



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

# **School Support System Report and Support Plan**

**Barrington Public Schools  
January 2016**

**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:
  - 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 time lines 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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# **Barrington Public Schools School Support System Review**

## **Record Review Team Leaders**

**Team A – Susan Wood**

**Team B – Sue Constable**

**Team C – Susan Wood**

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	<p><b>1</b></p> <p><b>Least Restrictive Environment Data (State Performance Plan Indicator #5)</b></p> <p>Based on the FY July 1, 2013 – June 30, 2014 State Performance Plan information on Barrington Public Schools Placement is as follows:</p> <p>The percentage of students educated 80 to 100% of the time in general education settings is 70.8% (RI District Average is 71.75%)</p> <p>The percentage of students educated for less than 40% of the time in general education settings is 5.77% (RI District Average is 13.25%)</p> <p>The percentage of students educated in private separate schools, home-bound/hospitalized and private residential schools is 2.9% (RI District Average is 4.35%)</p> <p><i>Documentation: Data Analysis State Performance Plan</i></p>	
Result	<p><b>2</b></p> <p><b>Participation and performance of children with IEPs on statewide assessments (State performance Plan Indicator #3):</b></p> <p>A. The district (disability subgroup that meets the State’s minimum “n” size) did meet the state’s AYP targets for the disability subgroup.</p> <p>B. Participation rate for children with IEPs is 98.86%.</p> <p>C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievements standards is 43.39% [Note: State has individual grade and content area targets (28%). State target is average target across grades and content areas. District target is average percent of student’s proficient across content areas 43.39%.</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	

Result	3	<p><b>Multi-Tiered System of Support (MTSS) Response to Intervention (RTI)/Academics</b></p> <p><b>Elementary Level</b></p> <p>Literacy and math interventions and supports are provided through a multi-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, Grade Level and School Improvement teams. The MTSS teams additionally participate in district-wide training sessions four times a year. 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.</p> <p>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 monitored three times a year with universal screening assessments such as STAR Reading, STAR Math, AIMSWeb Early Literacy and AIMSWeb Early Numeracy. 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 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.</p> <p>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</p>	
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	<p>classroom in a “pull-out” setting. Classroom teachers, reading specialists, special educators, instructional coaches, or paraprofessionals 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 with relevant measures such as STAR Reading, STAR Math, and various AIMSWeb measures. 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.</p> <p>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, Special Educators and Instructional Coaches may provide Tier 3 interventions. 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 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.</p> <p><b>Middle Level</b></p> <p>Literacy and math interventions and supports are provided through a multi-tiered continuum 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 MTSS team, additionally, participates in district-wide training sessions four</p>	
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	<p>times a year. 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 guidance 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.</p> <p>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 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 STAR Reading and STAR Math, 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 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.</p> <p>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 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</p>	
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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 STAR Reading, STAR Math, Reading Plus, and various curriculum based measures. 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.

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 as often 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.

**High School Level**

Academic interventions are implemented through the 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, assistance principals and the math and literacy specialists. The team meets every other week. Students identified through the individual problem solving process with specific academic needs can be supported by 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 teachers as well as 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.

	<p>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 both web-based courses and direct teacher instruction for students who fail to meet proficiency.</p> <p>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.</p> <p>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 the Academic Learning Center. During this intervention block, students access teachers in a small group setting. 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.</p> <p>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</p>	
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		<p>solving teams (RTI Teams) meet every other week to review progress on students receiving Tier 3 interventions.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan Barrington Public Schools MTSS Site <a href="http://bps-rti.weebly.com/">http://bps-rti.weebly.com/</a></p>	
Result	4	<p><b>SPP Disproportionate Representation (State Performance Plan Indicator #9 and #10)</b></p> <p>A review of policies, procedures, and practices conducted, including individual student case reviews, found no disproportionate representation due to inappropriate identification practices. There was, however, an older specific learning disabilities form being used that was not aligned with current regulatory requirements. Please see the finding and support plan in Section 2, Item #5.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	
Result	5	<p><b>Suspension (State Performance Plan Indicator #4a):</b> 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.</p> <p><b>State Performance Plan Indicator #4b</b> Barrington Public Schools cell size is smaller than the State minimum for public reporting.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	
Result	6	<p><b><u>Multi-tiered System of Support (MTSS)/Social Emotional Supports/Social Emotional Resources/Positive Behavioral Supports</u></b></p> <p><b>Elementary Level</b></p>	

	<p>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 effort of several school-based teams which meet on a regular basis: the MTSS, RTI, PBIS, and School Improvement teams. The MTSS teams additionally participate in district wide meetings four times a year. 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, the guidance counselor, and an administrator. Other therapists, teacher assistants and the school nurse may be involved on some teams.</p> <p>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 with the support of a PBIS team. Additionally, whole-class instruction by one of the specialists to support social-emotional learning is available for a variety of topics. Many of the elementary staff are also trained in and utilize Responsive Classroom.</p> <p>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, school social worker, or guidance counselor. Communication around these interventions occurs between home and school on a routine basis. Referral to community resources is made as appropriate. SWIS data including office referrals and daily Check-in/Check-out, is used to formally review progress on a monthly basis..</p> <p>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. SWIS 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.</p> <p>Each of the elementary schools has a team of people certified in the CPI Nonviolent Crisis Intervention Program.</p>	
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**Middle Level**

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

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 supports for students in need. The administrative team along with the guidance 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 three 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.

**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 guidance 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 three days per week. Interventions can include individual and/or group counseling as well as

		<p>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.</p> <p>Barrington High School has a team of people certified in the CPI Nonviolent Crisis Intervention Program.</p> <p><b>School Removals/Disciplinary Policies.</b> Throughout the district, behavioral expectations along with disciplinary action protocols and policies are comprehensively defined in a student handbook.</p> <p><u>Documentation:</u> School Handbooks, MTSS information on Barrington Public School Website, Individual school PBIS documentation</p>	
Result	7	<p><b>Preschool Continuum</b></p> <p>Currently there are a total of 27 preschool students receiving special education through a continuum of services for preschoolers with special needs. For those preschool age 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 most of these children attend regular early childhood preschool programs within the community. When children require more intensive interventions, services may be provided within the Integrated Preschool Program. This program is in its eighth year and provides a high quality preschool experience for children 3-5 years old, with and without special needs. 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 School. Sessions run 2.5 hours per day, 5 days per week. 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 Primrose Hill Preschool is currently engaged in the application process to receive a Bright Stars rating. 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.</p>	

		<p><b>Indicator #6</b></p> <p>A. In this district, the percent of preschool children aged 3-4 with IEPs attending a general education early childhood program and receiving the majority of special education services in the general early childhood program was 84%. Over the years the district has developed the capacity to meet the needs of children with the most severe needs at the preschool level. Within the classroom setting, students have access to layered supports and only in unique circumstances do preschool age children require a more restrictive out of district placement.</p> <p>B. The percent of children aged 3-5 with IEPs attending a separate special education class, separate school or residential facility was 2%.</p> <p><b>State Performance Plan Indicator #7</b></p> <p><b>Statement 1.</b> 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:</p> <ul style="list-style-type: none"> <li>▪ Positive social-emotional skills (including social relationships); 88.90%</li> <li>▪ Acquisition and use of knowledge and skills (including early language/ communication and early literacy); 77.80% and</li> <li>▪ Use of appropriate behaviors to meet their needs 100%</li> </ul> <p><b>Statement 2.</b> The percent of preschool children who were functioning within age expectations in each Outcome by the time they exited the program were:</p> <ul style="list-style-type: none"> <li>▪ Positive social-emotional skills (including social relationships); 87%</li> <li>▪ Acquisition and use of knowledge and skills (including early language/ communication and early literacy): 87% and</li> <li>▪ Use of appropriate behaviors to meet their needs: 95.70%</li> </ul> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	
Result	8	<p><b>Program Continuum Elementary Level</b></p> <p>There are 1,435 students at the elementary level and approximately 205 have IEPs. The special education program continuum is as follows:</p>	

	<p>Barrington Public Schools provides to children with disabilities a continuum of special education programs and services providing 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 regular education environment occurs only if the nature or the severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactory and is a the decision of the IEP team (RI Regulations Governing the Education of Children with Disabilities, 2013). Students may require support in the general education classroom provided by a teacher assistant as part of the IEP accommodations.</p> <p>Academic support is provided by special education teachers in co-taught inclusive classrooms, during the workshop model in small groups within the general education classroom and small group instruction in the resource setting.</p> <p>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 groups or individual sessions.</p> <p>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. 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 individual systems of support for students while they engage in the general education curriculum.</p> <p>A speech and language therapist and occupational therapist comprise Barrington's 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 needs in assistive technology and interface with the district's tech team.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation; Barrington Special Education Procedural Manual on district Special Education website</p>	
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Result	9	<p><b>Program Continuum Middle Level</b></p> <p>There are 845 students attending the middle school, 80 are students with IEPs. The special education program continuum is as follows:</p> <p>Students are assigned to a cluster of approximately 100 students and 4 general education teachers. Special Education teachers are assigned to grade levels and begin with a sixth grade group and move with the group for the next two years in grades seven and eight. For students with Individual Education Plans, specialized instruction is provided through inclusionary practices such as co-teaching, as well as resource support by the grade level special education teacher.</p> <p>A Life Skills program 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 reteaching of instruction as well as instruction in application academic skills taught by a special educator.</p> <p>The Alternative Learning Program (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. The goal of the program is to provide students with the supports to make appropriate decisions, enhancing their self-image and maximizing their success in the classroom as well as their whole school experience. The ALP has successfully supported students who may otherwise require an out of district placement. A Clinical Psychologist is available three days per week to provide consultation to the ALP staff, school personnel and parents.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation; Barrington Special Education Procedural Manual on district Special Education website</p>	
Result	10	<p><b>Program Continuum High School Level</b></p> <p>At Barrington High School there are approximately 1022 and 133 students have IEPs. The program continuum includes co-taught classes in grades ninth through twelfth. Specific co-taught classes are chosen over the summer depending on enrollment and overall student need. Special educators who co-teach attend academic department common planning time on a biweekly basis.</p>	

		<p>Academic support is provided in co-taught classes as well as in a resource class. Students who have an IEP and also have PLPs or math intervention plans also receive services from the literacy and/or math specialist.</p> <p>Students who have significant social and emotional needs may receive support through the Alternative Learning Program (ALP). Three classroom settings consisting of three teachers, three classroom teacher assistants and a consulting clinical psychologist, serve approximately 20 students. The ALP class settings serve as a home base for the students to process any challenging social/emotional situations, with the goal of returning to the general education classes. The ALP teachers also co-teach general education classes. Two transition elective courses are taught in the ALP setting (Career Exploration and Daily Living). The program is designed to support students as they access courses in the general education setting.</p> <p>The Life Skills program is available for students with significant intellectual disabilities. This program consists of a continuum of functional, transitional and vocational courses. In addition to the academic program, students participate in community-based experiences and job experiences. Students access public transportation for the majority of these experiences. Students (18-21 years of age) have a blended program with some of the student's day spent in school and some of the day experiencing community-based opportunities with utilization of services through adult programs. Some students may also participate in the Transition Academy via the East Bay Collaborative.</p> <p>The Barrington High School Athletic program participates in the Interscholastic League, supporting Unified Sports teams in Basketball and Volleyball. Barrington also has a Unified Theater program.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation; Barrington Special Education Procedural Manual on district Special Education website</p>	
Result	11	<p><b>Adaptive Physical Education (APE)</b></p> <p>Students are identified as needing Adaptive Physical Education through the evaluation process. The Adapted Physical Education Assessment Scale is used to evaluate motor performance. Adaptive Physical Educators provide APE to 41 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</p>	

		<p>and in some instances provide additional service, modifications and accommodations for students qualifying for APE services.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation; Barrington Special Education Procedural Manual on district Special Education website</p>	
Result	12	<p><b>Extended School Year (ESY)</b> 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. Examples of services provided are in the areas of reading, math, writing, community based training, social skills training, as well as related services. ESY services provided are documented through the IEP progress report process.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Barrington Special Education Procedural Manual on district Special Education website</p>	
Result	13	<p><b>Local Special Education Advisory Committee (LAC)</b></p> <p>A local advisory committee with membership, operation, and scheduled meetings, consistent with Regents' requirements is in place and is supported by the district.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p>	
Result	14	<p><b>School Efforts to Partner with Parents (State Performance Plan Indicator #8)</b></p> <p>The public school district's rate of parent participation in the annual Special Education Statewide Parent Survey (2014-2015) is 24.89% of parents whose children have IEPs.</p> <p>Of parents with a child receiving special education services who participated in the last survey, the percent that reported that their school's efforts to involve parents as a</p>	

		<p>means of improving services and results for children with disabilities are at or above the state standard is 45%.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	
Result	16	<p><b>Drop Out / Graduation Rate (State Performance Plan Indicator #1 and #2)</b></p> <p>The Barrington Public Schools graduation rate is 93.7% for all students and 73% for students with disabilities. These rates are higher than the state average rates of 80.7% for all students and 61.9% for students with disabilities.</p> <p>The Barrington Public Schools dropout rate is 1.1% for all students and 2.7% for students with disabilities. These rates are lower than the state average rates of 8% for all students and 15.79% for students with disabilities.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	

## 2. EVALUATION / INDIVIDUAL EDUCATION PROGRAM (IEP)

Indicator		Findings	Support Plan
Result/ Compliance	1	<p>Records of approximately ten 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>-Specific learning disabilities identification form used was not aligned to regulatory requirements.</li> <li>-Some goals were not measureable/quantifiable.</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> Immediately and ongoing 2016</p> <p><b>Progress Check:</b> October 2016</p> <p><b><u>FOLLOW-UP FINDINGS:</u></b></p>

Result	2	<p><b>Child Outreach</b></p> <p>Barrington's child outreach screenings are available in a range of community-based early childhood programs and by appointment. 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.</p> <p>The child outreach coordinator provides access to annual developmental screening for all 3, 4, and 5 year olds residing or attending early childhood programs within the district. Screenings take place in private preschools, daycare centers, and public preschools, as well as monthly at the Barrington Public Library. 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 mail. Child Outreach data is also entered into KIDSNET, a secure state-wide data base. It is noted that Barrington has the highest percentage of child outreach screenings in Rhode Island.</p> <p>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.</p> <p>The state target for screening is 80% of children ages 3, 4, and 5. In Barrington's most recent Consolidated Resource Plan, the district reports the following screening percentages:</p> <ul style="list-style-type: none"> <li>● 3 year olds: 36.88%</li> <li>● 4 year olds: 65.14%</li> <li>● 5 year olds: 87.89%</li> </ul> <p><u>Documentation:</u> State Performance Plan; Data Interviews; RI Annual Child Outreach Screening Rates Report; Barrington Special Education Procedural Manual on district Special Education website</p>	
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Result	3	<p><b>Child Find (State Performance Plan Indicator #11)</b></p> <p>Barrington Public Schools for the 2014-2015 year was at 100% compliance for meeting evaluation timelines for initial referrals. As of January 2016 to Barrington Public Schools was thus far at 100% compliance for meeting evaluation timelines for initial referrals for the 2015-2016 school year.</p> <p><u>Documentation:</u> State Performance Plan Data</p>	
Result	4	<p><b>Student Accommodations and Modifications</b></p> <p>Throughout the district, general educators access student's accommodations via an electronic data base (Aspen). Aspen is used as the data management system for the district. Through 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 the students' teachers to review accommodations and modifications and assist the teachers to implement these in the classroom. Collaboratively, the teachers and case managers assess the student's continued need for accommodations and modifications identified in the IEP.</p> <p><u>Documentation:</u> Data Analysis; Document Reviews</p>	
Result/ Compliance	5	<p><b>Specific Learning Disabilities Determination</b></p> <p>Through the MTSS process, students who are not achieving benchmark on grade level formative and summative assessments and classroom performance receive Tier 2 and 3 interventions and progress monitoring data is collected. After a period of time, if a student evidences a lack of progress and/or a significant gap in performance, the student is referred to and reviewed by the school's Evaluation Team. At this level, the student's response to researched based interventions through review of progress monitoring data, standardized assessments, student performance on district benchmarks, course grades and report cards, curriculum based measures, state testing results, parent and student input, and observation in the classroom are reviewed when a team is considering a specific learning disability. After this point, the team determines if a disability is suspected. If a disability is suspected, the team decides on what further evaluations are needed as part of a comprehensive special education evaluation. The Rhode Island Criteria and Guidance for the Identification of Specific Learning Disabilities document was utilized to develop Barrington's process of identification. The</p>	<p>The district will review and revise its specific learning disabilities determination form. Staff will receive professional development on the revised procedures and protocols.</p> <p><b>Timeline:</b> Immediately and ongoing 2016</p> <p><b>Progress Check:</b> December 2016</p> <p><b><u>FOLLOW-UP FINDINGS:</u></b></p>

	<p>specific learning disabilities documentation form is then completed by teams in determining eligibility.</p> <p>Record reviews revealed that the district is using an old specific learning disabilities determination form that is not aligned to current regulatory practices.</p> <p><u>Documentation:</u> Record Review; Barrington Special Education Procedural Manual on district Special Education website</p>							
Result	<p>6 <b>Due Process Information (State Performance Plan Indicators)</b></p> <p>Over the past three years Barrington had the following complaints, mediations or hearings:</p> <p><b><u>COMPLAINTS</u></b>  <b><u>2013 - 2015</u></b>  <b><u># of Complaints:</u> No complaints during this period</b></p> <p><b>MEDIATIONS</b>  <b><u>2013 - 2015</u></b>  <b><u># of Mediations:</u> No mediations during this period</b></p> <p><b><u>HEARINGS</u></b>  <b><u>2013</u></b>  <b><u># of Hearings:</u> 1 hearing during this period</b></p> <table border="1" data-bbox="312 1112 1318 1261"> <thead> <tr> <th data-bbox="312 1112 493 1183"></th> <th data-bbox="493 1112 812 1183">ISSUE(S)</th> <th data-bbox="812 1112 1318 1183">FINDING(S)</th> </tr> </thead> <tbody> <tr> <td data-bbox="312 1183 493 1261">Hearing #1</td> <td data-bbox="493 1183 812 1261">Other</td> <td data-bbox="812 1183 1318 1261">Withdrawn Parent</td> </tr> </tbody> </table>		ISSUE(S)	FINDING(S)	Hearing #1	Other	Withdrawn Parent	<p>All instance of noncompliance are verified as corrected by due process personnel.</p>
	ISSUE(S)	FINDING(S)						
Hearing #1	Other	Withdrawn Parent						

	<b><u>2014</u></b>										
	<b><u># of Hearings: 2 hearings during this period</u></b>										
		<table border="1"> <thead> <tr> <th></th> <th>ISSUE(S)</th> <th>FINDING(S)</th> </tr> </thead> <tbody> <tr> <td>Hearing #1</td> <td>Other</td> <td>Dismissed</td> </tr> <tr> <td>Hearing #2</td> <td>Placement</td> <td>Resolution Session Agreement</td> </tr> </tbody> </table>		ISSUE(S)	FINDING(S)	Hearing #1	Other	Dismissed	Hearing #2	Placement	Resolution Session Agreement
		ISSUE(S)	FINDING(S)								
Hearing #1	Other	Dismissed									
Hearing #2	Placement	Resolution Session Agreement									
<b><u>2015</u></b>											
<b><u># of Hearings: 0 hearing during this period</u></b>											
<u>Documentation:</u> Data Analysis, RIDE, due process data base											

### 3. IDEA TRANSITION

Indicator		Findings	Support Plan
Result	1	<p><b>Part C to Part B Transition (Indicator #12)</b></p> <p>The District manages the transition of children from Part C Early Intervention (EI) to preschool special education. A data base of all EI referrals is maintained and upcoming birth dates are monitored to ensure that meetings are scheduled in a timely manner. Last year's consolidated resource plan (CRP) indicated that the district achieved 100% compliance and that all 10 children referred from Early Intervention and found eligible for preschool special education had IEPs developed and implemented by their 3<sup>rd</sup> birthday.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan, Barrington Special Education Procedural Manual on district Special Education website</p>	



Result	2	<p><b>IDEA Transition Planning at the Middle Level</b></p> <p>In Barrington, students transition from fifth grade to sixth grade in the Middle School. There are several components to the transition process for students and their parents. During the spring semester, IEP meetings are held for fifth grade students and a representative from the special education case managers at the middle school attend the IEP meeting to provide pertinent information about the service delivery model at the middle school. If warranted, other middle school staff also attend, such as the psychologist, social worker, clinical psychologist and principal. In late spring, the Ambassador program provides several weekly visits to the middle school for students who may need that level of exposure to the middle school environment prior to the start of the new school year. The Ambassadors, which number about 60 students, learn about various aspects of the middle school each week and then report to their peers upon returning to their fifth grade classrooms. Parents are invited to a general session for all parents with the Middle School principal and staff. In addition, the curriculum leader for special education at the middle school, along with a parent, offers an evening presentation to fifth grade parents providing information about the service delivery model at the middle school as well as helpful tips for incoming students. Finally, during the ESY session, fifth graders attend ESY at the Middle School, in part to assist with their transition in the fall.</p> <p>During the Middle School years, students develop their individual learning plan (ILP) which began in the fifth grade and which include an interest inventory identified through Way To Go RI. Students that turn 14 years old in the middle school begin the secondary transition process beginning with a review of their interests, which informs the Secondary IEP. Students identified as intellectual disability (ID) have participated in person-centered planning, and Career Development plans are developed. The Special Educator at the Middle School participates in the Teacher of Life Skills (TLS) meetings and works closely with the Life Skills special educator at the high school. Students participating in ESY at the Middle School Level practice their academic and social skills in community based settings.</p> <p><u>Documentation:</u> Data Analysis; Record Reviews; Barrington Special Education Procedural Manual on district Special Education website</p>	
Result	3	<p><b>IDEA Transition Planning at the High School Level</b></p> <p>Students transitioning to Barrington High School participate in transitioning activities in addition to the regular education planned activities. Case managers for the Middle School and High School plan visitations to the high school dependent upon each</p>	

		<p>student's needs. During the summer months, additional visits take place with planned activities to assist students in learning about their new school. The Department Chair in Special Education at the High School schedules a meeting for new parents to discuss information about the service delivery model as well as helpful information about the school. A representative from the high school special education staff also participates in the IEP meetings for all eighth grade students. This ensures that high school staff is familiar with the strengths and needs of the students. It also allows the student and his/her parent(s) to connect with high school staff and to gain more information about high school programs and services.</p> <p>Transition Planning from the High School to post-secondary is individualized for each student dependent upon their individual 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. ORS and DDD 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.</p> <p>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.</p> <p>The Barrington Public School District has been participating in the NSTTAC Transition Institute held annually for the past four years. Through this participation, Barrington has developed a district transition plan utilizing the NSTTAC Planning Tool. This plan is continually updated and identifies areas of improvement and progress towards these areas.</p> <p><u>Documentation:</u> NSTTAC Planning Tool; Barrington Special Education Procedural Manual on district Special Education website</p>	
Result	4	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	

		<p>of information signed by the parent. Barrington has been fortunate to have a consistent ORS counselor for over twelve years who is knowledgeable about the district's services and works collaboratively with students, parents and staff.</p> <p><u>Documentation:</u> Data analysis; Document Review</p>	
Result	5	<p><b>Summary of Performance (SOP) is facilitated by the case managers as appropriate.</b></p> <p>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.</p> <p><u>Documentation:</u> Data analysis; Document Review</p>	
Result	6	<p>Youth with IEPs aged 16 and above with an IEP that includes appropriate measurable post-secondary 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. <b>(State Performance Plan Indicator #13)</b></p> <p><u>Documentation:</u> Data analysis; Document Review</p>	
Result	7	<p>69% of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and have been employed, enrolled in post-secondary school, or both within 1 year of leaving high school. The state average was 79% <b>(State Performance Plan Indicator #14)</b></p> <p><u>Documentation:</u> Data analysis; Document Review</p>	