

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

School Support System Report and Support Plan

Sargent Rehabilitation Center  
School

July 12-13, 2012

**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 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.

## TABLE OF CONTENTS

1. Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE)
2. Evaluation/ Individual Education Plan (IEP)
3. Transition

**SARGENT REHABILITATION CENTER SCHOOL  
SCHOOL SUPPORT SYSTEM REVIEW**

**REVIEW TEAM**

*Susan Wood and Jane Keane*

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.			
Result	1	<p><b>Program Overview</b></p> <p>Sargent Rehabilitation Center's staff of 80 serves approximately 70 children and youth with disabilities and their families. Sargent offers services to children and adults through its pediatric program, neuro-rehabilitation program, and the hearing center. Consulting services and family support services are also available.</p> <p>a.) Sargent's pediatric program combines medical rehabilitation with individualized education services for youth ages 3 to 21.</p> <p>The program's day school offers a full range of medical, educational, and rehabilitative services in a year-round school setting. Coordinated with the child's medical and school professionals, the Day School's team of interdisciplinary licensed clinicians develops a program unique to each child's specific needs. The goal is to prepare children to enter or return to school in their own community and prepare older students for independent living and employment. The program also offers comprehensive evaluation services for children who require a diagnostic profile.</p> <p>Outpatient services are also available to children struggling in school due to a mild to moderate learning disability and who need additional support.</p> <p>b.) The Neuro-Rehabilitation Program (Brain Injury) serves both adolescents and adults who have sustained brain injuries, due to automobile accidents, falls, strokes, brain aneurysms or other diseases. This program provides intensive medical rehabilitation and education with the goal of returning clients to school or work. Comprehensive evaluation services and outpatient services, including speech, occupational and physical therapy are also provided as needed. This program offers full-day and half-day programs for adolescents who require comprehensive care. For those with less severe rehabilitation needs, Sargent offers outpatient services in individual speech, occupational and physical therapy to address clients' residual issues. Survivors of brain injury and their families can also receive valuable information through the Center's Brain Injury Education Series</p>	<p>IDEA Overview Data Analysis Interviews Observation</p>		

		<p>In addition to the above programs, Sargent offers an Audiology Center conducts comprehensive hearing assessments, including hearing screening, auditory brainstem response testing and Central Auditory Processing testing. The Center will then design an individual audiological care program which may include treatment, compensatory strategies or assistive listening devices.</p> <p>Rehabilitation consulting services are available to public schools, colleges and universities, hospitals, physician groups and other health and educational organizations. Sargent's consultants are licensed and certified in rehabilitation and education and have advanced training in various rehabilitation specialties</p> <p>The Roy T. Morgan Family Resource Center offers social/support, advocacy, and education and training resources for children and families. There is a wide variety of educational and information programs for parents, community groups and health care professionals. Professional training is offered through Sargent's consultant group and education programs are offered through the Link to Learning and Brain Injury Education Series.</p> <p>Sargent offers support groups for our day school parents and students' siblings. The groups are designed to provide education, technical assistance, and most importantly, a place to discuss concerns with people who are struggling with the same issues. Support groups are generally held once per month in the evening at the Center.</p>			
Result	2	<p><b>Use of student assessment and performance data to inform instructional and behavioral practices</b></p> <p>The intake assessments at Sargent Rehabilitative Center along with the IEP process are responsive to each student's strength and specific needs. All students are provided both clinical and educational assessments to assure appropriate academic and behavioral services and supports in the development of student IEPs and clinical treatment plans.</p> <p>The various teams meet weekly to debrief individual student academic and behavioral performance through analysis of data gathered through work samples, assessment (formal and informal) and behavioral data. This process informs clinical treatment and educational planning along with instructional and behavioral management strategies.</p> <p>Quarterly progress reports reflecting students academic and therapeutic progress is provided to parents, LEAs, Educational Advocates and state agencies with which the</p>	<p>IDEA Overview Data Analysis Interviews Observation</p>		

		<p>students may be involved with. Student reports include academic grades, student effort along with teacher comments. Clinical reports are additionally provided encompassing all relevant data and formulations. Both academic and clinical progress is aligned to students IEPs.</p> <p>In addition, school faculty are engaged in analyzing student data such as the NECAP, teacher generated assessments, student work and performance along with classroom observations to discuss student placement, instructional strategies and cross content area planning.</p>			
Result	3	<p><b>Instructional Strategies</b></p> <p>Throughout the Sargent Rehabilitative Center there were examples of student centered, teacher facilitated, technology supported, instruction, modeling, cooperative learning, posted agendas and student work aligned to the early learning standards, GLE's and GSE's. Teachers were very excited and enthusiastic about their work and students. This was clearly evident in class observations and interviews.</p>	Interviews Observation		
Result	4	<p><b>Clinical Supports and Services</b></p> <p>Clinicians provide therapeutic opportunities and support throughout the school day for students. Responsibilities include the overall management of therapeutic services and supports for students and their families. Clinicians are in contact with families to provide support, clarity of treatment planning for their children and referral for community support and resource opportunities.</p> <p>As stated in Section 1 (item #2) above, each classroom has a team meeting to review and discuss student'S strengths and challenges. These meetings include clinical therapists, administrators, and teachers. There are also a myriad of other individual meetings to review and student issues as appropriate.</p>	IDEA Overview Data Analysis Interviews Observation		
Result	5	<p><b>Program Continuum</b></p> <p>The Day School Program is located on the Sargent Rehabilitative Center campus (back building). The academic program is individualized and tailored to each student's academic strengths and challenges. The academic structure currently provides specialized instruction for elementary, middle and high school level students. Class size is typically 7-8 students with a certified special educator and a teacher assistant. Special educators facilitate instruction through co-teaching and collaboration across content areas and grade levels. The Day School Program classes are as follows:</p>	IDEA Overview Data Analysis Interviews Observation		

	<p>-There is one early primary class that consists of a special educator and a teacher assistant. The curriculum is aligned with the RI early learning standards.</p> <p>-The elementary program consists of one special educator and teacher assistants/supports per the needs of the class. Elementary level students engage in all appropriate content areas along with adaptive daily skills, cooking, physical education, health, art and martial arts.</p> <p>-There are two middle level class settings (middle level and middle level to early high school). Each setting is supported by a special educator and a teacher assistant. Special educators collaborate across content areas as appropriate for ELA, reading, math, science and social studies. Students participate in all appropriate content areas along with physical education, health, martial arts and art.</p> <p>-The high school program is facilitated by two special educators and two teacher assistants. Each special educator provides cross level instruction in either math, science, ELA, reading and social studies. Students participate in all appropriate content areas along with physical education, health, martial arts and art.</p> <p>-The Transitional Living Unit (18-21 year olds) is comprised of two special educators and teacher assistants as appropriate. This unit is designed as an apartment for daily living experiences. There is a vocational specialist who works with the students in the unit with regard to their transition skills. Students participate in work experiences in the community and are engaged in a variety of transition related activities both in the Sargent Rehabilitative Center buildings and in the community. See also Section 3: Transition (item #1) for information on the Transition Coordinator.</p> <p>-As appropriate, students may participate with their home school community in extracurricular activities as determined by academic, social emotional and behavioral progress aligned to treatment planning and individual education plans.</p> <p>-There is a full-time social worker at the Day School Program who works with approximately 25 students with IEPs and consults with teachers and others. She is also integral as part of the crisis resolution assessment and determination process. The social worker participates in all IEP meetings and is part of the intake process with regard to the social case histories. She also facilitates play groups, social skills groups, conflict resolution groups, self-esteem building groups, project solving groups, etc.</p> <p>The Adolescent Neuro Rehabilitative Program (Traumatic Brain Injury) is on the Sargent Rehabilitative Center campus located in the front building. This is a separate space from</p>			
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		the Day School Program. This Program consists of two special educators and two teacher assistants. Academics are individualized to meet the student's needs. There is a vocational specialist who works with the students in the unit with regard to their transition skills. Some students participate in work experiences in the community. There are also two full time social workers at this unit. They provide individual counseling and work with the families. They also work with the therapists and teachers, as appropriate, to adjust or extend social emotional goals.			
Result	6	<b>ESY</b> The Sargent Rehabilitative Center program includes Extended School Year (ESY) academic services and supports for eligible students (ESY typically runs 230 days).	IDEA Overview Data Analysis Interviews		
Result	7	<b>School Removals/Disciplinary Policies (secondary level)</b> Behavioral expectations along with disciplinary action protocols and policies are comprehensively defined in a student parent handbook.	IDEA Overview Data Analysis Interviews Observation		
Result	8	<b>Family Engagement</b> The Sargent Rehabilitative Center provides a number of opportunities for family support and communication. Parents, guardians and or educational advocates of students have access to all staff on a daily basis through communication logs, phone/email contacts as needed (See also information in Section 1: Item #1).	IDEA Overview Data Analysis Interviews Observation		

<b>2. EVALUATION/ INDIVIDUAL EDUCATION PROGRAM (IEP)</b>					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Result/ Compliance	1	Records of approximately five students were reviewed prior to the on-site review by the team leader. There were very minimal areas of concern. One record had an IEP goal with baseline information but no measurable short term objectives, benchmarks, annual measurable academic or functional goals. Two records did not have the alternate assessment participation criteria sheet attached to the IEP. The records were well organized and other than the above stated issues the records were written to meet regulatory requirements and best practice standards.	IDEA Overview 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	Issues resolved.

	(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)		applicable for all compliance findings in this section.  Timeline: Immediately and ongoing. Progress check: January 2013	
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<b>3. TRANSITION</b>					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Results	1	The Sargent Rehabilitative Center has a Transition Coordinator. This person is responsible for working with teachers to support transition related skills and for writing and implementing transition goals on the IEP. The Transition Planning Inventory (TPI), Ten Sigma and informal assessments are the primary vocational assessments used at Sargent. In addition, the Coordinator works with the families to navigate the overall IDEA transition process. The Coordinator facilitates the referral process to ORS and BHDH (DDD) as appropriate, reviews adult service options and tours the adult facilities with the families. She is also part of the state supported transition groups (TLC and TAC).	IDEA Overview Data Analysis Interviews		
Results	2	For Sargent Rehabilitative Center students participating in the high school program, alignment to their LEA Proficiency-Based Graduation Requirements or alternate assessment as appropriate are established to assure students have access and opportunity to receive a high school diploma or appropriate certificates from their home school community. Planning is coordinated for the specific alignment to provide continuity for students as they enter and/or exit the program to return to their home school/LEA.	IDEA Overview Data Analysis Interviews Observation		
Results	3	For eligible students a Summary of Performance (SOP) is developed by the youth's team and provided to the student upon graduation.	IDEA Overview Interviews Document Review		