



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

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**School Support System Report and Support Plan**

**Tavares Educational Center  
July 8, 2016**

## **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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**Team Member**

**Team A – Susan Wood**

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 &amp; 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><b>Program Overview</b>—The Tavares Educational Center provides special education, related services, and supports for students ages three to twenty-one whose medical and physical needs require skilled nursing care as part of their school program. These students are unable to attend a public school due to their compromised medical and physical conditions.</p>	
Result	3	<p><b>Student Support and Intervention</b>— Teachers and teacher assistants collect data based on each student’s IEP. This data is analyzed quarterly to determine progress in each goal area. This data is shared with the multi-disciplinary planning team, the LEA, and parents. If a student is not making progress according to their IEP, an IEP review meeting is held with the LEA and parents/guardians to discuss why the student isn’t making progress and determine new goals.</p> <p>Because students are evaluated quarterly and annually, service providers and teachers are always aware of changes that are made for each student.</p> <p>Students who are eligible take the MSAA and the Rhode Island Alternate Assessment for Science. The UNIQUE curriculum which is aligned to the Common Core State Standards assists the teachers and support staff to prepare students for these assessments. With the UNIQUE curriculum there are leveled books with comprehension questions, a word wall, spelling words, counting, surveys, patterning activities, science activities, art projects, games, and cooking activities all focused on monthly themes. There are 9 themes, a holiday theme, and a summer unit. The picture supports for activities are already made and available for downloading and printing. There are worksheets as well as manipulatives that are related to themes.</p> <p>The educational team meets weekly to address individual student progress, instructional strategies, alternate assessment status, family engagement, and problem solving. In addition the special education director meets with the multi-disciplinary team to discuss progress on the strategic plan.</p> <p>Teachers also have common planning time bi-weekly to develop lesson plans utilizing the UNIQUE curriculum.</p>	

		<p><b>Clinical Supports and Services</b>—Clinical supports and services include occupational therapy, physical therapy, and speech services that enhance the students’ access to the curriculum which is the Common Core State Standards.</p> <p><b>Social Emotional Learning</b>—This area is based on choice and giving students a preference in their likes and dislikes. This includes different modes of communication such as switches, gestures, facial expressions. Goals include developing awareness and trust of others in the classroom environment.</p> <p><b>School Removals/Disciplinary Policies</b></p> <p>Disciplinary policies and practices are clearly defined through the student/parent handbook.</p>	
Result	4	<p><b>Program Continuum</b>—There are currently 9 students participating in the special education program at Tavares Educational Center. Classrooms are designed to meet the developmental groupings of students as identified through needs and chronological age. Residents may either attend the on-site special education program; or if medically able, commute to a community-based school or less restrictive program based on their cognitive and social/emotional abilities.</p> <p>Specialized instruction for students is facilitated by a special educator assigned to each classroom. Each classroom additionally has a certified nursing assistant/teacher assistant assigned.</p> <p>Tavares Educational Center is a RIDE-designated facility to offer a teacher assistant training program. To date, all but one CNA has taken the 8-week program. Two training sessions were offered this year. The training program gives the CNA/teacher assistant a different perspective of working with students with disabilities rather than just from the viewpoint of a certified nursing assistant.</p> <p>There are also a variety of therapists and supports ranging from occupational therapy, physical therapy, speech, respiratory, social worker, who work with the students to enhance their access to the curriculum through these specialized therapies. The curriculum is aligned to the Common Core State Standards.</p> <p>All students receive musical interaction with Music Mike every two weeks for two hours.</p> <p>During the school year students at Tavares Educational Center interact with students from the MET school who may choose to do an internship at the school. These students may come for a semester or a full year.</p>	

Result	5	<p><b>Adaptive Physical Education (APE)</b></p> <p><u>Documentation:</u> Data Analysis</p> <p>Tavares Educational Center's recreation program is facilitated after school and on weekends providing students with opportunities ranging from community experiences to leisure time activities provided by the recreation staff.</p> <p>In addition, classrooms participate in community experiences which are aligned to education and functional activities. Some of these experiences included a trip to Rhode Island College, the RISD museum, the Children's Museum, Slater Mill.</p> <p>These community experiences usually take place in the warmer months during the extended school year program based upon student health and weather conditions.</p>	
Result	6	<p><b>Extended School Year (ESY)</b></p> <p>Tavares Educational Center is a 230-day program which does not interrupt educational services during the summer months. The summer program, however, does include community experiences for students at least once per week per classroom. The classrooms provide lessons on these community experiences to prepare the students for the outing.</p> <p>Community experiences are thoughtfully planned and developed ahead of time. The special education director, classroom teachers, and the recreation director meet to discuss ideas for community experiences, dates, and times. Community experiences for older students are more transitionally based, while for elementary students, they may be more functional or academic.</p> <p>Extended school year focuses on several potential factors including: regression, retaining skills, emerging skills, nature and severity of disability, and rate of progress. These areas are crucial to maintain the levels of academic and functional progress made during the school year.</p> <p><u>Documentation:</u> Data Analysis; Interviews</p>	
Result	7	<p><b>Parent Engagement</b>—Engaging parents is always a critical part of the multi-discipline approach. Parents are always invited to IEP meetings in a timely fashion. During the course of the year, parents are invited to the Halloween party, Christmas party and any other festivities held during the school year. Parents stop by classrooms and often visit their children while there.</p>	

## 2. EVALUATION / INDIVIDUAL EDUCATION PROGRAM (IEP)

Indicator	Findings	Support Plan
Result	<p>1</p> <p><b>Student Accommodations and Modifications—</b> Each student has individualized accommodations and modifications according to their IEP.</p> <p>Some of the supports provided:</p> <ul style="list-style-type: none"> <li>• More time to learn and practice targeted skills—students with significant disabilities learn at a slower rate than typical peers. They often have difficulty remembering or applying what has been learned. Consequently, it’s important to identify each student’s most important learning goals (for now and in the future) and provide more opportunities to practice targeted skills.</li> <li>• Explicit and systematic instruction—students with significant intellectual challenges often need step-by-step instruction and on-going prompting, feedback, and support to learn even simple skills.</li> <li>• Opportunities to apply skills in natural settings—students need opportunities to apply skills in settings in which they would naturally be used because they have difficulty generalizing. For example, a student who learns to count change in the classroom may have difficulty doing the same task in a store.</li> <li>• Reliable support for learning—though some students may be able to perform some tasks independently, they often need support when participating in classroom learning activities. Many students will continue to require support for participation in adult life, in the home, and community.</li> </ul> <p>•</p> <p><b>Some examples of accommodations and modifications for students here at Tavares Educational Center:</b></p> <ol style="list-style-type: none"> <li>1. Prompting (physical, verbal, visual, supervision/reinforcement)</li> <li>2. Alternate input modes (audio)</li> <li>3. Personal assistance (teacher, paraprofessionals, volunteers, related services personnel)</li> <li>4. Adapted materials (textured/tactile materials, raised-line writing paper)</li> <li>5. Adapted equipment (use of switches to turn on the computer or tape recorder)</li> <li>6. Computer access (voice input and output, head pointer, touch screen, alternative keyboard)</li> <li>7. Use of specialized computer software</li> <li>8. Alternate response mode (selecting pictures or photos, pointing to picture symbols, using gestures)</li> <li>9. Assessments (multiple means of assessment, changes in presentation format, response format setting, and scheduling)</li> </ol> <p><b>Learning Environment:</b></p> <ol style="list-style-type: none"> <li>1. Barrier-free for use of specialized equipment (wheelchairs, walkers, positioning</li> </ol>	



	<p>equipment, lifts,)</p> <ol style="list-style-type: none"> <li>2. Environmental considerations regarding personal needs/privacy, special diets, and medications (storage/administration)</li> <li>3. Adaptive equipment (positioning equipment such as adapted chairs, corner chairs, mobile standers)</li> </ol> <p>These accommodations/modifications are shared with the service providers through the IEPs. Student IEPs are kept in the special education director's office, and staff is welcome to review the IEPs at their convenience. Also, at the IEP meeting, the accommodations and modifications are shared with the staff.</p> <p>Copies of goals and objectives for each service provider working with the students are provided to them by the special education director.</p> <p><u>Documentation</u>: Data Analysis; Interviews; Document Reviews</p>	
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### 3. IDEA TRANSITION

Indicator	Findings	Support Plan
Result	<p>1</p> <p><b>IDEA Transition Planning</b></p> <p>Career assessments/interest inventories are used in the development of transition IEPs. Self-determination is an integral part of the student's IEP.</p> <p>Students are taught:</p> <ol style="list-style-type: none"> <li>1. To make choices</li> <li>2. Take action toward achieving their goals.</li> <li>3. Make choices related to learning</li> <li>4. Identify their learning strength</li> </ol> <p>Tavares Educational Center has developed job-related activities for the students to observe:</p> <ol style="list-style-type: none"> <li>1. Shredding</li> <li>2. Emptying the trash</li> <li>3. Making beds</li> <li>4. Changing pillows</li> <li>5. Job choices through the internet</li> </ol> <p>Tavares Educational Center is in the process of developing an improvement plan for transition for the school in accordance with the National Technical Assistance Center on Transition. Tavares is developing strengths and challenges in transition as the plan is being developed.</p>	

		<p>One of the regional transition coordinators will be visiting Tavares to assist in this process.</p> <p>Tavares Educational Center will be accessing the Transition Band through the UNIQUE curriculum designed for students in middle and high school. Transition activities through the UNIQUE system will be part of the improvement plan for transition.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Record Reviews</p>	
Result	2	<p>Tavares 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><u>Documentation:</u> Interviews; Document Review</p> <p>Most students at Tavares Educational Center leave the educational program at age 21 and transition to the adult day program. The adult day program is for residents only. Students who attend Tavares from home and are not residents have referrals made to ORS and BHDDH in a timely fashion. Once they are referred and accepted, they are assigned a case manager. The case manager then contacts the special education director to set up subsequent meetings to facilitate the process before the student ages out to 21.</p> <p>To date, only one student who was not a resident was referred and accepted by BHDDH and left the center at age 21.</p> <p>Tavares Educational Center has met with representatives of FEDCAP to insure the process outlined by the Justice Department and the Consent Decree is being followed.</p> <p>The special education director and teachers are coordinating this effort to insure that Tavares is fully in compliance.</p>	
Result	3	<p><b>Summary of Performance (SOP) is facilitated by the case managers as appropriate.</b></p> <p>Each student leaving Tavares Educational Center by age and/or exit has a student summary of performance completed by the multi-disciplinary team. The LEA and parent are invited to attend a meeting facilitated by the case manager.</p> <p><u>Documentation:</u> Interviews; Document Review</p>	