



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

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**School Support System Report and Support Plan**

**Harmony Hill 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 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 by the district as well as resources and time lines to improve programs and services.

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School Support System Review**

**Team Member**

**Team A – Susan Wood and 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 <b>Program Overview</b>  <u>Residential Treatment</u> Harmony Hill School (HHS) provides services to youth 8-18 years of age who require residential treatment to address acute youth barriers to placement in a family setting, provides assessments that are used to stabilize children requiring out of home placement, and prepares youth for independence. These barriers to placement in a family setting include, but are not limited to, chronic or acute mental health crisis, significant behavioral challenges and/or juvenile justice involvement. Within the HHS internal level of care system, these youths and their families/guardians or caregivers could receive treatment in one of our three levels of care:  <ul style="list-style-type: none"> <li>• Program for Sexually Abusive Adolescents (PSAA)</li> <li>• Intensive Stabilization Treatment -ISAT I (“Eagles A” &amp; “Eagles B”)</li> <li>• Intensive Stabilization Treatment -ISAT II (“Blue Jays”, “Cardinals” and “Ospreys”)</li> </ul> Placement in any of the above units depends on acuity and presenting mental health/behavioral problems.  <u>Day Treatment</u> The Day Student Program affords children and adolescents a therapeutic educational setting grounded in Harmony Hill’s trauma informed treatment model. The Day Program serves biological males, ages 8 through 18, and who may require either special or regular education. Students can arrive as early as 7:30 AM and receive breakfast, healthy snacks and lunch. The program is separated into two dorms and this is based on age and developmental level. There are structured before and after school activities supervised by Youth Care Counselors. There are opportunities for	

		<p>students to stay on campus past 4:00 PM for positive social, athletics, and extra-curricular activities. If a youth requires credit recovery, individual tutoring can be provided after school hours. Youth receive weekly clinical therapy, including individual, group and family work as appropriate and can receive speech-language and occupational therapy as indicated in a youth's IEP/PPT. Day student youths can participate in specialized group therapy sessions if indicated in their treatment plans. Harmony Hill also offers medication management through our Child and Adolescent Psychiatrist. Harmony Hill works collaboratively with the LEA and family/guardians to support a student's academic, social, emotional and medical needs. Harmony Hill can service students with complex medical needs, including but not limited to, seizure disorders, diabetes, and severe nut/tree nut allergies.</p> <p>Harmony Hill offers a 45 or 90 day Assessment program to assist districts with academic, social, and emotional program planning.</p> <p><u>Campus School</u>  Since its inception in 1962 and incorporation as a non-profit organization in 1976, Harmony Hill School has provided treatment and education for children and youth with significant social, emotional challenges and their families, who are experiencing disruptive life experiences. Our program offers the opportunity for our clients to change using our continuum of care with the goal of enabling them to become positive and productive individuals in their communities.</p> <p>The campus school has 12 classrooms and can serve day students and residents 8 through 18 years of age.</p> <p>See also: "Program Continuum"</p> <p><u>Mission</u>  Harmony Hill School provides clinically informed specialized programming and services to individuals with social, emotional, behavioral and learning needs in safe campus and community environments. Professional staff builds on identified strengths, offering individuals and families the opportunity to realize their potential by validating experiences and facilitating healing.</p>	
Result	3	<p><b><u>Student Support and Intervention</u></b></p> <p>Leadership Teams (LTs) are comprised of members representing clinical, education, medical, psychological and youth care. The LTs meet weekly to review treatment team goals, safety plan updates/review, school/dorm/clinical concerns, program component implementation concerns, medical/psychological/psychiatric concerns, resource issues, and follow up from previous meeting(s) with regard to action plans. Two youth are chosen to be reviewed each week and students who are having chronic issues are placed on the agenda as well. The LTs meet with Administration (Steering Committee)</p>	

monthly. Changes to treatment plans or any information that is pertinent to a student is communicated to all involved staff and faculty.

Rounds are held every week for Eagle A, Eagles B and Ospreys. Members from Clinical, Education, Medical and Youth Care attend. All residents are reviewed. In addition, Cardinals and Blue Jay Rounds are held every other week.

Academic Interventions include:

- Credit recovery
- Homework help after school
- After school direct instruction – individual/small group
- Brain Pop Jr. and Brain Pop
- My Path (Edgenuity)
- STAMS (Math), STARS and CARS (Reading)
- Head for Success – Pearson
- Ready – Curriculum Associates (Reading)
- Megawords 1-8 – Educators Publishing Service

Academic Curricula:

- Let's Go Learn (online) – Math, Reading
- Edgenuity (online) – Math (all subjects possible).
- Edgenuity (online) – My Path (Reading and Math)
- Hooked on Math
- Math for Today
- Math Practice Binders – PCI Education
- Kahn Academy
- Math – Glencoe McGraw-Hill, Glob Fearon
- Science – Glencoe McGraw-Hill, Globe Fearon, Pearson, AMSCO
- English – Pearson/AGS Globe, trade books (text sets, novel units)
- Social Studies/History – Glencoe McGraw-Hill, Globe Fearon
- Discoveries America – state video series
- Evan- Moor Theme Pockets
- Generation Genius
- Building your Future
- Everyday Life skills

### **Clinical Supports and Services**

#### **Clinical Supports**

Harmony Hill School utilizes an integrated model where all disciplines (Direct Care, Education, Clinical and Administration) provide individualized, strength-based; youth-centered programming in a trauma informed environment to maximize feelings of safety and personal control for the youth. Clinical treatment philosophy is congruent with a

trauma informed recovery model; all client interaction begin with the assumption that “hope and restoration of a meaningful life are possible” (Deegan, 1988, Anthony, 1993). The following are the fundamental assertions of the Recovery Model :1) a holistic view that focuses on the person, not just the symptoms, 2) recovery is not a function of one’s theory about the causes of mental illness, 3) recovery from severe psychiatric disabilities is achievable, 4) recovery can occur even though symptoms may reoccur, 5) individuals are responsible for the solution, not the problem, 6) recovery requires a well-organized support system, 7) consumer rights, advocacy, and social change, 8) applications and adaptations to issues of human diversity. Individual clinicians utilize a variety of widely accepted treatment modalities including, but not limited to, Trauma Focused-Cognitive Behavioral Therapy (TF-CBT), CBT, Dialectal Behavioral Therapy (DBT skills), Narrative Therapy, Motivational Interviewing, Expressive Therapy and Family Systems Therapy.

All of the units are designed to quickly assess a youth’s current level of functioning, to immediately begin treatment to address the issues (typically some type of safety concern) that lead to the out of home placement. It is at this time that family work begins as well. Within this recovery model the youths/families served in **all** of our units receive the following array of service components:

- Within the first 48 hours after admission, a preliminary ISP is drafted as well as a safety plan.
- Within 30 days, the initial ISP is drafted, and every 90 days the ISP is reviewed by the Team.
- Minimally one (1) hour weekly individual therapy (campus based) for Cardinals, Blue Jays, and day students; Eagles A, Eagles B and Ospreys receive a minimum of 90 minutes of therapy
- Minimally one (1) hour bi-weekly family therapy (campus/home based)
- Weekly Access to Recreational Therapy (on/off campus)
- Daily Individualized education (on campus)
- Daily therapeutic community meetings (unit based),
- Daily treatment in the milieu provided by youth care (unit based),
- Daily treatment in the therapeutic milieu by a member of the clinical staff (unit based) after school hours
- Daily access to medication administration by an RN (on campus)
- Daily access to health services (on campus)
- Daily access to assigned dorm clinician (unit based)
- Daily life skills instruction (on/off campus)
- Weekly Substance Abuse treatment as needed (sub- contracted service off-campus)
- Weekly LGBTQQI groups as needed (on campus)
- Monthly psycho-education groups for parents/guardians, caregivers provided by a member of the clinical staff and youth care
- Weekly specialized groups based on need (Ex.: Coping Skills, Grief and Loss, Search for Your Identity, Anti-Bullying, Mindfulness Yoga)



		<ul style="list-style-type: none"> <li>• Therapeutic Visitation is offered on a case by case basis (on/off grounds)</li> </ul> <p><b><u>Social Emotional Learning</u></b>  In addition to the above list of supports, are the following:</p> <ul style="list-style-type: none"> <li>• Challenge Course</li> <li>• Health and Wellness Curriculum – Health Text Unit that addresses mental/emotional health</li> <li>• Brigrance Transitional Skills</li> <li>• Skill Streaming</li> <li>• Collaborative Problem Solving - “Think: Kids Collaborative Problem Solving Model”</li> <li>• Mindfulness and Mindfulness yoga</li> <li>• Coping Skills/strategies</li> <li>• Safety Plans and Crisis Safety Plans</li> <li>• School Safety Plans</li> <li>• Behavioral plans/menus/contracts</li> <li>• Trauma informed</li> <li>• PRIDE (PBIS) (<b>P</b>erseverance, <b>R</b>espect, <b>I</b>ntegrity, <b>D</b>iversity and <b>E</b>xcel)</li> <li>• Choices Group</li> <li>• Behavioral Continuum: <ul style="list-style-type: none"> <li>▪ Classroom rules/procedure</li> <li>▪ Redirection/warning/modeling/check for understanding, etc.</li> <li>▪ Point loss</li> <li>▪ Cool-off in a designated area</li> </ul> </li> </ul> <p><b><u>School Removals/Disciplinary Policies</u></b>  Disciplinary policies and practices are clearly defined and parents are made aware of these policies/practices at admission. Day Student parent/student handbook was updated few years ago.</p>	
Result	4	<p><b><u>Program Continuum</u></b>  Harmony Hill School currently educates 43 students (39 residents, 4-day students), from grades 5 to 12. There currently are 5 (content related) classrooms in use (Leary Building) and those 5 are middle/secondary classrooms where students move from class to class as peer groups. In the Laufer Building there are two self-contained classrooms. There are three other classrooms – Art, Health, and Computer Literacy – located in the Laufer Building. Also, in the Laufer Building, there is the potential for 3 other classrooms should the census increase.</p>	

		<p>Each classroom teacher is responsible for all curriculum and instruction with assistance from the Behavioral Assistants. All faculty members meet weekly to discuss student performance and all teachers can participate in afternoon debrief meetings as necessary. Instruction is informed, specialized and individualized. Specialized small group activities with specialists (i.e., Reading Specialist) occur on a regular basis within the content area classes, but students requiring specialized targeted skills instruction would be pulled out of a class. Specialized SEL groups do not take place in classroom; rather students are taken to their dorm or other area.</p> <p><u>Documentation:</u> Data Analysis</p>	
Result	5	<p><b>Adaptive Physical Education (APE)</b></p> <p>Adaptive Physical Education is provided to students as it is communicated in their IEPs. The Physical Education/Health teacher is certified in Adaptive Physical Education.</p> <p><u>Documentation:</u> Data Analysis</p>	
Result	6	<p><b>Extended School Year (ESY)</b></p> <p>Harmony Hill has a summer program that lasts approximately 7 weeks. Students attend school at least 4 hours per week and some students who need credit recovery, will attend school for a longer period of time. Also, some LEAs have requested additional school time for students that need additional remedial academic help. The program continues to provide a therapeutic, trauma informed environment and students continue to meet with their clinicians. Activities include but are not limited to swimming, fishing, Challenge Course, day trips, gardening (greenhouse), team sports, on-campus work opportunities as well as off-campus work opportunities, and portfolio work.</p> <p><u>Documentation:</u> Data Analysis</p>	
Result	7	<p><b><u>Parent Engagement</u></b></p> <p>Harmony Hill has a few students where communication logs/emails are passed back and forth between school and home on a daily or weekly basis. In addition, when necessary, student work is sent home via email to ensure that all materials necessary to complete assigned work are available to the student and parent.</p> <p>For the most part, clinicians are those individuals that parents will call first for information. Parent concerns/questions are generally communicated through the</p>	

	<p>clinicians. If there are faculty concerns about the performance of a student, the Education Director may call a parent, but again, most communication is through the clinician. There have been occasions where a teacher is asked to meet with a parent/guardian prior to a family therapy appointment.</p> <ul style="list-style-type: none"> <li>• Individual Service Plan – ISP/treatment plans: Every 90 days (clinical, educational, youth care, parents) review/updates, barriers, successes.</li> <li>• IEP – annual review, interim reviews as necessary or as requested; quarterly reports; progress reports</li> </ul> <p>Harmony Hill has made changes to the website to make it more user friendly and informative overall.</p>	
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## 2. EVALUATION / INDIVIDUAL EDUCATION PROGRAM (IEP)

Indicator	Findings	Support Plan
Result	<p>1</p> <p><b>Student Accommodations and Modifications</b></p> <p>All faculty and staff members have access to student IEPs in order to provide appropriate academic services and supports to all of our students.</p> <ul style="list-style-type: none"> <li>• Leadership Teams – review of students’ treatment plans, progress towards IEP goals, including behavioral goals; review clinical progress; action plans for those items in need of special attention based on student progress or lack thereof; review of safety plans, etc.; faculty attend team meetings and report meeting minutes to all faculty members via email; formal report forms</li> <li>• Staffing – are held for all incoming students and issues of concern are particularly highlighted/reviewed along with recommendations</li> <li>• Individual Service Plan–ISP/treatment Team: Every 90 days (clinical, educational, youth care, parents)</li> <li>• IEP</li> <li>• After-school Debrief sessions as needed; Wednesday morning teachers’ meeting; Professional Days; meet anytime there is a need to address immediate issues/student needs</li> <li>• Safety Plans</li> </ul> <p><u>Documentation</u>: Data Analysis; Document Reviews</p>	

### 3. IDEA TRANSITION

Indicator		Findings	Support Plan
Result	1	<p><b>IDEA Transition Planning</b></p> <p>Two or more faculty members track students that are inline to receive a diploma. These individuals coordinate with the youths' respective districts and HHS teachers with regard to all district specific requirements (i.e., credit recovery/ credits, portfolio entries, etc.) leading to a diploma. These individuals coordinate Harmony Hill School faculty activities quarterly.</p> <p>The Transition Coordinator facilitates the transition process for all students. Harmony Hill School uses the Casey Life Skills Assessment, the Guide for Occupational Exploration Inventory and O-Net (interest profiler). The results of the assessments are then used to draft IEP goals. This Coordinator also sets up on/off campus work experience for students who are performing satisfactorily in all aspects of the treatment program, including academics. Other work placements are as follows:</p> <ul style="list-style-type: none"> <li>• Pine Grove Health Center</li> <li>• Dino's Supermarket</li> <li>• The Village at Waterman Lake</li> <li>• Bob's Place Restaurant</li> <li>• Simply Elegant Flowers</li> <li>• Pinewood Pub</li> <li>• On campus (greenhouse, landscaping, light maintenance, light custodial)</li> </ul> <p>HHS began the Building Bridges Program, partnering with a local nursing home. This is a program that is designed to enhance the quality of life for nursing home residents by creating an intergenerational visitation program. Students have an orientation and training before visiting the nursing home, and HHS staff supervise students during their visit to the home. Currently this program is on hold due to the COVID-19 Pandemic.</p> <p><u>Documentation:</u> Data Analysis; 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 &amp; Hospitals (BHDDH).</p>	

		<p>Harmony Hill School has a Transition Coordinator who works with the LEAs in assisting with referrals to the Office of Rehabilitative Services (ORS) and is responsible for transportation to and from the evaluation sites.</p> <p><u>Documentation:</u> Document Review</p>	
Result	3	<p><b>Summary of Performance (SOP) is facilitated by the case managers as appropriate.</b></p> <p>The SOP is written by the Homeroom Teacher in collaboration with the Leadership Team.</p> <p><u>Documentation:</u> Document Review</p>	