

Rhode Island Department of Education  
Office of Special Needs

School Support System Report and Support Plan for the

Eleanor Briggs School

October 7<sup>th</sup> and 8<sup>th</sup>, 2003

## 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.

## **TABLE OF CONTENTS**

1. School Improvement
2. School Climate
3. Teaching Practices
4. Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE)
5. Evaluation/ Individual Education Plan (IEP)
6. Transition
7. Parent Involvement
8. Professional Development
9. Facilities

Eleanor Briggs School  
School Support System Review

October 7<sup>th</sup> and 8<sup>th</sup>, 2003

Review Team: Jane Keane, School Support Specialist  
Rhode Island Technical Assistance Project

Beverly Cardoza, Special Education Coordinator  
Hillside Alternative Program

Margaret Deslaurier, Special Education Director  
Pathways Strategic Teaching Center

Alan Cafferty, Special Education Director  
Valley Community School

1. SCHOOL IMPROVEMENT					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	1	<p>The Eleanor Briggs School provides a comprehensive academic, pre-vocational, diagnostic and clinical special educational program for students five to eighteen years of age, with serious emotional/ behavioral and learning disabilities. The day treatment school is a program of the Kent Center (formerly known as the Kent County Mental Health Center) and is part of its Youth and Family Service unit. The program is designed to meet the social-emotional and behavioral health related special educational needs of students, including pre-vocational planning and recreation as an alternative learning setting for those students who may (for a variety of reasons) need a more clinically based educational setting.</p> <p>The mission of the Eleanor Briggs School is to provide an alternative educational environment with the structure needed to facilitate learning, while emotional behavioral health issues are being addressed; to prepare students for possible re-integration in to their home school; and to direct students to appropriate vocational resources. The School atmosphere promotes the growth of self-esteem through positive behavioral supports in a safe environment.</p>	Documentation Administrative and Faculty Interview		
Performance	2	<p>Over the last year the Kent Center facilitated a strategic planning process / organizational assessment that included the Briggs School Administration and Faculty. The outcome of this planning process identified five strategic areas that the Kent Center Organization as a whole would be addressing.</p> <ol style="list-style-type: none"> <li>1) Diversify the Funding Base</li> <li>2) Institute a Marketing Focus</li> <li>3) Modernize Customer Service to Respond to the Needs of Today's Customers</li> <li>4) Educate Staff about Financial Issues that Affect Them. Involve Them in Efforts to Achieve and</li> </ol>	Documentation Administrative and Faculty Interview	<p>The Eleanor Briggs School Administration and Faculty will explore options to develop a school improvement plan aligned with the Kent Center Strategic Plan.</p> <p>Timeline: March 2004</p>	

		Maintain Financial Viability 5) Create Lasting Solutions for Internal Issues			
<b>2. SCHOOL CLIMATE</b>					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	1	The Eleanor Briggs School provides students and families with clear guidance and comprehensive information regarding overall school policies, practices and responsibilities.	Documentation Administrative and Faculty Interviews		
Performance	2	The administration and faculty at the Eleanor Briggs School debrief as teams daily to discuss individual student progress, positive behavioral supports, to plan instructional alternatives, and to provide support and encouragement to each other. Through this process, data is maintained for each student and tracking of behavioral and educational outcomes are documented.	Documentation Administrative and Faculty Interviews		
Performance	3	The student staff ratio (2:1) and the class size at Eleanor Briggs (6 – 7 students) offer students and faculty an opportunity to enhance and promote educational success.	Documentation Observation Administrative and Faculty Interview		
Performance	4	Teachers, teaching assistants and the clinical leaders for each team work collectively to provide individual support for students and an academic program which promotes social emotionally learning in a safe environment	Documentation Observation Administrative and Faculty Interviews		
Performance	5	Community inclusion currently at Eleanor Briggs School is facilitated through informal and individualized structures. When there are appropriate opportunities for the student population to participate in community activities every effort is provided to do so.	Administrative and Faculty Interviews		
<b>3. TEACHING PRACTICES</b>					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	1	The Eleanor Briggs School offers a comprehensive individualized educational program with a full range of academics from PK to grade 12. The curriculum at Briggs is based on the Warwick School Curriculum's Standards	Documentation Administrative and Faculty Interviews		

		and Benchmarks. Class size is six to seven students with a certified special education teacher and a teacher assistant. English Language Arts, Math, Reading, Science and Social Studies are taught daily. Health, Physical Education, Computers and Vocational skills are taught on an alternating day schedule. Music and Art are integrated into the academic areas of English Language Arts, Math, Reading, Social Studies and Science at all levels. At the elementary level, computers are used daily to reinforce skills at the student's instructional level.	Observation		
Performance	2	At the Elementary and Middle level, students are taught Reading, English Language Arts, Math and Writing on a daily basis. Science and Social Studies are taught on alternating semesters. At the Secondary level, students are taught English Language Arts, Social Studies, Math and Science on a daily basis. All students participate in Health/Physical Education and computer/vocational classes on alternating days.	Documentation Administrative and Faculty Interviews Observation		
Performance	3	Daily debriefing meetings address student assessment data, as well as the state assessment documentation impacting instructional practices on an on going basis at Eleanor Briggs School. Through this process, individual students academic needs and instruction are addressed as well as the educational materials required to modify and or support successful outcomes for students overall.	Documentation Observation Administrative Faculty Interviews Educational Materials		
Performance	4	Common planning time is facilitated at Eleanor Briggs School for faculty as well as weekly staff meetings and quarterly meetings with the Kent Center.	Administrative and Faculty Interviews		
Performance	5	Cooperative teaching is facilitated at the elementary level and core content area teachers at the secondary level move from setting to setting to offer a more typical high school experience for students.	Administrative and Faculty Interview Observation		
Performance	6	The Teacher Assistants at the Eleanor Briggs School bring a high caliber of education and experience to the classroom setting. Each of the Teacher Assistants have Bachelor's Degrees and act as both teaching assistant in the classroom as well as behavior specialists. Currently	Documentation Administrative and Faculty Interviews Observations		

		two teacher assistants are enrolled in teacher certification programs and one is enrolled in a Masters in counseling.			
Performance	7	The Behavioral Management component at Eleanor Briggs School is a major focus of their program design. Students are taught reality-based and concrete decision making skills that reinforce positive behavior responses related outcomes. The school utilizes a behavioral token economy system that provides immediate written and verbal feedback based on individual students social emotional and/ or behaviors goals identified in their IEP.	Documentation Administrative, Faculty, Parent and Student Interviews		
Performance	8	The Clinical component of the Eleanor Briggs School in conjunction with the Kent Center, is facilitated through 3.5 master's level clinicians, who provide leadership and daily group therapy to a case load of 10 students in addition to clinical guidance in facilitating instructional strategies, individual and family therapy as needed, parent support, case management, transitional after care, psychiatric assessment, 24 hour emergency crisis intervention and assessment, and a 45 day diagnostic assessment component are also available on an as need bases as appropriate.	Documentation Administrative Faculty and Parent Interviews		
Performance	9	At the Briggs School the program is divided into two teams comprised of special education teachers, a physical education/health teacher, a computer/vocational teacher, teacher assistants and clinicians. There are five special education teachers, two of which are on emergency certifications. All six teacher assistants have bachelor's degrees and are enrolled in graduate programs in either education or psychology.	Documentation Faculty Interviews		

**4. FREE APPROPRIATE PUBLIC EDUCATION (FAPE) IN THE LEAST RESTRICTIVE ENVIRONMENT (LRE)**

Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	1	Though the students at Eleanor Briggs School engage in activities that include their typical peers (local library) and students are encouraged to attend their home school extra curricula activities (school dances, football practice etc) experiences overall are limited.	Administrative and Faculty Interview	The Eleanor Briggs School Administration and the Kent Center will explore opportunities for community inclusion.  Timeline: March 2004	

Performance	2	Policies defining the parameters and outcomes for disciplinary infractions and or removals from Eleanor Briggs School are clearly defined and understood by students, families and faculty.	Documentation Administrative, Faculty, Parent and Student Interview		
Performance	3	Currently at the Eleanor Briggs School Fine Arts (art, music etc.) is provided through grant-supported artists in residence. If a student needs a fine art credit as a part of their high school academic requirements and/or for graduation the school creates opportunities for those students to achieve the credits necessary to complete home school academic requirements. All educators at the Eleanor Briggs School make every effort to provide experiences for their students that include the arts.	Administrative and Faculty Interview Observation	The Eleanor Briggs School will explore with the Kent Center opportunities to expand their current Arts program. Timeline: Ongoing	
Performance	4	Faculty reported that educational materials, supplies and assistive technology are readily available if needed for academic and or behavioral supports as identified for student learning.	Administrative and Faculty Interview Observation		
Performance	5	Eleanor Briggs is a 180-day program with an option for extended school year experiences for eligible students as per their IEP.	Documentation Administrative Faculty and Parent Interviews		

**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 education (FAPE). The contracted agency/non public school, however, is an active collaborative partner in ensuring that FAPE is received and the Rhode Island Regulations adhered to.	Record Review	The Eleanor Briggs 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. This is applicable to all items in this section.  Timeline: Ongoing	

Performance /Compliance	2	The framework for facilitating evaluations at Eleanor Briggs School is currently unclear. Overall re/evaluation process including notice, consent, evaluation team meeting, IEP mtg. and service development JK 6, & 7  Parental consent for evaluations upon entering program overall practice JK 1 – 7	Record Review Administrative and Faculty Interview	The Eleanor Briggs School Administrators will refine their evaluation policy and will provide the appropriate in-service for faculty.  Timeline: March 2004	
Performance/ Compliance	3	Behavioral / Social Emotional IEP objectives restated the goal, not measurable, not specific JK 1,2,3,5,6,7	Record Review Administrative and Faculty Interview	The Eleanor Briggs School Administration will provide in-service training for faculty in developing behavioral IEP goals and objectives.  Timeline: March 2004	
Performance/ Compliance	4	"PRE IEP" Meeting Form JK – 1 – 7	Record Review Administrative and Faculty Interview	The Eleanor Briggs School Administration will revise form to accurately reflect the intent and will provide in-service with faculty  Timeline: March 2004	

## 6. TRANSITION

Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	1	The Eleanor Briggs School facilitates a comprehensive transition program for both students and their families as students are considered for reintegration into their home school and/or to a more restrictive placement.	Documentation Administrative and Faculty Interview		
Performance	2	Clinical after-care is provided for students for up to sixty days including consultation with home school faculty, support staff, student and their families. At any time during the transition should the student regress while attending the receiving school, the transition may be postponed or terminated and the student will retain their placement at Eleanor Briggs School until a new transition plan is deemed to be in the student's best interest.	Documentation Administrative and Faculty Interview		
Performance	3	The Eleanor Briggs School faculty engages in formal and informal grade-to-grade level transition planning for all students.	Administrative and Faculty Interviews		

Performance	4	Vocational/Transitional Portfolio's are facilitated for students 14 years old or older, and students are provided with vocational assessment opportunities. The Briggs School works closely with LEAs to provide vocational opportunities and services to students identified by the IEP process. Hands- on vocational and/or transitional experiences at school or in the community have not been formally established.	Administrative and Faculty Interviews Observations	The Eleanor Briggs School Administration will research vocational/transition collaborative opportunities for students with the Kent Center and Perspectives.  Timeline: March 2004	
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#### 7. PARENT INVOLVEMENT

Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	1	The School facilitates two open houses a year and provides families with quarterly highlights and announcements along with the student progress and report cards. Despite these attempts both the faculty and families reported parent participation at Eleanor Briggs School as being less than desired.	Administrative Faculty and Parent Interviews	The Eleanor Briggs School and the Kent Center will explore and develop a school newsletter for families.  Timeline: March 2004	
Performance	2	Student daily point cards addressing social emotional learning and academics are prepared by school faculty and provided to parents daily. Comments on each student's day are noted encouraging further communication if necessary.	Documentation Administrative Faculty and Parent Interview		
Performance	3	As part of the clinical support provided by the Briggs School in conjunction with the Kent Center families have access to counseling and other therapeutic interventions.	Documentation Administrative Faculty and Parent Interviews		

#### 8. PROFESSIONAL DEVELOPMENT

Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	1	Each member of the faculty at Eleanor Briggs is allocated \$100.00 per year for staff development opportunities. In addition, faculty may attend free trainings offered by the Kent Center or participate in the tuition reimbursement program for qualified staff for the purposes of professional development leading to a degree or certification.	Documentation Administrative and Faculty Interviews		
Performance	2	All faculty at the Eleanor Briggs School acknowledge the opportunities they have to participate in professional development activities at the Kent Center as well as others as appropriate.	Administrative and Faculty Interview		

**9. FACILITIES**

Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	1	Evacuation Plans were posted throughout the school and faculty was aware of the procedures.	Documentation Administrative and Faculty Interview Observation		