

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

School Support System Report and Support Plan

Barrington Public Schools
January 2011

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 with the Local Education Agency (LEA) to plan the site review and identify issues or initiatives that may influence programs or service delivery.
- **Data Analysis Meeting** The RIDE staff meets to review LEA demographic information on selected reports including: the LEA annual plan, census information, and information collected through record review, staff questionnaires and parent interviews. To ensure that the child is at the center of the study, all analyses begin with the child. Thus, a sample of approximately 30 students with exceptionalities is selected; the records of these students are reviewed; their parents, teachers and related service providers are interviewed, and their classrooms are observed. The result is an in-depth, unified examination of the actual provision of programs and services for students with exceptionalities. The RIDE staff compiles a preliminary summary of their analyses of this data.
- **Presentation by the LEA and School Site Review** The on-site review begins with a presentation of programs by teachers and staff. The presentation provides the review team with general and specific information on delivery of programs and services to students. Following this presentation, on-site reviews to all schools are made. The team members interview school administrators and teaching staff. Parents and central office staff are also interviewed. The team gathers sufficient information and works with the LEA personnel to generate a report, covering the following:
 - The district's compliance with the state and federal regulations, relative to the education of students with exceptionalities.
 - The quality and effectiveness of programs and services provided by the district.
 - The need for professional development and technical assistance that will enable the LEA to improve programs and services.
- **The Support Plan** The RIDE team, LEA central office and building administrators meet to review the data and complete a report of results. The group designs a professional development/technical assistance support plan with timelines for implementation. This plan enables the school and district to correct areas of non-compliance and to strengthen promising programs and correct areas of weakness in order to improve services and programs for all students.
- **The SSS Report** The report summarizes the findings from the various data sources. The format of the report uses four divisions: Indicators, Findings, Documentation, and Support Plan. Indicators describe either performance or compliance. Findings can include a variety of some six categories, from School Improvement to Free Appropriate Public Education in the Least Restrictive Environment. The documentation section of the report distinguishes the source of the finding. The support plan reflects the response to the described findings. The support plan describes the corrective action required 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 Plan (IEP)
3. Transition

***Barrington Public Schools
SCHOOL SUPPORT SYSTEM REVIEW***

TEAM MEMBERS

Team A* – *Melissa MacDonald, Julie Mayhew, Polly Gillie

Team B* – *Jane Keane, Anne Fartura

Team C* – *Susan Wood, Carolyn Aspinwall

1. FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE/LRE)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
		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.	Data Analysis State Performance Plan		
Result	1	<p>Least Restrictive Environment Data</p> <p>Based on the FY July 1, 2009 – June 30, 2010 State Performance Plan information on Barrington School District's Placement Data is as follows:</p> <p>Percentage of students' educated 80 to 100% of the time in general education settings is 76.58%. (RI District Average is 70.67%)</p> <p>Percentage of students' educated for less than 40% of the time in general education settings is 6.05% (RI District Average is 14.71%)</p> <p>Percentage of students' educated in private separate schools, homebound/hospitalized and private residential schools is 2.25% (RI District Average is 4.94%).</p>	Data Analysis State Performance Plan		
Result	2	<p>Instructional Strategies and Supports</p> <p>Throughout the schools there were examples of student centered, teacher facilitated differentiated instruction, with posted rubrics, modeling, cooperative learning, student lead projects and problem solving, posted agendas and student work along with homework assignments, independent self-selected reading and journal writing all aligned to the Early Learning Standards, GLE's and GSE's.</p> <p>Use of student assessment and performance data to inform instructional practices was evident throughout the district. School administration and school faculty review student data in a variety of ways and formats. The focus of review is to create strategies to improve student academic and social emotional and/or behavioral outcomes. In addition, analysis of school-wide performance outcomes along with individual student data is reviewed to identify targeted instructional areas in addition to cross content area planning. Faculty review various assessments and activities such as but not limited to the following:</p> <ul style="list-style-type: none"> • Running records, Dolce words, Aimsweb, Wilson, Orton Gillingham • MAP (Measure of Academic Progress) 	Data Analysis Interviews Observation		

		<ul style="list-style-type: none"> • NECAP • Formative Assessment in Math and Language Arts (every four weeks) • Summative Assessments quarterly • Topical teacher generated test • Review of student work and performance • Student Response System 			
Result	3	<p>Response to Intervention (Rtl)</p> <p>Barrington has a district-wide Response to Intervention Team that meets quarterly. The district is in the process of enhancing and expanding the current individual student based practice to collaborative grade level practices. Benchmarks and Interventions have been developed for English Language Arts, and the Rtl team is currently working to expand its range of resources in math. The TIENET System is utilized district-wide for data collection.</p> <p>Elementary Level Response to Intervention (Rtl)</p> <p>At the elementary level, Rtl teams are well established with identified leadership, structured protocols and documentation in place. The teams meet once a week to review student needs and challenges. All grade level teams and/or collaborative teams screen students through the use of formative data which is analyzed and documented. Recommendations for interventions and progress monitoring are planned for along with measurable goals that are revisited on average of a four-six week timeline. Additional components include grade level academic and behavioral interventions. All staff are flexible to provide student interventions as appropriate. In addition Behavioral Specialists are available to support students who require more intense behavioral interventions</p>	Data Analysis Interviews Observation		
Result	4	<p>Middle Level Response to Intervention (Rtl)</p> <p>The Rtl Initiative at Barrington Middle School is well established with identified leadership and team management, clear expectations and protocols, and intervention menus along with progress monitoring strategies. The Rtl team meets once a week rotating through grade levels to discuss and plan for students identified by grade level teams/clusters and will meet more often to address immediate interventions as needed.</p> <p>School counselors assigned to grade level teams/clusters act as facilitators to assist with the referral to the school-based team.</p> <p>Some students are automatically referred to Rtl if they fail any core subject or receive</p>	Data Analysis Interviews Observation		

		two "D's" on their report card, and/or by a referral from a teacher, counselor, specialist, administrator, or parents.			
Result	5	<p>High School Level Response to Intervention (Rtl)</p> <p>Rtl at the high school is in the process of being built. A new Rtl "intervention coordinator" was recently appointed at the high school (a week prior to the SSS review). Staff is very positive about working toward developing structures and formalizing documentation and procedures and follow-up protocols. Currently, the school psychologist, student assistance counselor, guidance counselors and the two assistant principals meet on a regular basis to review student needs and challenges. Teachers typically do not participate in this meeting. This year the school has implemented a directed support period as an intervention. If a student's progress reports indicate that the student is struggling in a particular area, the student is placed in a directed support period for assistance (instead of going to the cafeteria for their study period).</p> <p>Barrington High School has math, science and writing centers that are available to students. Students can drop by during the day or after school for assistance as appropriate. Teachers are also available after school for assistance as needed.</p>	Data Analysis Interviews Observation		
Result	6	<p>Social Emotional Resources / Positive Behavioral Interventions and Supports (PBIS)</p> <p>The Barrington Coalition of Community Services was established through the advocacy and leadership of a social worker in the district. The coalition offers residents of the East Bay with a variety of support services. The social worker assists families throughout the school district by disseminating information about available resources and obtaining services as needed through the coalition. A support group is offered to students coping with a family divorce as well as a support group for parents of students who may be identified as having attentional challenges.</p> <p>At the elementary level PBIS teams are established and meet throughout the school year to create standards of behavior for students, teach students those expectations and discuss ways to communicate positive feedback to students. Teachers are/will be trained district-wide to utilize the responsive classroom approach and differentiated instruction. Recognition and celebration of student work is recognized throughout all schools.</p> <p>Barrington Middle School facilitates an Advisory program called "Connect:" Once a week for 30 minutes, students and faculty come together to discuss topics related to</p>	Data Analysis Interviews Observation		

		<p>social emotional and/or behavioral growth. In addition, the middle school has implemented a digital Individual Learning Plan (ILP) program. Students are able to enter their specific data electronically directly into their ILP portfolio. Students continue to update their ILP throughout high school.</p> <p>Barrington High School also facilitates an Advisory program which meets bi-monthly for 30 minutes. The Advisory curriculum is devised by the Advisory Board consisting of the school psychologist, student assistance counselor and guidance counselors.</p> <p>The high school's newly appointed Intervention Coordinator is working toward identifying the social/emotional interventions and supports to develop a continuum of social/emotional interventions that are aligned to the high school structure. A current barrier to implementation with fidelity is the high school schedule; hence, this is work in progress.</p>																																					
Result	7	<p>SPP Disproportionate Representation</p> <p>As evidenced by the data, Barrington has made marked inroads in reducing their disproportionality for students classified as OHI in the category of white. Barrington has examined policies, practices, and procedures and does not have disproportionate representation due to inappropriate identification practices.</p> <table border="1"> <thead> <tr> <th rowspan="2">White</th> <th colspan="4">OHI*</th> </tr> <tr> <th>2006</th> <th>2007</th> <th>20 08</th> <th>2009</th> </tr> </thead> <tbody> <tr> <td>Students with Disability</td> <td>135</td> <td>118</td> <td>106</td> <td>83</td> </tr> <tr> <td>Total Students</td> <td>3314</td> <td>3285</td> <td>3253</td> <td>3234</td> </tr> <tr> <td>District Risk</td> <td>4.07</td> <td>3.59</td> <td>3.26</td> <td>2.57</td> </tr> <tr> <td>Nat'l Risk</td> <td>0.90</td> <td>0.85</td> <td>0.85</td> <td>0.85</td> </tr> <tr> <td>District Risk Ratio</td> <td>4.53</td> <td>4.23</td> <td>3.83</td> <td>3.02</td> </tr> </tbody> </table>	White	OHI*				2006	2007	20 08	2009	Students with Disability	135	118	106	83	Total Students	3314	3285	3253	3234	District Risk	4.07	3.59	3.26	2.57	Nat'l Risk	0.90	0.85	0.85	0.85	District Risk Ratio	4.53	4.23	3.83	3.02	Data Analysis State Performance Plan		
White	OHI*																																						
	2006	2007	20 08	2009																																			
Students with Disability	135	118	106	83																																			
Total Students	3314	3285	3253	3234																																			
District Risk	4.07	3.59	3.26	2.57																																			
Nat'l Risk	0.90	0.85	0.85	0.85																																			
District Risk Ratio	4.53	4.23	3.83	3.02																																			
Result	8	<p>Preschool Continuum</p> <p>There are four half-day integrated preschool classrooms, two at Nyatt School and two at Primrose Hill School. The preschool classrooms serve 30 typically developing peers and 13 peers with IEP's.</p>	Data Analysis State Performance Plan																																				

Result	9	<p>Program Continuum Elementary Level</p> <p>There are 1545 students at the elementary level and approximately 132 are students with IEPs. The special education program continuum is as follows:</p> <p>The program continuum at the elementary level provides specialized instruction for students with IEPs predominately in inclusive settings. Students needing more intensive specialized instruction and support are provided those services at Sowam’s Elementary School. Behavior specialists are provided at Hampden Meadows School to support students with social emotional challenges in the general education setting. Delivery of specialized instruction and encouragement of student participation was enhanced by the use of technology for all students.</p> <p>Along with specialized instruction for students with IEPs, Primrose Hill provides a number of inclusive program options such as a multiage program (lottery system) and a grade 1-2 loop program. Regrouping is based on daily progress monitoring and small group instruction enabling teachers to tailor their instruction to individual student needs. A resource setting is available for students with specific disabilities for part of the day. Intervention blocks in ELA and Math are built into all students schedules. There is one class setting that serves students with specific learning disabilities.</p> <p>At Hampden Meadows, specialized instruction is facilitated through co-taught inclusive classrooms along with 4th – 5th grade looping programs. Established co-taught classrooms are comprised of a general educator and a special education teacher with the goal of providing all day support to students with IEPs in the elementary setting. As appropriate small group instruction is provided for students both within the general education setting and as pull-out instruction for more intensive service delivery.</p> <p>A three tier enrichment initiative, the” Program Enriching All Kids” (PEAK), is available to all students. Students in the PEAK Program can participate in math and/or reading activities along with a “Lunch and Learn” program which offers a variety of topics that are of interest to the students before, during the day or after school.</p>	Data Analysis Interviews Observation		
Result	10	<p>Program Continuum Middle Level</p> <p>There are 781 students attending Barrington Middle School, 93 are students with IEPs.</p> <p>The middle school provides instruction for grades six through eight. There are three groups at each grade level noted as clusters. In addition, at each grade level there is at least one or two looping clusters that are consecutively together for two years. An additional cluster (the Rainbow Cluster) provides students with the co-curricular activities</p>	Data Analysis Interviews Observation		

	<p>such as art, music, technology, family and consumer science, library, PE, and health.</p> <p>Sixth grade students receive instruction in five major subject areas; reading, language arts, math, science and social studies, as well as health, guidance, library science, art, music, family and consumer science, technology, keyboarding and PE.</p> <p>Seventh and eighth grade students receive instruction in four major subject areas; language arts, math, social studies and science. Skills/FAST/Ramp-up classes rotate quarterly and involve literature, interdisciplinary instruction, health-related skills, computer skills, and study skills with some students involved in reading skills. Students are required to select one course in either Spanish or French for two consecutive years.</p> <p>All students participate in the Rainbow cluster activities and instruction with support as appropriate.</p> <p>For students with Individual Education Plans specialized instruction is provided through inclusionary practices, co-teaching and pullout/resource support.</p> <p>A self-contained class is provided for students with more significant cognitive challenges needing individualized direct instruction and life skills experiences. Students participate with their typically developing peers in co-curricular classes along with some core content classes with support from the teacher assistant when appropriate. There are currently eight students participating in this instructional setting with two of the students requiring an alternate assessment. Students have full access to community and recreational exploration.</p> <p>An additional self-contained setting has been established to provide students with significant learning challenges an opportunity to become academically prepared to participate in the general education setting as appropriate with support. Students receive intensive math, ELA and reading within the self-contained setting and are included in the general education setting for science and social studies along with the co-curricular classes as appropriate. There are currently eight students participating in this program.</p> <p>Educational Program Option Barrington Middle School facilitates an Alternative Learning Program for students experiencing a range of intellectual disabilities, one or more learning challenges, and/or academic functioning that is below actual ability level. 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. It may additionally be used to transition students from out-of-district, back to</p>			
--	--	--	--	--

		<p>their home school community. As a part of the program students and their families may receive consultations and support on an as needed basis, by a consulting clinical psychologist. At the middle school there are currently two classrooms providing students with small group instruction along with social/emotional and behavioral supports. Some students participate in the general education setting for content and co-curricular classes with support. Each student has an individualized behavior intervention plan which is monitored for progress and success through a Rubric and data analysis.</p>			
Result	11	<p>Program Continuum High School Level</p> <p>There are 1,145 students attending Barrington High School, 130 are students with IEPs.</p> <p>-Co-taught classes (9th-12th)- Specific classes are chosen over the summer depending on the overall student need. Special educators who co-teach attend subject matter common planning time on a biweekly basis.</p> <p>-Resource- Every other day students have resource class (instead of study). For a few students who may need additional support they may have resource class every day.</p> <p>-Student's with IEP's that have PLP's are serviced via the special educator in consultation with a reading specialist. Students who have IEP goals specifically for reading issues also receive a reading class every other day. Students receive a half a credit for this reading class.</p> <p>-Alternative Learning Program (ALP) - Three classroom settings (three teachers, two classroom teacher assistants, two one-on-one teacher assistants and a consulting clinical psychologist) serving approximately 22 students. The ALP class settings serve as a home base for the students to process through any challenging social /emotional situations. The idea is to process and return to the general education classes. The ALP teachers also co-teach general education classes. A few classes are taught in the ALP setting by highly qualified special educators (ELA 9, career exploration, social studies 11 and 12) but most students in ALP access classes in the general education setting.</p> <p>-Two classes for students with significant intellectual disabilities. In addition to the academic program students participate in community-based experiences and job experiences. Student's 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. Some students may also participate in the Transition Academy via the East Bay Collaborative as well as the interscholastic "Unified "sports team opportunities.</p>	Data Analysis Interviews Observation		

		There is a .5 psychologist at the high school and a student assistance counselor.			
Result	12	Adaptive Physical Education is provided in the general education physical education setting. Peer buddies also participate in the APE class.	Data Analysis Interviews Observation		
Result	13	Extended School Year (ESY) is offered in the district per the IEP. Some ESY services are contracted via Looking Upwards.	Data Analysis Interviews Observation		
Result	14	School Removals/Disciplinary Policies (secondary level) Throughout the district behavioral expectations along with disciplinary action protocols and policies are comprehensively defined in a student handbook.	Data Analysis Document Review Observation		
Result	15	Local Special Education Advisory Committee (LAC) Barrington School District maintains an active Local Special Education Advisory Committee (LAC). The committee meets quarterly with membership, operation, and scheduled meetings, consistent with Regents' requirements. The Chair/Treasurer of the LAC and Secretary received supports from the Special Education Director with annual planning and quarterly reporting to the Barrington School Committee. During the past year they have hosted various topical sessions such as the Statewide Parent Survey; Transition to Adult Services; Outside Services Available to Families and Social Thinking Strategies. The identified topics for 2010-2011 meetings will include the School Support Visit and Statewide Special Education Parent Survey; Inclusive Practices at the Elementary Level; Transition to Adulthood through RIPIN and PBGR's. The Barrington School District collaborates with other East Bay district committees on occasion as well for combined presentations. In the upcoming year the LAC will strive to increase their small but consistent membership through additional advertising and outreach in the community.	Data Analysis Interviews Observation		
Result	16	School Efforts to Partner with Parents: The district's rate of parent participation in the annual Special Education Statewide Parent Survey (2009-2010) is 24% of parents whose children have IEPs as compared to the state participation rate of 16%. The statewide target was 23%. Of parents with a	Data Analysis State Performance Plan		

		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 at or above standard was 25% in Barrington as compared to 33% statewide. The statewide target was 38.88%.			
Result	17	<p>Drop Out /Graduation Rate</p> <p>The Barrington graduation rate is 95.80% for all students and 86.50% for students with disabilities. These rates are notably higher than the state average rates of 75.50% for all students and 58.70% for students with disabilities.</p> <p>The Barrington dropout rate is 2.40% for all students and 10.80% for students with disabilities. These rates are notably lower than the state average rates of 13.90% for all students and 22.80% for students with disabilities.</p>	Data Analysis State Performance Plan		

2. EVALUATION/ INDIVIDUAL EDUCATION PROGRAM (IEP)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Result/ Compliance	1	<p>Records of approximately 18 students were reviewed prior to the on-site review by the team leaders. Students' records were very accessible and well organized.</p> <p>The following illustrates the trends and themes that emerged from the record review process findings: Invitation of notice does not include student for transition planning; Information presented on the IEPs addressing performance, goals, objectives and progress monitoring need refining and/or documentation was missing.</p> <p>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements) (RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</p>	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. Timeline: January 2012	
Result	2	<p>Barrington's child outreach screenings are available in a range of community-based early childhood programs and by appointment September through June.</p> <p>The child outreach coordinator provides refresher training for screeners at the start of the school year and once again in the spring to ensure continued implementation of</p>	State Performance Plan data Interviews		

		<p>appropriate screening techniques. Observations are also conducted to ensure appropriate screening techniques. All screening instruments are reliable, valid measures as delineated in "Best Practice Guidelines for Child Outreach Screening Programs in Rhode Island".</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"> • 3 year olds: 98.29% as compared to 91.11% from previous year • 4 year olds: 66.67% as compared to 78.71% from previous year • 5 year olds: 100% as compared to 26.03% from previous year <p>Barrington's Preschool Evaluation Team meets weekly, or as needed, to review referrals for evaluations made as a result of Child Outreach Screenings, direct referral by a parent or from other referral sources. The Team consists of a Chairperson, psychologist, special educator, speech-language pathologist, a social worker, an occupational therapist, and a physical therapist as needed.</p>			
Result/ Compliance	3	Barrington for the 2009-2010 year was at 94.8% compliance for meeting evaluation timelines for initial referrals. As of 2/3/11 Barrington was thus far at 100% compliance for meeting evaluation timelines for initial referrals for the 2010-2011 school year. (RI Regulations 300.301)	State Performance Plan data	As of 2/3/11 Barrington was thus far at 100% compliance for meeting evaluation timelines for initial referrals for the 2010-2011 school year.	
Result	4	Throughout the district special educators send a list of students with IEPs to the general education teachers each September. In addition, general education teachers through their class roster can access students IEP information via Tienet.	Data Analysis Interviews Observation		

3. TRANSITION					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Result	1	<p>Last year's consolidated resource plan (CRP) indicated that the district achieved 100% compliance and that 15 children referred from Early Intervention and found eligible for preschool special education had IEPs developed and implemented by their 3rd birthday.</p> <p>Early intervention begins with a contact from the Early Intervention (EI) service</p>	Data Analysis Interviews State Performance Plan		

		<p>provider to the Barrington Early Childhood Coordinator. This initiates a coordinated home visit where the child is observed in a natural setting by the Early Intervention Provider and the Early Childhood Coordinator to start the transition process approximately six months prior to the child's 3rd birthday. Referral to special education is made at this time and consent is obtained to review the evaluation results/portfolio and determine if the child is eligible for Part B special education. Hence, the special education process begins. The Early Childhood Team including the parent develops the IEP. The preschool IEP team meets each spring to begin the transition process and determine the appropriate services for the incoming kindergarten students.</p>			
Result	2	<p>Transition Planning at the Middle Level</p> <p>At the middle level vocational planning for students who are 14 years of age with IEPs is facilitated through informal conversations prior to and during the IEP meeting process. Through the Connect/Advisory period students develop their Individual Learning Plans (ILPs). These plans include an interest inventory identified through Way To Go RI which is additionally reviewed to support students input to their transition IEP.</p>	<p>Data Analysis Interviews Observation</p>		
Result	3	<p>Transition Planning at the High School Level</p> <p>In 9th grade, students receive the Enderle-Severson vocational assessment facilitated by the case manager. After 9th grade students utilize Way to Go RI to inform transition planning.</p>	<p>Data Analysis Interviews Observation</p>		
Result	4	<p>At the high school the chair or the student's case manager is the point for the Office of Rehabilitative Services (ORS) referrals at the school.</p> <p>The chair or designee also attends the Transition Advisory Committee (TAC) and shares information with other special educators as appropriate.</p>	<p>Interviews Document Review</p>		
Result	5	<p>Summary of Performance (SOP) is facilitated by the case manager as appropriate.</p>	<p>Interviews Document Review</p>		