



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

School Support System Report and Support Plan

**SARGENT REHABILITATION CENTER
Non Public School
2016-2017**

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: 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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**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 Program Overview General: The Sargent Rehabilitation Center operates as a non-profit 501(c)3. The Programs operating within Sargent Center are the Pediatric Center Day School; the Neuro-Rehabilitation Center; the Audiology Center; and the Regional Resource Center. These programs are a unique treatment model which involves the transfer of care services between clinical and functional levels. Program evaluation measures the effectiveness of the frequency, duration and intensity of services. Evaluating planned versus actual outcomes measures the efficiency and appropriateness of the care model. The pyramid of Transitional Care is the philosophical model for the provision of clinical intervention and functional training. Stability of function is achieved by regularly adjusting the type and intensity of interventions. The Pyramid is dynamic, allowing for the age, clinical severity, co-morbidities and families. It is designed for use as a continuity of care system, but each level of care can also be an admission or an exit point. The levels of care are: In-Clinic, Transitional Step-down, and Transitional Community Re-Entry. Exit decisions are based on criteria for continued care and the expectation of functional gains; they are subject to external economic and family constraints. Transfer decisions are based on achievement measured against predicted performance through a process that includes families, referrers and reimburses of services. The family attending physicians, referring source, and reimbursement agency are critical to the provision of each level of care. Furthermore, community mental health agencies and businesses are important Step Down and Re-entry levels to ensure continuity of function.	

Staff Designation and Student Population:

Sargent Center employs approximately 80 staff and services approximately 70 students.

Staff consist of:

1. Executive Management (CEO, President, Vice President of Programs, Vice President of Finance, Vice President of Regional Resource Center)
2. Medical Director, MD
3. Registered Nurse(s)
4. Special Education Director
5. Special Education Teachers
6. Transition Coordinator
7. Lab Instructors
8. Teacher Assistants
9. Certified Behavioral Analysts
10. Behavior Technician
11. Social Workers
12. Speech Pathologist(s)
13. School Psychologist (consulting)
14. Occupational Therapist(s)
15. COTA(s)
16. Physical Therapist(s)
17. APE Instructor
18. Vocational Specialist
19. Administrator of Health Information (Medical Records and Educational Records)
20. Audiologist
21. IT Director

Pediatric Center Day School

a.) Sargent's Pediatric Day School Program combines medical rehabilitation with individualized education services for youth ages 3 to 21. The program's day school offers a full range of medical, educational, and rehabilitative services in a year-round school setting. Coordinated with the child's medical and school professionals, the Day School's team of interdisciplinary licensed clinicians develops a program unique to each child's specific needs. The goal is to prepare children to enter or return to school in their own community and prepare older students for independent living, employment, or transition to adult services. The program also offers comprehensive evaluation services for children who require a diagnostic profile.

b.) **The Neuro-Rehabilitation Program (Brain Injury)** serves both adolescents and adults who have sustained brain injuries due to a multitude of causes like automobile accidents, falls,

		<p>strokes, brain aneurysms or other diseases. This program provides intensive medical rehabilitation and education with the goal of returning clients to school or work. Services include speech, occupational and physical therapy, as well as behavioral intervention, vocational training and counseling. This program offers full-day and half-day programs for adolescents who require comprehensive care. For those with less severe rehabilitation needs, Sargent offers outpatient services in individual speech, occupational and physical therapy to address clients' residual issues. Advice on guardianship, alternatives to guardianship, estate planning and long term planning for families with family members with disabilities is available from the Sargent Center RRC and affiliations with the R.I. Disability Law Center and Roger Williams Law School Pro Bono Collaborative.</p> <p>Audiology Center Sargent offers an Audiology Center that conducts comprehensive hearing assessments, including hearing screening, auditory brainstem response testing and Central Auditory Processing testing. The Center will then design an individual audiological care program which may include treatment, compensatory strategies or assistive listening devices.</p> <p>The Audiology Center also provides consulting services to LEAs and schools assisting with recommendations for specific hearing equipment, classroom organization to maximize assistive technology devices, and repairs and servicing of existing hearing devices.</p> <p>Regional Resource Center (RRC) The Regional Resource Center (RRC) operates as a support center for public, non-public, private and charter schools and families as well as organizations and entities involved in the education and related services for students of all ages and individuals with disabilities. The RRC operates a Family Institute to support families of individuals with disabilities and the Public Policy Institute that addresses legislative and policy initiatives.</p> <p>The RRC maintains professional affiliations with the R.I. Disability Law Center, Parent Support Network of R.I., The Roger Williams Law School, The Youth Restoration Project, The R.I. Association of Private Special Education Schools, the Association of R.I. Administrators of Special Education, LRP Publications and other professional associations that actively engage in the dissemination of information to parents, families and educational professionals.</p> <p><u>Documentation:</u> Data Analysis, Data binders</p>	
Result	3	<p>Student Support and Intervention Sargent Center accepts students from all R.I. school districts as well as districts from surrounding Massachusetts and Connecticut. The Center is responsible for implementing the curriculum from the sending LEA and state of student origin. To meet the differing requirements set by each</p>	

school district, Sargent Center staff is required to be familiar with a variety of school curriculum, school programs, graduation requirements and other related school district supported programs and instructional standards. Teachers facilitate the sharing of information on effective instructional materials, technology supported instruction, modeling and cooperative learning aligned to established (early) learning standards, Common Core, GLE's and GSE's, and district graduation requirements.

Clinical Supports and Services

Licensed clinicians across a variety of professional disciplines provide individual and group therapies, consult to staff and student programs, and support throughout the school day for students.

Clinical responsibilities include the overall case management of therapeutic services and supports for students and their families. In addition to meeting daily IEP requirements, Center clinicians are responsible for maintaining contact with families to provide guidance and support regarding treatment planning options for their children and for referral to community support and resource opportunities.

Each classroom has team meetings to review and discuss each individual student's strengths and challenges as more clearly delineated in the student's IEP and accompanying evaluations and records. Participants at these meetings include teachers, clinical therapists including a behavioral analyst (BCBA) and a behavior tech. administrators and related service providers. There are also a myriad of other individual meetings to review student issues as appropriate. The team meetings lead to an individual approach to providing services in the most appropriate manner to meet the student's needs.

Staff is also available for families to offer advice and instruction on carrying over clinical strategies into the home and community environments. Regular home-school communication is encouraged. Parent observations, home visits and attendance at medical and treatment meetings at the office of the community provider are arranged and attended by staff social workers. Regular communication between the Center and treating physicians and psychiatrists are part of the coordination of care extended to each student and family.

Social Emotional Learning

Similar to the clinical supports and services, Sargent Center assumes an active role in addressing the social emotional and mental health needs of its students. Responsibilities include a comprehensive individual and family history, medical history and assessment of current medical treatment. Staff accompany the student and family to all psychiatric appointments and maintains a line of communication between the Center and medical treatment providers. Coordination of medication management is overseen by the Center's head nurse. Data is collected and analyzed

		<p>by the Center's BCBA and made available to treating doctors and treatment providers, staff, and the family. This data is also used to customize individual behavioral goals, plans and treatment options addressing the social/emotional/behavioral needs of the student and school as a community.</p> <p>School climate is an important feature of the Sargent Center programs. Sargent Center subscribes to the belief that maintaining a healthy and safe school community is a responsibility of each and every member of that community, including individual students attending Center programs. Staff regularly measure the school climate to ensure that it is appropriate to meeting the standard set by the agency. Individual healthcare, dress, appearance, conduct, interaction with peers and staff, choice of language, tone of voice, attitude, are all essential components of maintaining a healthy and safe school climate. Students receive individual, group and community counseling to support this objective.</p> <p>School Removals/Disciplinary Policies Sargent Center student behavioral expectations along with disciplinary action protocols and policies align with federal and state laws and regulations, including recent Rhode Island legislative initiatives. Sargent Center policies are comprehensively defined in a student parent handbook which is made available to all parents of enrolled students.</p> <p>Staff receive annual training addressing behavioral expectations for students. All staff are QBS trained and certified in behavior management. Staff receive training on policies and procedures pertaining to bullying, student discipline procedures, special education requirements for students with disabilities, OCR expectations for schools, Title IX, Title VI and Section 504 non-discrimination responsibilities.</p> <p><u>Documentation:</u> Data Analysis, Data binders</p>	
Result	4	<p>Program Continuum</p> <p>The Day School Program is located on the Sargent Rehabilitative Center campus (back building). The academic program is individualized and tailored to each student's academic strengths and challenges. The academic structure currently provides specialized instruction for elementary, middle and high school level students. Class size is typically small (12 or less) with a low student to staff ratio. Each class is staffed with a certified special educator and one or more teacher assistants. Special educators facilitate instruction through co-teaching and collaboration across content areas and grade levels. The Day School Program is delivered through programs referred</p>	

to as Early Primary/Primary, Elementary, Middle, Secondary and TU; more particularly described as follows.

The program continuum is supported by highly specialized therapies inclusive of a sensory integration unit and teaching technology for both classroom curriculum and the individual student.

Early Primary

There is one Early Primary/Primary class that consists of a special educator and a teacher assistant. The curriculum is aligned with the RI early learning standards. This program is further supported by a Learning Center with an assigned Lab Instructor.

Elementary

The elementary level program consists of one special educator and teacher assistants/supports per the needs of the class. Elementary level students engage in all appropriate core curriculum content areas along with activity of daily skills, physical education, health and art. This program is further supported by a Learning Center with an assigned Lab Instructor.

Middle

The middle level class settings include children at the middle level and middle level to early high school. Each setting is supported by a special educator and at least one teacher assistant. Special educators collaborate across content areas as appropriate for ELA, reading, math, science and social studies. Students participate in all appropriate content areas along with physical education, health and art. Students at this level also actively participate in functional programming to address activity of daily living skills. This program is further supported by a Learning Center with an assigned Lab Instructor.

Secondary

The Secondary high school program consists of two classes facilitated by two special educators and at least two teacher assistants. Each special educator provides instruction in all core content areas in addition to physical education, health, and art.

All student age 14 years and older participate in vocational training and transitional programming.

The middle and secondary classrooms are supported by Instructional Labs in the areas of reading, science, and resource.

The Transitional Living Unit

The Transitional Living Unit (TU) (18-21 year olds) is comprised of a special educator with teacher assistants as appropriate. This unit is designed as an apartment for daily living experiences. A vocational specialist works with the students in the unit and in the community addressing work/employment skills training. Students also participate in trail work experiences in the community and are engaged in a variety of transition related activities both in the Sargent Rehabilitative Center buildings and in the community. See also Section 3: Transition (item #1) for information on the Transition Program. This program is further supported by a Learning Center with an assigned Lab Instructor.

As appropriate, students may participate with their home school community in extracurricular activities as determined by academic, social emotional and behavioral progress aligned to treatment planning and individual education plans.

Social Work Services Day School and the Transitional Living Unit (TU)

Social Work services are an important component of the Day School Program and TU. The School Program employs two social workers who work with students and their families to assist with carry over activities from school into the home. In addition to consulting with teachers and rehabilitation staff, they also attend psychiatric and medical appointments with the families. Social Workers are also integral as part of the crisis resolution assessment and determination process. Social workers also participate in all IEP meetings, and facilitate play groups, social skills groups, conflict resolution groups, and self-esteem building groups.

Sargent Center's approach to providing student and family support carry over from school to home is unparalleled among education providers in the State.

Additional Sargent Center School Programs

Adolescent Neuro Rehabilitation Program

The Adolescent Neuro Rehabilitation Program (Traumatic Brain Injury) is located in the front building on the Sargent Rehabilitation Center campus. The Adolescent Neuro Rehabilitation Program consists of a certified special education teacher with teacher assistants and related service providers. Academics are individualized to meet the student's needs. Curriculum is aligned with the common core state standards. Students work toward completion of graduation requirements. Staff works collaboratively with the sending district to assist students with attaining graduation requirements. Modified/functional academics and intensive medical rehabilitation are components of this program.

A vocational specialist works with the students in this program to address work/employment skills. All students also participate in community based work experiences.

		<p>There are two social workers assigned to this program that provide individual counseling, work with the families and consult with community based providers. They also work with the therapists and teachers, as appropriate, to adjust or extend social emotional goals and carry over activities into the home.</p> <p><u>Documentation:</u> Data Analysis, Data binders</p>	
Result	5	<p>Adaptive Physical Education (APE)</p> <p>Sargent Center employs a full time APE instructor who works directly with each student on meeting their IEP goals in this area. APE utilizes a fully functioning indoor gymnasium in addition to the Center's nationally award winning Outdoor Classroom/Physical Activity facility. Community based recreational activities supporting APE include our off campus Sailing Program, Golf Program, Bowling Program, and annual "Sargent Center Olympics".</p> <p><u>Documentation:</u> Data Analysis, Data binders</p>	
Result	6	<p>Extended School Year (ESY)</p> <p>The Sargent Center Education Program includes Extended School Year (ESY) services as defined by regulations for eligible students. Eligibility is determined by the IEP team on an individual basis. Due to the severity of disability of many of the students enrolled at Sargent, a large number of students participate in ESY services offered by the Center. Sargent Center also accepts student enrollment specifically for ESY services.</p> <p>In addition to offering a full complement of academic and related services, grants secured by Sargent Center assist with funding extra-curricular activities for students that include an instructional sailing program at Sail to Prevail Newport, an instructional golf program at Valley Country Club West Warwick R.I., and an instructional bowling program in the community.</p> <p><u>Documentation:</u> Data Analysis, Data binders</p>	
Result	7	<p>Parent Engagement</p> <p>Sargent Center Education Programs provide Parents (as defined by law/regulation) all rights accorded under law and regulation, including notice, notice of rights, and opportunity to participate in all IEP team meetings. Parents are provided access to Center staff on a daily basis</p>	

	<p>and coordinated efforts for parent engagement are overseen by Sargent Center case managers and social workers.</p> <p>Beginning at fourteen years of age, (or younger if appropriate) Sargent Center's Transition Coordinator works with families regarding all areas of transition.</p> <p>Sargent Center partners with a number of organizations to assist parents including the Parent Support Network of R.I., the Roger Williams Law School Pro Bono Collaborative, the R.I. Disability Law Center, the Regional Resource Center (RRC) Parent/Family Academy, and the Youth Restoration Project of R.I. Information training seminars for parents and families of individuals with disabilities have included: parent rights, guardianship and alternatives to guardianship, estate planning, children's mental health, autism awareness, independent living and adult housing and adult services. The RRC regularly presents information at Local Advisory Committee meetings on topics selected by parents.</p> <p>Sargent Center subscribes to the practices set forth in the National Standards for Family /School Partnerships, modifying those standards for IDEA compliance as needed, including:</p> <p>National Standards for Family-School Partnerships</p> <p>Standard 1: Welcoming all families into the school community—Families are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class. Families particularly like visiting the Center to observe their child in classroom and therapeutic settings and engaging in staff visits to the home to reinforce carry over of activities.</p> <p>Standard 2: Communicating effectively—Families and school staff engage in regular, two-way, meaningful communication about student learning. This is accomplished by daily log/note book exchanges and phone communication between staff and home.</p> <p>Standard 3: Supporting student success—Families and school staff continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.</p> <p>Standard 4: Speaking up for every child—Families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success. Families are assigned a case manager and a social</p>	
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	<p>worker at admission. Families are encouraged to rely on these individuals when advocating to advance the interests of their child.</p> <p>Standard 5: Sharing power—Families and school staff are equal partners in decisions that affect children and families (modified to meet IDEA compliance). Center provided social workers are responsible for instructing parents on the importance of being active participants in the IEP decision making process.</p> <p>Standard 6: Collaborating with community—Families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation. Sargent Center staff coordinate with primary care physicians, psychiatrists, mental health providers, home based clinicians, and sending school district personnel as well as state agencies and adult service providers involved in the care and transition of students.</p> <p><u>Documentation:</u> Data Analysis, Data binders</p>	
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2. EVALUATION / INDIVIDUAL EDUCATION PROGRAM (IEP)

Indicator	Findings	Support Plan
Result	<p>1 Student Accommodations and Modifications</p> <p>Sargent Center provides student accommodations and modifications in accordance with individual student IEPs and applicable behavioral, health, safety, and transition plans. Teachers and appropriate staff are provided access to student IEP accommodations and other plans. Staff responsible for implementing accommodations, modifications IEP goals and other student plans are provided training and instruction on meeting individual student requirements. Interdisciplinary teams meet regularly to review student progress and modify strategies and techniques to advance progression toward identified student goals.</p> <p>Staff are provided updates on changes made to student IEPs and other plans including accommodations and modifications to programs. Parent involvement in the entire educational process including the development and implementation of programs is consistent throughout a student's placement at the Center.</p>	

	<p>Teachers, related service personnel and APE instructor(s) have access to a student's educational file and IEP through the office of the Sargent Center Administrator of Health Information (Records Clerk). Strict confidentiality protocols employed by the agency are reviewed with staff to ensure compliance with state and federal confidentiality and privacy laws/requirements.</p> <p><u>Documentation:</u> Data Analysis, Data binders</p>	
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3. IDEA TRANSITION

Indicator	Findings	Support Plan
Result	<p>1 IDEA transition Planning</p> <p>Sargent Center employs a Transition Coordinator responsible for all aspects of ensuring student transition goals and supporting activities are fully implemented for each age appropriate student. The Transition Coordinator works with parents and families and the supporting LEA to navigate the IDEA transition process.</p> <p>The Transition Coordinator participates in the state supported transition groups (TLC and TAC).</p> <p>Students receive both formal and informal assessments to determine vocational interests and skills. Students participate in job shadowing, on and off campus employment simulated activities and job placement opportunities and trial work experiences.</p> <p><u>Documentation:</u> Data Analysis; Data binder; Record Reviews</p>	
Result	<p>2 Office of Rehabilitative Services (ORS) and the Department of Behavioral Healthcare, Developmental Disabilities & Hospitals (BHDDH).</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>The Sargent Center Transition Coordinator works with the supporting LEA and parents/families throughout the entire transition process. The Transition Coordinator facilitates the referral process</p>	

		<p>to adult service agencies including ORS and BHDDH and regularly informs parents of changes to those agencies that affect students seeking/receiving services. The Transition Coordinator reviews adult service options, tours adult service facilities with parents and families, and along with a transition team, attends a meeting to complete the Support Intensity Scale (SIS) with BHDDH.</p> <p>Transition services begin with the use of the secondary IEP (beginning at age 14 or younger if appropriate) At this point a career development plan is completed. Educational programming includes community integration experiences, vocational experiences and age appropriate life skills experiences.</p> <p>Students attend and actively participate in the <i>Transition Fair</i> sponsored by the Sargent Center.</p> <p>Sargent staff facilitate referrals to outside agencies determined by the IEP Team. Transition goals identified in each student's IEP are addressed. All transition related activities are coordinated between the family, student, staff, sending LEA and outside agencies and adult service providers.</p> <p>Family support is provided by Sargent staff who assist with applications for Social Security, guardianship and alternatives to guardianship, adult services applications, referrals to outside agencies and service providers.</p> <p>Post School Outcome: LEA follow up one year after exiting the program in accordance with SPP Indicator 14.</p> <p><u>Documentation:</u> Data Analysis, Data binders</p>	
Result	3	<p>Summary of Performance (SOP) is facilitated by the case managers as appropriate.</p> <p>The responsibility for completion of this requirement is determined by the sending school district.</p> <p>When Sargent Center is identified as the agency responsible for completing this requirement: The Sargent Center staff completes the SOP. This document is forwarded to the sending LEA and the family and eligible student. Sargent Center also executes all requisite release of information forms to forward information to adult service agencies.</p> <p><u>Documentation:</u> Data Analysis, Data binders</p>	