

Rhode Island Department of Education  
Office of Special Needs

School Support System Report and Support Plan for the  
Action Based Enterprises School  
March 16<sup>th</sup> and 17<sup>th</sup>, 2004

# **SCHOOL SUPPORT SYSTEM**

## 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 disabilities. The School Support System model is designed to promote the involvement of the whole school district, regular educators as well as special educators and parents. It is designed to learn of the district meets the minimum regulations and what effects the program and services have on student performance. 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 visit 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 disabilities 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 disabilities. The RIDE staff compiles a preliminary summary of their analyses of this data.
- Presentation by the LEA and School Site Review The 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, visits 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 disabilities.
  - 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 twelve categories, from school improvement to the least restrictive environment. The documentation section of the report distinguishes the source of the finding. The support plan reflects the responsive to the described findings. The support plan describes the corrective action required by the district as well as ways that RIDE will assist the district to improve programs and services.

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Action Based Enterprises School  
School Support System Review  
March 16<sup>th</sup> and 17<sup>th</sup>, 2004

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**1. SCHOOL IMPROVEMENT**

Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	1	<p>Action Based Enterprises (ABE) in Woonsocket is a private, non-profit 180-day school established in 2001. ABE is a combination of professional consultants, providing students with behavioral, social and emotional learning difficulties, with a personalized school option. The purpose of ABE is to maximize the intellectual, emotional and physical growth of students, through small thematic educational programs that are locally based, which offer personalized education, recreation and therapeutic activities for students and their families.</p>	<p>Document Administrative and Faculty Interview</p>	<p>The administrative faculty at ABE will coordinate and facilitate a strategic planning process for the purpose of developing a two-year comprehensive strategic plan for the Woonsocket based alternative education program.</p> <p>Timeline: Progress check September 2004</p>	
Performance	2	<p>Action Based Enterprises has an established mission statement, statement of beliefs and primary program objectives. They are as follows:</p> <p style="text-align: center;"><u>ABE Mission Statement</u></p> <p>The mission of Action Based Enterprises to enable students to maximize their potential and become resourceful, well-educated, highly competent and productive young adults through the provision of creative and energetic program activities that are provided by a certified dedicated staff.</p> <p style="text-align: center;"><u>ABE Belief</u></p> <p>Our belief is the students who participate in innovative school activities will have the opportunity to improve academic and life skills. This in turn will enable them to increase their</p>	<p>Document Administrative and Faculty Interview</p>		

		<p>chances for future employment and a productive family life.</p> <p><u>ABE Primary Objectives</u></p> <ul style="list-style-type: none"> <li>• Students will assume responsibility for their daily interactions by engaging in activities that will allow them to gain a greater sense of self-confidence.</li> <li>• Students will develop a repertoire of alternative strategies in order to cope with upsetting or unanticipated events that occur on a day-to-day basis.</li> <li>• Students will be helped to construct a philosophical framework with values and personal goals to provide a foundation to guide them in their future decision-making.</li> <li>• Students will develop social awareness and predictive skills that will connect their actions with the day-to-day events of their lives.</li> </ul>			
Performance	3	<p>Action Based Enterprises has an established educational partnership with the Woonsocket School District. Currently 100% of the students participating at ABE are students from the Woonsocket school district. ABE and the Woonsocket Special Education Office work collaboratively to address professional development opportunities for joint staff participation, review programmatic and student specific issues, in addition to planning for future program expansion.</p>	<p>Administrative and Faculty Interviews</p>		

**2. SCHOOL CLIMATE**

Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	1	Action Based Enterprises publishes a student/parent handbook, which comprehensively addresses school policies, protocols and academic expectations.	Document Administrative and Faculty Interviews		
Performance	2	Though mentoring for new faculty members is informal teachers noted being supported by administration and others in addressing presenting request and informational needs. Supervision of faculty is facilitated by both the consulting special education director in relationship to the educational planning and with the student's services director in relationship to the program operations.	Administrative and Faculty Interviews		
Performance	3	<p>ABE is engaged in a number of community programs to provide and support students with recreation, and community service projects. Informal faculty relationships with the neighborhood and overall community offer students an opportunity to engage in volunteer community service projects. (raking leaves, etc)</p> <p>ABE is currently creating a more formal relationship with the community. Linkages are being established with Family Resources, NRI Community Services, Woonsocket Parks and Recreation and the NRI Arc.</p>	Administrative and Faculty Interviews		
Performance	4	Faculty communicated an understanding of the crisis response plan currently identified in the Draft program manual. Each staff person has	Administrative and Faculty Interviews		

		walkie-talkies to communicate emerging concerns and potential emergencies.			
Performance	5	Parameters of responsibilities in regards to information acquisition, communication, and student planning protocols with sending Local Education Agencies are unclear. (See Evaluation/IEP Section 5)	Document Record Review Administrative, Faculty and Parent Interviews	The Education Consultant at ABE in collaboration with the Woonsocket LEA Liaison will develop comprehensive program intake and exit protocols, defining responsibilities and clarifying expectations for both the alternative program and the sending LEA.  The Education Consultant along with the district liaison will provide the appropriate professional development to all faculty involved.  Timeline: September 2004	

### 3. TEACHING PRACTICES

Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	1	There are three special education teachers and one teacher assistant at Action Based Enterprises. One teacher is fully certified, one is emergency certified and one is pending. Special education faculty is at varying stages of completing their special education course requirements.	Document Administrative and Faculty Interviews	The Education Consultant at ABE will provide guidance in regard to the special education certification process, responsibility and expectations, in addition to expanding professional development opportunities for faculty through federal	

				state and community networks.  Timeline: Immediately and Ongoing - Progress check September 2004	
Performance	2	ABE has adopted the Woonsocket K-12 curriculum. Curriculum and instructional practices at ABE are student-centered and developmentally appropriate. Classroom lessons are individualized to meet the learning styles and needs of each student. Throughout the school there is evidence of student work, facilitated instruction and student problem solving with emerging differentiation. (For example students in social studies at all three age/grade levels are studying the states and the state capitals with little variation)	Document Administrative and Faculty Interviews	The Education Consultant at ABE will explore professional development opportunities to enhance instructional practices for teaches in the area of grade level expectations.  Timeline: Progress check September 2004	
Performance	3	Sixteen students at ABE participated in the RI State Assessment with appropriate accommodations and modifications last year. This year ABE has an assessment coordinator to facilitate the upcoming state assessments, however ABE has not facilitated the state testing which stated last week with 4 <sup>th</sup> /8 <sup>th</sup> /and 11 <sup>th</sup> grade English Language Arts, this week the 3 <sup>rd</sup> and 7 <sup>th</sup> grades are participating in the Writing assessment and 5 <sup>th</sup> grade Health will be facilitated next week along with the 4 <sup>th</sup> and 8 <sup>th</sup> grade Math assessments.	Administrative and Faculty Interviews	The Education Consultant at ABE will provide the Assessment Coordinator guidance in facilitating annual state assessment testing with appropriate students, assuring accommodations and modifications in addition to providing RIDE with assurances regarding completion of current state assessments.  Timeline: September 2004	

Performance	4	Faculty informally utilizes student work, test scores, student observations and other techniques to inform instruction and to document and communicate student progress to parents.	Administrative and Faculty Interviews		
Performance	5	Teachers at ABE meet each morning to review and plan curriculum and instruction strategies. The Director of Student Activities currently facilitates a faculty meeting once a week with a focused agenda for overall school planning, problem solving and student specific issues. All ABE consultants attend this meeting.	Administrative and Faculty Interviews		
Performance	6	ABE implements a behavioral support system that provides guidance for student to address social emotional learning and overall appropriate behavioral responses in the classroom setting. The social worker develops behavioral treatment plans for students. Communication regarding behavior treatment plans and the school behavior support system are unclear.	Document Record Review Administrative and Faculty Interview	ABE has established a team to develop Behavior Intervention Plans for each students participating in the program.  Timelines: Progress check September 2004	
Performance	7	Students at ABE provide structured and informal peer tutoring with students across grade levels.	Faculty and Student Interviews Observation		

<b>4. FREE APPROPRIATE PUBLIC EDUCATION (FAPE) IN THE LEAST RESTRICTIVE ENVIRONMENT (LRE)</b>					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	1	There are currently 17 students enrolled at ABE. Students participate in one of three distinct age groups (Elementary, Middle and	Document Administrative, Faculty and		

		High School). ABE can provide an alternative education program for 18 to 24 students.	Student Interviews		
Performance	2	Physical education is provided as a recreation activity at the local CYO Center and is often used to reinforce appropriate behavior in the classroom. There is currently no physical education teacher at ABE. The ABE staff provides physical education.  Along with the absence of a physical education teacher it is unclear how students are provided with a Health Curriculum.	Administrative, Faculty and Student Interviews	ABE will employ a physical education teacher who additionally will be responsible for the health curriculum and instruction.  Timeline: Progress check September 2004	
Performance	3	It was noted by faculty that students at ABE have access to sending LEA extra curricula activities. Students reported however not knowing who to talk to about the potential of participating in sports and or other opportunities being facilitated by the LEA.	Administrative, Faculty and Student Interviews	The Director of Student Services at ABE will continue to dialogue with sending LEAs in providing extra curricula activities for students while participating in the alternative program.  Timeline: Ongoing	

**5. EVALUATION/ INDIVIDUAL EDUCATION PROGRAM (IEP)**

Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	1	It is the responsibility of the LEA to ensure that students receive a Free and Appropriate Public Education (FAPE). The contracted agency/non public school is an active collaborative partner in ensuring that FAPE is received.			

Performance/ Compliance	2	<p>Responsibility, process and protocols for facilitating the overall management of student special education evaluations, IEP development, facilitation of parental notification and consent and overall communication with sending LEA is unclear.</p> <p><b>IEP</b></p> <p>The following are examples of the communication issues between ABE and the sending LEA.</p> <p>JK-2 IEP not current – 12/03  JK-4 Participation of a Teacher (Gen./or Sp) not in attendance at IEP (IEP facilitated at/by ABE?)  JK-4 strengths and needs not addressed in IEP  JK-4 Vocational/Transitional planning not embedded in IEP  JK-4 Transition page missing from IEP</p> <p><b>Evaluations</b></p> <p>Evaluation Team documentation of eligibility not available in file JK-1, 2,3,4,5  Current evaluations were not incorporated in file  JK-1 Education not available in file  JK-2 Re-evaluation date unclear  JK-3, 4 FBA not available in file  JK-4, 5 Vocational assessment not available in file</p>	Document Administrative and Faculty Interviews	<p>ABE will provide RIDE assurances that students noted in report are being provided FAPE.</p> <p>Timeline: Progress check September 2004</p>	
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Performance/ Compliance	3	<p>ABE provides and alternative education setting for a student 20 years of age with a disability the program currently is not licensed for. It is unclear how this student's IEP will be facilitated specifically his vocational and transition planning. Additionally adult service agencies have not been involved in planning along with the LEA, ABE, parent and student. It is unclear how assistive technology assessments will be implemented along with the purchase and professional development needed to support student engagement.</p> <p>A consultant has been hired to coordinate this individual student educational program along with an emergency certified special educator (who is currently certified in elementary education) and current teacher assistant.</p>	Administrative, Faculty, Parent and Student Interview Observation Record Review	<p>The Woonsocket Education Authority will apply to RIDE for a waiver to temporally approve the continued participation of this student at ABE until December 2004.</p> <p>Timeline: June 2004</p> <p>The Education Consultant of ABE and the Woonsocket Special Education Liaison along with appropriate participation of the parent, student, and community agencies, will collaborate in the development of a comprehensive educational, vocational and transition plan.</p> <p>Timeline: June 2004</p>	
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<b>6. TRANSITION</b>					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance/ Compliance	1	<p>It is unclear how vocational assessments will be facilitated for eligible students at ABE. According to the ABE student census there are seven students who will be turning 14 this year. In addition there are three students who currently 14 years of age and older functioning without a vocational assessment and or transition plan.</p>	Record Review Administrative and Faculty Interview	The Education Consultant at ABE in collaboration with the Woonsocket Special Education Liaison will develop protocols to address the facilitation and implementation of vocational assessments for eligible	

				<p>students participating in the alternative program.</p> <p>Additionally the Education Consultant at ABE will provide professional development for faculty regarding this process.</p> <p>For those students currently eligible for vocational assessments, ABE will provide RIDE assurances of completion of assessments.</p> <p>Timeline: Progress check September 2004</p>	
Performance/ Compliance	2	Comprehensive transition planning activities such as school to work, independent living skills and career exploration for eligible students at ABE are unclear.	Record Review JK 4,5 Administrative and Faculty Interview	<p>The Education Consultant in collaboration with the Woonsocket Special Education Liaison will develop transition protocols and program opportunities for eligible student while attending the alternative program.</p> <p>Timeline: Progress check September 2004</p>	
Performance	3	Though faculty noted activities they engage in to facilitate transition planning for students re-entering their home school community, it remains unclear how ABE facilitates this	Administrative, Faculty, Parent and Student Interviews	The Education Consultant in collaboration with the Woonsocket Special Education Liaison will	

		process formally with LEAs.		develop as a part of the intake protocols, criteria for entrance and exiting of eligible students.  Timelines: Progress check September 2004	
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7. PARENT INVOLVEMENT					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	1	<p>ABE facilitates a family service component as a part of their overall program, to enhance student and family participation in education to assist in identifying personal pursuits for both families and students, and to provide information, education and assistance in accessing community resources. Additionally the family service coordinator provides home visits, parent teacher conference, peer support, and professional development addressing parent interest.</p> <p>Parents of students enrolled at ABE noted the opportunity to meet informally over dinner/coffee hour etc, was a nice opportunity to share concerns and feelings with other parents.</p> <p>Parents of students attending ABE are invited to the Woonsocket SEAC meetings.</p>	Document Administrative, Faculty and Parent Interviews		

**8. PROFESSIONAL DEVELOPMENT**

Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	1	<p>ABE follows the Woonsocket School Department Professional Development schedule. Faculty at ABE participate in a five-day training session prior to the program opening in September. Overall professional development provided by ABE includes First Aid and Safety, Physical Restraint, Career Facilitator Training, Stress Prevention and Computer Technology. Faculty reported that individual professional development request are supported by administration. In addition ABE participates in the Woonsocket professional development opportunities, which have recently included presentations on Functional Behavioral Assessments and Behavior Intervention Planning. Faculty at ABE also participate in the Woonsocket summer professional development academy.</p> <p>Faculty expressed the need for additional professional development in reading literacy and diverse instructional practices.</p>	Document Administrative and Faculty Interview	<p>ABE Administrators will review the overall scope of professional development specifically addressing reading literacy and differentiated instructional practices.</p> <p>Time Line: Immediately and Ongoing Progress check October 2004</p>	

**9. FACILITIES**

Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	1	Evacuation plans were clearly posted throughout the school and faculty noted emergency response plans for students as appropriate.	Administrative and Faculty Interview Observation		

