



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

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**School Support System Report and Support Plan**

**High Road School of Providence  
June 2020**

## **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 20 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.

## **TABLE OF CONTENTS**

1. Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE)
2. Evaluation/Individual Education Program (IEP)
3. IDEA Transition

**High Road School of Providence  
School Support System Review**

**Team Member**

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

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	<p>1 The RIDE, Office of Students, Community &amp; 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></p> <p>Partnering with Rhode Island School Districts, The <b>High Road School of Providence</b> provides an individualized learning experience within a comprehensive program designed to help children with emotional and learning disabilities achieve a higher quality of life. High Road School provides a safe and nurturing environment that addresses each student’s unique challenges—academic, communication, behavioral, and social—in a continuous positive cycle of learning and advancement. Small class sizes and one-on-one attention provide personalized instruction that builds on each child’s particular strengths and expertly targets identified deficits. The highly trained, dedicated staff guides students who learn differently to an unprecedented degree of success in all facets of their lives. Enabling and empowering students to direct their own lives is key to the approach.</p> <p>For over 40 years, Specialized Education Services, Inc. (SESI) had provided education for students who have not found success in the traditional classroom due to a variety of intensive special needs. High Road School believes that all children deserve an education that goes beyond academics and enables them to grow into responsible, self-sufficient adults. The school has developed proven methods to successfully teach students with learning and social, emotional and behavioral challenges that put them at risk, while tailoring services to each local education provider’s unique and specific needs.</p> <p>The flexible Academic Rotation Model, coupled with behavioral and life skills programming, allow us to fully accommodate students with all forms of learning challenges. Using various academic and behavioral assessments, the school</p>	

		<p>uses extensive data collection to properly identify unique learning challenges and create effective, multifaceted, and individualized education plans for the students. The goal of all plans is to ultimately improve the learning, living and life potential for the students of all ages. Students receive individualized academic instruction as well as individualized emotional and behavioral support. Additionally, students can access a variety of transition- oriented assessments and supportive life-skill development opportunities.</p>	
Result	3	<p><b>Student Support and Intervention</b>  The High Road School of Providence aligns all curricula with the Rhode Island Common Core State Standards. Additionally, the school provides access to a variety of standard-based software programs to promote and engage students in learning. Some of the assessment and progress monitoring tools include, i-Ready Diagnostic Testing, the 6 + 1 Trait Writing Scoring Rubric, Listening Comprehension, Informal Reading/Thinking Inventory, Dolch 220 Basic Sight Word Test; KeyMath, Woodcock Reading Mastery Test-III, Core Literacy Assessments, CARS/CAMS, On Cloud 9 and Visualizing and Verbalizing. Some of the computer programs teachers use are Google Classroom, HMH, MI-Write, Newsela, Lexia Reading, Spire, APEX, and Mystery Science. The information from these, and other informal and ongoing assessments and student records, are used by the educational team to inform IEP planning and student instruction.</p> <p>The High Road Behavior Program uses the following procedural measures to ensure the therapeutic integrity of the school. Helping students internalize the tools for making good choices is the goal of the behavioral program. High Road’s behavior management system incorporates a variety of elements. These consist of the following:</p> <p><b>Safety First</b>  Staff are dedicated to ensuring a safe learning environment in which every child feels secure, nurtured, and supported.</p> <p><b>Positive Reinforcement Techniques</b>  Students receive continual positive feedback from the staff as the primary tool for encouraging model behavior and goal attainment throughout the day.</p> <p><b>Rewards-Based Incentive Programs</b>  In order to increase the behavioral success of students at the High Road School of Providence, a level system based on a token economy is utilized, with</p>	

integrated trauma sensitive strategies. Token economy programs and trauma sensitivity are well researched and empirically supported as effective components of the behavioral management systems. The token economy is designed to strengthen the students' desirable behaviors that may be occurring too infrequently and decrease their less desirable behaviors in the therapeutic educational setting. Trauma sensitive strategies assist in providing a positive and safe learning environment for the students. Student behavioral success is measured through the point sheets and using the Academic Behavioral & Life skills Education (ABLE) system for tracking student performance. ABLE is a proprietary software system that allows student attendance and academic performance to be correlated with student behavioral data to provide a holistic perspective to be used in planning and assessment. Reports can be generated using this system to provide feedback to all educators, students, families, and sending districts.

**Personal Accountability**

Instilling the value of personal responsibility over one's actions and the consequences of those actions.

**Mutual Respect**

Prioritizing the importance of respect for self and others, while honoring one's own and others' differences, is the goal at the High Road School of Providence. Cultural competency trainings and understanding personal differences is part of the Core Values. High Road School of Providence promotes a secure and happy school climate, conducive to teaching and learning, that is free from threat, harassment, and any type of bullying behavior. Therefore, it shall be the policy of High Road School of Providence that bullying of a student by another student is prohibited.

**Individual Behavior Contracts**

Targeting specific areas for behavior modification so students with behavior problems can meet expectations and fulfill personalized objectives is the goal.

**Consistency & Predictability**

Giving students the constancy, structure, rules, boundaries, and clear expectations, they require to focus their efforts and produce successful outcomes.

		<p><b>Strong Therapeutic Approach</b> Delivering patient guidance and counseling to teach self-soothing techniques, establish emotional balance, and create inner well-being.</p> <p><b>Clinical Supports and Services</b> The goal at the High Road School of Providence is to support students in reaching their full academic potential. There are currently two certified School Social Workers that service students at the school. Their role is to guide special education students and their families toward access to and use of available public services and community resources intended to assist their daily lives. The credentialed, committed, RIDE School Social Workers work as a team with the school staff, parents, and the community to create a caring environment where students become healthy, competent, and confident learners. The provision of on-campus counseling—either one-on-one or in a group setting—at the direction of the student’s IEP or at the request of a parent or teacher; include developing age-appropriate socio-emotional skills to increase classroom functioning, maximizing feelings of self-efficacy and self-management, building self-esteem, and promoting overall social and emotional growth. The Rhode Island Social Emotional Learning Standards serve as an integral part of the IEP planning process to meet the Social and Emotional needs of students.</p> <p><b>Social Emotional Learning</b> The school wide behavior management system along with the clinical supports provided are intended to support the development of pro-social emotional learning in all students. Conflict resolution with peers and with people in positions of institutional authority and other important skills developed through the behavior system and clinical supports are provided to students in whole-group, weekly Social Skills groups that are aligned with the Rhode Island Social Emotional Learning Standards.</p> <p><b>School Removals/Disciplinary Policies</b> Disciplinary policies and practices are clearly defined through the student/parent handbook.</p>	
Result	4	<p><b>Program Continuum</b> High Road School currently services 8 elementary school students, 15 middle school students and 26 high school age students. Students in each grade take a core group of classes consisting of English Language Arts, Mathematics, Science, and Social Studies. All students will take physical education/health which is a yearlong class that combines physical</p>	



		<p>fitness and conditioning, team and individual activities, and classroom instruction in health education.</p> <p>Students also enroll in a series of elective classes. This may include Creative Writing, Technology, World Culture and Art.</p> <p>Related Services are provided to various students in accordance to their IEPs. These services include Occupational Therapy and Speech and Language. High Road contracts with outside providers for speech and language and occupational therapy services per the student's IEP.</p>	
Result	5	<p><b>Adaptive Physical Education (APE)</b></p> <p>Adaptive physical education is provided per the IEP. At present there are no (0) students at High Road School of Providence enrolled who receive APE. Students are bused to the East Providence Boy and Girls Club for gymnasium. The physical education teacher instructs the students twice per week.</p> <p>All students will participate in physical education class unless there is a documented safety issue that displays the student posing imminent risk to themselves or others prior to attending PE class on that given day. In this case, the student would be given a written physical education/health assignment that is related to the physical education or Health Unit the student is currently in.</p> <p><u>Documentation:</u> Data Analysis; Interviews</p>	
Result	6	<p><b>Extended School Year (ESY)</b></p> <p>Extended School Year (ESY) at High Road primarily focuses on students who may be identified with regression concerns or credit retrieval and coupled with community-based activities. It runs July and early August (30 days in length) Each classroom is staffed with a RIDE certified Special Education Teacher as well as an Assistant Teacher. The students are assigned to a RIDE certified School Social Worker to focus on the continuity of their Social/Emotional Learning in accordance to the students' IEPs.</p> <p><u>Documentation:</u> Data Analysis; Interviews</p>	
Result	7	<p><b>Parent Engagement</b></p> <p>Parents receive weekly updates that communicate key behavioral and academic information. It also allows teachers and parents to communicate via email / written notes to each other and give the parents the opportunity to request a phone or in-person conference with the teacher, social worker, or</p>	

	<p>school administrator at any time. Teachers call all parents to touch base on student progress at least twice a month. All contact with parents is documented within the Contact Logs on the ABLE computer system.</p> <p>There are a variety of school events for parents and students scheduled throughout the year. These are open to all parents, sending school districts, and community members.</p>	
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## 2. EVALUATION / INDIVIDUAL EDUCATION PROGRAM (IEP)

Indicator		Findings	Support Plan
Result	1	<p><b>Student Accommodations and Modifications</b></p> <p>In order for the students to be successful learners at the High Road School of Providence, each individual student's needs are considered when addressing accommodations and modifications to their IEP. Accommodations and modifications can be made to the students' learning environment, curriculum, instruction and assessment practices to ensure that the student is receiving the appropriate academic, behavioral, and social/emotional programming.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Document Reviews</p>	

## 3. IDEA TRANSITION

Indicator		Findings	Support Plan
Result	1	<p><b>IDEA Transition Planning</b></p> <p>At High Road School the mission of career and transition services is to provide students with the opportunities and resources necessary for transition to a variety of post-secondary options. Successful transition is achieved through a continuum of instructional strategies, collaborative interdisciplinary team supports, utilization of technology, and awareness of and access to community resources.</p> <p>Teaching High Road students to independently perform and manage all manner of daily activities (hygiene, cooking, shopping, banking, etc.) in the real world and to develop the necessary social skills (cooperation, conflict resolution, anger management, accepting criticism, etc.) to navigate and optimally function in the community is the school's mission.</p>	

		<p>High Road utilizes a variety of vocational assessments and planning instruments. Some of the inventory and planning tools currently used are the Comprehensive Transition Assessment, Casey Life Skills, CIPSI, Self-Advocacy Checklist, Self-Determination Student &amp; Educator Checklists, &amp; CITE Learning Styles and Values Inventory. These assessments are carefully chosen to accommodate each student's independent learning styles. The results of these assessments are carefully documented in individual student Transition Binders and shared with each sending district.</p> <p>Each Transition Aged Student (13 and above) meet with the Transition Coordinator in accordance to their IEP. Through individual sessions as well as whole group sessions, the High Road School of Providence is able to provide a comprehensive Transition Program that not only prepares students for post-secondary life, but allows them to explore options available to them in Education, Independent Living, and Employment. The High Road School of Providence Transition Curricula is currently aligned with the James Stanfield "Transitions" Curriculum. The progression of each students' transition plan and skills are carefully designed to follow the High Road School of Providence's Transition Scope and Sequence.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Record Review</p>	
Result	2	<p>The nonpublic special education 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 &amp; Hospitals (BHDDH).</p> <p><u>Documentation:</u> Interviews; Document Review</p>	
Result	3	<p><b>Summary of Performance (SOP)</b>  Summary of Performance (SOP) is facilitated by the School Social Workers and Special Educators at the end of each school year for all graduating seniors. Recent professional development on the summary of performance has occurred directly on-site to review and will continue on an ongoing basis to ensure that all SOPs are completed and provided to the graduating seniors in a timely manner.</p> <p><u>Documentation:</u> Interviews; Document Review</p>	