

Rhode Island Department of Education
Office for Diverse Learners

School Support System Report and Support Plan for the
St. Andrew's School
May 13, 2010

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 Results. 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 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 required by the district as well as resources and time lines to improve programs and services.

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St. Andrew's School
School Support System Review
May 13, 2010

Team: Jane Keane and Susan Wood, Rhode Island Department of Education

1. SCHOOL IMPROVEMENT / FAMILY ENGAGEMENT					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Result	1	<p>School Improvement and Strategic Planning St. Andrew's School is a small, co-educational, nondenominational, boarding and day school serving 208 students in grades 3 through 12. St. Andrews school provides an academic program for students with learning differences. In 2006, the school adopted the "All Kinds of Minds" philosophies and processes as the whole school approach to learning. St. Andrews School is accredited as a National School of Distinction by All Kinds of Minds Institute in North Carolina.</p> <p><i>"The mission of St. Andrew's School is to reach out to those students with learning differences whose needs have not been met in public or private school. Our student-oriented teachers are committed to identifying individual learning strengths and teaching to them. Since 1893, St. Andrew's has embraced social and economic diversity, offering a generous, need-based financial aid program. In a nurturing community, we emphasize moral and ethical values guided by our Episcopal heritage in preparation for each student's purposeful engagement in the world."</i></p>	Document Faculty Interviews		
Result	2	<p>Professional Development Professional development at St. Andrew's School is provided for faculty and staff through a variety of opportunities along with job embedded activities. The focus this year for professional development is Executive Functioning. The following is a non exhaustive list of examples of professional development faculty have or will be engaged in:</p> <ul style="list-style-type: none"> • Coaching All Kinds of Minds • Maximizing Results from Homework Time • Teaching Organization Skills • Strategies to Teach Students the Art of Self- 	Document Faculty Interviews		

		<p>Management</p> <ul style="list-style-type: none"> • Executive Functioning, Brain-based Learning and Strategies for Instruction including Implementation • How to Improve Executive Function Skills • Cognitive Testing Using WISC-IV • Software Analysis linked to Curriculum • NELMS • Responsive Classroom • Practical Strategies and Interventions for Asperger's Syndrome & High Functioning Autism • Developing Effective Intervention Strategies For Children and Adolescents with Asperger's Syndrome & High Functioning Autism • Writing <p>Professional development is offered four full days at the beginning and ending of each school year in addition to a New Faculty Orientation. In addition two periods during the school year and 21.5 hours of grade level meeting are dedicated to professional development opportunities.</p>			
Result	3	<p>Instructional Strategies and Supports</p> <p>St. Andrews School has adopted the "All Kinds of Minds" methodology based on research from neuroscience, cognitive psychology and related fields of learning. The framework provides approaches to address individual student learning styles. The framework consists of eight constructs such as memory and language and component functions such as long term memory and phonological processing.</p> <p>In addition technology is utilized to differentiate, enhance and support instructional practices and strategies. The following examples of instructional strategies reported to be facilitated by school administration and faculty.</p> <ul style="list-style-type: none"> • Schools Attuned Program 	Document Faculty and Parent Interviews Classroom Observation		

		<ul style="list-style-type: none"> • Responsive Classroom • Curriculum Mapping • Direct literacy instruction and program options • Supplemental Wilson Language Instruction • Learning Service Program • Advisory Program • Integrated Technology Curriculum • Student Lead Morning Meetings • Individualized teaching, support and problem solving • Universal Instructional Supports • Study Skills Program • After School Activities • Community Service Learning <p>Focus Programs The Focus Program offers middle and upper level students individual support to address planning, organization, focus, attention, time management, working memory, metacognition, response inhibition, task initiation and goal-directed persistence learning.</p>			
Result	4	<p>Use Of Student Assessment And Performance Data To Inform Instructional Practices St. Andrew's School administration and faculty review student data through a number of structured and informal processes. Faculty reviews various assessments such as the Stanford 10, PSAT, SAT, WADE, FLRT along with formative assessments. In addition faculty facilitates and reviews the Fountas and Pinell Benchmark Reading Assessment, and the Developmental Spelling Inventory.</p> <p>Students participate in formal standardized testing, such as the Stanford testing in the middle school and PSAT testing and SAT testing twice annually. Testing results are reviewed annually along with classroom testing to determine progress toward academic goals both in content and learning. Students as well review and plan using</p>	Document Faculty Interviews		

		personal data collected through a variety of formats.			
Result	5	<p>Planning / common planning St. Andrews provides administration and faculty a number of opportunities to discuss and plan for individual students as well whole school community responsibilities and activities. The follow are examples of common planning.</p> <ul style="list-style-type: none"> • 1 1.5-hour department curriculum meetings • 5 1.5-hour grade level meetings with other grade levels to examine transitional bridges and connections or to examine testing data • Teachers have preparation periods built into the schedule when they may meet with others as well • Learning Services Teachers may meet form 3-4, whole other teachers are completing after school activities • Residence Life Meetings • End of Quarter Grade Preparation Time 	Document Faculty Interviews		
Result	6	<p>Parent/Family Engagement The St. Andrew’s Parent Association meets monthly and has established bylaws to facilitate their meetings and responsibilities. The association acquaints all families with the schools programs, faculty and administration and acts as a liaison for parents in partnership with the school. In addition they provide topical presentations of interest to families and the community, volunteerism, assist in school activities and host fund raising events. Examples of their efforts include but not limited to the following:</p> <p style="padding-left: 40px;"> Alumni Homecoming & Parent Weekend Community Scholarship Theatre and Music Events Craft Fair</p>	Document Faculty and Parent Interviews		

2. FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE/LRE)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings

Result	1	<p>Program Continuum</p> <p>There are 208 students attending St. Andrews School. Of that total 60-70 students receive supports through learning services / IEP's. There are, at the time of this report writing, two (2) students who are Rhode Island students placed at St. Andrews by LEAs. Overall, there are 16 students in the Lower School (3rd – 5th grade), 42 students in the Middle School (6th-8th) and 150 students in the Upper School (9th-12th). Class size at St. Andrews is typically 12 students and or fewer. Forty six students live on campus. Twenty four students are international students from China, Taiwan, Korea, Aruba and Senegal.</p> <p>Special education services and supports are provided through a full inclusionary model. Students with Individual Education Plans (IEPs) receive their learning services and supports in the general education setting with additional support as needed. As appropriate students may take additional courses to support their learning such as Literacy classes and or the Focus class. At the middle level a co-teaching team facilitates an ELA and reading class. Speech language services along with specialized reading programs are additionally offered.</p> <p>Lower School / Elementary (Grades 3-5)</p> <p>The curriculum at the Lower School is an integrated thematic study across the disciplines with a focus on the Arts. A learning specialist and/or speech and language therapist work within the context of the classroom, providing services and supports.</p> <p>Examples of the Lower School integrated thematic studies include:</p> <ul style="list-style-type: none"> • Community building • Developmentally appropriate skills • Morning meetings • Integrated balance of systematic direct instruction 	<p>Document Faculty Interviews Classroom Observation Student Record Review</p>		
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- Small group instruction
- Independent practice
- Cooperative learning
- Thoughtful effective problem solving

Middle School (Grades 6-8)

The middle school is designed using a team approach with 6th, 7th and 8th grade teams, each consisting of a humanities teacher and a math/science teacher. There are two middle school resource teachers who split their time between the three grades. The middle school model is flexible and allows for the resource teachers to team with the classroom teachers during language arts and reading blocks, or to provide the language arts instruction to a small group of student in order to best support the needs of students with IEPs. The middle school schedule is facilitated though a block approach which allows teachers maximum flexibility to integrate content and skills in an interdisciplinary manner. The morning is divided in to two 90-minute blocks. The afternoon is divided into smaller blocks for co-curricular classes such as art, music, theater, computer and gym in addition to content classes. Content area classes include reading, language arts, math, science, and social studies.

Upper School (Grades 9-12)

The upper school is a college-preparatory program designed to prepare students for college life in and out of the classroom.

To graduate, students must complete 26 credits: 24 academic credits and 2 credits in physical education. Students are expected to take coursework in English, math, science, social studies and physical education each year. Preparation in a foreign language is also highly recommended. All students may only take one study hall in their schedule. Through the senior year students must pass

		<p>the equivalent of five full-credit courses to graduate. Minimum requirements are: 4 credits in English 3 credits in math 3 credits in science (including 2 in a lab science) 3 credits in social studies (including 1 in U. S. History) 2 credits in physical education 1 credit in art</p>			
Result	2	<p>School Removals/Disciplinary Policies Behavioral expectations along with disciplinary actions protocols and policies are comprehensively defined in student hand book.</p>	<p>Document Faculty Interviews</p>		
Result	3	<p>Social emotional resources / positive behavioral interventions and supports/ Personalization</p> <p>Advisory Program At St. Andrew's School every student has an advisor who may remain with that student for up to four years. The advisor meets with their identified students at the beginning and end of each school day. For students needing more support they may meet for 45 minutes each day. This offers the student immediate support and follow-up on academic or social concerns. Advisors additionally will contact parents on a regular basis by phone or e-mail to keep them up to date on their child's progress.</p> <p>Additionally Opportunities for Social Emotional Learning</p> <ul style="list-style-type: none"> • CARES class – Middle school – caring, assertiveness, responsibility and empathy • Community Service Learning • Small Problem Solving Topical Groups: Woman: Power and Assertiveness, Test Anxiety, Social Skills, Goal Setting and Priorities, Conflict Resolution, Making Choices, Boy's Only Lunch and 	<p>Document Faculty and Student Interviews</p>		

		or Girls Only Lunch			
Compliance	4	Under sections 300.129 and 300.903 of the Board of Regents' Regulations Governing the Education of Children with Disabilities, special education programs in private day or residential schools must meet the same standards as those established for public school programs in order to be approved by the Department of Education. Those standards include the provision of educational services to students with disabilities by appropriately certified personnel.	Faculty Interviews	St. Andrew's can choose to pursue Rhode Island Department of Education nonpublic school approval or not. It is a voluntary process. Timeline: St. Andrew's may choose to pursue nonpublic school approval at any point.	
Result	5	Facilities The St. Andrew's School Campus is set on 100 acres with 33 buildings supporting a student living, learning and extracurricular activities. All appropriate access, emergency planning and support is documented.	Document Faculty Interviews		

3. EVALUATION/ INDIVIDUAL EDUCATION PROGRAM (IEP)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Result		The St. Andrew's School will continue to assist the respective LEAs, that they work with in providing a free and appropriate public education (FAPE) to the students they serve in accordance and adherence to the RI Regulations. <i>This is applicable to all items in this section in addition to the record review addendum.</i>		Assurances will be provided to the RI Department of Education, Office For Diverse Learners that compliance issues are addressed and rectified. <i>This Support Plan is applicable for all compliance findings noted through the record review process.</i>	
Compliance	1	Though relevant information in student's central files were comprehensive in nature, specific information was not	Document Faculty Interviews	St. Andrew's will provide special education staff with professional	

	evident on the St. Andrews IEP document. (examples; English Language Learner [ELL], Home/Native Language, Transfer of Rights, transition specifics for students 14 years and older, etc) In addition, typical notices of invitation and purpose of meetings addressing transition were not evident in the review.	Record Review	development regarding the IEP document and invitation documentation. Timeline: Immediately and ongoing.	
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4. TRANSITION					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Result	1	<p>Transition Planning A variety of transition activities occur for students moving from grade-to-grade and level-to-level. Students may participate in step up programs, peer discussions, parent orientations along with social events. In addition, the Lower School facilitates a step up day to the Middle School along with the college counselor attending every 8th grade IEP meeting starting in the spring. All eighth grade students maintain a portfolio.</p> <p>Though St. Andrews facilitates a number of activities along with student discussions regarding post secondary goals, they currently do not have a formal vocational assessment tool to utilize in the development of the IEP along with typical exploration.</p> <p>Office for Rehabilitative Services (ORS) referrals are made as appropriate.</p>	Document Faculty, Parent and Student Interviews Student Record Review	St. Andrew's will facilitate vocational assessments, when appropriate, for students with IEPs. Timeline: Immediately and ongoing	
Compliance					
Result	2	Secondary / Post Secondary Results / Transition Planning / Connectivity To The IEP Process / Summary	Document Faculty and		

		<p>Of Performance</p> <p>A year-long senior transition pilot program to prepare students for the college experience is being offered for students addressing: “decoding” college syllabi, understanding how classes are graded, reading university schedules and transcripts, reading campus maps, finding buildings to match schedules, (on line) discussions of college advising, course selection, visiting /interviewing learning support offices, understanding disability law, regulations & rights, preparation for accessing own needed accommodations, assessment of independence in life skills and problem solving and completing a field internship in that area of interest/passion. Additionally, for students with IEP’s a summary of performance (SOP) is developed in conjunction with this initiative. The SOP process is emerging (See item #3 in this Section for further information).</p> <p>Examples of community experiences students have been involved in include the following:</p> <ul style="list-style-type: none"> TV station/Nielson ratings analysis Bay Queen Ferry Construction Boat/Yacht building Criminal Justice Fashion Equine Experience Veterinary Practice 	<p>Student Interview</p> <p>Student Record Review</p>		
Compliance	3	<p>Summary of Performance is emerging at St. Andrews. They are in the process of acquiring a program to address the development of the SOP.</p>	<p>Document</p> <p>Faculty Interviews</p> <p>Student Record Review</p>	<p>St. Andrew’s will facilitate Summary of Performance (SOP), when appropriate, for students with IEPs.</p> <p>Timeline: Immediately and ongoing</p>	

