

Worcester Public Schools

Checklist for Approval of a Private School by the School Committee

Summary of Comments

1. Philosophy and objectives

- a. A clearly stated educational philosophy supported by definitively-stated objectives is available

The Center for Applied Behavioral Instruction (CABI) possesses a clearly educational philosophy with sound objectives based on the principles of Applied Behavioral Analysis (ABA) to support students with Autism.

- b. The objectives are subjected to periodic review

CABI has a defined process in which the Board of Directors will engage in quarterly review of the organization's objectives.

- c. A systematic and continuous evaluation of progress in achieving objectives is being utilized

CABI has a defined quality assurance process to engage parents/guardians and other stakeholder groups in periodic and annual review of their practices.

2. Population to be served

- a. Admissions criteria; documentation of school's enrollment

CABI will serve students ages 6 through 22 with a 226 calendar days. Students admissions are based on student diagnosis and level of services identified in the student's Individualized Education Plan.

3. Physical Plant/Safety

- a. All of the following documents are on file and are current:

- i. Public Health Inspection
- ii. Fire inspection
- iii. Certificate of Occupancy
- iv. Lead paint

All certificates of inspection and occupancy have been provide by CABI and are attached to this report. Public Health inspection is not applicable as the school will not prepare food at the facility and Lead paint certificate is no applicable due to the age of the building.

b.The site, plant and equipment adequately support the program and are operated to ensure safety and health of the students.

All aspects of the school site and its equipment adequately support the proposed program, including but not limited to: classroom space, cafeteria, gymnasium, school access, busses, and outside play areas.

4. Curriculum

a. Curriculum offerings are consistent with the philosophy and objectives of the school

CABI's educational philosophy provides the context on how students with disabilities will receive educational services in a small, supportive, specialized environment. To frame the educational component, CABI has aligned their content delivery with the Massachusetts Curriculum Frameworks.

b. Curriculum offered is equivalent to that offered in local school systems generally, in terms of quantity of instructional time, and based on Massachusetts frameworks for:

- i. Reading
- ii. Math
- iii. English Language Arts
- iv. Social Studies
- v. Science
- vi. Health, Physical Education

CABI will follow the Massachusetts Curriculum Frameworks in alignment with the educational practices of the surrounding school districts. In addition to the components outline above, CABI will offer Life Skills and Vocational components to support students working in these areas.

5. Educational material

a. Text books and/or individual instructional materials are adequate

The school currently has an adequate inventory of instructional materials to support anticipated student enrollment.

b. Chalk boards, bulletin boards and display areas

The school is well organized with white boards and bulletin board to display student work and visual materials.

c. Individual desks, chairs, and/or tables for each child are adequate

The school is furnished with adequate furniture to support students and staff.

d. Adequate space exists for students' and teacher supplies

The school has two designated closet areas to store materials and supplies.

e. Availability of technology/software/internet

The school is equipped with technology hardware and software in each classroom with internet access.

f. Availability of laboratory equipment

The school has basic lab equipment and they plan to acquire additional lab equipment/resources according to students' instructional needs.

6. School staff

a. The school has a staff competent in its various assignments

CABI currently employs two teachers, both with proper certification and experience with students diagnosed with Autism. In addition, support personnel are trained in principles of Applied Behavior Analysis consistent with the philosophy of the school (see organizational chart)

b. The staff is sufficient in number to attain the objectives of the school

Student / Teacher ratio is 2:1 at any given time.

c. The instruction provided is "thorough and efficient" based on:

- i. Teacher qualifications
- ii. Adequate student /teacher ratio
- iii. Regular evaluation of staff
- iv. The school principal reviews criminal offender record information (CORI) of current and prospective employees and volunteers, as required

The school currently has two teachers certified in Special Education. The student – teacher ratio is 2:1 during the academic year. Teaching and support staff will be hired according to student enrollment. All personnel will be evaluated annually and all personnel must undergo a CORI check as condition of employment. CORI checks are then performed every three years.

7. Administration

- a. A table of organization exists which clearly outlines lines of authority

CABI has a clearly defined table of organization delineating the organization's hierarchy (see table of organization attached).

- b. The organization of the school facilitates the meeting of the defined objectives of the school

CABI's organization and structure is aligned with their philosophy to meet the outlined objectives. The administration has extensive experience and background in ABA and education.

- c. Opportunities for professional development are provided

In addition to the 30-hour professional development training provided each year, staff will benefit from monthly clinical meetings, tuition reimbursement for advanced education, and support of clinical consultants in specialized areas.

8. Records

- a. The school maintains an adequate system of student records and permanent files are safely maintained in compliance with state –mandated regulations, as applicable

CABI has developed an adequate system of student records and filing keeping consistent with the MGL and Special Education regulations. Attendance, health, discipline, progress reports, IEPs, consent forms, and other documents will be kept in order to appropriately provide educational services at CABI.

- b. The school is prepared efficiently to transfer transcripts of all students and former students to the DESE and /or other schools should it cease operation.

In addition to cumulative records, students with disabilities require recording keeping consistent with the IEP process. CABI's record keeping is consistent with state and federal

regulations. CABI, as a private school provider will consistently share records and data with the sending school district. Should the school cease operations, all student records will be transferred to the sending school and/or DESE as applicable

9. Student Services

- a. Pupil personnel services provided for all students are balanced and comparative

CABI is a school for students with disabilities diagnosed with Autism. As such, in addition to the core instruction, all functions and services outlined in the IEP must be in place. CABI must provide all supports and services determined by and recorded on the IEP by the Special Education Team (i.e. ESL direct services, Psychology, Counseling, Nursing, etc.).

10. Financial Support

- a. Evidence exists that the school can adequately sustain the educational program

Behavioral Concepts, Inc. (BCI) currently funds CABI's expenses until the school is able to sustain itself financially. According to the statement enclosed, BCI maintains a \$500,000 line of credit with Mansfield Bank to support financial solvency.

- b. The school presents documentation of its legal status. These may include copies of the articles of incorporation and the certification of tax exempt status

Federal Tax Exempt approval (501 (c) (3)) by the Internal Revenue Service is attached.

11. Student Learning Time

- a. The school provides adequate student learning time (length of school year and school day) and hours of instruction in each subject.

School Calendar is attached. CABI will operate on a 226-day calendar with daily school hours from 8:30 am to 3:00 pm.

12. Student Performance Assessment

- a. The school periodically evaluates students' skills, competencies, and knowledge and documents their progress

As a Special Education school, all students must have a valid IEP. In addition to the annual review meeting and three-year reevaluation meeting, student data is evaluated regularly with staff and parents during clinical sessions.

Name and Address of School: Center for Applied Behavioral Instruction

Date: 09/04/2014

Name of Reviewer: Marco Rodrigues and Kay Seale

CRITERIA	COMMENTS	MET	PART. MET	NOT MET
1. <u>Philosophy & Objectives</u>	See attached comments			
A. A clearly stated educational philosophy supported by definitively-stated objectives is available		X		
B. The objectives are subjected to periodic review		X		
C. A systematic and continuous evaluation of progress in achieving objectives is being utilized		X		
2. <u>Population To Be Served</u>		X		
A. Admissions criteria; documentation of school's enrollment				
3. <u>Physical Plant/Safety</u>		X		
A. All of the following documents are on file and are current:				
1. Public Health Inspection		N/A		
2. Fire Inspection		X		
3. Certificate of Occupancy		X		
4. Lead paint (for children under 6 years old)		N/A		
B. The site, plant and equipment adequately support the program and are operated to ensure safety and health of the students		X		
4. <u>Curriculum</u>		X		
A. The curriculum offerings are consistent with the philosophy and objectives of the school				
B. The curriculum offered is "equivalent" to that offered in the local school system generally, in terms of quantity of instructional time, and specifically, in terms of the following instructional areas:		X		
1. Reading		X		
2. Math		X		
3. English Language Arts		X		
4. Social Studies		X		
5. Science		X		
6. Health, Physical Education		X		

CRITERIA	COMMENTS	MET	PART. MET	NOT MET
5. Educational Materials				
A. Text books and/or individual instructional materials are adequate		X		
B. There are whiteboards, bulletin boards, and display areas		X		
C. Individual desks, chairs, and/or tables for each child are adequate		X		
D. Adequate space exists for students' and teachers' supplies		X		
6. School Staff				
A. The school has a staff competent in its various assignments		X		
B. The staff is sufficient in number to attain the objectives of the school		X		
C. The instruction provided is "thorough and efficient" based on:				
i) Teacher qualifications		X		
ii) Adequate student/teacher ratio		X		
iii) Regular evaluation of staff		X		
iv) The school principal reviews criminal offender record information (CORI) of current and prospective employees and volunteers, as required		X		
7. Administration				
A. A table of organization exists and clearly outlines hierarchy		X		
B. The organization of the school facilitates the meeting of the defined objectives of the school		X		
C. Opportunities for professional development are provided.		X		

CRITERIA	COMMENTS	MET	PART. MET	NOT MET
8. <u>Records</u>		X		
A. An adequate system of student records and permanent files is safely maintained		X		
B. The student records are kept in compliance with state mandated regulations, as applicable.		X		
C. The student records including:				
1. Cumulative record of attendance		X		
2. Health		X		
3. Progress in school		X		
D. The school is prepared efficiently to transfer transcripts of all students and former students to the DESE and/or other schools should it cease operation.		X		
9. <u>Student Services</u> The pupil personnel services provided for all students are balanced and comparative		X		
10. <u>Financial Support</u>				
A. Evidence exists that the school can adequately sustain the educational program		X		
B. The school presents documentation of its legal status. These may include copies of the articles of incorporation and the certification of tax exempt status		X		
11. <u>Student Learning Time</u>				
The school provides adequate student learning time (length of school year and school day) and hours of instruction in each subject.		X		
12. <u>Student Performance Assessment</u>				
The school periodically evaluates students' skills, competencies, and knowledge and documents their progress		X		