

Rhode Island Department of Education  
Office of Special Populations

School Support System Report and Support Plan for the  
The Wolf School  
May 2009

# **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.

## **TABLE OF CONTENTS**

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

The Wolf School  
School Support System Review  
May 2009

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1. SCHOOL IMPROVEMENT/ FAMILY ENGAGEMENT					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	1	The mission of the Wolf School is to provide an educational environment where children with learning differences become successful, secure learners. The intensive and integrated model enables children to discover and utilize their strengths and talents by meeting their academic, social and emotional needs.	District Presentation Document Review Interviews		
Performance	2	The overall philosophy of the Wolf School is as follows:  <i>At The Wolf School we believe that a small school setting makes a difference for children experiencing multiple learning difficulties. With a class size between 4-10 students and a teacher student ratio of no more than 1:4, we can provide a nurturing, developmental approach to independent academic success. Learning at the Wolf School is individualized for optimal results and incorporates technology supports and hands-on experiential lessons to meet the specific needs of our students. Wolf fosters a safe, caring, creative environment where children not only learn-they thrive</i>	District Presentation Document Review Interviews		
Performance	3	There is an active school strategic plan. It is reviewed and revised on a regular basis. The last revision was done on May 12, 2007. The key areas of the strategic plan are as follows: Education Board Development	District Presentation Document Review Interviews		

		<p>Fund development School Growth Outreach Research</p>			
Performance	4	<p>Teacher Support and Supervision/Mentoring</p> <p>There is one block per week devoted to staff meetings, that focus on teacher support and mentoring. Full staff trainings, discipline specific training, and program planning (lower and middle) rotate through this block on a monthly basis.</p> <p>Each Classroom team has 2 joint planning meetings per week (for curriculum), and one team meeting per week) to discuss student progress and planning) both are staffed by members of the leadership team. (Director of Ed or Director of Special Ed)</p> <p>All teachers, Teaching Assistants and Therapists have an individual supervisor. Meeting are weekly or by weekly</p> <p>In addition to individual professional development, there are two professional development days per year. Last year the focus was on collaborative problem solving. The staff comes back a full week before the students in August and engages in professional development/ training (</p>	<p>District Presentation Document Review Interviews</p>		
Performance	5	<p>Family/Groups and Technical Assistance</p> <ul style="list-style-type: none"> <li>-There is family calendar that is developed each year with parent events</li> <li>-New Parent Orientation</li> <li>-Parent Overview Night</li> <li>-Parent Conference e(3 per year)</li> <li>-Parent training</li> </ul>	<p>District Presentation Document Review Interviews</p>		

		<p>-Wolf Day. (show parents how the teachers approach teaching in the classroom)</p> <p>-Class Newsletter (done on a weekly basis)</p> <p>-Social thinking Newsletter</p> <p>Wolf school Parent Organization (WSPO). Is the school-based parent group. They raise monies and are able to pay for all field trips. They also have their newsletters, bylaws and roles.</p> <p>-Parent Satisfaction Survey (first year of implementation)</p> <p>-Past parent survey is in process for students/parents who have exited from Wolf to the high school. Results were very positive and testimonials were overwhelmingly positive. In fact, parents specifically signaled out the Head of School, Jessica and several of the teachers as going above and beyond in their support of the children.</p> <p>-There are also two specific parent orientations for students entering middle school and parents starting the transition process from Wolf School.</p>			
Performance	6	<p>Community partnerships have involved a variety of community partners.</p> <p>Providence College students</p> <p>Wheaton college students</p> <p>Occupational therapy students</p> <p>Speech/Language therapy students</p> <p>Tech Access</p> <p>Providence College courses offered on site</p> <p>Supporting higher education partnerships</p>	<p>District Presentation Document Review Interviews</p>		
Performance	7	<p>Outcomes at the Wolf School</p> <p>-Overall program review and evaluation</p> <p>-qualities review and reflection of a single subject.</p>	<p>District Presentation Document Review</p>		

	<p>-Looking at specific areas (academic, social emotional and family lives and the impact that Wolf has within those areas)</p> <p><u>Student Outcomes</u></p> <ul style="list-style-type: none"> <li>-WIAT (end of year)</li> <li>Report cards-twice a year</li> <li>Piers-Harris –once a year</li> <li>NECAP/MCAS</li> <li>-New student interviews-pre and post</li> <li>-videotaping (proposal to videotape the students at three times during the day and then have an independent rater rate the student’s behavior.</li> <li>-Eight grade exit interview</li> </ul> <p><u>Parent Outcomes</u></p> <ul style="list-style-type: none"> <li>-Satisfaction rating</li> <li>-Sensory profile-upon admission and annually for the fall</li> <li>-the Brief</li> <li>-New parent interview (pre and post first year)</li> <li>-Current parent satisfaction survey</li> <li>-Past parent satisfaction survey</li> </ul> <p><u>Teacher Outcomes</u></p> <ul style="list-style-type: none"> <li>-Complete child behavioral checklist –for all students in the fall</li> <li>-Report card</li> <li>-Parent teacher conferences</li> <li>-Ongoing training for all staff</li> </ul>	Interviews		
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2. FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE/LRE)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	1	<p>There are 51 students at the Wolf School and approx 15 have IEPs ( 7 are from Rhode Island with the remainder from other states) The current range of disabilities include learning challenges, speech and language, autism, hearing impairments, orthopedic impairments and other health impaired. Students with IEPs are fully included into the general education curriculum.</p> <p><i>The Wolf School model : Immersion Model includes but is not limited to the following</i></p> <ul style="list-style-type: none"> <li>• Individualized academic programming</li> <li>• Hands-on experiential learning</li> <li>• Self-monitored social thinking skills</li> <li>• Home and school carry over programming</li> <li>• Development of self-advocacy</li> <li>• A nurturing developmental approach to independent academic success</li> <li>• Trilogy of clinical input-collaboration and joint planning <ul style="list-style-type: none"> <li>--Occupational Therapy</li> <li>--Language Therapy</li> <li>--Social Pragmatic Communication Therapy</li> </ul> </li> </ul>	<p>District Presentation Document Review Interviews</p>		
Performance	2	<p>Classroom staff includes (approximately)</p> <p>7 classroom teachers 1 physical education teachers 1 art teacher 1 music teacher 6 teacher assistants 4 occupational therapists 4 speech and language pathologist 1 consulting physical therapy 1 consulting psychologist</p>	<p>District Presentation Document Review Interviews</p>		

		<p>There only full time administrative lead is the Director/Head of School. All other administrative positions are part-time. These include the following:</p> <p>Administration:</p> <ul style="list-style-type: none"> <li>Director of Admissions</li> <li>Master Teacher/special education director</li> <li>Lead Teacher (co-teaching lesson, modeling lesson, small group instruction, mentoring etc.)</li> <li>Occupational Therapy Supervisor</li> <li>Speech/Language Supervisor</li> <li>2 Administrative Assistants</li> <li>Business Manager</li> <li>Director of Development</li> <li>Registered Nurse</li> <li>Research Coordinator</li> </ul> <p>Maintenance:</p> <ul style="list-style-type: none"> <li>Housekeeping</li> <li>Maintenance/ Bus Driver</li> </ul>			
Performance	3	<p>Teaching staff are either certified in general and /or special education or are in the process of becoming certified in special education. The goal is for all teachers to be dually certified in both general and special education. This goal is well on the way to being fully realized.</p>	<p>Interviews Document Review</p>		
Performance	4	<p>Curriculum and Supports</p> <p>Curriculum at the Wolf School is based on GSEs/GLEs Therapies are provided typically on an in class basis. Students are fully integrated into all classes. The Wolf School's philosophy is aligned with best practice that special education is a service and not a place to go. Differentiated instruction is a cornerstone of the teaching practices along with multiple methodologies augmented by assistive technology as appropriate All lower school</p>	<p>District Presentation Document Review Interviews</p>		

	<p>teachers are Orton Gilligham trained. There is clear entrance and exit criteria so learning is tailored to the individual student's needs. There are also a variety of electives and after school sports and program available for all (middle school) students.</p> <p>Move to Learn/Physical Education is an integral aspect of the curriculum at the Wolf School. It looks at sensory processing as a foundation and assessing motor planning and posterior control. It is entwined into other aspects of the curriculum. In a room off the gymnasium is a sensory arena room which is greatly utilized by all teachers and staff. Teachers routinely use this room as part of the routine teaching process.</p>			
1	<p><u>Related Services and Supports</u></p> <p><u>Occupational Therapy</u>  Sensory Processing  Move To Learn/ Physical Education  Handwriting  Keyboarding/Computers  Visual Motor/ Perceptual Skills in academics (math, reading)</p> <p><u>Speech and Language Therapy</u>  Receptive and Expressive Language  Phonemic Awareness  Social Pragmatics  Listening Comprehension  Semantics  Reading Comprehension  Math Language  Written Language</p> <p>Social Thinking (co-taught by the speech therapists and occupational therapists)</p>			

		<p>After School Sports and Programs</p> <p>Individual skill building (ISB) period. Teachers and related service providers can work with small groups of students to further target specific skills and needs.</p>			
Performance	2	<p><u>Behavioral Supports</u></p> <p>The Wolf School has the behavioral philosophy of the “Wolf Way” (be safe, be kind, follow directions)</p> <ul style="list-style-type: none"> <li>- Classroom management’ system</li> <li>- Positive approaches to behavioral management</li> <li>- Behavioral plans as necessary</li> <li>- Consulting psychologist</li> <li>- Is utilized for additional supports regarding functional behavioral assessment. Links are made to the student’s community mental health providers as appropriate.</li> </ul>	<p>District Presentation Document Review Interviews</p>		

3. EVALUATION/ INDIVIDUAL EDUCATION PROGRAM (IEP)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	1	Three records of students attending the Wolf School were reviewed for the School Support System process. <i>There were no compliance items cited in the record review for the Wolf School.</i> Evaluations are compiled by the sending district. The LEA procures parental consent and completes the evaluations. Twice a year the school issues a Bi –annual educational reports. This is quite comprehensive and detailed report on the student's specific and overall progress. This is in addition to the progress reporting on the report cards.	District Presentation Document Review Interviews		
Performance	2	There are a variety of curriculum based assessments that the Wolf School facilitates on an ongoing basis. These include but are not limited to the following: <ul style="list-style-type: none"> <li>-Norm-Referenced</li> <li>-Criterion Referenced</li> <li>-Rubrics</li> <li>-Portfolios</li> <li>-Observations/ Charting (Frequency, Duration, Intensity)</li> <li>-Standardized Assessments <ul style="list-style-type: none"> <li>-WIAT</li> <li>-NECAP</li> <li>-Re-evaluations (also see finding in box #1 of this section)</li> </ul> </li> <li>-Educational Reports (bi-annually)</li> </ul>	District Presentation Document Review Interviews		

4. TRANSITION					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	1	There is one student at the school who is 14 years. The student is engaged in vocational assessments via "Way to Go RI". The student has recently begun this ongoing exploration process.	District Presentation Document Review Interviews		
Performance	2	The Director of Admissions is the lead for middle school students who are in the process of transitioning to the high school placements as well as any transitions prior to 8 <sup>th</sup> grade.	District Presentation Document Review Interviews		