

Rhode Island Department of Education
Office of Special Populations

School Support System Report and Support Plan for the
School One
December 11-12, 2007

SCHOOL SUPPORT SYSTEM

A Collaborative System of Focused Monitoring

Introduction

The purpose of the School Support System (SSS) is to provide a means of accountability for delivery of programs and services for students with exceptionalities. The School Support System model is designed to promote the involvement of the whole school/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 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.

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School One
School Support System Review
December 11-12, 2008

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1. SCHOOL IMPROVEMENT/ FAMILY ENGAGEMENT					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	1	<p>School One was founded in 1973 as an independent, private, not-for-profit, co-educational alternative high school for students who need an approach to education that is individualized, built upon students' strengths, learning styles and interests, with an instructional focus on visual and performing arts. School One incorporated a mainstream special education program (1980), joined the Coalition of Essential Schools (1987), and was accredited by the New England Association of Schools and Colleges (NEASC) in 1994. Accreditation was renewed in 2003 by NEASC.</p> <p>School One is a corporation managed by its Board of Directors which is comprised of 15-22 members representing higher education, non-profits, communications, finance, alumni, students, teachers and parents. Administrative staff attend Board meetings but do not serve as members.</p> <p>The Board of Directors has recently reconvened its Strategic Planning Sub-Committee to review and assess the current school strategic plan (2004) to determine the need for revising the currently defined objectives and action steps.</p> <p style="text-align: center;"><i>Mission Statement</i> <i>School One, a dynamic inviting community, empowers its diverse students to take</i></p>	<p>Presentation Document Faculty, Parent and Student Interviews</p>		

responsibility for their learning through challenging, creative and personalized educational programs in order to prepare for productive futures, become self-reliant, commit to important ideas, make sense of their world and contribute to it in useful ways.

Belief Statements

- *Learning is the heart of the School One community.*
- *Positive individual relationships and strong working partnerships are interdependent.*
- *People work most creatively and enthusiastically when there is effective shared decision-making.*
- *People work best in safe, respectful environments.*
- *Effective organizations reflect upon and actively participate in the larger community.*
- *An organization works best when its members share the same organizational goals.*
- *All members of an organization serve as models of behavior and learn from one another.*
- *Individuals realize their potential through a combination of challenge and support.*
- *A thriving community is built upon personal responsibility and collective contributions.*
- *It is the obligation of School One to pursue the inclusion of diverse people*

	<p><i>and to implement educational opportunities that address specific needs.</i></p> <ul style="list-style-type: none"> • <i>Effective education creates continual learners.</i> • <i>In maximizing strengths while addressing weaknesses.</i> • <i>In fostering respect for the uniqueness of individuals.</i> <p>Strategic Plan Objectives</p> <ol style="list-style-type: none"> 1) As measured by improved student performance, School One will annually demonstrate leadership and growth in its educational programs and practices. 2) Will sustain and improve the culture that ensures a vibrant and diverse community in which all individuals are accepted and included. 3) The Board and the School One community will continue to increase and diversify funding sources by 20% per year while also pursuing major gifts beyond the operating budget. 4) Will evaluate physical resources and needs in order to address proactively our space-related opportunities and challenges, as measured by our success in overcoming physical limitations to the program. <p><i>School One has engaged in a number of activities to address their strategic plan, including but not limited to, surveying the alumni as to how prepared they were for post-</i></p>			
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		<i>secondary education, engaging Rhode Island College faculty to review curriculum/instructional assignments, engaging faculty from other independent schools involved with the National Center for Independent School Renewal to review student portfolio work, and developing committees to address student performance outcomes in math and the arts.</i>			
Performance	2	<p>Through professional development proposal requests, faculty at School One can receive financial reimbursement for continuing education in the form of graduate course work, seminars, and/or conferences. With the school's relationship to national educational associations (Coalition of Essential Schools and the National Center for Independent School Renewal) faculty have opportunity to present at and/or attend conferences with the understanding of bringing back information to share with the School One faculty. Job-embedded professional development is also delivered during weekly staff meetings and ongoing collaborative problem solving.</p> <p>All new teachers attend a school-wide orientation, receive a comprehensive teacher's binder of information and are assigned a teacher mentor.</p>	Document Faculty Interviews		
Performance	3	School One has several partnerships with local private independent educational organizations along with Rhode Island universities and colleges (Brown University, Rhode Island	Document Faculty and Student Interviews		

		<p>College, Rhode Island School of Design). Rhode Island College professors have provided evaluations of curriculum and instructional assignments to support faculty and improve student performance outcomes. Additionally School One has partnerships with community agencies to provide students with space and transportation for physical education. Also see Section (2) Free Appropriate Education in the Least Restrictive Environment Compliance Finding # 5.</p>			
Performance	4	<p>Instructional Strategies and Supports (data based practices/instructional initiatives)</p> <p>School One is a learning community that emphasizes a student-centered approach. Educational programs are individualized to meet each student’s abilities and objectives. With the assistance of an advisor, students identify goals, interest, strengths and weaknesses.</p> <p>Teachers design their content area curriculum (which may be aligned to the Providence School Department curriculum). Curricula are designed to meet graduation credit requirements and include attention to student academic development and input from other faculty members and students. Computerized curriculum tutorials are also available for students at school as well as accessible from home (e.g. the ALEKS program). Curriculum binders and lesson planning books are</p>	<p>Document Faculty and Student Interviews Classroom Observation</p>		

	<p>managed by teachers.</p> <p>Throughout the school there was evidence of student-centered, teacher-facilitated instruction, modeling (by both teacher and student), cooperative learning, student problem solving, journal writing and posted student work.</p> <p>The maximum class size at School One is 15 students. The average class size is 11 students and the overall student teacher ratio is 10 to 1.</p> <p>Student folders are the student's permanent record containing the following:</p> <ul style="list-style-type: none">• Entrance File – student's application;• Graduation Folder- transcripts and credit conversions, graduation requirement checklist, declaration of intent to graduate, standardized test scores;• Community Service File - community service activity checklist;• Annual Academic Files• Trimester summary sheets• Class Evaluations• Independent Gym Evaluations <p>The school also maintains student Portfolios – which contain completed work assignments, annual community service activities and trimester evaluations, student resumes, completed competency essays and teacher recommendations. Portfolios are not a part of</p>			
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		the student's permanent record.			
Performance	5	<p>Use of student assessment and performance data to inform instructional practices /planning</p> <p>Teacher/Advisors write narrative evaluations with detailed analyses of student performance, highlighting the student's strengths as well as areas for improvement.</p> <p>Teacher/Advisors engage in student conferencing providing feedback with assignments, and suggestions for improvement. In addition to trimester evaluation, ongoing performance/progress notes are provided to advisors to address and encourage student progress. Mid-trimester evaluations along with trimester evaluations provide students with direction regarding their academic goals.</p> <p>Students are assessed in math and English to determine initial placement in appropriate courses. Every trimester students are assessed for progress and most often move to more challenging courses.</p> <p>Additionally, after each trimester, students evaluate their own academic progress by completing self evaluations. Students describe their overall performance, diagnose areas for improvement, and then set goals for the coming trimester.</p>	Document Faculty and Student Interviews		
Performance	6	After school programs – Each trimester, School	Document		

		One offers after school activities. The activities are identified by canvassing both students and teachers to identify interests, such as special art projects, films, theatre, lectures, language club and after school study/tutoring.	Faculty and Student Interviews		
Performance	7	<p>RTI/TST – Common Planning</p> <p>The In School Team is comprised of the entire full-time faculty. The team meets every Friday afternoon to ensure that ongoing and effective support for all classroom teachers and students is being addressed comprehensively.</p> <p>The In School Team provides a forum to:</p> <ul style="list-style-type: none"> • Share expertise and responsibility within the school environment; • Explore student/school needs and available resources; • Promote liaising with adjunct staff who are involved with the students; • Create awareness/understanding of the issues affecting students; • Recommend program modifications /interventions for individual students; • Monitor and follow-up on interventions with respect to student progress/needs; • Identify appropriate supports for teachers and students. <p>The Head of the School facilitates the meeting and develops meeting agendas with faculty input. Meeting minutes are managed by a</p>	Document Faculty and Student Interviews		The Student Assistance Team (comprised of the Special Ed. Director, Head of School, School Counselor, and select faculty) meets regularly to develop, implement, and monitor the student. The Student Assistance Team packet (see attached documents) were developed in 2007. Staff were trained in 2008 and implementation is being monitored.

		<p>designated teacher. When students are discussed who may be experiencing difficulties in school academically and/or behaviorally, interventions are suggested and follow up discussions are scheduled.</p> <p>Part-time teachers are invited to attend the weekly faculty meeting. There is an additional faculty meeting specific to part-time faculty needs held once per month.</p> <p>School One has just started to plan for a Student Assistance Team. The purpose of the team will be to create an additional forum to assess students' needs and design instructional interventions and strategies for students having learning difficulties and/or behavior problems that interfere with their success in the classroom and within the whole school community.</p>		<p>The School One Administrators will design a Student Assistance Team. The Special Education Administrator will provide staff with training in February 2008. The Team process will be implemented for the 3rd trimester, and evaluated at the end of the year. Refinement will be ongoing.</p> <p>Time Line: Ongoing Progress Check: September 2008</p>	
Performance	8	<p>Family Engagement</p> <p>Parents are integral partners with School One. Parents participate as leaders through board and school-wide committee membership (e.g. the graduation board of review). The School One Family association helps coordinates</p>	<p>Document Faculty, Parent and Student Interviews</p>		

	<p>School One events such as the Harvest Dinner, the Art Festival, Open Campuses and various fundraisers.</p> <p>School One advisors are the school-home liaisons and communicate all student school-related issues with families. Families can meet with the advisors as needed at school and can communicate with advisors by phone or email beyond school hours. Parent nights are held once each trimester and advisors schedule additional parent meetings with individual families as needed.</p>			
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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>Program Continuum / Extent of participation in general education</p> <p>The Special Education program at School One offers resource services and supports to students who are learning disabled and/or emotionally disturbed. School One currently has 91 students. Of that total population, nine students currently have IEP's. Students with IEP's are fully included in all content area and elective classes in partnership with the general educators across School One and the special educator.</p> <p>The Resource Program at School One provides a coordinated and integrated set of supports and services that include school-based</p>	<p>Document Faculty and Student Interviews</p>		

		<p>consultation, collaborative planning and coordination with the school-based team and instruction.</p> <p>On an as needed basis, students needing a more individualized direct instructional setting are provided special education services and supports outside of the general education classroom. Resource periods are scheduled for students with IEPs to work with the resource teacher on specific areas of need. This period is held two to three times a week with 1 credit assigned for participation. Student participation in resource is determined by the IEP team which includes the student.</p>			
Performance	2	<p>School One has clear student expectations regarding inappropriate behavior within the whole school community. Protocols and policies are defined within the student handbook and address school consequences and disciplinary actions. Additionally, a disciplinary committee is facilitated at School One to address student conduct. After formal discussions are held regarding student disciplinary issues, the committee meets to recommend consequences as warranted. This committee serves as an advisory to the administration with membership changing once a month so that every student at School One has a chance to serve and participate in the process. The committee is comprised of eight students, a teacher and a school administrator.</p>	<p>Document Faculty and Student Interviews</p>		
Performance	3	Social Emotional Resources	Document		

	<p style="text-align: center;">School One Community</p> <p>A General Meeting (students and faculty) is held on Mondays for 30 minutes. This meeting is structured to include announcements along with discussions about issues relevant to members of the whole school community. Students take turns facilitating meetings with announcements being presented by both teachers and students.</p> <p>Advising When a student enters School One, he or she is asked to select three teachers who he or she could work with as a potential advisor. One of the three is chosen as the student's advisor -- may stay with that student throughout his or her educational experience at School One and/or may change as appropriate. The academic advisor is the primary liaison, monitor and support for the advisee. An advisor provides students with assistance with academic life and supports students to ensure that their experience at School One is productive. School One Advisors assist students through course evaluations, development and management of portfolios, assist students in meeting high school graduation requirements along with post high school planning and the contact between school and family. Advisory is scheduled twice a week on Tuesday and Friday. Students are required to meet with their advisor either individually and/or by attending small group discussion/support with other class mates. In</p>	Faculty and Student Interviews		
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	<p>addition students contact their advisor daily to record school attendance (Teacher Advisor Memo).</p> <p>Committees Every week for 30 minutes, students fulfill part of their community service requirements by participating in a school-based committee of their choice. Committees change every trimester according to the needs of the school. (Committee examples: watering plants, planning the prom, helping with mailings, or interviewing prospective students.)</p> <p>Diversity Diversity and inclusiveness are central to School One's mission and practices. School One promotes policies and practices that enhance, explore and celebrate diversity. Ethics and social consciousness are stressed in every classroom along with communication and problem solving skills. The student body is highly diverse and School One uses multiple strategies to ensure a respectful, safe, and inclusive school community for all students.</p> <p>Student Mentor Student mentors are assigned to each new student. Student mentors are typically members of the Admissions Committee and provide students with advice and support. In addition teachers utilize higher level students to lead and facilitate classroom discussions, demonstrating alternative approaches to learning. Peer tutors additionally support</p>			
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		<p>students academically.</p> <p>A Teen Issues Group is facilitated by the Caron Foundation is available for interested students. School One’s full-time social worker provides additional support and crisis intervention to students as needed and serves as a liaison with any external therapists/counselors that a student might be utilizing.</p>			
Performance	4	<p>School One has clearly defined entrance procedures and expectations which include;</p> <ul style="list-style-type: none"> • Student and parent interviews with the Counselor/Admissions Specialist, the Assistant Head of School, and/or the Special Education Coordinator. Students also interview with the Admissions Committee (which includes students). • Completion of School One’s Humanities and Math assessment test to determine placement. • Participation and completion of a five day visit to School One. <p>Through this process, both students and faculty engage in a dialogue to support an applicant’s placement as appropriate.</p>	Document Faculty and Student Interviews		
Compliance	5	<p>Health and Physical Education is taught by staff members from each department at the school. Students must take a Health class every two years and at least two Physical Education</p>	Document Faculty and Student Interviews	The School One Administration will rectify this finding.	School One has placed several ads for the position and has

		classes each year. Currently there is no certified physical education / health teacher at School One. Per section 300.456 (A) All special education programs in any private or state operated school day or residential school shall meet the same standards as those established for the public school programs.		Time Line: March 2009 Progress Check: September 2008	yet to find a certified candidate available to work for two hours per week. School One will implement additional strategies to recruit, such as establishing partnerships with physical education programs at URI and RIC. (Advertisements are attached).
Performance Compliance	6	School One is a three floor facility without an elevator. For students and/or teachers who may need temporary access, arrangements are made to assure FAPE. There was no evidence of emergency evacuation plans posted in classrooms and/or general areas of the school.	Facilities and Classroom Observations	Administration will rectify this finding. Timeline: September 2008 Progress Check: September 2008	School One produced evacuation maps, one for each of its three floors. (Maps are attached).

3. EVALUATION/ INDIVIDUAL EDUCATION PROGRAM (IEP)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
		School One will continue to assist the respective		Assurances will be provided to	

		LEAs that they work with in providing a free and appropriate public education (FAPE) to the students they serve in accordance and adherence to the RI Regulations. <i>This is applicable to all items in this section in addition to the record review addendum.</i>		the RI Department of Education, Office of Special Populations that compliance issues are addressed and rectified. <i>This Support Plan is applicable for all compliance findings in this section.</i> Time Line/ Immediately and ongoing Progress Check: September 2008	
Performance	1	<p>Evident throughout the School One special education student record review was limited evidence of a structured process to procure documentation regarding special education related planning and service delivery. (JK 1,2,3)</p> <p>The special education record reviews did not contain information regarding student placement /intake/time frame/sending LEA and/or related information and/or data (Evaluation Team Meeting eligibility for special education services and supports documentation). Communication with parents, sending LEA's and/or others as appropriate was not consistently documented in student special education files.</p> <p>However, parent and LEA communication (phone calls and emails) are documented and logged in a password-protected, online system</p>	Document Faculty Interviews Record Review (JK 1,2 & 3)	<p>Professional Development will be accessed as the new RI Special Education Regulations and IEP Documents are rolled out.</p> <p>Time Line: Ongoing Progress Check: September 2008</p> <p>The School One administration will develop a systemic approach to an integrated record management plan.</p> <p>Time Line: Ongoing Progress Check: September 2008</p>	<p>The Special Education Director has attended the September 22, 2008 workshop hosted by RITAP to introduce the new IEP forms. Administration will access further trainings provided by RIDE and RITAP as available.</p> <p>New special education intake forms were developed in 2008 and are</p>

		<p>apart from the student files.</p> <p>There are ongoing informal discussions about classroom modifications for students with IEPs. The Special Education Coordinator then monitors implementation and follows through with general education teachers to further adjust modifications as appropriate.</p>			<p>being used (see attached). Each form resides in the student's special education folder. The front side of the form (which does not contain confidential information) is photocopied and given to the front office for inclusion in the overall student roster. Administration is continuing to research options to move the school toward a comprehensive, electronic student database.</p>
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4. TRANSITION					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	1	The Graduation Board of Review, with input from all members of the School One community, monitors the requirements and procedures for graduation. The Board of Review consists of the student's advisor, a	Document Faculty, Parent and Student Interviews		

	<p>teacher, parent, and another student representative.</p> <p>School One students must successfully complete all graduation requirements of the State of Rhode Island. In addition, School One requires one full credit in the Arts and completion of the Humanities and Math competency examinations, and a comprehensive Senior Essay. Students must participate in school-sponsored service committees, perform community service and present an achievable postgraduate plan toward which the student can demonstrate progress to the Graduation Board of Review. As a means of demonstrating mastery and assessing growth, all students are required to maintain portfolios that contain work from each subject area. These portfolios are central to the Graduation Board of Review exhibitions. Graduation requirements include:</p> <ul style="list-style-type: none"> • Juniors Pre-meeting with Graduation Board of Review • Attendance at School One for at least three trimesters • Completion of credit requirements • Completion of health/physical education requirements • Completion of Senior Essay • Completion of Humanities and Math Competency Exams • Completion of service committee/community service project • An exhibition before the Graduation 			
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		<p>Board of Review</p> <p>Twenty six students will be graduating this school year (2008). (There are no students with IEP's who will be graduating this school year.)</p>			
Performance/ Compliance	2	<p>School One is primarily a college preparation high school with vocational and career exploration built into the high school program. Students' advisors provide initial college/art school/post-secondary advising and suggest career exploration experiences. The school also holds regular meetings for juniors and seniors and their parents to provide information about post-secondary options. The Assistant Head of School provides one-on-one support for every stage of the college application process. Colleges visit the school in the fall, including some schools like Landmark and Mitchell that focus on students with disabilities.</p> <p>School One offers college board testing with accommodations on site, and the Special Education Coordinator assists families in seeking these accommodations. With family permission, advisors also discuss students' individual situations with colleges to be sure that adequate supports will be available when appropriate. Similar support and preparation are provided to students who are interested in pursuing art school or technical school.</p> <p>Though School One engages in a number of</p>	<p>Document Faculty Interviews Record Review JK – 1,2,3</p>		
				The School One	Bridges training

		vocational/career post secondary activities, the process to assure students with IEP's who are 14 years of age are provided with an assessment that addresses meaningful vocational outcomes which are embedded in their IEPs is emerging. (JK 1,2,3)		administration will provide vocational assessments through the newly subscribed BRIDGES program and will engage students in using the online site. Training will be provided by the RI Higher Education Authority in March of 2008. Time Line: Ongoing Progress Check: September 2008	was provided to the entire School One faculty by Kathy Sisson of the RI Higher Education Authority in March of 2008. Staff have been using the Waytogori website with their advising groups for college and career planning.
Performance	3	Summary of Performance School One is currently using the Cranston Summary of Performance document (Cranston uses the state recommended form).			
Performance	4	Student advisors guide students' career exploration through recommending (if appropriate) participation in "What's Next," a class that provides students with career inventory assessments and weekly guest speakers from careers of interest to the students. Ten students are currently participating in this course. Additionally, student advisors assist their students with vocational /career related assessments (Harrington O'Shea Interest Inventory, Meyers Briggs).	Document Faculty and Student Interview		

	<p>An Internship Program at School One provides students (Juniors and Seniors) with an option to explore career choices. Students identify fields of career interest through meeting with their advisor and the internship coordinator. The internship coordinator then explores viable options for the students to participate in the field work for 40 hours. Currently two (2) students participate in this program. (examples of internships include the RI Film Commission, the RI Commission for Human Rights, Candies of Course, Mills Cove Nature Conservancy and the Black Repertory Theatre).</p>			
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