

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

School Support System Report and Support Plan

North American Family Institute
Adolescent Community Experience

December 12-13, 2013

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 with 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 30 students with exceptionalities is selected; the records of these students are reviewed; their parents, teachers and related service providers are interviewed, and their classrooms are observed. The result is an in-depth, unified examination of the actual provision of programs and services for students with exceptionalities. The RIDE staff compiles a preliminary summary of their analyses of this data.
- Presentation by the LEA and School Site Review The on-site review begins with a presentation of programs by teachers and staff. The presentation provides the review team with general and specific information on delivery of programs and services to students. Following this presentation, on-site reviews to all schools are made. The team members interview school administrators and teaching staff. Parents and central office staff are also interviewed. The team gathers sufficient information and works with the LEA personnel to generate a report, covering the following:
 - The district's compliance with the state and federal regulations, relative to the education of students with exceptionalities.
 - The quality and effectiveness of programs and services provided by the district.
 - The need for professional development and technical assistance that will enable the LEA to improve programs and services.
- The Support Plan The RIDE team, LEA central office and building administrators meet to review the data and complete a report of results. The group designs a professional development/technical assistance support plan with timelines for implementation. This plan enables the school and district to correct areas of non-compliance and to strengthen promising programs and correct areas of weakness in order to improve services and programs for all students.
- The SSS Report The report summarizes the findings from the various data sources. The format of the report uses four divisions: Indicators, Findings, Documentation, and Support Plan. Indicators describe either performance or compliance. Findings can include a variety of some six categories, from School Improvement to Free Appropriate Public Education in the Least Restrictive Environment. The documentation section of the report distinguishes the source of the finding. The support plan reflects the response to the described findings. The support plan describes the corrective action required by the district as well as resources and time lines to improve programs and services.

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**North American Family Institute
Adolescent Community Experience**

SCHOOL SUPPORT SYSTEM REVIEW

TEAM MEMBERS

Jane Keane and Susan Wood

1. FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE/LRE)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
	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.	IDEA Data Analysis Observation Interviews		
Result	2	<p>Program Overview</p> <p>The North American Family Institute (NAFI) is a private, non-profit human service agency based in Peabody, MA. It is a community-based network of residential and community-based programs providing care and treatment for children, youth and adults.</p> <p>NAFI's philosophy and mission is to provide a "normative culture" in which students and staff, as a community, set and carry out norms of living and conduct that are acceptable and beneficial, promoting responsible behavior, mutual support, and community values.</p> <p>The continuum of services provided by The Rhode Island North American Family Institute consists of a number of community based residential programs, short/long term therapeutic care and assessment, parent training and support programs along with behavioral health programs and initiatives.</p> <ul style="list-style-type: none"> • Adolescent Community Experience (ACE) • Group Homes - Ridge Street and Oakland Beach, Main Street and Lincoln House • Professional Parent Program • Parenting With Love and Limits (PLL) • Tr-ACE • NAFI Psychological Centers <p>This report will focus on the <i>nonpublic special education school</i>, Adolescent Community Experience Program (ACE), which provides student's eligible for special education, specialized instruction, services and supports, determined through their Individual Education Plan/Team.</p> <p>The Adolescent Community Experience (ACE) is a clinical treatment and educational program facilitated through a secured residential facility for adjudicated males ages 13-18. Specialized instruction for students requiring special education via their individual education plans are facilitated through an inclusive model within the general education setting. The integrated residential, clinical and academic components of the program create a total learning environment.</p>	IDEA Data Analysis Observation Interviews		

Result	3	<p>Use of student assessment and performance data to inform instructional and behavioral practices School faculty are engaged in analyzing student data such as the WJR III Test of Achievement, the Lexia Comprehensive evaluation, the Brigance Reading Placement Test, psychiatric assessments, teacher generated assessments, student work and performance along with classroom observations to discuss student placement (reading and math), instructional strategies and cross content area planning.</p> <p>Instructional Strategies Students receive instruction in all content areas aligned to their specific local education agency (LEA) requirements to the extent possible for distance learning, credit recovery and access to digital portfolios. In addition, students participate in monthly field trips and community projects along with attendance at topical presentations supporting opportunities for experiential learning. All students are trained in the “normative approach” and are involved in team building exercises designed to build trust and strengthen the school community.</p> <p>Instructional strategies included student centered, teacher facilitated differentiated instruction, modeling, student lead projects and problem solving, posted agendas and student work along with homework assignments aligned to the GLE's/GSE's and emerging Common Core. Supplementary Instruction includes the following;</p> <ul style="list-style-type: none"> • Supplementary reading instruction and support(is provided by a Certified Reading Specialist) • Credit recovery – Grad Point Program • Distance learning opportunities/LEA • Virtual learning / Lexia Fluency Reader, Symphony Math, My Reading Coach 	IDEA Data Analysis Observation Interviews		
Result	4	<p>Student Support and Intervention ACE operates a normative community in which students are engaged in the process of creating behavioral expectations for the community and holding one another accountable for maintaining social norms.</p> <p>Faculty and staff meet on regular bases to address all aspects of a students' program progress. This includes addressing student's academic, behavioral, residential, clinical and home school community needs and interventions. All opportunities to meet as a faculty (education meetings, teacher staff meetings and management team meetings) have a common purpose in supporting all aspects of a students' progress through effective communication and intervention planning.</p>	IDEA Data Analysis Observation Interviews		

		<p>Discharge Planning Meeting Students transitioning to their home school community begin with a transition planning meeting 2-3 months prior to the pending discharge. A transition planning team (program director, clinician, education coordinator, social worker, parent, student, Tr-ACE worker, Parenting with Love and Limits team, and when applicable the probation officer) develops individual student discharge plans as appropriate. The discharge plan includes living arrangements, educational placement and the community service needs for the student and their family. Educational records are made available as appropriate, which includes student specific vocational / career exploration and experience along with post secondary planning.</p>			
Result	5	<p>Social Emotional Resources and Supports The normative approach is an experiential treatment model. All community members participate in developing the norms for living, have a responsibility to teach by giving each other feedback on living the shared beliefs and are expected to actively participate in groups.</p> <p>Within the normative approach social emotional resources and positive behavioral supports are aligned to all learning activities therapeutically as well as experientially. The normative approach is a value based approach to building communities built on the assumption that all people have a need to belong, wants to have a sense of purpose and wants to experience success.</p> <p>Aligned to the normative approach is NAFI's core beliefs that:</p> <ul style="list-style-type: none"> • People can change • Community as healer/teacher • Teaching allows people to change and grow-punishment does not • Learning occurs in safe environments that enhance dignity and respect • Mutual learning between teacher and student enhances healing <p>The following are examples of social emotional resources and supports</p> <ul style="list-style-type: none"> • Students receive therapeutic services and supports to assist in maintaining appropriate social behaviors and the value of community. • Staff and students participate in a positive, proactive, educational community through individual counseling-therapy relative to emotional issues weekly. • Group counseling regarding interpersonal and community issues is facilitated on a daily basis. • Crisis counseling is provided at the time student behavior dictates. • Community meetings are held weekly to discuss how students can change norms 	IDEA Data Analysis Observation Interviews		

		<p>and/or school related rules focused on creating student leaders.</p> <ul style="list-style-type: none"> • Students receive medication monitoring which is supported through the program nurse. 			
Result	6	<p>Program Continuum</p> <p>There are currently 15 students attending the ACE Program. Of that total 6 are students with Individual Education Plans. Specialized instruction for students requiring special education via their individual education plans are facilitated through an inclusive model within the general education setting. The integrated residential, clinical and academic components of the program create a total learning environment.</p> <p>Students receive instruction in English language arts, reflective writing, math, social studies and current events, science, physical education, health, get fit, drumming, reading writing and recording, art and computers. Whenever possible thematic approached to curriculum and instruction occurs.</p> <p>Special education services and supports are facilitated through consultation, in class support and or resource. Students may receive as needed content area remediation, re-teaching, time to complete test/quizzes and/or assistance in organizational management through resource support.</p> <p>Students have access to earn their GED. As appropriate students may participate in a local agency providing adult education.</p> <p>All students receive Title 1 reading and math services after school hours.</p>	<p>IDEA Data Analysis Observation Interviews Record Review</p>		
Result	7	<p>Adaptive Physical Education (APE) is provided as directed by a student's IEP. Currently there are no students requiring APE.</p>	<p>IDEA Data Analysis Observation Interviews Record Review</p>		
Result	8	<p>School Removals/Disciplinary Policies</p> <p>Students are expected to follow program norms of behavior, which are established by the community and are consistent across all areas of the program. ACE follows defined, successive responses to inappropriate behavior. Students are placed in the program through Family Court for a set time period. If a student is found inappropriate for the setting, a Family Court petition is initiated for an alternative placement.</p> <p>Behavioral expectations along with disciplinary action protocols and policies are comprehensively defined.</p>	<p>IDEA Data Analysis Observation Interviews</p>		

Result	10	<p>Parent Engagement Parents are encouraged to participate in all aspects of their child's experience at ACE. Family activities include open house, dinners, student led events and community experiences.</p> <p>Clinical support is additionally provided for families</p> <p>Students and families can participate in a six week class (Parenting with Love and Limits (PLL) along with eight to fourteen individual family therapy sessions. Through this evidenced based practice participants learn how to create a balance of empowerment and structure impacting daily routines leading to improved behavior, stress reduction and increasing readiness for change.</p>	IDEA Data Analysis Observation Interviews		
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2. EVALUATION/ INDIVIDUAL EDUCATION PROGRAM (IEP)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Result/ Compliance	1	<p>Records of approximately 3 students were reviewed prior to the on-site review by the team leaders.</p> <p>Information on the IEP's addressing present levels of performance; goals, objectives and progress monitoring are emerging as measurable and/or quantifiable.</p> <p>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements) (RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</p>	IDEA Data Analysis Observation Interviews Record Review	<p>Assurances will be provided to the Rhode Island Department of Education, Office of Student, Community and Academic Supports, that compliance issues are addressed and rectified. This Support Plan is applicable for all compliance findings in this section.</p> <p>Immediate and on going</p> <p>Timeline: September 2014</p>	Assurances were provided to RIDE and issue resolved.
Result	2	Faculty at the ACE program are provided as appropriate student requirements for accommodations and modifications by the special education teacher.	IDEA Data Analysis Observation Interviews		

3. TRANSITION					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Result	2	<p>Transition Planning Faculty at ACE utilizes the Career Cruising Program and the Harrington O'Shea vocational assessment to explore careers that match student's skills and interests.</p> <p>All students participate in transition planning through attending a vocational awareness class that offers students the opportunity to explore career options and interest. Additionally students create resumes, develop employment skills, experience on the job placement both in the community and at ACE and as appropriate may visit post secondary educational programs.</p>	<p>IDEA Data Analysis Observation Interviews Record Review</p>		
Result	3	<p>Referrals to the Office of Rehabilitative Services (ORS) if appropriate are made by the clinician at ACE.</p>	<p>IDEA Data Analysis Observation Interviews Record Review</p>		
Result	4	<p>The Summary of Performance (SOP) if appropriate is developed by the School Administrator. However, typically the students attending the ACE program are not eligible due to grade level status upon discharge.</p>	<p>IDEA Data Analysis Observation Interviews Record Review</p>		