



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

School Support System Report and Support Plan

**Bristol Warren Regional School District
March 23-27, 2026**

SCHOOL SUPPORT SYSTEM

A Collaborative System of Cyclical Monitoring

Introduction: The School Support System (SSS) provides accountability for delivery of programs and services for students with disabilities. The School Support System model is designed to promote the involvement of the whole school district, general educators as well as special educators and parents. It is designed to learn if the district meets the regulations and what effects programs and services have on student outcomes. Finally, the SSS develops a school support plan for training and technical assistance. To accomplish this the SSS includes these components:

- **The Orientation Meeting:** The Rhode Island Department of Education (RIDE) staff meets the Local Education Agency (LEA) to plan the site review and identify issues or initiatives that may influence programs or service delivery.
- **Data Analysis Meeting:** The RIDE staff meets to review LEA demographic information on selected reports including: the state performance plan, census information, and information collected through record review, staff questionnaires and parent interviews. To ensure that the child is at the center of the study, all analyses begin with the child. Thus, a stratified random selection of students with IEPs is selected; the records of these students are reviewed; their parents/guardians, teachers and related service providers are interviewed, and their classes 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 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 of schools are made. The team members interview school administrators and teaching staff. Parents and central office staff are also interviewed. The team gathers data-based 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 Corrective Action/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 and correction of any noncompliance. All findings of noncompliance must be corrected as soon as possible but no later than one year from the State's written notification of noncompliance. This plan enables the district to correct areas of non-compliance and to strengthen promising programs and correct areas of weakness to improve services and programs for all students.
- **The SSS Report:** The report summarizes the findings from various data sources. The format of the report uses five divisions: Indicators, Findings, Noncompliance, and Corrective Action/Support Plan. Indicators describe either result or compliance in the topical areas of Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE), Evaluation/Individual Educational Program (IEP) and IDEA Transition. The documentation is listed in both the Findings and Noncompliance sections of the report. The corrective action/support plan reflects the response to the described finding and actions by the district as well as resources and timelines to improve programs and services. All findings of noncompliance must be corrected as soon as possible but no later than one year from the State's written notification of noncompliance.
- **Subsequent & Timely Follow / Verification Process & Reporting:** RIDE, IDEA Quality Assurance personnel and the School Support System Liaison work with the LEA to verify correction, including reviewing subsequent data to ensure correction of noncompliance. Also, within the one-year monitoring timeframe RIDE personnel will return to the

district and follow up to ensure ongoing compliance is maintained. This will include, as applicable, program spot checks/reviews and record reviews. Our baseline number of records will not go below six. Pending subsequent and timely verification, a letter closing the SSS monitoring process will be issued.

TABLE OF CONTENTS

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

Bristol Warren Regional School District School Support System Review

RIDE Team Leaders

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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)**

Item #	Review Information	Noncompliance Finding (if applicable) & Corrective Action/Support Plan (if applicable)
1	Least Restrictive Environment Data (State Performance Plan Indicator #5 (20 U.S.C. 1416(a)(3)(A)) Based on the FY July 1, 2023-June 30, 2024, State Performance Plan information on Bristol Warren Regional School District Placement is as follows: The percentage of students educated 80% or more of the time in general education settings is 81.03% (RI District Average is 78%) Percentage of students educated for 39% or less of the time in general education settings is 5.94% (RI District Average is 9.7%)	<u>Noncompliance Finding (if applicable):</u> No finding. Regulatory Citation: N/a <u>Corrective Action / Support Plan:</u> N/a Timeline: N/a Progress Check: N/a <u>Follow Up Information:</u> N/a

	Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 4.79% (RI District Average is 2.0%) <i><u>Documentation:</u> Data Analysis; State Performance Plan</i>	
2	Participation and performance of children with IEPs on statewide assessments (State performance Plan Indicator #3 (20 U.S.C. 1416 A. Participation rate for children with IEPs. ELA grade 4: 98.81% Math grade 4: 98.44% ELA grade 8: 93.55% Math grade 8: 93.55% ELA HS: 93.48% Math HS: 93.48% B. Proficiency rate for children with IEPs against grade level academic achievement standards. ELA grade 4: 14.46% Math grade 4: 24.39% ELA grade 8: 3.70% Math grade 8: 1.79% ELA HS: 21.43%	<u>Noncompliance Finding (if applicable):</u> No finding. Regulatory citation: N/a <u>Corrective Action / Support Plan:</u> N/a Timeline: N/a Progress Check: N/a <u>Follow Up Information:</u> N/a

	Math HS: 2.38% C. Proficiency rate for children with IEPs against alternate academic achievement standards. ELA grade 4: 0% Math grade 4: 0% ELA grade 8: 25% Math grade 8: 0% ELA HS: 0% Math HS: 0% D. Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards. ELA grade 4: 26.54% Math grade 4: 23.11% ELA grade 8: 44.41% Math grade 8: 38.31% ELA HS: 46.59% Math HS: 28.43% The Bristol-Warren Regional School District (BWRSD) has identified student performance on RICAS, particularly for students with disabilities, as a priority	
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	area for continuous improvement. In response, the district has implemented a comprehensive and coordinated set of strategies designed to increase student proficiency and strengthen instructional practices across schools. Key initiatives include: • Integration of Instructional Coaching to support high-quality, evidence-based instructional practices and build teacher capacity across content areas • Alignment of School Improvement Plans (SIPs) with targeted professional learning to ensure coherence and focus across elementary and middle schools • Implementation of Instructional Rounds, allowing each school to identify and examine specific problems of practice related to teaching and learning • Structured Common Teacher Time at the elementary level, facilitated bi-weekly by building administrators, to support grade-level teams in aligning instruction, analyzing student data, and collaboratively planning responsive instruction • Acceleration Block at the elementary level for Math and ELA. This time is designed to have consistent time across grade levels for small group instruction and intervention. • Flex Block at KMS is offered through the MTSS Framework. Students are recommended for FLEX if they are identified as being three or more years below grade level in Reading and Math on two consecutive iReady data collection points. Both general education and special education students receive access to FLEX. These efforts are grounded in strengthening Tier 1 core instruction while ensuring targeted and intensive supports are responsive to student need. In alignment with the Individuals with Disabilities Education Act (IDEA), the district is focused on ensuring students with disabilities have access to grade-level standards through high-quality, specially designed instruction, inclusive practices, and data-informed decision-making.	
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	These efforts are supported by ongoing progress monitoring and data review cycles to evaluate impact and adjust practices as needed. <u>Documentation:</u> Data Analysis; State Performance Plan	
3	SPP Disproportionate Representation (State Performance Plan Indicator #9 (20 U.S.C. 1416(a)(3)(C)) and #10 (20 U.S.C. 1416(a)(3)(C)) Bristol Warren does not have any areas of disproportionality. <u>Documentation:</u> Data Analysis; State Performance Plan	<u>Noncompliance Finding (if applicable):</u> No finding. Regulatory Citation: N/a <u>Corrective Action / Support Plan:</u> N/a Timeline: N/a Progress Check: N/a <u>Follow Up Information:</u> N/a
4	Suspension (State Performance Plan Indicator 4a and 4b (20 U.S.C. 1416(a)(3)(A); 1412(a)(22)) #4a): Significant discrepancy in the rate of suspensions (for students with IEPs) greater than 10 days as compared to the rate of suspensions (for students without IEPs) greater than 10 days. This was not applicable for the	<u>Noncompliance Finding (if applicable):</u> No finding. Regulatory Citation: N/a

	Bristol Warren Regional School District as no students with IEPs were suspended for greater than 10 days. State Performance Plan Indicator #4b 0% had: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. School Removals/Disciplinary Policies. Throughout the district, behavioral expectations along with disciplinary action protocols and policies are comprehensively defined in a student handbook. <i>Documentation: Data Analysis; State Performance Plan</i>	<u>Corrective Action / Support Plan:</u> N/a Timeline: N/a Progress Check: N/a <u>Follow Up Information:</u> N/a
5	Multi-tiered System of Support (MTSS) <u>Tier I</u> <u>Academic & Social Emotional Learning/Supports</u> Elementary Level: Classroom teachers deliver high-quality, evidence-based core instruction to all students within the general education setting using district-approved -green-lit curriculum (Houghton Miffline Harcourt (HMH) – Into Reading and iReady Mathematics) across all core subject areas. Teachers monitor student progress through a combination of formal and	<u>Noncompliance Finding (if applicable):</u> <u>Noncompliance Finding (if applicable):</u> No finding. Regulatory Citation: N/a <u>Corrective Action / Support Plan:</u> N/a

	informal data sources. In addition, universal assessments using i-Ready in both ELA and Mathematics are administered three times each year at every grade level to measure grade-level proficiency and monitor individual student growth. Frequency of interventions are determined by the MTSS team. Hugh Cole: Acceleration block occurs each morning for 30 minutes focusing on reading and/or math. In the area of Social Emotional Learning (SEL) the MTSS model focuses on using the Second Step curriculum which is embedded within the classroom structure. Colt Andrews: Acceleration block occurs each morning for 30 minutes focusing on reading and/or math. In the area of SEL the MTSS model focuses on using the Second Step curriculum and/or Responsive Classroom which is embedded within the classroom structure. Middle Level: Students access the approved curriculum within the general education classroom setting, where instruction is aligned to state and district standards and expectations. Teachers utilize approved platforms such as StudySync, i-Ready, Illustrative Mathematics, and OpenSciEd to deliver instruction and support differentiated learning. Educators collect and analyze data through ongoing classroom observations, as well as formal and informal assessments, in addition to Beginning of Year, Mid Year, and End of Year data points to consistently monitor student progress and ensure accessibility to grade-level content. The assistant principal assigned to oversee MTSS organizes screening data online for review with teams at their MTSS meeting. Educators reported training in KINDR, RULER, PBIS and a number of other SEL programs over the last few years. Advisory period is an opportunity for SEL instruction as well as ILP development. All students receive SOS training through health classes supported by the social worker. High School: All students at Mt Hope receive Tier 1 support as part of their daily educational experience in general education classrooms. High-quality	Timeline: N/a Progress Check: N/a <u>Follow Up Information:</u> N/a
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instructional materials (StudySync and Illustrative Math), which include embedded scaffolding and differentiation to support all learners, are fully implemented in English and math classrooms. The Science department is currently piloting the OpenSciEd curriculum. Schoolwide professional development is focused on creating learner centered classrooms and increasing student engagement. Students have access to their School Counselor, the School Social Worker and/or Psychologist for social emotional support as needed. MTSS is not systemic at the high school for core SEL supports.

Tier II

Academic & Social Emotional Learning/Supports

Elementary Level: Teachers analyze assessment data and classroom performance to identify specific student needs. During dedicated daily intervention blocks in Math and ELA, they provide targeted, small-group support. This supplemental assistance is designed to bridge gaps and is delivered in addition to—not in place of—foundational Tier 1 instruction. Social and Emotional learning interventions are provided in small group by either the school social worker or school psychologist.

Hugh Cole:

Tier II interventions are delivered through the classroom teacher and some through the reading specialist. The MTSS structure is stronger in reading due to having access to multiple reading specialists that participate actively in the process. Currently there is no student access to Math specialists at any tier, therefore, the classroom teacher is implementing all tiers of math interventions to students. At this tier, SEL interventions are delivered using Second Step by the school social worker in a small group and/or individually based the students' need.

	Colt Andrews: Tier II interventions in reading are delivered by the classroom teacher. Math Interventions at this level are also delivered by the classroom teacher. SEL at this level is provided by the classroom teacher in a small group using an evidence-based program from a district approved list. Middle Level: Educators continuously analyze classroom and benchmark data to monitor progress and ensure access to grade-level content. One assistant principal is assigned to manage MTSS and visit teams to conduct MTSS meetings on rotating schedule. At MTSS meetings, members consisting of grade-level teams, guidance counselors, social worker, the school psychologist, the special education coordinator, and administrators review academic and social-emotional indicators—including attendance, grades, conduct referrals, and response to support to determine if a student requires additional support in order to access the curriculum. If so, the team discusses the appropriate support based on the data collected. Academic supports include additional literacy and math instruction aligned to HQCM for all 6th and 7th graders and the Planning Center for executive functioning support for grades 6-8. Tier 2 math and literacy interventions for 8th graders are not currently in place, rather teams at each grade level meet regularly with a math coach and literacy coordinator to improve Tier 1 instruction. Teachers reported having a variety of evidence-based progress monitoring tools to use between universal screening points to be responsive to students' instructional needs. Social-emotional support may include increased family communication, scheduled check-ins with a school-based mental health professional, or referral to Cartwheel for additional multi-tiered support. High School: Beginning of the year data is provided to core educators, which drives instructional groups. In addition, educators use mid-year data to make determinations regarding small group instruction. Planning center and Resource classes are utilized to provide small group, specialized	
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instructional support. Academic support includes the use of IXL math. Social emotional support includes the School Counseling Department, small group programming provided by MSW, School Psychologist and Student Assistance Counselor, and based on needs. In addition, MHHS has Community Health Workers on site to provide specific student and family support based on mental health and financial need. MTSS is not systemic at the high school. There is no MTSS Coordinator to facilitate an aligned process.

Tier III

Academic & Social Emotional Learning/Supports

Elementary Level: Students demonstrating significant academic gaps qualify for intensive Tier 3 supports. The MTSS team convenes every 6–8 weeks to evaluate data, refine targeted interventions, and ensure the effectiveness of each student's support plan. These students receive individualized plans that document current performance levels, specific goals, and detailed progress-monitoring data. During the 6–8 week review cycle, the team also assesses intervention fidelity to ensure the support is being delivered as intended.

Hugh Cole: At Tier III reading interventions are provided by either reading specialist. Math Interventions however are provided at this tier by the classroom teacher. SEL Interventions are provided by either the school social worker or school psychologist individually.

Colt Andrews: At Tier III reading interventions are provided by either reading specialist. Math Interventions however are provided at this tier by the classroom teacher. SEL Interventions are provided by either the school

	social worker or school psychologist individually or in a small group (not more than five students). Middle Level: At monthly MTSS meetings, teams review students receiving academic or social-emotional support and compare baseline data to current performance to assess progress and effectiveness. Based on this review, teams determine whether to continue, adjust, or intensify support. If progress remains limited, they may consider a 504 or IEP referral and / or recommend additional data collection, such as an FBA, rating scales, or truancy interventions, as needed. Academic interventions include Reading Flex and Math Flex for targeted small-group instruction with BRIDGES, Lexia hybrid with 1-1 instruction, or UFLI intervention programs as well as a double dose of Planning Center time for executive functioning intervention. Both students with and without IEPs access flex and planning center based on data. Movement in and out of the intervention typically happens at the end of a semester. High School: Use of Graduation Tracker in the student information system provides us with data related to the students who may be at risk for not graduating on time. Interdisciplinary team meetings are held, all data and current supports in place are reviewed and personalized plans are created to ensure the appropriate supports (academic and SEL) are in place. This information is reviewed quarterly and adjusted as needed. In addition, for more intensive mental health needs MHHS uses Cartwheel for outside referrals. MTSS is not systemic at the high school. There is no MTSS Coordinator to facilitate an aligned process. <u>Documentation:</u> Data Analysis; Document Review, Record Reviews	
6	Preschool Continuum	<u>Noncompliance Finding (if applicable):</u>

	Preschoolers with disabilities are provided special education and related services, along a continuum of placements. The Bristol-Warren Regional School District currently offers five half-day integrated preschool classrooms which are located at Hugh Cole Elementary School. The classrooms exceed the minimum ratio of 51% for children without: children with IEPs. The district provides itinerant special education services at the two RI PreK programs in town (Head Start and The Children’s Workshop), both for children requiring services by a special educator and those requiring “speech-only” services. Additionally, children who are not in need of services from a special educator come to Hugh Cole School for “walk-in” speech-language, occupational and physical therapies. Currently, there are no students requiring self-contained or out of district preschool placements, but IEP teams would consider and plan for these placements should they be needed in the future. Children who are three-years-old attend morning sessions 3 days a week. Children who are four-years-old attend afternoon sessions 5 days a week. At this time, no children require specially design instruction minutes beyond the time available in the half-day programs. While most children receive a majority of special education and related services in the regular early childhood programs, some related services are delivered in a pull-out model. The team determines which children would benefit from a smaller, less stimulating environment. Some speech services are provided in pull out and also provided in the classroom. The SLP provides indirect service through consultation with teachers and other on-going supports. State Performance Plan Indicator #6 (20 U.S.C. 1416(a)(3)(A)) The Office of Special Education Programs (OSEP) requires districts to collect Early Childhood Environments data for all preschool children with IEPs. The EC Environments data provides a look at the preschool LRE in the district.	No finding. Regulatory Citation: N/a <u>Corrective Action / Support Plan:</u> N/a Timeline: N/a Progress Check: N/a <u>Follow Up Information:</u> N/a
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	Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a: A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program (63%) B. Separate special education class, separate school or residential facility (0%) C. Receiving special education and related services in the home (0%) <u>Documentation:</u> Data Analysis; State Performance Plan, Interviews, Observations	
7	Program Continuum Elementary Level There are 1164 students at the elementary level and approximately 237 have IEPs across in district, out of district school, home school and private school settings. The special education program continuum is as follows: • Most students with IEPs receive special education services within the general education setting through a co-taught model or push-in model. Small group pull out is used as needed (per student progress). • Co-teaching takes place predominantly at Hugh Cole ES, where there are currently 7.5 special educators and 2.5 Preschool educators. 1.1. Hugh Cole ES has a specialized program for students with Intensive Needs (with inclusive opportunities), where students attend general education classes as determined by the IEP Team with RBT/ Paraprofessionals and instructional modifications as needed. There are approximately 490 students enrolled and about 19% of the student population	<u>Noncompliance Finding (if applicable):</u> No finding. Regulatory Citation: N/a <u>Corrective Action / Support Plan:</u> N/a Timeline: N/a Progress Check: N/a <u>Follow Up Information:</u>

	does have an IEP. There are 25 teaching assistants (including pre-school) in the building to support students 1:1 or within the general education classroom. The building principal is working with the Sherlock Center on strengthening their inclusive model. Instructional Walkthroughs are occurring periodically throughout the school year and coaching is a requirement for each teacher. ○ Hugh Cole ES also hosts the BWRSD's Integrated Preschool which has earned a Bright Stars Five Star Status ● Rockwell Elementary School has 3.0 special educators and 4 teacher assistants and Colt Andrews Elementary School has 6.0 Special Educators and 9 teacher assistants. There are approximately 350 students in the school with approximately 65 of the students with IEPs. ● Students with IEPs receive services from support professionals as prescribed in IEPs. School psychologists and school Social workers are assigned across both elementary schools. Speech Language Pathologists are assigned to each elementary school based upon student need each year. There is also a full-time speech pathologist to service students in PK. Occupational and Physical Therapy support professionals are assigned based upon student need. ● Approximately 11 students at the elementary level receive special education and related services in out of district placement settings. <u>Documentation:</u> Data Analysis; Record Reviews, Interviews; Observation	N/a
8	Program Continuum Middle Level	<u>Noncompliance Finding (if applicable):</u> No finding.

	There are 668 students at the middle level and approximately 106 have IEPs attending Kickemuit Middle School, out of district schools, home schooling and private school settings. The special education program continuum is as follows: • Most students with IEPs receive special education services within the general education setting through a co-taught model or push-in model. Small group pull out is used as needed (per student progress). Each team is assigned a special educator who supports two sections of math and two sections of ELA. All 8th graders have an additional core class of world language in order to be able to have opportunities to meet secondary regulations diploma requirements. The schedule includes regular common planning time and team time for special educators with their teams and with the literacy coordinator and math coach. • Kickemuit Middle School also has an Intensive Life Skills classroom for students who received most of their instruction in a small group setting focusing on functional life skills. This classroom has one special educator. Students attend general education classes as determined by the IEP team and with support of a RBT/Paraprofessional(s). • A Planning Center with one special educator is available to students with IEPs who have executive functioning and/or social emotional learning needs and may require a separate setting on an as needed basis or more consistent schedule. • An Alternative Learning Program (ALP) was recently reopened for a small number of grade 6 and 7 students with significant SEL needs. Students attend lunch with their grade level peers which allows the special educator to conduct small group grade level math instruction over the lunch block. The ALP teacher is beginning work with the literacy coordinator and math coach to ensure grade aligned intensive instruction with access to HQCM appropriate for their grade levels.	Regulatory Citation: N/a <u>Corrective Action / Support Plan:</u> N/a Timeline: N/a Progress Check: N/a <u>Follow Up Information:</u> N/a
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	The school psychologist and social worker both support individual IEP goals for students in ALP. Students attend general education classes as determined by the IEP team and with support of an RBT/Paraprofessional(s). - Students with IEPs receive services from support professionals as prescribed in IEPs. A full-time School Psychologist, and School Social Worker are assigned to KMS. There are 3.0 school counselors, 1.0 Student Assistance Counselor and one part-time speech pathologist. Occupational and Physical Therapy support professionals are assigned based upon student need. - Approximately 11 students at the Middle level receive special education and related services in out of district placement settings. <i><u>Documentation:</u> Data Analysis; Record Reviews Interviews; Observation</i>	
9	Program Continuum High School Level There are 921 students at the high school level and approximately 137 have IEPs attending Mt. Hope High School, out of district schools, home schooling and private school settings. - Most students with IEPs receive special education services within the general education setting through a co-taught model. Small group pull out is used as needed (per student progress). - Mt. Hope High School also has an Intensive Life Skills classroom for students who received most of their instruction in a small group	<u>Noncompliance Finding (if applicable):</u> No finding. Regulatory Citation: N/a <u>Corrective Action / Support Plan:</u> N/a Timeline: N/a

	setting focusing on functional life skills. This classroom has one special educator. Students attend general education classes as determined by the IEP team and with support of RBT/Paraprofessional(s). • A Planning Center with one special educator and RBT/Paraprofessional is available to students with and without IEPs who have social emotional learning needs and may require a separate setting on an as needed basis or more consistent schedule. Students are scheduled into the Planning Center. Students can participate in internships in their senior year as appropriate (local oil, electrical, marine companies, and a local nursing home etc.). Most of the internships are paid internships with some leading to job opportunities and further post-secondary training. • An Alternative Learning Program (ALP) with one special educator is available to students with IEPs who have academic needs and may require a separate setting for both intensive social emotional and intensive academic support. • Students with IEPs receive services from support professionals as prescribed in IEPs. A full-time School Psychologist, and School Social Worker are assigned to MHHS. There are 4.0 school counselors, 1.0 Student Assistance Counselor and one part-time speech pathologist. Occupational and Physical Therapy support professionals are assigned based upon student need. • Vibe is part of the general education continuum. It is a place where any student can go and regulate themselves, finishing their work in a quiet setting. Teachers rotate into the Vibe class setting to cover the students. Administrators or school mental health personnel are the only individuals that place students in Vibe.	Progress Check: N/a <u>Follow Up Information:</u> N/a
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	<u>Documentation:</u> Data Analysis; Record Reviews; Interviews; Observation	
10	Adapted Physical Education (APE) Approximately 21 students receive APE in the district. APE services are offered as prescribed in the students' IEPs. APE services are provided across the district by the Physical Education Teachers in each building who are also certified to teach APE. Building Administrators schedule time for services to occur based upon what is prescribed in each student's IEP. The APE teacher conducts integrated APE classes, small group classes, and 1:1 sessions, as needed. Each APE Teacher conducts all APE evaluations and reevaluations and develops goals for consideration by the IEP team. <u>Documentation:</u> Data Analysis; Record Reviews; Interviews; Observation	<u>Noncompliance Finding (if applicable):</u> No finding. Regulatory Citation: N/a <u>Corrective Action / Support Plan:</u> N/a Timeline: N/a Progress Check: N/a <u>Follow Up Information:</u> N/a
11	Extended School Year (ESY) The Bristol Warren Regional School District considers the eligibility of ESY for all students who received special education and related services on an annual basis. ESY services are offered per the IEP. The district utilizes the RIDE "ESY Decision Making Form" to assist IEP Teams with ESY eligibility. Special	<u>Noncompliance Finding (if applicable):</u> N/a

	educators and Support Professionals are familiar with the process for determining ESY eligibility for their students based upon the criteria set forth in the decision-making form. Based upon student need, the program continuum may be as follows: ▪ Academic Instruction and Related Services by appointment ▪ Academic support in reading, writing, math and/or SEL ▪ Extension of Pre-School or Intensive Life Skills Program (including community work experiences) <i><u>Documentation:</u> Data Analysis; Record Reviews; Interviews</i>	Regulatory Citation: N/a <u>Corrective Action / Support Plan:</u> N/a Timeline: N/a Progress Check: N/a <u>Follow Up Information:</u> N/a
12	Local Special Education Advisory Committee (LAC) The Bristol Warren Regional School District has a Special Education Local Advisory Committee. The Director of Pupil Personnel Services attends all meetings. The LAC has two co-chairs who maintain a listserv and membership and set agendas. Meetings of the LAC have varied from year to year with meetings every other month to meeting four times per school year. LAC meetings have focused on presentation topics that may be of interest to families and other members of the community. Examples of presentations include: Organizational Strategies for the New School Year, Facilitated IEP, Introduction to the BWRSD Family Guidebook, Navigating the System and Caring for Caregiver, Internet Safety,	<u>Noncompliance Finding (if applicable):</u> No finding. Regulatory Citation: N/a <u>Corrective Action / Support Plan:</u> N/a Timeline: N/a

	RIDE High School Regulations, Best Buddies, Transitions from PK-Post High School Advertising of meetings is done via the LAC brochure which is updated annually, Attorney General Website, and principal and the special education list-serv through the student information system. <i><u>Documentation:</u> Data Analysis; Record Reviews Interviews; Observation</i>	Progress Check: N/a Follow Up Information: N/a
13	School Efforts to Partner with Parents (State Performance Plan Indicator #8 (20 U.S.C. 1416(a)(3)(A)) The Bristol Warren Regional School District's rate of parent participation (for parents whose children have IEPs) in the annual Special Education Statewide Parent Survey (2023-2024) is a total of 62 families or 11.8% of the total number of students with IEPs Percent of the responding parents (with a child receiving special education services) who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities is 42% <i><u>Documentation:</u> Data Analysis; State Performance Plan, Parent/Guardian Interviews</i>	Noncompliance Finding (if applicable): No finding. Regulatory Citation: N/a Corrective Action / Support Plan: N/a Timeline: N/a Progress Check: N/a Follow Up Information: N/a

14	Drop Out / Graduation Rate (State Performance Plan Indicator #1 and #2 (20 U.S.C. 1416 (a)(3)(A)) The Bristol Warren Regional School District's graduation rate is 94.12% for students with disabilities. These rates exceed the state average rates of 81.14% for all students with disabilities. The Bristol Warren Regional School District's dropout rate is 0% for students with disabilities. These rates exceed the state average rates of 7.93% for all students with disabilities. <u>Documentation:</u> Data Analysis; State Performance Plan	<u>Noncompliance Finding (if applicable):</u> No finding. Regulatory Citation: N/a <u>Corrective Action / Support Plan:</u> N/a Timeline: N/a Progress Check: N/a <u>Follow Up Information:</u> N/a

2. EVALUATION / INDIVIDUAL EDUCATION PROGRAM (IEP)

Item #	Review Information	Noncompliance Finding (if applicable) & Corrective Action/Support Plan (if applicable)
1	Records of approximately 23 students were reviewed prior to the on-site review by the team leaders. Students' records were very accessible. The record review process identified the following: -Parent was not notified of meeting 10 school days prior and did not waive 10-day notice. §300.322 -Initial evaluation did not commence within 10 school days after obtaining parent consent to evaluate §300.301 ii -Learning Disabilities identification is not aligned with the RI regulatory requirements. §300.307 – §300.311 See also item #5 in this section for further information. -Present Levels of Academic and Functional Performance PLAAFP do not indicate which areas of post-school goals will be addressed. §300.320 -Goals are marked regular education location which does not match the marking of 79-40% of time in regular class which does not match explanation of non-participation that designates inclusion setting which also does not match the placement of special class. §300.114, §300.115(A), §300.320 -Meeting invite states purpose as only "IEP Review/Amend" and does not mention consideration of postsecondary goals and transition services (Pre-ETS). §300.322(b)(2)(A): <i>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</i>	<u>Noncompliance Finding (if applicable):</u> <u>Noncompliance Findings:</u> Please note that the detailed list of specific record review noncompliance including student names has been shared with Bristol Warren at the data analysis meeting. The overall details of those findings (without names) are shared in this report and follow-up requirements. Regulatory Citation: §300.322, §300.301 ii, §300.307 – §300.310, §300.320, §300.114, §300.115(A), §300.320 <u>Documentation:</u> Data Analysis; Record Reviews; Interviews; Observation <u>Corrective Action / Support Plan:</u> Verification (including reviewing subsequent data) 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: This finding must be corrected as soon as possible but no later than one year from the State's written notification of noncompliance.

	<u>Documentation:</u> Data Analysis; Record Reviews; Interviews; Observation	Progress Check: December 2026 <u>Follow Up Information:</u>
2	Child Outreach Screening IDEA requires states to identify, locate, and evaluate all children with disabilities, aged birth to 22, who need early intervention or special education services. In Rhode Island, the Child Outreach Screening Program serves as the vehicle for screening children ages 3- 5, prior to kindergarten entry. Screening serves as a first step in identifying children who may have a disability or developmental delay and require intervention. Child Outreach (CO) screenings are available during daytime hours throughout the calendar year, including selected Saturday and summer dates. The BWRSD Child Outreach screening program provides screenings to children at their early care and education centers (with parent authorization) within the towns of Bristol and Warren. In addition, screenings are offered by appointment at Hugh Cole School and the Rogers Free Library. The program uses Google Workspace to enable families to schedule and modify screening appointments. The Child Outreach Screener is currently part-time. Some supplemental screenings occur during school breaks and over the summer. Last year the district screened: • 3-year-olds: 35%	<u>Noncompliance Finding (if applicable):</u> No finding. Regulatory Citation: N/a <u>Corrective Action / Support Plan:</u> N/a Timeline: N/a Progress Check: N/a <u>Follow Up Information:</u>

	• 4-year-olds: 64% • 5-year-olds: 57% • Total 3-5-year-olds: 51% The BWRSD exceeds the state average overall. <u>Documentation:</u> Data Analysis; Record Reviews Interviews	
3	Child Find (State Performance Plan Indicator #11 (20 U.S.C. 1416(a)(3)(B)) For the year 2023-2024, the Bristol Warren Regional School District was at 100% compliance for meeting evaluation timelines for initial referrals. As of 2/23/2026 the Bristol Warren Regional School District was thus far at 100% compliance for meeting evaluation timelines for initial referrals. <u>Documentation:</u> State Performance Plan Data; Data Analysis; Record Reviews; Interviews	<u>Noncompliance Finding (if applicable):</u> No finding. Regulatory citation: N/a <u>Corrective Action / Support Plan:</u> Timeline: N/a Progress Check: N/a <u>Follow Up Information:</u> N/a
4	Student Accommodations and Modifications Aspen is the Bristol Warren Regional School District's Student Information System. It also serves as the district's special education management system. Aspen	<u>Noncompliance Finding (if applicable):</u> No finding.

	allows all students with IEPs to be flagged in each general education teachers' class list. The IEP icon provides all teachers who have students with IEPs on their class roster to access accommodations and modifications on the Supplementary Services and Program Modifications page of the most active IEP. General Education teachers are instructed to be sure that accommodation and/or modifications are offered to students in their classes. At annual IEP team review meetings, accommodations and modifications are reviewed and if a particular accommodation or modification is not being accessed or no longer appears to be applicable, then the team discusses eliminating it from the IEP. Similarly, the team reviews students' need to determine if additional accommodations or modifications should be considered and prescribed in the IEP. <u>Documentation:</u> Interviews, Record Reviews	Regulatory Citation: N/a <u>Corrective Action / Support Plan:</u> N/a Timeline: N/a Progress Check: N/a <u>Follow Up Information:</u> N/a
5	Specific Learning Disabilities Determination (SLD) The district utilizes intervention data as a significant part of a comprehensive evaluation in determining a specific learning disability. The district also utilizes formal evaluations as part of a comprehensive evaluation plan for students suspected of having a Learning Disability. Achievement gap and rate of educational progress is reviewed by the team and compared to peers of the same age. The required comparison to national norms (EK3) and the IDEA required classroom observation (EK1) are inconsistently implemented. Other factors such as school attendance, participation in appropriate instruction, Multi-Lingual Learner supports, as well as health factors are considered as part of the team decision. Rule out of medical, sensory, and emotional disabilities as the primary factor for the learning difficulty is inconsistently documented. In some cases, the documentation form will indicate that the rule out has been determined, but the	<u>Noncompliance Finding (if applicable):</u> Learning Disabilities identification is not aligned with the RI regulatory requirements. Regulatory Citation: §300.307 – §300.311 <u>Documentation:</u> Data Analysis; Record Reviews; Interviews <u>Corrective Action / Support Plan:</u>

	evaluation evidence and meeting minutes in the file do not support that decision (EK3). A supplemental, and unnecessary, LDID form is used for eligibility determination. Student files also contained both of the RIDE recommended document formats of the LD ID criteria (EK3, EK1). The BWRSD has 160 students (30%) of students eligible for special education who are identified as Learning Disabled under the IDEA. At the elementary and middle level, teachers and teams collect appropriate and sufficient progress monitoring data to be able to support the progress section of the RI Criteria for Learning Disabilities Identification with appropriate training. Special education staff at the high school were unclear about what specific requirements were involved in SLD initial/reevaluation requirements. One of the forms used is an LD discrepancy form which is not aligned to RI regulatory requirements. <i><u>Documentation:</u> Data Analysis; Record Reviews Interviews; Observation</i>	Verification (including reviewing subsequent data) 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: This finding must be corrected as soon as possible but no later than one year from the State's written notification of noncompliance. Progress Check: December 2026 <u>Follow Up Information:</u>						
6	Dispute Resolution Information (State Performance Plan Indicators #15: Resolution Sessions (20 U.S.C. 1416(a)(3)(B)), #16: Mediation (20 U.S.C. 1416(a)(3)(B)), Hearings and Complaints) <u>COMPLAINTS</u> <u>FY 2023-2024</u> <u># of Complaints:</u> 4 complaints during this period <table border="1"> <thead> <tr> <th></th><th>ISSUE(S)</th><th>RESULT</th></tr> </thead> <tbody> <tr> <td>Complaint #1</td><td>IDEA violations and lack of IEP services</td><td>In compliance</td></tr> </tbody> </table>		ISSUE(S)	RESULT	Complaint #1	IDEA violations and lack of IEP services	In compliance	<u>Noncompliance Finding (if applicable):</u> No finding. Regulatory citation: N/a Dispute Resolution personnel are responsible for all dispute resolution verification and any related follow up. (Contact number 401-222-8999) <u>Corrective Action / Support Plan:</u>
	ISSUE(S)	RESULT						
Complaint #1	IDEA violations and lack of IEP services	In compliance						

	Complaint #2	Changed provisions of IEP, failed to implement IEP as written & falsified educational records	In-Compliance/"Partial" Non-Compliance & Non-Compliant	N/a Timeline: N/a Progress Check: N/a
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of Mediations: 3 mediations during this period

	ISSUE(S)	RESULT
Mediation #1	Termination of IEP	Declined by district
Mediation #2	Retention Request	Withdrawn by district
Mediation #3	Programming/ Placement	Agreement

FY 2025-2026

of Mediations: 1 mediation during this period

	ISSUE(S)	RESULT
Mediation #1	Transportation	Parent failed to comply with Mediation process. File returned to RIDE.

HEARINGS

FY 2023-2024

of Hearings: 1 hearing during this period

	ISSUE(S)	FINDING(S)

	<table><tr><td>Hearing #1</td><td>Parents disagree with school's IEP team decision that student was no longer eligible for special education services.</td><td>Hearing officer believes this case was settled or withdrawn before it even went to conf.</td></tr></table>	Hearing #1	Parents disagree with school's IEP team decision that student was no longer eligible for special education services.	Hearing officer believes this case was settled or withdrawn before it even went to conf.										
Hearing #1	Parents disagree with school's IEP team decision that student was no longer eligible for special education services.	Hearing officer believes this case was settled or withdrawn before it even went to conf.												
	<u>FY 2024-2025</u> <u># of Hearings:</u> 3 hearings during this period <table><tr><td></td><td>ISSUE(S)</td><td>FINDING(S)</td></tr><tr><td>Hearing #1</td><td>IDEA regulations not being followed</td><td>Dismissed</td></tr><tr><td>Hearing #2</td><td>District failed to follow IDEA regulations</td><td>Pending with hearing officer</td></tr><tr><td>Hearing #3</td><td>Non-compliance of IEP, failure to address safety concerns, failure to complete timely evaluation and failure to provide extended school year (ESY).</td><td>Dismissed</td></tr></table>		ISSUE(S)	FINDING(S)	Hearing #1	IDEA regulations not being followed	Dismissed	Hearing #2	District failed to follow IDEA regulations	Pending with hearing officer	Hearing #3	Non-compliance of IEP, failure to address safety concerns, failure to complete timely evaluation and failure to provide extended school year (ESY).	Dismissed	
	ISSUE(S)	FINDING(S)												
Hearing #1	IDEA regulations not being followed	Dismissed												
Hearing #2	District failed to follow IDEA regulations	Pending with hearing officer												
Hearing #3	Non-compliance of IEP, failure to address safety concerns, failure to complete timely evaluation and failure to provide extended school year (ESY).	Dismissed												
	<u>FY 2025-2026</u> <u># of Hearings:</u> No hearings during this period <u>Documentation:</u> Data Analysis, RIDE, Dispute Resolution Data Base													

	It can be noted that all Bristol Warren Regional pupil personnel staff have participated in the facilitated IEP informational training.	
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3. IDEA TRANSITION

Item #	Review Information	Noncompliance Finding (if applicable) & Corrective Action/Support Plan (if applicable)
1	Part C (Early Intervention: EI) to Part B Transition (State Performance Plan Indicator #12 (20 U.S.C. 1416(a)(3)(B)) The Office of Special Education Programs (OSEP) requires districts to collect Part C to Part B Transition data for all children transitioning to special education from Early Intervention. Indicator 12 is a compliance indicator requiring districts to have 100% of children referred from Part C Early Intervention and found eligible for special education to be in service by their 3rd birthdays. The district manages the transition of children from Part C Early Intervention (EI) to preschool special education by complying with the procedures outlined in the <u>RI ECSE: Referral, Evaluation and Eligibility Determination</u> guidance document, and through the Early Childhood Coordinator's (ECC) maintenance and monitoring of EI referrals. Within days (usually less than one week but no later than 10 days after) of receiving the transition notification from the EI provider, the ECC schedules the "home visit" / EI	<u>Noncompliance Finding (if applicable):</u> No finding. Regulatory Citation: N/a <u>Corrective Action / Support Plan:</u> N/a Timeline: N/a Progress Check: N/a <u>Follow Up Information:</u>

	Transition Conference with the service coordinator to occur by the time the child is 30 months old, or no later than 90 days before the child's third birthday for late referrals. These meetings are held either virtually or at the family's home, per the family/ EI provider's preference. At the meeting, the ECC explains FAPE and LRE, the referral/eligibility/ IEP process, and the continuum of services. The parents are provided with a folder that contains several documents for their information, which the ECC briefly details: Procedural Safeguards, LAC brochure, district calendar, registration information, a list of evaluation team members' names and their roles, and a document which explains the three types of meetings (referral, eligibility and IEP) that may occur on the child's behalf. At the conference, the team schedules the referral meeting, and tentative dates for eligibility and IEP development. Next, the evaluation team, which is composed of the parents, EI provider(s) and qualified individuals relevant to the child's suspected disability convenes for the referral meeting. Prior to the meeting, the ECC provides all school-based team members with access to all documents provided by EI including the transition notification, IFSP(s), evaluation reports and Child Outcomes Summary (COS). At the meeting, the team reviews and adds to the COS provided by EI to ensure that the team has a comprehensive picture of the child's functioning to determine if there is suspicion of a disability. Should there be suspicion of disability, the team must complete a comprehensive evaluation of the child. Team members identify whether further evaluations are necessary and if so, request parental authorization to complete them. If evaluations are necessary, the district completes them and schedules/ confirms a meeting date for eligibility to occur within 60 days of receiving parental authorization to conduct the evaluations. At the eligibility meeting, the team reviews the components of the comprehensive evaluation, and copies of any evaluation reports are provided	N/a
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	to the parent. In addition, the team reviews the COS A from the first meeting, and updates it to include any new information, including information from the evaluation reports that relates to the child's functional performance. The team completes COS B to identify which skills the child exhibits are and are not age-expected. The team then discusses the area(s) of suspected disability vis-a-vis the definition(s)/ requirements of the disability category (from the RI Regulations) and determines if the child meets the criteria for eligibility. If the child is determined to be eligible, the team schedules/ confirms the IEP meeting date, which will occur within 15 school days and prior to the child's third birthday. At this time, the parent is informed of the need to and process for registering the child. If the child is found ineligible, the team provides the family with community resources including information about the district integrated preschool and community-based early care and education programs and Child Outreach Screening, and is also informed of their right to refer the child at any time in the future should there be concerns about the child's development. If the parents are not in agreement with the team's determination, parents are informed of options, and the RIDE Options and Resources brochure may be provided. At the IEP meeting, the team develops a comprehensive and individualized plan for the delivery of special education and related services and completes COS C/ entry ratings. Parents are asked to provide the Authorization for the Initial Provision of Special Education. If parents have not yet completed registration, they are reminded of the requirement and process, and assistance/ clarification is provided if needed. IEP meetings always occur prior to the child's third birthday, and typically well in advance so that parents have ample time to complete registration and make arrangements for the child to access the services outlined.	
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	Last year's, and the two previous years' consolidated resource plan (CRP) indicated that the BWRSD achieved 100% compliance for the first date of services being on or before the child's third birthday. Last year's consolidated resource plan (CRP) indicated that the BWRSD achieved 100% compliance. <i>Documentation: Data Analysis; Interviews; State Performance Plan, Record Reviews</i>	
2	Early Childhood Special Education to Kindergarten Transition State Performance Plan Indicator #7 (20 U.S.C. 1416 (a)(3)(A)) The Office of Special Education Programs (OSEP) requires districts to collect data about child level outcomes as they exit preschool special education through the Child Outcome Summary Process (COS). This Indicator 7 data looks at the percentage of children who improved their functional skills and behaviors across three outcomes and the percent of children who are currently exhibiting age-expected behaviors. Last year's consolidated resource plan (CRP) indicated that for Summary Statement 1: "Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who <i>substantially increased their rate of growth</i> by the time they turned 6 years of age or exited the program." the district achieved: A. 54.84% in Outcome A – Positive social-emotional skills (including social relationships),	<u>Noncompliance Finding (if applicable):</u> No finding. Regulatory Citation: N/a <u>Corrective Action / Support Plan:</u> N/a Timeline: N/a Progress Check: N/a <u>Follow Up Information:</u> N/a

	B. 37.10% in Outcome B – Acquisition and use of knowledge and skills (including early language / communication and early literacy) C. 50% in Outcome C and – Use of appropriate behaviors to meet their needs. Summary Statement 2: “The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program” the district achieved: A. 25.70% in Outcome A – Positive social-emotional skills (including social relationships), B. 11.40% in Outcome B – Acquisition and use of knowledge and skills (including early language / communication and early literacy) C. 31.40% in Outcome C and – Use of appropriate behaviors to meet their needs. The district supports the implementation of the Child Outcome Summary (COS) process with fidelity by ensuring the ECC and preschool providers participate in ongoing training and practice at the state and district level and by ensuring that teams use information from a variety of sources familiar with the child to obtain information for the COS. This year, the preschool team completed the ECTA COS modules during after-school professional development time, including practicing age-anchoring and identifying appropriate ratings for case studies. COS entries are completed by the evaluation and IEP teams, which includes parents and when applicable, the child’s teacher and/or EI providers, and COS exits are completed by the child’s IEP team, which includes parents and when applicable, the child’s teacher.	
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	The district uses Indicator 7 data to inform continuous quality improvement in several ways. First, the COS process provides the team with information about how each child is functioning relative to age-expectations, including areas of strength and need. The team uses the data to inform individual planning to support each child’s learning and participation, and to help parents understand and communicate this information to others. Secondly, through the professional development activities this year, the district is on a path to implement the COS process with more fidelity than in past years. Finally, the district uses the synthesized data from Indicator 7 to make decisions to improve the services the district provides including implementation of the curriculum with fidelity, IEP service provision and increasing family engagement. The district uses Indicator 7 data to support the transition of children to Kindergarten. Individual student data helps the preschool team identify and communicate to the kindergartens team the trajectory of the child’s development since entry into ECSE. For the first time last year, receiving kindergarten teams were provided with copies of each child’s exit COS (via the special education coordinator) to inform their planning for kindergarten placement and start, and both entry and completed COS documents live in the child’s special education record. This process will continue for the current school year, and the ECC, through participation in the district kindergarten transition team, plans to provide kindergarten teachers with more information regarding the value that the information contained in these documents can have for receiving kindergarten teachers. How does the COS process support or inform the team’s placement decision as children enter Kindergarten? Individual IEP teams consider students’ functional skills in discussions/ decisions around services and placement necessary for FAPE in the LRE in kindergarten.	
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	<u>Documentation:</u> Data Analysis; Interviews; State Performance Plan, Record Reviews	
3	IDEA Transition Planning at the Middle Level Special Educators engage their students in transition planning at age 14 or in anticipation of each student's 14th birthday if within the year of the annual IEP. Case managers ensure that at least 2-3 age-appropriate transition assessments are administered, and individual discussions occur between the students and their case managers prior to the annual IEP meeting. The district has Transition Assessments for staff to utilize with students. Students are participating in their IEP meeting whereby case managers prepare each student for this meeting ahead of time. Kickemuit Middle School (KMS) is also encouraging student attendance at all IEP meetings even if the student is not in a transition IEP yet. The coordinator provides introductory information to families on ORS. Students identified with intellectual disability and all students who participate in the Intensive Life skills program begin the process of developing an annual Career Development Plan. Students have had opportunities to attend Dare to Dream for Middle School Students. The KMS Intensive Life Skills Teacher is a member of the middle level Teacher of Life Skills (TLS)/Complex Learner cohort and part of a middle level cohort for transition to collect knowledge for middle level transition planning. The group had focused sessions on Transition Planning and Career Development Plan (CDP) development. During the 2025-2026 school year, KMS has worked with the Regional Transition Coordinator to increase the work for transition planning and making clearer connections between transition and IEP development. <u>Documentation:</u> Data Analysis; Interviews; Record Reviews	<u>Noncompliance Finding (if applicable):</u> No finding. Regulatory Citation: N/a <u>Corrective Action / Support Plan:</u> N/a Timeline: N/a Progress Check: N/a <u>Follow Up Information:</u> N/a

4	IDEA Transition Planning at the High School Level Special Educators engage their students in transition planning activities from grade 9 to age 22 on an on-going basis. School counselors work with students to choose courses that not only meet graduation requirements, but also allows them to explore courses and CTE Pathways that may result in careers, employment, or post-secondary study. At least 2-3 age-appropriate transition assessments are administered, and individual discussions occur between the students and their case managers prior to the annual IEP meeting. The district has Transition Assessments/ Screeners for staff to utilize with students. Currently, the LEA/Coordinator is working on developing a transition assessment scope and sequence. Students are also participating in their Team meetings by preparing "I'm Determined" slides ahead of the meeting so that they are actively engaged and sharing information that is meaningful and in their own words. This has supported some students leading their meetings and offering their insights about services and supports that they do or do not require. ORS is invited to all meetings and the school for referrals and releases for students beginning in grade 9. The coordinator has also added visuals (upcoming events, BHDDH and ORS brochures and contact information) in the office where team meetings take place so that families can grab-and-go with information that may be of relevance to their student/situation. Mt. Hope High School participates in the Transition Advisory Council (TAC) and TLS Teacher of Life Skills (TLS)/Complex Learners Network, annual Dare to Dream Conference, Transition Cadre, Annual College Planning Forum, and other events. Community based work experiences and trial work experiences are offered to students in the Intensive Life Skills and those who have Career Development Plans (CDP). All students with the diagnosis of an intellectual disability and all students in the life skills program have participated in the Career	<u>Noncompliance Finding (if applicable):</u> No finding. Regulatory Citation: N/a <u>Corrective Action / Support Plan:</u> N/a Timeline: N/a Progress Check: N/a <u>Follow Up Information:</u> N/a

	Development Process using the student centered planning MAP/PATH process. Each student has completed both MAP/PATH and a CDP. Students engage in community-based instruction two to three times per month. These outings include local business and workplace tours as well as leisure and recreational activities within the community. Currently, staff are working on ensuring that pre teaching and post teaching occur for all of these community-based experiences, including a review of job-related employment/possibilities. Community outings have included the Recycle Center, Mini Golf, Colt State Park, Roger Williams Zoo etc. Community outings also support Pre-ETS participation by exposing students to workplace environments and expectations while strengthening relationships with local businesses and community partners. In 2022, the Intensive Classroom established the “Hungry Huskies” program, a classroom-based enterprise that provides hands-on transition learning opportunities. Through this initiative, students are responsible for cooking, food preparation, cleaning, delivering orders, creating order forms, tallying purchases, and generating grocery lists. This program directly supports the development of life skills, money math, communication, teamwork, problem-solving, and workplace readiness skills. Hungry Huskies provides students with real-world practice that aligns with transition goals and strengthens their independence in both school and community settings. If students do not want to participate during this time, then they go to another table to do other activities. Future Pathways (I, II & III) are offered by the Office of Rehabilitative Services (ORS) and taught by the Mahar Center and Pre Future Pathways (taught by the Sargent Center) are offered at the high school. Two students are participating in school-based jobs facilitated by another special educator. Intensive special education staff were unclear if transition reports or data would be shared with them. Thus, it is unclear how the case manager will	
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	use data to inform future transition planning. The staff were also unclear what the role of the job coaches were. Ongoing support and professional development/ technical assistance is occurring for intensive staff. Students who participate in the 18-22 transition programs are placed in out of district programs as the district does not currently have one of their own. <i><u>Documentation:</u> Data Analysis; Interviews; Record Reviews</i>	
5	At the high school, the case manager is the point for referrals to the Office of Rehabilitative Services (ORS) and to the Department of Behavioral Healthcare, Developmental Disabilities & Hospitals (BHDDH). Office of Rehabilitative Services (ORS) and to the Department of Behavioral Healthcare, Developmental Disabilities & Hospitals (BHDDH) referrals are facilitated by the Case Manager and SE Coordinator at MHHS as a point person. Initial discussion regarding ORS begins at age 14 and continues annually as appropriate. Students are referred to ORS at their 10th grade IEP meeting. The Case Manager and SE Coordinator complete the referral form and schedules intake meetings in conjunction with the ORS counselor. ORS is on site at MHHS one day per week. For Students who will be eligible for BHDDH services, a representative from BHDDH is invited to annual IEP meetings and for Career Develop Plan reviews until a social worker/independent plan writer from BHDDH has been appointed. <i><u>Documentation:</u> Data Analysis; Interviews; Record Reviews</i>	<u>Noncompliance Finding (if applicable):</u> No finding. Regulatory Citation: N/a <u>Corrective Action / Support Plan:</u> N/a Timeline: N/a Progress Check: N/a <u>Follow Up Information:</u> N/a

6	The case managers facilitate Summary of Performance (SOP) as appropriate. Case managers who are assigned to graduating seniors or students who are exiting from special education services facilitate the completion of the SOP. These documents are given to and reviewed with each student and then are filed at the Special Education Office in each student's confidential special education file. Students and families often use the SOP to communicate with adult services agencies and post-secondary education as a tool to bridge the gap of information from school services to post school services. There were 25 SOP's completed in the 2024-2025 school year. <i><u>Documentation:</u> Data Analysis; Interviews; Record Reviews</i>	<u>Noncompliance Finding (if applicable):</u> No finding. Regulatory Citation: N/a <u>Corrective Action / Support Plan:</u> N/a Timeline: N/a Progress Check: N/a <u>Follow Up Information:</u> N/a
7	Youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, and transition services. The Bristol Warren Regional School District is 100% compliant with the requirements. (State Performance Plan Indicator #13 (20 U.S.C. 1416(a)(3)(B))	<u>Noncompliance Finding (if applicable):</u> No finding. Regulatory Citation: N/a

	<u>Documentation:</u> Data Analysis; Interviews; State Performance Plan, Record Reviews	<u>Corrective Action / Support Plan:</u> N/a Timeline: N/a Progress Check: N/a <u>Follow Up Information:</u> N/a
8	In the BWRSD, 80% of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and who have been employed, enrolled in postsecondary school, or both within 1 year of leaving high school. The state average was 79.80% (State Performance Plan Indicator #14) (20 U.S.C. 1416(a)(3)(B)) <u>Documentation:</u> Data Analysis; Interviews; State Performance Plan	<u>Noncompliance Finding (if applicable):</u> No finding. Regulatory Citation: N/a <u>Corrective Action / Support Plan:</u> N/a Timeline: N/a Progress Check: N/a

		Follow Up Information: N/a
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