

Rhode Island Department of Education
Office for Diverse Learners

School Support System Report and Support Plan for the
Harmony Hill School
March 1, 2, 2010

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/educational setting, general educators as well as special educators and parents. It is designed to learn if the school/ educational setting 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 with the school/educational setting 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 school/educational setting demographic information on selected data areas: 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 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 School/Educational Setting 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 school/educational setting personnel to generate a report, covering the following:
 - The schools/educational settings 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 school/educational setting.
 - The need for professional development and technical assistance that will enable the school/educational setting to improve programs and services.
- **The Support Plan** The RIDE team, School/Educational Setting 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/educational setting 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 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 required by the school/educational setting as well as resources and time lines to improve programs and services.

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Harmony Hill School
School Support System Review
March 1,2, 2010

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1. SCHOOL IMPROVEMENT OVERVIEW/ FAMILY ENGAGEMENT					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Outcome	1	<p>Since its inception in 1962, and incorporation as a non-profit 501(c)(3) organization in 1976,. The mission of the Harmony Hill School is to provide treatment and education for children /youth with significant social emotional challenges and their families, who are experiencing disruptive life experiences. The programs offer the opportunity for clients to change using a continuum of care with the goal of enabling them to become positive and productive individuals.</p> <p>It is a comprehensive residential, day and community treatment program that offers a variety of therapeutic and psycho-educational services for boys/young men (ages 8-18) who have social, emotional and behavioral challenges. Students are most typically diagnosed as having special needs including learning disabilities, emotional and/or social disorders and psychological disorders. These students can no longer be maintained in a less restrictive school setting or community-based mental health program.</p>	<p>Data analysis meeting Interviews</p>		
Outcome	2	<p>There has been a recent shift from a point system to a SWIS (School Wide Information System) in conjunction with a positive behavioral management overall structure. Staff reported this to be a positive structure to inform behavioral strengths and challenges. Staff expects this to be fully in place by the end of the school year.</p> <p>Harmony Hill School participates in the agency-wide positive behavioral interventions and supports (PBIS) program. PBIS is a set of problem solving strategies and processes that can be used to build upon our agency's</p>	<p>Data analysis meeting Interviews</p>		

		<p>existing strengths. It is designed to recognize, strengthen, and encourage appropriate behaviors.</p> <p>The campus-wide discipline systems is designed to create environments in which:</p> <ul style="list-style-type: none"> a. learning and teaching are valued, and aggressive, unsafe behaviors are discouraged; b. respect, responsibility, and other highly valued character traits are taught and encouraged; c. individual differences are valued rather than criticized; d. educating students with disabilities can be supported more effectively and efficiently; and e. teaching fundamental skills can be maximized. <p>Expectations are summed up in the acronym PRIDE, which stands for Perseverance, Respect, Integrity, Diversity, and Excel. The school encourages parental/guardian and student involvement. If interested in participating in our PBIS team, please feel free to contact Harmony Hill School.</p>			
Outcome	3	<p>Parent Engagement</p> <p>Staff at Harmony Hill School attempt to provide parents/guardians with key documents that can help them understand the Agency procedures which will impact their son and which may affect phone calling, visitation, etc.</p> <p>Additionally, in order for parents/guardians to develop a better sense of youth and family issues, parents are encouraged to read about such matters via school documents. The Harmony Hill School web site and staff are available to make such resources available to parents/families. Materials available on the web include but</p>	Data analysis meeting Interviews		

		<p>are not limited to the following:</p> <p><u>School Calendar With Visiting Weekends</u> A listing of important Harmony Hill dates</p> <ul style="list-style-type: none"> • <u>Visitation Policy With Unit Visitation Guidelines</u> Includes everything parents need to know about on-campus visits and special rules for each unit. • <u>Phone Calling Policies</u> A comprehensive list of telephone rules for parent and child. • <u>Day Program Parents' Manual</u> • <u>Parent/Guardian List of Key Personnel</u> A comprehensive listing of school personnel. • <u>Rhode Island Children's Bill of Rights</u> • <u>Release to Obtain/Share Information</u> Community referral are made as appropriate 			
Outcome	4	<p>Professional Development opportunities for staff include but are not limited to the following: Trauma training Monthly staff professional development on various topical areas (autism, traumatic brain injury, medication side effects etc.) Conferences as related to their respective work areas.</p>	<p>Data analysis meeting Interviews</p>		
Outcome	5	<p>Visiting Resources are also part of the students program as appropriate. A Visiting Resource is an adult volunteer (and, if applicable, his/her family) who is available for visits from a boy who is a Harmony Hill resident. The Visiting Resource can see the boy for a day visit and/or an</p>	<p>Data analysis meeting Interviews</p>		

		overnight (on weekends) and/or a school vacation (up to two weeks). The Visiting Resource helps the boy sample and practice "non-institutional" living in the community.			
Outcome	6	Mentoring of new teachers is done on an informal mentoring basis as teachers seek out information on an as needed basis.	Data analysis meeting Interviews		
Outcome	7	In keeping with the goals and objectives of the school's mission statement, the technology department is committed to meet the technological needs of all students entering Harmony Hill School. Through the Individual Education Plans (IEP) and 504 plans, the Harmony Hill School is committed to graduating students who are proficient and comfortable in using educational technology, and possess the skills needed to succeed in an increasingly complex information society. This is an ongoing endeavor.	Data analysis meeting Interviews		
Outcome	8	Curriculum at Harmony Hill School is aligned with the GSEs/GLEs or AGSEs. Teachers use both commercial text books supplemented with teacher made materials. Students observed were engaged and focused on the learning at hand. Classes are grouped homogeneous and divided by age and ability level (See Section 2: Program continuum for further information).	Interviews		
Outcome	9	Overall stat reported much supported by both the acting education coordinator and the special education director. The reported that they always had an opportunity to share their concerns and /or issues. In addition, material requests were always fulfilled or a grant procured to meet the current material needs. Many staff have been at Harmony Hill School for a significant amount of their teaching	Interviews		

		careers and reported it as positive collaborative place.			
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2. FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE/LRE)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Outcome	1	<p>There are approx 80 students at Harmony Hill and approx 75 have IEPs (42 students are from Rhode Island).</p> <p>-Elementary Level (grades 3-6) and Middle Level (6-8th grade). Two classes on each level divided by ability level.</p> <p>-High School Level (7 classes. These classes are also divided by student's abilities levels). One of the high school's classes is a work study class. Students have classes in the morning and jobs in the community in the afternoon. The Transition Coordinator oversees this program (see also Section 4: Transition for further information).</p> <p>Special education is supported by classroom teachers as well as a resource teacher. The resource teacher provides consulting support to some teachers and resource support to others depending upon their background and student needs. The resource services are provided both as in-class and pull-out. Each class has a classroom teacher assistant. Educational testing responsibilities are split between the resource teacher and the acting education director.</p> <p>Related services (physical therapy, speech and language services, occupational therapy) are provided per the IEP as pull-out services.</p> <p>Reading is proved both in-class and as a pull-out by the reading specialist. The reading specialist also facilitates the Personal Literacy Plans (PLPs) for approximately 23 students. Data is then shared with the classroom teacher to</p>	<p>Data analysis meeting</p> <p>Interviews</p>		

	<p>assist in informing their instruction. Teachers reported being very supported by the reading specialist in teaching reading and literacy skills.</p> <p>There is a medical director (medical doctor and psychiatrist) who is on-site 26 hours per week. The doctor works in conjunction with the full-time nursing staff and oversee medical services. She provides consulting support to the clinicians (LSCW, and counselors) and medicine management to all residential and day students. The doctor facilitates psychopharmacology training four times a year. Staff are required to go once a year to refresh their knowledge.</p> <p>In addition to a medical director, there is a clinical director who manages the social workers and counselors. There are approximately 9.5 FTEs of clinicians. The clinical director supervises the supervising clinicians (all supervisors are LICSW.) The supervising clinicians supervise the line clinicians. These individuals are all graduate level clinicians with a variety of specialized certifications (topical areas of specialty include but are not limited to: sexually aggressive adolescents, fire setting, autism spectrum students). These line clinicians provide individual, group, (i.e., substance abuse, sexually aggressive adolescent groups, aggression replacement, grief and loss groups, social skills group, fire setting groups, adventure therapy groups.) and family therapy. All groups, with the exception of the various sexual aggressive adolescent groups are topical in nature and time limited. Home visits are done within a 90 minute radius. Home visitation is a weekend event and managed by the clinicians. Specialty assessments are also done both for students at Harmony Hill and well as off-site requests. There is a comprehensive discharge plan for student's therapeutic and medical needs that is in place for students</p>			
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		<p>who exit or graduate.</p> <p>There is a small library that students can access through their teachers. There is no librarian and some staff voiced this as a challenge.</p>			
Outcome	2	Functional Behavioral Assessments (FBAs). This is done both using data from staff as well as input from residential staff (Youth Care staff). The teachers then work as a team to draft the FBA using the SWIS data to inform the process.	Data analysis meeting Interviews		
Outcome	3	The Harmony Hill School teacher assistants facilitate an after school program. Students can take advantage of various clubs (fishing, basketball team, photography, golf). This changes every quarter. Credit Recovery is also offered during this time.	Data analysis meeting Interviews		
Outcome	4	At Harmony Hill there is a Challenge Course is designed to help build self-esteem, and increase and improve communication, teamwork, and creative problem solving. Part of Harmony Hill School's adventure-based therapy program, the course is also available for outside groups and agencies to utilize.	Website Interviews		
Outcome	5	Extended School Year (ESY) is a 7 week program for approximately 4 hours of school/ work program. The remainder of the day is focuses on camp activities. The activities focus on a common core theme. Last year the theme was "Broadway Plays" which culminated in a large tent fair. Four graduate e students from Providence College also assisted in the summer program.	Data analysis meeting Interviews		
Outcome	6	Staff at all level regularly met to review students and school needs. All secondary education staff meet daily at 3:00 pm to and every Wednesday morning. Elementary teachers	Data analysis meeting Interviews		

		meet as a group once a week to review student's needs.			
Compliance	7	<p>The secondary special educator is currently working on becoming certified in secondary special education. She is certified in elementary and elementary special education. The individual is targeted to finish her classes by July 2010.</p> <p>One of the middle/high school special education teachers is only certified in elementary special education. The individual has one more class to take before finishing the required course work. (RIGL 300.156)</p>	Interviews	<p>The special education director in conjunction with the education coordinator will monitor the aforementioned teacher's progress toward meeting their certification goals. All teachers will have completed classes and be eligible for appropriate certification by the State no later than September 1, 2010. In addition, the above referenced administrators will monitor all staff to ensure that <u>all</u> staff have and maintain the appropriate credentials as approved by RIDE, Office of Educator Quality. This is an ongoing and continuous endeavor.</p>	Issue resolved

3. EVALUATION/ INDIVIDUAL EDUCATION PROGRAM (IEP)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Compliance	1	<p>Records of 3 students were reviewed prior to the on-site review by the visiting team. These were selected through a stratified random selection technique to allow the team to consider a representative variety of students. Students' records reviewed were accessible and generally well organized. The following findings illustrate the themes that emerged from the record review that will require district attention.</p> <p>1. RIGL§ 300.322. For a child with a disability beginning at age 14, or younger, if determined appropriate by the IEP Team, the notice must (i) Indicate –(A) That a purpose of the meeting will be the consideration of the postsecondary goals and transition services for the child, in accordance with § 300.320(b); SW2, and SW3.</p> <p>2. Front page of IEP. Information regarding home/native language of the parents must be completed on the IEP as well as whether or not the a parent needs an interpreter must be completed. SW1, SW2, SW3. Note the IEP items were not completed, however, interpreters were provided for the parents who native language was other than English.</p>	Record Reviews	<p>Assurances will be provided to the Rhode Island Department of Education, Office for Diverse Learners, that compliance issues are addressed and rectified. This Support Plan is applicable for all compliance findings in this report.</p> <p>Timeline: Immediately and ongoing. Progress check: Issues resolved and verified March 2010.</p>	Issue resolved

4. TRANSITION					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Outcome	1	<p>There is a transition coordinator who works with students who are students 14 years who participate in the work study program. The coordinator supervises students in their job placements. Student work 10 hours a week and make approximately \$70.00 per week. Students work in a myriad of local business settings (restaurants, general maintenance, nursing homes, retail stores, grocery stores). There is also an on-grounds work study experience where students work on a variety of landscaping and other jobs supervised directly by the youth care workers. The transition coordinator also handles all summer work opportunities. In the summer, the students in work study work expanded hours and make approximately \$175.00 per week. An older student interviewed reported this as a positive hands on experience for him and a highlight of his day.</p>	<p>Data analysis meeting Interviews</p>		
Outcome	2	<p>The transition coordinator also facilitates the transition evaluation process for all students (typically age 14 and older). Harmony Hill currently uses the Guide to Occupational Exploration Inventory in conjunction with the WaytoGo RI. The coordinator reviews the assessments with the students and draft the transition goals for the IOEP. He also consults with the students case managers on transition related matters.</p> <p>The transition coordinator makes the referral to Office of Rehabilitative Services (ORS) and Division of Developmental Disabilities (DDD) as appropriate. In addition, he attends the Transition Advisory Committee and shares information with staff as appropriate.</p>	<p>Interviews</p>		

