

Rhode Island Department of Education
Office of Special Populations

School Support System Report and Support Plan for the
East Bay Educational Collaborative's
East Bay Career Academy
February 2006

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 well 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 with 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 required by the district as well as resources and time lines to improve programs and services.

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East Bay Career Academy
School Support System Review
February 2006

Team A: Susan Wood, RI Department of Education
Jane Keane, RI Department of Education

1. SCHOOL IMPROVEMENT/ FAMILY ENGAGEMENT					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	1	<p>The vision and mission of the East Bay Collaborative is as follows: “The vision of the East Bay public school districts, the schools within them, and the region as a whole will operate as exemplary professional learning communities characterized by the skills, practices, attitudes and results expected of such communities”</p> <p>The mission is to “...Share, coordinate and combine selected resources of our eight member districts in that we</p> <ul style="list-style-type: none"> -Support the development of all our teachers, administrators and other professional personnel into world class educators -Support the development of all our schools into world class educational institutions -Provide administrative services that are more cost effective, of higher quality –or both -Better serve the needs of selected special needs populations <p>... for the success of all our learners in ways that maintain the individuality of each district. Member districts include East Providence, Barrington, Bristol Warren, Portsmouth, Tiverton, Middletown, Little Compton and Newport. Some neighboring Massachusetts districts also send students to the Academy.</p>	Data Analysis Interviews School presentation		
Performance	2	<p>The East Bay Career Academy (EBCA or the Academy) believes in providing a safe and nurturing environment in an alternative setting that promotes high expectations and success for all students through differentiated and individualized instruction.</p> <p>To this end, the East Bay Career Academy allows all of the</p>	Data Analysis Interviews School presentation		

		Academy students to become skillful learners, responsible and productive members of society.			
Performance	3	<p>The East Bay Educational Collaborative (EBEC) provides a Regional Alternative Program (RAP) called the East Bay Career Academy (EBCA). The EBCA serves students of high school age who may have difficulty learning in a “traditional” education setting or have been diagnosed as having significant learning or behavioral and/or emotional challenges.</p> <p>The EBCA focus is to provide a positive learning environment for students whom traditional education setting has not proven successful. EBCA strives to have all students develop the skills, knowledge and character to be responsible and productive citizens. Students who attend the EBCA are provided the opportunity to acquire gainful employment while maintaining academic accountability.</p>	Data Analysis Interviews School presentation		
Performance	4	Per district request students from member districts can also access the Interim Placement Program (IPP) at the Academy. This occurs for two reasons. The first occurs after the 10 th day of suspension from their home district. They can attend for a minimum ten-day stay and complete work sent from the school and engage in assessment procedures or they can attend if they are expelled from their home school.	Data Analysis Interviews School presentation		
Performance	5	The staff meets and reviews on a daily/weekly basis, areas pertinent to the Academy student needs and the functioning of the Academy itself. Currently Wednesday afternoons are set aside for the School Improvement Team discussions and staff development. This along with selected in-services, professional development and attendance at related seminars provide constant induction of essential instruction relative to teaching and learning in	Data Analysis Interviews School presentation		

		<p>the Academy.</p> <p>The Academy also has a long-standing partnership with Rhode Island College in the role of providing the EBEC districts with graduate courses and professional development. Additionally, this allows the Academy to utilize a variety of educational expertise.</p>			
Performance	6	<p>Other community and collaborative partnerships include but are not limited to the following:</p> <ul style="list-style-type: none"> -RI Science Center of the East Bay Educational Collaborative -Roger Williams University -Rlnet Internet Services -East Bay Mental Health -Rotary Organizations -Key Program, Inc. -St. Michael's Church 	<p>Data Analysis</p> <p>Interviews</p> <p>School presentation</p>		

2. INSTRUCTIONAL STRATEGIES AND SUPPORTS					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	1	<p>There was a strong community atmosphere at the EBCA. Teachers and students enjoyed their school and the collaborative work atmosphere. Teachers and staff reported feeling supported by the EBCA leadership.</p>	<p>Interviews</p>		
Performance	2	<p>There is an annual EBCA Awards dinner where students receive various awards (exemplary students, spirit awards, academic, honors, etc.) and faculty, administrators and students participate in this event. This is a highly regarded and anticipated event each year. Students also are creators of their own yearbook. They are given the</p>	<p>Interviews</p> <p>School presentation</p>		

		opportunity for input in establishing the rules and regulations that are in effect in the Academy. Students reported feeling part of the school community and enjoying their Academy experiences.			
Performance	3	There is also an emergence of mentoring between staff and students. The office EBCA manager is a key point person in this endeavor and she coordinates the on-site work experiences for students. Peer mentoring is also in the emerging stages.	Data Analysis Interviews School presentation		
Performance	4	Staff work as a team with realistic goals and expectations. The staff create a familial atmosphere that encourages respect for others. All staff meet on a regular basis (daily if needed, after school) to debrief and discuss student and instructional needs.	Data Analysis Interviews School presentation		
Performance	5	The EBCA has a computer lab. The network of computers are used in conjunction with the curriculum and allows for more individualized programming.	Data Analysis Interviews School presentation		
Performance	6	The Academy program emphasizes the importance of parent involvement. On an individualized basis parents are contacted as needed. This may be done either verbally and/or through written weekly evaluation pertaining to their child. Academic progress is sent home to the parents on a quarterly basis with interim progress reports within the quarter. Staff members are available to discuss their individual concerns. Counseling and psychological services are made available to all families of the students at the Academy by the school psychologist.	Data Analysis Interviews School presentation		
Performance	7	The effectiveness of the East Bay Career Academy is measured by the product that it produces---the student that it develops. The following means of evaluation are employed by the staff:	Data Analysis Interviews School presentation		

		<p>1. Transition Evaluations -Return to less restrictive programs -Entering the world of work/career -Entrance into higher education</p> <p>2. Observation Techniques -Teacher/staff period functional assessment -Evaluation of employees</p> <p>3. Objective Assessment -Pre and post academic and psychological testing -Analysis of behavioral events (i.e., number of time outs) -Analysis of grades received in subjects</p> <p>4. Self Report -Student pre and post measure of program satisfaction</p>			
Performance	8	<p>During the third period of each school day students are given the opportunity to make up previously failed courses per their individual student plan (ISP). These extra assignments may also, at times, be taken home for completion and returned to the monitoring staff member for credit. Courses are offered in English, math, physical education/health and in certified nursing assistant preparation. Students' work is assessed by a specified staff member and grades are recorded on a quarterly basis. They can receive 50% for their attendance and 50% for their assignments. During the 2005-2006 school year the EBCA has 19 students participating in the ISP program.</p>	<p>Data Analysis Interviews School presentation</p>		

3. FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE/LRE)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	1	<p>The EBCA is a separate alternative program of the East Bay Educational Collaborative. The Academy is designed to provide an educational and therapeutic environment that helps students gain the knowledge and skills necessary to be successful in lesser restrictive settings, work and community settings. The school currently has 31 students (26 students with IEPs and 5 without IEPs) serving grades 9-12 with a capacity for 35 students. On occasion 8th graders are also served. The staff to student ratio is not to exceed 4:1. Currently there is a 90% attendance rate and a 94% graduation rate.</p> <p>The students are divided into four groups. These groups are based on age, ability level (social, academic and behavioral needs are taken into account).</p> <p>A variety of other programming opportunities are available to students. These include:</p> <ol style="list-style-type: none"> 1. The EBCA program is engaged in a number of business partnerships regarding school-to-career placements (see also Section 5: Transition for further information) 2. The science component of the program involves HELMSS (high expectation for learning middle school science) 3. The Academy also utilizes the services of Assisted Technology staff 4. Contract with RINet for internet services 	<p>Data Analysis Interviews School presentation</p>		
Performance	2	<p>Behavior is ground in a school-wide level system with positive incentives provided through the day and at the end of the week. Integrated into the curriculum are behavioral supports and interventions, which lend themselves to a classroom management system. This system allows the EBCA to provide opportunities for students to learn and make appropriate behavioral choices and to take</p>	<p>Data Analysis Interviews School presentation</p>		

		responsibility for their choices. The system is comprised of three levels of achievement with a specific number of points designated for each level. The students earn points during each class period. Upon earning a predetermined amount of points daily the students will acquire rewards and privileges.			
Performance	3	The EBCA has a full-time school psychologist. She provides counseling on an as needed basis per the students IEP and is also available for family support. The school psychologist also facilitates groups around career issues. The psychologist is responsible for coordinating, for each student, the special education records from each school district. The psychologist will complete evaluations or re-evaluations, of psychosocial, educational and vocational assessments. The psychologist also acts as a liaison to each district as specified by the Director to complete and compile all records and attend LEA and IEP meetings. The psychologist also serves as a resource to the teachers and staff upon request.	Data Analysis Interviews School presentation		
Compliance	4	There are four teachers at EBCA. Two of the four have special education certification and two of the four have general education certification. There is no certified (or emergency certified) physical education teacher. Teachers rotate teaching the physical education class. One of the special educators teaches the health class.	Interviews	The EBCA will acquire the services of a state certified physical education teacher to oversee and direct the physical education/health program. Currently the EBCA, will redefine and expand the physical education program to further meet the individual needs of each student at the Academy. This will be done under the auspices of a state certified physical education teacher. In addition, a committee will be formed to work in conjunction with the Academy's School Improvement Team to explore a variety of activities appropriate to the needs of	

				<p>the individual students at the Academy.</p> <p>Progress check: June 2006. Final implementation slated for the 2006-2007 school year.</p>	
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4. EVALUATION/ INDIVIDUAL EDUCATION PROGRAM (IEP)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
		Record reviews		<p>The East Bay Career Academy will provide assurances to the Rhode Island Department of Education that it will adhere to the Rhode Island Regulations Governing the Education of Children with Disabilities. <i>This is applicable to all compliance findings in this section.</i></p> <p>Timeline: Immediately and ongoing</p>	
Compliance	1	<p>SW1, SW2, SW3, SW5, SW6, SW7, SW8 IEP item #44 not completed</p> <p>SW1, SW2, SW3, SW5, SW6, SW7 IEP item #40b not completed by specific assessment</p>		<p>Technical assistance regarding record review issues has been provided by the Special Education Director of the EBCA to staff.</p>	

5. TRANSITION					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	1	<p>Students attending the EBCA are provided academic and vocational opportunities that are tailored to meet the student's needs. Traditional academic subjects, life skills infused courses couples with vocational education and on-the-job training provide experiences for students to better understanding of themselves and their communities. Pre-vocational options include on-site courses that are designed to enlighten students about the various aspects of the working world. Students may participate in community-based programs, part-time placements or a work study program as provided by the EBCA, Vocational program are individually designed to take into consideration the students cognitive, emotional and behavioral status as they prepare to transition to post-secondary education, training or the world of work.</p>	<p>Data Analysis Interviews School presentation</p>		
Performance	2	<p>The vocational education program consists of a continuum of vocational courses. This involves the following:</p> <p>-All students take a vocational education class throughout the vocational continuum. The program attempts to steer students towards a career field. As the program progresses students are steered to make a clear and concise differential between a job and a career. The course involves resume writing, job applications and review of post secondary opportunities (two and four year colleges, trade schools, world of work etc.)</p> <p>In addition to the vocational education class there are two On-the-Job Training classes (I and II). On-the-Job Training Program I is a course the places students in an employment field. Students are able to apply their overall academic skills and especially the skills they learn in vocational education to a real working environment. The primary goal of this course is to place students in</p>	<p>Data Analysis Interviews School presentation</p>	<p>The EBCA, it's staff, students and School Improvement Team will continue to refine and expand transition programming opportunities. These efforts include but are not limited to the following:</p> <p>-To establish an On-Line Course Program so as to further expand course offerings to include honors and advanced placement courses.</p> <p>-To continue to investigate more opportunities for additional partnerships with businesses and institutions of higher education.</p> <p>-To increase the hands-on learning by acquiring more apprenticeship opportunities based on student interest and aptitude.</p>	

	<p>employment positions. This course teaches students the reality of the general work force. Students may be placed in a variety of on-site Collaborative experiences. Students are paid minimum wage for their employment.</p> <p>On-the-Job Training II presents an opportunity or the student to intensify and elevate his/her skill level in his/her job performance by allowing more time in the work place to gain this knowledge. Some of the job placements have included, Roger Williams University (food services), Target, construction, local restaurants, Alpert's, Jamestown Distributing (boat parts) etc. Approval by the Academy Director and Program Coordinator is required. Parental consent for students under the age of majority is also required. Performance evaluations are completed by the Vocational Supervisor. The performance objectives include but are not limited to: attendance and promptness, quality of work, organizational skills, overall attitude toward work amount of work, and their cooperation with co-workers, supervisors and customers. The Vocational Supervisor makes monthly phone calls to each student's job supervisor to discuss the student's job performance.</p> <p>Students and teachers reported wanting more "hands on" internship opportunities linked to individual vocational interests and aptitudes.</p>		<ul style="list-style-type: none"> -To increase the Academy's role in the community and provide students with the opportunity to become involved in community service -To continue to infuse technology into the classrooms. -To further develop individual web pages within the EBCA web site to display students work, academic achievement, bulletin boards etc. -To research and discuss any other pertinent and appropriate suggestions that are put forth by the students, parents, staff and School Improvement Team that further enhances the Academy's transition program. <p>Timeline: Ongoing. Progress check: June 2006</p>	
Performance	The school psychologist facilitates the vocational assessments for all students as appropriate at the EBCA.	Interviews Record Reviews		

