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

School Support System Report and Support Plan

Barrington Public Schools
January 2021

RIDE.ri.gov

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:
  o The district's compliance with the state and federal regulations, relative to the education of students with exceptionalities.
  o The quality and effectiveness of programs and services provided by the district.
  o 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: 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 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

Barrington 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
Result	1	**Least Restrictive Environment Data (State Performance Plan Indicator #5)** Based on the FY July 1, 2019 – June 30, 2020 State Performance Plan information on Barrington Public Schools Placement is as follows: The percentage of students educated 80 to 100% of the time in general education settings is 84.90% (RI District Average is 71.03%) Percentage of students educated for less than 40% of the time in general education settings is 6.68% (RI District Average is 11.44%) Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 2.48% (RI District Average is 5.66%) *Documentation: Data Analysis State Performance Plan*	
Result	2	**Participation and performance of children with IEPs on statewide assessments (State performance Plan Indicator #3):** B. Participation rate for children with IEPs 97.21%.	

		C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievements standards 21.29% [Note: State has individual grade and content area targets (28%). State target is average target across grades and content areas. *Documentation: Data Analysis; State Performance Plan*	
Result	3	**Multi-Tiered System of Support (MTSS) Response to Intervention (RTI)/<u>Academics</u>** **Elementary Level** Literacy and math interventions and supports are provided through a multi-tiered system of supports (MTSS) and are accessible to all elementary school students. They are developed and monitored through the collaborative efforts of several school-based teams which meet on a regular basis: the MTSS, Response to Intervention (RTI), Grade Level and School Improvement teams. Many of the teams are multidisciplinary in nature and may include general education classroom teachers, special educators, reading specialists, instructional coaches, a school psychologist, a school social worker, a behavior interventionist, a speech and language pathologist, a guidance counselor, and a building administrator. Other therapists, teacher assistants and the school nurse may be involved on some teams on an as needed basis. Tier 1 (Core Instruction) happens in the general education setting, where a high-quality, evidenced-based core curriculum is delivered. This core curriculum is aligned with the Common Core State Standards. Teachers differentiate instruction to meet the needs of all students in the classroom. Students' progress is monitored three times a year with universal screening assessments such as Fastbridge aReading, Fastbridge aMath, Fastbridge Early Literacy, Fastbridge Early Math and Freckle (math). Core instruction is effective when at least 80% of the students score at proficient levels on these screeners. If data shows that this is not the case, and less than 80% of the students at a certain grade level or within a classroom are scoring at proficiency, then changes to core instruction are made. Grade level teams meet formally three times a year to review this screening data at building-based "Data Days". In addition to ensuring that Tier 1 is successful for the majority of the students, teams identify students who are possibly "at risk" academically. Students who are not scoring at proficiency on the screeners are looked at more closely through a diagnostic process which includes the	The district will review and refine its MTSS procedures and practices for both academic and social emotional interventions as warranted. **Timeline:** Ongoing **Progress Check:** January 2022 **<u>FOLLOW-UP FINDINGS:</u>** ● A District MTSS Coordinator has been added to support MTSS. Thus far, the focus of the work has been on Literacy at the elementary level. The MTSS Coordinator provides support to teams and individual teachers in utilizing screening and progress monitoring data to develop and refine interventions. The Coordinator has helped to put universal systems in place for screening, interventions and progress monitoring. In addition, the Coordinator works with teams to engage in individual problem solving for students who need more intensive interventions. When a referral to special education becomes necessary, the Coordinator guides teams with this process. Results of this work are so far

review of multiple sources of existing data and the administration of additional diagnostic assessments, if needed. Based on this process, some students, those who are shown to have gaps in a certain area, are provided with interventions at either a Tier 2 or Tier 3 level of intensity.

Tier 2 (Targeted Intervention) is provided to students who have been determined to have a targeted need in a certain academic area based on screening and diagnostic data. This intervention is provided to students in addition to Tier 1 instruction. The intervention may be provided within the general education classroom or outside the classroom in an alternate setting. Classroom teachers, reading specialists, special educators, instructional coaches, or paraprofessionals (under the guidance of a teacher) may provide the intervention.

Some grade levels at the elementary schools have built intervention blocks into their weekly schedules to provide a designated additional time for interventions to take place. This infrastructure helps to ensure that students are not missing core instruction. During an intervention block, all students at a grade level are engaged in learning experiences based on their unique needs. Some students are receiving intervention, some are practicing newly learned skills and some are involved in extension or enrichment opportunities. Most intervention groups at the Tier 2 level meet three times a week and are made up of three to eight students with similar needs in the target area that is being addressed.

For students receiving Tier 2 intervention, progress is monitored at least one time a month using relevant measures such as Fastbridge CBM reading, Fastbridge CBM math process, Fastbridge CBM math automaticity, Fastbridge CBM math CAP, LLI (Leveled Literacy Intervention) and executive functioning/social emotional checklists or rubrics. Grade level teams meet formally at least once between Screening Data Days to review student progress monitoring data at the Tier 2 level. Intervention and progress monitoring information is documented in Intervention Plans on Aspen, the district's student management system.

Tier 3 (Intensive Intervention) is provided to students who do not make sufficient progress when provided with Tier 2 Intervention or who demonstrate significant gaps in one or more academic areas. Tier 3 intervention is provided to small groups of students in addition to Tier 1 instruction. This intervention most often takes place in a setting outside the general education classroom. Reading Specialists, Special Educators and Instructional Coaches may provide Tier 3 interventions. This more

---

positive. District screening results in literacy have significantly improved from Fall to Spring across the district at the elementary level.

● District has partnered with a consultant to support the Special Education Evaluation Team process at the middle school to effectively document and utilize intervention and progress monitoring data from general education to make special education decisions regarding referral, evaluation and eligibility. This professional development is embedded in the Evaluation Team meeting process. The consultant is collaborating with the MTSS Coordinator and Assistant Director of Pupil Personnel to ensure a strong connection between special education and general education. As part of the work, district hopes to revise the meeting protocols as well as develop prereferral checklists and Evaluation Team "Look Fors". In addition to planning meetings with the Director and Assistant Director of Pupil Personnel, the consultant has provided coaching to members of the BMS Evaluation Team on November 2, 2021 and January 14th 2022. This work is ongoing. Future activities for this school year involve utilizing case studies and role-playing team meetings.

● Beginning in school year 21-22, district is using the Panorama Student Success Platform to support the MTSS Framework. On November 22, 2022 training on how to use this platform for supporting MTSS Academics was provided to all of the reading specialists, math specialists, school counselors and building administrators. This professional development

intensive intervention is often provided in a smaller group and more frequently than Tier 2 instruction. Intensity is increased in Tier 3 by adding more explicit instruction and increased opportunities for feedback. Progress is monitored with similar assessment tools that are used for Tier 2 but with much more frequency, as often as one time a week with most students. Building-based problem solving teams (RTI Teams) meet as often as weekly to review progress on students receiving Tier 3 interventions. As with Tier 2, intervention and progress monitoring information is documented in Intervention Plans on Aspen.

Middle Level

Literacy and math interventions and supports are provided through a multi-tiered system of supports (MTSS) and are accessible to all middle school students. They are developed and monitored through the collaborative efforts of several school-based teams which meet on a regular basis: the MTSS, RTI, Academic Department, and School Improvement teams. The BMS MTSS team participates in school-wide training regularly. Barrington Middle School's MTSS team is multidisciplinary and is made up of members from the existing teams. Team members include a representative from each core subject area (ELA, Math, Science, and Social Studies), a reading specialist, a school counselor, a social worker, and a special education teacher. Other therapists, teacher assistants and the school nurse may be involved on some teams on an as needed basis.

Tier 1 (Core Instruction) represents the general education classroom, where a high-quality, evidenced-based core curriculum is delivered. This core curriculum is aligned with the Common Core State Standards and Next Generation Science Standards. Teachers differentiate instruction to meet the needs of all students in the classroom. Student progress is regularly monitored multiple times a year. Screening includes Barrington's universal screening assessments such as Fastbridge's aReading and aMath, curriculum based measurements, and proficiency assessments. Core instruction is effective when at least 80% of the students score at proficient levels on these screeners. If data shows that this is not the case, and less than 80% of the students at a certain grade level or within a classroom are scoring at proficiency, then changes to core instruction are made. At Barrington Middle School the teachers meet daily. Each day, out of a twelve day rotation, is designated toward a specific topic. These topics include: grade level subject planning times, grade level cluster planning times, grade level cluster guidance planning times, designated RTI planning times, and designated times where clusters meet with the reading and math specialists. In addition, Barrington

focused on how to utilize the platform to track data and develop interventions for academics. This training was an hour-long virtual session provided by Panorama.

[Slide deck for training](#)

Middle School grade level teams meet formally three times a year to review screening data at building-based "Data Days". In addition to ensuring that Tier 1 instruction is successful for the majority of the students, teams identify students who are possibly "at risk" academically and behaviorally. Students who are not meeting academic/behavioral expectations and/or not scoring at proficiency on the screeners are looked at more closely through a diagnostic process which includes the review of multiple sources of existing data and the administration of additional diagnostic assessments if needed. Based on this process, some students, those who are shown to have gaps in a certain area, are provided with interventions at either a Tier 2 or Tier 3 level of intensity.

Tier 2 (Targeted Intervention) is provided to students who have been determined to have a targeted need in a certain academic area based on screening and diagnostic data. This intervention is provided to students in addition to Tier 1 instruction. The intervention may be provided within the general education classroom or outside the classroom in a "pull-out" setting. Classroom teachers, reading specialists, math specialists, special educators, or paraprofessionals (under the guidance of a teacher) may provide the intervention. Barrington Middle School has a built-in daily intervention block called "FAST" (Flexible Academic Support Time). This infrastructure helps to ensure that students are not missing core instruction. During an intervention block, all students at a grade level are engaged in learning experiences based on their unique needs. Some students are receiving intervention, some are practicing newly learned skills and some are involved in extension or enrichment opportunities. Most intervention groups at the Tier 2 level meet three times a week and are made up of three to eight students with similar needs in the target area that is being addressed. For students receiving Tier 2 intervention, progress is monitored at least one time a month with relevant measures such as Fastbridge progress monitoring tools and various curriculum based measures. Grade level teams meet at least once between Screening Data Days to review student progress monitoring data at the Tier 2 level. Intervention and progress monitoring information is documented in Intervention Plans on Aspen.

Tier 3 (Intensive Intervention) is provided to the students who do not make sufficient progress when provided with Tier 2 intervention or who demonstrate significant gaps in one or more academic areas. Tier 3 intervention is provided to small groups of students in addition to Tier 1 instruction. This intervention most often takes place in a setting outside the general education classroom. Reading Specialists, Math Specialists, and Special Educators provide Tier 3 intervention. This more intensive intervention is often provided in a smaller group and more frequently than Tier 2 instruction. Intensity is increased in Tier 3 with more explicit instruction and more opportunities for feedback. Progress is monitored with similar assessment tools that are used in Tier 2 but with

much more frequency, as often as one time a week with most students. Building-based problem solving teams (RTI Teams) meet every 6 to 8 weeks to review progress on students receiving Tier 2 and 3 interventions. As with Tier 2, intervention and progress monitoring information is documented on Intervention Plans on Aspen.

High School Level

Academic interventions are implemented through the Response to Intervention (RTI) process at the high school. The RTI team consists of a team of educators and support personnel, led by the RTI Coordinator and can include school counselors, the school psychologist, the student assistance counselor, assistant principals and the math and reading specialists. The team meets once per seven-day schedule rotation. Students are referred for intervention through data collected from staff members. Referrals are initiated through an electronic form available to all teachers which is designed to identify students in need of either academic or social-emotional intervention. Once a student is referred for intervention through this form, the assigned school counselor collects data from all of the student's other teachers to allow the team to process a wide range of information on the student. Once a student is referred, they are brought to the team meeting where targeted interventions are implemented. For students whose needs are primarily academic, these interventions include an assignment to a Directed Support period and/or assignment to a math or literacy intervention block. In addition, the Academic Learning Center, which is staffed by tutors from our pool of National Honor-Society students, is available to all students throughout the day, and a formal peer tutoring program through the National Honor Society is available for students during the day and before and after school hours. Once a student is assigned specific interventions, progress is monitored and the intervention strategies are reviewed during the scheduled RTI team meetings.

For students who are identified as needing more social-emotional support, the RTI team will schedule the student for regular visits with their assigned school counselor, check-ins with the school psychologist or student assistance counselor depending on the needs of the student. The student may also be referred to one of the school's counseling groups, led by the student assistance counselor and/or a member of the school counseling department.

School-wide interventions include supplemental course offerings in math (students meeting a certain need criteria in Algebra receive an additional skills development math class daily) and English, co-taught classes in the core subjects to provide additional

scaffolding in the classroom, and web-based course supports to enhance skill development as well as to provide options for some students who have failed to meet traditional course requirements. In addition, remediation is provided during the summer through web-based courses and direct teacher instruction for students who fail to meet proficiency.

Tier 1 (Core Instruction) represents the general education classroom, where a high-quality, evidenced-based core curriculum is delivered. This core curriculum is aligned with the Common Core Standards. Teachers differentiate instruction to meet the needs of all students in the classroom. Student progress is regularly monitored on a quarterly basis through Benchmark Assessments. Changes to core instruction are made as a result of these assessments. Students who are not meeting academic expectations are reviewed by the RTI Team. Based on this process, some students, those who are shown to have gaps in a certain area, are provided with interventions at either a Tier 2 or Tier 3 level of intensity.

Tier 2 (Targeted Intervention) is provided to students who have been determined to have a targeted need in a certain academic area based on screening and diagnostic data. Barrington utilizes data from state assessments, class proficiency, Ten Marks for math and Reading Plus for literacy to identify gaps in math and literacy. This intervention is provided to students in addition to Tier 1 instruction. The intervention may be provided within the general education classroom or outside the classroom in settings such as Directed Support, where students access teachers in a small group setting to help organize and prioritize their work. Most intervention groups at the Tier 2 level meet three times a week. For students receiving Tier 2 intervention, progress is monitored at least one time a month with curriculum based measures.

Tier 3 (Intensive Intervention) is provided to the students who do not make sufficient progress when provided with Tier 2 Intervention or who demonstrate significant gaps in one or more academic areas. Tier 3 intervention is provided to small groups of students in addition to Tier 1 instruction. This intervention most often takes place in a setting outside the general education classroom. Reading Specialists, Math Specialists, and Directed Support teachers provide Tier 3 intervention. This more intensive intervention is often provided in a smaller group than Tier 2 instruction. Intensity is increased in Tier 3 with more explicit instruction and more opportunities for feedback. Progress is monitored with similar assessment tools that are used in Tier 2 but with much more frequency, as often as one time a week with most students. Building-based problem solving teams (RTI Teams) meet every scheduling cycle to review progress on students receiving Tier 3 interventions.

		Documentation: Data Analysis; State Performance Plan	
Result	4	**SPP Disproportionate Representation (State Performance Plan Indicator #9 and #10)** Barrington is not disproportionate. *Documentation: Data Analysis; State Performance Plan*	
Result	5	**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 Barrington Public Schools as no students with IEPs were suspended for greater than 10 days. **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. *Documentation: Data Analysis; State Performance Plan*	

Result	6	**Multi-tiered System of Support (MTSS)/Social Emotional Supports/<u>Social Emotional Resources/Positive Behavioral Supports</u>**	The district will review and refine its MTSS procedures and practices for both academic and social emotional interventions as warranted.
		Elementary Level	
		Social Emotional Learning (SEL) in the schools is guided by the RI SEL Standards. Social emotional resources and positive behavioral supports are provided through a tiered continuum and are accessible to all elementary school students. They are developed and monitored through the collaborative efforts of several school-based teams which meet on a regular basis: the MTSS, RTI, and School Improvement Teams. The teams are multidisciplinary in nature and may include regular and special educators, a school psychologist, a school social worker, a behavior interventionist, a speech and language pathologist and a building administrator. Other therapists, teacher assistants and the school nurse may be involved on some teams.	**Timeline:** Ongoing **Progress Check:** January 2022
		At the Tier 1 level, resources and supports include large and small group instruction in, and reinforcement of school-wide and classroom expectations and formalized systems of school-wide and classroom recognition. All elementary teachers are trained in RULER which is a systemic framework to SEL instruction and development. RULER aims to infuse the principles of emotional intelligence into the system of schools. RULER (recognizing, understanding, labeling, expressing, regulating) is an acronym for the five skills of emotional intelligence. The development of these five RULER skills relies on four core tools: the Charter, Mood Meter, Meta-Moment, and Blueprint. These skills and tools are introduced to all stakeholders in the school community—school leaders, teachers, staff, students, and families. Additionally, whole-class instruction by one of the specialists to support social-emotional learning is available for a variety of topics. In addition, many of the elementary staff are also trained in and utilize Responsive Classroom.	**FOLLOW-UP FINDINGS:** ● Beginning school year 21-22, district started using the Panorama Student Success Platform to support the MTSS Framework. On January 31, 2022 training on how to use this platform to support MTSS Behavior was provided to all of the school psychologists, social workers, school counselors, behavior specialists and building administrators. The professional development focused on how to utilize the platform to track data and develop interventions for social emotional learning and behavior. This training was an hour-long virtual session provided by Panorama. Follow up in district training is ongoing.
		At the Tier 2 level, supports are provided through the RTI process and may include Check-in/Check-out, scheduled sensory diet routines, scheduled breaks, classroom accommodations/modifications, and participation in groups run by the school psychologist and school social worker. Communication around these interventions occurs between home and school on a routine basis. Referral to community resources is made as appropriate. Behavioral data including office referrals and daily Check-in/Check-out, is used to formally review progress on a monthly basis.	● District is also building TIER 1 for Social Emotional Learning. The district has adopted RULER out of the Center of Emotional
		Tier 3 level of supports include use of functional behavioral analysis to develop	

individualized behavior intervention plans. This may occur through the RTI, or the IEP process depending on the needs of the student. Plans are documented in ASPEN where all members of the child's team are able to access the plan. Behavior data, including office referrals and daily Check-in/Check-out, and individualized checklists, on/off task tallies, and observations are used to monitor progress in accordance with the child's individual plan.

Each of the elementary schools has a team of people certified in the CPI Nonviolent Crisis Intervention Program.

Middle Level

Barrington Middle School has established CORE Values: BMS learning community Is Respectful, Responsible, and Ready to Excel (School-wide behavioral, academic and community expectations). This is a school-wide system to teach and acknowledge positive behaviors through the various school/cluster acknowledgement systems.

Social/emotional interventions are implemented through the RTI process at the middle school. Barrington Middle School utilizes the RTI process as a highly effective and individualized means of personalizing support for students in need. The administrative team along with the school counseling staff and student support staff address concerns regarding student emotional well-being. Regular monitoring and discussion allow for a consistent and supportive approach to address students' needs. A strong emphasis is placed on communication and involvement with families. Students with social/emotional needs are referred to the appropriate support personnel such as the school psychologist, school social worker or student assistance counselor. In some cases, the clinical psychologist also provides consultation and is in-district several days per week. Interventions can include individual and/or group counseling as well as prevention services and referral to outside mental health providers and agencies. An emphasis is placed on collaboration with outside therapists, community mental health agencies and hospitals.

Barrington Middle School has a team of people certified in the CPI Nonviolent Crisis Intervention Program.

Intelligence at Yale University. RULER is a systemic district-wide approach for Social Emotional Learning. Training on RULER is ongoing.

		High School Social/emotional interventions are implemented through the RTI process at the high school. Barrington High School utilizes the RTI process as a highly effective and individualized means of personalizing supports for students in need. The administrative team along with the school counseling staff and student support staff address all concerns regarding student emotional well-being. Regular monitoring and discussion allow for a consistent and supportive approach to address students' needs. A strong emphasis is placed on communication and involvement with families. Students with social/emotional needs are referred to the appropriate support personnel such as the school psychologist, school social worker or student assistance counselor. In some cases, the clinical psychologist also provides consultation and is in-district several days per week. Interventions can include individual and/or group counseling as well as prevention services and referral to outside mental health providers and agencies. An emphasis is placed on collaboration with outside therapists, community mental health agencies and hospitals. Barrington High School has a team of people certified in the CPI Nonviolent Crisis Intervention Program. **School Removals/Disciplinary Policies**. Throughout the district, behavioral expectations along with disciplinary action protocols and policies are comprehensively defined in a student handbook. Documentation: School Handbooks, MTSS information on Barrington Public School Website, Individual building School-Wide Expectations documentation	
Result	7	**Preschool Continuum** Currently there are a total of 47 preschool students receiving special education through a continuum of services for preschoolers with special needs.	

For those preschool aged children with IEPs whose needs include Speech and Language therapy alone or in addition to a related therapy, services are provided in the school buildings, and many of these children attend regular early childhood preschool programs within the community or attend our Integrated Preschool as community peers.

When children require more intensive interventions, services may be provided within the Integrated Preschool Program. This program provides a high quality preschool experience for children 3-5 years old, with and without disabilities. Students receive 2.5 hours of programming a day, 5 days per week with a unique integrated experience with their community peer models. Through this integrated model, Specially Designed Instruction (SDI) is provided within the general education environment, Students receive related services within the classroom which allows for teaching to be embedded into the curriculum and allows access for carryover when the service provider is not in the classroom. Interest based learning occurs via theme based units. Hands-on, play-based learning to build social skills, and make progress towards developmental milestones occurs on a daily basis. Teachers maintain a structured and safe environment. Use of Visual Supports (pictures, first/then, token systems, sentence strips, augmentative communication systems), timers, previewing activities, and sensory tools as deemed appropriate for each student per individual IEP are provided. Introduction to social emotional language and identifying emotions with the use of RULER* tools and strategies such as the Mood Meter are taught daily. Movement breaks and center-based learning occur frequently to maintain attention and interest.

Accommodations and or modifications to the curriculum are made to ensure progress is made on individual IEP goals. The instruction is driven by the Rhode Island Early Learning and Development Standards, (RIELDS). The maximum number of children is fifteen, eight students with no known disability and seven children identified with a disability. The preschool class is located at Primrose Hill. The morning session is for children 3.0 to 3.11 years old. The afternoon session is for children 4.0 to 5 years old, not in kindergarten.

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, utilizing Teaching Strategies Gold. 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 36%.

B. The percent of children aged 3-5 with IEPs attending a separate special education class, separate school or residential facility was 0%.

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); 88.90%

- Acquisition and use of knowledge and skills (including early language/ communication and early literacy); 85.70 % and

- Use of appropriate behaviors to meet their needs 100%

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); 78.9%

- Acquisition and use of knowledge and skills (including early language/ communication and early literacy): 77.80% and

- Use of appropriate behaviors to meet their needs: 78.90%

Documentation: Data Analysis; State Performance Plan

Result	8	**Program Continuum Elementary Level**	
		There are 1446 students at the elementary level and approximately 173 have IEPs. The special education program continuum is as follows: Barrington Public Schools provides to children with disabilities a continuum of special education programming and services providing a free and appropriate education (FAPE) to all students. To the maximum extent appropriate, children with disabilities are educated with typically developing peers. Special classes, separate schooling or other removal of children with disabilities from the general education environment occurs only if the nature or the severity of the disability is such that education in general classes with the use of supplementary aids and services cannot be achieved satisfactory and is a decision of the IEP team (RI Regulations Governing the Education of Children with Disabilities). Students may require support in the general education classroom provided by a teacher assistant as part of the IEP accommodations. **Academic and Functional Support Programming** and services are provided to eligible students by special education teachers in co-taught inclusive classrooms, during the workshop model in small groups within the general education classroom as well as via small group instruction in a resource or special class setting. Two behavior specialists, to support students with social emotional challenges in the general education setting, provide consultation to the team as well as direct services to students **Alternative Learning Programming** (**ALP)** supports students who experience significant emotional, social and behavioral regulation challenges which significantly impact their learning. Students who are served by ALP are typically eligible for special education under the category of Emotional Disturbance or Autism. In most circumstances, prior to receiving ALP support, students have had a Functional Behavior Assessment (FBA) and an implemented Behavior Intervention Plan (BIP) A central goal of ALP is the remediation of the emotional, behavioral, social and academic issues that impact school performance so that each student can become increasingly independent and an expert learner. ALP seeks to lead students to independently make appropriate decisions, enhance their self-image, and maximize their success in the classroom as well as other areas of their lives. The program also	

aims to maximize the opportunity for students to remain in their Least Restrictive Environment (LRE) while working to remediate social, emotional, behavioral and academic challenges. Additionally, ALP helps some students successfully transition back into the school district from more restrictive settings or following hospital-based treatment.

The Specially Designed Instruction (SDI) provided to students addresses academic social/emotional, behavioral and or executive functioning goals that are part of a student's IEP. Students can access ALP support outside the general education classroom within a special education setting during the school day at any time when emotional, behavioral or academic needs arise that cannot be met in the general education classroom. Careful coordination and frequent consultation takes place between the ALP staff and the general education teachers in order to provide maximum instructional and behavioral consistency. In addition to small group instruction, academic remediation and consultation to other teachers and staff members, ALP also provides support and frequent monitoring of a student's social, emotional and psychological needs. One to one intervention is available when students are anxious, behaviorally dysregulated, extremely frustrated or emotionally overwhelmed. This support is typically provided by ALP teachers and teacher assistants as well as the school psychologist or school social worker. A Functional Behavioral Assessment and a working Behavior Intervention Plan are used to shape each student's program.

Careful consideration is made when grouping students for their services. Students are grouped according to their needs and the supports that they require. High staff to student ratio allows for flexibility in grouping students so that each IEP can be implemented. A Clinical Psychologist provides support to ALP.

Supportive and Therapeutic Education Programming (STEP) supports students who demonstrate a learning profile that includes challenges in language processing and production, emotional regulation, social communication, anxiety, and inflexibility and/or restrictive behaviors that interfere with functioning. Students who receive STEP supports and services are typically eligible for special education under the category of Autism (ASD) or Significant Language Impairment. As part of STEP, the Special Education Teacher will provide direct and explicit instruction to a small group of students in a structured learning environment. The special education teacher will

regularly plan, collaborate and co-teach (when appropriate) with the Speech and Language Therapist, Occupational Therapist, Physical Therapist, School Psychologist, and Reading Specialist. This will allow the related services that a student receives to be integrated and embedded into academic teaching and learning and foster the generalization of skills**.**

Students who are supported by STEP programming are general education students first and receive their instruction in general education settings when appropriate. However, because of individual and unique needs, some students may have difficulty meaningfully engaging and/or participating in general education classrooms and settings for portions of their day. Because of this, core instruction may be provided to some students in the special education setting.

To the maximum extent possible, all students with IEPs will receive instruction with their typical peers in the general education setting when appropriate according to their IEPs. The special education teacher and general education teachers will collaborate on a regular basis to ensure access and opportunity to receive general education instruction. In addition, the special education staff and general education teachers will work together to support the students to experience positive and meaningful peer relationships and enjoyable social situations with their peers.

Intensive STEP supports students with significant academic and functional needs at the upper elementary level. Students are typically eligible for special education under the category of Autism (ASD) or other developmental disabilities such as Intellectual Disability. Students eligible under ASD typically are students with Level 2 or 3 autism who require substantial support. The students who are served by this programming have extensive needs in social communication and emotional regulation resulting from their disability category.

Specially Designed Instruction (SDI) is provided in a highly structured special education setting by a Special Education Teacher to address the goals in the students' IEPs. Structured Teaching and Visual Supports are used extensively. There is a major emphasis on social communication skills development. Social and learning activities are designed around each student's Special Interest Areas (SIAs). Students are provided with sensory tools/supports and breaks throughout their day. Students spend the majority of their day in a special class setting to receive their individualized instruction. To the maximum extent appropriate, students engage with their peers throughout the day in general education settings. Reverse inclusion, the process of including typically developing children in a special education classroom, is utilized daily to foster friendships and build social and communication skills. A Functional Behavioral

		Assessment and a working Behavior Intervention Plan is often used to shape each student's program. Related services are provided by occupational therapists, physical therapists, speech and language therapists, social worker and psychologists within the general education classrooms as well as in the therapy room in small group or individual sessions. In addition, Barrington works collaboratively with outside providers who specialize in behavior intervention support for specific students who require further expertise and individual support. Functional Behavior Assessments and Behavior Intervention Plans document individualized and customized support for students while they engage in the general education curriculum. A speech and language therapist and occupational therapist comprise Barrington's Assistive Technology team providing direct observation, consultation and student evaluation in the area of assistive technology for any student in the district. The Technology Team is readily available to address technology needs of the students. They manage the equipment needed in assistive technology and interface with the district's tech team. *Documentation: Data Analysis; Interviews; Observation*	
Result	9	**Program Continuum Middle Level** There are 845 students attending the middle school, 80 are students with IEPs. The special education program continuum is as follows: Students are assigned to a cluster of approximately 100 students, four General Educators and a Special Educator. Through **Academic and Functional Support Programming** students with IEPs are provided with Specialized Designed Instruction (SDI) to address both academic and functional IEP goals. This is provided through inclusionary practices such as co-teaching, as well as pull-out special education support by the grade level special education teacher. **Life Skills Programming** is provided for students with more significant cognitive challenges needing individualized direct instruction and life skills experiences. Students attend, with their typically developing peers, core content classes with support from a	

teacher assistant when appropriate. They receive additional re-teaching of instruction as well as instruction in application academic skills taught by a special educator.

Alternative Learning Programming (ALP) supports students who present with significant social and emotional needs and require a higher level of support in the classroom, as well as a home base where they can return to process feelings of anxiety and stress. A central goal of ALP is the remediation of the emotional, behavioral, social and academic issues that impact school performance so that each student can become increasingly independent and an expert learner. The program seeks to lead students to independently make appropriate decisions, enhance their self-image, and maximize their success in the classroom as well as other areas of their lives. The program also aims to maximize the opportunity for students to remain in the Least Restrictive Environment (LRE) while working to remediate social, emotional, behavioral and academic challenges. Additionally, ALP programming helps some students successfully transition back into the school district from more restrictive settings or following hospital-based treatment.

The Specially Designed Instruction (SDI) provided to students addresses academic social/emotional, behavioral and or executive functioning goals that are part of a student's IEP. Students can access ALP support outside the general education classroom within a special education setting during the school day at any time when emotional, behavioral or academic needs arise that cannot be met in the general education classroom. Careful coordination and frequent consultation takes place between the ALP staff and the general education teachers in order to provide maximum instructional and behavioral consistency. In addition to small group instruction, academic remediation and consultation to other teachers and staff members, ALP also provides support and frequent monitoring of a student's social, emotional and psychological needs. One to one intervention is available when students are anxious, behaviorally dysregulated, extremely frustrated or emotionally overwhelmed. This support is typically provided by ALP teachers and teacher assistants as well as the school psychologist or school social worker. A Functional Behavioral Assessment and a working Behavior Intervention Plan are used to shape each student's program.   Careful consideration is made when grouping students for their services. Students are grouped according to their needs and the supports that they require. High staff to student ratio allows for flexibility in grouping students so that each IEP can be implemented. A Clinical Psychologist provides support to ALP.

Supportive and Therapeutic Education Programming (STEP) supports students who demonstrate a learning profile that includes challenges in language processing and production, emotional regulation, social communication, anxiety, and inflexibility and/or restrictive behaviors that interfere with functioning. Students who receive STEP

| | | supports and services are typically eligible for special education under the category of Autism (ASD) or Significant Language Impairment. In STEP, the Special Education Teacher will provide direct and explicit instruction to a small group of students in a structured learning environment. The special education teacher will regularly plan, collaborate and co-teach (when appropriate) with the Speech and Language Therapist, Occupational Therapist, Physical Therapist, School Psychologist, and Reading Specialist. This will allow the related services that a student receives to be integrated and embedded into academic teaching and learning and foster the generalization of skills. Students who are supported by this programming are general education students first and receive their instruction in general education settings when appropriate. However, because of individual and unique needs, some students may have difficulty meaningfully engaging and/or participating in general education classrooms and settings for portions of their day. Because of this, core instruction may be provided to some students in the special education setting. At the secondary level, this instruction may be supported using online learning platforms.

To the maximum extent possible, all students with IEPs will receive instruction with their typical peers in the general education setting when appropriate according to their IEPs. The special education teacher and general education teachers will collaborate on a regular basis to ensure access and opportunity to receive general education instruction. In addition, the special education staff and general education teachers will work together to support the students to experience positive and meaningful peer relationships and enjoyable social situations with their peers.

Documentation: Data Analysis; Interviews; Observations | |

Result	10	**Program Continuum High School Level**	
		At Barrington High School there are approximately 1100 and 114 students have IEPs. The program continuum includes co-taught classes in grades ninth through twelfth. The high school utilizes a variety of programming that works in conjunction with district PK-12 programming which include, **Academic/Functional Support, ALP,** and **Life Skills**. At the high school, multiple modalities of instruction are employed, including, push in co-taught classes, pull out classes, and academic/functional support. Specific co-taught classes are chosen over the spring/summer depending on enrollment and overall student need. Special educators who co-teach attend academic department common planning time on a biweekly basis.	
		The Academic/Functional programming supports students with a wide range of academic and/or functional needs. Students may be eligible for special education under any one of the 13 categories of special education as defined by IDEA. Specially Designed Instruction (SDI) is provided in the general education setting or in a special education setting by a Special Education Teacher to address the goals in the student IEPs. At the high school, this includes goals related to post-school transition.	
		Most students spend the majority of their day in a general education setting. However, they are often supported by a special educator who is part of the educational setting as a co-teacher. Special educators who co-teach, help provide accommodations and facilitate modifications to the curriculum both within their individual co-taught class and also support other content classes. Accommodations and modifications that are designed to assist students in achieving IEP goals, while also enabling them to be involved and make progress in the general curriculum are provided. Some students, who evidence significant gaps in academic areas and/or functional areas, may receive their core instruction in the special education setting.	
		Students who receive this programming may also receive Related Services as determined by their IEP Team. These related services may be delivered in the general education setting, special education classroom or therapy room. In addition, the School Psychologist will provide consulting and coaching as needed.	

Alternative Learning Programming (**ALP)** supports students who experience significant emotional, social and behavioral regulation challenges which significantly impact their learning. Students who are served by ALP are typically eligible for special education under the category of Emotional Disturbance or Autism. In most circumstances, prior to receiving ALP support, students have had a Functional Behavior Assessment (FBA) and an implemented Behavior Intervention Plan (BIP).

A central goal of ALP is the remediation of the emotional, behavioral, social and academic issues that impact school performance so that each student can become increasingly independent and an expert learner. The program seeks to lead students to independently make appropriate decisions, enhance their self-image, and maximize their success in the classroom as well as other areas of their lives. The program also aims to maximize the opportunity for students to remain in their Least Restrictive Environment (LRE) while working to remediate social, emotional, behavioral and academic challenges. Additionally, ALP helps some students more easily and successfully transition back into the school district from more restrictive settings or following hospital-based treatment.

The Specially Designed Instruction (SDI) provided to students addresses academic social/emotional, behavioral and or executive functioning goals that are part of a student's IEP. Students can access ALP support outside the general education classroom within a special education setting during the school day at any time when emotional, behavioral or academic needs arise that cannot be met in the general education classroom. Careful coordination and frequent consultation takes place between the ALP staff and the general education teachers in order to provide maximum instructional and behavioral consistency. In addition to small group instruction, academic remediation and consultation to other teachers and staff members, ALP also provides support and frequent monitoring of a student's social, emotional and psychological needs. One to one intervention is available when students are anxious, behaviorally dysregulated, extremely frustrated or emotionally overwhelmed. This support is typically provided by ALP teachers and teacher assistants as well as the school psychologist or school social worker. A Functional Behavioral Assessment and a working Behavior Intervention Plan are used to shape each student's program.

Careful consideration is made when grouping students for their services. Students are grouped according to their needs and the supports that they require. High staff to student ratio allows for flexibility in grouping students so that each IEP can be implemented. A clinical psychologist provides consultation to ALP staff.

Life Skills supports students with significant academic and/or functional needs that impact the student accessing general education curriculum in the traditional sense. **Life Skills programming** aims to provide students with the functional life skills they need to become productive, successful and engaged members of society. These include such skills as daily living, community engagement, work readiness, and self-determination.

Specially Designed Instruction (SDI) is provided in the general education setting and in a special education setting by a Special Education Teacher to address the goals in the student IEPs. Some students, who evidence significant gaps in academic areas and/or functional areas, may receive their core instruction in the special education setting. These students may also spend part of their day in a community setting learning vocational and daily living skills. Accommodations and modifications that are designed to assist students in achieving IEP goals, while also enabling them to be involved and make progress in the general curriculum are provided. Within the life skills programming at the high school level the students work on transition based skills to prepare for postsecondary life.

Documentation: Data Analysis; Interviews

Result	11	**Adaptive Physical Education (APE)**	
		Students are identified as needing Adaptive Physical Education through the evaluation process. The Adapted Physical Education Assessment Scale (APEAS) II or Test of Gross Motor Development (TGMD) 3 are used to evaluate motor performance. Adaptive Physical Educators provide APE to 37 students in grades PK-12. Most often services are provided as a co-teaching opportunity within a regular physical education class. Several of the general PE teachers are dual certified in APE and in some instances provide additional service, modifications and accommodations for students qualifying for APE services. When services are virtual the APE students often benefit from small groups or one on one support provided by the Adapted Physical Educator. *Documentation: Data Analysis; Interviews*	
Result	12	**Extended School Year (ESY)** IEP teams review the criteria for ESY using the ESY Eligibility Documentation Form and make a determination as to whether each student requires services provided during the summer months. Barrington provides ESY during a six week period following the close of each school year. ESY services are individualized according to student needs and are provided to preschoolers through high school students. Services are provided in the areas of reading, math, writing, community based training, social skills training, as well as related services. ESY services are documented on IEPs and student progress on goals is documented through the IEP progress report process. *Documentation: Data Analysis; Interviews*	
Result	13	**Local Special Education Advisory Committee (SEAC)** Barrington Public Schools (BPS) recognizes that parental and community involvement is the backbone of BPS. Advisory committees to the School Committee provide recommendations on issues, goal setting and policy in certain standing areas of responsibility and on an ad hoc basis for issues outside those standing areas. The Advisory committees are strictly advisory in nature, but are responsible for making	

recommendations or providing guidance as outlined above, as well as notifying the School Committee of concerns brought to the Advisory Committee by the community.

Special Education Advisory Committee (SEAC) is a mandatory advisory committee under Rhode Island General Law. SEAC establishes by-laws that are approved by the School Committee and follow regulations established by the Rhode Island Department of Education (Rhode Island Specific Regulations Advisory Committees Local Advisory Committee on Special Education 300.900) and has authority to select its membership in accordance with said regulations.

Barrington's SEAC is passionate about supporting our students with disabilities. The group is very active and meetings are held mostly monthly, although this school year, because of some of the obstacles around school reentry due to Covid, the first SEAC meeting was held in December. The SEAC leadership team receives ongoing support from the district leadership.

During SY 19-20, SEAC provided the district feedback and recommendations in several areas. One example is around programming for our students with Autism. SEAC's feedback helped the district to review and refine special education programming at our schools. This work continues into this school year. Another example is Best Buddies. SEAC was instrumental in getting a Best Buddies chapter to begin during SY 20-21 at our middle school and high school.

Possible topics and focus areas for SY 20-21 that were generated at the first meeting are as follows:

- ○ IEP Process

- ○ Tips and tricks for parents on how to participate in IEP

- ○ School Safety Protocol

		○ More information about strategic planning/decision making process at the superintendent/school committee level for curriculum/staffing/facilities ○ Special Education programming ○ Re-entry and virtual learning for students with disabilities ○ Address/brainstorm around socialization for special needs population ○ Diversity -including disability ○ Dyslexia *Documentation: Data Analysis; Interviews*	
Result	14	**School Efforts to Partner with Parents (State Performance Plan Indicator #8)** The Barrington Public School district's rate of parent participation in the annual Special Education Statewide Parent Survey (2019-2020) is 20% of parents whose children have IEPs. 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 is 17%. *Documentation: Data Analysis; State Performance Plan*	
Result	16	**Drop Out / Graduation Rate (State Performance Plan Indicator #1 and #2)** This data reflects the youth that graduated or dropped out in the 2017-2018 SY.	

The Barrington Public Schools graduation rate is 96.9% for all students and 83.9% for students with disabilities. These rates are higher than the state average rates of 84% for all students and 62.4% for students with disabilities.

The Barrington Public Schools dropout rate is .7% for all students and 3.2% for students with disabilities. These rates are lower than the state average rates of 8.7% for all students and 16% for students with disabilities.

Documentation: Data Analysis; State Performance Plan

2. EVALUATION / INDIVIDUAL EDUCATION PROGRAM (IEP)

Indicator		Findings	Support Plan
Result	1	Records of approximately six students were reviewed prior to the on-site review by the team leaders. Students' records were very accessible. The record review process did not identify any outstanding compliance issues. *(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)* *Documentation: Data Analysis; Interviews; Observation*	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. No compliance issues identified
Result	2	**Child Outreach**	

Barrington's child outreach screenings are offered to all 3,4 and 5 year olds. The purpose of screening is to serve as the first step in identifying children who may have special needs or be at risk for learning problems.

The child outreach coordinator provides access to annual developmental screening for all 3, 4, and 5 year olds residing in Barrington or attending early childhood programs within the district. Pre-COVID, the screenings took place in private preschools, daycare centers, and public preschools, as well as monthly at the Barrington Administration office.   Children are screened in the areas of vision, hearing, general development, speech/language, and social/emotional development according to the statewide protocol established by RIDE. The coordinator provides parents with a summary of the Child Outreach Screening by email or mail. Child Outreach data is also entered into KIDSNET, a secure state-wide database.

2020-2021

Due to COVID-19, the district had to halt in-person screenings as of March 13, 2020. The most recent guidance from RIDE does now allow child outreach screenings to continue during COVID-19 which allows Barrington to meet state and federal obligations. But this year, the screenings are being done differently. Parent questionnaires that are completed at home are being used. Parents first receive a brief family questionnaire about their child's health history and his/her development as observed at home in everyday activities. They are also asked questions about their child's hearing and vision. Then, online screening tools are completed. Barrington is using two online screening instruments, recommended and supported by RIDE called the **Ages & Stages Questionnaires®, Third Edition (ASQ®-3)** and the **Ages & Stages Questionnaires®: Social-Emotional, Second Edition (ASQ®:SE-2)**. These screenings are easy to access online but if parents are not comfortable using them, a paper copy of the screening instrument is sent as well.

Based on criteria established by the RIDE protocol, results of screening may fall into one of three categories: pass, rescreen, or refer. Children with scores in the rescreen category in one or more areas, are rescreened in the areas of concern approximately three weeks after the initial screening. Children who do not attain passing scores following rescreen or initially attain scores in the refer range on developmental and/or

| | | speech and language screening, are immediately referred to the preschool evaluation team to consider the need for further assessment. Children who do not pass hearing and vision after rescreen are referred to a medical professional.

The state target for screening is 80% of children ages 3, 4, and 5. RI Child Outreach Screening Rates for SY 2019-2010 show the following screening percentages for Barrington:

- 3 year olds: 11.2%

- 4 year olds: 45.1%

- 5 year olds: 71.0%

Documentation: State Performance Plan; Data Interviews | |
|---|---|---|---|
| Result | 3 | **Child Find (State Performance Plan Indicator #11)**

The Barrington Public Schools for the 2019-2020 year was at 100% compliance for meeting evaluation timelines for initial referrals.

Documentation: State Performance Plan Data | |
| Result | 4 | **Student Accommodations and Modifications** | |

		IEP Teams determine the individual accommodations and modifications that will be provided to a student to assist the student in achieving his/her annual goals, while also enabling the student to be involved in and make progress in the general education curriculum. These supports to the student are documented in the student's IEP. Throughout the district, general educators access students' accommodations via an electronic database (Aspen). Aspen is used as the data management system for the district. By way of access to individual student data, only teachers assigned to individual students can view the student's IEP, including accommodations and modifications. In addition, case managers meet with students' teachers to review accommodations and modifications and assist the teachers to implement these in the classroom. Collaboratively, the IEP team members assess the student's continued need for accommodations and modifications identified in the IEP. *Documentation: Data Analysis; Interviews; Document Reviews*	
Result	5	**Specific Learning Disabilities Determination (SLD)** Within the district's multi-tiered system of supports (MTSS) framework, students who are not achieving at grade level expectations, as evidenced by district level screening and diagnostic assessment measures, are provided with evidenced-based interventions. During this intervention period, progress monitoring data is collected and analyzed. After a period of time, if a student evidences a lack of progress and/or a significant gap in educational performance, the student is referred to the school's Evaluation Team (ET). As a part of the referral process, the ET reviews the student's response to evidenced- based interventions through the review of progress monitoring data. Standardized assessments, student performance on district proficiencies, course grades, report cards, state testing results, parent and student input, and observation in the classroom are also considered when a team is considering a specific learning disability (SLD). If the ET determines that a disability is suspected, the team decides on what further evaluations, if any, are needed as part of an individual comprehensive special education evaluation. The ET reviews the evaluation results in conjunction with the multiple sources of data listed above to make a special education eligibility	

		determination. . If the team finds that despite the provision of intensive evidence-based intervention, the child does not achieve adequately and the child does not make sufficient progress to meet Common Core State Standards, and after other exclusionary factors have been ruled out as the cause, the team may determine the child to be eligible for special education under the category of SLD. As a district, the MTSS framework is currently being refined and will provide ongoing professional development to the teams to ensure that screening, progress monitoring, intervention provision and team decision making rules are consistent and steeped in best practice across all of the schools. The district also will be providing the special education teams with updated training around specific learning disabilities decision making. All of this district professional development that is related to literacy will align with the requirements of RIs Right to Read Act. *Documentation: Interviews; Record Review*	
Result	6	**Due Process Information (State Performance Plan Indicators)** Over the past three years Barrington has the following complaints, mediations, resolution session or hearings: **COMPLAINTS** **FY 2018-2019** **# of Complaints: 1 complaint during this period**	

	ISSUE(S)	RESULT
Complaint #1	Additional IEP Supports	In-Compliance

FY 2019-2020

# of Complaints: 1 complaint during this period

	ISSUE(S)	RESULT
Complaint #1	Violation of IDEA/ IEP Services	Withdrawn

FY 2020-2021

# of Complaints: No complaints during this period

MEDIATIONS

FY 2018-2019

# of Mediations: 1 mediation during this period

	ISSUE(S)	RESULT
Mediation #1	IEP (implantation)	Unresolved

FY 2019-2020

# of Mediations: 1 mediation during this period

	ISSUE(S)	RESULT
Mediation #1	IEP (changes)	Agreement

FY 2020-2021

# of Mediations: No mediations during this period

<table>
<tr><td></td><td></td><td align="center"><u>**HEARINGS**</u>

FY 2018-2019

# of Hearings: No hearing during this period

FY 2019-2020

# of Hearings: 1 hearing during this period</td><td></td></tr>
</table>

	ISSUE(S)	FINDING(S)
Hearing #1	IEP (implementation)	RSA

FY 2020-2021

# of Hearings: No hearings during this period

Documentation: 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 EI referrals is maintained, and upcoming birthdates are monitored to ensure that meetings are scheduled in a timely manner. 11	

		out of 14 children referred from Early Intervention and found eligible for preschool special education had IEPs developed and implemented by their 3rd birthday. Of the 3 students that did not, one was delayed because of school closure and two were delayed because the district was not able to obtain parental consent for evaluation or the initial provision of special education. *Documentation: Data Analysis; Interviews; State Performance Plan*	
Result	2	**IDEA Transition Planning at the Middle Level** Students who turn 14 years old in middle school begin the secondary transition process beginning with a review of their interests, which informs the Secondary Transition IEP. Students identified under the eligibility category of intellectual disability (ID) engage in person-centered planning, and Career Development Plans (CDPs) are developed. During SY 19-20, several of the grade 8 students participated in a 10 week Middle School Connections course as a Pre-Employment Transition Service (Pre-Ets) The Special Educator at the Middle School participates in the Teacher of Life Skills (TLS) meetings. *Documentation: Data Analysis; Interviews; Record Reviews*	
Result	3	**IDEA Transition Planning at the High School Level** Transition Planning from the High School to post-secondary is individualized for each student dependent upon their unique needs. The Secondary IEP goals and services are based upon the student's plans. Transition Assessments are completed with each student and are used by the IEP team to make decisions. Students identified as ID have participated in person-centered planning and have a Career Development Plan (CDP). Representatives from the Office of Rehabilitation Services (ORS) and the Department of Behavioral Healthcare, Developmental Disabilities and Hospitals (BHDDH) are invited to their IEP meetings. The high school provides an array of courses that focus on transition skills, both in the general education course offerings and specialized programs provided in special education. Courses such as STEAM, Work Internships, Consumer Science, Community Competency, etc. are available to all	

		students to assure transitional goals are met. Additional transition courses are in development.

The Life Skills special educator is an active member of the East Bay Transition Advisory Committee and attends the TLS meetings. The Transition Coordinator at the East Bay Educational Collaborative has provided consultation to Barrington High School staff and remains readily available for ongoing assistance.

The Barrington Public School District has been participating in the NSTTAC Transition Institute held annually. Through this participation, Barrington engages in district transition planning.

Documentation: Barrington Special Education Procedural Manual on district Special Education website | |
| Result | 4 | **Office of Rehabilitative Services (ORS)** and to the **Department of Behavioral Healthcare, Developmental Disabilities & Hospitals (BHDDH).**

At the high school, the case manager is the point person for referrals to the Office of Rehabilitative Services (ORS) and to the Department of Behavioral Healthcare, Developmental Disabilities & Hospitals (BHDDH).   Referrals are made with a release of information signed by the parent. Barrington has been fortunate to have a consistent ORS counselor who is knowledgeable about the district's services and works collaboratively with students, parents and staff.

Documentation: Data Analysis; Document Review | |
| Result | 5 | **Summary of Performance (SOP) is facilitated by the case managers as appropriate.** | |

		Case managers complete a Summary of Performance for each student when they exit from the high school and the document is maintained as part of the students' records. *Documentation: Interviews; Document Review*	
Result	6	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 Barrington Public Schools are 100% compliant with the requirements. **(State Performance Plan Indicator #13)** *Documentation: Interviews; Document Review*	
Result	7	80% 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 77.2% **(State Performance Plan Indicator #14)** *Documentation: Interviews; Document Review*	