



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

School Support System Report and Support Plan

**Cornerstone School
November 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.

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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 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	<p>Program Overview</p> <p style="text-align: center;">AccessPointRI</p> <p>AccessPointRI is a non-profit human services organization established in 1965 to provide children and adults with developmental disabilities the means to lead full and productive lives. Services and programs available at AccessPointRI accommodate the diverse needs of children, adults and their families as defined by the Department of Behavioral Healthcare, Developmental Disabilities and Hospitals (BHDDH). Children and adults with extensive cognitive, physical and medical needs are supported on-site, at home or through employment opportunities. Currently, AccessPointRI services approximately 450 children and adults.</p> <p style="text-align: center;">AccessPointRI Mission</p> <p style="text-align: center;">Empowering people of differing abilities to claim and enjoy their right to dignity, respect, equality and choice throughout their lives.</p>	
Result	3	<p>Student Support and Intervention</p> <p>Cornerstone School uses a multi-disciplinary team approach to learning. Each student has a team of professionals who assist in developing and monitoring the progress of the student. The Cornerstone team may include any of the following members as appropriate: Physical Therapy, Occupational Therapy, Speech and Language, Adaptive Physical Education, Special Education Teacher, Early Childhood Teacher, Social Worker, Instructional Assistant,</p>	

Transition Coordinator, Job Developer and Nursing. In addition, the respective programs are supported by education coordinators: Special Education Coordinator and Early Childhood Coordinator.

Each week a “Teaming Meeting” is held which focuses on the students in one particular classroom. Each week focuses on a different classroom. The meeting is attended by the appropriate team members who review data, problem solve student issues, develop consistency in service delivery and identify areas in need of improvement.

In addition, each classroom is required to conduct a weekly classroom meeting to discuss supports and interventions that worked during the previous week and also what did not work. At this time, changes are made to supports and interventions if needed. During these weekly meetings, lesson plans are also reviewed and initialed by the classroom team members as to ensure that all members are aware of the educational programming for each student. These weekly meeting notes are forwarded to the education coordinators who review and follow up if needed.

Professional development is utilized to educate the faculty in the area of student support and intervention. Since March of 2020, professional development participation has increased dramatically with more professional development opportunities being available online. Staff has been able to actively seek and pursue opportunities to accelerate their own growth and development, while enhancing all learning experiences with a new found resilience and creativity.

Cornerstone still continues to offer in house professional development specifically geared for the students and staff, focusing on the implementation of technology into the curriculum and the social emotional factors involved with distant learning. In addition, the staff continues to collaborate with each other to improve student achievement in the most effective ways possible. Proactively seeking out collaborative opportunities with other teachers and therapists to ensure all services are given in a multi-disciplinary approach.

Cornerstone has also have adopted the statewide professional development calendar, which allows us to participate in many professional development opportunities that the school would otherwise not have had the chance.

Clinical Supports and Services

Cornerstone School provides Physical Therapy, Occupational Therapy, Speech and Language Therapy, School Social Worker and Nursing to all of the students as per their IEP. In addition, clinical services may also be provided by the sending district. These may include a School Psychologist, Teacher of Visually Impaired, or Tech Access services. In addition to providing their respective areas of treatment, each clinical member is also responsible for being aware of the educational curriculum and incorporating this into their treatment sessions. Each month a "Curriculum Meeting" is held with the teachers and clinical team members. At this time, the curriculum for the upcoming month is reviewed and ideas are generated as to how each member can incorporate the curriculum in their individual treatment sessions.

Social Emotional Learning

Cornerstone School uses reinforcement-based support plans in every grade level that are developed for each individual student. Students earn positive incentives for desired behaviors fully integrated into the classroom setting. Students may also have formal individualized plans which are written into the IEP.

Educational curricula supporting Social Emotional Learning:

- Unique Curriculum
- Teaching Strategies Gold/Rhode Island Early Learning Standards
- Life Skills/Ten Sigma
- Social skills learning throughout the school day
- Work Readiness Certificate

Formal programs may include:

- Circles
- How to Take the Grrr Out of Anger
- Incredible 5 Point Scale
- What to do with the Mad You Feel
- Social Skills Group

		<p>Processes and Strategies:</p> <ul style="list-style-type: none"> • Positive behavior support plans outlining strategies • Teaming meetings for school staff • Speech Language Pathologist to implement appropriate communication systems, social stories and schedule boards • Occupational Therapist to implement appropriate sensory diets • Choice making throughout the day • Appropriate social skills teaching throughout the school day • Community participation to provide opportunities for generalization of skills • Job sites in the community to provide opportunities for generalization of skills in the work force <p>School staff are trained in Non-Violent Crisis Intervention as well as Positive Guidance Techniques.</p> <p>School Removals/Disciplinary Policies</p> <p>Cornerstone School has clear policies and practices that address student behavior within the entire school community. Additionally, the school will ensure that alternative programming is available to students if disciplinary action is required.</p> <p>Disciplinary policies and practices are clearly defined through the student/parent handbook.</p>	
Result	4	<p>Program Continuum</p> <p style="text-align: center;">Cornerstone School</p> <p>Cornerstone School is a year round educational setting which provides specialized instruction for students 18 months to 21 years of age for children with and without disabilities. The educational continuum provides students with an academic program supported by a multidisciplinary team approach providing therapeutic services and supports to children with a vast range of abilities. In addition to the academic curriculum students also participate in music, swimming and Adaptive Physical Education. The school additionally has extensive experience in meeting the significant cognitive and medical challenges of its student population. Such diagnoses include Multiple Disabilities, Intellectual Disabilities, Autism Spectrum Disorder and</p>	

Health Impairment.

Vision

“At Cornerstone School the emphasis is on ability and not disability. Cornerstone School believes that all children need opportunities to experience the joys of Learning”

School Age Program

Cornerstone School’s sending districts include Providence, Cranston, West Warwick, Central Falls, East Greenwich, Johnston and Stonington, Connecticut. The current enrollment of the school age classrooms is 25 students with IEPs. The classrooms consist of one Elementary classroom, one Middle School classroom, one High School classroom and one Post-Secondary classroom. Each classroom is an individualized environment supported by a special educator and two assistants. Each team implements an individualized adaptive curriculum, Unique Learning System in addition to providing sensory and emotional supports. The curriculum and teaching strategies are supported by the Special Education Coordinator. In addition, each student is assessed using the Rhode Island state alternate assessment and DLM.

The current curriculum and teaching strategies at Cornerstone constantly monitor student progress through assessment data, family communication and staff collaboration. Using all results to guide future planning and instruction in and outside of the classroom. Cornerstone is committed to enhancing curriculum and the continuum of services by engaging families in their child’s life-long learning process. All classrooms have set-up at home portals for curriculum and data updates, using the Unique Curriculum server. In addition, staff ensure to send modeling videos, offer Zoom lessons, detailed home therapy plans and individualized communication with families whenever needed. Ensuring the learning at school is constantly reinforced in all aspects of the student’s lives. In addition, all accommodations and modifications practiced at schools are clearly communicated to home and beyond, ensuring life-long learning experiences

For students with medical challenges, services and supports may include respiratory treatments, mechanical ventilation monitoring, suctioning, seizure

monitoring and intervention, trach care and tube feeding. These services are provided by two full time Registered Nurses.

Inclusive Early Childhood Program

The Early Childhood Program at Cornerstone School is for student's ages 18 months through 6 years of age with and without disabilities. The enrollment capacity for the program is 58 students with current enrollment at 6. All classrooms are fully inclusive with staff providing positive guidance techniques. Currently, due to Covid-19, the program is not providing the inclusive model at this time. Children who are eligible for this program are now in a self-contained classroom until further notice. This is to provide the safest environment possible for them and reduce the chance of any exposure. The children who are currently in the preschool classroom are not required to wear masks and need daily reminders to practice social distancing. The curriculum incorporates the RIELDS and is supported by Creative Curriculum. Teaching Strategies Gold is the assessment system utilized. The program is also a participant in the Bright Stars quality rating system and has just recently been awarded 3 stars.

Currently, there are a total of 4 classrooms consisting of one Toddler classroom and three Preschool classrooms. Each classroom is supported by one early childhood educator and at least one teacher assistant. In addition, the Preschool rooms are supported by a special educator. The curriculum and classrooms are supported by an Early Childhood Coordinator.

KIDS CONNECT Program

The KIDS CONNECT program at Cornerstone School provides specialized services at licensed childcare centers that can help children with a diagnosis participate, play and learn, along with their typically developing peers. Many children may struggle with social or emotional issues or have compromising medical issues that prohibit them from attending other early childhood settings. Cornerstone School contracts with the state to provide these services. Through these services, a child is able to maintain or improve communication, social skills, behavioral and/or cognitive development via a Therapeutic Integration Plan. The supports are provided by a LICSW, a Therapeutic Integration

		<p>Specialist in addition to mandatory family involvement in the program. Currently there are no students enrolled in the program due to decreased enrollment.</p> <p style="text-align: center;">Transition Program</p> <p>In 2007, Cornerstone School in partnership with the Cranston School Department began a joint transition program. This program continues to provide Cranston students, ages 18 through 22, transitional and vocational experiences based on their individual needs. Students participate in their school based academic program in district and receive their specialized transition instruction services and supports through Cornerstone School. This allows for a wider range of discovery sites to either explore vocational interests, participate in an internship, or perform a variety of evaluations as requested by The Office of Rehabilitation Services. Cornerstone School staff offer a 3 month jobsite/volunteer rotation offering each student the ability to trial 3 different areas of vocational interest each school year. For the last rotation, students experience a thorough application and interview process before being placed. In February 2019, Cornerstone School also partnered with Foster-Gloucester Regional School District to provide similar transition services. Currently both programs are on hold due to the pandemic.</p> <p style="text-align: center;">Cranston Career & Technical Center Partnership</p> <p>Cornerstone students have the opportunity to participate in school based activities with their non-disabled peers who attend the Cranston Career & Technical Center. These weekly joint meetings provide students with the opportunity to work collaboratively in an educational setting while learning from each other. Currently this program is on hold due to the pandemic</p>	
Result	5	<p>Adaptive Physical Education (APE)</p> <p>Cornerstone School provides Adaptive Physical Education to every student with an IEP. Adaptive Physical Education is physical education which has been modified, so that it is appropriate for a student with a disability as it is for a student without a disability. Physical education is defined as the development of: physical and motor skills; fundamental motor skills and patterns (throwing, catching, walking, running etc.); skills in aquatics, dance, individual and group</p>	

		<p>games and sports. In addition, each child is evaluated in accordance with the protocols and procedures for evaluations/re-evaluations as appropriate.</p> <p><u>Documentation:</u> Data Analysis</p>	
Result	6	<p>Extended School Year (ESY)</p> <p>Cornerstone School is a year round which provides Extended School Year programming through the months of July and August as based on a child's IEP. Educational and therapeutic goals remain consistent through the summer months to maintain or exceed current levels of performance. In addition, students have the opportunity to participate in activities such as hippotherapy and adaptive sailing. Cornerstone school also offers Extended School Year services to students in district for the months of July and August based on meeting the criteria.</p> <p><u>Documentation:</u> Data Analysis; Interviews</p>	
Result	7	<p>Parent Engagement</p> <p>Cornerstone School has an active PTO comprised of school staff, parents (both past and present) and friends of the school. The PTO meets every other month to plan for upcoming school based activities, fund raising projects which include the annual raffle, candle sales, flea market and technical assistance activities for families. In addition, there is the annual "Family Day" celebration which brings enjoy fun, games and food for all students and their families.</p> <p>On- going communication with families is no longer provided through the use of daily notebooks, daily news sheets and telephone conversations. With the increased use of technology most parents are contacted using email, text and virtual meetings. All families have been surveyed to determine which method of communication is best for them. Cornerstone has always engaged students' families as valued partners in their child's education, but with the shift in education and communication protocol, all Cornerstone staff has made it a point to engage families on a deeper level. As virtual learning has become more prominent, it is important that families are advised and apart of daily lessons, goal development and progress monitoring. Cornerstone has made it a point to</p>	

	<p>ensure all staff communicates and seeks input on student progress clearly and consistently. This communication ensures the continuum of services from the classroom, community and home.</p> <p>Home based therapies and services are coordinated by Cornerstone faculty to assist families with needed equipment and supplies, nursing supports and assistive technology systems. School staff may attend appointment and/or meetings with the families to assist in the provision of appropriate services and supports in addition, to equipment fittings and ordering and maintenance of all relevant student accommodations. Accessibility assessments are performed to assist with access opportunities within the home and community. In addition, staff monitor and provide families with training to support appropriate and specific use of assistive technology devices, equipment such as wheelchairs, walkers, standers etc. and/or therapies.</p> <p>Additionally, Cornerstone School staff provide coordination of services and supports for families whose children are medically challenged through attendance with families at related medical appointments addressing evaluation outcomes and provision of services and supports such as:</p> <ul style="list-style-type: none"> • Feeding clinics that address food aversions, tube feeding and failure to thrive. • Ordering and monitoring tube feedings with families and doctors along with medical equipment for the home. • Coordination and communication of all relevant medical information for families, doctors and related service providers. <p>Consultation and coordination of services with home based therapy providers occurs to ensure consistency of related individual goals.</p> <p>The Cornerstone School Social Worker also coordinates and assist families with state and local supports and services such as:</p> <ul style="list-style-type: none"> • Department of Health and child care assistance applications • Coordinating service provision with CEDARR, Sherlock Center, Bradley Hospital's Pedi-Partial program • Department of Behavioral Health and Development for provision of adult services • Early Intervention providers for assistance in the home and at school 	
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	<ul style="list-style-type: none"> Attendance at team planning meetings with other agencies such as Bradley Hospital, Hasbro Children's Hospital, CEDARR, Early Intervention agencies and all sending LEA's. <p>The Cornerstone School Social Worker plays a major role in keeping in contact with families on an informal basis via telephone calls as well as accompanying families to appointments and ensuring translation services are provided.</p>	
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2. EVALUATION / INDIVIDUAL EDUCATION PROGRAM (IEP)

Indicator	Findings	Support Plan
Result	<p>1 Student Accommodations and Modifications</p> <p>At Cornerstone School all educators and service providers are involved in the development and implementation of a student's IEP. As a result, all are aware of a student's styles of learning and accommodations and modifications needed. In addition:</p> <ul style="list-style-type: none"> Weekly Teaming meetings are held to discuss each classroom and the needs of individual students. MAPS sessions are held for every student at the age 14. At these meetings a profile of the student is created and outlines accommodations and modifications that might be needed for the student to be successful. Professional Development opportunities are held on the topic of creating accommodations and modifications for all students. Weekly consult times are held for each classroom by the Occupational Therapist. Monthly Curriculum meeting is held to discuss upcoming curriculum and how to incorporate an adaptive curriculum into weekly services. Special Education coordinator reviews weekly lesson plans for appropriateness of programming for each student <p>Providing accommodations and modifications through distance learning started off being very challenging. Ensuring all students had the appropriate equipment and modifications at home took a great deal of time, especially in the area of technology and internet access. Through the use of grant money and other public programs Cornerstone was able to ensure every student had access to</p>	

	<p>technology in the home. In addition, all students received a resource kit which included materials that were used in the classroom everyday such as communication devices, sensory items and curriculum materials.</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 IDEA Transition Planning</p> <p>The Cornerstone School curriculum begins to incorporate transition age goals once a student turns 14 years of age upon completion of a Ten Sigma Assessment. Students within the transition program partake in employment opportunities within the school, leisure groups and volunteer opportunities within the community. Students are given the opportunity to apply for jobs within the school setting by submitting a resume to the Cornerstone Classifieds (the in house work program). Students in the high school and post-school age participate in Employment First opportunities within the community by volunteering in integrated work sites. Due to Covid-19 these sites are currently suspended.</p> <p>In addition, students and families participate in the person centered planning process called MAPS (Making Action Plans) to enlighten the education team in regards to how the student and family see their future.</p> <p>As a result of a MAPS session, a Career Development Plan is developed which will follow the student throughout their work history to ensure that each job meets the needs of the student. Students are placed within job opportunities that meet their preferences and needs giving them work experience and exploration. These job opportunities are used to gain functional and meaningful employment in the future.</p> <p>Transition age students also participate in the Cornerstone School Job Club. Each session focuses on completing the standard requirement towards ultimately earning a Work Readiness Certificate.</p> <p>Through a highly individualized approach help is given to students to:</p>	

		<ul style="list-style-type: none"> • Identify students' interests and aptitudes • Explore the world of work • Consider possible career choices • Learn on-the-job skills • Gain valuable work experience • Acquire skills that assist in workplace success • Enhance skills for increased independent living • Become active members of their community <p>The Cornerstone Transition Timeline includes:</p> <ul style="list-style-type: none"> • Individualized transition planning • Vocational evaluation and employment services • Job exploration and trial work experiences • Cornerstone Classifieds (school work opportunities) • Skill building • Assisting families with the transition process (ORS, BHDDH, Guardianship) <p>Current community job sites include:</p> <ul style="list-style-type: none"> • Casino Greenhouse • Cranston YMCA • Legion Bowl • Dollar Tree • Savers <p><u>Documentation:</u> Data Analysis; Interviews; Record Reviews</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 & Hospitals (BHDDH).</p> <p>Cornerstone works with the sending districts and families in assisting with referrals to the Office of Rehabilitative Services (ORS) and to the Department of Behavioral Healthcare, Developmental Disabilities & Hospitals (BHDDH). Referrals to the Office of Rehabilitation Services (ORS) and to the Department of Behavioral Healthcare, Developmental Disabilities & Hospitals</p>	

		<p>(BHDDH) are coordinated by the Transition Specialist in alignment with the Cornerstone School Transition Timeline.</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 Summary of Performance (SOP) is coordinated by the Transition Specialist and Special Education Coordinator in alignment with the Cornerstone School Transition Timeline.</p> <p><u>Documentation:</u> Interviews; Document Review</p>	