

Rhode Island Department of Education
Office of Special Populations

School Support System Report and Support Plan for the
West Bay Collaborative
March 1-2, 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 approximately 30 students with exceptionalities is selected; the records of these students are reviewed; their parents, teachers and related service providers are interviewed, and their classrooms are observed. The result is an in-depth, unified examination of the actual provision of programs and services for students with exceptionalities. The RIDE staff compiles a preliminary summary of their analyses of this data.
- Presentation by the School/Educational Setting Review The on-site review begins with a presentation of programs by teachers and staff. The presentation provides the review team with general and specific information on delivery of programs and services to students. Following this presentation, on-site reviews to all schools are made. The team members interview school administrators and teaching staff. Parents and central office staff are also interviewed. The team gathers sufficient information and works with the school/educational setting personnel to generate a report, covering the following:
 - The schools/educational settings compliance with the state and federal regulations, relative to the education of students with exceptionalities.
 - The quality and effectiveness of programs and services provided by the school/educational setting.
 - The need for professional development and technical assistance that will enable the school/educational setting to improve programs and services.
- The Support Plan The RIDE team, School/Educational Setting central office and building administrators meet to review the data and complete a report of results. The group designs a professional development/technical assistance support plan with timelines for implementation. This plan enables the school/educational setting to correct areas of non-compliance and to strengthen promising programs and correct areas of weakness in order to improve services and programs for all students.
- The SSS Report The report summarizes the findings from the various data sources. The format of the report uses four divisions: Indicators, Findings, Documentation, and Support Plan. Indicators describe either performance or compliance. Findings can include a variety of some six categories, from School Improvement to Free Appropriate Education in the Least Restrictive Environment. The documentation section of the report distinguishes the source of the finding. The support plan reflects the response to the described findings. The support plan describes the corrective action required by the school/educational setting as well as resources and time lines to improve programs and services.

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**West Bay Collaborative
School Support System Review
March 1-2, 2007**

Team A: Susan Wood, RI Department of Education

Team B: Jane Keane, RI Department of Education

1. SCHOOL IMPROVEMENT/ FAMILY ENGAGEMENT					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	1	<p>The mission of the West Bay Collaborative is to provide high-quality, innovative and responsive programs, services and resources to meet the unique needs of its member districts and the greater community. The three overarching goals are as follows:</p> <p>1. The West Bay Collaborative will become a highly professional organization with internal culture marked by cohesiveness, collegiality and responsiveness to the needs of its constituents.</p> <ul style="list-style-type: none"> -Staff relationship -School community events -Fiscal responsibility, accountability -Professional development-common goals <p>2. The West Bay Collaborative will provide accurate and timely communications regarding its programs, services and outcomes to all members of its community.</p> <ul style="list-style-type: none"> -Internal--staff meetings -Publicity materials -Tech usage--list serve/website -Posted meeting notices, etc. -Districts and agencies <p>3. The West Bay Collaborative will provide high quality programs and services that meet the changing needs of its diverse community</p> <ul style="list-style-type: none"> -Outreach to community needs -Targets, expanded professional development -Evaluation of Teachers and Staff -Assessment/evidence -Student outcomes/document post graduation success <p>The goals are supported by a myriad of objectives and target dates for completion of the objectives.</p>	<p>Interviews Document Review Presentation</p>		

Performance	2	<p>The West Bay Regional Collaborative was established in 1992 to serve member districts (Providence, Coventry, Foster, Glocester, Scituate, Warwick, and West Warwick). The original lens of the West Bay Collaborative was a focus on business initiatives (management of insurance and benefit functions, the purchase of fuel oil and paper in bulk, group contracting for school food services) and the National Science Foundation (NSF) grant. Through the years it developed into more of an educational program focus (transition and academic). The leadership of the West Bay Collaborative changed in the past year and the current leadership focus has been on review, quality refinement and expansion of programs and services.</p>	<p>Interviews Document Review Presentation</p>		
Performance	3	<p>West Bay is also a resource for professional development opportunities to educators and other service providers across the state. Some of the professional development opportunities include but are not limited to:</p> <ul style="list-style-type: none"> -Teacher Assistant Training -Graduate level course (differentiated instruction for diverse learners) -Response to Intervention (RtI) -Early Learning Standards -Gifted and Talented Advisory Group -Crisis Prevention Intervention (CPI) 	<p>Interviews Document Review Presentation</p>		
Performance	4	<p>There are clear and defined intake protocols for the Alternative Learning Program (ALP) that takes students and families through tiered layers of information that is student centered and informative. In addition, there is a parent/guardian information guide that details all of the pertinent school-based information (i.e., behavioral expectations, drug and alcohol policies, discipline procedures, crisis intervention protocols etc.).</p>	<p>Interviews Document Review Presentation</p>		

		<p>There is also a school policy handbook that is updated on an annual basis that provides information to families and staff on every aspect of the school policies, procedures and protocols. These sections include but are not limited to the following:</p> <ul style="list-style-type: none"> ALP (program options) Referral process Education records and confidentiality Planning for individual student programs Evaluating and monitoring progress Staff schedules Behavior planning First aid and health guidelines 			
Performance	5	<p>This year the West Bay Collaborative's Alternative Learning Program (ALP) hosted an October Open House. All staff members and over 20 family members were in attendance. Staff reported this as a positive and productive experience. In addition, there have been some coffee hours (in the morning and in the late afternoon) although attendance has been limited there is a committed focus to engage parents/families within the school community.</p> <p>The West Bay Collaborative Transition and Vocational Services Program, annually sponsors the RI Transition Academy at CCRI Winter Open House for interested students and their families. This provides prospective students and their families a opportunity to take a virtual tour of the Academy Apartment, meet current students and staff, and learn about the instruction and activities along with a tour of the CCRI campus with student guides. The Transition and Vocational Services Program additionally offers students and their families a variety of opportunities to participate in related workshops, discussion groups and social activities.</p>	<p>Interviews Document Review Presentation</p>		

2. FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE/LRE)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	1	West Bay Collaborative runs two main programs the Alternative Learning Program (ALP) and the Transition Academy. Approximately thirty-six students currently attend the ALP (middle and high school) and eleven students attend the Transition Academy. The ALP program is currently located in a former parochial school building. There is discussion about a physical shift for the next academic year. The Transition Academy is housed in a variety of locations as appropriate to the needs of the Transition Academy participants. See Transition Academy findings for additional information.	Interviews Document Review Presentation		
Performance	2	The Principal /Special Education Director of the Alternative Learning Program meets with all staff each morning to touch base and build community. At the ALP program the two middle school teachers have common planning time once a week and the three high school teachers have common planning time once a week. Recently they were asked to provide minutes for the common planning time. Guidance for common planning time is provided by the Principal/Special Education Director. Staff reported feeling supported by the Special Education Director and enjoyed the sense of school community.	Interviews Document Review Presentation		
Performance	3	Alternative Learning Program (ALP) offers a continuum of services designed to meet the academic, social-emotional and behavioral needs of students referred by their home districts. A transition/vocational component are also available to all students. Each program within the ALP offers a low teacher-to-student ratio with additional classroom support from trained teachers assistants, a speech and language pathologist, reading specialist and clinicians (social workers). Other support services are available on an individual basis as specified in the student's IEPs. The ALP program provides a curriculum	Interviews Document Review Presentation		

	<p>that parallels the students' overall sending district' course of study. Discussions with RIDE are ongoing as the Collaboratives examine the proficiency based graduation requirements. Students may transition back to their home school, or remain at the ALP to complete their high school course of study.</p> <p>Under the umbrella of ALP there are a variety of program options that the students may partake of depending on their individual needs. These options include the following:</p> <p>-The Credit Accrual/Tutorial Program. This program option provides an opportunity for students to acquire high school credits towards graduation outside of the traditional classroom setting. Students work independently on completing their assigned academic work, and receive regular guidance and support from certified teachers. Typically, students work on two to four subject areas; part-time jobs, internships, or other vocational experiences can be arranged for the balance of the day. Part-time attendance at CCRI is also an option.</p> <p>Gateway-to-Careers is a program offered in partnership with the Warwick Career and Technical Center. It offers students the change to sample a variety of career related programs including electronics, automotive technology, graphic arts, marine and machine technology, culinary arts, carpentry/cabinet making, child and elder care, drafting technology, cosmetology, electricity, fashion merchandising and health occupations. Students access this via the Warwick Career and Technical Center. ALP students receive academics at the ALP and then go the Career and Technical Center to receive an introduction/exploration of all the various career area offerings. They are at the Career Center for approx 1.5 hours per day three days a week. A special education teacher, a teacher assistant and the guidance counselor (as appropriate) will attend and work</p>			
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	<p>with a contracted vocational education teacher. If students connect with a particular vocational area they can apply to be in one of the vocational areas. Currently two students attend the Career and Technical Center as part-time students in specific vocational areas thus spending half their day at the Career Center and half their day at the ALP.</p> <p>Work Study. Students can take classes in the morning and are dismissed at 11:30 am for their work experiences. A challenge is the not all student in the work-study program have a job to go to. Oversight of the work experiences is mostly done via the phone.</p> <p>The interim placement program (11-day suspension) is designed to provide an interim instructional program for students who have exceed ten days of suspension at their home schools, to meet the RIDE regulations regarding student suspensions. Students attending the IEP will receive individual and/or small group instructional support from staff in their specific grade and course content. Additional services such as counseling, substance abuse intervention, testing or vocational evaluations are available for a fee-for-service basis.</p> <p>-Summer services/supports ESY was held at the West Bay Collaborative for a group of middle school students whom the IEP team determined were in need of said service.</p> <p>There was also a high school summer program that engaged in the Gateway-to-Career program during six weeks in the summer. There were also some students who participate in the summer version of the Credit/ Accrual Tutorial Program.</p>			
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Performance	4	<p>The ALP utilizes the skills of a number of part-time professionals to enhance their programming. These include but are not limited to the guidance counselor, art teacher and reading specialist. The guidance counselor provides guidance services to all the high schools students and is instrumental in making appropriate transcript connections to their LEA high schools. The art teacher provides the fine arts curriculum. The reading specialist works with the students who have PLPs. Students are seen on an individual basis for approximately 30 minutes to work on specific reading skills. He also works with the ELA /social studies teachers to facilitate reading strategies in the core content areas. There is a full-time physical education /health teacher and a full-time social worker (clinician) and a part-time social worker (clinician). Both clinicians provide one-on-one counseling and small groups. In addition, there is a full-time lead teacher position that assists the Special Education Director with a variety of educational responsibilities.</p>	<p>Interviews Document Review Presentation</p>		
Compliance	5	<p>The school clinicians (social workers) work in an area that uses partitions to create workspaces. The speech and language pathologist and the reading specialist have offices off this partitioned area. When going through this area to one of the offices you can hear the clinicians and a student engaged in confidential conversations. Students who are working with the speech pathologist or reading specialist also go through this area to access the offices.</p> <p>As the physical location of the ALP program for the next school year has not been finalized, thus, discussion is in the preliminary phase of deciding how to address this concern.</p>	<p>Interviews Observation</p>	<p>If the school remains in the current school building for the 2007-2008 academic school year then this will be addressed through the realignment of the current space structure. If the school is in a new building then it was be addressed via the new structure.</p> <p>Timeline: September 2007</p>	<p>Following this review, West Bay took steps to correct this problem, as we decided to remain in this rented facility. Temporary partitions were removed, spaces renovated, and separate areas were assigned to clinicians, speech pathologist and reading specialists.</p>

Compliance	6	<p>The ALP has a focus room. This is a large classroom with two smaller rooms within the class. It is used if a student needs to be redirected for behavioral concerns or a self-selected cool down. Instructional protocols for what occurs with the remaining students when the classroom teacher is out of the room were unclear.</p>	Observation	<p>The Special Education Director has a structured protocol in a place for the focus room. All staff are aware of the protocol. In addition, the Special Education Director now has teacher assistants meet on a regular basis with their respective teachers to review the week's teaching and learning plans.</p> <p>Timeline: Immediately ongoing. Progress check: September 2007</p>	<p>As the behavior of our students has improved, due to more consistent supervision, we have had less and less need of the "focus" area. The Special Ed Director continues to meet daily with his staff to discuss/prevent student outbursts.</p>
Performance	7	<p>The RI Transition Academy at CCRI provides eligible students an opportunity to complete their high school program on a college campus, in the community and in an apartment setting.</p> <p>The program includes an academic component, vocational training and internships along with an adult living experience.</p> <p>The academic program curriculum blends language arts, math, communication and social studies with independent living experiences, personal management, self-advocacy and vocational exploration.</p> <p>Each student is supported by an individualized program (IEP). Students have individualized education programs to enhance their academic skills, to be prepared for the workplace or post secondary programs/opportunities, functional daily living skills necessary to reach independence and success in adult life with minimal time /supports, social skills and self-confidence to find success with interpersonal relationships at work and or at home and to develop confidence, self advocacy and self awareness to know the rights and responsibilities of adulthood in</p>	<p>Document Faculty and Student Interviews Classroom, Job Site and Apartment Observations</p>	<p>The Transition Academy Administrator is now meeting on a regular basis with other Transition Academy administrators to review scope and sequence of the curriculum. In addition, is a regular bi-monthly supervision with all Transition Academy staff.</p> <p>Timeline: Immediately on going. Progress check: September 2007</p>	<p>Regularly scheduled meetings, both in-house and across the state, continue. Thirteen students "graduated" from the Transition Academy at the end of the '07-'08 school year, with a new enrollment of twelve due to begin in September, 2008.</p>

	<p>addition to knowing how to seek assistance if needed. Currently the Transition Academy at CCRI curriculum addresses the following topics:</p> <ul style="list-style-type: none"> • Citizenship and Community • Health and Wellness • Independent Study • Personal Finances • Personal Management • Social Skills and Transition • The Work World <p>Students have over 35 business choices for internship to address their individual vocational career needs. The following are just some examples of the opportunities:</p> <ul style="list-style-type: none"> • JC Penney • Pride Pups • Child Care Connections • The RI Historical Society John Brown House <p>Additionally students participating in the Transition Academy have access to an apartment to engage in hands on daily living skills addressing cooking, cleaning, budgeting, etc. Classes are held at the apartment to support real life experiences for students participating in the program. The apartment also has a laundry and along workout facility.</p> <p>The RI Transition Academy at CCRI has clear entrance application protocols. The faculty at the RI Transition Academy at CCRI utilize student work, student journals, internship progress and evaluations along with adult living experiences to inform instruction</p> <p>The Transition Academy is in the process of developing an orientation summer program for prospective students to assist in the overall transition to college life and independence.</p>			
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Performance	8	<p>There are currently eleven students participating in the RI Transition Academy. Ten of the students are nearly eligible for high school diploma, and one student is eligible.</p> <p>The special education teacher facilitates all communication to sending districts to assure students meet their individual credit needs for graduation. In addition the special educator provides a summer of performance for each student, which is then sent to the district for record.</p> <p>West Bay Collaborative, as stated in a prior finding, is currently in conversations with RIDE regarding meeting the graduation requirements for all students per the high school regulations.</p>	Document Faculty and Student Interviews		
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3. EVALUATION/ INDIVIDUAL EDUCATION PROGRAM (IEP)

Indicator	Findings	Documentation	Support Plan	Follow-up Findings
1	<p>Five records were reviewed at the West Bay Collaborative based on a stratified random sample. The records were well organized and divided/tabbed by areas (IEP, evaluation, correspondence etc.). Overall findings were in compliance with state and federal regulatory requirements. There was one IEP that two small findings (the date for re evaluation was not completed and the box for ESY determination was not completed). Administration will review this with appropriate staff.</p>		<p>Assurances will be provided to 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></p> <p>Timeline: Immediately and ongoing.</p>	<p>All IEPs are reviewed by the Director of Special Education immediately upon the student's referral to West Bay. Where necessary, new IEPs are drafted, and new goals and objectives set, with participation of the district IEP teams. Reminders are sent to home districts regarding re-evaluations, and ESY needs are determined with</p>

					district input early in the spring.
Performance	2	Progress at the Transition Academy is facilitated quarterly however it is currently in process for completing them for the current quarter.		The Transition Academy Administrator has developed a standardized format that is currently used to report progress. The next step is to infuse the quarterly progress reporting dates into the Transition Academy calendar. Timeline: September 2007	Quarterly progress reports are completed, with ongoing communication to students and parents (as appropriate) throughout the year.

4. TRANSITION					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance		The West Bay Regional Collaborative was also designed to provide transition-related professional development and technical assistance to member districts, (Providence, Coventry, Foster, Gloucester, Scituate, Warwick, West Warwick) agencies, and business with regards to the transition of students with disabilities from school to adult life. The program sponsors transition-related workshops for students and families.	Interviews Document Review Presentation		
Performance		There are a myriad of transition and vocational services offered via the West Bay Collaborative. Please refer to findings in Section 2: FAPE/LRE for program specifics regarding the Transition Academy. Students participating in the West Bay Collaborative transitional vocational services and supports have comprehensive individualized program designs to address all aspects of their post secondary needs academically and vocationally along with real life experiences enhancing overall student success. The overall transition and vocational services include the following: -The Transition Academy at CCRI provides students with disabilities the opportunity to complete their high school program on a college campus, in the community and in an	Interviews Document Review Presentation		

		<p>apartment setting.</p> <p>-The Career Development Project provides vocational assessment services, career exploration and awareness activities and career counseling for ORS eligible students. Local area business partners provide opportunities for community-based assessment and exploration activities. The Career Development Project was established through cooperative agreements with the RI Office of Rehabilitation Services, the RI Department of Education and the RI Department of Human Services. Other initiatives through the Career Development Project include work preparation programs, job development and placements and job coaching services for ORS eligible individuals who are no longer in school. In addition, personnel are available to provide member district with individual student assessments, recommendations and participation at IEP meetings, as well as site based program design.</p> <p>-Jim Casey Youth Opportunities Initiative. This is a working partnership with Casey Family Services providing financial literacy training and case management services and supports to DCYF involved students ages 14-21, transitioning to adult life.</p> <p>Other Services. Vocational evaluation services, job development, placement services, and job coaching services are also available on and individual basis.</p>			
Compliance		The vocational assessment process at the ALP was unclear.	Interviews Record Reviews	The West Bay Collaborative administrators are working to develop a structured process/ protocols for how/ when students can access programs including the vocational assessment process for students whoa re 14 years of age or	The Alternative Learning Program now has a staff member who has been designated as "job coach" for the students at the

				<p>older. This will also include the responsibilities / involvement of the ALP case managers in the process as well as the connectivity to the IEP process.</p> <p>Timeline: Immediately and ongoing. Progress check September 2007.</p>	<p>Coventry campus. She works with the staff in our vocational programs to locate appropriate opportunities for students, and to follow up to ensure their success.</p>
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