

Rhode Island Department of Education
Office for Diverse Learners

School Support System Report and Support Plan for the
William M. Davies Jr. Career and Technical High School
June 2009

SCHOOL SUPPORT SYSTEM

A Collaborative System of Focused Monitoring

Introduction

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

To accomplish this the SSS includes these components:

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

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William M. Davies, Jr. Career and Technical High School
School Support System Review
June 2009

Visit team – David Sienko, Susan Wood, Jane Keane

1. SCHOOL IMPROVEMENT / FAMILY ENGAGEMENT					
Indicator	#	Findings	Documentation	Support Plan	Follow-up Findings
Performance	1	<p>William M. Davies, Jr. Career and Technical High School, located in Lincoln Rhode Island, is a local education agency (LEA) serving approximately 800 students from Central Falls, Lincoln, North Providence, Providence, Pawtucket and Smithfield.</p> <p>Davies is a State-funded high school governed by an independent, business-led Board of Trustees. Students must take entrance examinations and apply for admission to Davies. Sending districts do not pay tuition, only the cost of student transportation.</p> <p>In partnership with businesses and institutions of higher education, Davies prepares students for promising careers in Rhode Island's business sectors: hospitality, healthcare, telecommunications, cosmetology, construction, information technology, high tech manufacturing, graphic design and printing, automotive and financial/business services.</p> <ul style="list-style-type: none"> • Davies, a four (4) year high school that offers both academic and career-focused programs, plus SkillsUSA membership and competitions, intramural sports and many other activities for students. • After a ninth grade exploratory experience, students may choose a program in one of the twelve (12) different career-related areas. • Current industry and academic standards guide decisions on curriculum and equipment. • Certifications, such as A+, MOUS, ASE, ProStart measure students' proficiency in technical areas. • Standards-based, fully accredited, 4-year academic program leading to a high school diploma. 	<p>District Presentation Document Review Interviews</p>		

		<ul style="list-style-type: none"> • Technology-rich learning environment featuring computers in every classroom, fully equipped library with Internet access and state-of-the-art Senior Project Center. • Labs: CAD-CAM, Internet, literacy, career assessment, chemistry/science, biotechnology, special projects. • Extra-curricular activities: Student Council, Athletics, Cheerleading, Photography, Computer and RISD Arts Clubs, SADD, Mock Trial, Teen Solutions, and Tutoring/Homework Club • Comprehensive support services for students with limited English proficiency and special needs. • Actual work experience is an essential component of Davies comprehensive educational program. Most students participate in business tours, jobs shadows, community service and internships related to their technical areas. Davies School-to-Career staff supervises all placements. • Davies' on-site business-sponsored training centers – DuPont, Carquest, Hunter Engineering – are nationally recognized business-education partnership models. 			
Performance	2	<p>Programs of Study Davies has twelve (12) technical programs of study. These include the following:</p> <ol style="list-style-type: none"> 1. Automotive Careers <ul style="list-style-type: none"> • Auto Mechanics, Repair • ASE Certification • Re-Conditioning, Refinishing • Customer Service 2. Biomanufacturing <ul style="list-style-type: none"> • Laboratory Skills and Applications 	District Presentation Document Review Interviews		

		<ul style="list-style-type: none">• Forensics• Cell Culture Techniques• Pharmaceutical Techniques <p>3. Business Technology</p> <ul style="list-style-type: none">• MS Office Applications• Office Support• MOUS Certification <p>4. Computer Information Systems</p> <ul style="list-style-type: none">• Programming• Website Design• Digital Graphics• Networking <p>5. Cosmetology and Barbering</p> <ul style="list-style-type: none">• Cutting and Styling• Nail Care• Color Application <p>6. Electrical/Telecommunications</p> <ul style="list-style-type: none">• Residential, Commercial Wiring• Alarm, Security Systems• Blueprint Reading <p>7. Electronics</p> <ul style="list-style-type: none">• Circuit Design and Applications• Surface Mount Soldering• Consumer Electronics <p>8. Graphic Design/Printing</p> <ul style="list-style-type: none">• Printing/Production• Layout and Design• Desktop Publishing• Photography, Darkroom			
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		<p>9. Health Careers</p> <ul style="list-style-type: none"> • Basic Nursing Skills • CVS Pharmacy Services Training • CNA Certification • CPR, HazMat Training <p>10. Hospitality</p> <ul style="list-style-type: none"> • Hot and Cold Food Preparation • Baking • Food Safety, Table Service • ProStart Certification <p>11. Machine Technology</p> <ul style="list-style-type: none"> • Blueprint Reading • Metalworking Theory • Milling, Grinding, Turning • CAD/CAM, CNC Operation <p>12. Woodworking/Cabinetmaking</p> <ul style="list-style-type: none"> • Blueprint Reading • Frame Construction • Finish Carpentry • Project Design 			
Performance	3	<p>School Improvement</p> <p>Davies has a current school improvement plan. Some of the related special education highlights include:</p> <p>Davies is developing diversified lesson plans for all four core content academic curriculums and loading them into the computer server so teachers can use the lessons in all classes. The district has participated in professional development to differentiate the Common Task which will be used as a PBGR requirement.</p> <p>Davies is developing a progress monitoring system which</p>	<p>District Presentation Document Review Interviews</p>		

		<p>will be computer generated for IEPs, PLPs, etc. that require quarterly progress reports.</p> <p>Davies has introduced several literacy and math interventions over the past few years to address student achievement in these areas. This includes:</p> <ul style="list-style-type: none"> • Math Standards class (math ramp up for students who are assessed below grade level on the Stanford Math Assessment) • Expanding before and after school reading intervention programs (Currently the after school program is optional for reading and math). Next year this will become required for those not achieving expectations with only the school day interventions. Adding a 9th grade two week summer intervention program to ramp up students who are performing below reading level on the entrance exam. • The STEPS reading program is being implemented across all content areas as a school wide literacy intervention. A train the trainer model is being utilized. The full rollout will begin in Fall 2009. <p>Davies is using multiple methods of performance measurement (Proficiency Based Graduation Requirements), this includes:</p> <ul style="list-style-type: none"> • Senior Project • Common Tasks (course assessments) which are entered into Portfolios • Course Completion 			
Performance	4	<p>Data-based Instructional Practices</p> <ul style="list-style-type: none"> • Entrance testing (Stafford) and NECAP results are used to determine admission, placement and need for intervention for incoming students. Students below grade level receive reading and math intervention classes and students are regularly 	District Presentation Document Review Interviews		

		<p>evaluated. Students can test out of intervention immediately or at the half year.</p> <ul style="list-style-type: none"> • All students below grade level in reading receive intervention. There are five(5) reading specialists. • Direct on-line reading assessment test (DORA) is given to every student who is below grade level. • Special education evaluations are provided on an ongoing basis per individual needs. 			
Performance	5	<p>Parent Engagement</p> <ul style="list-style-type: none"> • Davies conducts a parent survey each year • The Parent Family Council (PTC) expansion is currently a work in progress. The expansion is focused on improving/extending communication with parents. The Davies Special Education Advisory Committee (DSEAC) is a subgroup of the Parent Family Council. All meetings are announced in the monthly guidance newsletter. Summer packets were also mailed to all parents. This year a flyer will be put in the Davies orientation package providing information about the special education parent group (DSEAC). RI Parent Information Network (RIPIN) assisted DSEAC in developing its by-laws. This was a positive experience for the DSEAC group. • Davies website is being redesigned to become the parent communication window with the school. Plans are underway to have parent/teachers communication capability on the website for next year. 	<p>District Presentation Document Review Interviews</p>		
Compliance	6	<p>Response to Intervention (Rtl) is not in place at Davies. Although Davies has a relatively small number of new referrals there is no structured/formal Rtl process at the school.</p>	<p>Interviews Data Review</p>	<p>Davies is developing a Response to Intervention (Rtl) component in the Davies School Improvement Plan with implementation beginning in August, 2009.</p>	<p>The Rtl compliance response was addressed in August 2009 with all staff training. The Rtl team consists of</p>

		(RI Regulation 300.309)		Timeline: Immediately and ongoing. RIDE will review progress in June, 2010.	6 Staff members, the Chair Davies' Director, who received initial training in the Spring of 2009 and have all since attended multiple trainings. Policy and procedures were all developed and shared with all staff in January 2010. The Rtl Team has begun accepting, processing and structuring interventions for student referrals
Performance	7	<p>Community/Business Partnerships Businesses, community organizations and colleges/universities play important roles in helping to educate and train Davies students. Work-based learning Partners (WLP) provide tours, job shadows and internships. Clinical Training Partners (CTP) provide components of technical programs. Training Center Partners (TCP) sponsor on-site training centers, training and equipment. Higher education partners provide credit for specific courses taken at Davies. The technical areas below list some of the many business partnerships that the Davies Community/Business Partnerships office has cultivated.</p> <p>Automotive Careers Training Center: DuPont/Standox, Hunter, CARQUEST WLP: Action Auto Parts, Affordable Auto Sales, Automotive Service Technologies, Colony Truck Center, Cooper Lewis, Crown Collision, Tasca Ford, Nissan of</p>	District Presentation Document Review Interviews		

	<p>Smithfield, Regal Car Care & Collision Center, Touch of Class High Education: New England Tech, University of Rhode Island, Community College of Rhode Island</p> <p>Business Technology WLP: Gentle Dental, Fidelity Investments, NRI Chamber of Commerce, Harris Industries, Pawtucket Credit Union Higher Education: Bryant University, NE Tech, CCRI, Johnson and Wales University</p> <p>Computer Information Systems WLP: 102nd National Guard, Hasbro, Citizens Bank, WSBE-TV-36, CVS/pharmacy, Tech Collective, UNICOM, Fred Ricci Tool Company Higher Education: NE Tech, Johnson & Wales</p> <p>Cosmetology & Barbering WLP: Bella Salon & Spa, Calabro's, On Stage Hair Designers, CB Sullivan, SUPERCUTS</p> <p>Electrical-Telecommunications WLP: E.W. Audet and Sons, Inc., GH Electric Services, Griffin Electric, H & C Security, Lou B. Electric Inc., Morra Electric, City of Pawtucket DPW, Scotto Electric, Home Electronic Life Protection Inc., Eastland Electric Inc. Higher Education: University of Rhode Island, Community College of RI</p> <p>Electronic Technology WLP: Elwin Electronics, Port-A-Tree Timing Systems, On Semiconductor, UNICOM Higher Education: Community College of RI, New England Technical School</p> <p>Graphic Arts/Printing WLP: AMICA, Jay Packaging Group, Meridian Printing,</p>			
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Performance	8	<p>School-to-Career Program The Business/Education Partnership office also coordinates the Davies School-to-Career Program. This programs offers students a variety of activities; both in-school and out at business and community sites. This</p>	District Presentation Document Review		

	<p>series of activities gives students the opportunity to explore new career areas, develop employability skills, interact with employers, apply their technical skills in the real world, and, in general, prepare for career success.</p> <p>STC staff provide the following services:</p> <ul style="list-style-type: none"> • Provide workshops for students; STC orientation, career exploration, resumes, job applications, interview skills, job search resources, and dress for success. • Arrange business tours, job shadows, internships, community service and other related activities • Set up and process all paperwork for community service, internships and “co-op”. • Monitor internships and co-ops to ensure that both the student and employer are meeting the goals of the work-based learning contract. • Recruit new employers, as needed, for work-based experiences. • Maintain current partnerships with area businesses and community organizations. • Assist students with working papers; resume updates, job search and placement. • Keep a student portfolio that contains contact sheets, a current resume, co-op time sheets, technical certificates, employer evaluations and other employment-related information. • Maintain a database of each student’s STC activities. • Arrange speakers and provide career-related materials for teachers to enrich classroom presentations. • Provide training and coordinate competitions for SkillsUSA Job Interview Contest. • Recognize seniors and business partners who participate in STC activities at the Partners in Education Appreciation Breakfast in May. 	Interviews		
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		<ul style="list-style-type: none"> Assist students with summer training program opportunities Collaborate with Guidance Office to track graduate placements. 			
Performance	9	<p>Professional Development</p> <ul style="list-style-type: none"> STEPS Reading Program-. There are eight (8) trained trainers, and Davies is looking to train 33 more teachers next year. RI College English Language Learner training Staff training for differentiation of curriculum lesson plans (there are approx. 38 “inclusion” classes) Six (6) staff attended RTI training-. This included general education, technical education, and guidance staff. Autism awareness training- 30 faculty received trained. Parents were also invited to this training. This will continue next year. This provided good information to staff and specific care situation in the school Other professional development topics- include: collaborative teaching models (for general and special educators), behavior management, etc. 	District Presentation Interviews	<p>Davies will continue to provide professional development in targeted areas to improve special education services. These areas include:</p> <ul style="list-style-type: none"> Differentiated instruction in all core content areas and with ELL students requiring special education services Response to Intervention Autism Awareness for all faculty, classroom intervention training and training in Autism awareness for parents STEP Reading Program <p>Progress will be reviewed with RIDE in June, 2010.</p>	<ul style="list-style-type: none"> Davies continues to provide professional development to ALL educators in differentiated instruction. Special Educators who work with ELL students also attend ELL workshops and Title III trainings The Rtl compliance response was addressed in August 2009 with all staff training. The RTI team consists of six staff members, the Chair being Davies’ Director, who all received initial training in the Spring of 2009 and have all since attended multiple

					<p>trainings. Policy and procedures were developed and shared with all staff in January 2010. The RTI team has begun accepting, processing and structuring interventions for student referrals</p> <ul style="list-style-type: none"> ▪ Four Autism Awareness Training took place in 2009-2010 school year: 3 staff trainings and 1 parent training. ▪ STEPS Reading Program staff training continued this past year and will continue in the 2010-2011 school year.
Performance	10	<p>Advisories There is a daily advisory time for all students per the high school regulations. Students with IEPs are put into advisories comprised of other students with IEPs. Typically, the student's advisor is also the student's case manager.</p>	Interviews		

Performance	11	<p>Special Education Leadership Structure There is a Special Education Director/Administrator. He works in concert with the Diagnostic Prescriptive Teacher and the Parent Engagement Coordinator/Census Clerk to develop/review/refine systemic special education structures and processes. Staff expressed feeling very supported by the Special Education Director and the positive changes that the special education team has instituted thus far.</p>	Interviews		
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2. FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE/LRE)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	1	<p>FAPE in the LRE Based on the FFY July 1, 2007- June 30, 2008 State Performance Plan (SPP) information on Davies program placement data is as follows:</p> <p>The percentage of students educated 80 to 100% of the time in general education settings is 44.80%. (RI District Average is 60.85%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 8.80% (RI District Average is 18.11%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 0% (RI District Average is 4.85%)</p> <p>If a district is 1 standard deviation from the RI district average the district is considered discrepant for the target Davies is <i>not</i> discrepant in any of the above categories.</p>	State Performance Plan (SPP)	Although Davies is not discrepant in free and appropriate education in the least restrictive environment the district did express concerns about the data it had reported to RIDE and suspected data entry errors. The district will be monitoring the reporting of this data closely and will update RIDE in June, 2010.	In March 2008 the previous Census Data Clerk was reinstated. The Clerk corrected all Census Data entries. Currently all data entry is entered correctly in a monthly basis and monitored by the district

Performance	2	<p>Access to Special Education & Related Services Case managers provide general education teachers with a summary sheet of required accommodations at the beginning of each school year. General education teachers reported knowing they could access the students full IEP on an as needed basis and report good coordination with the students case manager.</p> <p>Clinical staff report having the necessary space and evaluations to provide appropriate individual and group services and evaluations.</p> <p>All students with IEPs ,when appropriate , participate in school wide reading and math interventions.</p>	District Presentation Document Review Interviews		
Performance	3	<p>Special Education Program Continuum Davies has approximately 764 students and 85 have IEPs. The program continuum and special education staffing structure include the following:</p> <ul style="list-style-type: none"> • Seven (7) small group core content classes (4-8 special education students) These are general education core content classes taught by highly qualified teachers many of whom are also certified special education teachers. These classes include: <ul style="list-style-type: none"> -9, 10, 11 English -9, 10, 11 Math -9, 10, 11 Social studies -No small group science is offered because Davies does not have a highly qualified special education science teacher, however, there are a number of co-taught science classes. • Thirty (30) “inclusion” classes (collaborative 	District Presentation Document Review Interviews	<p>Davies has made great strides in increasing the number of inclusive classes. Staff report that this has resulted in improved student academic performance however; district level data (apart from reading and math intervention data for students receiving such services) is not used to track student progress. Davies is developing methods to better track and report student progress.</p> <p>Teachers report the availability of common planning time for co-teaching situations but they do not document the results (changes in curriculum design and delivery, student assessment, etc.) of this planning time.</p>	<p>The RTI Team is assembling a committee to select a universal assessment that could be used to measure improved academic performance of IEP students in inclusion classrooms.</p> <p>Each teacher is now required to submit a written report of how they spent their common planning time. This report must include but not be limited to any</p>

	<p>teaching) in all grades and subjects (14-28 total special education students). Typically, the students with IEPs comprise 25% or less of the class size. There are currently two classes comprised of 40-50% students with IEPs due to scheduling problems.</p> <p><u>Collaborative/ co-teaching</u></p> <p>There is some time slated in the current schedule for the co-teachers (general and special educators) to meet and co-plan. This is a positive best practice endeavor. Some co-teachers reported not meeting as co-teachers but meeting via their content area departments (in which the special education co-teacher was able to attend). Other teachers reported that subs had not been showing up to cover their class so they could go and co-plan. In general, co-teaching is an emerging and ongoing practice at Davies. The co-teaching models varied depending on the teachers and content being taught. Teachers reported wanting continued/additional professional development in the area of co-teaching.</p> <ul style="list-style-type: none"> • Six (6) academic support classes (resource). These classes provide academic support- based on student need (4-8 students per class). • Five (5) teacher assistants provide support in all settings (general education, career and technical education and community-based environments). Teacher assistants are moved/rotated based on student needs. • There is a full-time psychologist. The psychologist sees students per their IEP requirements. He is also the lead for the functional behavioral assessment /behavioral intervention plan 		<p>Davies will be joining the positive behavioral intervention and supports (PBIS) initiative with the Sherlock Center in the 2009-2010 school year. The results of this involvement will include the development of a more comprehensive social/emotional learning continuum at Davies.</p> <p>Davies will be examining these continuous improvements and report progress to RIDE in June 2010.</p>	<p>changes in curriculum and why, and an explanation and justification to changes in instructional strategies.</p> <p>Davies has contacted the Sherlock Center for PBIs training. The Center is working on a schedule.</p>
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		<p>(FBA/BIP). Teachers were unclear about the FBA/BIP process and its potential utilization as more than part of the discipline process. Next year Davies will begin a positive behavioral interventions and supports (PBIS) initiative in conjunction with the Sherlock Center at Rhode Island College.</p> <ul style="list-style-type: none"> • There are two (2) full-time social workers who also provide counseling per IEP needs and facilitate social skills groups. • There are part-time consultants who provide occupational therapy and speech and language therapy services. These consultants are looking at the various needs of students on the spectrum and how to best support them within the Davies milieu. 			
Performance	4	<p>Enrollment, Graduation and Suspension Enrollment of special education students has gone down in the past three (3) years. Davies staff attributed this decline to the second level admissions which had previously been done by the referring district and is now done by Davies.</p> <p>The number of graduates (both students with IEPs and typical peers) are decreasing when viewed over a three year timeframe. The increased rigor of the curriculum has influenced this trend as is the changing of a passing grade from 65% to 70%.</p> <p>Suspensions have risen for both students with IEPs and typical peers. This was attributed to policy changes in attendance and tardiness which includes suspension for failure to report for required detentions. Some staff reported that this was not working well for students. Discipline is an issue currently being examined.</p>	District Presentation Document Review Interviews	Davies staff are aware of the trends in this data and the leadership team spoke candidly of the challenges in creating a rigorous career and technical education while maintaining student engagement. The Special Education Director will continue to monitor the enrollment, graduation and suspension data to ensure adherence to special education equity issues. RIDE will review progress in June 2010.	<p>Our graduation rate for the Class of 2010 was up by 23% over the previous two years.</p> <p>Our out-of-school suspensions in 08-09 totaled 555. Out-of-school suspensions for 09-10 totaled 113. Therefore, our out-of-school suspensions have declined by 80%.</p> <p>As our graduation and suspension</p>

					figures improve combined with a revised recruitment process, we anticipate our enrollment of IEP students will improve.
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3. EVALUATION/ INDIVIDUAL EDUCATION PROGRAM (IEP)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	1	Records of approximately four students were reviewed by the visiting team. These were selected through a stratified random sampling technique to allow the team to consider a representative variety of students. Students' records were accessible and generally well organized.	Record Reviews	Assurances will be provided to the RI Department of Education, Office for Diverse Learners that all compliance issues in the students' records are addressed and rectified. Timeline: Immediately and ongoing. Progress check: June 2010.	All compliance issues have been corrected. The following records issues have been addressed by a) Including a form letter to each IEP students' home which requires a response regarding their attendance at their IEP meeting. They have at least 10 days' written notice of the meeting. b) The SEAC has created a brochure outlining the goals of the committee and extending an invitation to any parent who is

					<p>interested in joining. These brochures have been available at all Davies' major functions and were also mailed to each individual family's homes. Case managers and/or the LEA also mention the SEAC at each student's IEP meetings. c) Age of Majority letters have been explained and given to each student's family at their IEP meetings, again, by either the case manager or the LEA. d) The IEP that was not current has since been brought up-to-date and at this time all IEP's are current. Ongoing professional development will continue to address these issues.</p>
Compliance	2	<p>Record Review Overall Findings Detailed record review finding were provided to the Special Education Director at the conclusion of the School Support Visit. Apart from several findings of detailed information missing from some student records, the following trends in the student records will need to be immediately addressed:</p>	Record Reviews	(The support plan above is applicable to all compliance findings in this section.)	

		<p>There was no evidence in records of students being invited to the IEP meeting where transition services were to be discussed. Although there was strong evidence of student involvement the paper copies of student invitations was not evident in the records.</p> <p>There was no indication of the provision of Local Advisory Committee information to parents. There was evidence of an outreach effort about the LAC and the LAC is in the process of developing a brochure that can be provided to parents.</p> <p>There was no evidence in the records of students who were age 17 at the time of the IEP meeting that they were provided notification of the transfer of rights at the age of majority.</p> <p>In one instance a student's IEP was not current.</p> <p>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</p>			
Performance	3	<p>Evaluation/IEP Evaluation team meets upon referral receipt. The school has very few new referrals per year.</p>	Interviews		

4. TRANSITION					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	1	<p>Transition Evaluation Case managers are responsible for ensuring that the transition evaluation is completed and used to inform the</p>	Interviews District Presentation	Davies will continue with the development of a continuum of transition assessments including	Staff have been provided with professional

		IEP process on an ongoing basis. There are a variety of tools that teachers reported that they can use/access. There are tools available via the School to Career Center as well as the Guidance Department; however, there is no formalized process /protocol for case managers to access these potential tools. The Transition Planning Inventory (TPI) will be put in place in fall of 2009 as an assessment. The TPI has been ordered and training will occur. Staff expressed the desire to have a transition structure that provides a formalized/structured array of protocols and procedures. This is an emerging process.	Document Review	existing school wide services (School to Career services, vocational rotations, services provided through the Guidance department, etc.) to address the various needs of students in transition. Updates on this development will be provided to RIDE in June 2010.	development On the "Transition Planning Inventory (TPI) as a transition assessment instrument. Currently all TPI's are completed by the parent/student prior or at the IEP meeting by the case manager. In addition, all students are formally trained and are actively participating in the on-line transition planning tool "Way to Go RI"
Performance	2	Middle School to Davies Transition The Diagnostic Prescriptive Teacher (DPT) attends all 8 th grade IEP meetings to provide input and answer questions. This has been an asset in maintaining open communications with incoming students and families.	Interviews		
Performance	3	The special education staff of Davies facilitates visits for seniors to local colleges and technical schools. Staff reported discussing post-secondary options with students and how to access accommodation assistance at the college level. Students who participated in these activities reported learning a great deal from the visits and accommodations discussions.	Interviews		
Performance	4	The Diagnostic Prescriptive Teacher (DPT) attends the Northern RI Transition Advisory Committee (TAC) meetings and shares transition related information with the staff.	Interviews District Presentation		

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