



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

School Support System Report and Support Plan

**Segue Institute for Learning
April 2017**

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

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**Segue Institute for Learning Institute for Learning
School Support System Review**

Record Review Team Leaders

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	<p>Least Restrictive Environment Data (State Performance Plan Indicator #5)</p> <p>Based on the FY July 1, 2015– June 30, 2016 State Performance Plan information on Segue Institute for Learning Institute for Learning’s Placement 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 71.75%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 0% (RI District Average is 13.25%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 0% (RI District Average is 4.35%)</p> <p><i>Documentation: Data Analysis State Performance Plan</i></p>	
Result	2	<p>Participation and performance of children with IEPs on statewide assessments (State performance Plan Indicator #3):</p> <p>A. The district (disability subgroup that meets the State’s minimum “n” size) did <i>not</i> meet the state’s AYP targets for the disability subgroup.</p> <p>B. Participation rate for children with IEPs 100%.</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	
Result	3	<p>Multi-Tiered System of Support (MTSS) Response to Intervention (RTI)/Academics Middle Level RTI</p> <p>Response to Intervention is an established practice at the Segue Institute for Learning Institute for Learning. The RTI process at Segue Institute for Learning is a problem-solving process that involves classroom teachers, academic coaches, support staff, special education staff, administrators, parents, and students. The RTI team consists of math and literacy coaches/interventionists, guidance counselor, behavior specialist, school social worker, special education coordinator, and building administrators. The team reviews school-level data to determine needs at the Tier 1 level quarterly.</p>	

		<p>Additionally, the team meets weekly to review progress monitoring data and discuss concerns brought by teachers, staff, and parents.</p> <p>Academically, the team determines appropriate interventions based on students' STAR benchmark testing and classroom data. Students performing below grade level receive interventions based on need in math and/or literacy. These interventions are provided by certified teachers during an intervention block called Power Hour. This period is a grade-level specific period that is separate from content area and itinerant class time. Progress is monitored by interventionists twice per month using STAR and other formative assessments. Based on student progress, interventions continue, decrease or increase intensity, change focus, or are discontinued.</p> <p>Grade level teams meet daily for common planning time. Once per week that time is used to examine data on individual students. A member of the RTI team serves as a liaison for the team and is present at those weekly meetings. The liaison reports back to the RTI team at the next meeting to bring inquiries, share data, or plan for next steps.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>																																					
Result/ Compliance	4	<p>SPP Disproportionate Representation (State Performance Plan Indicator #9 and #10)</p> <table border="1" data-bbox="323 768 1029 1029"> <thead> <tr> <th></th> <th colspan="5">LD</th> </tr> <tr> <th>Hispanic</th> <th>2012</th> <th>2013</th> <th>2014</th> <th>2015</th> <th>2016</th> </tr> </thead> <tbody> <tr> <td>Students with Disability</td> <td>21</td> <td>24</td> <td>27</td> <td>23</td> <td>20</td> </tr> <tr> <td>Total Students</td> <td>200</td> <td>196</td> <td>212</td> <td>214</td> <td>215</td> </tr> <tr> <td>District Risk</td> <td>10.5 0</td> <td>12.2 4</td> <td>12.7 4</td> <td>10.7 5</td> <td>9.30</td> </tr> <tr> <td>District Risk Ratio</td> <td>3.1</td> <td>3.6</td> <td>3.9</td> <td>3.1</td> <td>2.7</td> </tr> </tbody> </table> <p>Interviews revealed that teachers were aware of required SLD policies and practices. Record reviews, however, did not show evidence of RI regulatory requirements for SLD. (See also SLD finding and support plan in Section 2, item 5#)</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan, Interviews</p>		LD					Hispanic	2012	2013	2014	2015	2016	Students with Disability	21	24	27	23	20	Total Students	200	196	212	214	215	District Risk	10.5 0	12.2 4	12.7 4	10.7 5	9.30	District Risk Ratio	3.1	3.6	3.9	3.1	2.7	<p>Segue will adhere to RI regulatory requirements for SLD determination.</p> <p>Timeline: Immediately and ongoing</p> <p>Progress Check: December 2017</p> <p><u>FOLLOW-UP FINDINGS:</u> Policy, procedures and practices were reviewed, revised and professional development provided to staff as appropriate. This is a continuous effort of review and revision as needed.</p>
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Result	5	<p>Suspension (State Performance Plan Indicator #4a): Significant discrepancy in the rate of suspensions (for students with IEPs) greater than 10 days as compared to the rate of suspensions (for students without IEPs) greater than 10 days. This was not applicable for the Segue Institute for Learning School as no students with IEPs were suspended for greater than 10 days.</p>																																					

		<p>State Performance Plan Indicator #4b 0% had: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	
Result	6	<p><u>Multi-tiered System of Support (MTSS)/Social Emotional Supports/Social Emotional Resources/Positive Behavioral Supports</u></p> <p>Middle Level Behavior & Social/Emotional Supports The Student Support Team (SST) meets weekly to review student data related to attendance, behavior, and social/emotional needs. This team consists of behavior specialists, school social workers, guidance counselors, and Transitions Program staff. Several members of this team also serve on the RTI team. Members of the SST meet regularly with grade level teams during common planning time to review student data, discuss and plan for interventions, and review student progress. This is also reported regularly to the RTI team where connections are often made to students' academic performance. 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> <p>School Removals/Disciplinary Policies. Throughout the district behavioral expectations along with disciplinary action protocols and policies are comprehensively defined in a student handbook. http://Segue Institute for Learningifl.org/wp-content/uploads/2015-2016-Segue Institute for Learning-Institute-for-Learning-Student-and-Family-Handbook.pdf</p>	
Result	9	<p>Program Continuum Middle Level</p> <p>There are 235 students attending Segue Institute for Learning Middle School, 33 are students with IEPs. The special education program continuum is as follows:</p>	

		<p>Special education services and supports are typically inclusively provided in the general education setting. One special educator is assigned to each grade level. Instruction is provided through a variety of strategies including, but not limited to, the following:</p> <ul style="list-style-type: none"> ● Individual and Small group evidence based instruction ● Parallel Teaching (differentiated groups) ● Alternative Teaching (modified content and differentiated groups) ● Team Teaching (Co-teaching whole class) ● 3 full time special education teachers deliver in-class support ● The speech therapist delivers services via pull out primarily. The speech therapist is a bilingual speech therapist who can provide therapy in Spanish and English and complete bilingual evaluations. ● Special education teachers work with students with IEPs and with students at risk academically ● Additional faculty provide academic and behavior intervention support. Each grade level team is assigned a teacher assistant to work with the special education teachers to provide support to students receiving special education services. ● Two full time school social workers conduct social skills groups and individual counseling. In addition, the social workers provide consultation for faculty. ● Adaptive Physical Education and Occupational Therapy services are provided in both separate small group and integrated whole class environments. ● Segue Institute for Learning contracts with CBS Therapy and private contractors to provide a variety of services that might be needed including OT, Speech language, Physical Therapy, BCBA, clinical and psychological evaluations etc. <p><u>Documentation:</u> Data Analysis; Interviews; Observations</p>	
Result	11	<p>Adaptive Physical Education (APE)</p> <p>The school's physical education teacher is also certified in adaptive physical education. When needed she conducts evaluations and delivers services in both separate small group and integrated whole class environments. Currently one student is receiving APE services.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p>	

Result	12	<p>Extended School Year (ESY)</p> <p>SEGUE INSTITUTE FOR LEARNING provides a summer school program to students using STAR benchmarking targets to identify students who are working well below grade level expectations, 40% or more. These students are invited to the summer school program. All students, even students with IEPs are included in the selection process. Additionally, IEP teams determine at each student's annual IEP meeting if the student meets the requirement for Extended School Year and what IEP goals should be addressed through ESY. The ESY program runs in conjunction with the summer school program and any additional services or supports are provided to students who qualify for ESY. The program generally runs for 5 weeks Monday through Thursday starting the Monday after July 4th and running through mid of August. Hours are from 8:00 to 2:30 and both breakfast and lunch are included. The programs offer students small group and individualized instruction in reading, writing, and math through a carefully planned schedule. Students who qualify for ESY receive additional services from a special educator and or related service provider as per the IEP team decision making process.</p> <p><u>Documentation:</u> Data Analysis; Interviews</p>	
Result	13	<p>Local Special Education Advisory Committee (LAC)</p> <p>The Segue Institute for Learning School meets five times per year. Officers set the agenda and operate in accordance with regulatory requirements. Annually Segue Institute for Learning hosts an information night for all families of students with individual needs and parents are invited to formally become members Segue Institute for Learning's LAC. The Special Education Advisory Committee is described in detail in the Special Education manual.</p> <p>Meeting topics this year included transition to middle school, familiarizing with the parent survey, how to use vacation of off school days to enhance learning, transition to high school, general networking.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p>	
Result	14	<p>School Efforts to Partner with Parents (State Performance Plan Indicator #8)</p> <p>The public school district's rate of parent participation in the annual Special Education Statewide Parent Survey (2015-2016) is 16.1% of parents whose children have IEPs.</p> <p>Of parents with a child receiving special education services who participated in the last survey, the percent that reported that their school's efforts to involve parents as a</p>	

	<p>means of improving services and results for children with disabilities are at or above the state standard is 91%.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	
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2. EVALUATION / INDIVIDUAL EDUCATION PROGRAM (IEP)

Indicator	Findings	Support Plan
Result	<p>1</p> <p>Records of approximately three students were reviewed prior to the on-site review by the team leaders. Students' records were very accessible. The record review process identified by following:</p> <ul style="list-style-type: none"> -Specific learning disabilities data not evident in file for SLD determination per RI regulations. -Random IEP items not checked or completed. <p><i>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</i></p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p>	<p>Training in IEP development and writing will continue. Review and refinement of the SLD determination process will occur as appropriate.</p> <p>Timeline: Immediately and ongoing</p> <p>Progress Check: December 2017</p> <p><u>FOLLOW-UP FINDINGS:</u> Policy, procedures and practices were reviewed, revised and professional development provided to staff as appropriate. This is a continuous effort of review and revision as needed.</p>
Result	<p>2</p> <p>Child Outreach</p> <p>Segue Institute for Learning is a charter schools that service middle school students so this is <i>not applicable</i>.</p>	
Result	<p>3</p> <p>Child Find (State Performance Plan Indicator #11)</p> <p>Segue Institute for Learning for the 2015-2016 year was at 100% compliance for meeting evaluation timelines for initial referrals. As of 6/5/17, Segue Institute for Learning was thus far at 100% compliance for meeting evaluation timelines for initial referrals for the 2016-2017 school year.</p> <p>The Individual Needs team and the RTI team screen a wide range of academic and social emotional/behavioral data for all students at Segue Institute for Learning to determine if a student should be referred for consideration for a special education evaluation. Additionally, parents, teachers and other staff working with students at Segue Institute for Learning can make a referral for consideration for a special</p>	

		<p>education evaluation for any student they may have concerns about. A member of the Individual Needs team reaches out to individuals making the referral and schedules a meeting for the evaluation team to consider the referral and determine next steps.</p> <p><u>Documentation:</u> State Performance Plan Data</p>	
Result	4	<p>Student Accommodations and Modifications</p> <p>The IEP team determines the accommodations and modifications that a student needs at the student's IEP meeting. The students regular education teachers attend the IEP team meeting and contribute to the decisions made regarding accommodations and modifications. After each student's annual IEP meeting the individual needs team distributes lists with a description of all accommodations and modifications including assessment accommodations that are outlined in the student's IEP to all staff who have direct contact with the student including itinerant teachers. The individual needs team redistributes the accommodations and modifications lists to students' teachers and necessary staff at the beginning of every school year as well. The special education teachers meet with each student's new teachers to ensure they understand the accommodations and modifications. Special education teachers also meet weekly with regular education teachers during common planning to ensure fidelity with implementation and assist as needed.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Document Reviews</p>	
Result/ Compliance	5	<p>Specific Learning Disabilities Determination (SLD)</p> <p>When determining if a student has a specific learning disability, evaluation and assessment information is gathered from a variety of sources including but not limited to formal evaluations, formative and summative assessment information, progress monitoring data, benchmark assessment data, classroom observation, parent and teacher reports and outside evaluations where applicable. For any referral where a specific learning disability is suspected students must be given 2 cycles of intensive intervention. This is accomplished through the school's RTI programs. Segue Institute for Learning uses universal screening to provide intervention to all students experiencing learning gaps. School wide intervention is delivered for an hour every day alternating between ELA, Math and enrichment. Students are grouped by similar need based on benchmark and progress monitoring assessments into small intervention groups. Targets are set and progress toward those targets are monitored.</p> <p>When a student is referred for special education evaluation the evaluation team reviews all relevant data to determine a) if the student's achievement on state approved grade level expectations and English language proficiency standards is significantly different</p>	<p>Segue will adhere to RI regulatory requirements for SLD determination.</p> <p>Timeline: Immediately and ongoing</p> <p>Progress Check: December 2017</p> <p><u>FOLLOW-UP FINDINGS:</u></p> <p>Policy, procedures and practices were reviewed, revised and professional development provided to staff as appropriate. This is a continuous effort of review and revision as needed.</p>

		<p>than his/her peers and b) that the student is not making sufficient progress to meet age or state approved grade level expectations and English language proficiency standards after receiving evidence based interventions that were delivered with fidelity. Areas assessed to complete the achievement gap and sufficient progress analysis include; oral expression, listening comprehension, written expression, basic reading skills, reading fluency, reading comprehension, math calculation and math problem solving. If the evaluation team determines that there is and achievement gap and insufficient progress after two cycles of intervention then the student is identified as having a specific learning disability and in need of specially designed instruction.</p> <p>This above policies and practices were evidenced via the record review.</p> <p><u>Documentation:</u> Interviews; Record Review</p>	
Result	6	<p>Due Process Information (State Performance Plan Indicators)</p> <p>Over the past three years Segue Institute for Learning has no (zero) complaints, mediations or hearings</p> <p><u>Documentation:</u> Data Analysis, RIDE, Due Process Data Base</p>	

3. IDEA TRANSITION

Indicator		Findings	Support Plan
Result	1	<p>Part C to Part B Transition (Indicator #12) N/A</p>	
Result	2	<p>IDEA Transition Planning at the Middle Level</p> <p><u>Documentation:</u> Data Analysis; Interviews; Record Reviews When an IEP is being developed or revised for a student turning 14 during that IEP the following process is followed;</p> <ul style="list-style-type: none"> • The team uses the secondary transition version of the IEP. • The student's case manager interviews the student and conducts various interest inventories i.e. TPI. 	

	<ul style="list-style-type: none">• The case manager works with the student to help him/her develop post school goals in the areas of Education and Training, Employment and Independent Living.• Transition activities are identified. In general, the activities include career exploration through resources like WaytogoRI.• The team identifies IEP goals that will support the student in working towards their post school goals. <p>Segue Institute for Learning also support students in their transition from elementary to middle school and middle school to high school. Incoming 6th graders all get a home visit from their teachers over the summer. They have an orientation for several days before other students report to school each new school year. There are meetings in the spring and the fall to help incoming 6th graders and their parents become familiar with the new expectations of middle school.</p> <p>For students transitioning to high school from Segue Institute for Learning, the team works with the student to choose and apply to schools that meet their needs. Segue Institute for Learning staff often meet with teams from various high schools in the spring or summer to provide information about incoming students. Members of the Individual Needs Team also offer to attend initial IEP team meetings for students transitioning to high school.</p>	
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