



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

School Support System Report and Support Plan

**School One
February 2019**

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 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 20 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 by the district as well as resources and time lines to improve programs and services.

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Team Members

Team A – Susan Wood and Sandra Cambio Gregoire

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.

1. FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE/LRE)

Indicator	Findings	Support Plan
Result	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.	
Result	2 Program Overview School One is a private, not-for-profit, coeducational college preparatory high school. Its hallmarks include small classes, tailored instruction, a robust arts program, and a wide array of academic and emotional supports. The school enrolls a diverse student body, including those from Rhode Island, Massachusetts and mainland China. The school’s maximum enrollment is 100 students. The school is an approved non-public school by the RI Department of Education and is accredited by the New England Association of Schools and Colleges (NEASC). The School One mission statement is as follows: <i>At School One, we teach students to think, write, analyze and create. As a community, we treat each other with care and respect. We appreciate each other’s differences as people and as learners.</i> <i>At School One, we help our students</i> <ul style="list-style-type: none"> ● <i>Write clearly</i> ● <i>Think with imagination</i> ● <i>Read insightfully</i> ● <i>Create art</i> ● <i>Pose questions</i> ● <i>Develop skills</i> 	

- *Know who they are*
- *Make choices about what they learn*
- *Speak up for what they believe*
- *Prepare for college*
- *Become better versions of themselves*

School One also provides a Special Education Program that offers resource services to those students with mild/moderate disabilities. These students are mainstreamed into appropriate classes. School One's overall program is based on individual programs of study, small group instruction and intensive individualized student support. It is conducive to the students partaking in the specially designed instruction and related services through the School One Special Education program component. These students are integrated into the total activities of the school and given additional academic and personal support. The students are encouraged and prepared to pass the requisite English and math competency tests and present themselves to the Graduation Board of Review. Adjustments are made to these requirements as warranted by the disability and stipulated in the individual student's IEP. The school's complete inclusion of special education students in the total culture of the school has been very successful in removing any stigma that the students may have felt, has improved the self esteem of each student and has added to the diversity of the total student body.

All referrals to the program must come from the sending LEA. The program is approved by the State of Rhode Island. Students are awarded a high school diploma upon completion of the following: (1) the required courses (a total of 22 credits plus health and physical education); (2) successful completion of competency exams in English and Math and a senior essay; (3) completion of community service (10 hours per year); and (4) presentation of a post high school plan to the Graduation Board of Review.

Result	3	<p>Student Support and Intervention</p> <p>The Special Education component of School One offers program services to students referred by their LEA. These students have been determined as eligible for Special Education and present with mild/moderate disabilities.</p> <p>School One offers mainstream instruction in small classes of 3 – 15 students. To support their academic program, students receive resource support, one-on-one direct instruction, the related services of a school social worker, and are provided the opportunity for independent study. In addition to their academic requirements, students participate in the wide range of elective courses available and are required to achieve two full credits in the visual or performing arts. A community-based learning, school-to-career internship placement is available for qualified students. The Social Worker provides individual and peer counseling, crisis intervention, conflict resolution and, when applicable, referrals to outside agencies and services. Further support is provided by the student's academic advisor and the Special Educator in the form of individual programs of study, goal setting and problem solving. All students are encouraged to participate in after-school activities such as clubs and arts programs.</p> <p>School One's Special Education program is delivered by a team comprised of the Special Education Director/Resource Teacher, the Coordinator of Counseling Services/School Social Worker and the Assistant Head of School. The Special Education Director chairs IEP meetings and orchestrates the administrative and regulatory facets of the School One Special Education program. The team works closely with the LEA, the parents/guardians and other appropriate agencies and individuals.</p> <p>All students on the School One Special Education roster receive specially designed instruction and this service is delivered through the Resource Program both directly (i.e., direct teaching one-on-one or in small groups) or indirectly (i.e., consultation and monitoring with the regular education faculty).</p> <p>The Resource Program is designed to provide a coordinated and integrated set of support services that includes school-based consultation, collaborative</p>	:
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planning and coordination with the school-based team, and instruction. The Resource Teacher works with content area teachers to provide support for all students in their classrooms: those who are in the high and low incidence groups; those who have mild learning difficulties; those who may need enrichment. The learning assistance services are school-based, non-categorical resource services designed to support classroom teachers and their students who have mild to moderate difficulties in learning and adjustment.

The Resource Teacher at School One does any or all of the following:

- Partners with the content area teachers to develop appropriate instructional and socialization strategies to meet student needs;
- Acts as a consultant to the content area teachers in the development, implementation and monitoring of specialized or modified programs (exceptional and non-exceptional learners);
- Drafts the Individual Educational Plans;
- Provides direct instruction to individuals or small groups of students;
- Interprets/reviews results of assessments, observations and consultations to develop appropriate programming strategies;
- Facilitates communication with students, parents, teachers, administration, support staff, and community-based agencies;
- Evaluates and reports student progress in cooperation with the classroom teachers;
- Coordinates state standardized testing (PSAT10 and SAT);
- Coordinates testing accommodation requests for the PSAT, SAT and ACT testing agencies;
- Develops and monitors transition planning;
- Shares up-to-date professional information regarding special education;
- Attends in-service activities and out-of-school leadership/professional development activities;
- Collaborates and communicates with school district personnel; and
- Participates in the in-school team process – i.e., share information, receive referrals.

The resource teacher plays an active role in the identification, assessment, planning, implementation, reporting, and evaluation process. She/he is a member of the school-based team, provides collaborative consultation, assists with pre-referral interventions and works closely with teachers and the school-based team to plan for, organize and access support services for students with special learning differences.

Instructional support services include:

- Teaching students to develop learning strategies for use in classroom settings or for independent learning;
- Skill development or remediation; and
- Development of compensatory skills to minimize the effect of a condition which hinders learning.

Students receiving ongoing instruction in the resource program are those who have been sent by a public school district and have an Individual Education Plan (IEP).

Consultative services include:

- Collaboration with classroom teachers to design or implement instructional strategies or to adapt instructional content or materials;
- Advising teachers concerning adjustments to curriculum, instruction, or environmental factors in the classroom which may facilitate learning for a student or group of students;
- Consulting with parents and students regarding learning strategies and organizational skills; and
- Consulting with school districts and community resource personnel.

Clinical Supports and Services

The Social Worker, a member of the Special Education Team, provides individual and peer counseling, crisis intervention, conflict resolution and, when applicable, referrals to outside agencies and services. The Social Worker will, when appropriate, meet with family members and if she assesses that further assistance is required, a referral to an appropriate provider or agency will be initiated. The presenting problem is assessed and the Social Worker bases the

referral on the expertise of the provider and the health coverage of the student/family. Counseling or other therapeutic services may be included in a student's IEP after consultations with the sending LEA and/or parent(s).

In addition to the support offered by the Social Worker, the student's academic advisor, the Assistant Head and the Special Educator offer support in the design of individual programs of study, goal setting and problem solving.

Social Emotional Learning

School One places respect and a positive social-emotional climate at the center of its mission and practice. Various school structures and practices teach students to treat each other with respect and appreciation for differences. These structures and practices include:

General Meeting (held on Mondays for 30 minutes for all students and staff) is an all-school meeting structured to include announcements along with discussions about issues relevant to members of the whole school community. Students are taught facilitation skills along with norms of collaboration.

Advising: All students at School One select an advisor who in turn works with no more than 12 advisees over the course of the year. The academic advisor is the primary liaison, monitor and support for the advisee. The advisor provides students with assistance with academic life and supports students. School One Advisors assist students through course evaluations, development and management of portfolios, plans for meeting high school graduation requirements along with post high school planning. Advisors communicate regularly with students' families to ensure collaboration. Advisory is a primary way to teach social-emotional learning through support, collaboration, and instruction in problem-solving, communication, and respectful interaction. Students are required to meet with their advisor both individually and by attending small group discussion/support with other classmates.

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. While some are service oriented, others provide organizational and academic support for particular stages of students' high school careers. Committees focus on School One's policies with regard to respect and a positive school climate.

Additionally, they promote a sense of belonging and teach positive interaction skills.

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 older students to lead and facilitate classroom discussions, demonstrating alternative approaches to learning.

School Removals/Disciplinary Policies

Disciplinary policies and practices are clearly defined through the student and parent handbooks. All disciplinary procedures and protocols adhere to the requirements stipulated in the RI Regulations.

Under the School One disciplinary code every School One student is expected to behave in a responsible manner and to respect the rules of the school. All disciplinary matters with the exception of an incidence of possession of an illegal substance, possession of a weapon, an act of larceny or felony or serious assault are referred to the Discipline Committee as described in the student handbook. The school will call the local police department for any behavior which constitutes a violation of state or federal law.

The Discipline Committee serves as a forum to hear charges brought by either students or staff when it is alleged that a student broke a school rule. After a hearing process, the Discipline Committee recommends disciplinary consequences if the members deem it appropriate to do so. Ultimately, the Discipline Committee serves in an advisory capacity to the Head of School who may reverse a decision. The Head of School, or her designee, in conjunction with recommendations from the Special Education Administrator will suspend a hearing if the committee appears to be moving toward a consequence not in line with special education regulations. In addition, if the situation warrants, the Special Education Administrator will request an IEP review in conjunction with the LEA, parent/guardian, and others to conduct a Manifestation Determination and/or Functional Behavior Assessment (FBA). This meeting would replace the Discipline Committee.

		<p>All School One students are required to serve on the Discipline Committee for a period of one month each year. Special Education students serve on the Discipline Committee in the same manner as regular education students.</p> <p>This disciplinary process has worked well for the school. The students take their responsibility very seriously. School One is important to the students who attend, and they have a strong commitment to preserving the community. In addition, staff strongly believes that, when given the opportunity, students can be very responsible and that these opportunities better prepare students for adulthood.</p> <p>Sending LEAs, parents and advocates are informed of any disciplinary actions.</p>	
Result	4	<p>Program Continuum</p> <p>There are 85 students at School One (grades 9-12), and 5 are students with IEPs sent from local districts (4 from Rhode Island and 1 from Massachusetts). School One typically serves students with mild/moderate learning differences. Diagnoses include Autism Spectrum Disorder, ADHD, Anxiety/Depression, Emotional/Behavioral Disorders and Expressive/Receptive Language Disorders.</p> <p>The program continuum is as follows:</p> <p>Resource support (pull-out). This includes school-based consultation, collaborative planning and coordination with the general education teachers. Resource periods are scheduled for students with IEPs to work with the resource teacher on specific areas of need two to three times a week with 1 credit assigned for participation. All students participate in a program of support for executive functioning. Weekly progress monitoring forms are completed by teachers and provide the basis for each student's resource work plan. Additionally, the resource teacher records details regarding the work accomplished and accommodations required by each student in the weekly progress monitoring forms.</p> <p>The resource teacher also observes content classes to provide additional consultation on effective strategies.</p>	

Result	5	<p>Adaptive Physical Education (APE)</p> <p>APE is provided as directed by students' IEPs. Currently no students at School One need APE.</p> <p><u>Documentation:</u> Data Analysis</p>	
Result	6	<p>Extended School Year (ESY)</p> <p>School One does not offer an Extended School Year program.</p> <p><u>Documentation:</u> Data Analysis; Interviews</p>	
Result	7	<p>Parent Engagement</p> <p>School One engages parents in supporting their students' progress in a wide variety of ways. School One advisors are the school-home liaisons and communicate all student school-related issues with families. The communication occurs by phone, email and in person. School One also holds three parent-teacher nights per year and an orientation meeting for parents new to School One. In addition parents can access course syllabi and materials through School One's Goggle site to follow each of their student's courses.</p> <p>Parents participate as leaders through board and school-wide committee membership (e.g. the graduation board of review, hiring committees). The School One Family Association (SOFA) helps coordinate events such as the monthly parent coffees, the Harvest Dinner, and various fundraisers. School One also sends out a bi-weekly parent newsletter highlighting school activities and updates of interest to parents as well as a weekly college planning email.</p>	

2. EVALUATION / INDIVIDUAL EDUCATION PROGRAM (IEP)

Indicator		Findings	Support Plan
Result	1	<p>Student Accommodations and Modifications</p> <p>Students enrolled in Special Education benefit from a variety of accommodations and modifications to the curriculum (see list of typical accommodations below). Accommodations and modifications are shared with teachers through formal and informal means. For example, the Special Educator provides regular reviews of students' IEPs to classroom teachers with particular emphasis on accommodations, modifications and effective strategies for each individual. The Special Educator also consults directly with content area teachers to ensure accommodations and modifications are being implemented and to identify adjustments or additional strategies as appropriate.</p> <p>Typical accommodations and modifications include:</p> <ul style="list-style-type: none"> ● Extended time on tests and specific assignments ● Chunking of assignments and projects ● Modifications to page layouts and font sizes ● Verbal responses ● Text generation via scribing or speech to text dictation ● Test administration in the resource room or in a small group setting ● Private test administration ● Peer notes ● Preferential seating ● Social and emotional support provided by the School Social Worker <p><u>Documentation:</u> Data Analysis; Interviews; Document Reviews</p>	

3. IDEA TRANSITION

Indicator		Findings	
Result	1	<p>IDEA Transition Planning</p> <p>The Special Educator has developed and refined a scope and sequence of age-appropriate transition assessments and activities (see list of assessment</p>	

measures below). Several existing program features, such as college committee, individualized college planning and internships, are incorporated into the standard scope and sequence. Prior to graduation, every School One student is expected to have developed a specific post-secondary transition plan.

Copies of the results of all transition assessments (formal/informal and print/online) are maintained in each student's Special Education file. Additionally, copies are provided to the student, his or her family and his or her home district.

In addition, School One provides access to expert college counseling and guidance from advisors and the Assistant Head of School. Students access college planning services beginning in 10th grade and services include individual meetings, small group meetings, meetings for parents, regular email bulletins, and visits by colleges and art schools to School One. Advisors also provide transition support throughout the college research and application process.

Scope and Sequence of Transition Assessments:

- Undecided: Navigating Life and Learning After High School: Chapters 1, 2 and 3, Genevieve Morgan
- School One Student Transition Survey
- Life Skills Assessment, Casey Family Programs
- Informal Assessments for Transition Planning, Pro Ed.
- Career and Life Explorer, 2nd. ed.
- Financial Literacy Inventory
- College Survival and Success Scale, Landmark College
- Harrington O'Shea Career Decision Making System, Revised

Documentation: Data Analysis; Interviews; Record Reviews

Result	2	<p>The nonpublic special education school works with the sending districts in assisting with referrals to the Office of Rehabilitative Services (ORS) and to the Department of Behavioral Healthcare, Developmental Disabilities & Hospitals (BHDDH).</p> <p>The Special Educator and Social Worker partner with sending districts to facilitate referral to the Office of Rehabilitative Services and/or the Department of Behavioral Healthcare, Developmental Disabilities & Hospitals. Students in 10th grade (or older) and their families are introduced to the agencies and the services they provide during the annual IEP team meeting.</p> <p><u>Documentation:</u> Interviews; Document Review</p>	
Result	3	<p>Summary of Performance (SOP) is facilitated by the case managers as appropriate.</p> <p>The Special Educator prepares a Summary of Performance (SOP) for each graduating senior with an IEP. Graduating seniors are informed of their rights, the purpose of the document and the need to self-disclose their disability in order to gain access to support services in future settings, especially in college/technical school settings. The SOP is presented to graduating seniors just prior to graduation.</p> <p><u>Documentation:</u> Interviews; Document Review</p>	