

Rhode Island Department of Education
Office of Special Populations

School Support System Report
South Shore School
June 5, 2008

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 meet 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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South Shore School
School Support System Review
June 5, 2008

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1. SCHOOL IMPROVEMENT/ FAMILY ENGAGEMENT					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	1	<p>Strategic Plan / School Improvement Plan</p> <p>The South Shore Mental Health Center founded in 1964 (Washington County Community Mental Health Center) is a comprehensive behavioral healthcare organization providing services and supports to individuals and their families experiencing mental health, brain, emotional and or addictive disorders. The South Shore Mental Health Center offers programs and services designed to provide help and support to adults, seniors, adolescents and children and families.</p> <p>Services Available to Students and Their Families through the South Shore Mental Health Center</p> <p>Psychopharmacology Psychiatric Consultation Vocational Planning & Support Therapeutic Recreation Case Management Family Counseling</p> <p>The South Shore Mental Health Center is planning a Leadership Retreat during the summer of 2008 to review and revise their current agency strategic plan.</p> <p>Topics to be addressed include:</p> <ul style="list-style-type: none"> • Integration of Services for Adults and Children 	Document Faculty Interviews	<p>Through the South Shore Mental Health Center Leadership Retreat, goals and objectives specific to the South Shore School will be identified and planned for, leading to a 2008-2009 School Improvement Plan.</p> <p>Timeline / Progress Check</p> <p>January 2009</p>	

	<ul style="list-style-type: none"> • Costs Saving Measures • Leadership / supervision (Management of Difficult Employees) • Documentation Expectations and Uniformity • Discipline (Clinical and Administrative) • Ongoing Agency Philosophy and Culture • Where are we going as an Agency? Operating document development to outline plan. <p>It is the intention of this process to plan across service departments (including the South Shore School) in an effort to create a comprehensive strategic plan addressing specific strategies for the entire agency. Goals and objectives specific to the South Shore School will be documented, leading to a 2008-2009 School Improvement Plan. Ideas to be address include public school partnerships and collaboration for teacher mentoring, school guidance and resource development.</p> <p>For the purpose of this report the focus will address the special education program facilitated through the South Shore Mental Health Center the South Shore School.</p> <p>The South Shore School was established in 1999 as a non public alternative special education setting for students experiencing social, emotional and or behavioral challenges within their home school community.</p>			
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	<p style="text-align: center;">South Shore School Mission</p> <p>The South Shore School’s mission is to provide education and support to children and adolescents who have experienced emotional and behavioral challenges in their previous academic setting. The goal for each student is to assist them in developing the academic and emotional skills to be successful in their home, community and school.</p> <p>The school offers an academic program for students ages 5-21 along with social emotional behavioral supports appropriate for each class level. Clinical supports and services (individual and group) are provided to all students on a weekly basis. In addition, Nursing services are available on site full time. Though the Child, Adolescent and Family Services Department of the Mental Health Center, students and their families have access to an array of therapeutic services and supports. These services include psychiatry, individual and family psychotherapy, crisis intervention and case management.</p> <p style="text-align: center;">Educational Support Provided at South Shore School</p> <p style="text-align: center;">Educational Services Classroom Consultation Screening & Evaluation Individual & Group Counseling Crisis Intervention Transitional Support Services Skill Development & Physical Education</p>			
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Performance	2	<p>Professional Development</p> <p>The South Shore Mental Health Center Professional Development Policy ensures that all staff are properly trained and offered opportunities for professional growth. The Staff Development Committee operates under the direction of the Quality Management Team. The team is comprised of the Human Resource Director; unit representatives from the Adult Services, Children Services, Administration and the Executive Assistant with the Human Services Director chairing the committee. The staff development committee is responsible for assessing agency staff training needs, developing a training calendar, providing information on training and staff development opportunities, and monitoring training documentation. Procedures for participation in both agencies based and external training is clearly defined. Examples of professional development are as follows but not limited to;</p> <ul style="list-style-type: none"> • Mandatory Reporting Guidelines of Child Abuse, Neglect and Mistreatment of Children • Designer Drug Awareness • Domestic violence, safety training and children who witness • Managing the Busy Child in the Classroom • Talking to Parents about Concerns Regarding Their Children • Resolving Chronic Misbehavior • Autism Spectrum Disorders 	Document Faculty Interviews		
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		<ul style="list-style-type: none"> • Understanding Sensory Integration • Non Violent Crisis Intervention • Understanding the Effects of Medication • CISM-RI Behavioral Health Disaster Response • RI Special Education Regulations • IEP Planning and Development • RIDE Leadership <p>The South Shore School has four in-service days to address topical issues such as IEP development, Literacy and Math curriculum and instruction, High School Graduation Requirements, Transition, Career & Vocational Planning, Autism and Positive Behavioral Supports.</p>			
Performance	3	<p>Partnerships</p> <p>The South Shore School has a number of partnerships with Higher Education along with Community Agencies. The following are some of the current partnerships.</p> <ul style="list-style-type: none"> • URI/Interns from the Psychology Department • Perspectives/Career and Job Coaches • DCYF / CEDARRS • South Kingstown School Department • ORS • Washington County Coalition for Children • Domestic Violence Resource Center • The Women’s Club of South County 	Document Faculty Interviews		

		Students engage in a number of community activities such as charitable Christmas projects, Leukemia Foundation's Pennies for Patients.			
Performance	4	<p>Instructional Strategies and Supports</p> <p>The overall goal of South Shore School is to foster positive relationships between students and the internal and external community. Each classroom is supported by a certified special education teacher (with one teacher working toward a high school certification) and a therapeutic educational support staff. South Shore School Administration along with the Special Education Coordinator are in the process of developing on going tracking for teacher certification requirements and professional development to assure educator quality.</p> <p>Additional school staff includes a licensed clinician, a special education coordinator, a school administrator, a physical education teacher, a registered nurse, an occupational therapist and a speech language pathologist. Instruction in English Language Arts, Math, Social Studies, Science, Physical Education, Health and Counseling is provided through four multi grade level classrooms.</p> <p>Teachers at South Shore School have developed Standards Based lesson plans along with specific rubrics which are aligned with student's IEP's.</p>	Document Faculty and Student Interviews Classroom Observation		

		<p>Throughout the South Shore School, there was evidence of student centered teacher facilitated instruction, with posted rubrics, both teacher and student modeling, cooperative learning, student problem solving, posted student work, independent self-selected reading and journal writing all aligned to GLE's and GSE's.</p> <p>Educators utilize the RIDE Website to develop curriculums which are aligned to Grade Level Expectations along with Grade Span Expectations for students K-12th grade. Additional instructional strategies include Guided Reading, Morning Meetings, Graphic Organizers and Portfolios.</p> <p>Each classroom is equipped with computers with established internet access for student academic exploration along with report writing.</p> <p>There are three new teachers who receive informal mentoring from a veteran colleague.</p>			
Performance	5	<p>Use of student assessment and performance data to inform instructional practices /planning</p> <p>Administration and faculty at South Shore School comprehensively review student data daily to individualize and inform instruction for students academically as well as behaviorally.</p> <p>(Assessments such as the NECAP, Woodcock Johnson, Individual Reading Inventories, Achenbach Behavior Rating Scales, student</p>	Document Faculty Interviews		

		work, portfolios, running records and teacher generated test and assessments are utilized to inform instruction.)			
Performance	6	<p>School Planning</p> <p>South Shore School facilitates a number of scheduled structured meetings to address students, families and whole school community needs. The following denote the scheduled meetings the school is currently facilitating:</p> <ul style="list-style-type: none"> • Agency Meetings are held monthly • Intake Meetings (address IEP goals, referral behaviors, strengths/needs and all documentation required through the overall process of the South Shore Mental Health Center) • Weekly Team Meetings (address review of student goals, therapy supports, ancillary services, current behavior frequencies, positive behavioral supports or contracts, physical interventions, communication with parents, communication with school departments, outreach with counselors, psychiatrist, doctors and CIS) • Placement Review Meetings address serious behavioral infractions and subsequent suspension out of school. The Team is comprised of the student, parents/guardians, the LEA and the South Shore School team. The purpose of the meeting is to re-evaluate whether South Shore School is the most beneficial 	Document Faculty Interviews		

		<p>placement for the student and /or to develop recommendations for other supports and interventions that may be necessary to assist the child in successful academic/social, emotional and/or behavioral placement.</p> <ul style="list-style-type: none"> • A Clinical Review Teams is available as needed comprised of the Agencies Medical Director, Psychiatric Nurse, and Clinical Staff from both adult and children’s services to review and discuss students experiencing difficulty in the class socially, emotionally and or behaviorally. • Agency wide High Risk Meetings lead by the Child psychiatrist on a weekly basis address children enrolled in the South Shore Mental Health Center services and supports (including students participating in the school program) to identify and rate clients at greatest risk for a major acute exacerbation of their disorder and assure that full and appropriate interventions are secured through a multi-disciplinary team. • Team debriefing is facilitated daily with additional faculty participating as needed. 			
Performance	7	<p>Family Engagement</p> <p>At South Shore School in coordination with their umbrella agency, the South Shore Mental Health Center offers students and their family’s access to a wide range of social emotional and</p>	<p>Document Faculty and Parent Interviews SSS Parent Surveys</p>		

	<p>behavioral services and supports to help families within the community. These services include child psychiatry, individual and family counseling, Intervention/Comprehensive Emergency Services, Children Intensive Services, CASSP and case management.</p> <p>The South Shore School additionally provides families with informational news letters and workshops/presentations such as but not limited to;</p> <p>Positive Parenting for Challenging Behavior (A three part workshop on parenting children ages 5-12 years – old) Topics included:</p> <ul style="list-style-type: none"> • Child Development: What’s Normal Behavior • The Role of Play in Parenting Building Routines • Helpful Strategies and Solutions <p>Families are provided daily contact regarding student progress and school based activities through home visits, student notes, student behavior sheets phone contact and or email.</p> <p>A Satisfaction Survey is provided to each student’s parents/guardians and/or caregivers annually. The survey provides the School with information regarding services and support beneficial to meeting the needs of students and their family more efficiently.</p> <p>The South Shore School host a Caregiver’s Support Group providing support and</p>			
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		information to caregivers facing the challenging responsibility of raising children and adolescents. The School administration is currently engaged in developing a support group within the WISSP (Westerly Integrated Social Service Providers) which is located within the Westerly High School Campus.			
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2. FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE/LRE)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	1	<p>Program Continuum</p> <p>South Shore School is currently providing an academic special educational program for 21 students within a K-12th grade educational setting.</p> <p>Faculty work closely with each students home school community (district special education administration along with school counselors) to ensure the development and implementation of an individualized education plan which addresses the unique needs and educational requirements of each student attending the South Shore School. The goal of the school is to foster an environment that allows for maximum academic learning and emotional development for the students attending this specialized program.</p> <p>Each classroom is supported by a full time Special Education Teacher and a Therapeutic Support Staff person. Instruction is provided in</p>	<p>Document</p> <p>Faculty, Parent and Student Interviews</p> <p>Classroom Observations</p>		

the following content areas within four multi level classrooms.

- Kindergarten, first and second grade
- Third, Fourth and Fifth grade
- Sixth, Seventh and Eighth grade
- Ninth, Tenth, Eleventh and Twelfth grade

South Shore School Curriculum

(The South Shore School curriculum is aligned to the state GLE's and GSE's including the AAGSE's)

- Literacy - K through 12th grade
- Math - K through 12th grade including Pre-Algebra, Algebra 1 & 2 and Geometry.
- Science - K through 12th grade including Biology, Earth Science, Life Science And Physical Science
- Social Studies – K through 12th grade including Current Events, Geography, World History and US History
- Pre Vocational Work Career (middle and high school level)
- Art (secondary)
- Physical Education & Health K through 12th grade
- Computer Courses

(All course work is aligned to a students sending LEA)

		Alternate Assessment – Currently there are two students participating in an alternate assessment both are high school students, one student is in the process of transitioning back to his/her home school community.			
Performance	2	<p>Access to and progress in general education</p> <p>South Shore School coordinates with the sending LEA appropriate academic planning for each student. In addition all students are encouraged to participate in their home school activities and events.</p>	Document Faculty Interviews		
Performance	3	<p>School removals/disciplinary policies</p> <p>South Shore School has clear policies and practices that address student behavior within the whole school community. The Student Handbook contains behavioral expectations along with a parent / student acknowledgement.</p>	Document Faculty Interviews Classroom Observations		
Performance	4	<p>Social emotional resources</p> <p>Students at the South Shore School commit to a series of behavioral values. The purpose of student commitment to these values is to enable all members of the SSS community to feel that they are treated with respect, honesty and consistency. Students learn to set and track their own behavior goals.</p>	Document Faculty, Parent and Student Interviews Classroom Observations		

	<p>The following describe the Goals of the Behavioral System at SSS:</p> <ol style="list-style-type: none"> 1. To develop self-advocacy skills that affords students the opportunity to engage in reasonable discourse with peers and adults. 2. Increase student behaviors that support their return to their local school community and a less restrictive environment. 3. Decrease the occurrence of actions that interfere with school and community placement. 4. Provide objective data that enables students and those involved in their care to make informed decisions regarding placement and interventions strategies. 5. Promote a sense of success and well being for each student in the context of achieving behavioral goals relevant to their school and community placement. <p>Incentive Strategies The intention of the behavioral support strategy within South Shore School is to increase and reinforce actions that promote full school and community involvement.</p> <p>Privilege Level System Each student is afforded a wide range of privileges within the program and the community. Levels are determined for each student based on their behavioral performance within the program self control tracking system. Staff documents the time each student spends</p>			
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		<p>within each level. Movement within the level system is based on individual student actions, not those in a group. The levels range from 1-4, 4 being the highest.</p> <p>Additionally, Psycho-Educational groups are facilitated addressing social skills, community service planning and budgeting.</p>			
Performance	5	<p>Facilities The South Shore School is currently leasing an elementary school building (from the Town of South Kingstown) which offers a gym, playground, walking paths and a pond for ecology and life science exploration. Additionally the majority of child and family services provided through the South Shore Community Mental Health Center are housed in the building including a family room.</p> <p>Emergency exit documentation was posted throughout the building.</p>	<p>Document Faculty, Parent and Student Interviews Classroom Observations</p>		

3. EVALUATION/ INDIVIDUAL EDUCATION PROGRAM (IEP)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
		<p>The South Shore 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></p>		<p>Assurances will be provided to the RI Department of Education, Office For Diverse Learners that compliance issues are addressed and rectified.</p>	

				<p><i>This Support Plan is applicable for all compliance findings noted through the record review process.</i></p> <p>Time Line/ Immediately and ongoing Progress Check: October 2008</p>	
Performance	1	<p>The South Shore School Special Education Coordinator works closely with District Special Education Administrators and others to procure the necessary documentation to plan effectively in development and implementing individualized education plans for students.</p> <p>Progress reporting is provided on an on going basis through a variety of formats. Students may have daily progress notes, communication logs, phone calls, parent teacher meetings and news letters.</p> <p>Additionally, student progress reports are sent to the specific LEA to assure alignment with curriculum and credit retrieval. South Shore School facilitates two, three week sessions for students eligible for ESY. The program is academically supported by the current faculty including the school nurse, clinician, special education administrator and school administrators. The program is nature based.</p> <p>FBA's are facilitated as an active process to</p>	Document Faculty, Parent and Student Interviews		

		identify and individualize interventions along with positive behavioral support.			
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4. TRANSITION					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	1	<p>Secondary Post Secondary Planning and Connectivity to the IEP Process</p> <p>The South Shore School faculty work very closely with the individual students home school community LEA to assure that the secondary curriculum and course requirements are planned for as well as the districts specific Graduation Requirements.</p> <p>The goal of the School to Career Program at South Shore School is to provide high school students with social, emotional and behavioral challenges the opportunity to gain valuable career exploration, work readiness skills and training while completing their mandatory educational requirements. There are currently three students participating in the program. Each student is engaged in an individualized plan ranging from supervised work placement, to career exploration along with community agency support (Perspectives).</p> <p>The Career Decision Maker computer software by Harrington and O’Shea is utilized and taught in the classroom setting. Students take the inventory of their abilities, work values, school subject preferences and interest on the</p>	Document Faculty, Parent and Student Interviews	<p>The South Shore School will provide faculty with on going professional development (IEP writing, Transition Planning and Alternate Assessment), along with on going technical assistance to assure continuity in facilitating Individual Education Plans for eligible students.</p> <p>Time Line/ Immediately and ongoing Progress Check: January 2009</p>	

		<p>computer. The results are analyzed and provided to students with an interpretive report. The students can then use the CareerZone website to explore careers that match their abilities and interest. Students research up to date job descriptions, occupational outlooks, career clusters and job application tools such as resume and cover letter writing. Students apply what they have learned in the classroom to real life experiences within the local community in applying for and obtaining employment. Currently there are three participating in this process.</p> <p>The School To Career Psycho educational Goals for students at South Shore School address;</p> <ul style="list-style-type: none"> • Developing life long strategies and resources for high school students when faced with life changes effecting employment. • To effect acceptable students work readiness skills in social functioning with supervisors and coworkers. • To transition students into summer and career oriented employment. 			
Performance	2	<p>South Shore School is currently engaged in writing individualized Summaries of Performance for two students assuring the alignment to the requirements of the sending LEAs. This process is emerging.</p>	<p>Document Faculty Interviews Record Review</p>	<p>The South Shore School will provide faculty with on going professional development (IEP writing, Transition Planning and Alternate Assessment), along with on going technical assistance to assure continuity in facilitating Individual</p>	

				Education Plans for eligible students. Time Line/ Immediately and ongoing Progress Check: January 2009	
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