



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

School Support System Report and Support Plan

**The Wolf School
December 2015**

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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**The Wolf School
School Support System Review**

Team Member

Team A – Susan Wood

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	<p>Program Overview</p> <p>The Wolf School has dual approval by the Rhode Island Department of Education as an Independent School and a Special Education Program in grades K - 8. Students come to the Wolf School from RI, MA and CT. The school follows the standards of core grade-level skills for language arts, math, social studies and science. The curriculum encompasses a rigorous blend of academic subjects and intensive therapeutic support that addresses three major learning challenges of “complex learners”: language processing/production, sensory regulation, and social effective communication. The Wolf School “immersion model” integrates therapeutic support within the entire curriculum throughout the day in each classroom.</p> <p>The academic curriculum includes, but is not limited to:</p> <ol style="list-style-type: none"> 1. Project Read – Phonology, Written Expression, Reading Comprehension strands 2. Read Naturally and Read Naturally Live 3. Orton-Gillingham methodology 4. Wilson Reading 5. Edmark 6. Story Grammar Marker 7. Telian Lively Letters 8. Reading A – Z program 9. Explode the Code 10. Lucy Calkins – Writer’s Workshop 11. Nancie Atwell – Lessons that Change Writers 12. Handwriting Without Tears 13. Stern Math 14. Engage NY 15. Math Connects 16. East Bay Science Kits 	

		<p>The SLP/OT curriculum includes, but is not limited to:</p> <ol style="list-style-type: none"> 1. Zones of Regulation 2. Therapeutic Listening Program 3. Brain Gym 4. The Kawar Protocol (astronaut training program) 5. Social Thinking – Michelle Garcia Winner <p>Technology Supports and Interventions include, but are not limited to:</p> <ol style="list-style-type: none"> 1. Co:Writer Universal 2. Read Out Loud 3. Write Out Loud 4. Type 2 Learn 5. Earobics 6. Symphony Math 7. Math IXL 8. Lexia Core 5 <p>Mission</p> <p>The Wolf School inspires complex learners to discover confidence, compassion, and a love of learning to reach their full potential.</p>	
Result	3	<p>Student Support and Intervention</p> <p>Each classroom at Wolf is staffed with a team of educators and therapists including a Special Education Teacher, a Speech and Language Therapist, an Occupational Therapist, and at least one or two dedicated teacher assistants. The team meets approximately an hour and a half to two hours every week to plan curriculum in joint planning meetings. In addition, there are two learning specialists on site who work with students to provide additional one on one or small group instruction in specific reading methodologies.</p> <p>There is a supervisory team including the Education Supervisor, Speech and Language Supervisor and an Occupational Therapy Supervisor who provide direct educational and clinical support to the teachers and therapists in the classroom. The support consists of classroom observations, co-treatment, modeling, coaching in the classrooms and regular one on one meetings with the staff in supervision meetings. Teachers, teacher assistants and therapists complete a self-reflection at the beginning of the year and set professional goals with their supervisors based on their evaluations. In addition, the supervisory team along with the Director of Research and Clinical Programs meet every other week with grade level teams in PLC meetings to review data, problem solve around particular student challenges and determine next steps in treatment or educational programming. Every other week the Head of School, Director of</p>	

Admissions, Director of Special Education, the Social Emotional Educator, the Director of Research and Clinical Programs and the supervisory team host Wolf Rounds, which is a time for teams to present student cases to the administrators and get input, feedback, problem solve and brainstorm ideas to implement in the classroom to help a particular student be more successful.

Clinical Supports and Services

The Social Emotional Educator provides social emotional support to students in particular classrooms and teaches the social emotional curriculum in conjunction with the classroom staff in grades 4 – 8.

Social Emotional Learning

The Wolf School practices the use of positive behavioral supports, a set of practices used to organize teaching and learning environments and experiences for students. Positive behavioral supports facilitate the student's successful self-awareness, self-management, engagement with others and the learning process. The Wolf School faculty utilizes sensory-based strategies to promote sensory regulation and includes the use of weighted vests, quiet breaks, deep breaths, movement, oral supports, and brushing. All strategies are identified by the Occupational Therapist working with the child and are written for each team and administrators. Social thinking concepts and social skills training are directly taught to students. The Social Emotional Educator is also available for consultation regarding classroom management, as well as to provide direct classroom instruction in areas such as concept of self and others, conflict resolution, problem-solving, self-advocacy, and goal setting. The students and their educational teams set a class plan, expectations, and rules at the beginning of each year. Students may have individual behavior plans based upon their specific needs, which are reviewed regularly.

Educational curriculum/programming to support Social Emotional Learning includes, but is not limited to:

1. Social Thinking by Michelle Garcia Winner
2. Connecting with Others by Richardson
3. Mind Up – Hawn Foundation
4. Multiple intelligences – Howard Gardner
5. Learning style inventories
6. Holland Code – career assessments
7. TEACCH and Structured Thinking Strategies
8. Incredible Five Point Scale
9. Collaborative Problem Solving - Ross Greene
10. Jed Baker strategies for social skills programs/strategies and behavior management

		<p>11. Julia Cook literature to support social skill development 12. Social Emotional Questionnaires – in house created by Wolf School (twice a year)</p> <p>School Removals/Disciplinary Policies</p> <p>Disciplinary policies and practices are clearly defined through the student/parent handbook.</p>	
Result	4	<p>Program Continuum</p> <p>The Wolf School works with a variety of students with complex learning and social emotional needs. Diagnoses may include autism spectrum disorder, specific learning disabilities (e.g., dyslexia, dysgraphia), anxiety disorder, ADD/ADHD, sensory processing disorder, social pragmatics disorder, mixed receptive/expressive language disorder, childhood apraxia of speech, and auditory processing disorder. Currently, there are 61 students in grades K – 8. There are 27 students on IEPs, 7 students are from Rhode Island from 6 districts, 19 students are from Massachusetts from 16 districts and 1 student is from Connecticut.</p> <p>The Wolf School provides a specialized academic, sensory, language and social emotional program. Specialized instruction occurs as part of the Immersion Model. Instruction is individualized and implemented across all settings and content areas including Move to Learn, Physical Education, Art, Music, Horseback Riding, Health, Service Learning and Electives. Student supports and interventions are utilized by all team members through a co-teaching/co-treatment model in individual, small group and/or whole class settings. The academic curriculum is planned by the Special Education teacher and the service providers address their therapy goals through a joint planning process that is facilitated in weekly meetings with each classroom team.</p>	
Result	5	<p>Adaptive Physical Education (APE)</p> <p>At the Wolf School, there is a Move to Learn curriculum in Lower School and a Physical Education program in Middle School that is adapted to meet the needs of all students. The “Move to Learn” and physical education programs are co-planned and co-led by a physical education teacher, an occupational therapist and a teacher assistant. Move to Learn and PE occur five times a week for 30 – 40 minutes each day. Students work on gross motor skills, as well as learning and applying social skills concepts and learning a variety of games. In addition, the occupational therapist addresses the sensory processing needs of the students during the “Move to Learn” and physical education times, as well, through the use of suspended equipment in the sensory arena. The physical education program at Wolf uses the Rhode Island Physical Education Framework as a guide, but individualizes the curriculum based on the needs of the students.</p>	

		<u>Documentation:</u> Data Analysis; State Performance Plan	
Result	6	<p>Extended School Year (ESY)</p> <p>The Wolf School has offered a variety of summer programs over the past 16 years. In 2012, Wolf created a summer program for ESY services that included one on one or small group tutoring in academics, speech and language, occupational therapy and/or social skills based on team recommendations for what each student required. Special education teachers, SLP's and OT's provide all academic and therapy services during the 6-week summer program. The summer program offers specialty programs including art based programs, outdoor education and Camp Confidence (a social skills program) in addition to the tutorial programs and are adapted and tailored each year based on student interest and needs.</p> <p><u>Documentation:</u> Data Analysis; Interviews</p>	
Result	7	<p>Parent Engagement</p> <p>The Wolf School is committed to fostering parent partnerships, which are essential to the success of every student. There are many ways in which the school engages parents in the school community. On a formal basis, there are three parent teacher conferences each year. Parent Overview Night is held in the fall for all families to learn about the curriculum for the year and to meet their child's team. In addition, there is a New Parent Orientation for all new families at the beginning of September to discuss the transition to Wolf.</p> <p>Informal, regular communication occurs with families through email, phone calls meetings or through conversations at drop-off/pick-up on an as needed basis. There is a weekly newsletter, The Wolf Weekly, which is emailed home at the end of each week.</p> <p>There is a Wolf School Parent Organization (WSPO), which supports student activities and meets on a regular basis once a month. The WSPO organizes school-wide community building events including a Book Fair, the Harvest Dance, a Bingo Night and Pizza Friday. In addition, the WSPO sponsors monthly Parent Cafes for families to come and hear from experts in the field on a variety of topics including yoga and mindfulness, sibling dynamics with complex learners, the importance of sleep, nutrition, using video games to teach executive functions skills and how to read a neuropsychological evaluation.</p>	

2. EVALUATION / INDIVIDUAL EDUCATION PROGRAM (IEP)

Indicator		Findings	Support Plan
Result	1	<p>Student Accommodations and Modifications</p> <p>All co-curricular educators and service providers have access to student IEPs to become familiar with accommodations and modifications to support student learning. There is ongoing and consistent communication between the special educators, specialist teachers and therapists so that goals can be incorporated across all curriculum areas.</p> <p>A variety of supports and interventions are utilized with students on a regular basis. These include, but are not limited to:</p> <ol style="list-style-type: none"> 1. Oral motor supports – straws, gum, whistles 2. Therapy ball chairs/inflatable seat cushions 3. Sensory diets for school and home 4. Fidgets 5. Wilbarger Therapressure Protocol (brushing protocol) 6. Redcat amplification system 7. Weighted lap pads, shoulder pads, compression vests 8. Standing desk 9. Noise canceling headphones 10. Suspended equipment (sensory arena) 11. Technology supports – (iPads, laptops) <p><u>Documentation:</u> Data Analysis; Interviews; Document Reviews</p>	

3. IDEA TRANSITION

Indicator		Findings	Support Plan
Result	1	<p>IDEA Transition Planning</p> <p>In 8th grade, students start with the transition process at the beginning of the year. The Director of Admissions meets regularly with the students to begin discussions around the transition to high school. The Head of School initiates every other week meetings with the students beginning in January to also support the transition to high school. Each student has an individual transition plan and parents, students and the educational team are involved in the process.</p> <p>As part of the 8th grade year, students take career assessments and interest surveys. In addition, based on the outcomes of the assessments, each student completes a</p>	

		<p>research paper on career possibilities. There is a speaker series with professionals from the community who come in to talk to the students about their careers.</p> <p>The educational team also addresses skills necessary for successful community engagement. Students are brought on community outings to grocery stores, restaurants, banks, animal shelters and nursing homes to practice skills.</p> <p>The following assessments/inventories, used with 8th grade students for transition purposes include, but are not limited to:</p> <ol style="list-style-type: none"> 1. Self awareness assessments 2. Portfolios 3. WaytogoRI.org 4. Holland Code Assessment 5. Interest survey - determine career cluster 6. Multiple intelligences - career focused 7. Learning style inventory <p>The Wolf educational team coordinates with the sending LEA to provide all necessary documents and supporting documentation/assessments to ensure that students are fully prepared for the transition to high school.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Record Reviews</p>	
Result	2	<p>Summary of Performance (SOP) is facilitated by the case managers as appropriate.</p> <p>The Wolf School serves K-8 grade students, thus, Summary of Performance is not applicable.</p> <p><u>Documentation:</u> Document Review</p>	