



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

School Support System Report and Support Plan

**George N. Hunt School at St. Mary's Home for Children
December 2018**

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.

TABLE OF CONTENTS

1. Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE)
2. Evaluation/Individual Education Program (IEP)
3. IDEA Transition

**George N. Hunt School at St. Mary's Home for Children
School Support System Review**

Team Members

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	<p>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.</p>	
Result 2	<p>Program Overview</p> <p>The George N. Hunt School at St. Mary's Home for Children (SMHFC) is an out-of-district special education school designed to meet the individual needs of children in grades K-12 with academic, emotional, social and behavioral challenges. The school offers an educational environment which is responsive to the individual needs of the child. Therapeutic and clinical services are provided as needed to each student. The curriculum is developed to meet the state's Common Core Standards and ensures continuity between SMHFC's program and public school programs. The school adopted the principles of Positive Behavioral Interventions and Supports (PBIS) during the 2016-2017 school year. PBIS is a state wide initiative that focuses on the development of positive and predictable school community expectations. In addition to the PBIS initiative, the RI Social Emotional Learning Standards were added during the 2017-2018 school year. There are five anchor SEL standards that SMHFC believes are critical to school and life success. These SEL standards are infused into the school program.</p> <p>Students can be referred to the campus school by Local Education Agencies to attend as day students or, if they meet special education criteria, students are enrolled through the residential program at St. Mary's. All students have an Individual Education Plan (IEP) based on their academic, social, emotional and behavioral needs.</p> <p>The primary focus for day students is to prepare students to reintegrate into their community public school, to a less restrictive school or to graduate from high school.</p> <p>The primary focus for residential students is stability, permanency planning and maintaining academic success during their residency. Residential students are supported through the agency's Building Bridges Initiative providing support to the</p>	

	<p>student and guardian for an average of six months once the student leaves St. Mary's.</p> <p>Transition for both day and residential students is a coordinated team effort that includes parents, guardians, LEA representation, teachers, administration and clinicians.</p> <p>Additional services are available at SMHFC to assist students and families. Please see descriptions of the Office Based Therapy, Child and Family Trauma Treatment, Enhanced Outpatient Services, Supporting Teens and Adults at Risk, Outpatient Support Program, Supporting Adoptive and Foster Families Everywhere Program in the included handout for The Shepherd Program. The Building Bridges Initiative has been added to support residential students when they leave the residential program.</p> <p><u>Documentation</u>: Data Analysis</p>	
Result	<p>3 Student Support and Intervention</p> <p>Instruction, academic support and therapeutic interventions occur simultaneously throughout the school day. Small class sizes with an average of 8-10 students and a certified teacher and teacher assistants ensure there is support for academic and therapeutic needs.</p> <p>The positive behavioral supports and interventions (PBIS) social/emotional learning (SEL) initiatives are in place to develop a positive school environment where students feel safe and able to access learning. Building on a student's strengths and recognizing positive choices and accomplishments support the fundamentals St. Mary's believes are critical to the program.</p> <p>Daily point sheets are kept to reinforce when a student has made positive choices regarding the three pillars of PBIS: Safety, Responsibility and Respect. A summary is sent to parents on a daily basis.</p> <p>Clinical Supports and Services</p> <p>Each student has an assigned clinician. There is a school social worker in the school itself who supports the overall school and also has a caseload of day students. Residential students are assigned a clinician who can be called on during the school day if needed.</p> <p>Social Emotional Learning</p> <p>The School is utilizing the social emotional learning standards (SEL) being developed in the state of Rhode Island. SMHFC recognizes that students experiencing trauma and social/emotional deficits need to develop competencies in the areas of self-awareness, self-management, social awareness, relationship skills, and responsible decision making to be successful lifelong learners and productive citizens. Safety, responsibility and</p>	

		<p>respect are the expectations taught to the students and recognized throughout the day. Parents receive information about the SEL and PBIS principles at intake and annually.</p> <p>School Removals/Disciplinary Policies If behaviors disrupt the learning environment, a student may be asked to take space outside the classroom to recover control. Students are monitored during this recovery time and may return to class when the staff determine they have regained control. A student may also request taking space to regain control. There are areas available called RCAs (Regain Control Area) or the staff may determine another area for the student to take space.</p> <p>If the behavior creates an unsafe learning environment, the school administration, behavior team and school clinician may determine the student will work in a one-on-one environment earning points and credit for the day if the student complies with the expectations of being safe, respectful and responsible. Individual student histories, diagnosis and needs are considered in every incident.</p> <p>Out-of-school suspensions are rare and only considered if the behavior and/or actions of the student are causing stress to other students. Home, supervision and histories are considered in determining this intervention. The time out of the school environment is a 'cooling down' period. This is time limited and usually requires that the parent and student come in school for a conference before reintegrating into the school/classroom. Administration confers with appropriate staff to determine if suspension is appropriate. Individual student histories, diagnosis and needs are considered in every incident.</p> <p>Expulsion from the program is extremely rare and only considered with the sending district after exhausting all other ways to intervene to keep the individual student, other students and staff safe. SMHFC's disciplinary policies and practices are clearly defined through the student/parent handbook.</p> <p><u>Documentation</u>: Data Analysis</p>	
Result	4	<p>Program Continuum</p> <p>The academic curriculum is based on the Common Core and district requirements for graduation. Each student has an IEP with strengths, challenges and specific goals regarding the areas of need. Since students come to SMHFC school with issues like trauma histories, social, emotional and behavioral needs and academic deficits, SMHFC provides opportunities to ensure there is a safe environment to develop new coping skills, academic progress and to improve general knowledge. This is done by including things like focusing on creating a positive learning environment, teaching skills related to social emotional competencies, taking field trips into the community and providing enhanced programming. This year SMHFC had Equine Therapy for ten sessions on the grounds. There is also an annual music program for high school students who are interested. This winter students will have an opportunity to participate in six yoga</p>	

		<p>sessions as part of SEL and mindfulness. This coming summer (2019) the program theme will be gardening.</p> <p>SMHFC is adding project-based learning to the classroom curriculum approach to engage diverse students in strength based collaborative learning. The summer gardening will be the first school wide implementation of project-based learning.</p> <p>Technology integration is critical to students as they prepare for next steps in their education. Over the past year and a half SMHFC has added chrome books and Smart Technology into the middle school classroom. The plan is to continue to add technology to all the classrooms. Chrome books are already available to the high school students and the elementary classroom. An overhead projector will be placed in the elementary classroom by this spring. SMHFC will continue to secure funding to add Smart Technology to the two high school classes as part of the technology plan.</p> <p><u>Documentation:</u> Data Analysis</p>	
Result	5	<p>Adaptive Physical Education (APE)</p> <p>All physical education classes are small (8-10 students) and individual needs are being met. Currently, there are no students requiring adaptive physical education.</p> <p><u>Documentation:</u> Data Analysis</p>	
Result	6	<p>Extended School Year (ESY)</p> <p>Extended School Year is discussed at each annual IEP meeting and/or additional IEP meetings in the spring. The summer component is four days per week, 4.5 hours per day for six weeks.</p> <p><u>Documentation:</u> Data Analysis</p>	
Result	7	<p>Parent Engagement</p> <p>It is a priority to SMHFC that parents attend every IEP meeting and scheduling with this in mind is a priority. If a parent cannot attend in person, SMHFC will include them via phone conferencing. Daily notes are sent to parents describing how the day went via point sheets. If parents are open to phone calls, teachers will call to let parents know when things are going well as well as when there are problems. Parent meetings/conferences can be called at any time.</p>	

	<p>Announcements are sent home regarding things like snow day information, field trips, information about communicable diseases etc. The annual calendar and information about PBIS and SEL are sent at least annually.</p> <p>Residential students are usually assigned an educational advocate. If parents are involved, they are also included in the IEP process.</p> <p><u>Documentation:</u> Data Analysis</p>	
--	--	--

2. EVALUATION / INDIVIDUAL EDUCATION PROGRAM (IEP)

Indicator	Findings	Support Plan
Result	<p>1 Student Accommodations and Modifications</p> <p>Accommodations and modifications based on strengths are provided to ensure academic success and progress for individual students. Teachers may modify the length of an assignment, one-on-one support is provided when needed, a reading specialist is available for students who need assistance, rubrics are used to help with organization and understanding of the assignment expectations, a predictable schedule is in place and technology can be used to support reluctant writers.</p> <p>Written plans are shared with all staff involved with the student (teachers, teacher assistants, physical education teacher, behavior team, related services staff, reading specialist, clinician etc.)</p> <p>Clinicians assigned to students may work with the classroom staff to identify ways to support students who may be in crisis or who require specialized therapeutic interventions. Training regarding trauma informed care is provided to all staff. Information is shared in staff meetings and with specific staff as needed.</p> <p>Dietary needs and allergies are shared with the kitchen, classroom and residential staff. A clinical psychologist consultant provides clinical insight and suggestions regarding individual students identified by staff two times per month.</p> <p><u>Documentation:</u> Data Analysis; Document Reviews</p>	

3. IDEA TRANSITION

Indicator	Findings	Support Plan
Result	<p>1</p> <p>IDEA Transition Planning</p> <p>The Transition Coordinator oversees referrals to the Office of Rehabilitative Services. This person also works with students regarding interest inventories and other vocational exploration opportunities. Until August 2018, this was done through the Way To Go RI website which is no longer available. SMHFC is currently using Casey Life Skills and are always exploring other potential options depending on the needs of the students. The Transition Coordinator works with the classroom teacher and the students to develop and maintain their portfolio and other requirements that may be requested by a district such as a senior project, community service etc.</p> <p>Vocational Opportunities: High school students who qualify participate in a six week Summer Youth Employment and Training Program operated by Tri-County Community Action. Tri-County conducts an Academic Assessment and Career Cluster Assessment to determine eligibility to apply to the summer program. In addition, Tri-County has sent instructors to the school for programs on topics such as decorum, dress, and interview skills related to employment. Students complete a resume that they can use for real job searches.</p> <p><u>Documentation:</u> Data Analysis</p>	
Result	<p>2</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).</p> <p>In an ongoing effort to continuously improve transition and vocational opportunities, St. Mary's had an initial meeting with a Transition Consultant to discuss the development of a Transition Improvement Plan to include things such as:</p> <ul style="list-style-type: none"> • Writing the transition component of the IEP (teacher training with the consultant) • Identifying who and when someone from ORS and/or BHDDH gets invited to secondary IEP meetings • How to identify who needs to be referred to Department of Behavioral Healthcare, Developmental Disabilities & Hospitals (BHDDH). • Currently the residential students who are eligible for services have been referred to BHDDH through DCYF. • Historically day students at the school have not been eligible for BHDDH services but this may be changing. 	<p>Development and implementation of a transition improvement plan facilitated by the special education director and the school principal.</p> <p>Timeline: January 2020.</p> <p>Progress Check: September 2019</p> <p><u>FOLLOW-UP FINDINGS:</u> Issue resolved.</p>

		<ul style="list-style-type: none"> All students are referred to ORS in their junior or at the latest, in their senior year per district requests. <p><u>Documentation:</u> Document Review</p>	
Result	3	<p>Summary of Performance (SOP) is facilitated by the case managers as appropriate.</p> <p>The Student Summary of Performance (SSOP) is completed for graduating seniors by the IEP Case Manager (Special Education Teacher) in conjunction with the clinician and support staff or related services staff such as the occupational therapist, speech pathologist as identified through the IEP.</p> <p><u>Documentation:</u> Document Review</p>	