



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

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**School Support System Report and Support Plan**

**Meeting Street  
Early Learning Center  
The Grace School  
The Carter School  
December 20, 2016**

## **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: 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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1. Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE)
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# **Nonpublic School School Support System Review**

## **Team Members**

**Team A – Susan Wood, Sandra Cambio Gregoire**

The RIDE, Office of Student, Community and 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	<p>1 The RIDE, Office of Students, Community and 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.</p>	
Result	<p>2 <b>Program Overview</b>  <u>MISSION:</u> Meeting Street compassionately and innovatively empowers children and their families to thrive by fostering the development of the whole child.   <u>VISION:</u> Meeting Street’s vision is to be a national leader in child development, education, research and training.   <u>VALUES and PHILOSOPHY:</u> The following guiding values frame the school’s work with children and their families:  <u>Respect</u> – We treat ourselves and each other with respect and treat each other like we ourselves would like to be treated.  <u>Integrity</u> – We are honest and keep our promises.  <u>Compassion</u> – We treat each other with dignity, understanding, and compassion.  <u>Inclusivity</u> – We acknowledge and embrace differences and incorporate these differences to form one community.  <u>Excellence</u> – We strive for excellence in everything we do.   The educational philosophy is based on creating a positive learning environment where each student is supported in their development of academic and social skills. A rigorous, research-based curriculum is provided to all students within a meaningful learning context that is cognizant of individual learning styles and needs. Trans-disciplinary teams work in concert to implement integrated programs focused on the whole learner.</p>	

2 CAMPUSES [RI and MA]: In December 2006, Meeting Street opened a custom-designed 80,000 square foot building on a nine acre campus in the heart of Providence.

In July 2014, Meeting Street took over leadership of The Schwartz Center in Dartmouth Massachusetts, illustrating the shared vision of becoming a national leader in child development, education, research and training.

**PROGRAMS [By Division/Dept]:**

3 years old – 5 years old: Early Learning Center (RI), The Schwartz School (MA), Southcoast Outpatient (MA), Regional Consultant Program (MA), Consulting  
K-7<sup>th</sup> Grade: The Grace School (RI), The Schwartz School (MA), The Hope Academy (RI), Southcoast Outpatient (MA), Consulting  
8<sup>th</sup> Grade – 21/22 years old: The Carter School (RI), The Schwartz School (MA), Southcoast Outpatient (MA), Consulting

**SCHOOL PROGRAMS OPERATED at the RI CAMPUS:**

Early Learning Center: Preschool and Pre-K, Full inclusion, Preschool Specials - Gym, Art, Library and ASL. Pre K Specials - Gym, Art and Library  
The Grace School: K-7 [K-8 in '17-'18], Full Inclusion, K-4 Specials - Gym, Art, Library, Music, ASL and Spanish, 5 - 7 Specials - Gym, Art, Library, Music, ASL, Spanish and Health, Bridges Classroom [A program within the Grace School is the Bridges Classroom which serves Grace School students who are unable to benefit from Meeting Street's full inclusion program in those grades due to emotional regulatory and sensory [SI] issues and how those issues are behaviorally manifested].

The Carter School: 8-12 [9-12 in '17-'18], 4 Centers Approach, 'The Apartment', Inclusion features: Matching up w/ young worker, LaSalle Best Buddies, PC<sup>3</sup>. 8-12 Specials – Gym, Art and Music.

Inclusion is a value at Meeting Street that leads to a fundamental tenet in all programs to foster such an environment whenever possible. The Early Learning Center (ELC) and Grace School are fully inclusive. Carter School embraces the practice by partnering with LaSalle Academy to host a "Best Buddies, RI"

		<p>program and matches each student with a young worker when they go to employer sites for occupational investigation.          Embedded in the weekly schedule of every class or center are blocks of time spent in the following ‘special subjects’:</p> <ul style="list-style-type: none"> <li>• Gym, Art and Music</li> <li>• Information Technology [Library] is provided in every class, once per week, grades Preschool – 7</li> <li>• American Sign Language [ASL] instruction is provided in every class, once per week, grades Preschool and K-7</li> <li>• Spanish instruction is provided in every class, once per week, grades K-7</li> </ul> <p><u>ADDITIONAL FEATURES and COMPONENTS TO BE HIGHLIGHTED</u>          During school: The Grace School and The Hope Academy Chorus [2-7]          Afterschool: YMCA Out of School Time Program [K-7], Center for Dynamic Learning Drama Club [K-7]          Twenty-one RI LEA’s are served</p>	
Result	3	<p><b>Student Support and Intervention</b>          A full complement of related services is available at Meeting Street to support student achievement and performance. A multi/interdisciplinary team approach is nurtured to provide these supports and interventions in the most effective manner.</p> <p><b>Clinical Supports and Services</b>  <u>RELATED SERVICES: THERAPIES</u>          OCCUPATIONAL THERAPY [OT]: Equipment Clinic, Bracing/Orthotics Clinic, SI Gym          PHYSICAL THERAPY [PT]: Equipment Clinic, Orthotics Clinic/PT Gym          SPEECH and LANGUAGE THERAPY [S/L]: Alternative Augmentative Communication [AAC, SGD], Therapeutic Feeding  <u>RELATED SERVICES: VISION and HEARING</u>          TEACHER OF VISUALLY IMPAIRED [TVI]          ORIENTATION and MOBILITY  <u>RELATED ANCILLARY and SUPPORT SERVICES: OTHER</u>          BEHAVIORAL SPECIALIST: Functional Behavioral Assessment / Behavioral Intervention Plan (FBA/BIP)</p>	

	<p>MEDICAL/NURSING: Medical Director, Nursing Staff (Including 1 on 1)          SCHOOL SOCIAL WORKER: Group and Individual Counseling, Cognitive Behavioral Therapy[CBT], Social Thinking  <b>Social Emotional</b></p> <p>GRACE SCHOOL [Grades K-7 (K-8 SY '17-'18)]  <b>Responsive Classroom</b>          Responsive Classroom is the cornerstone to the behavior management plan. The program provides for continual teaching, modeling, and reinforcing of positive behaviors. Over time the strategies of Responsive Classroom create an environment for social and academic learning, reduced discipline problems, and greater productivity. The program provides a continuum of strategies to encourage positive behaviors and discourage inappropriate behaviors. Responsive Classroom is a research- and evidence-based approach to education that is associated with greater teacher effectiveness, higher student achievement, and improved school climate. It has been recognized by the Collaborative for Academic, Social, and Emotional Learning (CASEL) as one of the most well-designed, evidence-based social and emotional learning programs.</p> <p><b>Positive Behavioral Intervention System[PBIS]</b>          Promoting respect, responsibility and inclusion for the students. Behavior expectations are modeled and taught to the students in a variety of settings and then they are given many opportunities to practice. Once the expectations have been taught, students are recognized when they meet them by receiving a BARK Paw. Students take the Paw and share it with their class and add it to their classroom chart. Each class determines their goal and their reward, and then celebrates their success when they reach their goal. All students, irrespective of level or complexity of need, are responsible for their behavior and success, and thus share in the choice of reward. The more the students earn by their choices and their positive behavior, the more rewards they can earn.          Operationalized as the “Bark Program” [grades K-7], connotes: Be Kind, Act Responsibly, Respect yourself and others, Keep safety in mind  <b>Programs and Activities</b></p>	
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		<p>Social Thinking[K-7] School Social Worker Program, “Girl Talk” [Grades 5, 6 and 7],  “Young Men’s Club”  These programs were created to foster: Assertiveness with Good Styles in Communication, Conflict Resolution, Social Media Usage, Bullying, Leadership, Self-Confidence and Empowerment.  <u>CARTER SCHOOL [Grades 8-12 (9-12 SY ’17-’18)]</u>  The Education and Training Center focuses on functional academics, communication, self-advocacy and socio-emotional behavior skills and attaining relevant standards for each individual student through experiential learning.  <u>GRACE and CARTER</u>  Sensory Integration Programming/Interventions, Sensory Diets and Sensory Breaks</p> <p><b>School Removals/Disciplinary Policies</b>  Disciplinary policies and practices are clearly defined through the student/parent handbook.  All school programs operate in full accordance with the requirements and regulations governing exclusion, physical restraint and discipline</p>											
Result	4	<p><b>Program Continuum</b></p> <p>Meeting Street serves 70 students with IEPs. The breakdown is as follows:</p> <p>PreSchool/PreK: 5 students  Elementary (K-5): 31  Middle Level (6-8): 11  High school Level: 23</p> <p>AGES and GRADE LEVELS SERVED: 3 through 21 [22 students are in CT and MA nonpublic special education schools]  The breakdown of the enrollment census at the RI Campus of Meeting Street is as follows:</p> <table data-bbox="323 1386 1220 1458"> <tr> <td>Pre-School</td> <td>Special Education</td> <td>2</td> <td>General Education</td> <td>12</td> </tr> <tr> <td>Pre-K</td> <td>Special Education</td> <td>3</td> <td>General Education</td> <td>12</td> </tr> </table>	Pre-School	Special Education	2	General Education	12	Pre-K	Special Education	3	General Education	12	
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Result	5	<p><b>Adaptive Physical Education (APE)</b></p> <p><b>Preschool to Second grade</b> – Adapted Physical Education is provided in an inclusive classroom. The Young Athletes curriculum (Special Olympics) is used with modifications when necessary. This group also utilizes the school’s adapted bicycles/tricycles during a unit and for recreation. Students also take part in an aquatics program during physical education on an approximately monthly basis.</p>																																																																							

		<p><b>Third grade to Seventh grade</b> – Adapted Physical Education is provided in an inclusive classroom. The Motor Activities Training program (Special Olympics) is used with this age group and modifications are made when necessary. This group also utilizes the adapted bicycles/tricycles during a unit and for recreation Students also take part in an aquatics program during physical education on a tri-weekly basis.</p> <p><b>Eighth grade to Twelve+</b> – Adapted Physical Education is provided in a self-contained classroom. The Motor Activities Training program (Special Olympics) is used with this age group and modifications are made when necessary. This group also utilizes the adapted bicycles/tricycles during a unit and for recreation. These students take part in the school’s aquatics program during physical education on monthly basis.</p> <p>The following extra curricula activities are offered through the APE program: Special Olympics, <i>All Kids Can Race</i> – part of the CVS Downtown 5K, Ronald McDonald House Youth Races at Brown University, Motor Activity Training Program Day for Carter students.</p> <p><u>Documentation:</u> Data Analysis, Curriculum</p>	
Result	6	<p><b>Extended School Year (ESY)</b></p> <p><u>ESY ELIGIBILITY:</u> Determination made at every annual review of IEP or separate ESY meeting</p> <p><u>ESY PROGRAMS and SERVICES</u> Typical Schedule: Has typically operated on an 8 week five days per week, five hours per day schedule, late June through third week of August. Services: Specifics of instructional and related services determined at IEP Team meeting once eligibility established Features and Details: Non-fully inclusive with an emphasis on application of skills to more generalized environment/settings, maintenance of skill level to more regression prevention. Topics, themes and activities for most recent ESY: Gardening , Bee keeping, Winged things and creepy crawlers, Bird watching, Audubon Society Program,</p>	

		<p>City bird and habitat identification program</p> <p><u>Documentation:</u> Data Analysis; Interviews</p>	
Result	7	<p><b>Parent Engagement</b></p> <p>Meeting Street prides itself on going to great lengths to make families, particularly parents, an integral part of all aspects of their daughter's or son's educational experience. Parent engagement and involvement is a strong focus from preschool right through Grade 12.</p> <p><u>STRATEGIES, EVENTS and ACTIVITIES TO FOSTER PARENT ENGAGEMENT:</u> Daily notes/notebook sent home each day, Teachers in Grace send home weekly newsletters/information to parents every Friday, Carter staff does one every two weeks, Parent Information Night, Parent Teacher Conferences Report cards/Progress reports(December, March, June and August for ESY, Intake Process, Equipment/Seating Clinic, Orthotics/Bracing Clinic, Adaptive Bike Clinic, 'Carryover of Skills Training', Observations of Therapy Sessions, Videos Parent/Family Events: Back to School Bash, Harvestfest, Science Night [Grades 2-7], Movie and Cookie Night (Holiday Celebration), Sweetheart Dance</p>	

## 2. EVALUATION / INDIVIDUAL EDUCATION PROGRAM (IEP)

Indicator		Findings	Support Plan
Result	1	<p><b>Student Accommodations and Modifications</b></p> <p><u>PROGRAMS, SERVICES, FACILITIES THAT HIGHLIGHT THE EFFORTS and ACCOMPLISHMENTS TO PROVIDE INDIVIDUALIZED ACCOMODATIONS and MODIFICATIONS TO STUDENTS ATTENDING MEETING STREET</u></p> <p>Assistive Technology [AT]            CLINICS: Equipment/Seating, Orthotics/Bracing  <u>DIFFERENTIATED INSTRUCTION</u>            Instruction is differentiated by considering three things: The Curriculum</p>	

	<p>Standards (CCSS and Common Core Connectors), Students' IEP Goals, The General Education Curriculum (when inclusive)</p> <p>For each student, these three sources of information are analyzed and evaluated, seeking points of connection for meaningful and purposeful entry. Instruction is designed to support each student's unique developmental strengths and needs by using a wide range of instructional methods and strategies, including assistive technology and integrated therapies.</p> <p><u>FULLY ACCESSIBLE PLAYGROUND</u></p> <p>The school grounds are comprised of 9-acres, 40% of which is reserved for green space and outdoor play areas including a fully accessible playground and a youth soccer field</p> <p><u>ALTERNATE ASSESSMENT</u></p> <p>A high percentage of students in the Grace and Carter Schools qualify for and participate in alternative assessment. MSAA and RIAA administered at appropriate grade levels. Standard "Connectors" correlated to IEP goals</p> <p><u>CUSTOMIZATION OF SCHOOL BREAKFASTS and LUNCHES TO MEET (ACCOMMODATE FOR) INDIVIDUAL STUDENT FEEDING (HEALTH) NEEDS</u></p> <p>School Lunch Menu Items Chopped Through Pureed. Adapted Utensils, Dishes and Cups</p> <p><u>Documentation:</u> Data Analysis; Interviews; Document Reviews</p>	
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### 3. IDEA TRANSITION

Indicator	Findings	Support Plan
Result	<p>1</p> <p><b>IDEA Transition Planning</b></p> <p><u>SCHOOL-TO-CAREER [STC] TRANSITION AS THE OVERARCHING FOCUS DRIVING ALL FACETS OF SPECIALLY-DESIGNED INSTRUCTION and RELATED SERVICES, FOR STUDENTS AGED 14 THROUGH 22 (RI 21 TO MA, 22), ATTENDING MEETING STREET [PRIMARILY IN THE CARTER SCHOOL]</u></p> <p>School to Career [STC] Transition Process at Meeting Street: Meeting the challenge to make it meaningful for students with very complex needs</p> <p>Career/Vocational Assessments and Career Development Plans are updated</p>	

annually

Carter School's approach to making student and family-centered planning meaningful for the population of young adults: PC<sup>3</sup>[Person Centered Planning for Careers, Program and Carter]. A confluence of methodologies, segments tools and approaches from MAPS, Picture Interest Career Survey [PICS], Unique Curriculum Career and Vocational Assessment and Planning instruments etc. that are meaningful for students aged 14 through 21 with complex needs and their families. This is called the Person Centered Planning for Careers, Program at Carter or PC<sup>3</sup>. Graphing career development profiles, Secondary Transition IEPs driven by CDP, educators and para educators specifically trained and dedicated to STC transition program, full time Career Vocational Coordinator, Job Coaches.

CARTER SCHOOL FOUR CENTERS APPROACH

Career Skills Center: Occupation Investigation, Intra- Agency, via the job board, Post-Job task Self-Evaluations (Completed Jobs), Job Interest Surveys, Job Attitudes, Job Responsibilities, Job Search and Attainment Skills: Interview, Resume, Career Exploration at Community Employer Sites, Community-based trips and activities for centers programs (e.g. shopping for snack cart and the apartment), School-To-Career Transition IEP Components of Employment, Independent Living, Education and Training.

Employment Center: Occupational Investigation through community-based and intra-agency career exploration and work experience activities, Meeting and exceeding the USDOJ Consent Decree requirement, Person-Centered Career Development Plan (CDP) formulation (PC3), Inclusion opportunities by matching each student with a young worker at community based sites, Career/Vocational Assessments done (at the minimum) on annual basis, School-To-Career Transition IEP Component of Employment

Independent Living Center: Life Skills, Assisted –Living Apartment Skills- every Wednesday at Charles Street Manor, Daily Chores, Personal Development as Active, Productive Member of the community lived-in, Hygiene Skills, Self-

		<p>Evaluation , Heathy Meal Planning and Preparation, Financial Literacy/Budget Skills, Citizenship, Laundromat Skills, School-to-Career Transition IEP Component of Independent Living</p> <p><u>Post-Secondary Academics Center:</u> Academic Learning and Knowledge and Skills Development Individualized to each students abilities, Interest and Aptitudes (Including, but not limited to): Personal information: Name, A\address, phone numbers, community personal living skills, self-evaluation on classroom jobs, community–based, project-based learning linked to monthly curriculum topics, Core subjects instruction via the Unique curriculum, standards-driven and referenced instruction, School-to-Career transition IEP component of Education and Training</p> <p><u>Documentation:</u> Data Analysis; Interviews; Record Reviews</p>	
Result	2	<p><b>Office of Rehabilitative Services (ORS) and the Department of Behavioral Healthcare, Developmental Disabilities and Hospitals (BHDDH).</b></p> <p>The nonpublic special education school works with the sending districts in in assisting with referrals to the Office of Rehabilitative Services (ORS) and to the Department of Behavioral Healthcare, Developmental Disabilities and Hospitals (BHDDH).</p> <p><u>SCHOOL SOCIAL WORKER [SSW] PERFORMS ROLE AS LIAISON BETWEEN MEETING STREET AND ORS and BHDDH [AS WELL AS TO OTHER STATE AGENCIES AND ADULT SERVICE PROVIDER ORGANIZATIONS AS WARRANTED]:</u></p> <p>School social worker (SSW) offers both training and stewardship to families regarding key areas of S-T-C Transition concern [Guardianship advocacy, finances topics of particular interest], SSW assists families in applying to ORS and BHDDH, SSW attends all IEP meetings once ORS and BHDDH case manager is assigned, SSW typically takes lead role in setting up visits to prospective adult service programs, SSW typically attends the “SIS meeting” convened by BHDDH, ORS and BHDDH are invited to all annual reviews once a student moves to a secondary transition IEP.</p> <p><u>Documentation:</u> Interviews; Document Review</p>	

Result	3	<p><b>Summary of Performance (SOP) is facilitated by the case managers as appropriate.</b></p> <p><u>DISCHARGE SUMMARY IS MADE AVAILABLE TO PARENT AND SENDING SCHOOL DISTRICT UPON DISCONTINUATION OF PLACEMENT:</u> Upon reaching the point where the student ‘ages out’ (age 21 in RI and 22 for students from CT and MA), a Summary of Performance [SOP] is completed and provided to both the sending school district and parent. An addendum, prepared by the nursing department and entitled Discharge Summary, is often attached to the SOP. The SOP contains summary information, regarding present levels and benchmarks reached, with relevant post-secondary recommendations, in all pertinent specially designed instructional and related service areas.</p> <p><u>Documentation:</u> Interviews; Document Review</p>	
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