

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

School Support System Report and Support Plan for the
(Meeting Street Center)

Bright Futures Early Learning Center

The Grace School

The Carter School

May 24-25, 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/educational setting, general educators as well as special educators and parents. It is designed to learn if the school/ educational setting 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 school/educational setting 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 school/educational setting demographic information on selected data areas: 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 School/Educational Setting 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 school/educational setting personnel to generate a report, covering the following:
 - The schools/educational settings 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 school/educational setting.
 - The need for professional development and technical assistance that will enable the school/educational setting to improve programs and services.
- **The Support Plan** The RIDE team, School/Educational Setting 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/educational setting 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 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 school/educational setting as well as resources and time lines to improve programs and services.

TABLE OF CONTENTS

1. Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE)
2. Evaluation/ Individual Education Plan (IEP)
3. Transition

Meeting Street Center
School Support System Review
May 24-25, 2011

Team A: Susan Wood, Jane Keane

1. FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE/LRE)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Result	1	<p>The Meeting Street vision, mission and values are as follows:</p> <ul style="list-style-type: none"> -Vision: To be a national leader in child development, education, research and training. -Mission: Meeting Street compassionately and innovatively empowers children and their families to thrive by fostering the development of the whole child. -Values: Respect, Compassion, Integrity, Inclusivity, Excellence 	<p>Data analysis Document Review</p>		
Result	2	<p>There are three distinct schools that are part of Meeting Street Center. These are:</p> <ul style="list-style-type: none"> -Students in the <u>Bright Futures Early Learning Center</u> are referred via their local school department, between the ages of 3 to 6 when it is determined by the IEP team that the local education agency (LEA) cannot meet the child's needs. -Students in the <u>Grace School</u> are referred via their local school department. Placement is recommended by the IEP team within the department, having determined that the student's needs cannot be met by the LEA. -Students are promoted from the Grace School to <u>Carter School</u> upon completion of grade 8. Students can also be referred by their local school department when the IEP team determines that cannot be adequately met by the LEA. <p>Specific details pertaining to each school are provided in their respective program continuum descriptions within this section.</p>	<p>Data analysis Document Review</p>		

Result	3	<p>Use of student assessment and performance data to inform instructional practices/planning</p> <ul style="list-style-type: none"> -The Bright Futures Early Learning Center uses an integrated approach in the development of each child's learning experience. Through a combination of sources of information the team determines the most appropriate program of instruction for the child. Sources of information include: -Parent Interview- Completed by Parent -Student Profile- Completed by Parent -Standardized Testing- In house, LEA and outside providers -Rhode Island Early Learning Standards -Creative Curriculum -Teaching Strategies Gold <p>At The Grace and Carter Schools assessment is ongoing and includes:</p> <ul style="list-style-type: none"> -AAGSEs selection and documentation -IEP goals and progress reports (four times a year) -Anecdotal records -Authentic assessment/portfolio evidence -Teacher selected check lists/curriculum documents -Formal assessment at triennial -Annual review updates -MOVE (Mobility opportunities via education assessment) portfolios -Therapy progress notes <p>Some staff reported that the progress reporting was intensive thus, limiting their planning time.</p>	Data analysis Document Review		
Result	4	Professional Development is an integral component of the work in the schools. Staff are encouraged to attend conferences, workshops, and agency sponsored training.	Data analysis Document Review		

		Staff are supported in embedding newly learned instructional strategies in their day to day work. As an agency, Meeting Street encourages professional development by supporting allocations in their budget and providing tuition reimbursement to attend classes to improve and inform work with students and families.			
Result	5	<p>The Bright Futures Early Learning Center (program continuum)</p> <p>The Bright Futures Early Learning Center enrolls children ages 3 to 6. Currently there is one pre-school classroom which is fully inclusive and accredited by both National Association for the Education of young Children and Bright Stars. Therapy, adaptive technology and communication devices are incorporated throughout the school day as per the student's IEP. Art, music, library, adaptive physical education and swim are part of the curriculum. Appropriate related service supports (audiologist, social worker, nursing/medical, vision, orientation and mobility) are also available as per the IEP.</p> <p>Children in the Bright Futures Early Learning Program are provided with a general education curriculum that is individualized to meet the goals of the child's IEP. Program curriculum is aligned with the RI Early Learning Standards. Children are exposed to a variety of learning experiences through the inclusive classroom model.</p>	Data analysis Document Review		
Result	6	<p>The Grace School (program continuum)</p> <p>The Grace School enrolls children from Kindergarten through Grade 8. Grades K-4 are inclusive class settings and grades 5-8 are self contained class settings. Inclusive classrooms are staffed by a special education teacher, general education teacher, and teacher assistant. Self-</p>	Data analysis Document Review		

		<p>contained class settings are staffed by a special education teacher and teacher assistant, along with 1:1 teacher assistant when indicated by the IEP. Students receive therapy in 1:1, small group or in whole class settings. Therapy, adaptive technology and communication devices are incorporated throughout the school day as per the student's IEP. Art, music, library, adaptive physical education and pool/hippo-therapy are part of the curriculum. Appropriate related service supports (audiologist, social worker, nursing/medical, vision, orientation and mobility) are also available as per the IEP.</p> <p>Students in The Grace School are provided with multisensory, transdisciplinary learning experiences that focus on AAGSEs and IEP goals. In the K-4 inclusive classes teachers differentiate instruction to incorporate the AAGSEs and GLEs. Some students with IEPs receive supplementary educational services from a resource teacher.</p>			
Result	7	<p>The Carter School (program continuum)</p> <p>The Carter School enrolls students from Grade 9 through Age 21 (22 for students from Massachusetts). Students are broken into 5 groups that rotate through the Life Skills program one full day per week. Students receive therapy in 1:1, small group or whole class settings. Therapy/co-treatment groups, adaptive technology and communication devices are incorporated throughout school day as per the student's IEP. Art, music, library, adaptive physical education and pool/hippo-therapy are part of the curriculum. Appropriate related service supports (audiologist, social worker, nursing/medical, vision, orientation and mobility) are also available as per the IEP. In addition, there is a life skills teacher and a vocational coordinator.</p>	Data analysis Document Review		

		<ul style="list-style-type: none"> -Students in the Carter School are provided with multisensory trans-disciplinary learning experiences that focus on AAGSEs and IEP goals. -All classrooms participate in Mobility Opportunities via Education, a curriculum which integrates therapy into the classroom to make education accessible and meaningful to students with limited mobility. -All Carter School students are assessed via the TenSigma Targeting Transition rubrics, which is the framework for the units of study taught in the life skills classroom. -Carter School Students work with a Vocational - Coordinator who creates vocational opportunities and maintains a transition profile to facilitate transition. Currently, this position is vacant but Meeting Street is actively seeking potential candidates. 			
Result	8	<p>School removals/disciplinary policies (justification for student removal). Social emotional resources/positive behavioral interventions and supports</p> <p>The Bright Futures Early Learning Center strives to provide a classroom routine that utilizes best practices in addressing behavioral concerns including positive redirection techniques and alternating between movement and sedentary activities to keep children engaged.</p> <ul style="list-style-type: none"> -Provide age appropriate transitions from one activity to the next - Utilize classroom schedules and individual routine schedules as needed -Behavior assessment and behavior plan -Meeting with school department and family to determine next steps -Referral for social emotional supports as appropriate -Other referrals to outside sources as necessary 	Data analysis Document Review		

		<p>The Grace School utilizes the responsive classroom approach for behavior management.</p> <ul style="list-style-type: none"> -Students help develop class rules -Adults and students model appropriate behaviors -Behavioral expectations/class transitions/use of space and materials all explicitly taught -Logical consequences -Respectful -Social/emotional Resources -Safety care crisis intervention training -FBA/behavior support plan developed and implemented in conjunction with IEP team as appropriate <p>The Carter School utilizes:</p> <ul style="list-style-type: none"> -Ten Sigma curriculum components -Circles Curriculum -Additional services through IEP process -Social/emotional resources/supports as appropriate -Safety care crisis Intervention training -FBA/behavior support plan developed and implemented in conjunction with IEP team as appropriate <p>One of the high school classes (older students 16-18 years of age) is located in the middle school/upper elementary area and not in the area where the majority of high school classes are located. It appears this is due to space constraints. They do interact with other high school peers during some activities. Plans are underway for this classroom to house younger high school age students for the 2011-2012 school year.</p>			
Result	9	<p>Facilities</p> <ul style="list-style-type: none"> -Meeting Street’s programs are housed in a state of the art LEED certified “green” building -Meeting Street is in compliance with all ADA access and 	Data analysis Document Review		

		<p>safety requirements</p> <ul style="list-style-type: none"> -All areas within the building are accessible via ramps and elevators -Accessible bathrooms, pool and changing areas -Grounds and playgrounds designed for children of all abilities 			
Result	10	<p>Parent engagement</p> <p>The Bright Futures Early Learning Center involves parents in all aspects of their child’s learning. Their open door policy welcomes families to come in at any time to observe their child in their learning environment. Their recently formed parent committee will hold its first meeting on May 18th. They hold at least four family events a year. Families are invited to join with the staff and their children to have dinner and enjoy an activity. Some examples are :</p> <ul style="list-style-type: none"> -Fall ball -Harvest lunch -Week of the young child -Family fair <p>Parents participate in conferences once per year or more frequently as requested and attend IEP meetings annually. Also available are therapeutic supports: Wheelchair and brace clinics, feeding team, assistance with equipment selection.</p> <p>The Grace School encourages parents to participate in all aspects of the student’s lives at school. There is an active parent organization to run events; agency sponsored family workshops, and the usual emails, notes, calls and notebooks from school. With their open door policy, parents are encouraged to observe in their child’s class at least once each year.</p> <ul style="list-style-type: none"> -Family movie night -Family spaghetti dinner 	Data analysis Document Review		

	<ul style="list-style-type: none"> -Agency family fun day -Workshops -Meet and greet and chat with the Sr. Director of school age services -Parents participate in conferences twice a year, and more if requested, and attend IEP meetings at least annually. Also available are therapeutic supports: Wheelchair and brace clinics, feeding team contacts, assistance with equipment selection <p>The Carter School encourages parents to participate in all aspects of the student's life at school. There are agency sponsored family workshops, and the usual emails, notes, calls and notebooks from school.</p> <ul style="list-style-type: none"> -Open House -Parent-teacher night -MOVE family interviews -Agency family fun day -Parent education seminars -Meet, greet and chat with the Sr. Director of School Age Services -Family support on visits for future placements -Parents participate in conferences twice a year, and more if requested, and attend IEP meetings at least annually. Also available are therapeutic supports: Wheelchair and brace clinics, feeding team contacts, assistance with equipment selection. 			
--	---	--	--	--

2. EVALUATION/ INDIVIDUAL EDUCATION PROGRAM (IEP)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Result	1	The Bright Future Early Learning Center, Grace School, Carter School will continue to assist the respective LEAs, that they work with in providing a free and appropriate	Data analysis Document Review		

		<p>public education (FAPE) to the students they serve in accordance and adherence to the RI Regulations.</p> <p><i>This is applicable to all items in this section in addition to the record review addendum.</i></p>			
Result/ Compliance	2	<p>Records of approximately seven students were reviewed prior to the on-site review by the team leader. Students' records were very accessible and well organized. Course of study on some on the IEPs were checked GSEs or GLEs when AAGSE should have been checked. Two parent consents to evaluate were missing from the files.</p> <p>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</p>	Record Review	Staff have addressed the cited concerns via technical assistance to staff and provided documentation reviewed by RIDE Quality Assurance personnel. Issues resolved.	
Result	3	<p>At Meeting Street all school evaluation considerations are facilitated on a tri-annual basis, per the parent's request, or when there is a significant change in function, therapy evaluations are completed and written as a team (educational, occupational, physical, and speech therapy) in order to get a comprehensive picture of the student's abilities.</p> <p>-Evaluations are completed using a combination of standardized assessments, informal scales, clinical observations, and parent/teacher interview.</p> <p>-Evaluation reports are reviewed with the parents, as well as the other team members. These reports inform the team in the development of IEP goals.</p>	Data analysis Document Review		
Result	4	<p>There is a full-time social worker who facilitates some groups, individual counseling per the IEP as appropriate, referral to community-based mental health agencies, family engagement events, and is point for Office of Rehabilitative Services/Division of Development Disabilities referrals (see</p>	Data analysis Document Review		

		additional details in the transition section of the report). Plans are underway to hire a mental health specialist to facilitate groups for the upcoming school year.			
--	--	--	--	--	--

3. TRANSITION					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Result	1	<p>Preschool</p> <p>-Children are transitioned into the preschool at age 3. They are referred by the child's local school department.</p> <p>-Children transition to kindergarten from the preschool when they are ready or back to their home school department when their needs can be met within the LEA. Transition from Meeting Street to the home school department involves a team meeting to design transition. Often the special educator, parents, and LEA will visit the recommended classroom placement together to determine appropriateness of placement. Reports are completed by the child's team for both an external and internal transition.</p> <p>For an internal transition, the team will meet with new classroom staff and provide an overview of the child's IEP and answer any questions related to the child. The transition is individualized to the needs of the child.</p>	Data analysis Document Review		
Result	2	<p>The Grace School</p> <p>When an intake referral packet is received from an LEA, it is reviewed by the Grace School transdisciplinary team for that grade level, and the Head of School for a determination of appropriateness of placement. If IEP requirements can be meet, the student is accepted and a placement meeting is held to review and amend the IEP as needed and develop a transition plan.</p> <p><u>Transition from the Grace School to an LEA</u></p>	Data analysis Document Review		

		Representatives assist families in transitioning to a classroom in their local school department by visiting recommended placement options, consulting with the receiving IEP team, participating in the development of the transition plan, and accompanying the child on transition visits.			
Result	3	<p>The Carter School</p> <p>Transition from the Grace School to The Carter School consists of team members sharing information about the students, students visiting their future classrooms and meeting new classmates, and parents having the opportunity to meet with faculty. Many of the faculty are familiar to students, making for smooth transition.</p>	Data analysis Document Review		
Result	4	<p>Vocational Evaluation</p> <p>-Transition/vocation assessments are a part of the IEP process. They use Ten Sigma with every student and also use the Transition Planning Inventory (TPI) or Informal Assessments of TPI, situational assessments, and the Enderle-Severson Transition Rating Scale-C.</p> <p>-School social worker facilitates referrals to Office of Rehabilitative Services and Department of Developmental Disability Services.</p> <p>-Life skills teacher and vocational coordinator position compile formal and informal assessments based on job sampling, interest inventories, and vocational experiences.</p>	Data analysis Document Review		
Result	5	<p>High School Transition</p> <p>Each Carter School student spends one full day per week in the Life Skills Center, working with the life skills teacher. The vocational coordinator position works with life skills</p>	Data analysis Document Review		

		<p>teacher and therapists to compile vocational information including assessments, interest surveys, and data around job sampling and vocational strengths/needs. The school social worker works with families to complete referrals to the Office of Rehabilitative Services/Division of Developmental Disabilities, transfer of rights, guardianship, and referrals to adult programs and residential programs, as requested by the students and families. In addition, the transition team helps identify post-graduation placements; social worker arranges visits, on which staff accompany students.</p>			
Result	6	<p>Summary of Performance (SOP)</p> <p>Summary of Performance is completed in conjunction with the respective local education agencies as appropriate for students exiting and/or graduating from the school.</p>	<p>Data analysis Document Review</p>		