

Rhode Island Department of Education
Office of Student, Community and Academic Supports

School Support System Report and Support Plan

The Greene School
November 15, 2011

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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The Greene School
SCHOOL SUPPORT SYSTEM REVIEW

TEAM MEMBERS

Susan Wood, Jane Keane

1. FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE/LRE)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
	1	The RIDE, Office of Students, Community & Academic Supports School Support System process was facilitated to provide a means of accountability for delivery of programs and services to improve outcomes for students with disabilities. The following pages reflect the findings of that process.	Data Analysis State Performance Plan		
Result	2	Greene School Mission “The Greene School develops the culture of personal, community, and global stewardship using a curriculum centered on direct experiences with environmental science, and the technology that affects the natural world. At The Greene School, students develop and integrate their strengths as they explore their roles in local and global communities. The school will have an emphasis on promoting an ethic of excellence, tolerance and character development for moral and social responsibility. Students are prepared to be informed, skilled, active and innovative community leaders who will become the environmental stewards of the future. Students understand and apply the concept of stewardship as the careful and responsible management of human, physical, biological, and financial resources”.	Data Analysis		
Result	3	Least Restrictive Environment Data (State Performance Plan Indicator #5) Based on the FY July 1, 2009 – June 30, 2010 State Performance Plan information on the Greene School’s Placement Data is as follows: The percentage of students educated 80 to 100% of the time in general education settings is 100%. (RI District Average is 70.86%) Percentage of students educated for less than 40% of the time in general education settings is 0% (RI District Average is 14.55%) Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 0% (RI District Average is 5.14%)	Data Analysis State Performance Plan		

Result	4	<p>Statewide Assessment (State Performance Plan Indicator #3)</p> <p>The Greene Charter School is a charter school that is in the processing of phasing in all high school grades. This year they have freshman, sophomores and juniors hence, this will be their first year of students participating in the NECAP.</p>	Data Analysis State Performance Plan		
Result	5	<p>Instructional Strategies and Supports</p> <p>Throughout the schools there were examples of student centered, teacher facilitated differentiated instruction, with rubrics, cooperative learning, student lead projects and problem solving, and student work along with homework assignments, independent self-selected reading and journal writing.</p> <p>Use of student assessment and performance data to inform instructional practices was evident throughout the district. School faculty are engaged in analyzing student data such as the NWEA, NECAP, teacher generated assessments, student work and performance.</p>	Data Analysis Interviews Observation		
Result	6	<p>Response to Intervention (Rtl)</p> <p>This year there is a newly developed and structured Rtl process in place at the Greene School. The team meets approx. every four weeks and has forms and protocols in place. It is chaired by the guidance counselor and thus far it has served two students. The chair has attended some recent RIDE sponsored technical assistance and will continue to participate in future events.</p>	Data Analysis Interviews Observation		
Result	7	<p>SPP Disproportionate Representation (State Performance Plan Indicators #9 and #10)</p> <p>The Greene school is not disproportionate due to inappropriate identification or due to policies, procedures and practices.</p>	Data Analysis State Performance Plan		
Result	8	<p>Early Childhood/Pre School Special Education</p> <p>The Greene School is a charter high school thus early childhood is not applicable.</p>	Data Analysis State Performance Plan		
Result	9	<p>Special Education Program Continuum Elementary Level</p> <p>The Greene School is a charter high school thus elementary level programming is not applicable.</p>	Data Analysis Interviews Observation		

Result	10	<p>Special Education Program Continuum Middle Level</p> <p>The Greene School is a charter high school thus elementary programming is not applicable.</p>	Data Analysis Interviews Observation		
Compliance	11	<p>Special Education Program Continuum High School Level</p> <p>At the Greene Charter School there are approx. 126 and 24 have IEPs. The program continuum is as follows:</p> <p>-Co-taught classes (9th-12th)- Specific classes are chosen over the summer depending on the overall student need. There are two special educators so one work with humanities and one in math/ science.</p> <p>-Resource/curriculum assistance- Students receive curriculum assistance on a daily basis. Students may work on specific target goals as outlined in their general education classes as well as individualized class work and projects. Students receive credit for this class.</p> <p>-The special educators in conjunction with the English teacher facilitate a reading intervention group. This group targets students that are below grade level in reading on the NWEA, Measurable Academic Performance (MAP). Neither the special educators nor the English teacher were unaware of who was lead for completing and facilitating the Personal Literacy Plans (PLP) process nor have they seen any current PLPs of the students in the reading intervention group. (RI Regulation 300.320(2)(i))-IEP, PLP requirement</p> <p>There is a contracted social worker at the high school. The social worker facilitates counseling per the IEP. The school is in the process of contracting with a psychologist.</p>	Data Analysis Interviews Observation	This will be addressed and rectified.	
Result	12	<p>Adaptive Physical Education</p> <p>There is a .5 physical education/ health teacher who is also able to provide adaptive physical education if the need presents. Currently no students require adaptive physical education services.</p>	Data Analysis Interviews Observation		
Result	13	<p>Extended School Year</p> <p>Extended School Year (ESY) is offered in the charter school per the IEP. To date no</p>	Data Analysis Interviews Observation		

		students have needed to participate in ESY.			
Result	14	<p>Suspension (State Performance Plan Indicator #4): Significant discrepancy in the rate of suspensions (for students with IEPs) greater than 10 days as compared to the rate of suspensions (for students without IEPs) greater than 10 days. The Greene Charter School is a charter school that is in the processing of phasing in all high school grades. This year (2011-2012) will be the first year that data is reported for this indicator.</p> <p>Social emotional resources / positive behavioral supports. The experiential learning environment at the Green School provides a platform to creative a supportive and collaborative community to support students. In addition, due to the small nature of the school considerable attention is given to each student and their individual needs.</p> <p>School Removals/Disciplinary Policies. Throughout the school behavioral expectations along with disciplinary action protocols and policies are defined in a student handbook.</p>	Data Analysis State Performance Plan Interviews Observation		
Result	15	<p>School Efforts to Partner with Parents (State Performance Plan Indicator #8):</p> <p>The Greene Charter School is a charter school that is in the processing of phasing in all high school grades. This year (2011-2012) will be their first year to receive and complete the parent surveys.</p>	Data Analysis		
Result	16	<p>Local Special Education Advisory Committee (LAC): A local advisory committee with membership, operation, and scheduled meetings, consistent with Regents' requirements is in place and is supported by the district.</p> <p>The Greene School has recently established a Local Special Education Advisory Committee (LAC). The Special Education Director attends all meetings. The LAC has active members and identified co-chairs. The goals for the next few meetings are to define the agenda for the upcoming year and plan future meetings. In addition, members will work to recruit new members as the school continues to grow and expand.</p>	Data Analysis State Performance Plan		

2. EVALUATION/ INDIVIDUAL EDUCATION PROGRAM (IEP)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Result/ Compliance	1	<p>Records of approximately three students were reviewed prior to the on-site review by the team leader. The record review process identified a number of areas in need of professional development. These included:</p> <ul style="list-style-type: none"> -IEP measurability (goals and objectives) -IEP strengths and challenges -Transition (vocational assessment and documentation) -Specific learning disabilities identification and reevaluation process <p>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</p>	Data Analysis Interviews Observation	<p>Assurances will be provided to the Rhode Island Department of Education, Office of Student, Community and Academic Supports, that compliance issues are addressed and rectified. This Support Plan is applicable for all compliance findings in this section.</p> <p>Timeline: Immediately and ongoing. Progress check June 2012.</p>	
Result	3	<p>Child Find (State Performance Plan Indicator #11)</p> <p>The Greene School for the 2010-2011 did not have any initial referrals. As of 11/15/11 The Greene School has not had any initial referrals thus far for the 2011-2012 school year.</p>	State Performance Plan data		
Compliance	4	Reevaluations are facilitated through the evaluation team and not the IEP team per the regulations. (RI Regulation 300.303(a)-General Requirements for Reevaluation	Record reviews Interviews	The special education director in conjunction with school-based staff will review protocols, procedures, procedures for reevaluation to ensure compliance.	

Compliance	5	Staff were unclear regarding the specific learning disabilities identification process with regard to initial and reevaluation. This was also evidenced in the record reviews (RI Regulation 300.307)- Specific Learning Disability Requirements	Interviews	The special education director in conjunction with school-based staff will review protocols, procedures, procedures for reevaluation to ensure compliance.	
Result	6	Due Process Summary (State Performance Indicators #16,#17,#18,and #19) As of 11/15/2011 The Greene charter school has not had any complaints, mediations, resolution sessions, or hearings.	State Performance Plan Due process Data Data analysis		

3. TRANSITION					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Result	1	Part C to Part B Transition (Indicator #12) The Greene School is a charter high school thus preschool is not applicable	Data Analysis Interviews State Performance Plan		
Result	2	IDEA Transition Planning at the Middle Level The Greene School is a charter high school thus middle level is not applicable	Data Analysis Interviews		
Result	3	Drop Out /Graduation Rate (State Performance Plan Indicators #1 and #2) The Greene Charter School is a charter school that is in the processing of phasing in all high school grades. This year they have freshman, sophomores and juniors hence they have not yet had a graduating class. There have been no drop-outs to date.	Data Analysis Interviews		

Result /Compliance	4	IDEA Transition Planning at the High School Level Way to Go RI is typically used as an interest inventory. Way to Go is used as a career exploration tool in their crew/advisory period which meets on a daily basis. Three records were reviewed as part of this process and no vocational assessments were seen in files nor were they provided at the school It is unclear if special educators accessed these inventories with regard to IEP transition planning/writing. (RI Regulations320(b)(1))-IEP requirement for transition assessments to inform the IEP	Record Reviews Interviews	The special education director in conjunction with school-based staff will develop a scope and sequence for individualized transition planning and utilization of transition tools.	
Result	5	At the high school the case managers in conjunction with the special education director are the point for the Office of Rehabilitative Services (ORS) referrals at the school and Division of Developmental Disabilities (DDD).	Interviews Document Review		
Result	6	Summary of Performance (SOP) will be facilitated by the case manager in conjunction with the special education director as appropriate.	Interviews Document Review		
Result	7	The Greene Charter School is a charter school that is in the processing of phasing in all high school grades. This year (2011-2012) will be their first year to submit this information regarding youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, and transition services. (State Performance Plan Indicator #13)	Interviews Document Review		
Result	8	The Greene Charter School is a charter school that is in the processing of phasing in all high school grades. This year they have freshman, sophomores and juniors hence they have not yet had a graduating class so do yet have students who have graduated or left school. (State Performance Plan Indicator #14)	Interviews Document Review		

