

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

School Support System Report and Support Plan

St. Mary's Home for Children
George N. Hunt Campus School

March 19 – 20, 2014

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.

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**ST. MARY'S
GEORGE N. HUNT CAMPUS SCHOOL
SCHOOL SUPPORT SYSTEM REVIEW**

Team Members

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1. FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE/LRE)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
	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.	IDEA Data Analysis Observation Interviews		
Result	2	<p>Program Overview St. Mary's Home for Children (SMHFC) is a multi service treatment center for children, youth and their families experiencing the impact of social, emotional trauma and/ or psychiatric challenges. SMHFC is licensed by the Rhode Island Department of Children, Youth and Families and the Rhode Island Department of Education and is additionally accredited by the Counsel on Accreditation. Children and adults who participate in many of the St. Mary's programs often have a history of abuse and neglect which services and supports cannot be met in the home, school and/or community. The overall agency focus is supporting the preservation of children and their families through diverse programs and services with a focus on treatment, healing and empowerment.</p> <p>St. Mary's currently provides three categories of services: 1) Residential services; 2) Outpatient and in-home services; and 3) Educational services.</p> <p>Inpatient Residential Services Services range from acute crisis stabilization to longer term care with clinical supports that include child care workers, clinicians, nurses and consulting psychologists and psychiatrists.</p> <p>The Shepherd Program Outpatient & In-Home Services The programs provide behavioral health services and support for children, youth and adults who are victims of sexual abuse or have sexual behavior challenges including individual treatment, family therapy, social skill development and topical groups addressing client's specific needs.</p> <p>Educational Services In meeting the educational needs of both residential and day students referred by local school districts, the agency offers a school-based program. The Campus School offers a clinically based special education program along with therapeutic and related services for students ages 6-21. Students attending the Campus School experience on a daily basis clinical intervention, a structured therapeutic environment, small student to</p>	IDEA Data Analysis Observation Interviews		

		<p>teacher ratios, academic and recreational programming along with nursing services. Educational Programs are as follows:</p> <ul style="list-style-type: none"> • 45 day diagnostic placement • Alternate learning program • Interim alternative educational setting • LEA-based classrooms • In-school consultations • Extended school year program • Community-based learning program <p>This report addresses the educational program facilitated through George N. Hunt Campus School of St. Mary's Home for Children.</p>			
Result	3	<p>Instructional Strategies</p> <p>Throughout the Campus School there were examples of student centered, teacher facilitated instruction, posted agendas and student work along with daily assignments, and journal writing all aligned to the GLE's, GSE's and emerging Common Core State Standards (CCS).</p> <p>Faculty are engaged in professional development supporting the implementation of a school wide Common Core State Standards based curriculum and instructional strategies. A systemic understanding of the CCSS alignment to curriculum and instruction is not evident.</p> <p>Educators are currently researching online for materials that best support instruction aligned to the Common Core Standards. However, this review is often independently explored verses comprehensively addressing a K-12 curriculum which best supports the student population.</p> <p>The Wilson reading program along with a visual brain development reading imitative has just been implemented. Instruction is facilitated in class/whole group and/or provided as individual support.</p> <p>Professional development has recently been provided for faculty to re-register students in the Lexia Core 5 tutorial reading program. In the upcoming weeks faculty will assist students in identifying a baseline to establish reading supports.</p>	IDEA Data Analysis Observation Interviews	<p>The Campus School Administration will continue to explore curriculum alignment and provide ongoing professional development / and technical assistance in implementing a K-12 curriculum, based on the Common Core State Standards.</p> <p>Timeline: Immediately and ongoing Progress check: January, 2015</p>	

		<p>Faculty at Campus School are analyzing student data using a variety of online tools (the Child and Adolescent Functional Assessment, Ed. Helper, Precision Skills.com, School Express) along with standardized assessments such as the Woodcock Johnson III and the NECAP. Additional data include teacher generated assessments, student work and performance along with classroom observations.</p> <p>Though educators are reviewing a number of assessment tools to inform instruction along with behavioral interventions, there currently is not a formalized structure to communicate/facilitate assessments comprehensively supporting the overall K-12 program.</p>			
Result	4	<p>Student Support and Intervention Faculty meetings are held once a week addressing student interventions and progress updates, instruction and assessment along with school based issues, concerns and overall planning.</p> <p>Faculties informally meet to discuss and plan for instructional strategies, student concerns and cross content area initiatives.</p> <p>Clinical Supports and Services Individually designed therapeutic services and supports are provided to students enrolled in the program. Each student is assigned a clinical social worker whose primary responsibility is to see the youth in therapy and maintain contact with their family. Therapeutic support and interventions are identified through the Child and Adolescent Functional Assessment Scale which is then translated to Individual Crisis Management Plans (CMP's). Students CMP's are then processed with the Behavioral Specialists and monitored in the class setting by assigned teacher assistants. The clinical social worker additionally facilitates topical groups, develops IEP therapeutic goals, attends IEP meetings of assigned students and provides crisis intervention support as appropriate.</p> <p>Individual and/or group therapy is an integral component of the school day. Topical groups may address bullying, self esteem, conflict resolution, health mind and social skills.</p> <p>Social Emotional Learning The Campus School has initiated a behavioral supports and intervention type model to enhance social emotional learning along character education. Students receive recognition in a number of formats and rewards supporting the overall model.</p>	IDEA Data Analysis Observation Interviews		

Result	5	<p>Program Continuum The George N. Hunt Campus School of St. Mary's Home for Children is designed to meet the needs of students with challenging social emotional and/or behavioral disabilities in grades K-12. The school provides a structured, learning environment with individualized programs designed to meet each student's ability to learn, to remediate skills and to close the academic gaps students may be experiencing. As determined by student's individual education plans related services and supports are provided as appropriate. In addition to content area instruction, students additionally engage in health, physical education, and art.</p>	<p>IDEA Data Analysis Observation Interviews Record Review</p>		
Compliance		<p>The art teacher is a general subject substitute and not certified as an art education teacher. It is unclear how students are afforded a free and appropriate public education (FAPE) in the least restrictive environment (LRE) with regard to accessing the general education curriculum taught by highly qualified teachers (RIGL 300.18)</p>		<p>Campus School Administration will assure all students will be taught by appropriately certified teachers per the regulations (for all classes)</p> <p>Timeline: Immediately and going</p> <p>Progress check: September 2014</p>	
Compliance		<p>There are four class settings providing an environment for students requiring elementary, middle and high school instruction. Based on age, academic performance and social emotional development students are placed in a specific class targeted to meet that student's educational and behavioral needs. It is unclear, however, what protocols have been established in determining need and class placement. Due to this practice students may not be age appropriate for the classroom setting or receiving actual grade level instruction aligned to the general education curriculum. (JK5, is a 16 year old youth who spends 65% of her time in a setting comprised of 4th and 5th grade student ages 9-11)</p>		<p>Campus School Administration will assure all students are accessing the age/grade appropriate general education.</p> <p>Timeline: Immediately and going</p> <p>Progress check: September, 2014</p>	

Result	6	<p>Adaptive Physical Education (APE) – As appropriate APE is provided as directed by student's IEP.</p>	<p>IDEA Data Analysis Observation Interviews Record Review</p>		
Result	7	<p>Extended School Year (ESY) The Campus school provides an extended school year program for all St. Mary's residents and for day students that are found eligible.</p>	<p>IDEA Data Analysis Record Review</p>		
Result	8	<p>School Removals/Disciplinary Policies Disciplinary policies and practices are clearly defined through the student/parent handbook.</p> <p>Behavior Management and Intervention Based on each student's Child and Adolescent Functional Assessment Scale (CAFAS) an Individual Crisis Management Plan (ICMP) is established. The ICMP addresses; Safety Concerns and Warnings; Current Issues- Potential Triggers and High Risk Behaviors. Through this process individual student interventions and strategies are developed and monitored.</p> <p>Each classroom at the Campus School has a teacher assistant who provides in class behavioral support along with documenting student specific behavioral data. This data is collected weekly and reviewed to assure progress and or need to address emerging concerns. Additionally, three Behavior Specialists (Behavior Team) who are present in the school provide school wide support along with targeted interventions as need. The Behavior Team meets weekly to review whole school climate in addition to meeting with the clinicians to assure continuity of services and supports.</p>	<p>IDEA Data Analysis Observation Interviews</p>		
Result	9	<p>Parent Engagement Campus offers a variety of opportunities for both student focus activities as well as social activities to encourage family participation and school life.</p> <p>Parents are provided daily with student updates "Home School Notes". This provides both families and school faculty with a means of communication in continued support of student success.</p>	<p>IDEA Data Analysis Observation Interviews</p>		

2. EVALUATION/ INDIVIDUAL EDUCATION PROGRAM (IEP)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Result/ Compliance	1	<p>Records of approximately four students were reviewed prior to the on-site review by the team leader. The record review process identified the following areas of concern.</p> <ul style="list-style-type: none"> • A documented intake process was not consistent for students entering the program. • Required documentation related to parental notice and consent not consistently found in student's central file. Information on the IEPs addressing present levels of functional performance (addressing social/emotional and behavioral therapeutic needs) and academic achievement, benchmarks and short-term objectives though detailed, were not clearly documented as measurable and/or quantifiable. • Transition planning for eligible students not comprehensively addressed. <p>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements) (RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</p>	IDEA Data Analysis Observation Interviews Record Review	<p>Assurances will be provided to the Rhode Island Department of Education, Office of Student, Community and Academic Supports, that compliance issues are addressed and rectified. This Support Plan is applicable for all compliance findings in this section.</p> <p>Timeline: Immediately and ongoing</p> <p>Progress check: January, 2015</p>	
Result	2	Accommodations and modifications of instruction and or setting are informally communicated amongst educators.	IDEA Data Analysis Observation Interviews		

3. TRANSITION					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Result/ Compliance	1	<p>IDEA Transition Planning at the Secondary Level (Middle and High School)</p> <p>As of January 2014, the Campus School has recently identified a lead person (the general subject substitute art teacher) as their transition coordinator. This individual will track student's graduation needs determined by the sending LEA. Though this process has just begun, it is unclear how a scope and sequence for transition</p>	IDEA Data Analysis Observation Interviews Record Review	The Campus School Administration will provide professional development and technical assistance to ensure comprehensive transition/vocational	

		<p>planning (assessments, IEP development, student exploration, community connections and the summary of performance) is currently being addressed comprehensively.</p> <p>Secondary transition IEPs (ages 14-21) are utilized for eligible students. Teachers inconsistently used WayToGoRI as a vocational assessment planning tool. It is unclear how vocational/transition assessments are aligned to age appropriate/grade level planning informing the IEP as this was not evidenced in the record reviews. (JK 3 & 4)</p>		<p>planning aligned to IDEA requirements.</p> <p>Timeline: Immediately and ongoing</p> <p>Progress check: January, 2015</p>	
Result	2	At the Campus School the Special Education Administrator is the point for LEA contact to involve the Office of Rehabilitative Services (ORS) participation at the IEP meetings and student referrals.	IDEA Data Analysis Observation Interviews Record Review		
Result	3	Summary of Performance (SOP) is facilitated by the Special Education Administrator as appropriate.	IDEA Data Analysis Observation Interviews Record Review		