



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

School Support System Report and Support Plan

**The Sargent Center
June 2023**

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 stratified random sample of students with IEPs are 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.
- **School Site Review:** On-site reviews to all school sites occur. The team members interview school administrators, 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/challenges 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/result or compliance. Finding areas include Free Appropriate Public Education in the Least Restrictive Environment, Evaluation /Individual Education Program (IEP) and IDEA Transition. The documentation section of the report distinguishes the source of the finding as either compliance or result. 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 timelines to improve programs and services.

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Nonpublic School 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 is 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 is facilitated to provide a means of accountability for delivery of programs and services to improve outcomes for students with disabilities. The following pages reflect the findings of that process.	
Result	2	<p>Program Overview</p> <p>General:</p> <p>The Sargent Rehabilitation Center operates as a non-profit 501(c)3. The Sargent Center supports school programming for students 3-22. Programs operating within Sargent Center are the Day School; the Neuro-Rehabilitation Brain Injury program, and Clinical program.</p> <p>The Center provides special education services including Neuro- Rehabilitation for students with brain injuries, early childhood programming, clinical support to address social and emotional learning, as well as community based vocational transition supports for students 18-22.</p> <p>The Sargent Center works directly with Local Education Agencies to support student referrals, Individual Education Planning, as well as transition recommendations and supports for students return to their home school district and to a least restrictive environment.</p> <p>The Sargent Center engages with community providers to ensure that wrap-around services are available for students and their families.</p> <p>Staff Designation and Student Population:</p> <p>Sargent Center employs approximately 100 staff and services approximately 90 students.</p> <p>Staff consist of:</p> <ol style="list-style-type: none"> 1. CEO, President 2. Director of Human Resources 3. Vice President of Finance 4. Vice President and Executive Director of Educational Programs 5. Assistant Director of Educational Programs 6. Educational Coordinator 7. Registered Nurse(s) 8. Special Education Teachers 9. Transition Coordinator 10. Teacher Assistants 11. Certified Behavioral Analyst 12. Registered Behavior Technician 13. Social Worker 	

		<ul style="list-style-type: none"> 14. Speech Pathologist(s) 15. School Psychologist 16. Occupational Therapist(s) 17. COTA(s) 18. Physical Therapist 19. APE Teacher 20. PE Teacher 21. Vocational Specialist 22. IT Director <p>The Sargent Center School Program The school program provides a full continuum of special education services. Providing specialized instruction for students 3-22 years who present with a severe disability related to a neurological impairment. Our interdisciplinary team approach, combining special education and medical rehabilitation therapies, has been successful in moving a child from our school-based environment to his/her community school. The goal is to prepare children to enter or return to school in their own community and prepare older students for independent living, employment, or transition to adult services. With the Center serving as the foundation for growth, the school strategically accesses the community, vocational worksite and teach independent living and employment skills.</p> <p>The school team including the family and the LEA develop a program unique to each child's specific needs. The program also offers comprehensive evaluation services for children who require a diagnostic profile.</p> <p>The Neuro-Rehabilitation Program (Brain Injury) serves students who have sustained brain injuries due to a multitude of causes like automobile accidents, falls, strokes, brain aneurysms or other diseases. This program provides intensive medical rehabilitation and education with the goal of returning to the least restrictive environment. Services include speech, occupational and physical therapy, as well as behavioral intervention, vocational training, and counseling.</p> <p>Clinical Program serves students who are struggling with social and emotional learning. Students receive special education and related services in a small classroom environment. Education blocks are broken down into 30-minute increments. Students are supported in class as well as individually by the social worker. Students practice implementing coping skills as well as building peer relations.</p>	
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Result	3	<p>Student Support and Interventions</p> <p>The Sargent Center supports students from all R.I. school districts as well as districts from surrounding Massachusetts and Connecticut. The Center is responsible for implementing the curriculum from the sending LEA and state of student origin. To meet the differing requirements set by each school district, Sargent Center supplements with a variety of curriculum and assessment tools. The Sargent Center follows the graduation requirements of the sending LEA. Teachers facilitate the sharing of information on effective instructional materials, technology supported instruction, modeling and cooperative learning aligned to establish the department of education. Staff align their instruction with the Rhode Island Early Learning Standards, Rhode Island Common Core Standards, Alternative Assessment Standards, Rhode Island Social and Emotional Learning Standards, and district graduation requirements.</p> <p>Clinical Services and Supports</p> <p>Licensed clinicians across a variety of professional disciplines provide individual and group therapies, consultation to staff and student programs, and support throughout the school day for students.</p> <p>Clinical responsibilities include the overall case management of therapeutic services and support for students and their families. In addition to meeting IEP requirements, Center clinicians are responsible for maintaining contact with families to provide guidance and support regarding treatment planning options for their children and for referral to community support and resource opportunities.</p> <p>Each classroom has team meetings to review and discuss each individual student's strengths and challenges as more clearly delineated in the student's IEP and accompanying evaluations and records. Participants at these meetings include teachers, clinical therapists including a behavioral analyst (BCBA) and a behavior technician, administrators, and related service providers. There is also a myriad of other individual meetings to review student progress as appropriate. The team meetings lead to an individual approach to providing services in the most appropriate manner to meet the student's needs.</p> <p>Staff are also available for families to offer advice and instruction on carrying over strategies into the home and community environments. Regular home-school communication is encouraged. Regular communication between the Center and treating physicians and psychiatrists are part of the coordination of care extended to each student and family.</p> <p>Social Emotional Learning</p> <p>Similar to the clinical supports and services, The Sargent Center assumes an active role in addressing the social emotional and mental health needs of its students. Responsibilities include a comprehensive individual and family history, medical history and assessment of current medical treatment. Staff maintain a line of communication between the Center and medical treatment</p>	
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		<p>providers. Coordination of medication management is overseen by the Center's head nurse. Data is collected and analyzed by the Center's BCBA and made available to treating doctors and treatment providers, staff, and the family. This data is also used to customize individual behavioral goals, plans and treatment options addressing the social/emotional/behavioral needs of the student and school as a community.</p> <p>Academic Interventions and Supports The Center's curriculum is customized to students' individualized needs. Staff address student needs through rigorous Individualized Education Plan goals and continually track progress throughout the year. Our curriculum encompasses a variety of tools to help meet students where they are and make the necessary academic gains. Students who qualify for alternative assessment are supported with the Unique curriculum. Lessons focus on current events and functional academics. Students' academics are supplemented using Let's Go Learn, Reading A-Z, and APEX curriculum. Educators' progress monitor and adjust instruction based on students' individual baseline data. Student progress is reported to the sending school district and families quarterly through IEP progress reports and report cards. Many supports center around behavior management. The Center has a preventative and positive approach. A majority of students have an individualized Behavior Support Plan with specific details on best programming to help the students be successful throughout the school day. Some of these methods include token systems, color charts, first/then, three tiered systems, etc.</p> <p>School Removals/Disciplinary Policies Sargent Center student behavioral expectations along with disciplinary action protocols and policies align with federal and state laws and regulations, including recent Rhode Island legislative initiatives. Sargent Center policies are comprehensively defined in a student parent handbook which is made available to all parents of enrolled students.</p> <p>Staff receive annual training addressing behavioral expectations for students. All staff are QBS trained and certified in behavior management. Staff receive training on policies and procedures pertaining to bullying, student discipline procedures, special education requirements for students with disabilities, OCR expectations for schools, Title IX, Title VI and Section 504 non-discrimination responsibilities.</p> <p>Disciplinary policies and practices are clearly defined through the student/parent handbook.</p>	
Result	4	<p>Program Continuum The School Program is located on the Sargent Center campus. The programming is individualized based on the students' academic and functional abilities and challenges. Our school programs provide specialized instruction for preschool, elementary, middle, high school,</p>	

	<p>and transition-level students. Class size is typically small (8 or less) with a low student-to-staff ratio. Each class is staffed with a certified special educator and one or more teacher assistants. Special educators facilitate instruction through direct instruction and collaboration across content areas and grade levels. The program continuum is supported by highly specialized therapies outlined within a student's individual education plan.</p> <p>Early Childhood There is one Early Childhood class that consists of a special educator and a teacher assistant. The curriculum is aligned with the RI Early Learning Standards.</p> <p>Pre-K The pre-kindergarten level program consists of a certified special educator and teacher assistants/supports per the need of the classroom. The core curriculum is tied to Early Learning Standards with a focus on play-based learning.</p> <p>Elementary The elementary level program consists of classrooms with one special educator and teacher assistants/supports per the needs of the class. Elementary school level students engage in all appropriate core curriculum content areas along with activity of daily skills, physical education, health and art. Activities are hands-on and interactive in order to engage all learners at varying levels.</p> <p>Middle School The middle school level classrooms include children at the middle school level. Each setting is supported by a special educator and at least one teacher assistant. Special educators collaborate across content areas as appropriate for english language arts, math, science and social studies. Students participate in all appropriate content areas along with physical education, health and art. Students at this level also actively participate in functional programming to address the activity of daily living skills.</p> <p>Secondary The Secondary high school programs consist of classes facilitated by special educators and at least one teaching assistant. Each special educator provides instruction in all core content areas in addition to physical education, health, and art. All students ages 14 years and older participate in vocational training and transitional programming. Transition Programming The transition programs (18–22-year-olds) are composed of a special educator and teacher assistants as appropriate. A transition/vocational coordinator and teacher assistant staff work with students in a job coach capacity, to support community and vocational opportunities. Programming is student-centered, implementing the person-centered process and vocational assessments to drive the student's experience. Experiences are tailored to the student's expressed areas of interest. There is an opportunity to provide exposure in the school and community setting.</p>	
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		<p>Currently, The Sargent Center is partnered with a variety of community partners across a multitude of career areas.</p> <p>Neuro Rehabilitation Program The Neuro-Rehabilitation Program (Brain Injury) consists of a certified special education teacher with teacher assistants and related service providers. Academics are individualized to meet the student's needs. Curriculum is aligned with the common core state standards. Students work toward completion of graduation requirements. The staff works collaboratively with the sending district to assist students with attaining graduation requirements. Modified/functional academics and intensive medical rehabilitation are components of this program. A vocational specialist works with the students in this program to address work/employment skills. A social worker is assigned to this program that provides individual counseling, work with the families and consult with community-based providers. They also work with the therapists and teachers, as appropriate, to adjust or extend social emotional goals and carry over activities into the home. A trauma-based approach is used to support students' individual needs.</p>	
Result	5	<p>Adapted Physical Education (APE) Sargent Center employs an APE teacher who works directly with each student on meeting their IEP goals in this area. APE utilizes a fully functioning indoor gymnasium in addition to the center's outdoor play area. Community based recreational activities supporting APE include our off-campus Sailing Program, Martial Arts, Yoga, Planet Fitness membership, New England Revolution Soccer, and Therapeutic Swimming.</p>	
Result	6	<p>Extended School Year (ESY) The Sargent Center Education Program includes Extended School Year (ESY) services as defined by regulations for eligible students. Eligibility is determined by the IEP team on an individual basis. Due to the severity of disability of many of the students enrolled at Sargent, a large number of students participate in ESY services offered by the Center. Sargent Center also accepts student enrollment specifically for ESY services. The program runs 5 full days for 5 weeks.</p> <p>In addition to offering a full complement of academic and related services, grants secured by Sargent Center assist with funding extra-curricular activities for students that include an instructional sailing program at Sail to Prevail Newport, New England Revolution Soccer, and Therapeutic Swimming.</p>	
Result	7	<p>Parent Engagement Sargent Center Education Programs provide Parents (as defined by law/regulation) all rights accorded under law and regulation, including notice, notice of rights, and opportunity to</p>	

	<p>participate in all IEP team meetings. Parents are provided access to Center staff on a daily basis and coordinated efforts for parent engagement are overseen by Sargent Center case managers and social workers.</p> <p>Beginning at fourteen years of age, (or younger if appropriate) Sargent Center's Transition Coordinator works with families regarding all areas of transition.</p> <p>Sargent Center partners with a number of organizations to assist parents including RIPIN, Parent Support Network of R.I., the Roger Williams Law School Pro Bono Collaborative, the R.I. Disability Law Center, the Regional Resource Center (RRC). Information training sessions for parents and families of individuals with disabilities have included: a parent resource event.</p> <p>Sargent Center subscribes to the practices set forth in the National Standards for Family /School Partnerships, modifying those standards for IDEA compliance as needed, including:</p> <p>National Standards for Family-School Partnerships</p> <p>Standard 1: Welcoming all families into the school community—Families are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class. Families particularly like visiting the Center to observe their child in classroom and therapeutic settings and engaging in staff visits to the home to reinforce carry over of activities.</p> <p>Standard 2: Communicating effectively—Families and school staff engage in regular, two-way, meaningful communication about student learning. This is accomplished by daily log/notebook exchanges and phone communication between staff and home.</p> <p>Standard 3: Supporting student success—Families and school staff continuously collaborate to support students' learning and healthy development both at home and at school and have regular opportunities to strengthen their knowledge and skills to do so effectively.</p> <p>Standard 4: Speaking up for every child—Families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success. Families are assigned a case manager and a social worker at admission. Families are encouraged to rely on these individuals when advocating to advance the interests of their child.</p> <p>Standard 5: Sharing power—Families and school staff are equal partners in decisions that affect children and families (modified to meet IDEA compliance). The center provided social workers are responsible for instructing parents on the importance of being active participants in the IEP decision making process.</p>	
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2. EVALUATION / INDIVIDUAL EDUCATION PROGRAM (IEP)

Indicator		Findings	Support Plan
Result	1	<p>Student Accommodations and Modifications</p> <p>Sargent Center provides student accommodations and modifications in accordance with individual student IEPs and applicable behavioral, health, safety, and transition plans. Teachers and appropriate staff are provided with access to student IEP accommodations and other plans. Staff responsible for implementing accommodations, modifications IEP goals and other student plans are provided with training and instruction on meeting individual student requirements. Interdisciplinary teams meet regularly to review student progress and modify strategies and techniques to advance progression toward identified student goals.</p> <p>Parent involvement in the entire educational process including the development and implementation of programs is consistent throughout a student's placement at the Center. Teachers, related service personnel and APE instructor(s) have access to a student's educational file and IEP through our student information system. Strict confidentiality protocols employed by the agency are reviewed with staff to ensure compliance with state and federal confidentiality and privacy laws/requirements.</p>	

3. IDEA TRANSITION

Indicator	Findings	Support Plan
Result	<p>1 IDEA Transition Planning</p> <p>The Sargent Center employs a Transition Coordinator responsible for all aspects of ensuring student transition goals and supporting activities are fully implemented for each age-appropriate student. The Transition Coordinator as well as the administrators work with parents and families and the supporting LEA to navigate the IDEA transition process. The Transition Coordinator participates in the state-supported transition groups (TLC and TAC). Students receive both formal and informal assessments to determine vocational interests and skills. Students participate in the person-centered process, job shadowing, on and off-campus employment simulated activities, and job placement opportunities and trial work experiences.</p> <p>Middle-Level</p> <p>Students' transition services begin at age 14. Transition assessments guide student programming to participate in functional job tasks that are practiced throughout the school day. Students are supported by a vocational specialist who trials work activities and collects data with students to guide their transition services.</p> <p>High School Level</p> <p>Student transition services continue and expand during the high school level. Students explore vocational and community exploration with a vocational specialist. Students practice functional academics when making purchases in the community as well as expand their vocational experiences.</p>	
Result	<p>2 Referrals to ORS/BHDDH</p> <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 & Hospitals (BHDDH). The Sargent Center 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). The Sargent Center Transition Coordinator and administrators work with the supporting LEA and parents/families throughout the entire transition process. The Transition Coordinator facilitates the referral process to adult service agencies including ORS and BHDDH and regularly informs parents of changes to those agencies that affect students seeking/receiving services. The Transition Coordinator reviews adult service options, tours adult service facilities with parents and families, and along with a transition team, attends a meeting to complete the Support Intensity</p>	

		Scale (SIS) with BHDDH. Transition services begin with the use of the secondary IEP (beginning at age 14 or younger if appropriate) At this point a career development plan is completed. Educational programming includes community integration experiences, vocational experiences and age-appropriate life skills experiences. Sargent staff facilitate referrals to outside agencies determined by the IEP Team. Transition goals identified in each student's IEP are addressed. All transition-related activities are coordinated between the family, student, and staff, sending LEA and outside agencies and adult service providers. Family support is provided by Sargent staff who assist with applications for Social Security, guardianship and alternatives to guardianship, adult services applications, referrals to outside agencies and service providers.	
Result	3	<p>Summary of Performance (SOP) is facilitated by the case managers as appropriate.</p> <p>The Sargent Center staff completes the SOP. This document is forwarded to the sending LEA and the family and eligible student. Sargent Center also executes all requisite release of information forms to forward information to adult service agencies.</p> <p><u>Documentation:</u> Interviews; Document Review</p>	