



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

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**School Support System Report and Support Plan**

**The Wolf School  
October 2019**

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

# **The Wolf School 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 | 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 | <p><b>Program Overview</b></p> <p>The Wolf School has dual approval by the Rhode Island Department of Education as an Independent School and a nonpublic special education school in grades K - 8. Students come to the Wolf School from Rhode Island and Massachusetts. The school follows the standards of core grade-level skills for language arts, math, social studies and science. The curriculum encompasses a rigorous blend of academic subjects and intensive therapeutic support that addresses three major learning challenges of Complex Learners: language processing/production, sensory regulation, and social effective communication. The Wolf School Immersion Model© integrates therapeutic support within the entire curriculum throughout the day in each classroom.</p> <p>The academic curriculum includes, but is not limited to:</p> <ol style="list-style-type: none"> <li>1. Project Read – Phonology, Written Expression, Reading Comprehension strands</li> <li>2. Read Naturally and Read Naturally Live</li> <li>3. Orton-Gillingham approach</li> <li>4. Wilson Reading System</li> <li>5. Edmark</li> <li>6. Lexia Core 5/Lexia Power Up Literacy</li> <li>7. Story Grammar Marker</li> <li>8. Telian Lively Letters/Sight Words You Can See</li> <li>9. Lindamood Bell Seeing Stars</li> <li>10. Lindamood Bell Visualizing/Verbalizing</li> <li>11. Reading A – Z program</li> <li>12. Lucy Calkins – Writer’s Workshop</li> <li>13. Step Up to Writing</li> <li>14. Handwriting Without Tears</li> <li>15. Stern Math</li> <li>16. McGraw Hill My Math</li> <li>17. Glencoe Math</li> <li>18. Symphony Learning</li> </ol> |              |

- 19. ALEKS math learning system
- 20. Dreambox Learning
- 21. East Bay Science Kits

The speech and language /occupational therapy curriculum/interventions include, but are not limited to:

- 22. Zones of Regulation®
- 23. Conscious Discipline®
- 24. Feeling Buddies© for self-regulation
- 25. Brain Gym
- 26. Brain in the Game
- 27. SPOT-ON
- 28. Everyday speech
- 29. Hearbuilder
- 30. Social Thinking® – Michelle Garcia Winner
- 31. Executive functioning interventions – Cognitive Connections
- 32. Brain Talk

Therapeutic treatment protocols include, but are not limited to:

- 33. The Kawar Protocol (astronaut training program)
- 34. Therapeutic Listening Program
- 35. Wilbarger brushing protocol

Technology Supports and Interventions include, but are not limited to:

- 36. Co:Writer Universal
- 37. Read Out Loud
- 38. Write Out Loud
- 39. Symbol Stix
- 40. Learning Ally
- 41. Bookshare
- 42. Snap and Read
- 43. Type 2 Learn
- 44. Symphony Math

**Mission**

The Wolf School inspires complex learners to discover confidence, compassion, and a love of learning to reach their full potential.

Documentation: Data Analysis, document review, interviews

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| Result | 3 | <p><b>Student Support and Intervention</b></p> <p>Each classroom at Wolf is staffed with a team of educators and therapists including a special education teacher, a speech and language therapist, an occupational therapist, and at least one or two dedicated teacher assistants. The teams meet approximately an hour to an hour and a half every week to plan curriculum in joint planning meetings. In addition, there are three learning specialists who work with various students in Grades 4 – 8 to provide additional one-on-one or small group instruction specific to individual reading and/or math needs.</p> <p>There is a supervisory team including the education supervisor, speech and language supervisor and an occupational therapy supervisor who provide direct educational and clinical support to the teachers and therapists in the classroom. The support consists of classroom observations, co-treatment, modeling, coaching in the classrooms and regular one on one meetings with the staff in supervision meetings. Teachers, teacher assistants and therapists complete a self-reflection at the beginning of the year and set professional goals with their supervisors based on their evaluations. In addition, the supervisory team along with the Director of Research and Clinical Programs meet every other week with grade level teams in PLC (Professional Learning Community) meetings to review data, problem solve around student challenges and determine next steps in treatment or educational programming. Every other week the Head of School, Director of Enrollment, Director of Special Education, education supervisor, social emotional educator, Director of Research and Clinical Programs, clinical psychologist and occupational therapist/speech and language supervisors host Wolf Rounds, which is a time for teams to present student cases to the administrators and get input, feedback, problem solve and brainstorm ideas to implement in the classroom to help a particular student be more successful.</p> <p><b>Clinical Supports and Services</b></p> <p>The social emotional educator provides social emotional support to students in all classrooms and supports all of the classroom teams. The social emotional educator is available for consultation regarding classroom management, as well as provides direct classroom instruction in grades 4 – 8 in areas such as concept of self and others, conflict resolution, problem-solving, self-advocacy, and goal setting. The students and their educational teams set a class plan, expectations, and rules at the beginning of each year. Students may have individual behavior plans based upon their specific needs, which are reviewed regularly. In addition, the part-time clinical psychologist provides consultation to the social emotional educator, classroom staff and families to support the social emotional needs of the students. This includes, but is not limited to conducting Functional Behavioral Assessments (FBAs), establishing positive behavior plans for the classrooms or individual students, data collection, observations, consultation with outside providers, faculty/staff training and parent education.</p> <p><b>Social Emotional Learning</b></p> <p>The Wolf School practices the use of positive behavioral supports, a set of practices used to organize teaching and learning environments and experiences for students.</p> |  |
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Positive behavioral supports facilitate the student's successful self-awareness, self-management, engagement with others and the learning process. The Wolf School faculty utilizes sensory-based strategies to promote sensory regulation and includes the use of weighted vests, quiet breaks, deep breaths, movement, oral supports, and brushing. All strategies are identified by the occupational therapist working with the child and are written for each team and administrators. Social thinking concepts and social skills training are directly taught to students.

Students learn how to integrate how they feel, think, and behave in order to achieve tasks. Through direct instruction and home-school collaboration, students are taught how to recognize different abilities, manage emotions, increase self-awareness and are coached on how to manage the daily social environment. Lessons focus on four pillars: caring, cooperation, respect and responsibility; these are embedded into the daily academic curriculum.

A "Social-Emotional Questionnaire" was developed by educators and clinicians at the Wolf School in order to assess social-emotional progress, objectify data and identify potential individualized goals for students.

Social-Emotional Learning at the Wolf School is broken down into 7 subtests:

1. Self-awareness/Feelings
  - Feelings in self and others
  - Appropriate ways to show
2. Self-Advocacy
  - Ask for help in academic, social or emotional situations
  - Expression of behavior and learning
3. Empathy and Caring
  - Help a peer or adult, initiation of play
  - Use of manners; thinking of others
4. Problem-solving and conflict resolution
  - (MGW): Social Thinking's Sizing the Problem, finding solutions
  - Use of strategies
5. Communication
  - Eye contact
  - Body language
  - Tone
  - Turn-taking
6. Following directions/Responsible Listening
  - Following a schedule
  - Work completion
  - Actively participating

7. Organization and Executive Functioning

- Materials
- Time management
- Planning

*Peer-Mediation:* Within Wolf's strategy-based learning environment, conflict is processed in a supportive manner where problem-solving strategies are explicitly taught. In an instance where there is conflict between peers, peer mediation is facilitated. When students show readiness and willingness to process, perspectives are shared. Solutions are agreed upon and an agreement is made. Students feel valued. Parent partnership is essential in this process.

*Positive Behavior Modification:* The Wolf School students are expected to follow the "Wolf Way" to be safe, be kind, and follow directions using a strategy-based learning environment. Students are guided to choose a sensory regulation strategy to improve behavior and maintain a regulated state.

*Social Cognition:* Cognitive processes are supported within the Immersion Model© through use of interventions that support students' social cognition, the development of executive functioning, and metacognition. Programming includes components of Zones of Regulation (Kuypers, 2013), Social Thinking (Winner, 2008), and Conscious Discipline (Bailey, 2018).

*Self-Determination:* Intrinsic motivation and self-determination highly depends on structure, predictability, and relationships within a learning environment. Building staff and student relationships and connections through empathetic listening, eye contact, and sharing joyful laughter builds trust and creates an emotionally safe learning space. Offering choice as a part of programming supports self-determination, thus promoting an intrinsically motivated learner.

Mindfulness and relaxation strategies are embedded into daily programming as well.

Educational curriculum/programming to support Social Emotional Learning includes, but is not limited to:

1. Social Thinking® by Michelle Garcia Winner
2. Connecting with Others by Richardson
3. Mind Up – Hawn Foundation
4. Multiple intelligences – Howard Gardner
5. Learning style inventories
6. Holland Code – career assessments
7. TEACCH and Structured Thinking Strategies
8. Incredible Five Point Scale
9. Collaborative Problem Solving - Ross Greene
10. Julia Cook literature to support social skill development
11. Social Emotional Questionnaires – in house created by Wolf School (twice a year)
12. Conscious Discipline®

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|        |   | <p>13. SMARTS (EF curriculum)<br/>14. Community building curriculum</p> <p><b>School Removals/Disciplinary Policies</b></p> <p>Disciplinary policies and practices are clearly defined through the student/parent handbook.</p> <p><u>Documentation:</u> Data Analysis, document review, interviews</p>  |  |
| Result | 4 | <p><b>Program Continuum</b></p> <p>The Wolf School works with a variety of students with complex learning and social emotional needs. Diagnoses may include autism spectrum disorder, specific learning disabilities (e.g., dyslexia, dysgraphia), anxiety disorder, attention deficit disorder, attention deficit hyperactivity disorder /, sensory processing disorder, social pragmatics disorder, mixed receptive/expressive language disorder, childhood apraxia of speech, and auditory processing disorder. Currently, there are 59 students in grades K – 8. There are 31 students on IEPs, 7 students are from Rhode Island from 6 districts, and 24 students are from Massachusetts from 21 districts.</p> <p>The Wolf School provides a specialized academic, sensory, language and social emotional program. Specialized instruction occurs as part of the Immersion Model©. Instruction is individualized and implemented across all settings and content areas including Move to Learn, physical education, art, music, horseback riding, health, service learning and electives. Student supports and interventions are utilized by all team members through a co-teaching/co-treatment model in individual, small group and/or whole class settings. The academic curriculum is planned by the special education teacher and the service providers address their therapy goals through a joint planning process that is facilitated in weekly meetings with each classroom team.</p> <p><u>Documentation:</u> Data Analysis, document review, interviews</p> |  |
| Result | 5 | <p><b>Adaptive Physical Education (APE)</b></p> <p>At the Wolf School, there is a Move to Learn curriculum in Lower School and a Physical Education program in Middle School that is adapted to meet the needs of all students. The “Move to Learn” and physical education programs are co-planned and co-led by a physical education teacher, an occupational therapist and a teacher assistant. Move to Learn and Physical Education occur five times a week for 30 – 40 minutes each day.</p>   |  |

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|        |   | <p>Students work on gross motor skills, as well as learning and applying social skills concepts and learning a variety of games. In addition, the occupational therapist addresses the sensory processing needs of the students during the Move to Learn and Physical Education times, as well, through the use of suspended equipment in the sensory arena. The Physical Education program at Wolf uses the Rhode Island Physical Education Framework as a guide, but individualizes the curriculum based on the needs of the students.</p> <p><u>Documentation:</u> Data Analysis, document review, interviews</p>   |  |
| Result | 6 | <p><b>Extended School Year (ESY)</b></p> <p>The Wolf School offers a five-week summer program, Camp Confidence, for current and newly enrolled students as part of the transition to Wolf. The ESY program runs 4 days a week from 9:00 – 3:00 daily. The classroom teams in the summer consist of Special Education teachers, Occupational Therapists, Speech and Language Pathologists and Teacher Assistants. In addition, individualized one to one or small group tutoring is available to all students who require additional support in academics, sensory processing, speech and language or social pragmatic needs based on team recommendations at the end of each school year. Camp Confidence is designed to provide academic instruction in the morning and enrichment programs in the afternoon built around high interest, hands-on, language rich, movement-based activities, which also provide social opportunities for the students to learn and practice socially effective communication with peers and adults. There are off-site, community-based outings throughout the summer, as well, and the weeks are planned around engaging camp themes. In addition, this summer Wolf School developed a partnership with the YMCA in Attleboro, MA so the students could participate in activities at their site including swimming and STEM.</p> <p><u>Documentation:</u> Data Analysis, document review, interviews</p> |  |
| Result | 7 | <p><b>Parent Engagement</b></p> <p>The Wolf School is committed to fostering parent partnerships, which are essential to the success of every student. There are many ways in which the school engages parents in the school community. On a formal basis, there are three parent teacher conferences each year. Parent overview night is held in the fall for all families to learn about the curriculum for the year and to meet their child’s team. In addition, there is a New Parent Orientation for all new families at the beginning of September to discuss the transition to Wolf. In the beginning of the year, Wolf also has a New Parent Brunch hosted by current families to welcome the new families to Wolf.</p>  |  |

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|  | <p>Informal, regular communication occurs with families through email, phone calls meetings or through conversations at drop-off/pick-up on an as needed basis. There is a weekly newsletter, The Wolf Weekly, which is emailed home at the end of each week.</p> <p>There is a Wolf School Parent Organization (WSPO), which supports student activities across the school. The WSPO organizes school-wide community building events including fall festival, book fair, a family dance, a spaghetti dinner and holiday shop fundraiser and pizza Friday. In addition, the WSPO sponsors an enrichment program once a year for all students where visiting artists are brought in or an outside program to enhance the curriculum in some way related to the students sensory, language or social skills needs. In the past, the Wolf School has had martial arts (Capoeira), hip-hop dance, parkour fitness and drumming programs come to Wolf.</p> <p>There are Wolf sponsored monthly parent cafes for families to come and hear from experts in the field on a variety of topics including yoga and mindfulness, sibling dynamics with complex learners, the importance of sleep, nutrition, using video games to teach executive functions skills and how to read a neuropsychological evaluation. Wolf holds an annual full day conference on topics related to Complex Learners in the Fall as well as a speaker series in the Spring and parents are encouraged to attend.</p> <p>To celebrate the founding of the Wolf school the entire community is invited to Founder's Day, which takes place every February. In addition, in the Spring the school hosts Grand-friends Day to engage the students' extended family members who are all such an important part of the Wolf community. Each year Wolf School holds a gala for the entire Wolf community where Wolf families participate on the planning committee, take part in the event and celebrate being part of the Wolf community. A current parent speaks at the event and shares their story with the larger community and talks about what Wolf means to their family.</p> <p><u>Documentation:</u> Data Analysis, document review, interviews</p> |  |
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## 2. EVALUATION / INDIVIDUAL EDUCATION PROGRAM (IEP)

| Indicator |   | Findings   | Support Plan |
|-----------|---|--|--------------|
| Result    | 1 | <p><b>Student Accommodations and Modifications</b></p> <p>All co-curricular educators and service providers have access to student IEPs to become familiar with accommodations and modifications to support student learning. There is ongoing and consistent communication between the special educators, specialist teachers, therapists and teacher assistants so that goals can be incorporated across all curriculum areas.</p> <p>A variety of supports and interventions are utilized with students on a regular basis. These include, but are not limited to:</p> <ol style="list-style-type: none"> <li>1. Oral motor supports – straws, gum, whistles, chewy tubes</li> <li>2. Alternative seating (e.g., therapy ball chairs, inflatable seat cushions, t-stool, kneeling chair, wobble stools)</li> <li>3. Sensory diets for school and home</li> <li>4. Fidgets</li> <li>5. Wilbarger Therapressure Protocol (brushing protocol)</li> <li>6. Redcat amplification system</li> <li>7. Weighted lap pads, shoulder pads, compression vests</li> <li>8. Standing desks</li> <li>9. Noise canceling headphones</li> <li>10. Suspended equipment (sensory arena, swings in classrooms)</li> <li>11. Technology supports – (iPads, laptops)</li> <li>12. Brain Buckets (e.g., sensory regulation equipment in every classroom)</li> </ol> <p><u>Documentation:</u> Data Analysis, document review, interviews</p> |              |

### 3. IDEA TRANSITION

| Indicator |   | Findings   | Support Plan |
|-----------|---|--|--------------|
| Result    | 1 | <p><b>IDEA Transition Planning</b></p> <p>There is a meeting each Spring with the 7<sup>th</sup> grade families, the Director of Enrollment and the Head of School to begin the discussion about the transition to high school. In 8<sup>th</sup> grade, students start with the transition process at the beginning of the year. The Director of Enrollment meets regularly with the students to begin discussions around the transition to high school. The Head of School initiates regular meetings with the students beginning in January to also support the transition to high school. Each student has an individual transition plan and parents, students and the educational team are involved in the process.</p> <p>As part of the 8<sup>th</sup> grade year, students take career assessments and interest surveys in their community building class. There is a Career Day with professionals from the community who come in to talk to the students about various careers.</p> <p>The educational team also addresses skills necessary for successful community engagement. Students are brought on community outings to grocery stores, restaurants, banks, animal shelters and nursing homes to practice skills.</p> <p>The following assessments/inventories used with 8<sup>th</sup> grade students for transition purposes include, but are not limited to:</p> <ol style="list-style-type: none"> <li>1. Self-awareness assessments</li> <li>2. Portfolios</li> <li>3. WaytogoRI.org</li> <li>4. Holland Code Assessment (when applicable)</li> <li>5. Interest survey - determine career cluster</li> <li>6. Multiple intelligences - career focused</li> <li>7. Learning style inventory</li> </ol> <p>The Wolf educational team coordinates with the sending LEA to provide all necessary documents and supporting documentation/assessments to ensure that students are fully prepared for the transition to high school.</p> <p><u>Documentation:</u> Data Analysis, document review, interviews</p> |              |
| Result    | 2 | <p>The nonpublic special education school works with the sending districts in assisting with referrals to the <b>Office of Rehabilitative Services (ORS)</b> and to the <b>Department of Behavioral Healthcare, Developmental Disabilities and Hospitals (BHDDH)</b>.</p>  |              |

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|---------------|----------|--|--|
|               |          | <p>The Wolf School serves K-8 grade students, thus, ORS and BHDDH referrals are not applicable.</p> <p><u>Documentation:</u> Data Analysis, document review, interviews</p>  |  |
| <b>Result</b> | <b>3</b> | <p><b>Summary of Performance (SOP)</b> is facilitated by the case managers as appropriate.</p> <p>The Wolf School serves K-8 grade students, thus, Summary of Performance is not applicable.</p> <p><u>Documentation:</u> Data Analysis, document review, interviews</p> |  |