

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

School Support System Report and Support Plan

Segue Institute for Learning Charter School

June 9 – 10, 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 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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***Segue Institute for Learning Charter School
School Support System Review***

TEAM

Team - Jane Keane and Susan Wood

1. FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE/LRE)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
		The RIDE, Office of Student, 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.	IDEA Data Analysis State Performance Plan		
Result	1	Segue Institute for Learning was established June 22, 2009 in collaboration with the Central Falls School Department. The charter school provides a middle level educational setting for Central Falls students enrolled through the lottery system. The focus of the program supports student's individual interest, diversity and individual growth.	IDEA Data Analysis		
Result	2	<p>Least Restrictive Environment Data Based on the FY July 1, 2009 – June 30, 2010 State Performance Plan information on Segue and Placement Data is as follows:</p> <p>The percentage of students educated 80 to 100% of the time in general education settings is 100%. (RI District Average is 70.86%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 0% (RI District Average is 14.55%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 0% (RI District Average is 4.59%)</p>	Data Analysis State Performance Plan		
Result	3	<p>Instructional Strategies and Supports Throughout the schools there were examples of student centered, teacher facilitated differentiated instruction, with posted rubrics, modeling, cooperative learning, student lead projects and problem solving, independent self-selected reading and journal writing all aligned to the Grade Level Expectations and the Grade Span Expectations.</p> <p>Currently the faculty at Segue is in the process of developing their curriculum frame work's for all content areas. As the curriculum frame work's are established, continued efforts will address the development of formative and summative assessments along with common performance based assessments with rubrics to address end of unite testing.</p> <p>Use of student assessment and performance data to inform instructional practices is</p>	IDEA Data Analysis Interviews Observation		

		<p>emerging. Faculty are currently reviewing assessment data such as the Northwest Evaluation Association's Measures of Academic Progress , AimsWeb, the New England Common Assessment Program, Fountas and Pinnel, teacher generated assessments, student work and performance along with classroom observations to discuss instructional strategies, cross content area planning and Rtl development.</p> <p>The Segue Institute for Learning School Improvement Plan has incorporated objectives, strategies, and targets to address the development of curriculum frame work's including related assessments and related rubrics.</p>			
Result	4	<p>Response to Intervention (Rtl) Response to Intervention at the Segue Institute for Learning is emerging. Two Rtl teams have been established to address students needing academic interventions and for students experiencing social emotional and or behavioral challenges. The teams meet regularly and have established universal interventions, clear Tier screening tools and data collection. Progress monitoring is in process with professional development being planned for. The teams are comprised of the Reading Specialists, the Educational Consultant, Director of Instruction, the Student Services Coordinator, the Individual Needs Coordinator, and School Clinician. Merging the teams and assuring general teacher participation is planned for the upcoming school year. In addition documentation of the Rtl process is being reviewed.</p> <p>Using the REACH model (Respect, Enthusiasm, Achievement, Citizenship and Hard work) the School Wide Positive Behavior Support (SWPBS) School Wide Behavior Management Plan has been established to support students needing interventions addressing social emotional and or behavioral challenges through the Rtl process.</p>	IDEA Data Analysis Interviews Observation		
Result	5	<p>Social emotional resources / positive behavioral interventions and supports (PBIS) Segue Institute for Learning uses the REACH model (Respect Enthusiasm, Achievement, Citizenship and Hard work) as a foundation for their Positive Behavioral Support initiative. The model additionally is aligned to the school Rtl process addressing student behavioral health challenges.</p> <p>Clear student and teacher expectations have been developed and implemented including school wide expectations, school wide encouragement strategies, enforcement directives and actions addressing severe behavior such a suspension.</p> <p>Throughout the school there was evidence of these efforts and recognition for students engaged in related behaviors supporting the REACH model.</p>	IDEA Data Analysis Interviews Observation		

		<p>Advisory Advisory is held daily focused on thematically topics that address social emotional learning and character education. Students and advisors loop together through their school years.</p> <p>Topical Groups</p> <ul style="list-style-type: none"> • Social or Friendship Skills (SPARKS curriculum, Walker Social Skills Curriculum & Social Decision Making / Social Problem Solving Curriculum) • Organizational Skills 			
Result	6	<p>SPP Disproportionate Representation Segue's cell size for students with IEPs is too small to be reviewed for disproportionality, hence there is no further information to report.</p>	IDEA Data Analysis State Performance Plan		
Result	7	<p>Continuum There are 136 students at Segue Institute for Learning and approximately 28 are students with IEPs. The special education program continuum is as follows:</p> <p>Specialized instruction for students with IEP's is facilitated through an inclusion model incorporating collaborative teaching and small group instruction. Two special educators provide as appropriate individual one on one support and or small group instruction. As needed students may be pulled out of the general education setting to provide additional academic and or functional support including intensive instruction in math, reading and writing.</p> <p>Common planning is held daily with content teachers meeting once a week. Classroom teachers and the support team collaborate weekly in order to provide the appropriate supports and services for students.</p>	IDEA Data Analysis Interviews Observation		
Result/ Compliance	8	Adaptive physical education is provided for students as a pull out service. Students who receive adaptive physical education also participate in general education physical education classes. During the winter months physical education is located in the Community Center gymnasium space. During the fall and spring/summer months students go to local parks for physical education. It takes approximately 10-15 minutes to walk to these green spaces (and 10 minutes for changing into and again out of physical education clothes). The physical education teacher also expressed concern about the liability for walking on his own with a group of students to the public green spaces. During the past year some elementary students that had been released from a local school threw rocks at the Segue students, and at other times, stray dogs were	Interviews	Administration will ensure that health instruction is facilitated per the health regulations. Timeline: Immediately and ongoing.	Issues sited have been addressed, resolved and verified by RIDE

		problematic for them. Health was not provided to any students this year but plans are underway to provide it next year. (RI Regulations 300.108)			
Result	9	Extended School Year has just been established and will be offered this year per the students IEP.	IDEA Data Analysis Interviews Observation		
Result	10	School Removals/Disciplinary Policies (secondary level) Throughout the school behavioral expectations along with disciplinary action protocols and policies are comprehensively defined in a student handbook.	IDEA Data Analysis Interviews Observation		
Result	11	<p>Local Special Education Advisory Committee (LAC) Segue Institute for Learning is in the process of developing a school based Special Education Advisory Committee. They are currently working with the RI Parent Information Network and the Special Education Advisory Network to assist in operationalizing this initiative for the next school year.</p> <p>Shared Leadership Opportunities</p> <ul style="list-style-type: none"> • Family Engagement Coordinator • Family Engagement Committee • School Improvement Team • Advisory Design Team • Individual Needs Advisory Council • English Language Learning Advisory Council <p>Family Engagement and Education Communication (newsletters, event calendar, etc.)</p> <ul style="list-style-type: none"> • English through the Rhode Island Regional Adult Learning (RIRAL) and Progreso Latino • GED through Blackstone Valley Community Action Program (BVCAP) • Spanish • Arts & Crafts • Aerobics • Computer • Literacy <p><i>(the above offerings are provided by family and community members)</i></p> <p>Family Volunteerism Opportunities Families pledge ten hours of volunteerism to assisting in the overall function of the</p>	IDEA Data Analysis Interviews Observation		

		school in the cafeteria, classrooms, school librarian, filing, making phone calls, making copies, assisting in planning, supervising and organizing events, teaching other parents, attending meetings, assisting in the winter coat/clothing drive, food drive, family closet, community garden, uniform emergency fund and parent night out.			
Result	15	School Efforts to Partner with Parents: Segue did not participate in the 2009-2010 Special Education Statewide Parent Survey (2009-2010) due to the nature of their charter's new existence. They will, of course, participate in all future surveys. See box #11 above for family engagement endeavors.	IDEA Data Analysis State Performance Plan		
Result	16	The building Segue Institute for Learning is housed in is not fully accessible. There is a ramp that enters the lower level; however the remainder of the building is not in compliance with the ADA code. If necessary, the Central Falls Community Center (next door) is fully accessible and is available for Segue to access for additional educational settings or alternatives to current environmental needs.	Interviews Observation		

2. EVALUATION/ INDIVIDUAL EDUCATION PROGRAM (IEP)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Result/ Compliance	1	Records of approximately 3 students were reviewed by the team leader prior to the on-site review. The record review process identified the following themes to be addressed: Information posed on the IEP's addressing present level of functional performance, base lines, short term objectives/ benchmarks and progress monitoring were not written in measurable and or quantifiable terms. Additionally, various IEP items were not full completed and/or left blank. (RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)	IDEA Data Analysis Interviews Observation	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. Timeline: Immediately and ongoing.	Issues sited have been addressed, resolved and verified by RIDE
Result	2	Segue Institute for Learning does not have data regarding evaluation timelines for the 2009-2010 year due to the nature of their charter's new existence.	State Performance Plan data		

Result	3	Special educators completed an accommodation sheet that is then sent to the general education teachers.	IDEA Data Analysis Interviews Observation		
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3. TRANSITION					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Result	1	IDEA Transition Planning Students with IEP's at 14 years of age are provided with a vocational interest inventory WaytogoRI. Findings identified through the assessment are used to inform the development of the IEP.	IDEA Data Analysis Interviews Observation		