



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

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**School Support System Report and Support Plan**

**Lifespan School Solutions: The Bradley Schools  
January 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 sources. The format of the report uses four divisions: Indicators, Findings, Documentation, and Support Plan. Indicators describe either performance or compliance. Findings can include a variety of some six categories, from School Improvement to Free Appropriate Public Education in the Least Restrictive Environment. The documentation section of the report distinguishes the source of the finding. The support plan reflects the response to the described findings. The support plan describes the corrective action by the district as well as resources and time lines to improve programs and services.

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# **Lifespan School Solutions: The Bradley Schools School Support System Review**

## **Team Members**

**Team A – Susan Wood**

**Team B – Jane Keane**

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

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

Indicator	Findings	Support Plan
Result	1 The RIDE, Office of Students, Community & Academic Supports School Support System process was facilitated to provide a means of accountability for delivery of programs and services to improve outcomes for students with disabilities. The following pages reflect the findings of that process.	
Result	2 <b>Program Overview</b>  Lifespan School Solutions (LSS) is the parent corporation of the Valley and Bradley Schools (an affiliate of Bradley Hospital). Valley and Bradley Schools are nonpublic special education day school programs servicing students referred from public schools. Lifespan School Solutions has five separate school sites in Providence, South County, Westerly, Cranston, and Portsmouth, RI in addition to over fifteen partnership classrooms embedded with public school districts in Rhode Island.  <b>Mission</b>  The mission of Lifespan School Solutions, Inc. is to provide innovative, comprehensive, and individualized educational services. The goal is to enable students to achieve to their full potential, resulting in academic and social-emotional success as they transition into their future.	
Result	3 <b>Instructional Strategies and Supports</b>  Blended learning is a Bradley School cornerstone that has allowed teachers access to Common Core State Standards aligned curriculum for students with a variety of learning styles and needs. As teachers are often teaching multiple grade levels and content areas the blended learning programs differentiate for students with significant learning disabilities as well as those ready for advanced placement courses. This access has significantly impacted the increase in expectations and rigor of the curriculum.  Bradley School staff believe that implementing the curriculum in this manner has assisted in increasing student preparedness to transition back to the public school curriculum, prepare for state and district assessment and capitalize on student motivation to use the most current and innovative technology.  PARCC preparedness was also a driving factor to Bradley School's implementation of technology based assessment, instruction and intervention since 2012.	

		<p>CCSS K-12 curricula</p> <ul style="list-style-type: none"> <li>▪ Grades K-8 Let's Go Learn: Reading and Math</li> <li>▪ Grades K-6 Reading Street and Envision Math</li> <li>▪ Grades K-6 Write Steps Writing Program</li> <li>▪ Grades 3-6 Scott Foresman Science</li> <li>▪ Grades K-8 TCI - Social Studies</li> <li>▪ Grades 6-12 Apex Virtual High School</li> </ul> <p>Supplemental Materials</p> <ul style="list-style-type: none"> <li>▪ Grades K-12 Brainpop/Brainpop Junior– All subjects</li> <li>▪ Grades 3-12 Gizmos – Science and Math</li> <li>▪ Reading A to Z and Science A to Z</li> <li>▪ Grades 8-12 CNN News</li> </ul> <p><u>Documentation:</u> Data Analysis; Interviews; Observation,</p>	
Result	4	<p><b>Student Support and Intervention</b></p> <p>In 2012 Bradley Schools initiated an Educational Leadership Team comprised of Education Director, Senior Teachers, Education Coordinators and the Career Readiness Coordinator. This team meets monthly to review data, problem solve current educational initiatives, create consistency among sites and work as a team to maintain educational focus.</p> <p>The Senior Teachers spends one day per week assisting teachers and coaching in the classrooms. Additionally, there are two educational coordinators who provide classroom teachers with student and class specific support, modeling and coaching.</p> <p>Significant efforts have been placed the past two years on professional development in the areas of Common Core State Standards, student focused IEP development process and procedure, IEP frameworks for IEP presentation, and progress monitoring tools and analysis for data driven instruction and focus on student growth. Academic interventions include the use of technology based data to assist in pinpointing data-based academic needs and potential supports. This includes the following:</p> <p>Interventions</p> <ul style="list-style-type: none"> <li>● Grades K-12 Achieve 3000</li> <li>● Grades K-12 IXL Math and Language Arts Intervention</li> <li>● Grades K-5 Math ADDVantage</li> <li>●</li> </ul> <p>Alternate Assessment Eligible Students Only:</p> <ul style="list-style-type: none"> <li>● Unique Curriculum: All subjects</li> <li>● Touch Math (Prek-5 only)</li> </ul>	

### **Clinical Supports and Services**

There is a school psychologist and/or social worker assigned to each class. The psychologist is “Team Leader/Coordinator” for social/emotional supports and is the lead for school-based clinical supports. They work in conjunction with the social worker to support social/emotional learning.

In addition, clinical supports and services include Alpert Medical School of Brown University Child Psychiatrists, clinical psychologists and social workers supporting the classroom teams of special education teachers and classroom behavior specialists to ensure that student’s needs are met and staff training and support are provided.

Clinical services can also be provided to districts (per request) including special education services, clinical coordination, technical assistance and administrative support to public schools throughout Rhode Island.

### **Social Emotional Learning (SEL)**

The Bradley School uses reinforcement-based behavior support plans in all classrooms that are tailored for each individual student. That is, students earn positive incentives for appropriate behaviors fully integrated into the classroom.

Most of the support plans involve a level system in which students earn and lose privileges based on their behavior in the classroom. Students may also have individualized plans or contracts.

Educational curricula/programming supporting SEL:

- Teaching Strategies Gold/RI Early Learning Standards
- Health Class
- Apex Virtual High School has a health class that has a behavioral health focus; students participate in this class for a health credit, and the classroom instruction component is provided by the clinicians.
- LCCE
- Unique Curriculum
- Transitions Curriculum
- Social skills discussions integrated into routines such as morning meetings.
- Integrated into many discussions in general curricula—teachers tend to address social/emotional understanding in their reading comprehension discussions.

◎ Formal programs include:

- Skill streaming
- Jed Baker’s social skills program/strategies
- Michelle Garcia-Winner’s social problem solving, including Superflex,

		<ul style="list-style-type: none"> <li>■ Social Detective</li> <li>■ Circles</li> <li>■ Coping Cat</li> <li>■ Taming Worry Dragons: Anxiety treatment</li> <li>■ CBT for severe mental illness</li> <li>■ “Strong Kids”</li> <li>■ Anger/Mood Management evidence based packages</li> <li>■ Dialectical Behavior Therapy</li> <li>■ Model Me Kids</li> <li>■ Coping Power program</li> <li>■ Interpersonal Cognitive Problem-Solving (ICPS)</li> <li>■ Incredible Five Point Scale</li> <li>■ Acceptance and Commitment Therapy</li> <li>■ Mindfulness</li> </ul> <p>◎ Processes and strategies:</p> <ul style="list-style-type: none"> <li>■ Positive behavior support plans</li> <li>■ Coaching sessions: clinician, classroom staff, behavior specialist/coordinator</li> <li>■ Speech Language Pathologist: social pragmatics groups/interventions</li> <li>■ Occupational therapist:</li> <li>■ Social skills coaching</li> <li>■ Visuals of coping strategies</li> <li>■ Video modeling</li> <li>■ Offering choices—in general and sometimes formally using “choice boards” or similar strategies</li> <li>■ Community outings and social skills support</li> <li>■ Vocational tasks and associated social coaching</li> <li>■ Processing forms—problem-solving strategies for when students experience significant distress or behavioral crisis</li> <li>■ Role-playing</li> </ul> <p><b>School Removals/Disciplinary Policies</b></p> <p>Disciplinary policies and practices are clearly defined through the student/parent handbook.</p>	
Result	5	<p><b>Program Continuum</b></p> <p>The Valley and Bradley Schools work with students with a variety of social, emotional and behavioral issues. In addition, Bradley services students with developmental disabilities eligible under Alternate Assessment. Diagnoses include Autism Spectrum Disorder, Emotional Disturbance, Intellectual Disabilities, Multiple Disabilities, Other</p>	

Health Impairment, Specific Learning Disabilities and Traumatic Brain Injury. Current enrollment exceeds 400. The breakdown is as follows:

- Bradley School Providence has 13 classrooms with 117 students.
- Bradley Portsmouth has eight classrooms with 85 students. Approximately two classes are comprised of students on alternate assessment.
- Valley School Cranston has five classrooms with 30 students
- Bradley School South County has seven classrooms with 54 students
- Bradley School Westerly has four classrooms with 51 students

The classroom teacher is the lead for all curriculum and instruction with support from the behavior specialists. Special educators and classroom behavioral specialists meet at the beginning of each day and/or the end of each day to address any student concerns, the upcoming schedule along with academic and instructional strategies. In addition, a clinician is assigned to each classroom to provide ongoing supports in the area of social/emotional and behavioral health. Each classroom team meets weekly to review student's behavioral and academic progress, identify areas of concern and plan as appropriate related interventions and/or supports.

All school sites provide an elementary through high school specialized academic and social emotional behavioral program. Specialized instruction at both settings is individualized and facilitated across all content areas including art, music, health and PE. Student's supports are often provided through a co-treatment/co-teaching model, along with whole class initiatives facilitated by both the special educator and the specific service provider. In addition, small group activities and/or topical groups (social skills, problem solving etc.) are offered. As appropriate, students may be pulled out to address targeted instruction and/or support services.

#### Partnership Programs

-There are 15 Partnership Classrooms. These are Bradley School classrooms staffed and served by Bradley personnel. The classes are physically located within various public school districts throughout the State. This is collaborative partnership with the respective districts and the Bradley Schools. Partnership classrooms are currently located in the following districts: East Providence, Johnston, Pawtucket, Middletown, Tiverton, Westerly, and North Providence. These classrooms replicate transitional bridges between self-contained settings and return to district full time. Benefits include but are not limited to the following:

		<p>-Flexibility to gradually increase students' participation in activities of a general education school day in a gradual, step-wise fashion as the student is ready.</p> <p>- Public schools offer real life experiences for students to generalize skills that they have learned, such as crowded hallways, arrival/departure, cafeteria, using a school bathroom, rotating schedules, etc.</p> <p>-Significant reduction in suspension from school. Every partnership classroom is attached to one of the stand-alone school sites. Crisis episodes or acute periods can be managed without necessarily disrupting the students' school placement.</p> <p>-Students also have easy access to mainstream classes while still being supported by Bradley staff.</p> <p>-Bradley teachers use materials from the general education classrooms to prepare a child to be successful prior to beginning in the mainstream.</p> <p>-Partnership classes also provide access to academic subjects like foreign languages, specialized sciences with labs, advanced placement classes, wider variety of mathematics, English, and social studies classes (Students in stand-alone Bradley School sites have access to these classes via blended learning programs).</p> <p>-Partnership classrooms support families within their local school community while still maintaining clinical and educational support for their child's unique needs.</p>	
Result	6	<p><b>Adaptive Physical Education (APE)</b></p> <p>Adaptive physical education (APE) is provided per the IEP as appropriate.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	
Result	7	<p><b>Extended School Year (ESY)</b></p> <p>A summer curriculum was developed and implemented in 2013. An aspect of the summer curriculum is used to track the Certificates of Self Determination, Work Readiness, and Citizenship and Community through lessons with the students. This also provides opportunities for the diploma path students attending ESY to experience the transition material. The curriculum is differentiated on three different levels to help teachers implement it into their diverse classrooms.</p> <p><u>Documentation:</u> Data Analysis; Interviews</p>	

Result	8	<p><b>Parent Engagement</b></p> <p>Throughout the Bradley Schools there are parent teacher conferences twice a year. There have also been two curriculum trainings on the blended learning electronic components.</p> <p>Many students have daily communication journals that go back and forth between home and school, however, the clinician is the main communicator between the family and the school and will initiate phone calls and meetings as needed. The Portsmouth School site has a newsletter called the “Bradley Buzz” which is written and published by students.</p>	
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## 2. EVALUATION / INDIVIDUAL EDUCATION PROGRAM (IEP)

Indicator		Findings	Support Plan
Result/ Compliance	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"> <li>- Present levels of functional and /or academic performance though detailed are not based on quantitative baseline data that will be used to develop measurable goals in the areas needing specialized instruction. Information presented did not provide how statements were justified through a collection of data.</li> <li>- Baselines for some goal areas are not described as brief specific, quantitative, measurable statements that defines what the student can currently do in the area of need. (§300.320)</li> <li>- How student’s progress will be measured does identify type of data to be collected but does not indicate how often that data will be collected. (§300.320)</li> </ul> <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>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><b>Timeline:</b> February 2016</p> <p><b>Progress Check:</b> October 2015</p> <p><b><u>FOLLOW-UP FINDINGS:</u></b> Compliance issues have been corrected and ongoing professional development is occurring.</p>
Result	2	<p><b>Student Accommodations and Modifications</b></p> <p>All co-curricular educators and service providers have access to student IEP’s to become familiar with accommodations and modifications supporting student learning. .</p>	

	<p>Special educators will meet with appropriate staff informally to provide information regarding learning styles and needs.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Document Reviews</p>	
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### 3. IDEA TRANSITION

Indicator		Findings	Support Plan
Result	1	<p><b>IDEA Transition Planning (central office)</b></p> <p>Bradley School has a vocational team that consists of the Director of Education, a Clinical Directors, Education Coordinators and a Career Readiness Coordinator. The team meets monthly to discuss current topics related to transition. The current focus has been on inventory of transition assessment across sites, expanding vocational opportunities, exploring transition curricula, and implementing Career Development Plans.</p>	
Result	2	<p><b>IDEA Transition Planning (school-based)</b></p> <p>Teachers stated that they facilitate vocational assessments for students in their classrooms using a variety of assessment tools.</p> <p>Current vocational work placements/experiences for all students (those on a diploma path and those alternately assessed), as appropriate, include but are not limited to the following:</p> <ul style="list-style-type: none"> <li>-PieZoni's</li> <li>-McBride's</li> <li>-RI Hospital</li> <li>-Meals on Wheels</li> <li>-Animal Rescue League</li> <li>-Marshalls</li> <li>-Taylor Rental</li> <li>-Exeter Animal Shelter</li> <li>-CarQuest Auto Parts</li> <li>-Peace Dale Library</li> <li>-Flood Ford in Narragansett</li> <li>-Razee Motorcycle Center in North Kingstown</li> <li>-Critter Hut in Narragansett</li> <li>-Old Mountain Lanes in Wakefield</li> <li>-Getty Gas</li> <li>-Petco</li> </ul>	

		<p>-Island Books in Middletown -Chartwells in Portsmouth</p> <p><u>Students on a diploma path:</u></p> <p>Team leaders coordinate with the sending LEA all related academic needs/credits to assure students planning in attaining a diploma. The Bradley Schools offer a variety of both school-based and community-based vocational opportunities to students. Further, vocational-based elective courses are offered for credit.</p> <p><u>Students who are alternatively assessed:</u></p> <p>The certificates developed by the RI Department of Education are being used for students attending Bradley schools to serve as a guide to drive instruction, information and data collection to support the IEP process and transition to adult life services (Certificates of Self Determination, Work Readiness, and Citizenship and Community).</p> <p>A system was created for teachers to use to assist in determining who tracks the particular certificate benchmarks. This helps with collaboration and share of responsibilities across disciplines. Every student has a portfolio which documents progress in academics and in the four academic certificate options as appropriate.</p> <p>Data tracking sheets were developed to document certificate benchmarks and standards. This tracks student participation in lessons and activities along with the level of prompting needed as they prepare to transition to adult life. Plans are underway to expand the certificate opportunities to students on a diploma path.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Record Reviews</p>	
Result	3	<p>The nonpublic schools works with the sending districts in assisting with referrals to the Office of Rehabilitative Services (ORS) and to the Department of Behavioral Healthcare, Developmental Disabilities &amp; Hospitals (BHDDH). The clinician is the person that assists with the coordination of this process with the family as appropriate.</p> <p><u>Documentation:</u> Interviews; Document Review</p>	
Result	4	<p><b>Summary of Performance (SOP)</b> is facilitated by the case managers in conjunction with the clinicians as appropriate.</p> <p><u>Documentation:</u> Interviews; Document Review</p>	