



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

School Support System Report and Support Plan

**The Eleanor Briggs School
May 8, 2017**

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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Team Members

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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 Program Overview The Eleanor Briggs School is a program of the Kent Center for Human and Organizational Development and is one of several Youth and Family Services programs within the Center. There are two Briggs programs/campuses. The main campus is a very clinically driven psychoeducational day treatment program for students in grades K- 12 with significant social, emotional and/or psychiatric disorders, autism spectrum disabilities and/or behavioral difficulties. The school, located on the beautiful grounds of the Shriners’ Family Center in Warwick, provides comprehensive academic, pre-vocational and clinical special education services to students referred from multiple districts throughout the state who have not been successful in their home schools. The main program of the Eleanor Briggs School is currently in its 37 th year of operation. Additionally, since 2010, The Eleanor Briggs School has operated a Community Partnership Program for West Warwick students in grades 9-12. The program, located in the formerly vacant Maisie Quinn Elementary School in West Warwick, is designed to provide an alternative setting with the academic and behavioral supports needed for referred students to meet with academic success. The Community Partnership Program is not designed to be a “clinical” program and is not intended for students with significant clinical needs. The mission of The Eleanor Briggs School is three-fold: to provide an alternative educational environment with the structure needed to facilitate learning while maladaptive behaviors are being addressed; to prepare students for possible re-integration into their home schools; and to direct them to appropriate vocational resources. The school recognizes the need to create an atmosphere that will promote the growth of self-esteem, for without self-esteem the student's social and behavioral/emotional issues cannot be addressed. In this endeavor, it is essential to supply a secure environment that supports consistent limit-setting and positive reinforcement. As an essential component of student success, it is the intent to encourage family and community interaction. Eleanor Briggs fosters the	

		development of support systems that will allow the students to become responsible for their own learning and behavior. Ultimately the intention is to direct the students toward becoming producers, achievers, contributors and problem solvers.	
Result	3	<p>Student Support and Intervention</p> <p>Students enter the school at varying degrees of academic skill level. Many do not demonstrate academic needs or have not been available to successfully access the curriculum due to the significant behavioral and social/emotional concerns. During the first 45 days at the Eleanor Briggs School, the concentration is on determining social/emotional and academic needs and helping the student find ways to meet success in academic areas. During this evaluative period, the student typically undergoes a diagnostic process that helps to identify social/emotional, academic needs, and best interventions. The Woodcock-Johnson IV is used with classroom assessment and observation. A variety of literacy assessments including Fontes & Pinnel, Rigby Running Records, and Reading A-Z are complements to the evaluative process. The CBM (Curriculum Based Measurement) is introduced during this period as a progress monitoring tool and is continued to be used throughout the student's tenure at the Briggs School. Progress monitoring at the secondary level is addressed through the Ohio State Literacy Assessment. Social/Emotional/Behavioral Assessments are a center piece of the diagnostic process at The Eleanor Briggs School. An extensive intake procedure includes a social history and careful conversations with parents and school departments to determine needs. Clinicians collect measurable data from enrollment to discharge in each of five areas every forty minutes. A daily point card is reflective of this data collection. A psychiatric evaluation is conducted to provide additional diagnostic data. Clinicians complete, with parent permission, Functional Behavioral Assessments, to help identify problematic behavior and formulate diagnostic impressions. This measurable data helps to inform recommendations for the sending district, for behavior plans, and for IEPs.</p> <p>The school has made a commitment to ensure that the curriculum will align with the Common Core. This has been the focus of professional development and conversation. Teachers use blended learning to accomplish the task of differentiating instruction for multiple grade levels, content area, and student abilities. After much discussion this year, the elementary school has started to adopt the Journeys English Language Arts program and Go Math. This will not only support the Common Core Curriculum but will make it easier for students to prepare for state assessments and to transition back to public school. Elementary students complete many hands on science and social studies projects that utilize national standards for each level, are cross curricular, utilize technology, and are highly motivating. All students receive health and physical education lessons in excess of the state recommendations.</p>	

	<p>Students with significant academic needs in reading, math, or written language are provided with a highly individualized program including one to one instruction to address their needs.</p> <p>Secondary students, particularly in grades 9-12 follow the graduation requirements and course work for the sending district. Teaching staff works closely with the guidance departments at each home school to ensure that students will be able to meet all requirements for capstone projects, portfolios, common tasks, and community service. Coursework is directly aligned with the sending districts and each student receives a highly individualized program to ensure that they have the opportunity to succeed and obtain a diploma from the sending district. This year the Briggs staff has continued to explore progress monitoring tools that identify areas of weakness that impact mastery of core skills. English Language Arts Curriculum at the Middle and High School is closely aligned with RIDE literature recommendations and uses a cross content area approach.</p> <p>All students receive instruction and support in Technology. The Technology Coach works directly with students and teachers to help them incorporate technology into the core subject areas and to learn how to access information while maintaining safety through the internet.</p> <p>Secondary students have access to a Vocational Specialist, who is presently based at the Briggs Community Partnership Program. The Vocational Specialist works with students in many areas that are needed for post school employment and can help students secure part time job or internships while maintaining status as a full time student.</p> <p>Clinical Supports and Services</p> <p>Every student at The Eleanor Briggs School participates in a Token Economy System of Behavioral Reinforcement. Each student has their own, individualized Daily Behavior Point Card that allows them to earn points every period of the day for displaying and exhibiting identified positive and appropriate school behaviors. Points earned then allow each student to participate in a wide array of positive reinforcers ranging from daily breaks and recreation periods to more long term reinforcers including a level system and school pay.</p> <p>Briggs' staff includes 2.5 full time licensed Masters level clinicians for a census typically of no more than 34 students. Each student is assigned a primary clinician and will meet with that clinician weekly for Individual Therapy. The clinician and student work together to develop and work on social, emotional and behavioral treatment objectives. These objectives become part of the student's IEP and progress towards each of these objectives is then provided in Clinical Quarterly Progress Reports.</p>	
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	<p>In addition to weekly Individual Therapy, all students participate in daily Group Therapy sessions with a Masters level clinician. The main focus of group treatment is to work with each student to develop and maintain effective problem solving skills and appropriate peer interaction and social skills. An additional benefit of having full time clinicians on-site, all day, every day is that the clinicians are integral in working with their students on a daily basis to assist with conflict and crisis resolution. The ability to process stressors and conflict in the moment with their individual clinician is of tremendous benefit. As needed, clinicians are also able to meet with the parents of the students to provide supportive counseling, parenting training and family support. Students returning to their home districts are provided (pro bono) aftercare support and advocacy by the student's clinician for up to 8 weeks and or more if necessary.</p> <p>Realizing that teaching assistants often spend the most time with students and are front line staff when it comes to providing students with emotional and behavioral supports and interventions, The Eleanor Briggs School years ago made the decision to hire only individuals with Bachelor's Degrees for the Teaching Assistants at both the school and partnership program. The position has developed into one that blends the academic support of a teaching assistant with an additional, specialized component of a Behavioral Specialist.</p> <p>The Eleanor Briggs School has long embraced the concept of Positive Behavioral Interventions and Supports (PBIS). The entire program is based on the concept that helping students address and improve challenging social behaviors needs to be addressed through the milieu or culture of the program. It is not something to be addressed by only specific and scheduled clinical interventions. A key component of this at The Eleanor Briggs School is the daily "debrief" meetings at the end of each day. These meetings, chaired by the team's clinician, provide the opportunity for all staff to review student progress daily and discuss and assess the social, emotional, behavioral and clinical needs and interventions of each student. Any change in student plan is a team decision and, as a result, all team members are aware of the new plan.</p> <p>Child Psychiatry is provided at The Eleanor Briggs School and the child psychiatrist is on site one day per week. Each student enrolled in the school will meet with the psychiatrist and their family in order to obtain an up to date psychiatric evaluation. Students who require psychopharmacological intervention may have their medications prescribed and monitored by the school psychiatrist. While many families prefer this, families are always free to continue to use their private providers for prescriptions and monitoring. The psychiatrist is also available to clinicians for case consultation. As a program of The Kent Center, all students at Briggs have access to 24-hour crisis intervention through the Center's Emergency Services Department.</p> <p>While the Briggs Community Partnership Program is not designed to be a clinical program, it was developed with the understanding that all students, at some time, will have social and emotional needs. The partnership program coordinator is a Masters level clinician who has the ability to work with students on crisis management, conflict</p>	
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Result	4	<p>Program Continuum</p> <p>The Eleanor Briggs School works with students with varying social, emotional, behavioral, psychiatric and learning issues. Diagnoses include Emotional Disturbance, Other Health Impaired, Specific Learning Disability, and Autism Spectrum Disorder. The Eleanor Briggs School has intentionally remained a</p>	

relatively small, clinically specialized school with typically no more than 34 students. The school consists of two elementary classes which address the needs of students in K-2 and 3-5. There are two middle school classes, typically one for students in grades 6-7 and one for students in grades 7-8. Students in the two high school classrooms are taught according to subject and grade but are case managed according to present grade level (9-10 and 11-12).

All classrooms are well staffed with a student to staff ratio of no more than three to one. Each classroom has a designated teacher and classroom behavioral specialist/teaching assistant. Every student has a designated clinician that they meet with at least once a day in group and at least once a week individually. There is also a full time physical education/health teacher and a technology coach available who work daily with all students. Currently, there is a vacancy for a fine arts teacher.

The Eleanor Briggs School has worked hard to create a work environment that fosters and promotes staff retention. The teaching staff ranges from 5 – 17 years, with an average of 11 years on staff at Briggs. The clinical staff ranges from 15 – 17 years with, an average of 16 years on staff at Briggs. The behavior specialist/teaching assistants range from 1 – 9 years, with an average of 4 years on staff at Briggs. The overall length of employment average for all staff at Briggs is 10 years. The overall length of employment average for all professional staff (teaching & clinical) at Briggs is 13.5 years. The special education director has been on staff for 5 years (the previous director held the position for 7 years) and the school director has been on staff for 27 years; the last 17 as director. Eleanor Briggs believes that this staff consistency is essential to the long-term success of the school.

The Special Educator is the lead for all curriculum and instruction. The teacher works closely with the behavioral specialist/teaching assistant to ensure that all students are exposed to appropriate and high quality instruction. The Eleanor Briggs School utilizes a team approach to meeting the social emotional needs of the students. The Clinician generally oversees all ongoing supports to address social/emotional and behavioral needs. The team meets daily at the conclusion of the school day to debrief and discuss the progress and needs of each student and to plan appropriate interventions. All students have access to a psychiatrist, who is based at the school one day a week for evaluation and consultation.

The Eleanor Briggs School has a success rate average of 86% over the past 3 years, 86% of the students who were not discharged from Briggs for reasons beyond the school's control either returned to public school programs or graduated.

The Briggs Community Partnership Program has a census cap of 16 students and is for students in grades 9-12. These students are all West Warwick students who

		<p>require an alternative school setting but do not have as intensive needs as the students at The Eleanor Briggs School. Classes are taught according to subject and grade. Students are case managed by two special education teachers (grades 9-10 and 11-12). A behavioral specialist/teaching assistant is assigned to each class. The program coordinator is also a clinician and is available for clinical oversight, conflict resolution, crisis management and daily group therapy. A full time vocational specialist is on staff and works with students to develop the skills necessary for successful transition to adulthood.</p> <p>All students in both programs receive high quality and specialized instruction to address academic and social emotional needs according to their individualized plan. This is facilitated across all content areas including physical education, health, art, and technology. Briggs strives to offer similar content to the public school in order to make a return to the home school easier for the student. All secondary students are enrolled in a college preparatory program. The Briggs School maintains flexibility for students who are also enrolled in a Career and Technical program.</p>	
Result	5	<p>Adaptive Physical Education (APE)</p> <p>The Eleanor Briggs School employs a certified Physical Education and Health Teacher who is certified in APE. Adaptive physical education (APE) is provided per the IEP process.</p> <p><u>Documentation:</u> Data Analysis</p>	
Result	6	<p>Extended School Year (ESY)</p> <p>An Extended School Year program is provided to students already enrolled at Briggs and for students referred by their home district for summer programming. This is decided through the IEP process. The focus of the ESY is to provide service for students who have ongoing social, emotional, behavioral and/or academic needs that require continuous programming throughout the school break. The school incorporates social skill development into varied recreational and community field trip opportunities. The ESY calendar generally commences within one week of the school year ending and continues until approximately one week prior to the start of the next school year. The calendar is individually determined and flexible to meet the needs of the student and the sending district. Some students are able to utilize this flexibility to work with their district to secure job sampling opportunities, participate in vocational assessments, and to work with job coaches. Secondary school students are able to use the summer program for credit retrieval and for meeting some of the graduation requirements in the home school district.</p> <p><u>Documentation:</u> Data Analysis; Interviews</p>	

Result	70	<p>Parent Engagement</p> <p>Parent involvement is viewed as one of the keys to the success of the students. Parents participate in an in-depth intake meeting with their child prior to acceptance and attendance. During this meeting the program is explained in detail to the parents. School expectations and multiple policies are reviewed and various consents, releases and authorizations are obtained. Parents have the opportunity to express their concerns and have all of their questions answered prior to enrolling their child in The Eleanor Briggs School or Community Partnership Program.</p> <p>Once enrolled, parents receive daily reports of their child's behavior and progress. Clinicians at Briggs and the program coordinator at the Partnership Program take the lead in maintaining close communication with parents. Quarterly, parents receive detailed Clinical Progress Reports in addition to the academic report card. Parents are invited to meet with the teachers and clinicians to address any concerns the quarterly reports/report cards may raise. The Eleanor Briggs School and Community Partnership Program maintain an open door approach with parents, phone calls and parent conferences are always welcome.</p> <p>In addition to close communication on a daily basis, parents of all returning students are invited into the school and Partnership Program at the beginning of each new school year. These individual meetings with teachers and clinicians allow parents to again address any concerns they may have for the new school year. School policies and expectations are again reviewed and updated consents, releases and authorizations are obtained.</p> <p>Mid-term progress reports are sent home for each student half way through each quarter. Parents can monitor their students' progress as each quarter progresses.</p> <p>A monthly "Things to be aware of" bulletin is sent home each month reminding parents of important dates, events and activities at The Eleanor Briggs School.</p> <p>A school newsletter is written and produced by staff and students each quarter and highlight the activities of the school.</p> <p>Near the conclusion of each school year, parents and families of students at The Eleanor Briggs School are invited and encouraged to attend an Open House family cookout. At this time, students that will be graduating are honored with a recognition ceremony and presented with a school gift. An annual art show, highlighting pieces produced by students throughout the year, is displayed during the Open House Cookout.</p> <p>Parents are encouraged to be an active part of the IEP process and Briggs/Partnership Program staff makes every effort to encourage participation</p>	
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	throughout whatever means and level that might be appropriate for the family. Parents are provided with information on their Local Advisory Committee at the time of the IEP and are encouraged to attend.	
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2. EVALUATION / INDIVIDUAL EDUCATION PROGRAM (IEP)

Indicator		Findings	Support Plan
Result	1	<p>Student Accommodations and Modifications</p> <p>Accommodations and modifications are made for each student according to the IEP. The IEP team meets at the conclusion of the 45 day diagnostic period to present findings and determine requirements for the student to be successful. Placement at The Eleanor Briggs School is usually driven by needs as identified in the IEP, therefore, teachers utilize the document to help guide planning and instruction. Teachers have access to all key documents for each student; however, all confidential information is kept in a locked central location. At the start of the school year, teachers are provided with all pertinent information including home school district, IEP and re-evaluation dates. All teachers and team members that interact with students are made aware of present levels of functioning and accommodations and modifications that are required. All IEPs are carefully scrutinized prior to state testing to ensure that all needed accommodations are available.</p> <p>Along with a detailed review of a new student's IEP, the student's clinician holds a case presentation of the new student to the treatment team prior to entrance into the school. The case presentation includes a detailed student history and information regarding the student's social, emotional and behavioral needs. Close communication with LEA and parents ensure that a strong student profile is available and staff is aware of all strengths, needs, accommodations and educational profile. The Briggs staff has been working on aligning goals with the Common Core Curriculum and ensuring that all goals are measurable with clearly defined present levels of performance. This work will continue with professional development and utilizing PARCC information to help inform educational decisions.</p> <p><u>Documentation</u>: Data Analysis; Interviews; Document Reviews</p>	
Indicator		Findings	Support Plan
Result	1	<p>IDEA Transition Planning</p> <p>Transition planning is team based. Although the case manager is responsible for ensuring that all transition planning is completed, there are many facets to student engagement in this area. The Briggs School uses a variety of resources to asses</p>	

		<p>needs. Almost all students use WaytogoRI.org as the main vocational assessment. The Transition Planning Inventory, and the Self Determination Inventory are also used as deemed appropriate. The clinician or case manager will interview the student to help inform future decisions and services and to provide information for the IEP. Briggs School will also accommodate the sending district by utilizing district required measures and assessments. Most often, the case manager will contact the Office of Rehabilitative Services or the Department of Behavioral Healthcare, Developmental Disabilities (when appropriate) to invite them to the school, complete necessary paperwork, and include them in the IEP meetings.</p> <p>The Community Partnership Program has a designated Vocational Specialist who is presently deepening his role to include the students at the main campus. Students at both locations are helped with post-secondary planning to include completing college and job applications, securing employment while still in school, identifying main areas of interest, connecting with the sending district guidance department to ensure that all requirements for graduation are being met, and considering options for higher education.</p> <p>Briggs has focused on some key professional and student education in this area. Staff attended a Transition Planning Conference during the past school year to look at indicators and options to meet them. This resulted in some changes to enhance the process including a plan this year to have students (when possible and appropriate) offer input into their goals and lead their IEP meeting. The staff also uses a questionnaire immediately following the IEP meeting to review practices and make improvements for the future. Students in middle school attended a transition day self-advocacy event that was viewed as a success. The School participated in the Healthy Initiatives program and avail the school of this extra support and education for the students during the ESY program last year. Eleanor Briggs has continued many of the initiatives that help make students aware of healthy practices. Each year high school students have participated in the RhodeWorks Construction Career Days event sponsored by URI and the Rhode Island Department of Transportation. This event allows students the opportunity for hands-on exploration of many construction trades.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Record Reviews</p>	
Result	2	<p>Office of Rehabilitative Services (ORS) and the Department of Behavioral Healthcare, Developmental Disabilities & Hospitals (BHDDH).</p> <p>The Eleanor Briggs School works with the sending districts in assisting with referrals to the Office of Rehabilitative Services (ORS) and to the Department of Behavioral Healthcare, Developmental Disabilities & Hospitals (BHDDH). Additionally when a</p>	

		<p>Briggs student turns 17 or enters the 11th grade the Case Manager makes a referral to ORS. The case manager and ORS counselor schedule an initial appointment to be held at Briggs which also includes the student and parent/legal guardian. At this first meeting appropriate authorizations, releases and consents are obtained and the students' IEP and Educational Testing..etc are reviewed. Once approved for ORS services, ORS will refer the student for job evaluations at various sites. Upon completion, all parties (ORS, Case Manager, Student, Parent/Guardian) meet to review the evaluation and make appropriate recommendations.</p> <p>The Community Partnership Program is also developing a new pilot program with The Office of Rehabilitation Services (ORS). The aim of the pilot program is to utilize Briggs' vocational specialist's relationship and knowledge of the students to assist ORS with their vocational assessments and job placement of the students. Once this program is established the vocational specialist would be able to conduct the vocational assessments directly, without having to refer to additional outside contractors. The vocational specialist would also have the ability to work with the students on job development and placement. The goal is to bridge the gap of transitional services while the students are in school so they leave school with a working relationship with ORS. This should allow ORS to have a sound understanding of a student's strengths and limitations as well as have formed a relationship with each graduate. Once up and running, students at the main Briggs program could then be included.</p> <p><u>Documentation:</u> Interviews; Document Review</p>	
Result	3	<p>Summary of Performance (SOP) is facilitated by the case managers as appropriate.</p> <p>The SOP is completed by the Special Education Coordinator with input from the Case Manager, Special Education Teachers and the Clinician. SSOP are reviewed with the student in a one to one setting. The original document is given to the student (parent) with a copy provided to the LEA and a copy kept on file in a locked and secure location with the student's confidential information.</p> <p><u>Documentation:</u> Interviews; Document Review</p>	