

Rhode Island Department of Education
Office of Special Populations

School Support System Report and Support Plan
Eckerd Youth Alternatives, Inc.
Camp E-Hun-Tee

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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Camp E-Hun-Tee School Support System Review

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1. SCHOOL IMPROVEMENT / FAMILY ENGAGEMENT					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	1	<p>Eckerd Youth Alternatives, Inc. (EYA) is a private non-profit organization serving the educational and developmental needs of youth through a diverse range of residential, day-treatment, and educational programs. The EYA was founded in 1968 to offer an alternative to the prevailing methodology of addressing juvenile delinquency with incarceration and punishment. Each EYA Outdoor Therapeutic Treatment Program provides a private, on campus, accredited school that is a part of a comprehensive educational environment for youth who have difficulty functioning in a traditional school setting. For many of the youth served underlying emotional issues negatively affect their academe performance. Educator partners with counselors and parents develop individualized academic plans and or IEP's that focus on each student's specific academic issues and additionally works hand in hand with his therapeutic treatment plan.</p> <p>Camp E-Hun-Tee (EHT) is a year round, Outdoors Therapeutic Wilderness Program for troubled and at-risk youth. The educational model combines experiential learning, classroom instruction, and individual and small group instruction to meet the individual needs of each child. The model supports a low-student-to-teacher ratio, providing increased individualized attention and the ability to tailor the most effective approach to educating students. EHT serves males throughout Rhode Island between the ages of 12-17. The average enrollment is thirty with the average length of stay for students at eleven months. Students are referred to Camp through the RI Family Court and or the Department of Children Youth and Families.</p> <p>EHT has a strategic planning team comprised of camp administrators, program coordinators and consultants addressing program reform and operations. EHT has an established mission, vision, and belief statement along</p>	<p>Presentation Document Faculty and Student Interviews</p>		

with overall program goals.

Mission

To create a culture in which students become motivated life-long learners.

Vision

To ensure that each child has the opportunity to succeed.

Belief Statement

- Educational opportunities will be provided regardless of race, ethnicity, sex, religion, economic status, and intellectual abilities.
- We will work with families and schools to facilitate the transition from camp to home.
- We will provide a variety of opportunities for students to demonstrate their achievements.
- Behavior and education will be integrated to assist in achieving each individual's goals.
- We have a commitment to our staff and students to evaluate, challenge, and improve the various services we provide.
- We will focus on the development of each child's mind, body and spirit.
- We encourage accountability by guiding students toward accepting responsibilities and becoming leaders.
- We will guide each student toward success based on the beliefs and values of the individual family, and community.

Program Goals

- To improve the students' academic, vocational, emotional and social functioning
- To prevent placement in a more restrictive setting
- To improve self-esteem, confidence and problem solving skills
- To improve family relationships and communication

		<ul style="list-style-type: none"> To facilitate re-entry into the family and community 			
Performance	2	<p>Professional development and training opportunities are provided through a variety of formal and informal means. Teachers are reimbursed for all required course work to support educational certifications in both special/general education. Education coordinators and teachers are required to attend a weeklong internal EYA training called Edutogas. This experiential training orients staff to aspects of wilderness education and assist teachers in transferring traditional teaching mythology to the wilderness environment. EYA also provides several in-service training opportunities throughout the year. Faculty are currently meeting for four hours a month to address special educational related issues.</p> <p>Currently four teachers are emergency certified and are engaged in required courses needed for special education certification.</p>	<p>Presentation Document Faculty Interviews</p>		
Performance	3	<p>EHT is currently engaged in the following community partnerships that support student activities:</p> <ul style="list-style-type: none"> C&C Farms Therapeutic Riding Facility Steppin Stone Farm YMCA Advisory Committee 	<p>Presentation Document Faculty Interviews</p>		
Performance	4	<p>Throughout the day students have the opportunity to participate in a variety of experiential activities that enrich their learning experience. Camp E-Hun-Tee uses the EYA Wilderness Education Program Curriculum to address group living, construction, cookout, wilderness trips, buyer's day, requisitions, group games, chapel, rambles, maintenance and weekly planning to focus daily living in an experiential learning model.</p> <p>Use of student assessment and performance data to inform instructional practices and planning is emerging. (Woodcock Johnson III/varying class testing, running records and state assessments.)</p>	<p>Presentation Document Faculty, Student and Family Interviews</p>	<p>Camp E-Hun-Tee in conjunction with their EYA regional offices will continue to develop curriculum that is standards-based and aligned with GLEs/GSEs. In addition, high school reform efforts will be reviewed and infused throughout the curriculum development process.</p> <p>Time Line: June 2007</p>	<p>Camp E-Hun-Tee, in conjunction with the Eckerd Camps in New Hampshire and Vermont (NECAP States), is working with consultants to ensure that the resources and materials available to all students are aligned with the GLE's and GSE's. In addition, trainings</p>

	<p>EHT utilizes Classworks, a tutorial standardized computer-based learning management system designed to increase student achievement. Classworks has been aligned with the state's current GLE's and GSE's. Students participate in this program for 60 minutes a week.</p> <p>EHT facilitates a Book Club where students read for 45 minutes in a group setting to enhance reading comprehension skills. Students and counselors read out loud discuss related topics and engage in peer mentoring.</p> <p>Academic Tutoring – Special tutoring in reading, math and other academic areas provided to students with special needs. This one-on-one tutoring is coordinated by the educational coordinator and is generally conducted at the campsite by the educational staff. Special tutoring also includes supplemental instruction for students needing more academic challenges.</p> <p>Student/peer tutoring occurs informally amongst students.</p> <p>Through multi age/grade student groups, core content area subjects (math, English language arts, social studies, science) are provided for one hour per week. Throughout the educational class time there was varying evidence of instructional rigger. Standards based instructional strategies, posted rubrics, posted student work, student problem solving, etc. were not evident in the classroom settings. Academically focused curriculums across core content areas were limited in scope.</p> <p>A broad range of curriculum addressing scope and sequence aligned to standards, GLE's, GSE's with district text/alignment to curriculum and credits was unclear at EHT specifically for high school level students.</p> <p>Though faculty have access to curriculum text and material up dated text are desirable. Educators access United Streamline (Discovery Channel) to supplement</p>		<p>Camp will develop protocols for peer tutoring.</p> <p>Camp will utilize consultants in core subject areas to continue the development of standards based instructional strategies in continued alignment with the GLE's and the GSE's.</p>	<p>have been held and will continue to be held quarterly to ensure that the teachers are able to align instruction to the appropriate standard and expectation. The Education Coordinator meets with each LEA when a child enters E-Hun-Tee to ensure that the student will be able to meet the course requirements of the LEA while at Camp.</p> <p>Guidelines will be in place for the '07/'08 academic year for peer tutoring.</p> <p>Camp E-Hun-Tee has utilized workshops and trainings to develop the teachers' ability to align standards and learn how to focus curriculum across core content areas. Teachers also develop lesson plans which are accompanied by</p>
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		<p>curriculum.</p> <p>Recently the New England Wilderness Camps have met to assess their middle / high school educational program along with required core curriculums, time frames and LEA graduation requirements. Discussions are underway to address the research, design and alignment of standards, GLE's and GSE's needed in developing a comprehensive curriculum for the secondary level.</p>			rubrics.
Performance	5	<p>Administrators, coordinators, teachers, counselors and support staff, at EHT meet in a variety of formats to discuss student's individual social emotional and educational needs. Along with student and family issues staff meet to discuss program development, management and overall operations. Meeting focuses are as follows:</p> <ul style="list-style-type: none"> • Team Meetings • Treatment Team Meetings • GTC Meeting • Social Service Meeting • Counselor Staff Meeting • Teacher Meeting 	<p>Document Faculty, Student and Family Interviews</p>		
Performance	6	<p>Families of students participating in the EHT program are provided opportunities to partner in their child's therapeutic treatment plan supported during their child's stay at camp. Families participate in educational, clinical and logistical support through parent trainings, counseling, support groups opportunities, and community resource linkages.</p>	<p>Presentation Document Faculty, Student and Family Interviews</p>		

2. FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAT RESTRICTIVE ENVIRONMENT (FAPE / LRE)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	1	<p>There are 30 students currently attending EHT, of that number there are 15 students with IEP's. Students live in peer groups consisting of 8-10 students with one certified teacher and two counselor-teachers assigned to</p>	<p>Presentation Document Faculty, Student and Family</p>		

		<p>each group. Counselor-teachers live with their respective group 24 hours a day five days a week to support individual student treatment plans.</p> <p>Education at EHT is experientially based and each activity involves a pre-activity introduction and post-activity debriefing. Reflection is emphasized for consistent learning. Challenging and enriching activities are a part of the student's daily life. Educational activities are designed to enrich the experience, and the campers are encouraged to reflect upon their experience through group discussion or journal writing. Students expect to participate in trip planning, cutting firewood for cooking warmth and pow-wow, menu writing, tent design and construction, group games, serendipitous rambles and problem solving. This peer group setting allows each student to focus on his specific treatment goals for successful transition back to home, school and or community.</p> <p>The education and therapeutic program at camp are interwoven into the day-to day activities of the group. Each group plans its own daily activities to include a balance of education, work and fun.</p>	Interviews		
Performance	2	Thought there are efforts to support continued instruction when groups are experiencing difficulty at both the camp site and/or classroom setting through site instruction and or tutoring, compensatory instructional/time varied in structure and or consistency.	Faculty and Student Interviews	<p>Camp E-Hun-Tee administrators in conjunction with the EYA regional office will explore instructional time allotments in relationship to the overall program.</p> <p>Time Line/Progress Check: July 2007</p>	A procedure is in place to ensure that any significant instructional time missed is provided to the student(s) in a timely manner.
Compliance	3	Currently Camp E-Hun-Tee does not have a physical education teacher to support a physical education curriculum/program and or the instruction of the Health curriculum. (the school nurse is currently providing the health instruction)	Faculty Interviews	<p>Camp E-Hun-Tee administration with the EYA regional office will review the requirements regarding physical education/health and secure a physical/health education teacher.</p> <p>Time Line: January 2007</p>	Camp E-Hun-Tee has placed ads in both the local newspaper as well as the Providence newspaper for physical education teachers. Camp has also advertised at all

					the local colleges as well as the local YMCA's. Camp will have a certified PE/Health Teacher as a consultant for the '07/08 school year.
Performance	4	Students at EHT have access to participate in peer related activities and programs in their local home school communities.	Faculty and Student Interviews		
Performance	5	EHT has clear program/disciplinary policies and practices that are specifically designed for each student aligned to the overall program.	Document Faculty Interviews		
Performance	6	<p>EHT engages in cognitive behavioral therapy along with choice theory and reality therapy to support student social emotional and behavioral development.</p> <p>As students enter the program treatment planning is initiated to address students strengths and needs along with planning for re-entry to the child's home, school and or community. A multidisciplinary team in conjunction with the student and his family develop a treatment plan based on observations, interviews and testing to addresses students goals, measurable objectives and time frames for completing objectives along with the type and frequency of services provided. The Treatment plan is a working document, which is monitored and reviewed on a regular basis to address progress and potential modification needed if necessary.</p> <p>EHT provides group counseling led by an outside licensed mental health clinician and an outside licensed substance abuse professional every Friday. Discussions address violence, sexuality, substance abuse and relationship building. Individual counseling is also available. Social workers also provide therapy for students on a weekly basis to teach social skills and relationship skill through conversation and activity-based discussions. The group counseling, individual counseling and therapy are all</p>	Document Faculty Interviews		

		<p>behavior management education to teach the students how to control their impulsiveness and anger so they can attend and do well in traditional education settings.</p> <p>Home visits are a part of the student's treatment planning that supports specific goals, tasks, and skills learned which are practiced through home and community experiences. Home visits are also aligned to transition planning as students demonstrate improved interpersonal relationships and personal responsibility as productive citizens.</p>			
Performance	7	EHT is a unique environment, which encompasses wilderness living with education. Access and emergency responses to emerging situations were well posted throughout the environment as appropriate.	<p>Presentation Document</p> <p>Faculty Interviews</p>		

3. EVALUATION/ INDIVIDUAL EDUCATION PROGRAM (IEP)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
		Camp E-Hun-Tee 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</i>		<p>Assurances will be provided to the RI Department of Education, Office of Special Needs that compliance issues are addressed and rectified. <i>This Support Plan is applicable for all compliance findings in this section.</i></p> <p>Time Line/ Immediately</p> <p>Progress Check: June 2007</p>	
Performance	1	Upon entering the program each student is evaluated using the Woodcock-Johnson III Test of Achievement. Assessment results re used to develop an individualized academic plan/ IEP for students with disabilities.	<p>Presentation Document</p> <p>Faculty Interview</p> <p>Record Reviews</p>		
Performance	2	Protocols for addressing three-year re-evaluations for students with IEP at EHY is unclear.	Faculty Interview Record Reviews	Camp E-Hun-Tee will provide on going professional development to address individual educational components, evaluation/re-evaluation protocols, along with policies and program practices.	E-Hun-Tee provides training to staff on a monthly basis to address the roles and responsibilities of the Special Educator as it

				Time Line/Progress Check: June 2007	pertains to the evaluation, identification and education of students with exceptionalities.
Performance	3	Though a Master Treatment Plan addresses all aspects of a students program including progress, IEP goals and objectives are not apart of this comprehensive plan.	Document Faculty Interviews Record Reviews	Camp E-Hun-Tee will review and incorporate IEP educational goals within the Master Treatment Plan. Time Line: January 2007	Students' IEP's and assessments are incorporated into the Master Treatment Plan.
Performance	4	It was unclear how functional behavioral assessment to support behavioral planning and or evaluation was engaged in by faculty.	Document Faculty Interviews Record Reviews	Camp E-Hun-Tee will provide on going professional development to address assessment/evaluation/re-evaluation protocols, along with policies and program practices. Time Line/Progress Check: June 2007	

4. TRANSITION (Procedures, IEP Development and Implementation)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance Compliance	1	<p>Community Living Curriculum / Work Book-is a program designed to help students prepare for transition to home and community. The overall goal is to promote skills, which insure a student's ability to make healthy choices and to ultimately live independently with success. The community Living work book is required for students to participate in the next faze of the EHT program. The workbook is completed by each student addressing employment, entertainment, wellness, support spending and skills. A companion to this is a community living directory individualized by students to be better prepared when transitioning their home school community.</p> <p>Students who have successfully met their six months stay at EHT participate in a transition program supporting their transition from camp to their home school community. The program provides students with a career exploration inventory, along with a weekly curriculum which addresses topical issues related to the</p>	Presentation Document Faculty, Students and Family Interviews Record Reviews	<p>Camp E-Hun-Tee will provide on going professional development to address special education policies, procedures and regulations regarding vocational / transition planning and development. Camp E-Hun-Tee will implement transition/vocational planning for all students at the beginning of age 14 (younger if appropriate).</p> <p>Time Line: January 2007</p>	All students 14 years of age (or earlier if necessary) are given a vocational assessment. This assessment is incorporated into the student's transition portion of the IEP. This assessment is completed in conjunction with the student's LEA

		<p>students in attendance. Topics may include:</p> <ul style="list-style-type: none"> • Re-acquaintance with home, building trust, effective communication skills • Individual counseling, substance abuse, • Making the most of your current School situation • Communication, organization skills, choosing the right class • Resources to help you in school • Extra curricular activities • Community service • Making choices about the future • How do you know what you should do • How do you know what you can do • Independent living skills • Getting into the workforce • Choosing vocational/technical post secondary options <p>The Pacemaker Curriculum / Fearon’s Careers, Career anchor and RIPIN transition planning guide supplement the overall program.</p> <p>Though a vocational/ transitional component is being implemented at a students six-month mark of stay (which includes a vocational interest inventory along with a comprehensive transition curriculum) alignment of similar activities for student with IEP starting at age 14 is currently not being facilitated.</p>			
Performance	2	Alignment of graduation criteria / curriculum requirements from students home school community / LEA’s has not yet been coordinated at EHT.	Faculty Interviews	<p>Camp E-Hun-Tee in conjunction with their EYA regional offices will continue to develop curriculum that is standards0-based and aligned with GLEs/GSEs. In addition, high school reform efforts will be reviewed and infused throughout the curriculum development process.</p> <p>Time Line: June 2007</p>	Eckerd Youth Alternatives is continuing to ensure that all programs are afforded the resources, materials and professional development for staff to deliver effective, appropriate curriculum. E-Hun-

					Tee provides monthly trainings to teachers to address issues such as PBGR and LEA Curriculum Alignment.
Performance	3	After care is the provision of social services to youth and their families for a twelve-month period following graduation by the Aftercare counselor and other camp staff. Services include assistance with school employment placement and problems, leisure time activities and connection with community health mental health and other resources. Crisis intervention and case management services are provided to the youth and family.	Presentation Document Faculty Interviews		