



**Rhode Island Department of Education
Office of Student, Community and Academic Supports**

School Support System Report and Support Plan

**Action Based / Hillside Alternative School
May 2017**

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 district, general educators as our II as special educators and parents. It is designed to learn if the district 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 the Local Education Agency (LEA) 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 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 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 LEA and School Site 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 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 exceptionalities.
 - 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 six categories, from School Improvement to Free Appropriate Public 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 by the district as well as resources and time lines to improve programs and services.

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Nonpublic School School Support System Review

Team Members

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The RIDE, Office of Student, Community & Academic Supports School Support System process was facilitated to provide a means of accountability for delivery of programs and services to improve outcomes for students with disabilities. The following pages reflect the findings of that process.

1. FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE/LRE)

Indicator		Findings	Support Plan
Result	1	The RIDE, Office of Students, Community & Academic Supports School Support System process was facilitated to provide a means of accountability for delivery of programs and services to improve outcomes for students with disabilities. The following pages reflect the findings of that process.	
Result	2	<p style="text-align: center;">Program Overview</p> <p>The purpose of ABE/HILLSIDE is to maximize the intellectual, emotional and physical growth of all students enrolled in the school. The staff strives to teach all students to respect themselves, take responsibility for their actions and become caring, law-abiding citizens. This is accomplished by designing and offering a small thematic instructional program that offers personalized educational, recreational and therapeutic activities to every student. These are in keeping with student interests and are consistent with state frameworks. ABE/HILLSIDE staff also help students to make positive decisions, understand individual and cultural diversity and become life-long learners and responsible family members. Staff provides a meaningful, student-centered curriculum that is developmentally appropriate, technologically current, sequentially coordinated and research-based. Although thematic, the curriculum is multi-leveled, with classroom lessons individualized to meet the different needs of each student.</p>	
Result	3	<p>Student Support and Intervention - Faculty informally meet to discuss individual student instructional and behavioral strategies and supports along with typical cross content planning. For students participating in the high school program, additional planning addresses individual student PBGR requirements along with vocational and employment activities.</p> <p>Clinical Supports and Services - Students meet with the school social worker for required half hour per week counseling and in many circumstances numerous times a week. Their role is to guide special education students and their families toward access to and use of public services and community resources intended to assist in their daily lives. These counseling sessions are either one-on-one or in a group setting, at the direction of the student's IEP or at the request of the parent or teacher. They include developing age appropriate socio-emotional skills to increase classroom functioning, maximizing feelings of self-efficacy and self-management, building self-esteem and promoting overall social and emotional growth.</p>	

		<p>Social Emotional Learning - The school wide behavior management system along with the clinical supports provided are intended to foster the development of social- emotional learning in all students.</p> <p>School Removals/Disciplinary Policies</p> <p>Disciplinary policies and practices are clearly defined through the student/parent handbook.</p>	
Result	4	<p>Program Continuum</p> <p>ABE/Hillside currently services 15 elementary students, four middle school students and 13 high school students.</p> <p>Students in each grade take a core group of classes consisting of English/Language Arts, math, writing, science and social studies. All students take physical education/health, which is a yearlong class that includes physical fitness and conditioning, team building, individual activities and classroom instruction in health education.</p> <p>High school students also participate in a series of elective classes. This may include fine arts and music classes, foreign language, career/transition planning and Senior Portfolio.</p> <p>Special Education students are also provided services such as occupational therapy, speech and language and other programs to meet the needs of all learners. All educational materials are aligned with the Common Core State Standards.</p> <p>ABE/Hillside contracts with outside providers for speech and language and occupational therapy services per the student's IEP.</p>	
Result	5	<p>Adaptive Physical Education (APE)</p> <p>Currently there are no students enrolled that need adaptive physical education per their IEP. ABE/Hillside does employ an APE consultant if a student with adaptive physical education in their IEP is enrolled.</p> <p><u>Documentation:</u> Data Analysis</p>	

Result	6	<p>Extended School Year (ESY)</p> <p>Extended School Year at ABE/Hillside is provided for those students who demonstrate academic and/or behavioral regression over a period of time, such as weekends and/or vacations throughout the school year. The ESY program is offered three days a week for five weeks and runs from July to early August. It provides individualized instruction along with social-emotional and behavioral skill building as directed by students' IEPs.</p> <p>LEA's can opt to utilize the ABE/HAP program and/or provide ESY within their specific school district.</p> <p><u>Documentation:</u> Data Analysis; Interviews</p>	
Result	7	<p>Parent Engagement</p> <p>Parents receive progress notes and report cards tri-annually for students in elementary and middle school. High school students receive these quarterly. If requested by parent, teacher or per IEP, parents receive daily/weekly updates that communicate behavioral and/or academic performance. Parents are communicated with frequently by phone by either the social worker or teachers. They are also invited to request a conference after the first report card is administered. In addition, numerous letters are sent home informing parents of meetings, field trips, important news/information or special events occurring at the school.</p>	

2. EVALUATION / INDIVIDUAL EDUCATION PROGRAM (IEP)

Indicator		Findings	Support Plan
Result	1	<p>Student Accommodations and Modifications</p> <p>Student accommodations and modifications are provided as specified in the IEP. Each teacher is provided with the following parts of the student's IEP:</p> <ul style="list-style-type: none"> • Accommodations • Present Levels of Functional Performance • Present Levels of Academic Achievement • Goal pages 	

	<ul style="list-style-type: none"> • Supplementary Aids and Services/Program Modifications/Supports for School • Personnel page <p>Each of these IEP sections for each student are reviewed with all teachers, to include all content areas. Throughout the course of the school year, as more students arrive, the same procedure is completed, this time by the case managers.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Document Reviews</p>	
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3. IDEA TRANSITION

Indicator	Findings		Support Plan
Result	1	<p>IDEA Transition Planning</p> <p>At Hillside, the mission of career and transition services is to provide students with the opportunities and resources necessary for transition to a variety of post-secondary options. Successful transition is achieved through a continuum of instructional strategies, collaborative interdisciplinary team supports, utilization of technology, and awareness of and access to community resources. Students are taught to independently perform and manage all manner of daily activities (hygiene, cooking, shopping, banking, etc.) in the real world and to develop the necessary social skills (cooperation, conflict resolution, anger management, accepting criticism, personal accountability/responsibility) to navigate and optimally function in the community.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Record Reviews</p>	
Result	2	<p>The nonpublic special education school works with the sending districts in assisting with referrals to the Office of Rehabilitative Services (ORS) and to the Department of Behavioral Healthcare, Developmental Disabilities & Hospitals (BHDDH).</p> <p><u>Documentation:</u> Interviews; Document Review</p>	

Result	3	Summary of Performance (SOP) is facilitated by the case managers as appropriate. <u>Documentation:</u> Interviews; Document Review	
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