

Rhode Island Department of Education
Office of Special Populations

School Support System Report and Support Plan
St. Mary's George N. Hunt Campus School
March 13 – 14, 2007

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.

TABLE OF CONTENTS

1. School Improvement / Family Engagement
2. Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE)
3. Evaluation/ Individual Education Plan (IEP)
4. Transition

St. Mary's George N. Hunt Campus School
School Support System Review
March 13-14, 2007

Team A: Jane Keane and Susan Wood Rhode
Island Department Elementary and Secondary Education
Office of Special Populations

1. SCHOOL IMPROVEMENT/ FAMILY ENGAGEMENT					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	1	<p>St. Mary's Home for Children was founded in 1877 and has an extensive legacy for providing specialized services and supports for children and their families beginning as a home for orphaned children and now currently providing a comprehensive treatment setting for children who need a therapeutic environment. The overall program is governed by a Board of Directors</p> <p>St. Mary's Home for Children is a comprehensive, accredited, coeducational treatment center for children and their families who have emotional, behavioral or psychological issues or are affected by severe trauma. The program is comprised of a residential treatment center (with both acute and long-term units), day and outpatient treatment programs, a 45-day residential diagnostic assessment program, the Shepherd Program (outpatient sexual abuse treatment and intensive home-based services) and the treatment foster care program. This report reflects the educational program facilitated through the George N. Hunt Campus School.</p> <p>St. Mary's Home for Children is licensed by the Rhode Island Department of Children, Youth and Families and the Rhode Island Department of Education, and accredited by the Council on Accreditation.</p> <p>The George N. Hunt Campus School is a clinically based educational program for children in residence, as well as day students referred by school districts statewide. The school is designed to meet learning and emotional needs of disabled special education students grades 1-12.</p>	<p>Presentation Document Faculty Interviews</p>		

	<p>Therapeutic services are provided as needed to each child who is enrolled in the programs. A standards based curriculum is utilized to provide continuity between the Campus School and the public setting. The school provides an interdisciplinary program to address individual students' educational, behavioral and emotional needs. The program focuses on three core components: academic, behavioral, and clinical.</p> <p>Each student is assigned a clinical social worker, whose primary responsibility is to see the child in therapy and maintain contact with his/her family. In addition the Campus School offers a 45-day Assessment Program designed for students with behavioral issues who are unable to assimilate in the mainstream school setting.</p> <p>St. Mary's Home for Children is directed by a strategic plan, which defines a vision and mission statement, guiding principles along with specific goals and objectives.</p> <p style="text-align: center;"><i>Vision</i></p> <p>St. Mary's Home for Children is a family of professionals dedicated to providing maximum opportunities for growth and development to children and families.</p> <p style="text-align: center;"><i>Mission Statement</i></p> <p>Since 1877, St. Mary's Home for Children has been committed to servicing the changing needs of children and families by using professional, financial and volunteer resources from the community.</p> <p>Our skilled, dedicated staff provides a continuum of culturally sensitive services –ranging from acute residential treatment services (ARTS) to therapeutic in-home services-that support and preserve families</p>			
--	---	--	--	--

maximizing their potential for learning and growth. Hallmarks of our success are responsible leadership, innovation, enduring traditions and commitment to advocacy and excellence.

Thus, we earn our place as leading provider of child and family services in New England.

Guiding Principals

- Providing a safe /secure environment
- Building Teams
- Helping children develop into responsible and productive adults
- Putting people first
- Maintaining confidentiality
- Knowledge of treatment methods and best practices

Guiding Values

- Maintain client's confidentiality and flexibility in responding to external and internal challenges
- Embrace challenges
- Give the utmost respect and concern for both children and staff
- Empathy
- Compassion
- Safety
- Honesty

Strategic Plan

St. Mary's Home for Children has a three-year strategic plan (2005-2008), which addresses eight specific goals with specific objectives to meet the identified goals. Those goals are as follows:

1. To formalize a succession plan for leadership positions and staff positions.

		<ol style="list-style-type: none"> 2. Build a comprehensive continuum of care/array of services. 3. Promote a technologically based environment and to expand utilization of technological data. 4. Promote staff retention. 5. Promote recognition and understanding of all St. Mary's programs and services. 6. Build and maintain financial stability through diverse funding sources. 7. Upgrade physical plant. 8. Create a Development Office that professionalizes St. Mary's development endeavors. <p>It is unclear how the St. Mary's Strategic Plan articulates the school improvement needs of the Campus School.</p>		<p>The Campus School Administration in conjunction with the St. Mary's Administration will review and align practices, policies and academic programs along with environmental improvements with St Mary's strategic plan.</p> <p>Timeline: Ongoing. Progress Check September 2007</p>	
Performance	2	<p>Agency wide / Ongoing professional development workshops addressing understanding of sexualized behavior, therapeutic crisis intervention, HIPPA, CPR and psychopharmaceutical drugs. Workshops are provided during school hours</p> <ul style="list-style-type: none"> • Tuition reimbursement program to maintain education certifications • Conferences and workshops outside the agency • Unit retreats <p>School Based:</p> <ul style="list-style-type: none"> • Teacher-led workshops on rubrics, classroom management, project-based learning, writing IEP's etc. • Common planning time for teachers (elementary and secondary) • Posting of notices for other workshops/courses in the area 	<p>Presentation Document Faculty Interviews</p>		

		<ul style="list-style-type: none"> • Frequent supervision meetings with Asst. Director of Education • Off-site team building retreats <p><i>(Currently tuition reimbursement and conference participation has been suspended for this fiscal year 07-08)</i></p>			
Performance	3	<p>St. Mary's development office has generated a number of partnerships with higher education and the community at large. Currently St. Mary's has established partnerships with local colleges and schools (PC, RIC, NEIT, and Bay View Academy) for student volunteerism and or internships to provide students with additional academic support.</p> <p>North Providence Firefighters- sponsors a variety of events including the annual Santa Claus program.</p> <p>"Wish List" requests are filled by donations from the community at large.</p>	<p>Presentation Document Faculty Interviews</p>		
Performance	4	<p>Emerging throughout the Campus School was evidence of teacher-facilitated instruction, posted rubrics in some classrooms, posted student work and behavioral expectations; tutorial instructional support programs, self-selected reading and journal writing.</p> <p>Though the curriculum and graduation requirements at Campus School are currently aligned with the North Providence/Providence school district, the alignment of curriculum along with graduation requirements with North Providence/Providence is in the process of being reviewed. If the sending LEA is other than North Providence /Providence, personnel at the Campus School contact the sending LEA to assure students have access to</p>	<p>Presentation Document Faculty Interviews</p>	<p>The Campus School Administration in collaboration with the sending LEA's will coordinate the alignment of curriculum, credit requirements and proficiency based graduation requirements to ensure student access to FAPE.</p> <p>Time Line: Immediately and ongoing</p> <p>Progress Check: September 2007</p>	

	<p>appropriate curriculum and credit requirements.</p> <p>Elementary students have choices within core content subjects. For the secondary level classes students have topical choices aligned to their sending LEA and credit requirements. Courses/Subject areas include:</p> <ul style="list-style-type: none"> • Language Arts – Literature, speaking and listening skills, process writing, Honors English • Mathematics – General Math, Pre-Algebra, Algebra I and II, Geometry (as needed) • Science – Biology, Earth Science, Physical Science, Environmental Science (as needed) • Social Studies – American History, World Geography, Current Events, Government (as needed) • Pre-Vocational/Career Awareness • Social Skills • Life Skills • Art • Physical Education • Health • Introduction to Spanish, Computer Literacy, How to Play the Recorder <p>Teachers purchase a significant amount of classroom material on their own. Budgeting for classroom materials and supplies and or reimbursement policies and protocols are unclear.</p> <p>Curriculum units school wide and or at grade level are not fully supplied with support materials.</p> <p>The process of managing the overall budget for the Campus School is facilitated by the Director of Facilities and Maintenance. All requests need to be</p>		<p>The Campus School Administration in conjunction with the St. Mary's Administration will review financial practices, policies, program budgets and environmental improvements.</p> <p>Timeline: Ongoing. Progress Check September 2007</p>	
--	---	--	--	--

		placed on a purchase order and submitted for approval. Currently the Campus School does not manage their own school budget.			
Performance	5	<p>The Campus School facilitates a school wide behavioral model based on levels and points. Students are awarded points as they meet specific targeted behavior. There are 8 periods a day at Campus School. Students can earn up to 12 points a period and an additional 4 points for completion of daily chores equaling 100 points. These can be used at the school store. Campus School has clear school rules that are posted and addressed school wide.</p> <p>Additionally, school staff utilize a trauma-informed, relationship-based model of intervention which stresses prevention and de-escalation strategies as well as individual self-regulation skills.</p>	<p>Presentation Document Faculty Interviews</p>		
Performance	6	<p>The Campus School engages in a number of assessments (NECAP, Woodcock/Johnson, AGS Gates-Mc Ginnitie Reading, state assessments, along with individual class and student assessments) to inform instruction and to address improvement of student performance outcomes.</p> <p>AGS Reading Assessment is utilized to determine student level placement at the secondary level in English and Math. Students are able to move to the next level if progress is made. Additionally the Gates is just starting to be used to assess student's literacy needs with the idea of developing Personal Literacy Plans for students in the future.</p> <p>The development of standards based lesson plans along with specific rubrics as part of the assessment for student work is emerging.</p>	<p>Presentation Document Faculty Interviews</p>		

Performance	7	<p>Therapeutic services are provided as needed to each child who is enrolled in the programs. Each student is assigned a clinical social worker, whose primary responsibilities are to see the child in therapy, facilitate groups during advisee/advisor periods, develop IEP therapeutic goals and objectives, attend IEP meetings, maintain contact / communication with families, and provide family intervention as needed.</p> <p>The Behavior Support Team is comprised of three staff members who provide in/out of class behavior management and support for students experiencing difficulty in the educational setting. The behavior support team uses regain control areas and / or classroom environments throughout the school to assist students in re-focusing their behavior to successfully transition back into their classroom. The behavior support team additionally works with students and teachers to maintain a supportive climate throughout the school. All faculty at the Campus School are TCI certified and participate in monthly refreshers/workshops to stay current in the field.</p>	Presentation Document Faculty Interviews		
Performance	8	<p>Campus School engages in faculty meetings on an as needed bases. Common planning time at the elementary level is held once a week and the secondary level meeting takes place twice a week with the school administrator during one of the scheduled times. Common planning time provides teachers, behavior support team members and individual student clinicians an opportunity to discuss student progress and strategies for improving student learning academically, as well as socially, emotionally and behaviorally. A clinical psychologist and school social worker provide clinical support and direction through participation</p>	Presentation Document Faculty Interviews		

		<p>in common planning time once a week for each of the two levels. Faculty expressed that most often discussions during common planning time revolve around classroom management and student behavior with limited discussion related to instructional strategies in improving student outcomes.</p> <p>Treatment team meetings are held once a month for residential students to address goals, progress, intervention planning and discharge planning if appropriate. The team is comprised of the residential clinicians; unit staff, nurse and teachers.</p> <p>Treatment plan meetings for residential students are held for individual students every three months to address their progress in treatment, goals, and potential discharge planning. The team is comprised of the residential clinicians; unit staff, nurse teachers, parents/guardians, DCYF staff and Placement Solutions.</p>			
Performance	9	Campus School is currently engaged in planning for a school wide family engagement initiative to be implemented by September.	Presentation Document Faculty Interviews		

2. FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE/LRE)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance/ Compliance	1	The Campus School currently has 55 students. Of the fifty-five students, thirty are residential students and twenty-five are day students. Two students are currently participating in the forty-five day residential diagnostic assessment program (one day student, one residential student).		The Campus School Administration is currently creating policies and protocols to address age span requirements in classroom settings to assure FAPE.	

	<p>The instructional design at Campus is composed of an elementary level containing students from the first grade to the sixth grade. There are four classrooms at the elementary level.</p> <ul style="list-style-type: none"> (1) A classroom for students with significant sensory needs, grade 1st, 2nd, and 3rd. (2) A classroom of 3rd and 4th graders (3) A classroom of 5th and 6th graders (4) A classroom for Abuse Reactive students from 3rd to 7th grade (9 year old through 12year old) <p>At the secondary level students are instructed in a 7th through 12th grade model. Currently the age range within this model is beyond the IDEA requirements of 4 years. (The youngest student is a 12 year old with two students at age 18 and 19. However both older students will be transitioning out of the program in June 07.)</p> <p>There is one self-contained classroom for 7th and 8th graders who have recently been placed and or have difficulty transitioning from classroom to classroom. This additionally provides the new students an opportunity to assimilate and for the teacher to assess the academic, social and behavioral needs of the students.</p> <p>The remainder of 7th through 12th graders participate in core subject areas (English, Math, Science, Social Studies, Reading, Art and PE) and move from class to class to attend their specific class course of study, which is individualized.</p> <p>Each classroom has a teacher assistant or is assigned a residential counselor who works with the classroom teacher along with the behavior support team. Currently, the residential counselors</p>		<p>Time Line: Immediately and Ongoing. Progress Check September 2007</p>	
--	--	--	--	--

		<p>provide instructional support in the classroom but may not be eligible for certification as a teacher assistant under federal guidelines. In addition, residential counselors are frequently not available to work in the school, leaving teachers without this extra support staff in the classroom.</p> <p>All students are scheduled in the library one period a week and receive reading support.</p> <p>The school administrator is currently providing supervision to faculty members individually twice a month to address certification requirements, classroom instruction and management, posed activities and budgetary needs. St. Mary's additionally requires faculty to develop personal goals annually including professional development needs.</p> <p>Currently six educators at Campus School are emergency certified or in the process of acquiring special education certification.</p>		<p>The Campus School Administration in conjunction with the St. Mary's Administration will plan for the implementation of teacher assistants training to meet the federal requirements for individuals providing instructional support in the classroom.</p> <p>Timeline: Immediately and ongoing. Progress check: September 2007</p>	
Performance	2	<p>Day students are encouraged to participate in sports and other after school programs in their home districts. Residential students are encouraged to participate in local programs. Students may also attend local schools either full or part time to better meet their educational needs.</p>	<p>Presentation Document Faculty Interviews</p>		
Performance	3	<p>Social Emotional resources/positive behavioral interventions and supports</p> <p>An advisor/advisee component is embedded in the academic schedule two to three times a week to</p>	<p>Presentation Document Faculty Interviews</p>		

		<p>discuss character education related topics. Additionally the secondary level (7th – 12th grade) discusses vocational/career related topics.</p> <p>Each classroom has a teacher assistant or residential counselor along with the behavior support team who works with the classroom teacher to maintain discipline and provide extra help when needed.</p> <p>The school social worker facilitates positive behavioral groups addressing topics such as anger management, conflict resolution, social skills, stress management, team building and adolescent issues and concerns. In addition twice a year a theater production is organized to showcase student talent in acting, dancing, singing and other related activities to promote self-esteem, team building and social interaction.</p> <p>In addition the Campus School is engaged in Project Balance, a research project associated with Rhode Island Hospital to evaluate health promotion interventions for youth ages 13 to 18 who are attending therapeutic schools. The purpose of Project Balance is to reduce risky behaviors among adolescents, including sexual risk behaviors. Topical discussions address HIV prevention, birth control along with safe sex decision-making. Parental consent for students to participate is required, along with pre/post informational student assessments. After successful completion of the twelve-week program students receive gift certificates up to \$175.00 for their participation.</p>			
Performance	4	The general cleanliness and maintenance of the school environment was of concern. Though the	Faculty and Student	The Campus School Administration in conjunction	

		school environment was tidy, carpets, walls, and floors were significantly worn.	Interview School wide Observation	with St. Mary's Administration will create an environmental plan to address the needs of the school building. Timeline: Ongoing. Progress Check: September 2007	
--	--	--	---	--	--

3. EVALUATION/ INDIVIDUAL EDUCATION PROGRAM (IEP)

Indicator		Findings	Documentation	Support Plan	Follow-up Findings
		St. Mary's will continue to assist the DCYF and or 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</i>		Assurances will be provided to the RI Department of Education, Office of Special Populations that compliance issues are addressed and rectified. <i>This Support Plan is applicable for all compliance findings in this section.</i> Timeline: Immediately and ongoing Progress Check September 2007	
Performance Compliance	1	Documentation of the evaluation/re-evaluation process and protocol inconsistent and unclear. (Documentation of IEP discussion, appropriate consent acquisition, facilitation of appropriate evaluations, Evaluation Team meetings determining eligibility with reports, overall time frames, IEP development utilizing evaluation findings, notice, and service delivery)	Presentation Document Faculty Interview Student Record Review	The Campus School Administration in conjunction with the St. Mary's Administration will review current documentation needed for school placement to determine the coordination of required record management	

				and responsibility. Timeline: Immediately and ongoing. Progress Check September 2007	
--	--	--	--	---	--

4. TRANSITION

Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance/ Compliance	1	Students at the Campus School engage in a number of vocational exploratory activities. The Harrington O'Shea Career Decision Maker Assessment is utilized to address student vocational outcomes. Teachers along with other support staff assist students through exploratory activities to become more informed about vocational options and decisions. How this information is embedded in the overall IEP is emerging. Students currently have minimal opportunities to explore community activities and or vocational career related activities. The St. Mary's overall program is currently discussing the development of a career/vocational program for students.	Presentation Document Faculty Interviews Record Reviews	The Campus School Administration in conjunction with the St. Mary's Administration will continue to plan for the development of a career/vocational program for students including the professional development to address special education policies, practices, procedures and regulations regarding vocational / transition planning and development. Timeline: Immediately and ongoing. Progress Check January 2008	
Performance	3	Although the curriculum and graduation requirements at Campus School are aligned with the North Providence/Providence school districts, review of current curriculum and requirements are being conducted. If the sending LEA is other than North Providence /Providence, personnel at the Campus School contact the sending LEA to assure students have access to appropriate curriculum and credit requirements.	Presentation Document Faculty Interviews		

		The development of a summary of performance for students aligned with the graduation requirements of sending LEA's process and protocols are unclear.			
Performance	4	St. Mary's will continue to ensure that all staff have the appropriate certification.	Presentation Document Faculty Interviews		