

Rhode Island Department of Education  
Office of Special Populations

School Support System Report and Support Plan for the  
North American Family Institute  
June 5 – 6, 2006

## **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/educational setting, general educators as well as special educators and parents. It is designed to learn if the school/ educational setting 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 with the school/educational setting 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 school/educational setting demographic information on selected data areas: 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 School/Educational Setting 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 school/educational setting personnel to generate a report, covering the following:
  - The schools/educational settings 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 school/educational setting.
  - The need for professional development and technical assistance that will enable the school/educational setting to improve programs and services.
- **The Support Plan** The RIDE team, School/Educational Setting 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/educational setting 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 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 required by the school/educational setting as well as resources and time lines to improve programs and services.

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North American Family Institute

School Support System Review

June 5 – 6, 2006

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<b>1. SCHOOL IMPROVEMENT / FAMILY ENGAGEMENT</b>					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	1	<p>The North American Family Institute (NAFI) is a private, non-profit human service agency based in Danvers, MA. It is a community-based network of approximately 95 residential and non-residential programs in 10 states, providing care and treatment for children, youth and adults. NAFI as an agency has an established strategic plan along with a clear mission and vision statement. Through a SWOT Analysis approach (analyzing the organization strengths, weaknesses, opportunities and threats) NAFI identified specific overall program goals and strategies to strengthen the overall program design and student outcomes.</p> <p>NAFI's philosophy and mission is to provide a "normative culture" in which the students and staff, as a community, set and carry out norms of living and conduct that are acceptable and beneficial, promoting responsible behavior, mutual support, and community values. This process includes the flexibility to modify norms just as we modify norms in our own culture, in order to maintain a community that is respectful and responsible. The process of normative culture is implemented through the use of frequent daily group meetings during which residents and staff discuss issues and concerns, solve interpersonal issues, and hold each other accountable for respectful and responsible behavior.</p> <p>The NAFI network in Rhode Island consists of</p>	Document Faculty Interviews		

	<p>seven programs for adolescents and their families: ACE (Cranston), Challenges (Pawtucket), Main Street &amp; Ivy House in (Warren), Oakland Beach (Warwick), Professional Parent Program (Statewide), TR-ACE (Statewide) and Alternatives (Butler Campus in Providence and Lincoln House (adult program)).</p> <p><i>This report will focus on the Alternatives Program and the Adolescent Community Experience Program (ACE), which provides students with individualized educational programs (IEPs) services and supports.</i></p> <p><b>ALTERNATIVES</b>  Alternatives is a 32-bed hospital step-down program for adolescents (males and females) ages 12 through 19. It consists of a two-ear service design that meets short (30 to 90 day assessment process) and longer term needs (12 to 18 months). The program goals include providing a highly structured therapeutic setting and the integration of academic and clinical services based on a normative treatment milieu. In this milieu, staff and adolescents share expectations for appropriate behavior with the opportunity to confront and change inappropriate behavior. Each resident is involved in his or her own treatment along with their family.</p> <p><b>ADOLESCENT COMMUNITY EXPERIENCE (ACE)</b>  The ACE operates an educational program within a 16 bed secured facility for a</p>			
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		<p>coeducational population of up to 22 court adjudicated students, ages 13 through 18, some of whom have been diagnosed as emotionally disturbed and/or learning disabled. The integrated residential, clinical and academic components of the program create a total learning environment. The intent is to provide the least restrictive environment for every student, by operating a full inclusionary program to the extent possible.</p>			
Performance	2	<p>All NAFI staff are required to complete the Orientation training within six weeks of employment. This training includes CPR/First Aid, Crisis Management and Prevention, and Bloodborne Pathogens. In addition other mandatory trainings include Medication and Medical Issues, Adolescent Development Training, Infectious Disease Control, Safety First, Cultural Diversity, Grief and Loss, Policies and Procedures, Tune In, Listen Up (documentation), Special Education Needs (learning styles, developmental levels, diagnoses, etc.), Medication/Diagnoses and Group Leadership.</p> <p>The NAFI network provides faculty with four professional development days within a school year. Additionally, educators are provided with \$1,000.00 for tuition reimbursement to maintain their educational certifications along with professional development supporting their I-Plan goals and activities.</p>	Document Faculty Interviews		

		<p>Professional Development offered to staff includes but is not limited to the following:</p> <ul style="list-style-type: none"> <li>• Brain Gym</li> <li>• Practical Strategies for teaching students with learning disabilities</li> <li>• Reading Comprehension</li> <li>• Time Management Organizational Seminar</li> <li>• Hands on Strategies for Teaching Algebra</li> <li>• Writing Workshop</li> </ul> <p>On-going job embedded professional development is additionally provided through staff meetings.</p>			
Performance	3	<p>NAFI has a number of on-going partnerships with community agencies supporting student learning. Students engage in a number of educational community service projects such as fundraising for Sojourner House, gathering garments for Project Undercover, collecting can goods for the Food Bank, Project Clean Sweep, Special Olympics, Feinstein Alzheimer’s Center and distributing Thanksgiving meals through Project Turkey.</p> <p>Additionally NAFI maintains a collaborative relationship with Butler Hospital, Kent County Mental Health Center and the University of Rhode Island (interns).</p>	Faculty Interviews		

Performance	4	<p>NAFI facilitates a number of programs and supports for families to engage in at each setting. Family activities include weekly groups, dinners, training opportunities, and events supporting student work.</p> <p>Examples of NAFI family engagement activities include but are not limited to the following:</p> <ul style="list-style-type: none"> <li>Family Fun</li> <li>Harvest Fest</li> <li>Holiday Celebrations</li> <li>Basketball Tournament</li> <li>Awards Night</li> <li>Open House</li> <li>Talent Show</li> <li>Project Turkey</li> <li>Spoken Word</li> <li>Field Day During The Summer</li> <li>Science Fair</li> <li>Black History Night</li> </ul>	Document Faculty and Parent Interviews		
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<b>2. INSTRUCTIONAL STRATEGIES AND SUPPORTS</b>					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	1	The NAFI Network of programs is facilitated through the Normative Approach. Both the Alternatives and ACE clearly implemented this model. The Normative Approach is a value-based approach to building communities built on the assumption that all people have a need to belong, want to have a sense of purpose and want to experience success.	Presentation Document Faculty and Student Interviews Classroom Observations		

	<p>Aligned to the Normative Approach is NAFI's core beliefs that:</p> <ul style="list-style-type: none"> <li>• People Can Change</li> <li>• Community As Healer/Teacher</li> <li>• Teaching Allows People To Change And Grow-Punishment Does Not</li> <li>• Learning Occurs In Safe Environments That Enhance Dignity And Respect</li> <li>• Mutual Learning Between Teacher And Student Enhances Healing</li> </ul> <p>The Normative approach is an experiential treatment model. All community members participate in developing the norms for living, live by the same norms, have a responsibility to teach by giving each other feedback on living the shared beliefs and are expected to actively participate in groups.</p> <p style="text-align: center;"><b>NAFI's Educational Beliefs</b></p> <ul style="list-style-type: none"> <li>• Address all areas of a child's growth simultaneously for long term change</li> <li>• Students want to learn</li> <li>• Addressing issues outside of the academic realm can enhance academic performance</li> <li>• Process is more important than products</li> <li>• Concept development is experientially based</li> <li>• Skills can be grasped more easily if experience provides the content</li> <li>• Every community member is a teacher and a learner</li> <li>• People learn when they're having fun</li> </ul>			
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	<p>The educational experiences support the treatment model by building and strengthening the community, offering opportunities for role modeling /skills valued, assuring success for all types and levels of learners, supporting positive risk taking, questioning, reflecting and giving social purpose to individual achievement.</p> <p><b><i>Experience in Education</i></b>      Concept Development is sensory based      Experiences call on all of our senses      Concept development enhances imagination      Imagination leads to dreams      Dreams lead to hope</p> <p><b><i>Groups</i></b>      Offer opportunities to teach cognitive, social and emotional skills      Learning happens simultaneously with the event      Reinforcement Community vs. Individual</p> <p><b><i>Skill Development</i></b>      Individualized Instruction      All staff as teachers      Experience provides the content      (problem solving, speaking, listening, risk taking, reflection, leadership skills and creative thinking)</p> <p><b><i>Creative Thinking Skills</i></b>      (Problem solving with CHIP)</p> <ul style="list-style-type: none"> <li>• Circumstances</li> <li>• How did it happen</li> <li>• Is there anything you could have done differently</li> <li>• Plan</li> </ul>			
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	<p><i>With the Normative Approach as the foundation for learning the NAFI network, specifically the Alternative and the ACE programs, facilitate student learning through a variety of activities. Noted below are some of the learning experiences students are engaging in.</i></p> <p>All students are provided a Learning Style Inventory to more effectively plan for individualized learning opportunities and successful student explorations.</p> <p>At Alternatives, homeroom is a time for reflective writing and reading. Teachers may read out loud to students supporting integrated projects (Shadow Divers). Students will focus their reflective writing activities to describe field trips (Freedom Trail, Higgins Museum, etc.) and or community service projects (Project Turkey).</p> <p>The Independent Study Program at Alternatives is designed to give students an opportunity to receive additional assistance with assignments and homework. Additionally, the program supports student-learning goals through a software program that addresses a variety of topical areas. (math, computer literacy and critical thinking programs) Students may also use the computers to conduct research and report development.</p> <p>(Programs that are planned for implementation in September 2006 include the following; 2006 Destination Math Aligned To Standards, Spelling Made Easy, The New Way Things Work/Science</p>			
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		<p>Thinking Things / Critical Thinking Skills including the Lexia program)</p> <p>A technology teacher at ACE facilitates the Lexia reading program. Lexia is also entwined with the 3 R's reading, writing and recording video production class taught by the same teacher. Students use their reading, writing and comprehension skills in conjunction with technology skills along with video and production of short DVD's. It is interactive and provides individual performance reports for students, which illustrate progression through levels and allow students to monitor their own progress. This information is then shared with teachers so they can see their student's reading strengths and needs. Additionally, this program assists teachers in planning instructional design.</p> <p>ACE also has a literacy coordinator who works with students in small groups addressing comprehension, fluency and readability. The literacy coordinator, teacher, and the technology teacher meet once a week to review students strength and needs. In addition, the reading resource teacher meets with the other core content area teachers and reviews reading strategies and readability levels. Math software (Destination Success) has just been installed at ACE</p>			
Performance	2	Teachers at Alternatives reported that they use the GLE's posted on the RIDE website to develop their curriculum and instructional strategies along with aligning individual student	Faculty Interviews		

		<p>IEP goals and objectives. The review and planning is viewed as emerging.</p> <p>Teachers have established benchmarks for each grade level and content area. In addition, teachers at Alternatives are teaching in the content area that they are highly qualified in. Faculty meet (Monday, Wednesday and Friday at 7:30 Thursdays at 12:30) three/four times a week to discuss curriculum issues, instructional strategies and student performance outcomes.</p>			
Performance	3	<p>Though NAFI engages in a number of assessments addressing academic performance (State assessment, test scores, Woodcock Johnson, etc.) and discuss student progress informally, the use of data to inform instruction is emerging.</p>	Faculty Interviews		
Performance	4	<p>The Treatment Team Planning Meeting at Alternatives is held after the first 45 days and then there after every 3 months to assess short and long term goals along with areas to be addressed over the next 90 days.</p> <p>Monthly Multidisciplinary Summaries are facilitated for each student and reviewed by the team. (Program Director, Site Director, Clinicians, Education Coordinator, Director of Nursing, Assistant Medical Director and the Medical Director) The Summaries include student goals addressing emotional/behavioral, family, social/interpersonal, activities of daily living/health and academics. The summary reports discusses/reviews the student's school</p>	Faculty and Student Interviews		

		<p>experience, medical, psychiatric and clinical status, behavior in the milieu, appropriateness of placement, discharge site and discharge date.</p> <p>At ACE personal growth assessments are held quarterly for each student. The assessment addresses social, emotional and cognitive profiles of students. Information is then shared with students, families/DCYF to discuss overall progress and continued program design and or discharge.</p>			
Performance	5	<p>Before each educator comes into the program he/she is required to read student profile documents that contain continuous observations regarding student's behavior and/or social emotional state.</p>	<p>Document Faculty Interviews Classroom Observations</p>		
Performance	6	<p>Common planning activities include but are not limited to the following:</p> <ul style="list-style-type: none"> <li>• The Administrative team meets weekly at each site.</li> <li>• The Director meets with the Education Coordinators weekly.</li> <li>• Staff Meetings are held once a week.</li> <li>• Teacher Meetings are held three/four times per week to discuss over all student issues, instructional strategies and cross curriculum planning.</li> <li>• Additionally on Thursdays educators discuss academic probation status and detention.</li> </ul>	<p>Document Faculty Interviews</p>		

Performance	7	<p>Teachers are assigned students (home room) and are responsible to create monthly academic summaries, which will be posed as a part of a multidisciplinary summary and presented at the weekly MDT meeting. (Alternatives)</p>	Document Faculty Interviews		
Performance	8	<p>Within the Normative Approach social emotional resources and positive behavioral supports are aligned to all learning activities therapeutically as well as experientially.</p> <p>Students receive therapeutic services and supports to assist in maintaining appropriate social behaviors and to teach the value of community by requiring staff and student participation in a positive, proactive, educational community through individual counseling-therapy relative to emotional issues weekly, group counseling regarding interpersonal and community issues on a daily basis and crisis counseling at the time student behavior dictates.</p> <p>Community meetings are held weekly to discuss how students can change norms and or school related rules focused on creating student leaders.</p> <p>Through the direction of a psychiatrist, students receive medication monitoring which is supported through the program nurse.</p> <p>Counseling and other clinical services and supports are provided through the social workers including:</p>	Presentation Document Faculty Interviews		

	<p>Individual Psychotherapy  Individual counseling for school-related and personal growth-related issues  Group Therapy related to residential issues  Family Therapy  Psychiatric Consultation  Psychopharmacological Treatment  Crisis counseling on an as needed basis  24-hour back up / Butler Hospital (Alternatives)</p> <p>On-going Therapeutic Group Activities include:</p> <p>Alternatives</p> <ul style="list-style-type: none"> <li>• DBT Dialectal</li> <li>• Healthy Sexuality</li> <li>• Healthy Boundaries Emotional Physical And Sexual</li> <li>• Substance Abuse Groups</li> <li>• Transition Groups</li> </ul> <p>ACE</p> <ul style="list-style-type: none"> <li>• Substance Abuse Groups</li> <li>• Girls And Boy's Groups To Discuss Gender Specific Issues</li> </ul> <p>Overall Program</p> <ul style="list-style-type: none"> <li>• Transition group in the morning after lunch at the end of the school day, before a field trip</li> <li>• Reflective group activities focusing on "How did it go" and "Did we learn anything"</li> <li>• Whole community and/or just a student and an adult</li> <li>• Psycho educational groups that may address coping skills, social skills groups health education/sexually identity and</li> </ul>			
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		<p>orientation</p> <p>Additionally, NAFI facilitates network-based sports activities (i.e., basketball, football, soccer, volleyball softball etc.)</p>			
Performance	9	<p>The Normative Approach is the overall behavior program for NAFI, which includes behavior management strategies and a credit system based on productive activity.</p> <p>Students can earn 12 credits for a full school day including having one's homework prepared for class and engaging in appropriate on-task behavior. Each teacher manages the credits earned. Credits can be used to earn privileges at the house. Examples include, school store, field trips, passes for the weekend, detention at the house on Saturday, passes for off grounds etc.</p>	Document Faculty Interviews		
Performance	10	<p>NAFI has clearly defined disciplinary policies for their programs. The primary emphasize of the overall program is on social emotional and intellectual growth in conjunction with the development of a sense of responsibility for self and towards others. NAFI addresses disciplinary actions through the use of two models:</p> <p>SAMS</p> <ul style="list-style-type: none"> <li>• State the Norm,</li> <li>• Ask for corporation</li> <li>• Bring it back to the mission of the program</li> <li>• Set the limit.</li> </ul>	Document Faculty Interviews		

	<p>CHIP</p> <ul style="list-style-type: none"> <li>• Circumstances</li> <li>• How I felt /how did it happen</li> <li>• Interventions</li> <li>• Pattern and Plan. The CHIP is a process described and defined by the student.</li> </ul> <p>The staff receives ongoing training, which stresses the importance of emphasizing, and encouraging positive goal related behavior. Each staff member is trained and certified in physical restraint techniques insuring that the process is therapeutic and they are re-certified on an annual basis.</p>			
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<b>3. FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE/LRE)</b>					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	1	<p>The programs of NAFI have clear entrance and exit criteria which includes the following:</p> <ul style="list-style-type: none"> <li>-Student interview with parents</li> <li>-Day visits with student</li> <li>-Clinical Team (Director of each department meets once a week) will review student profiles</li> <li>-Extend Invitation to student and family</li> <li>-Student record request</li> </ul> <p>Every student within 45 days will have a psychosocial assessment, which includes emotional/ behavioral, educational health social/ interpersonal and family profile. The assessment is based on previous assessments, along with the student's 45-day therapeutic</p>	<p>Document Faculty Interviews</p>		

		<p>interventions and program involvement. If there are assessments that need to be facilitated NAFI will request the sending LEA to facilitate them and/or NAFI might facilitate a Woodcock Johnson to determine educational needs (Some students within 45 days will have a Woodcock Johnson if information was not available from the sending LEA within a three year span).</p> <p>Students are adjudicated to the ACE program. DOS information may inform the program regarding students with IEP's.</p>			
Performance	2	<p><b>PROGRAM CONTINUUM</b></p> <p>NAFI Alternatives provides an educational program within a residential school setting for psychiatrically disabled adolescents males and females between the ages of 12 and 18. There are currently 31 (full-time) students attending this program and of that total, 26 students have IEP's. The Education Director, Special Education Coordinator, a special education teacher and four core content area general educators along with teacher assistants facilitate the overall academic program. Students are provided (5 hours a day) secondary level instruction addressing all core subject areas (English Language Arts, Math, Social Studies, Science, Physical Education/Health). A variety of electives are additionally offered such as clay, art and drumming. Related services and other supports (speech, PT, OT APE, transportation)</p>	<p>Document Faculty Interviews Classroom Observations</p>		

		<p>are provided as identified by the IEP. Special education students are fully integrated with non-disabled peers.</p> <p>Alternative Support/Electives include the following:</p> <ul style="list-style-type: none"> <li>-Culinary program</li> <li>-Greenhouse integrate all the classes into the growing plants,</li> <li>-Art room</li> <li>-Home room 15 to 20 minutes of reading out loud</li> <li>-Field trips monthly with reflective writing</li> <li>-Behavior management systems is a credit system to earn school store items/ earn coupons for rewards</li> <li>-Earn credits for class time</li> <li>-Student government</li> </ul> <p>In addition students participate in an eight-week extended school year program to support their individual educational needs.</p>			
Performance	3	<p>The Adolescent Community Experience (ACE) is a 22 bed secure, co-educational treatment program for court adjudicated youth, ages 13-18. There are currently 16 students in the program. ACE is a state certified nonpublic school with a special education component. At ACE the residential, clinical and academic components of the program are integrated to create a total learning environment. A certified special education teacher is employed to provide consultation to the general education</p>	<p>Document Faculty and Student Interviews Classroom Observation</p>		

	<p>teachers as well as resource, or direct services students with special needs. Students receive instruction in english language arts, reflective writing, math, social studies and current events, science, physical education, health, get fit, drumming, reading writing and recording, art and computers. Whenever possible thematic approached to curriculum and instruction occur. Every student also takes part in a weekly community service activity. Students also receive a vocational assessment, daily group counseling and weekly individual counseling. All students receive Title 1 reading and math services after school hours. Students who have turned 17 may elect to earn their GED. ACE provides the educational training for the GED within the structure of the daily educational program. If recommended by the discharge planning team, a student may become eligible for public school participation prior to exiting the program.</p> <p>All monies made from the ACE School store are donated to a specific family/community need.</p> <p>Cultural awareness teams at ACE identify a country to study and will present to the school community what they have learned through a cultural awareness day with performances, skits, readings, writings, posters and food preparation.</p> <p>Both the Alternatives and ACE program engage in NAFI network activities and shared resources such as clay, spoken word, greenhouse,</p>			
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	<p>spelling bee, career day, Project Turkey (baskets for needy families and deliver/ along with donations to the food bank) along with trips, talent shows, and an awards night.</p> <p>Filed trips are organized monthly to various community settings, which support both the academic and experiential philosophy of the overall program. Often field trips will relate to a thematic approach that supports literacy across the curriculum. Students are exposed to different experiences in the arts, science, social studies and culture. Literacy-based activities addressing the concepts, values and lessons learned are posed through student readings, writings and presentations.</p>			
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<b>4. EVALUATION/ INDIVIDUAL EDUCATION PROGRAM (IEP)</b>					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
		<p>It is the responsibility of the DCYF/LEA to ensure the student receives a free appropriate public education (FAPE). The contracted agency/non-public school, however, is an active collaborative partner in ensuring that FAPE is received and the Rhode Island Regulations adhered to.</p>		<p>The North American Family Institute will provide assurances to the Rhode Island Department of Education that it will adhere to the Rhode Island Regulations Governing the Education of Children with Disabilities</p> <p>Immediately and on going.</p>	

Performance	1	<p>Evaluation procedures and protocols</p> <p>If a student was identified as needing an evaluation to determine eligibility, NAFI will seek the support of the sending LEA. For ACE if needed NAFI will contract with appropriate personnel as needed</p> <p>Some aspects of special education protocol were unclear regarding record acquisition, re-evaluation and continued planning as evident by the record review. (see below)</p>	Document Faculty Interviews Record Reviews	<p>The NAFI will revise their special education faculty handbook to address all aspects of mandated IDEA responsibilities.</p> <p>The NAFI will provide on going professional development to address evaluation/re-evaluation protocols, policies and program practices through regularly scheduled teacher meetings starting in September 2006</p> <p>Progress Check: December 06</p>	
Performance Compliance	2	<p>Record Review</p> <p>Intake information not consistently documented</p> <p>Contact Information JK 5,6</p> <p>Date of Admissions JK 8,9</p> <p>Education Advocate JK 1</p> <p>Evaluations</p> <p>ET Discussions 1-9</p> <p>Consent (Education 12/20/05) JK 9</p> <p>Special Education Process Unclear JK 9</p> <p>IEP</p> <p>Attendance JK 1 (No LEA Rep) 2,3 (Attended but didn't sign) (all were invited/ probation officer)</p>	Record Review	<p>The NAFI will provide on going professional development to address special education policies, procedures and regulations addressing IEP development through regularly scheduled teacher meetings starting in September 2006</p> <p>Progress Check: December 06</p>	

	<p style="text-align: center;">JK 7,8 (No general education rep)</p> <p>IEP Development Overall JK 1,2,3 Description of Strengths and Needs JK 1,2,3 not specific Vocational/Transition Planning Embedded in IEP JK 1 conflict vocational assessment notes cartoonists /graphic design (iep states mechanics) JK 1,2,3,4,7,8,9 Transition goals not embedded in IEP</p> <p>Measurable Goals and Objectives /One Grade Level to what measure / Standard JK 1,2,3,4,7,8,9</p> <p>IEP Item # Not filled out 31 – JK 1,2,3 Not specific 37 – JK 1,2,3 38 – JK 1,2,3, 4(All) 39 – JK 1,2,3 40 – JK 1,2,3,4, accommodations not described by specific assessment</p> <p>ESY inconsistently documented throughout record review</p> <p>Quarterly progress reporting to parents regarding student IEP goals and objectives is currently not be facilitated at NAFI</p>			
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**5. TRANSITION**

Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	1	<p>Transition Planning Two to three months prior to discharge, the NAFI clinical coordinator assembles the transition team, which includes the outreach and tracking workers, family, social workers, Education Coordinator, DCYF and the LEA where student may be returning, to prepare a discharge plan. The plan includes living arrangements, identification of school student will be attending, and a compilation of students records for appropriate special educational planning.</p> <p>A referral to TRACE (a short term tracking program) for student follow up will be initiated to provide additional support as students are transitioned to their home school community.</p> <p>The length of stay at Alternatives ranges from 12 to 18 months and potentially up to 3 years. Through the Treatment Team Planning process on-going discussions regarding potential discharge for students is comprehensively planned. Within 3 months of a student's participation in Alternatives, goals are established to integrate the student back to school and/or home. One transition at a time occurs with returning to the LEA the priority. The gauge social/emotional health the mental status assessment is used as part of the planning process to assure successful transitions.</p>	Document Faculty and Student Interviews		

		Credit recovery is individualized for each student depending on academic need along with specific LEA requirements. Students are offered opportunities varying from daily to extended summer support to complete required credits.			
Performance	2	Although there is evidence of vocational assessments (Harrington-O'Shea) and discussions supporting transition planning within student records, it is unclear how this information is supported within IEP's for students who are 14 years of age attending the NAFI.	Record Reviews Faculty Interviews	The NAFI will provide on going professional development to address special education policies, procedures and regulations addressing IEP transition planning and development through regularly scheduled teacher meetings starting in September 2006  Progress Check: December 06	