



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

School Support System Report and Support Plan

**Bristol Warren Regional Public Schools
November 2015**

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 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 swe
- **weces.** The format of the report uses four divisions: Indictors, 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 Pubic 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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**Bristol Warren Regional Public Schools
School Support System Review**

Record Review Team Leaders

Team A – Susan, Wood, Beth Pinto, Barrie Grossi

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	<p>Least Restrictive Environment Data (State Performance Plan Indicator #5)</p> <p>Based on the FY July 1, 2013 – June 30, 2014 State Performance Plan information on BWR Public Schools Placement is as follows:</p> <p>The percentage of students educated 80 to 100% of the time in general education settings is 71.67% (RI District Average is 72.21%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 9.92% (RI District Average is 12.01%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 6.06% (RI District Average is 5.18 %)</p> <p><u>Documentation:</u> <i>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>A. The district (disability subgroup that meets the State’s minimum “n” size) did meet the state’s AYP targets for the disability subgroup.</p> <p>B. Participation rate for children with IEPs 98.96%.</p> <p>C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievements standards 24.21% [Note: State has individual grade and content area targets (27.64%). State target is average target across grades and content areas. District target is average percent of student’s proficient across content areas (24.21%).]</p> <p><u>Documentation:</u> <i>Data Analysis; State Performance Plan</i></p>	

Result	3	<p>Multi-Tiered System of Support (MTSS) Response to Intervention (RTI)/<u>Academics</u></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 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.</p> <p>MTSS meetings are held in 20-30 minute increments for each student 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.</p> <p>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.</p> <p>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.</p>	
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Interventions are determined based on student need. 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 of 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 of 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 meets on a regular basis to review the data and plan intervention groups. 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 need. Various staff members are responsible for the intervention depending on the student, schedule, level of need and their current tier.

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. The team goes through this process at least twice, before they call on guidance to attend. In the meanwhile, this team documents interventions/results in the "All Faculty " MTSS folder. Guidance generally joins the next meeting, and calls the parent in 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. (Note this is the first year STAR is being used). School-wide interventions include supplemental reading and math classes to support students who are performing below grade level. Teachers offer supports after school for individual students. In addition, the Extended Day Program is open to all students. The program runs from 2:45 – 5:15 daily in the library 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.

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.

The high school is currently in the process of restructuring and strengthening the MTSS processes and protocols. Currently, informal referrals are made by teachers, guidance counselors, student support staff, parents and administrators. A meeting with teachers, guidance counselor, parent (most of the time), school support personnel, and administrator (if needed) is set up where a student's academic and disciplinary progress is reviewed. The team problem solves strategies and/or interventions to implement. Student progress is monitored based on classroom performance data, attendance, and discipline records.

Documentation: Data Analysis; State Performance Plan

Result	4	<p>SPP Disproportionate Representation (State Performance Plan Indicator #9 and #10)</p> <table border="1" data-bbox="338 196 1134 464"> <tr> <td></td> <td>ASD</td> <td></td> <td></td> <td></td> <td></td> <td>ADR</td> </tr> <tr> <td>White</td> <td>2010</td> <td>2011</td> <td>2012</td> <td>2013</td> <td>2014</td> <td>2010</td> </tr> <tr> <td>Students with Disability</td> <td>41</td> <td>43</td> <td>49</td> <td>49</td> <td>48</td> <td>305</td> </tr> <tr> <td>Total Students</td> <td>3160</td> <td>3153</td> <td>3055</td> <td>3015</td> <td>3006</td> <td>3160</td> </tr> <tr> <td>District Risk</td> <td>1.30</td> <td>1.36</td> <td>1.60</td> <td>1.63</td> <td>1.60</td> <td>9.65</td> </tr> <tr> <td>District Risk Ratio</td> <td>2.9</td> <td>3.1</td> <td>2.7</td> <td>2.8</td> <td>2.6</td> <td>1.1</td> </tr> </table> <div data-bbox="422 509 1129 565" style="border: 1px solid black; padding: 2px; margin: 10px 0;"> <p>< 1% difference between district and national risk levels</p> </div> <p>Annual review of policies, procedures and practices conducted electronically, including student case reviews, found no disproportionate representation due to inappropriate identification practices.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>		ASD					ADR	White	2010	2011	2012	2013	2014	2010	Students with Disability	41	43	49	49	48	305	Total Students	3160	3153	3055	3015	3006	3160	District Risk	1.30	1.36	1.60	1.63	1.60	9.65	District Risk Ratio	2.9	3.1	2.7	2.8	2.6	1.1	
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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 BWR 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><u>Documentation:</u> Data Analysis; State Performance Plan</p>																																											

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 need. 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 of the data and meeting notes are kept in one folder for teacher and administrators to have access to.</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 need. 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>Middle Level</p> <p>At Kickemuit Middle School student behavior data is tracked by teachers, school social worker and</p>	
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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 need. 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 is dedicated to providing 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.

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

		<p>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 also conduct group meetings regularly for students needing social/emotional support and substance abuse counseling. In addition Mt. Hope High School participates in the Y.E.S. (Youth Experiencing Success) program in which the director works intensely with the most at risk students in danger of not graduating. Mt. Hope High School is in the process of restructuring and strengthening the MTSS processes and protocols. Currently, informal referrals are made by teachers, guidance counselors, student support staff, parents and administrators. A meeting with teachers, guidance counselor, parent (most of the time), school support personnel, and administrator (if needed) is set up where a student’s academic and disciplinary progress is reviewed. The team problem solves strategies and/or interventions to implement. Student progress is monitored based on classroom performance data, attendance, and discipline records.</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> Data Analysis; administrative report</p>	
Result	7	<p>Preschool Continuum</p> <p>The preschool program is located Hugh Cole School. The school program consists of 2 morning sessions and two afternoon sessions that are fully integrated with 51% peers, according to regulations for integrated preschool. This program is designed for students requiring specialized instruction for 2 or more hours a day. The staff consists of professional teachers who are dually certified in regular and special education/ early childhood. The classrooms are enriched with many enriching materials. Curriculum and instruction is driven by the Rhode Island Early Learning Standards.</p> <p>For students whose needs can be met in a community preschool, the team provides regular consultation with teacher and providers. There are also students who, requiring service only are scheduled for walk-in services.</p>	

The district collects early childhood outcomes data on all children with IEPs as required by the federal Office of Special Education Programs. Teachers collect and enter authentic assessment information into an on-line child portfolio. This assessment information is used to shape and individualize instruction and to demonstrate progress.

Indicator #6

- A. In this district, the percent of preschool children aged 3-4 with IEPs attending a general education early childhood program and receiving the majority of special education services in the general early childhood program was **31.88%**.

- B. The percent of children aged 3-5 with IEPs attending a separate special education class, separate school or residential facility was **1.54%**.

State Performance Plan Indicator #7

Statement 1. Of the preschool children who entered the preschool program below age expectations, the percentage who demonstrated substantial improvements by the time they turned 6 years of age or exited the program:

- Positive social-emotional skills (including social relationships); 78.6%
- Acquisition and use of knowledge and skills (including early language/ communication and early literacy); 76.9% and
- Use of appropriate behaviors to meet their needs 37.5%

Statement 2. The percent of preschool children who were functioning within age expectations in each Outcome by the time they exited the program were:

- Positive social-emotional skills (including social relationships); 58.8%
- Acquisition and use of knowledge and skills (including early language/communication and early literacy); 64.7% and
- Use of appropriate behaviors to meet their needs 64.7%

Documentation: Data Analysis; State Performance Plan

Result	8	<p>Program Continuum Elementary Level</p> <p>There are 1625 students at the elementary level and approximately 11.5% 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 enable 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 teacher or teacher assistant, with the goal of providing all day support to students with IEPs in the elementary setting. Typically, the special educator and teacher assistant 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 for students with significant needs requiring intensive individualized instruction. There is one class that services lower elementary aged students and one class that serves the upper elementary students from across the district. The goal is for students as deemed appropriate by the IEP team to be in an inclusive class for their grade level. This program is available to students throughout the district.</p> <p>*Hugh Cole also has full collaborative throughout the school building Gr K-5 that is a full day general educator, a full day special educator, and TA support if needed. This model allows many more students with significant disabilities access to their age level peers while receiving their specialized instruction in the LRE. Some of the students are eligible for alternate assessment. If there is a student from another school in the district who could benefit from this setting, they are transported. This is based on the recommendation of the IEP team.</p> <p><u>Documentation:</u> Data Analysis</p>	
Result	9	<p>Program Continuum Middle Level</p> <p>There are 754 students attending Kickemuit Middle School, 88 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 with the exception of the team providing ELL student instruction and support.</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. Based on examined data there are scheduled BOOST periods several times a week. Students with IEPs receive additional small group intervention in an identified area of need.</p> <p>There is also an intensive setting for students who are eligible for NCSC. 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. The TLS is a member of TAC and continues to develop opportunities for students who need vocational supports and development.</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. 913 and 91 have IEPs. The program continuum is as follows:</p> <p>High School Level. There are 913 students at the high school and approximately 10% are students with IEPs. The program continuum is as follows:</p> <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 for itinerant classes.</p> <p>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 four periods a day for these students. The ALP teacher also teaches two levels of ELA, if students need that environment.</p> <p>Five days a week there is an extended day program after school. Students can choose to get class help and complete make up work during this time period after school. Additionally, students can work on credit recovery using a variety of online programming.</p>	

Living and Learning Program (till age 21)

Program Summary

The Bristol Warren Regional School District Living and Learning Program is a collaboration between the Bristol Warren Regional School District 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. Currently, work has been completed on aligning the Habits of Work Curriculum (Monadnock Center for Successful Transitions and Keene State College) and is being added to the LLC Program curriculum map.

Assessment:

A variety of formal and informal assessments and evaluations are utilized to gather information and monitor progress towards personal and program goal. 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:

- 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.</p> <p><u>Documentation:</u> Data Analysis; Interviews</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 PE class. Most all PE teachers in the district are dual certified and are able to provide accommodations and modifications for students with demonstrated needs. One 2/5ths APE teacher provides service throughout the district as needed.</p> <p><u>Documentation:</u> Data Analysis; Interviews</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 end of May. Program for summer is designed around the identified needs of students. Special educators and 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>For the last several years there has been a comprehensive summer school program of general ed students which has allowed many students to access services during the summer months. All students are considered and recommended by classroom teachers.</p> <p><u>Documentation:</u> Data Analysis; Interviews</p>	
Result	13	<p>Local Special Education Advisory Committee (LAC)</p> <p>The local advisory meets four times per year. Officers set the agenda and operate in accordance with regulatory requirements.</p>	

		<u>Documentation:</u> Data Analysis; Interviews; Observation	
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 (2013-2014) is 12.6% 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 26.4%.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	
Result	15	<p>Drop Out / Graduation Rate (State Performance Plan Indicator #1 and #2)</p> <p>The Bristol Warren Regional Public Schools graduation rate is 86.5% for all students and 68.3% for students with disabilities. These rates approximate the state average rates of 80.7% for all students and 60% for students with disabilities.</p> <p>The Bristol Warren Regional Public Schools dropout rate is 5.8% for all students and 12.2% for students with disabilities. These rates approximate the state average rates of 8.0% for all students and 15.7% for students with disabilities.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	

2. EVALUATION / INDIVIDUAL EDUCATION PROGRAM (IEP)

Indicator		Findings	Support Plan
Result	1	<p>Records of approximately 14 students were reviewed prior to the on-site review by the team leaders. Students' records were very accessible. The record review process identified by following:</p> <ul style="list-style-type: none"> - Annual goals and short-term objective / benchmark are not consistently measurable - Intervention data not always reflected in files 	<p>Assurances will be provided to the Rhode Island Department of Education, Office of Student, Community and Academic Supports, that compliance issues are addressed and rectified. This Support Plan is applicable for all compliance findings in this section.</p>

		<p><i>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</i></p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p>	<p>Timeline: December 2016</p> <p>Progress Check: August 2016</p> <p><u>FOLLOW-UP FINDINGS:</u></p> <p>Issues verified and resolved.</p>
Result	2	<p>Child Outreach</p> <p>Bristol Warren Regional Public Schools child outreach screenings are available in a range of community-based early childhood programs and by appointment throughout the year.</p> <p>The child outreach coordinator takes part in all RIDE sponsored professional development and provides leadership to the district to ensure compliance with all mandates.</p> <p>The state target for screening is 80% of children ages 3, 4, and 5. In Bristol Warren Regional Public Schools most recent Consolidated Resource Plan, the district reports the following screening percentages:</p> <ul style="list-style-type: none"> • 3 year olds: 52.73% • 4 year olds: 58.80% • 5 year olds: 24.72% <p><u>Documentation:</u> State Performance Plan; Data analysis, Interviews</p>	
Result	3	<p>Child Find (State Performance Plan Indicator #11)</p> <p>Bristol Warren Regional Public Schools for the 2012-2013 year was at 100% compliance for meeting evaluation timelines for initial referrals. As of 2/1/2014 Bristol Warren Regional Public Schools was thus far at 100% compliance for meeting evaluation timelines for initial referrals for the 2013-2014 school year.</p> <p><u>Documentation:</u> State Performance Plan Data</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 all students are served within a collaborative setting enabling special educators to oversee accommodations and modifications for students on their caseload. Special educators provide copies of accommodations to general ed teachers and monitor.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Document Reviews</p>							
Result	5	<p>Specific Learning Disabilities Determination</p> <p>With regard to utilizing MTSS documentation for Specific Learning Disability (SLD) identification, the district is in the beginning stages of implementation. The district's Director of Special Education and Resource Intervention Specialists worked on creating a form to reflect the SLD/MTSS identification of students during the greater part of the 2014-2015 school year and began utilizing it in the spring of that year (2015). The goal for the 2015-2016 school year is 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><u>Documentation:</u> Interviews; Record Review</p>							
Result	6	<p>Due Process Information (State Performance Plan Indicators)</p> <p>Over the past three years Bristol Warren Regional Schools has the following:</p> <p><u>COMPLAINTS</u></p> <p><u>2013</u> # of Complaints: 1 complaint during this period</p> <table border="1"> <thead> <tr> <th></th> <th>ISSUE(S)</th> <th>RESULT</th> </tr> </thead> <tbody> <tr> <td>Complaint #1</td> <td>Other</td> <td>Part Compliant & Non-Compliant</td> </tr> </tbody> </table>		ISSUE(S)	RESULT	Complaint #1	Other	Part Compliant & Non-Compliant	<p>Timeline: Compliance identified through due process is reviewed and verified as corrected by RIDE due process personnel. All items noted as noncompliant in the due process findings are verified as corrected.</p> <p>Progress Check: Na</p> <p><u>FOLLOW-UP FINDINGS:</u> Na</p>
	ISSUE(S)	RESULT							
Complaint #1	Other	Part Compliant & Non-Compliant							

2014

of Complaints: No complaints during this period

2014

of Complaints: No complaints during this period

MEDIATIONS

2013

of Mediations: 1 mediation during this period

	ISSUE(S)	RESULT
Mediation #1	IEP	Withdrawn

2014

of Mediations: 3 mediation during this period

	ISSUE(S)	RESULT
Mediation #1	Placement	No Agreement Reached
Mediation #2	Evaluation	Agreement Reached
Mediation #3	Other	Withdrawn

2015

of Mediations: 2 mediation during this period

	ISSUE(S)	RESULT
Mediation #1	Placement	Withdrawn
Mediation #2	Other	Agreement Reached

HEARINGS

2013

of Hearing: No hearings during this period

2014

of Hearings: 3 hearings during this period

	ISSUE(S)	RESULT
Hearing #1	Placement	Resolution Session Agreement
Hearing #2	Other	Dismissed

	<table border="1"> <tr> <td>Hearing #3</td> <td>Other</td> <td>Withdrawn</td> </tr> </table> <p>2015 # of Hearings: 1 hearings during this period</p> <table border="1"> <tr> <td></td> <td>ISSUE(S)</td> <td>RESULT</td> </tr> <tr> <td>Hearing #1</td> <td>Placement</td> <td>Resolution Session Agreement</td> </tr> </table> <p><u>Documentation:</u> Data Analysis, RIDE, Due Process Data Base</p>	Hearing #3	Other	Withdrawn		ISSUE(S)	RESULT	Hearing #1	Placement	Resolution Session Agreement	
Hearing #3	Other	Withdrawn									
	ISSUE(S)	RESULT									
Hearing #1	Placement	Resolution Session Agreement									

3. IDEA TRANSITION

Indicator		Findings	Support Plan
Result/ Compliance	1	<p>Part C to Part B Transition (Indicator #12)</p> <p>The District manages the transition of children from Part C Early Intervention (EI) to preschool special education. A data base of all EI 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 82% compliance and that all 16 children referred from Early Intervention and found eligible for preschool special education had IEPs developed and implanted by their 3rd birthday. Of the 16 students referred 2 were not eligible, 9 were eligible and had IEPs implemented by 3rd birthday, 2 were delayed due to registration issues, (i.e., parents were not able to produce documentation, and 3 families elected to discontinue services with the district. The district has devised a corrective action plan submitted to RIDE, as it has always been 100% compliant. Changes to the registration policy have prompted changes to procedures.</p> <p><u>Documentation:</u> Data Analysis; Interviews; State Performance Plan</p>	<p>The district has devised a corrective action plan submitted to RIDE, as it has always been 100% compliant. Changes to the registration policy have prompted changes to procedures.</p> <p>Timeline: Immediately and ongoing</p> <p>Progress Check: June 2016</p> <p><u>FOLLOW-UP FINDINGS:</u></p> <p>Issue resolved.</p>
Result	2	IDEA Transition Planning at the Middle Level	

		<p>Professional development has been provided to special education teachers for transition last year by department chair. This school year the regional Transition Coordinator will present on transition for the middle school. A special education teacher at the middle school level has been appointed and is currently on the East Bay Transition Committee. Information for transition is disseminated to special education teachers at the middle school level through the department chair as they are provided by the Transition Advisory Committee.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Record Reviews</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 in regards to transition as sent through the East Bay Transition Advisory Committee and department chair. Last school year the IEPs at the high school level were scored and reviewed on a rubric for Indicator 13 (see item #6 in this section for additional information on Indicator 13) as part of the districtwide transition plan developed by the district team at the transition conference. Professional development on transition was provided in response to the results. IEPs will be reviewed yearly by department chair for Indicator 13. This school year department chair will participate in the Transition Advisory Committee monthly meetings.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Record Reviews</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).</p> <p><u>Documentation:</u> Interviews; Document Review</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 student file.</p> <p><u>Documentation:</u> Interviews; Document Review</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 Bristol Warren Regional Public Schools are 100% compliant with the requirements. (State Performance Plan Indicator #13)</p> <p><u>Documentation:</u> Interviews; Document Review</p>	
Result	7	<p>92% 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 82% (State Performance Plan Indicator #14)</p> <p><u>Documentation:</u> Interviews; Document Review</p>	