



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

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**School Support System Report and Support Plan**

**Lifespan School Solutions: The Bradley Schools  
April 2019**

## **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 20 students with exceptionalities is selected; the records of these students are reviewed; their parents, teachers and related service providers are interviewed, and their classrooms are observed. The result is an in-depth, unified examination of the actual provision of programs and services for students with exceptionalities. The RIDE staff compiles a preliminary summary of their analyses of this data.
- **Presentation by the LEA and School Site Review:** The on-site review begins with a presentation of programs by teachers and staff. The presentation provides the review team with general and specific information on delivery of programs and services to students. Following this presentation, on-site reviews to all schools are made. The team members interview school administrators and teaching staff. Parents and central office staff are also interviewed. The team gathers sufficient information and works with the LEA personnel to generate a report, covering the following:
  - The district's compliance with the state and federal regulations, relative to the education of students with exceptionalities.
  - The quality and effectiveness of programs and services provided by the district.
  - The need for professional development and technical assistance that will enable the LEA to improve programs and services.
- **The Support Plan:** The Ride team, LEA central office and building administrators meet to review the data and complete a report of results. The group designs a professional development/technical assistance support plan with timelines for implementation. This plan enables the school and district to correct areas of non-compliance and to strengthen promising programs and correct areas of weakness in order to improve services and programs for all students.
- **The SSS Report:** The report summarizes the findings from the various data sources. The format of the report uses four divisions: Indicators, Findings, Documentation, and Support Plan. Indicators describe either performance or compliance. Findings can include a variety of some six categories, from School Improvement to Free Appropriate Public Education in the Least Restrictive Environment. The documentation section of the report distinguishes the source of the finding. The support plan reflects the response to the described findings. The support plan describes the corrective action by the district as well as resources and time lines to improve programs and services.

## **TABLE OF CONTENTS**

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

# **Nonpublic School School Support System Review**

## **Team Members**

**Team A – Susan Wood, 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	<p>The RIDE, Office of Students, Community &amp; 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.</p>	
Result	2	<p><b><u>Program Overview</u></b></p> <p>Lifespan School Solutions (LSS) is the parent corporation of the Bradley Schools (an affiliate of Bradley Hospital). Bradley Schools are nonpublic special education day school programs servicing students referred from public schools. Lifespan School Solutions has five separate school sites in Cumberland, Providence, South County, Portsmouth, RI and Uncasville CT in addition to eight partnership classrooms embedded with public school districts in Rhode Island.</p> <p><b><u>Mission</u></b></p> <p>The mission of Lifespan School Solutions, Inc. is to provide innovative, comprehensive, and individualized educational services. The goal is to enable students to achieve to their full potential, resulting in academic and social-emotional success as they transition into their future.</p> <p>Bradley School's implementation of technology based assessment, instruction and intervention has been in place since 2012. Blended learning is a Bradley School cornerstone that has allowed teachers access to Common Core State Standards aligned curriculum for students with a variety of learning styles and needs. As teachers are often teaching multiple grade levels and content areas the blended learning programs differentiate for students with significant learning disabilities as well as those ready for advanced placement courses. This access has significantly impacted the increase in expectations and rigor of the curriculum.</p> <p>A separate student internet portal was installed at all Bradley School sites and there is a chromebook for each student as well as a variety of assistive technology tools. Bradley Schools created and hired a School Technology Specialist in 2018 to support the staff and students. A significant amount of professional development and training has taken place for staff now using Google Classroom.</p>	

Bradley School staff believe that implementing the curriculum in this manner has assisted in increasing student preparedness to transition back to the public school curriculum, prepare for state and district assessment and capitalize on student motivation to use the most current and innovative technology.

**Common Core State Standard aligned K-12 curricula:** (REQUIRED TO BE USED FOR ALL STUDENTS)

- Grades K-6: Reading Street and Envision Math
- Grades K-6: Scott Foresman Science
- Grades K-5: Pearson My World Social Studies
- Grades 6-12: Apex Learning- All Subjects
- Grades K-12+: Unique Curriculum: All subjects (used for students eligible for alternate curricula/assessment)
- Grades PreK-5: Touch Math (used for students eligible for alternate curricula/assessment)

**Supplemental Materials** (CHOSEN BY THE SPECIAL EDUCATION TEACHER AS APPROPRIATE TO EACH INDIVIDUAL STUDENT'S NEEDS)

- Grades K-6: Writing A to Z
- Grades 7-12: Achieve Writing Center
- Grades K-6: Reading A to Z and Science A to Z
- Grades K-12: Brainpop/Brainpop Junior– All subjects
- Grades 3-12: Gizmos – Science and Math
- Grades 8-12: CNN10
- Grades K-10: Let's Go Learn: Reading and Math
- Graders K-2: Smarty Ants
- Grades K-2: Starfall
- Grades K-5: SplashMath
- Grades K-8: Spelling City
- Ages 14+: Virtual Job Shadow
- Khan Academy
- Scholastic Magazine
- Geography Spin
- Science Spin
- News Current
- Izzit.org
- CurrentEvent.Org
- LearningAlly
- Google Platform
  - Socrative
  - Formative
  - Google Forms
  - Quizlet Live

		<ul style="list-style-type: none"> <li>○ Quizizz</li> <li>○ Kahoot</li> <li>○ Quizalize</li> <li>○ Edpuzzle</li> </ul> <p>To support a multicultural approach, Bradley Providence formed a committee on Equity &amp; Diversity which publishes a monthly newsletter for all staff of LSS.</p>	
Result	3	<p><b><u>Student Support and Intervention</u></b></p> <p>Bradley Schools has an Educational Leadership Team comprised of the Education Director and the Senior Teachers from each of their sites. This team meets monthly to review data, problem solve current educational initiatives, create consistency among sites and work as a team to maintain educational focus.</p> <p>The Senior Teachers spends one day per week assisting teachers, reviewing educational reports, communicating with their site directors and clinicians about the educational needs and changes in their programs, and coaching in the classrooms. Additionally, there are many opportunities for educational leadership growth and capacity building with other special educators who serve as mentors for new teachers, teacher of record for substitute teachers, alternate assessment department chair, middle and high school department chair, reading and math chair people, and statewide assessment coordinators to provide student and class specific support, modeling and coaching.</p> <p>Significant efforts have been placed the past several years on professional development in the areas of Social Emotional Learning, Implementing the RI SEL Standards into the IEP process, Google Classroom, Specialized instruction within a rigorous Common Core State Standards classroom, student focused IEP development process and procedure, IEP frameworks for IEP presentation, and progress monitoring tools and analysis for data driven instruction and focus on student growth. Academic interventions include the use of technology based data to assist in pinpointing data-based academic needs and potential supports. These interventions include the following:</p> <p><u>Interventions (USED BY THE TEACHER TO DELIVER SPECIALIZED INSTRUCTION SPECIFIC TO THE GOALS/NEEDS OF THE STUDENTS IEP)</u></p> <ul style="list-style-type: none"> <li>• Grades K-2: SmartyAnts</li> <li>• Grades 3-12: Achieve3000</li> <li>• Grades PreK-12: IXL Math (Algebra 1&amp; 2, Geometry, Precalculus)</li> <li>• Grades PreK-12: IXL Language Arts</li> <li>• Grades 2-8: IXL Science and Social Studies</li> <li>• Grades K-5: Math ADDVantage</li> <li>• Orton Gillingham (multisensory, sequential phonics-based system -basics of word formation)</li> <li>• Edmark Reading Program (word recognition method with errorless reading approach)</li> </ul>	

**Clinical Supports and Services**

There is a psychologist, school social worker and/or board certified behavior analyst (BCBA) assigned to each class. The psychologist, social worker, and BCBA is “Team Leader/Coordinator” for social/emotional supports and is the lead for school-based clinical supports. They work in conjunction with the classroom teach to support social/emotional learning.

In addition, clinical supports and services are provided by our child psychiatrist, and child/adolescent psychologists, most of whom have faculty appointments at the Alpert Medical School of Brown University. Clinical supports and services are also provided by our clinical/school social workers and a BCBA. All support the classroom teams of special education teachers and classroom behavior specialists to ensure that student’s needs are met and staff training and support are provided.

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

The Clinical Directors meet biweekly with the Director of Education to coordinate educational programming and needs throughout the program. The Director of Education also meets weekly at each site with the Senior Teacher and Clinical Director to review, discuss and support the educational needs of each program.

**Social Emotional Learning**

The Bradley School uses reinforcement-based positive behavior support plans in all classrooms that are tailored for each individual student. That is, students earn positive incentives for appropriate behaviors fully integrated into the classroom. Most of the support plans involve a level system in which students earn privileges based on their behavior in the classroom. Students may also have individualized plans or contracts.

**Social Emotional Learning Tools:**

Bradley School recently implemented The RIDE SEL Standards within their program and IEP development. The Devereux Students Strengths Assessment (DESSA), originally developed by the Devereux Center for Resilient Children. It is a standardized, strength-based measure of the social and emotional competencies of children in kindergarten through 12<sup>th</sup> grade.

*This is a compilation of practices that clinicians use. While not exhaustive, it reflects many of their practices. The particular curricula vary and are selected based upon the needs of the individual student, group, or classroom. Not all students are exposed to all of these.*

**Educational curricula/programming supporting SEL:**

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

**Formal programs include:**

- Jed Baker's social skills program/strategies
- Michelle Garcia-Winner's social problem solving, including Superflex and Social Detective
- Anger/Mood Management evidence based packages (Zones of Regulation)
- Model Me Kids
- Incredible Five Point Scale
- The Social Express
- Social Stories
- Comic Book Scripts
- Zones of Regulation

**Processes and strategies:**

- Positive behavior support plans
  - Classroom-wide
  - Individualized plans
  - Include token economies, levels of privileges, group incentives—tailored to the individual and the classroom grouping
- Coaching sessions: clinician, classroom staff, behavior specialist/ coordinator
- Speech Language Pathologist: social pragmatics groups/interventions
- Occupational therapist:

		<ul style="list-style-type: none"> <li>○ sensory strategies</li> <li>○ relaxation groups</li> <li>○ Yoga</li> <li>○ SEL Regulations strategies</li> <li>● Social skills coaching</li> <li>● Visuals of coping strategies</li> <li>● Video modeling</li> <li>● Offering choices—in general and sometimes formally using “choice boards” or similar strategies</li> <li>● Community outings and social skills support</li> <li>● Vocational tasks and associated social coaching</li> <li>● Processing forms—problem-solving strategies for when students experience significant distress or behavioral crisis</li> <li>● Role-playing</li> </ul> <p>School Removals/Disciplinary Policies</p> <p>Disciplinary policies and practices are clearly defined through the student/parent handbook.</p>	
Result	4	<p><b>Program Continuum</b></p> <p>The Bradley Schools work with students with a variety of social, emotional and behavioral issues. In addition, Bradley services students with developmental disabilities eligible under Alternate Assessment. Diagnoses include Autism Spectrum Disorder, Emotional Disturbance, Intellectual Disabilities, Multiple Disabilities, Other Health Impairment, Specific Learning Disabilities and Traumatic Brain Injury. Current enrollment exceeds 400. The breakdown is as follows:</p> <ul style="list-style-type: none"> <li>– Bradley School Providence has 17 classrooms with 143 students</li> <li>– Bradley Portsmouth has 11 classrooms with 88 students</li> <li>– Bradley School South County has 7 classrooms with 55 students</li> <li>– Bradley School North (Cumberland) has 8 classrooms with 69 students</li> <li>– (Bradley School in CT has 6 classrooms with 60 students)</li> </ul> <p>The classroom teacher is the lead for all curriculum and instruction with support from the behavior specialists. Special educators and classroom behavioral specialists meet</p>	

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

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

#### Partnership Programs

There are 8 Partnership Classrooms. These are Bradley School classrooms staffed and served by Bradley personnel. The classes are physically located within various public school districts throughout the State. This is collaborative partnership with the respective districts and the Bradley Schools. Partnership classrooms are currently located in the following districts: Johnston, Middletown, Tiverton, North Providence and North Smithfield. These classrooms replicate transitional bridges between self-contained settings and return to district full time. Benefits include but are not limited to the following:

- Flexibility to gradually increase students' participation in activities of a general education school day in a gradual, step-wise fashion as the student is ready.
- Public schools offer real life experiences for students to generalize skills that they have learned, such as crowded hallways, arrival/departure, cafeteria, using a school bathroom, rotating schedules, etc.
- Significant reduction in suspension from school. Every partnership classroom is attached to one of the stand-alone school sites. Crisis episodes or acute periods can be managed without necessarily disrupting the students' school placement.
- Students also have easy access to mainstream classes while still being supported by Bradley staff.

		<ul style="list-style-type: none"> <li>- Bradley teachers use materials from the general education classrooms to prepare a child to be successful prior to beginning in the mainstream.</li> <li>- Partnership classes also provide access to academic subjects like foreign languages, specialized sciences with labs, advanced placement classes, wider variety of mathematics, English, and social studies classes (Students in stand-alone Bradley School sites have access to these classes via blended learning programs).</li> <li>- Partnership classrooms support families within their local school community while still maintaining clinical and educational support for their child's unique needs.</li> </ul>	
Result	5	<p><b>Adaptive Physical Education (APE)</b></p> <p>Adaptive physical education (APE) is provided per the IEP as appropriate.</p> <p><u>Documentation:</u> Data Analysis</p>	
Result	6	<p><b>Extended School Year (ESY)</b></p> <p>Students eligible for ESY continue to receive their services as outlined in the IEP to support goal attainment, student progression and consistency.</p> <p><u>Documentation:</u> Data Analysis</p>	
Result	7	<p><b>Parent Engagement</b></p> <p>Throughout the Bradley Schools there are parent teacher conferences as requested and a significant number of student planning meetings above and beyond the annual IEP meetings.</p> <p>Many students have daily communication journals that go back and forth between home and school, however, the clinician is the main communicator between the family and the school and will initiate regular communication with the families through phone calls and meetings as needed. Clinicians also do a significant amount of work to connect families to community based providers and services.</p> <p>The Portsmouth School site has a newsletter called the "Bradley Buzz" which is written and published by students.</p>	

	<p>Bradley also has established a homework plan for each classroom and every student/class has some system for homework completion to support expectations for academic growth and transitioning to a less restrictive setting.</p> <p>Several family and student events occur throughout the sites including March Into Reading, Autism Awareness Month, Student Art Showcases, and annual graduation ceremonies.</p>	
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## 2. EVALUATION / INDIVIDUAL EDUCATION PROGRAM (IEP)

Indicator		Findings	Support Plan
Result	1	<p><b>Student Accommodations and Modifications</b></p> <p>All co-curricular educators and service providers have access to student IEPs to become familiar with accommodations and modifications supporting student learning. Special educators will meet with appropriate staff informally to provide information regarding learning styles and needs.</p> <p><u>Documentation</u>: Data Analysis; Interviews; Document Reviews</p>	

## 3. IDEA TRANSITION

Indicator		Findings	Support Plan
Result	1	<p><b>IDEA Transition Planning</b></p> <p>Bradley School has a vocational team that consists of the Director of Education, a Clinical Directors, Classroom Behavior Specialists and Special Educators that support transition age students. The team meets to discuss current topics related to transition and attend trainings such as the RIAPSES Transition Institute, local regional transition advisory councils and the teachers of life skills network. Teachers are expected to complete a minimum of 3 transition assessments annually for all students beginning at the age of 14.</p> <p>Bradley School students use Virtual Job Shadow as a transition planning tool. Sites also coordinate several job talks and tours to broaden student knowledge of school to career possibilities.</p>	

		<p>Current vocational work placements/experiences for all students (those on a diploma path and those alternately assessed), as appropriate, include but are not limited to the following:</p> <ul style="list-style-type: none"> <li>• PieZoni's</li> <li>• Walmart</li> <li>• Ballfield</li> <li>• CADD Outpatient</li> <li>• Lazicki's Birdhouse and Rescue</li> <li>• TJ Maxx</li> <li>• Jade</li> <li>• Critter Hollow Farm</li> <li>• Meals on Wheels</li> <li>• PetCo</li> <li>• Marshalls</li> <li>• Highland Farm</li> <li>• South Kingstown Parks &amp; Recreation</li> <li>• Domino's</li> <li>• RI Yoga Studio</li> <li>• Dr. Lauren's Office-South County Behavioral Therapy</li> <li>• Dr. Meredith's Office- Private Practice</li> <li>• Horses Bring Hope Farm</li> <li>• Stoney Creek Farm</li> <li>• North End Pizza</li> </ul> <p>Team leaders coordinate with the sending LEA all related academic needs/credits to assure students planning in attaining a diploma. The Bradley Schools offer a variety of both school-based and community-based vocational opportunities to students. Further, vocational-based elective courses are offered for credit.</p> <p>All components of the Employment First Policy are followed by the Bradley Schools in conjunction with the student's local school district.</p> <p><u>Documentation:</u> Data Analysis; Interviews</p>	
Result	2	<p>The team leader from Bradley Schools works with the sending districts in assisting with referrals to the <b>Office of Rehabilitative Services (ORS)</b> and to the <b>Department of Behavioral Healthcare, Developmental Disabilities &amp; Hospitals (BHDDH)</b>.</p> <p><u>Documentation:</u> Interviews; Document Review</p>	

Result	3	<b>Summary of Performance (SOP)</b> is facilitated by the case managers in conjunction with the clinicians as appropriate.  <u>Documentation:</u> Document Review	