



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

School Support System Report and Support Plan

**Bristol Warren Public Schools
April 2021**

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 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 state performance 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 20 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.

TABLE OF CONTENTS

1. Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE)
2. Evaluation/Individual Education Program (IEP)
3. IDEA Transition

**Bristol Warren Public Schools
School Support System Review**

Record Review Team Leaders

Team A – Susan Wood and Sandra Cambio Gregoire

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 |
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| Result 1 | <p>Least Restrictive Environment Data (State Performance Plan Indicator #5)</p> <p>Based on the FY July 1, 2017 – June 30, 2018 State Performance Plan information on Bristol Warren Public Schools Placement is as follows:</p> <p>The percentage of students educated 80 to 100% of the time in general education settings is 81.48% (RI District Average is 71.05%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 8.15% (RI District Average is 12.5%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 3.7% (RI District Average is 5.11%)</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p> | |
| Result 2 | <p>Participation and performance of children with IEPs on statewide assessments (State performance Plan Indicator #3):</p> <p>B. Participation rate for children with IEPs 96.51%.</p> <p>C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievements standards 4.74% [Note: State has individual grade and content area targets (28%). State target is average target across grades and content areas. District target is average percent of students proficient across content areas (5%).]</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p> | |
| Result 3 | <p>Multi-Tiered System of Support (MTSS) Response to Intervention (RTI)/Academics</p> <p>Elementary Level</p> <p>In addition to formative and summative assessments specific to each content area, elementary students participate in district-wide universal screenings and benchmark assessments three times per year in the areas of reading, writing, and mathematics. Teachers utilize the Standardized Test for the Assessment of Reading (STAR) and MClass for reading, district-created writing assessments aligned to the CCSS are</p> | |

utilized for writing, and i-Ready is used for mathematics. Grade level data is routinely reviewed by respective grade level teams and administrators. Additionally, "Data Days" are scheduled across the district three times per year to allow for a deeper analysis of students' strengths and needs. In addition to a district-wide Response to Intervention Task Force that meets several times throughout the school year containing representatives from each elementary school. A Multi-tiered System of Support/Response to Intervention Team has been established at all elementary schools and is facilitated by the school's principal. The MTSS team typically consists of the school's principal, psychologist, social worker, reading specialist, several general education teachers and a special educator. Additional support staff such as Speech-Language Pathologists and the district's math coaches are invited as warranted. MTSS teams meet at a minimum of twice per month.

MTSS meetings are held on the school's designated MTSS Team Day. The Team utilizes specific forms to collect and monitor student data. These forms vary somewhat from school to school. The MTSS team engages in the problem-solving process by targeting a need, determining an appropriate intervention and establishing the type and frequency of progress monitoring to be utilized. Teams re-convene on individual students every 6-8 weeks or sooner if agreed upon.

Tier 2 interventions are typically implemented in the general education setting throughout the school day and more specifically during scheduled intervention blocks built into each school's schedule. Tier 3 interventions are generally executed in the general education setting as well with some small group pull out occurring as needed and if necessary to implement specialized programs such as PALS, SRA and LLI for reading and targeted small group math interventions with the district's coaches.

At Hugh Cole School, students participate in universal screening using mCLASS, DIBELS, and STAR assessments. Grade level teachers and school administrators meet on a regular basis to review the data during common planning time. Teachers also work together during data days (2-3 times per year) to review the data and plan intervention groups. The MTSS and NCII teams meet on a weekly basis reviewing student data and interventions. Every child in the MTSS/NCII process is reviewed every 4-6 weeks. When warranted, the speech language pathologist or other related service personnel are invited to the meeting. Special education teachers, math specialists and literacy specialists are also present.

Interventions are determined based on student needs. Various staff members are responsible for the intervention depending on the student, schedule, level of need and their current tier.

Interventions happen throughout the day and for various amounts of time depending on the program a student is working in. Progress monitoring is completed on a weekly basis and charted to determine growth. All the data and meeting notes are kept in one folder for teacher and administrators to have access.

At Colt Andrews School, students participate in universal screening using mCLASS, DIBELS, STAR and Curriculum Based Math Assessments. Grade level teachers and school administrators meet on a regular basis to review the data and plan intervention groups. Those data-based interventions are evaluated every 6 to 8 weeks to determine whether students are growing in the targeted skills. During those RTI meetings, plans are either revised or maintained to ensure fidelity to the intervention program and responsiveness to the child's needs.

Interventions happen throughout the day, for various amounts of time, and delivered by a variety of staff members depending on the needs of the student and the availability of staff or schedule of comparable programs. Progress monitoring is completed on a weekly basis and charted to determine growth. All the data and meeting notes are kept in one folder for teacher and administrators, with paper copies of all documents given to parents so they can be active participants in the RTI process.

At Guiteras School, students participate in universal screening using mCLASS, DIBELS, and STAR assessments. School staff meet on a regular basis to review the data and plan intervention groups. The school based RTI team meets every 6-8 weeks to discuss students in need of Tier 2 interventions. Their data is monitored regularly.

Interventions are determined based on student needs. Various staff members are responsible for the intervention depending on the student, schedule, level of need and their current tier.

****During the past school year, these meetings were held virtually.**

Middle Level

At Kickemuit Middle School the procedure has been for teams to meet during their MTSS team meeting block to discuss students who they feel need interventions to help them to be successful. They meet as a team, collaborate on an identified intervention, attempt the intervention, and then meet again to review the results. Guidance counselors and other service providers frequently join the next meeting, and the parent is notified at that point. This meeting is a school level meeting, comprised of the team, specialists, counselor, school psychologist, school social worker, nurse, and administrators. Additional interventions are attempted, and a follow up meeting generally occurs within 6 or 8 weeks.

High School Level

Mt. Hope High School administers the STAR assessment to all 9th graders and to Tier 2 and Tier 3 10th and 11th grade students in math and ELA. In addition to STAR, state assessment data, common assessments/tasks, classroom individual performance data, attendance, discipline records and teacher referrals are used to universally screen and monitor student performance. School-wide interventions include supplemental reading and math classes to support students who are performing below grade level. Teachers

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| | | <p>offer support after school for individual students. In addition, the Extended Day Program is open to all students. The program typically runs from 2:45 – 5:15 daily in the library (virtually this past school year) and is staffed by content area teachers who provide extra help and explicit instruction as needed to support students. Students in need may also participate in peer tutoring.</p> <p>Students who are not successful in the traditional class setting or need credit recovery can enroll in Mt. Hope Plus classes which are on-line courses (Edgenuity) facilitated by content area teachers. In addition, students who are not successful attending school during the school day for various extenuating circumstances attend Full Time Extended Day. In lieu of attending school during the day, students attend Monday through Friday from 2:45 – 5:15 where they work on their on-line courses with instruction and support from the content area teachers which staff Extended Day Program.</p> <p>The district has explored alternative options for students who have not been successful in traditional academic tracts. This year, the high school opened the PACE program; an alternative learning setting for students who had previously been placed out of district to meet their behavioral and social-emotional needs. <i>Documentation: Data Analysis; State Performance Plan</i></p> | |
| Result | 4 | <p>SPP Disproportionate Representation (State Performance Plan Indicator #9 and #10)</p> <p>Bristol Warren is not disproportionate.</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p> | |
| Result | 5 | <p>Suspension (State Performance Plan Indicator #4a): Significant discrepancy in the rate of suspensions (for students with IEPs) greater than 10 days as compared to the rate of suspensions (for students without IEPs) greater than 10 days. This was not applicable for the Bristol Warren Public Schools as no students with IEPs were suspended for greater than 10 days.</p> <p>State Performance Plan Indicator #4b 0% had: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p> | |

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| Result | 6 | <p><u>Multi-tiered System of Support (MTSS)/Social Emotional Supports/Social Emotional Resources/Positive Behavioral Supports</u></p> <p>Elementary Level</p> <p>At Hugh Cole School, student’s behavioral data is tracked using SWIS reports and the PBIS model. Grade level teachers and school administrators meet on a weekly basis to review behavioral data. The school psychologist and social worker collect data on a student who is entering or is a part of the RTI process. Every child in the RTI process is reviewed every 4-6 weeks. When warranted, the speech language pathologist or other related service personnel are invited to the meeting. Special education teachers, math specialists and literacy specialists are also present.</p> <p>Interventions are determined based on student needs. Various staff members are responsible for the intervention depending on the student, their schedule, level of need and current tier. Many behavior interventions include check in/check out charts, social skills groups, point systems, if/then charts, focus groups, etc.</p> <p>Interventions happen throughout the day and for various amounts of time depending on the program a student is working in. Progress monitoring is completed on a weekly basis and charted to determine growth. All the data and meeting notes are kept in one folder for teacher and administrators to have access to.</p> <p>During the 2018-2019 school year, the district created the Connections Program at Hugh Cole. This substantially/partially separate program was created to meet the behavioral and social-emotional needs of students throughout the district. Staffed by a special educator, teacher assistants (number based on student need) and consulting clinical psychologists, this classroom has allowed the district to continue to educate students with varying SEL needs within the district.</p> <p>At Colt Andrews, student behaviors are tracked by teachers. When appropriate, data is collected in behavior charts and discussed with Administrators, School Social Worker and the School Psychologist. Depending on the student’s unique needs, the School Nurse may be involved in evaluating the data as well. Behavior interventions include positive point reward systems check in/check out charts, social skills groups, focused classroom lessons, and social stories.</p> <p>At Guiteras School, student’s behavioral data is tracked by teachers and administration. It is reviewed as necessary. The school psychologist and social worker collect data on a student who is entering or is a part of the RTI process. Every child in the RTI process is reviewed regularly.</p> <p>Interventions are determined based on student needs. Various staff members are responsible for the intervention depending on the student, their schedule, level of need and current tier. Many behavior interventions include check in/check out charts, social skills groups, point systems, if/then charts, focus groups, etc.</p> | |
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Middle Level

At Kickemuit Middle School student behavior data is tracked by teachers, school social worker and or school psychologist depending on the need. The school psychologist works with teams to create behavior plans/tracking charts and collects this data as part of the RTI process.

Interventions are determined based on student needs. There are several different supports put into place to support students. Many behavior interventions include positive point reward systems check-in/check systems, social skills groups that run during lunch time, social stories, a call list specifically for those students who are removed from class to proceed to guidance first to process the behavior prior to administration being called to discipline.

School-wide Student Expectations

The vision of Kickemuit Middle School is to provide a program that responds to the intellectual, social, emotional and health needs of early adolescents. It is a program that has a clearly established course of study and provides opportunities for student growth based upon the concept of exploration. Kickemuit Middle School recognizes the need to evaluate the program on a regular basis and make changes that enhance learning. The school provides for the educational needs of all students in a safe, supportive, and culturally diverse environment.

Social Expectation Report Card Grade

All Kickemuit Middle School students receive a Social Expectation Grade for each class on progress reports and report cards. Any student receiving three or more social expectation grades below 3 (2 or 1) on the progress report/report card, as determined by the Social Expectation Rubric, may be suspended from participating in all extracurricular activities until the next progress report/report card is issued.

Following an initial two-week period after progress report/report card distribution, students are given an opportunity to be released from this social suspension. Students must request updated social expectation grades from their teachers using the Social Suspension Release Form. This release form is available in the office. It is the student's responsibility to obtain the release form. Any student who fails to complete and return the release form by the deadlines listed below will remain on social suspension until the next progress report/report card is issued.

Social Expectation – As socially responsible members of society, all KMS students adhere to the district's common core principles of Respect, Responsibility, Integrity and Learning by following the school rules with conduct that contributes to a positive learning atmosphere.

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| | | <p>During the 2018-2019 school year, the district created the Connections Program at KMS. Like the elementary Connections program, this substantially/partially separate program was created to meet the behavioral and social-emotional needs of students throughout the district. Staffed by a special educator, teacher assistants (number based on student need) and consulting clinical psychologists, this classroom has allowed the district to continue to educate students with varying SEL needs within the district.</p> <p>High School Mt. Hope High School does not currently employ a tool to universally screen students for social/emotional or behavioral needs. Students at risk are identified through analysis of student grades, class performance data, attendance/tardy data, discipline records, and teacher referrals. School-wide positive supports include an ongoing Attendance/Tardy Campaign called “Positively Punctual” where grade levels compete to have the highest rate of students coming to school on time every day. In addition, Mt. Hope High School is currently in the process of developing a positive reward system where students will earn various privileges for being in good social standing.</p> <p>The student support staff (school psychologist, social worker, student assistance counselor, and guidance counselors) meets with students individually and conduct group meetings regularly for students needing social/emotional support and substance abuse counseling. This team problem solves strategies and/or interventions to implement. Student progress is monitored based on classroom performance data, attendance, and discipline records.</p> <p>The district has explored alternative options for students who have not been successful in traditional academic tracts. This year, the high school opened the PACE program; an alternative learning setting for students who had previously been placed out of district to meet their behavioral and social-emotional needs. This program is staffed by a certified, highly qualified special educator, a teaching assistant and is consulted by the school psychologist, social worker and contracted clinical psychologist.</p> <p>School Removals/Disciplinary Policies. Throughout the district behavioral expectations along with disciplinary action protocols and policies are comprehensively defined in a student handbook.</p> <p><u>Documentation:</u> Document review, data analysis</p> | |
| Result | 7 | <p>Preschool Continuum</p> <p>The preschool program is located at Hugh Cole Elementary School The district collects early childhood outcomes data on all children with IEPs as required by OSEP. Teachers collect and enter authentic assessment information into an on-line</p> | |

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| | | <p>child portfolio. This assessment information is used to shape and individualize instruction and to demonstrate progress.</p> <p>Indicator #6</p> <p>A. In this district, the percent of preschool children aged 3-4 with IEPs attending a general education early childhood program and receiving most special education services in the general early childhood program was 40.54%.</p> <p>B. The percent of children aged 3-5 with IEPs attending a separate special education class, separate school or residential facility was 1.35%</p> <p>State Performance Plan Indicator #7</p> <p>Statement 1. Of the preschool children who entered the preschool program below age expectations, the percentage who substantially increased their rate of growth by the time they turned 6 years of age or exited the program:</p> <ul style="list-style-type: none"> ▪ Positive social-emotional skills (including social relationships); 55% ▪ Acquisition and use of knowledge and skills (including early language/ communication and early literacy); 50% and ▪ Use of appropriate behaviors to meet their needs 68.4% <p>Statement 2. The percentage of preschool children who were functioning within age expectations in each Outcome by the time they exited the program were:</p> <ul style="list-style-type: none"> ▪ Positive social-emotional skills (including social relationships); 50% ▪ Acquisition and use of knowledge and skills (including early language/ communication and early literacy); 32.4% and ▪ Use of appropriate behaviors to meet their needs 61.8% <p><i>Documentation: Data Analysis; State Performance Plan</i></p> | |
| Result | 8 | <p>Program Continuum Elementary Level</p> <p>There are 1415 students at the elementary level and approximately 16% have IEPs. The program continuum is as follows:</p> <p>Inclusive classrooms are the standard at the elementary level. Grouping and regrouping based on daily progress monitoring, small group instruction enables teachers to tailor their instruction to student's needs.</p> <p>At the elementary level, special educators provide inclusive and small group instruction. The co-taught classroom is comprised of a general educator and a special education</p> | |

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| | | <p>teacher or teacher assistant, with the goal of providing all day support to students with IEPs in the elementary setting. Teachers and teacher assistants rotate schedules to provide all day support when possible. Small group instruction allows for special educators to pull some students from the large group to provide individualized instruction, sometimes in the general education classroom and sometimes in a different classroom to minimize distractions.</p> <p>Hugh Cole Elementary School has 2 intensive intervention classrooms (K-2, 3-5) for students with significant needs requiring intensive individualized instruction. The goal of these classrooms is to build foundational skills for students as deemed appropriate by the IEP team to prepare them to increase their ability to participate in inclusive classes for their grade level. This program is available to students throughout the district.</p> <p><u>Documentation:</u> Data Analysis; Interviews</p> | |
| Result | 9 | <p>Program Continuum Middle Level</p> <p>There are 772 students attending Kickemuit Middle School, 89 are students with IEPs, approximately 11% of students. The special education program continuum is as follows:</p> <p>There are three teams at each grade level with one 6th/7th grade looping team. A special educator is assigned to each team except for the team providing student instruction and support to English language learners.</p> <p>Special educators provide specialized instruction for students across grade levels in the general education setting with all highly qualified teachers. In addition, specialized instruction is provided through small group instruction as needed. Students with IEPs receive additional small group intervention in an identified area of need during advisory periods throughout the week.</p> <p>There is also an intensive setting for students who require a more substantially separate, intensive, personalized approach to instruction. Core content is provided for students with multiple learning challenges needing a more intensive individualized opportunity for direct instruction and life skills experiences. Students participate with their typically developing peers in elective classes along with science and some core content classes as appropriate.</p> <p><u>Documentation:</u> Data Analysis; Interviews</p> | |
| Result | 10 | <p>Program Continuum High School Level</p> <p>At Mount Hope High School there are approx. 937 and 96 have IEPs, approximately 10.2%. The program continuum is as follows:</p> <p>The program continuum is as follows:</p> | |

Intensive Support Program. Most students are in small group instruction classes for math, reading and English and in some cases, science and social studies, by highly qualified teachers, as determined by the IEP team. Students are sometimes included in content area classes with support from a teacher assistant. Students are included in itinerant classes.

PACE Program. This year, the MHHS opened the PACE program; an alternative learning setting for students who had previously been placed out of district to meet their behavioral and social-emotional needs.

Alternative Learning Program (ALP). Students assigned to the ALP use this classroom as a home base. Students who are recommended for ALP have significant emotional disturbance. Students can return to the ALP smaller class setting after lessons are taught by the content area teachers. Resource support classes are offered for up to four periods a day for these students. The ALP teacher also provides content instruction within the ALP program when appropriate.

Living and Learning Program-LLC (18 until age 22)

Program Summary

The Bristol Warren Public Schools Living and Learning Program is a collaboration between the Bristol Warren Public Schools and Looking Upwards, a community-based service agency. Apprentices work closely with an integrated team which includes a certified special educator, a job developer and transition coaches. Apprentices develop their own individual life and employment plans that focus on life goals.

Program Participants:

Seven apprentices currently participate in the program. Two of the apprentices are currently seniors. The remaining five apprentices are high school graduates, who have agreed to defer their diploma for the program year.

Objectives and Strategies:

Apprentices are expected to demonstrate increased personal independence, the ability to be employed productively and to be a participating, responsible member of their community. Apprentices build self-confidence, explore and develop their unique interests and capabilities, develop employment skills, increase responsibility and maximize their ability to access the community through use of public transportation.

Curriculum:

The LLC program curriculum map was developed using the RIDE Standards and Benchmarks for self-determination, work readiness and community and citizenship. Each year, the curriculum map has been refined and further targeted to the needs and goals of the apprentices.

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| | | <p><u>Assessment:</u> A variety of formal and informal assessments and evaluations are utilized to gather information and monitor progress towards personal and program goals. The evaluative foundation for the LLC program is the CASAS: Comprehensive Adult Students Assessment System. CASAS tests assess essential life skill competencies in functional contexts. Test performance reflects learner proficiency in individual competencies as well as learning progress over time. Other tools used include:</p> <ul style="list-style-type: none"> • Enderle-Severson Transition Rating Scale • O'Net • Reading Free Inventory • WRAT • A wide variety of formative assessments <p><u>Program Delivery</u> Apprentices participate in learning opportunities across a variety of settings to reflect the belief that learning takes place wherever apprentices can best develop new skills. These settings include job sites, community-based activities and the classroom. Apprentices work with their team to identify their own areas of interest and identify the most effective setting in which to work toward achieving their goals. During the past year, like most school-based activities, students in this program received job training and job shadowing opportunities virtually and plans are consistently being developed to meet the need of students who may have not participated in these activities for various reasons.</p> <p><u>Documentation:</u> <i>Data Analysis; Interviews; Observation</i></p> | |
| Result | 11 | <p>Adaptive Physical Education (APE)</p> <p>Adaptive physical education teachers provide individual and small group instruction to students who are qualified for that service. APE teachers can be assigned to provide service within the general physical education class. Most all physical education teachers in the district are dual certified and can provide accommodations and modifications for students with demonstrated needs. The district currently has 2 (1.8 FTE) staff members providing APE throughout the district as part of their caseload.</p> <p><u>Documentation:</u> <i>Data Analysis; Interviews</i></p> | |
| Result | 12 | <p>Extended School Year (ESY)</p> <p>The district provides ESY to those students found eligible. Student data is studied throughout the school year and submitted to administration at the end of May. Program for summer is designed around the identified needs of students. Special educators and</p> | |

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| | | <p>related service providers are asked to provide evidence of need by keeping and examining data at several points during the school year.</p> <p>Teams determine eligibility for ESY based on the “ESY Eligibility Documentation Form”. This form describes several criteria that would prompt eligibility for ESY services.</p> <p>During the summer of 2021, the district will be offering a comprehensive summer school program of general education students targeting lost learning during the pandemic. Students with IEPs will be eligible for these services in addition to ESY recommendations. All students are considered and recommended by classroom teachers.</p> <p><i><u>Documentation:</u> Data Analysis; Interviews</i></p> | |
| Result | 13 | <p>Local Special Education Advisory Committee (LAC)</p> <p>The local advisory meets four times per year. Traditionally, Officers will set the agenda and operate in accordance with regulatory requirements. Moving forward, the district will work to improve parent/community participation in SEAC meetings. During the 2020-2021 school year, the director of student support services convened three meetings in which presentations about IEPs and 504s were presented. Special education administration will be discussing and planning for increasing participation and electing officers in September of 2021.</p> <p><i><u>Documentation:</u> Data Analysis; Interviews</i></p> | |
| Result | 14 | <p>School Efforts to Partner with Parents (State Performance Plan Indicator #8)</p> <p>The public school district’s rate of parent participation in the annual Special Education Statewide Parent Survey (2020-2021) is 15% of parents whose children have IEPs.</p> <p>Of parents with a child receiving special education services who participated in the last survey, the percent that reported that their school’s efforts to involve parents as a means of improving services and results for children with disabilities are at or above the state standard is 12%.</p> <p><i><u>Documentation:</u> Data Analysis; State Performance Plan</i></p> | |
| Result | 16 | <p>Drop Out / Graduation Rate (State Performance Plan Indicator #1 and #2)</p> <p>The Bristol Warren Public Schools graduation rate is 86.4% for all students and 68% for students with disabilities. These rates approximate the state average rates of 84% for all students and 62.4% for students with disabilities.</p> | |

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| | <p>The Bristol Warren Public Schools dropout rate is 5.4% for all students and 8% for students with disabilities. These rates approximate the state average rates of 8.7% for all students and 16% for students with disabilities.</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p> | |
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2. EVALUATION / INDIVIDUAL EDUCATION PROGRAM (IEP)

| Indicator | | Findings | Support Plan |
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| Result/ Compliance | 1 | <p>Records of approximately 7 students were reviewed prior to the on-site review by the team leaders. Students' records were very accessible although not all records contained up to date information. A process to ensure the timely transfer of documents from school to central office should be refined. The record review process identified by following:</p> <ul style="list-style-type: none"> - IEP progress not consistently seen in files. - Progress measurability not consistent. - Transition planning not consistently checked on all applicable invitations. - Inconsistent specific learning disabilities determination (see item #5 in this section for additional information). <p><i>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</i></p> <p><i>Documentation: Data Analysis; Interviews; Observation</i></p> | <p>Assurances will be provided to the Rhode Island Department of Education, Office of Student, Community and Academic Supports, so that compliance issues are addressed and rectified. This Support Plan is applicable for all compliance findings in this section.</p> <p>Timeline: Immediately and ongoing</p> <p>Progress Check: March 2021</p> <p>FOLLOW-UP FINDINGS: All record review issues were verified and corrected.</p> |
| Result | 2 | <p>Child Outreach</p> <p>BWRSD's child outreach screenings are available in a range of community-based early childhood programs and by appointment September through June.</p> <p>The state target for screening is 80% of children ages 3, 4, and 5. The district reported the following screening percentages for the 2017-2018 year:</p> <ul style="list-style-type: none"> • 3 year olds: 16.24% • 4 year olds: 47.37% • 5 year olds: 46.89% <p><i>Documentation: State Performance Plan; Data Interviews</i></p> | |

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| Result | 3 | <p>Child Find (State Performance Plan Indicator #11)</p> <p>BWRSD's Public Schools for the 2019-2020 year was at 100% compliance for meeting evaluation timelines for initial referrals. As of 5/17/21 to BWRSD Public Schools was thus far at 100% compliance for meeting evaluation timelines for initial referrals.</p> <p><i>Documentation: State Performance Plan Data</i></p> | |
| Result | 4 | <p>Student Accommodations and Modifications</p> <p>Student accommodations and modifications are shared with general education teachers in a variety of ways. Most students are served within a collaborative setting enabling special educators to oversee accommodations and modifications for students on their caseload. Special educators may also provide copies of accommodations to general education teachers and monitor. This information has been shared through the district's student management system (Aspen) over the past year. IEP accommodations and modifications are password protected and only accessible to school-based staff.</p> <p><i>Documentation: Data Analysis; Interviews; Document Reviews</i></p> | |
| Result/ Compliance | 5 | <p>Specific Learning Disabilities Determination (SLD)</p> <p>Administration is working to further utilize the SLD/RTI form as well as provide the necessary professional development to all district teachers, both general educators and special educators, to ensure that the necessary documentation, interventions, and services are being used appropriately.</p> <p>Record reviews showed that all required SLD documentation was not seen per regulatory requirements.</p> <p><i>Documentation: Interviews; Record Reviews</i></p> | <p>Professional development in the area of SLD determination will continue to occur.</p> <p>Timeline: Immediately and ongoing</p> <p>Progress Check: March 2022</p> <p><u>FOLLOW-UP FINDINGS:</u></p> <p>Leadership team received special education/LEA training on 3/28/22 including eligibility, disability determination, required documentation and facilitation of meetings. Leadership/coordinators brought the training back to their teams and provided support to educators regarding learning disabilities documentation etc.</p> |

Result

6

Due Process Information (State Performance Plan Indicators)

Over the past three years Bristol Warren has had the following complaints, mediations or hearings:

COMPLAINTS

FY 2018-2019

of Complaints: 1 complaint during this period

| | ISSUE(S) | RESULT |
|--------------|----------------------------------|-----------|
| Complaint #1 | Non-Compliance with IEP Services | Withdrawn |

FY 2019-2020

of Complaints: No complaints during this period

FY 2020-2021

of Complaints: 1 complaint during this period

| | ISSUE(S) | RESULT |
|--------------|--------------------------|---------|
| Complaint #1 | Violation of IDEA / FAPE | ON HOLD |

MEDIATIONS

FY 2018-2019

of Mediations: 1 mediation during this period

| | ISSUE(S) | RESULT |
|--------------|-----------|-----------|
| Mediation #1 | Placement | Agreement |

FY 2019-2020

of Mediations: 1 mediation during this period

| | ISSUE(S) | RESULT |
|--------------|-----------|----------|
| Mediation #1 | Placement | Declined |

FY 2020-2021

of Mediations: No mediations during this period

| | | | | |
|---|--|--|--|------------------------------------|
| | | HEARINGS FY 2018-2019 # of Hearings: 1 hearing during this period | | |
| | | | ISSUE(S) | |
| | | Hearing #1 | Eligibility for Special Education Services | Settlement Agreement |
| FY 2019-2020 # of Hearings: No hearings during this period | | | | |
| FY 2020-2021 # of Hearings: 2 hearings during this period | | | | |
| | | | ISSUE(S) | FINDING(S) |
| | | Hearing #1 | Denied / FAPE | Pending |
| | | Hearing #2 | Not Receiving FAPE | Resolution Session Agreement (RSA) |
| <u>Documentation:</u> Data Analysis, RIDE, Due Process Data Base | | | | |

3. IDEA TRANSITION

| Indicator | | Findings | Support Plan |
|-----------|---|--|--------------|
| Result | 1 | Part C to Part B Transition (Indicator #12) The district manages the transition of children from Part C Early Intervention (EI) to preschool special education. A database of all EL referrals is maintained, and upcoming birthdates are monitored to ensure that meetings are scheduled in a timely manner. Last year's consolidated resource plan (CRP) indicated that the district achieved 100% compliance and that all 10 children referred from Early Intervention and found eligible for preschool special education had IEPs developed and implemented by their 3 rd birthday. | |

| | | | |
|--------|---|--|--|
| | | <i>Documentation: Data Analysis; Interviews; State Performance Plan</i> | |
| Result | 2 | <p>IDEA Transition Planning at the Middle Level</p> <p>Professional development has been provided to special education teachers through the East Bay Transition Advisory Committee (TAC) virtually over the past year and a half. A special education teacher at the middle school level has been designated as the point person and is attending on-line trainings and update meetings. Information for transition is disseminated to special education teachers at the middle school level through the department chair.</p> <p><i>Documentation: Data Analysis; Interviews; Record Reviews</i></p> | |
| Result | 3 | <p>IDEA Transition Planning at the High School Level</p> <p>At the high school the case manager provides information to families regarding transition as sent through the East Bay Transition Advisory Committee and department chair.</p> <p>A variety of formal and informal assessments and evaluations are utilized to gather information and monitor progress in the area of transition. Tools used include:</p> <ul style="list-style-type: none"> • Enderle-Severson Transition Rating Scale • O'Net • Reading Free Inventory • WRAT • A wide variety of formative assessments <p><i>Documentation: Data Analysis; Interviews; Record Reviews</i></p> | |
| Result | 4 | <p>At the high school the case manager is the point for referrals to the Office of Rehabilitative Services (ORS) and to the Department of Behavioral Healthcare, Developmental Disabilities & Hospitals (BHDDH). The high school special education chair is the district's point of contact for both the middle and high school programs.</p> <p><i>Documentation: Interviews; Document Review</i></p> | |
| Result | 5 | <p>Summary of Performance (SOP) is facilitated by the case managers as appropriate.</p> | |

| | | | |
|--------|---|---|--|
| | | <p>SOP is completed by case manager as appropriate. SOP is maintained in the individual student file and/or in the district's student information management system.</p> <p><i>Documentation: Interviews; Document Review</i></p> | |
| Result | 6 | <p>Youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, and transition services. The BWRSD Public Schools are 100% compliant with the requirements. (State Performance Plan Indicator #13)</p> <p><i>Documentation: Interviews; Document Review</i></p> | |
| Result | 7 | <p>83.33% of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and who have been employed, enrolled in postsecondary school, or both within 1 year of leaving high school. The state average was 74% (State Performance Plan Indicator #14)</p> <p><i>Documentation: Interviews; Document Review</i></p> | |