from all components is used to inform and guide instruction.</p>			
Performance	4	<p>Each teacher gets an allotment of \$300.00 for supplies that they can use to purchase what the teacher chooses. New classrooms are allocated more money in their start up year This is in addition to the overall consumable supplies that the school supplies. Additionally, each teacher receives \$500 toward professional development (conferences, graduate classes etc.).</p>	Interviews		
Performance	5	<p>Report card conferencing occurs from 2nd grade onward. Students speak about their goals and strengths. The student's preconference with their teachers (student led conferences) in advance, in preparation for receiving the report card. In Kindergarten and first grade, the conferences are teacher led due to the young ages of the students.</p>	Interviews Data analysis review		
Performance	6	<p>At the elementary and middle level there is after school tutoring that is supported by Title 1 funding and about 50 students participate. Tutoring is available five days a week from 3:15pm to 4:30pm.</p> <p>Approximately 100 elementary school students participate in a larger After School Club program. They have snack, club meetings, various activities, etc. The After School Club goes until 5:30pm. The middle school also has specific after-school activities that students can participate in depending on their interests.</p>	District Presentation Interviews		

Performance	7	There is an Orton Gillingham (OG) consultant who works with three students (one of the three has an IEP) at the elementary level. At the middle school an OG consultant works with two students	District Presentation Interviews		
Performance	8	<p>Responsive Classroom at the elementary level supports and promotes learning and overall community, as it becomes an intrinsic motivation for students to achieve and be supportive of each other uniqueness. A health and wellness curriculum (responsive classroom) is the primary content used at the middle school (see also Section 3, item #2, FAPE/LRE, for <i>further</i> information on the middle level). Some of the broad-based components include:</p> <ul style="list-style-type: none"> -Morning Meeting -Rules and Logical Consequences -Guided Discussions -Academic Choice <p>A partnership with The Providence Center provides for clinical support along with child and family counseling (see also Section 3, item #2).</p>	District Presentation Interviews		
Performance	9	There is an active Teacher Support Team (TST) that meets on a weekly basis. This will be the school's expanded support team where response to intervention will be discussed and implemented.	Interviews		
Performance	10	The art/technology and physical education teachers put an integration form in all teacher boxes on a monthly basis. The teachers can put curriculum information on this form and, hence, aspects of the curriculum can be integrated into other cross-content areas.	Interviews		

3. FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE/LRE)

Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	1	<p>The overall school grouping is as follows: K- three classes with full-time teacher assistant in each class (16 students in each class) 1- three classes with full-time teacher assistants in each class (approximately 16-17 students per class) 2x5th three classes with 16 students per class and one teaching assistant that the grades share. 6th 7th grade. There are 96 students total with approximately 48 students per grade level. There are three classes with 16 students per class. The middle school is housed in a separate but nearby facility.</p> <p>The school is in the process of hiring a physical education teacher for the middle school.</p>	<p>District Presentation Interviews Observation Document Review</p>		
Performance	2	<p>At the school (K-B) there are 386 students and approximately 59 students with special needs.</p> <p>The program continuum for special education and social/emotional supports at Paul Cuffee includes the following:</p> <p><i>At the elementary and middle school:</i> -Resource (pull out and in-class support with a resource teacher and a full-time teacher partner (teacher assistant). Each student has an academic folder and those with an IEP also have a special education folder. All assessment information is housed in the academic folder and special education</p>	<p>District Presentation Interviews Observation Document Review</p>		

	<p>assessments are in the special education folders. The resource teachers utilize a preplanning review chart of aD academic areas that students need intervention and monitoring reviews. There is ongoing consultation and communication between the resource teachers and the class teachers. Teachers use the information provided by the resource teachers to inform their instruction. It is actively used by the resource teacher to inform progress and to target interventions.</p> <p><i>Elementary level:</i> -Integrated setting (one of the first grade classrooms is a fully integrated setting with a teacher assistant). Students in that class also have after school tutoring with the resource teacher. The first grade teacher in the integrated class is also a licensed occupational therapist so that training is used to interact and plan for students needs.</p> <p><i>Middle Level</i> There is a co-taught (special education and general education) writing class at the 6th grade level</p> <p><i>Counseling at the elementary level</i> - Behavior works on rules and logical (focus area) where students can go to calm and process how to reenter the dassroom. If that is not effective the student can go to the Recovery Room (social worker's room). The student writes why they went to the Recovery Room and the sheet is reviewed with the social worker with the focus on positive reintegration into the class.</p>			
--	--	--	--	--

	<p>Behavior Modification. Behavioral modification is done on an individual basis via Functional Behavioral Assessments! Behavioral Interventions Plans. These are done in conjunction with the general education teachers.</p> <p>-Counseling. Counseling is done both one-on-one and in small groups. There is also a partnership with the Providence center. Center personnel come to the school and provide family and individual counseling on an as needed basis. There is also crisis counseling as situations emerge. Additionally, there is mediation counseling if students exhibit social concerns or interpersonal problems</p> <p>-Lunch and Recess Support. The social worker works with the teaching partners to facilitate social emotional relationships in the lunch and recess arena. The social worker meet twice a month with the teaching partners to review the components of the responsive classroom.</p> <p>-Parent outreach and referrals (see also the counseling description above</p> <p>- Consultation to the teachers on the behavioral planning and overall class management.</p> <p><i>Counseling at the middle level:</i></p> <p>-Counseling is done both one-on-one and in small groups divided by gender (Anger</p>			
--	---	--	--	--

	<p>Management, Stress Reduction, Problem Solving) and individual counseling as needed. There is also crisis counseling as situations emerge. There is also mediation counseling if students exhibit social concerns or interpersonal problems.</p> <p>-Behavior. There is a spot in the classroom (focus area) where students can go to a separate room to calm and process how to reenter the classroom. If that is not effective the student can go to the Planning Room. The student writes why they went to the Planning Room and the sheet is reviewed with the social worker with the focus on reintegration into the class.</p> <p>-Referrals are also made to a social worker who consults with the school and does individual and family counseling as needed.</p> <p>-Functional Behavioral Assessments/Behavioral Interventions Plans done in conjunction with the general education teachers</p> <p>-Consultation to the teachers on the behavioral planning and overall class management.</p> <p>-Wellness (responsive classroom). This term is used to develop community within the school. There is a health and wellness curriculum that is used by general education teachers for one hour once a week. There is also a "hot topic list" to discuss as a whole middle school via their classes on a weekly basis.</p>			
--	--	--	--	--

		<p>The Academic Head of the Middle Level facilitates social emotional support during lunch and recess.</p> <p>The speech and language pathologist has approximately 44 students on her case roster (she works three days per week). Focus areas include receptive language, expressive language, pragmatics and articulation depending on the individual needs of students. The speech pathologist consults and works with class teachers and parents to review student treatments, progress and needs. The social worker and speech pathologist collaborate to do a social skills group that targets students with autism, Aspersers, attention deficit concerns as well as typical peers. There is also collaboration with the resource teacher for reading and literary planning. Whenever possible, integration and Co planning with classroom teachers occurs.</p> <p>An occupational therapist has just been hired. The individual started in January 2006. Currently no students at the school receive physical therapy.</p>			
Performance/ Compliance	3	<p>Paul Cuffee facilitates a Summer Academy, which provides for a 2-hour tutoring program four days a week for four weeks in July. Individual tutoring is also offered. Compensatory services (occupational therapy/</p>	Interviews	Paul Cuffee Charter School via the IEP process and professional development training will examine the ESY process and documentation	The ESY documentation and eligibility discussion / determination

		physical therapy etc.) are also offered during this time if needed. Extended School Year (ESY) has been offered to all students with IEPs however; ESY decisions were unclear regarding relatedness to IEP goals and objectives.		needs. Progress check: June 2006	has been formalized as a part of the IEP process.
Compliance	4	The middle school is currently housed in a former parochial school. It is not an accessible building. Although there are currently no students with mobility challenges staff are aware of this concern.	Interviews	Paul Cuffee Charter School will establish an Accessibility Progress check: June 2006	The Accountability Committee consists of The Head of School, the Academic Head of the Middle School, the Sp. Educator and Director of Special Education.

4. EVALUATION / INDIVIDUAL EDUCATION PROGRAM (IEP)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance/ Compliance	1	Paul Cuffee recently hired a part-time Special Education Administrator. This individual will oversee the process of revising the school's special education forms and processes.	Interviews	Paul Cuffee Charter School has been revising forms to comply with regulations. These forms will be provided to RIDE by June 2006. Timeline: June 2006	PCCS has a packet of revised forms which comply with regulations. Printing of forms will be completed this summer.
Performance/ Compliance	2	At the elementary level a student was not provided all her services per her IEP for approximately 6-7 weeks in the fall 2005. The	SW4 Parent Interviews	Assurances will be provided to the RI Department of Education (RIDE), Office of	PCCS has rectified any compliance

		student is currently being served and compensatory services were provided. Due to this lapse scheduling concerns were addressed. (See also Section 2, FAP/LRE item #2 for further information)		Special Populations that compliance issues are addressed and rectified. See Section 2, item #2 Timeline: Immediately	issues and all services as prescribed in IAEPs are being provided.
Performance/ Compliance	3	At the middle level special education services are delivered via both the part-time special educator and the full-time teaching partner per the instruction of the teacher. As student's IEPs are due the service page is changed to reflect the delivery of services via a teaching partner. The special educator and the teaching partners do not have a scheduled time to meet and discuss student instruction and progress. This is done between classes, before and after school etc.		The Academic Head of the middle school will initiate a scheduling change to ensure common planning time for the special educator and the teaching partner. Timeline: Immediately	Common planning time was scheduled for the special educator and teaching partner.
Performance	4	Evaluation Team Meetings (ETMs) are done on a rotating basis (elementary/middle level). ETMs are now working off a set agenda for referrals and reevaluations. It is a structured process with parent notices.	Interviews		
	5	Record Reviews (See findings #5-#10)		Assurances will be provided to the RI Department of Education (RIDE), Office of Special Populations that compliance issues are addressed and rectified. <i>This Supp cit Plan is applicable for all compliance findings in the Individual Record Review section.</i> Paul Cuffee will	PCCS has rectified compliance findings in the Individual Record Review. PCCS will do a file analysis to better align regulation form

				report compliance status to RIDE by January 2006 (RIDE will review February 2007). See also item #1 in this section for additional information.	requirements and student information data.
Compliance	6	<p>SW1 Lack of clarity regarding timelines and forms for SW1 Specifically:</p> <p>1.) Referral form not dated. (Permission for speech screening signed by parent on 1-18-05. Speech evaluation done 3/15/05 and rr report dated May 2005. A TS request for assistance had a sticky on it saying it was a refusal for Speech and Language Evaluation.</p> <p>2.) ET report not signed/attended by parent Hand written form that indicates agreement with ET report. ET report not signed by parent.</p> <p>3.) SW1 Procedural Safeguard sheet refers to Regional special education Office</p>			
Compliance	7	<p>SW2 SW2 came with an IEP from Providence SW2 education evaluation done by Cuffee on 11/03— SW2 no IEP invitations seen in folder to review IEP or evaluations</p>			
Compliance	8	<p>SW 3 consent for screenings signed 9/8/03(speech and education) Education done in 11/03 speech in 9/03 Ef</p>			

		<p>report on 1-1403 —note on signature section to see JEP for signatures yet first LEP in folder is from 3/03</p> <p>No recent IEP invitations (IEP done in 2/04 and 2/05) seen in folder</p>			
Compliance	9	<p>Auditory processing consent sent 1/12/05. Language processing test given on 4/6/05. No meeting invitation to review seen in folder. Meeting notes for meeting in 5/05 Meeting minutes for meeting in 10/05 but no invitation notice seen in folder</p>			
Compliance	10	<p>Meeting notices in file from 2002 (year of referral) One with no date and one meeting invitation from 5/1/05 (to review speech and language goals)—no meeting notes from this meeting in folder. no recent meeting invitations seen in folder. Speech and language evaluation done 9/28/05 and 10/17/05.</p>			
Compliance	11	<p>Recent permission signed 4/26/05. (reading writing and math to be parent of 3-year reevaluation). No other notice/invitations pertaining to a review of this testing information seen in folder.</p>			

5. TRANSITION

Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	1	<p>There is a school wide (K-8) August orientation. Teachers return one week before school starts to engage in professional development opportunities. New students, anxious students and others as needed come in the Friday before school. On Saturday, all students come and meet with teachers and staff at India Point. In the spring, there is Step Up" day where students visit the class they are going into for the following year. There is a summer reading assignment for each grade and the school buys each student reading books for the summer assignment. Each teacher sends their incoming students a postcard and also calls them prior to the start of the school year.</p> <p>In the spring, the teachers spend time in the grade level meetings to create class groupings in a thoughtful and proactive manner. During the August professional development days there is time sending and the receding teacher to discuss student needs.</p> <p>Forms and processes will be developed for the 2006-2007 school year addressing the vocational assessment process for students 14 years and older. 8th graders will be part of the Paul Cuffee Carter School community beginning with the 2006-2007 school year).</p>	District Presentation Interviews		