



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

School Support System Report and Support Plan

**Burrillville Public Schools
November 20, 2019**

SCHOOL SUPPORT SYSTEM

A Collaborative System of Focused Monitoring

Introduction

The purpose of the School Support System (SSS) is to provide a means of accountability for delivery of programs and services for students with exceptionalities. The School Support System model is designed to promote the involvement of the whole school district, general educators as well as special educators and parents. It is designed to learn if the district meets the regulations and what effects programs and services have on student outcomes. Finally, the SSS develops a school support plan for training and technical assistance.

To accomplish this the SSS includes these components:

- **The Orientation Meeting:** The Rhode Island Department of Education (RIDE) staff meets the Local Education Agency (LEA) to plan the site review and identify issues or initiatives that may influence programs or service delivery.
- **Data Analysis Meeting:** The RIDE staff meets to review LEA demographic information on selected reports including: the state performance plan, census information, and information collected through record review, staff questionnaires and parent interviews. To ensure that the child is at the center of the study, all analyses begin with the child. Thus, a sample of approximately 20 students with exceptionalities is selected; the records of these students are reviewed; their parents, teachers and related service providers are interviewed, and their classrooms are observed. The result is an in-depth, unified examination of the actual provision of programs and services for students with exceptionalities. The RIDE staff compiles a preliminary summary of their analyses of this data.
- **Presentation by the LEA and School Site Review:** The on-site review begins with a presentation of programs by teachers and staff. The presentation provides the review team with general and specific information on delivery of programs and services to students. Following this presentation, on-site reviews to all schools are made. The team members interview school administrators and teaching staff. Parents and central office staff are also interviewed. The team gathers sufficient information and works with the LEA personnel to generate a report, covering the following:
 - The district's compliance with state and federal regulations, relative to the education of students with exceptionalities.
 - The quality and effectiveness of programs and services provided by the district.
 - The need for professional development and technical assistance that will enable the LEA to improve programs and services.
- **The Support Plan:** The Ride team, LEA central office and building administrators meet to review the data and complete a report of results. The group designs a professional development/technical assistance support plan with timelines for implementation. This plan enables the school and district to correct areas of non-compliance and to strengthen promising programs and correct areas of weakness in order to improve services and programs for all students.
- **The SSS Report:** The report summarizes the findings from the various data sources. The format of the report uses four divisions: Indicators, Findings, Documentation, and Support Plan. Indicators describe either performance or compliance. Findings can include a variety of some six categories, from School Improvement to Free Appropriate Public Education in the Least Restrictive Environment. The documentation section of the report distinguishes the source of

the finding. The support plan reflects the response to the described findings. The support plan describes the corrective action by the district as well as resources and time lines to improve programs and services.

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1. Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE)
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**Burrillville Public Schools
School Support System Review**

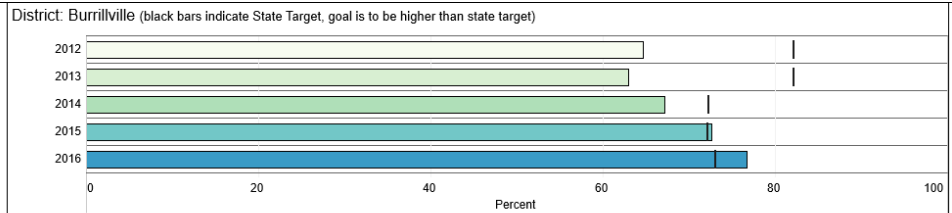
Record Review Team Leaders

Team A – Susan Wood and Sandra Cambio Gregoire

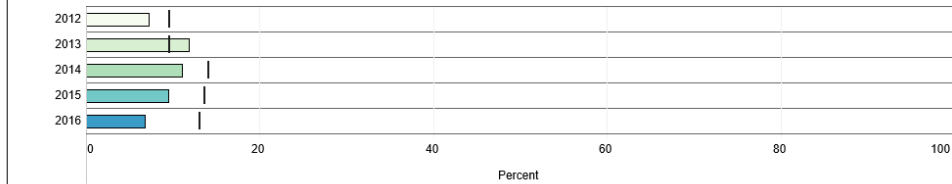
The RIDE, Office of Student, Community & Academic Supports School Support System process was facilitated to provide a means of accountability for delivery of programs and services to improve outcomes for students with disabilities. The following pages reflect the findings of that process.

1. FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE/LRE)

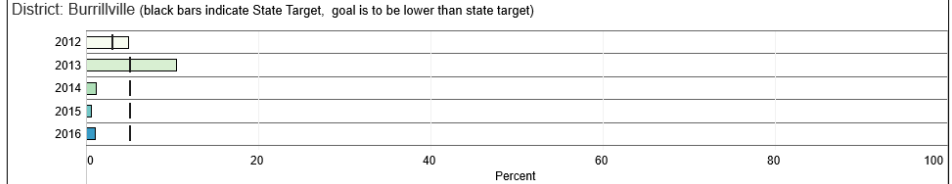
Indicator		Findings	Support Plan
Result	1	<p>Least Restrictive Environment Data (State Performance Plan Indicator #5)</p> <p>Based on the FY July 1, 2017 – June 30, 2018 State Performance Plan information on Burrillville’s Public Schools Placement is as follows:</p> <p>The percentage of students educated 80 to 100% of the time in general education settings is 80.72% (RI District Average is 71.05%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 4.25% (RI District Average is 12.5%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 2.29% (RI District Average is 5.11%)</p> <p><i><u>Documentation:</u> Data Analysis; State Performance Plan</i></p>	



Indicator 5B: Percent of children with IEPs aged 6 through 21 inside the regular class less than 40% of the day.
 District: Burrillville (black bars indicate State Target, goal is to be lower than state target)



Indicator 5C: Percent of children with IEPs aged 6 through 21 In separate schools, residential facilities, or homebound/hospital placements.
 District: Burrillville (black bars indicate State Target, goal is to be lower than state target)



The current Annual Performance Report and the District State Performance Plan (SPP) Reporting for the current year can be found on the Rhode Island Department of Education website: <http://www.ride.ri.gov/InformationAccountability/Accountability/StatePerformancePlan.aspx>

Note: Blank graphs indicate cell size was too small to report.

Result

2

Participation and performance of children with IEPs on statewide assessments (State Performance Plan Indicator #3):

B. Participation rate for children with IEPs 95.79%.

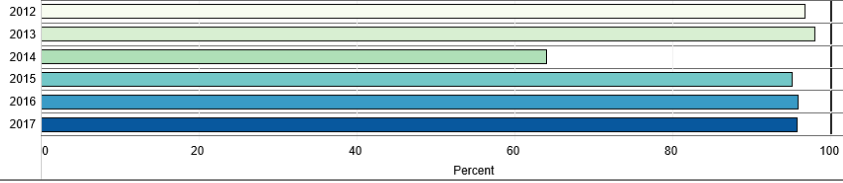
C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards 26.46% [Note: State has individual grade and content area targets (28%). State target is average target across grades and content areas. District target is average percent of students

proficient across content areas (26.46%).

Documentation: Data Analysis; State Performance Plan

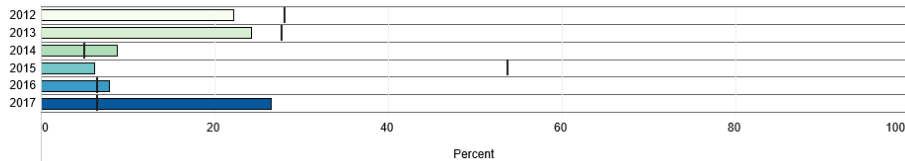
Indicator 3B: Participation rate for children with IEPs.

District: Burrillville (black bars indicate State Target, goal is 100% participation)



Indicator 3C: Proficiency rate for children with IEPs against grade level; modified and alternate academic achievement standards.

District: Burrillville (black bars indicate State Target, goal is to be higher than state target)



Result

3

Multi-Tiered System of Support (MTSS) Response to Intervention (RTI)/Academics

Each school in the district has universal screening for math and reading three times per year. Dynamic Indicators of Basic Early Literacy Skills (DIBELS), developmental reading assessment (DRA), and Study Island are used for Reading. DIBELS Math (K), monitoring basic Skills progress (MBSPP) (1-5) and Math Probes & Common

Assessments (9-12) are used for math screening. All data is triangulated by using State data (RICAS), and classroom performance data before the level of support is determined.

Each school has data meetings and data teams that use the initial universal screening data to determine who needs additional support. Each school meets at least monthly to review student progress and make adjustments as needed.

Elementary Level

Each elementary school has created a data wall from the Universal Screening data. After a review of data (triangulation) all students in the intensive band are provided support. Many students in the strategic band are provided focused in class support.

Title I services are used as a level 2 & 3 intervention as appropriate. Special education individual student program development is used as a level 3 support as appropriate.

Middle Level

The Burrillville Middle School Student Support and MTSS teams meet weekly to review and discuss state, local and grade level data, and to monitor previously identified students' academic, social, emotional and behavioral needs. Students are screened in the areas of ELA, reading and math at least three times a year. After a triangulation of state (RICAS) and local data (Study Island, Degree of Reading Power (DRP), validated assessments) all identified students in the intensive band are provided support. Support in Targeted and Intensive reading classes is provided by ELA teachers and a reading specialist. Math intervention is provided through a scheduled numeracy class -- taught by a math teacher -- while intensive special education ELA and math intervention is provided by an ELA or math teacher and special educator in the corresponding content area.

Special education provides an individual, integrated student program as a level 3 support when appropriate.

High School Level

Burrillville High School employs a multi-tiered range of intervention and supports through Response to Intervention. It is a comprehensive plan developed to address and support students' academic, behavioral and social-emotional issues. The approach has evolved to include teams organized around data, development of math, reading and behavioral positions and programs, development of new courses and flexibility in student scheduling.

The Burrillville High School (BHS) problem solving team meets weekly and is comprised of administrators, service providers, and teachers, both special and regular education, to discuss building level data as well as grade level data. Students are screened in the areas of Reading, Math, behavior, and social-emotional each year. Teachers may make referrals to the problem-solving team through the request for assistance referral process.

The screener utilized for Reading is Study Island. Students are tested three times a year, with the data reviewed by the team and triangulated with RICAS scores, course grades and other standardized assessments such as PSAT and the Armed Services Vocational Aptitude Battery (ASVAB). Tier I intervention is provided through reading and writing strategies taught in all the high school English courses. These include the RAISE writing protocol and strategies such as close reading. There is an embedded Tier I writing course which all students are required to take in the 10th grade year. The reading teacher also has time embedded in her schedule to work with/coach peers in reading strategies that can be employed across the curriculum.

Tier II supports occur through scheduled literacy courses which are available at each grade level or MTSS pull-out intervention delivered by the reading specialist. Literacy courses are provided for those students who demonstrate a minimal gap and need extra time and support to access the ELA curriculum. Pull out reading intervention occurs when the student has an identified gap in reading which needs more intensive support. The reading teacher sets goals and progress monitors during an 8-week cycle of support. The student then exits the pull-out model as a result of goal attainment or begins a new 8-week cycle. Progress is documented through personal literacy plans (PLP) plans.

Students needing the highest level of support at Tier III are scheduled for reading courses, or for special education inclusive support in ELA and study skills courses for those with IEPs. The general reading course is offered for the semester or for the year.

Credit recovery of English credits in a blended approach utilizing a course that is taught by a certified English/special education teacher and the reading specialist. Students are primarily identified for this approach by looking at course failures and teacher recommendations.

Math support primarily occurs in the Algebra 1 and Geometry courses. All students access the same curriculum in each area, but the school developed courses which embed more time to better support students in accessing the Common Core State Standards (CCSS) aligned curricula. Math placement occurs through a review of student data in which multiple data points are considered as well as teacher and parent input. In the Intensive Algebra class, students have a double block math class with a regular educator, special educator and teacher assistant. Students needing less support in both Algebra and Geometry take a support course taught by the math teacher which occurs every other day and provides structured time to explore concepts more fully and allow additional time to complete the curricula. There is a problem-solving course for those students who need to work on math fundamentals and/or work on solidifying concepts learned in more advanced courses.

Students needing additional support through Tier II or Tier III are identified through math screening. There is a math interventionist who has 2.5 periods dedicated to math intervention and coaching. Students are screened through monthly Algebra 1 probes, or in Geometry through the unit common assessments. The data is triangulated with grades and other standardized scores that may be available (PSAT, ASVAB) and a targeted group of students is then created. As in reading, the math interventionist sets goals and provides intervention with progress monitoring for an eight-week period. The student then exits with goal attainment or remains for another cycle. Students with IEP math goals are provided with inclusion support in their math courses as well as study skills which targets their math gap.

Students needing additional support in attaining the Proficiency-Based Graduation Requirements (PBGR) expectations are identified quarterly. The PBGR coordinator compiles the data and notifies students and staff. Students are supported through the PBGR seminar course, or individual sessions with the PBGR coordinator. The coordinator operates in much the same way as the other interventionists. He has embedded time in his schedule to pull out students and problem solve with them to remediate their portfolio and get them back on track.

Documentation: *Data Analysis; State Performance Plan*

Result	4	<p>SPP Disproportionate Representation (State Performance Plan Indicator #9 and #10)</p> <p>Burrillville Public School was not disproportionate.</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	
Result	5	<p>Suspension (State Performance Plan Indicator #4a): Significant discrepancy in the rate of suspensions (for students with IEPs) greater than 10 days as compared to the rate of suspensions (for students without IEPs) greater than 10 days. This was not applicable for the Burrillville Public Schools as no students with IEPs were suspended for greater than 10 days.</p> <p>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.</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p> <p><i>Graphs were not made for this indicator as most districts had cell sizes too small to display data.</i></p>	
Result	6	<p>Multi-tiered System of Support (MTSS)/Social Emotional Supports/<u>Social</u></p>	

Emotional Resources/Positive Behavioral Supports

Burrillville is a positive behavioral supports and interventions (PBIS district). Every school has a PBIS team that has created school-wide behavior expectations, a behavior matrix, and an acknowledgement system. Using PBIS data scaffolded individual support is provided.

Elementary Level

Each school has a PBIS Tier II team that addresses the needs of students whose behavioral challenges are not met through the school-wide expectations and behavior matrices. Students are referred to the team through a universal screening process in which the number of major and minor office referrals are tracked. Small group settings and/or individual behavior plans are developed in consultation with parents and classroom teachers.

Middle Level

A social-emotional screen ("Connections Survey") is done once each year. Behavior is tracked and monitored by the Assistant Principal. BMS' Positive Behavior Intervention and Support initiative is led by a MTSS team that meets weekly and in conjunction with the Student Support Team (SST). Both teams are made up of support personnel that includes the school nurse, school psychologist, school social worker, student assistance counselor, guidance counselors, behavior specialist, special educator and building administration. Based on available state, local and classroom teacher data, academic, behavioral and social-emotional needs are identified. Intervention plans are then created that are tracked by a designated teacher if academic, and by MTSS and SST teams if behavioral or social emotional. BMS teachers have an MTSS "quick guide" to provide the first tier of intervention and support. Classroom teachers are included in the MTSS process as needed, and students are also provided with a therapeutic classroom setting for behavioral intervention when required.

High School

As a PBIS school, there are school wide expectations to which students are held accountable. The expectations govern student conduct and are explicitly taught by teachers, staff and administrators. The behavior matrix is located in the student handbook. As part of PBIS, BHS rewards students exhibiting the expected behaviors with Bronco Bucks. Students can then use the Bronco Bucks to enter monthly raffles,

	<p>at the school store, or to get into sporting events. Students are screened in the area of social-emotional via the survey “Connections” each year.</p> <p>There is a student support team which also meet weekly to discuss social-emotional/ medical/behavior issues. This group examines qualitative data from counselors, teachers, administrators, staff and attempts to identify supports and/or referrals to in school/out of school agencies who can best support the student.</p> <p>The social-emotional screen is the Connections Survey, originally developed here at BHS. The screen asks students to identify the number of peer and adult connections they have in the school building. The data is then organized and discussed in the problem-solving group. The data is used to identify school wide trends, correlating with the failure analysis and identifying those students who are the least connected to school. Students that are identified are then supported by advisors and their guidance counselors.</p> <p>The behavior screen is the SAEBERS survey. The problem-solving team has developed at-risk lists for each grade level. Teachers of students on the watch lists in the tenth and eleventh grade were given a survey to complete. The data was compiled, and a target group identified. There is a behavior specialist who works with this population and sets individualized behavioral goals, monitors progress and determines goal attainment.</p> <p>The school has implemented an MTSS Attendance team. This group meets weekly and discusses student attendance data and discusses student interventions. These range from more frequent communication, student recovery of missed school time and truancy referrals.</p> <p>Students in need of the highest level of support at Tier III participate in one of two programs: Temporary Therapeutic Alternative Program (TTAP) or the Transitional Learning Center (TLC) (see high school program continuum [Section I, item #10] for additional details).</p> <p>School Removals/Disciplinary Policies. Throughout the district behavioral expectations along with disciplinary action protocols and policies are comprehensively defined in a student handbook.</p> <p><u>Documentation:</u> Data Analysis; administrative report</p>	
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Result

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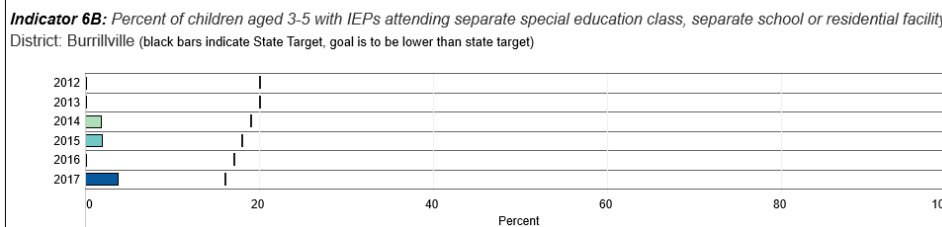
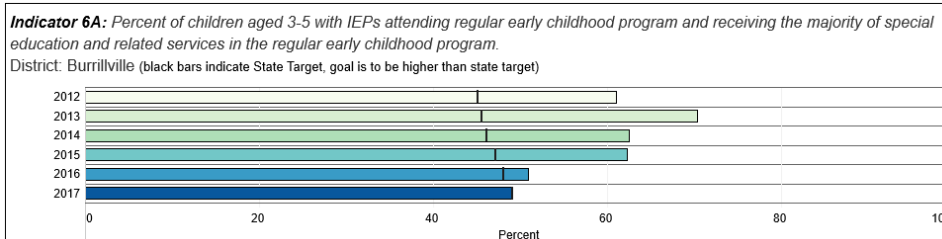
Preschool Continuum

The preschool program is located Austin T. Levy Elementary School

The district collects early childhood outcomes data on all children with IEPs as required by the federal Office of Special Education Programs. Teachers collect and enter authentic assessment information into an on-line child portfolio. This assessment information is used to shape and individualize instruction and to demonstrate progress.

Indicator #6

- A. In this district, the percent of preschool children aged 3-4 with IEPs attending a general education early childhood program and receiving the majority of special education services in the general early childhood program was 49.06%.
- B. The percent of children aged 3-5 with IEPs attending a separate special education class, separate school or residential facility was 3.77%.



State Performance Plan Indicator #7

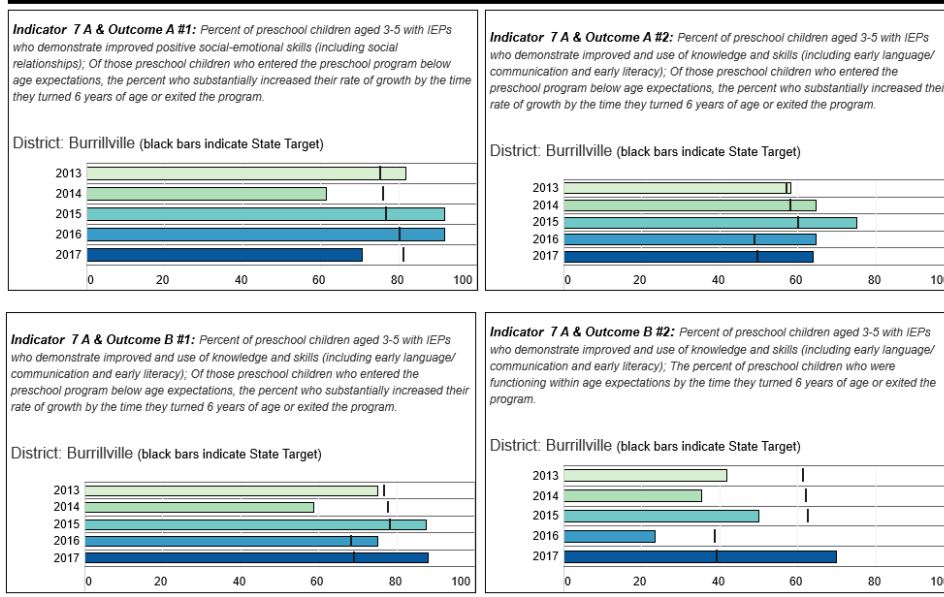
Statement 1. Of the preschool children who entered the preschool program below age expectations, the percentage who substantially increased their rate of growth by the time they turned 6 years of age or exited the program:

- Positive social-emotional skills (including social relationships); 70.6%
- Acquisition and use of knowledge and skills (including early language/communication and early literacy); 88% and
- Use of appropriate behaviors to meet their needs 70%

Statement 2. The percent of preschool children who were functioning within age expectations in each Outcome by the time they exited the program were:

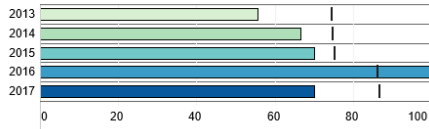
- Positive social-emotional skills (including social relationships); 64%
- Acquisition and use of knowledge and skills (including early language/communication and early literacy); 70% and
- Use of appropriate behaviors to meet their needs 72%

Documentation: Data Analysis; State Performance Plan



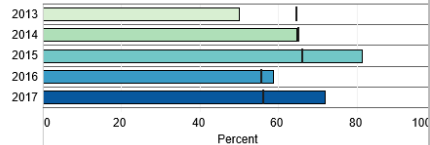
Indicator 7 A & Outcome C #1: Percent of preschool children aged 3-5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs; Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

District: Burrillville (black bars indicate State Target)



Indicator 7 A & Outcome C #2: Percent of preschool children aged 3-5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs; The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

District: Burrillville (black bars indicate State Target)



Result

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Program Continuum Elementary Level

There are 1000 students at the elementary level and approximately 134 have IEPs. The special education program continuum is as follows:

Elementary Level

At A.T. Levy, Steere Farm and Callahan:

-Inclusion (100-80%) with special education support provided in the general education classroom with related services (i.e., speech, physical therapy, occupational therapy, Counseling provided in a pull out setting which includes consultation with the general education and special education teachers).

-Inclusion (80-40%) with special education support provided in both the general education classroom as well as pull out services for small group/individual instruction. Related services (i.e., speech, physical therapy, occupational therapy, counseling provided in a pull out setting which includes consultation with the general education and special education teachers).

At A.T. Levy:

-Multi-age classroom (K-1) staffed by a special educator and a paraprofessionals. Students may receive up to 80% of their academic and social-emotional instruction and supports in this setting (as indicated with their IEPs) with the continued goal of being integrated with their typical-aged peers in the general education setting with the support of a paraprofessional to the maximum extent possible.

		<p>At Steere Farm:</p> <p>-Multi-age intensive supports (Life Skills) classroom (2-5) staffed by a special educator and paraprofessionals. Students may receive up to 80% of their academic and social-emotional instruction and supports in this setting (as indicated with their IEPs) with the continued goal of being integrated with their typical-aged peers in the general education setting with the support of a paraprofessional to the maximum extent possible. Students in the program have qualified for alternate assessment and their academic goals are aligned to the Essential Elements.</p> <p>At Callahan:</p> <p>-Multi-age therapeutic classroom (2-5) staffed by a special educator, a behavior specialist and paraprofessionals. Students may receive up to 80% of their academic and social-emotional instruction and supports in this setting (as indicated with their IEPs) with the continued goal of being integrated with their typical-aged peers in the general education setting with the support of a paraprofessional to the maximum extent possible.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p>	
Result	9	<p>Program Continuum Middle Level</p> <p>There are 537 students attending Burrillville Middle School, 82 are students with IEPs'. The special education program continuum is as follows:</p> <p>-Inclusion (100-80%) with special education support provided in the general education classroom with related services (i.e., speech, physical therapy, occupational therapy, Counseling provided in a pull out setting which includes consultation with the general education and special education teachers).</p>	


	<p>-Inclusion (80-40%) with special education support provided in both the general education classroom as well as pull out services for small group/individual instruction. Related services (i.e., speech, physical therapy, occupational therapy, counseling provided in a pull out setting which includes consultation with the general education and special education teachers).</p> <p>-Multi-age intensive supports (Life Skills) classroom (6-8) staffed by a special educator and paraprofessionals. Students may receive up to 80% of their academic and social-emotional instruction and supports in this setting (as indicated with their IEPs) with the continued goal of being integrated with their typical-aged peers in the general education setting with the support of a paraprofessional to the maximum extent possible. Students in the program have qualified for Alternate Assessment and their academic goals are aligned to the Essential Elements.</p> <p>-Multi-age therapeutic classroom (6-8) staffed by a special educator, a behavior specialist and paraprofessionals. Students may receive up to 80% of their academic and social-emotional instruction and supports in this setting (as indicated with their IEPs) with the continued goal of being integrated with their typical-aged peers in the general education setting with the support of either paraprofessionals or the behavior specialist to the maximum extent possible.</p> <p>All special educators attend common planning time with their team one day a week and then by academic content one day per week. Team common planning includes a teacher from each academic discipline and is a time where teams can discuss struggling students, devise academic support plans as well as behavior plans. During the departmental time, special educators plan with the academic content teachers in making accommodations and modifications to upcoming assignments. All special educators also plan and coordinate strategies with the related service providers including, School Psychologist, School Social Worker, Occupational Therapist, and Speech and Language Pathologist.</p> <p>Check-in and check-outs are provided for students who require support in executive functioning skills. These time periods can occur first thing in the morning during homeroom on a daily basis and at the end of the day during a 10 minute organization period. Activities that occur during this time can include checking planners, ensuring appropriate materials are brought home. A variety of checklists are utilized. In addition,</p>	
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	<p>the student information system includes a component that allows both students and parents to keep track of assignments.</p> <p>The middle school schedule includes a 50-minute daily intervention block that is available for all students. For students at or above grade level, enrichment opportunities exist. Students who are not performing at grade expectations may be scheduled for a literacy or numeracy class twice a week. Students are placed according to the universal screening data obtained STAR assessments in literacy and numeracy. Literacy and numeracy classes include students with or without IEPs and placement in these classes are fluid. Decisions on which students attend or exit the literacy or numeracy block is based on progress monitoring that occurs every 6 weeks for students with IEPs and three times a year for students without IEPs. Literacy and Numeracy teachers also have the opportunity to attend team meetings during common planning time to discuss progress.</p> <p><i>Documentation: Data Analysis; Interviews; Observations</i></p>	
Result	<p>10 Program Continuum High School Level</p> <p>At Burrillville High School there are approximately 758 students and 99 have IEPs. The program continuum is as follows:</p> <ul style="list-style-type: none"> -Inclusive classes (100-80%) with special education support provided in the general education classroom with related services (i.e., speech, physical therapy, occupational therapy, counseling provided in a pull out setting which includes consultation with the general education and special education teachers). -Inclusive classes (80-40%) with special education support provided in both the general education classroom as well as pull out services for small group/individual instruction. Related services (i.e., speech, physical therapy, occupational therapy, counseling provided in a pull out setting which includes consultation with the general education and special education teachers). -Multi-age intensive supports (Life Skills) classroom (9-12) staffed by a special educator and paraprofessionals. Students may receive up to 80% of their academic and social-emotional instruction and supports in this setting (as indicated with their IEPs) with the continued goal of being integrated with their typical-aged peers in the general education 	

	<p>setting with the support of a paraprofessional to the maximum extent possible. Students in the program have qualified for Alternate Assessment and their academic goals are aligned to the Essential Elements.</p> <ul style="list-style-type: none">- Multi-age Transitional Learning Center (TLC) classroom (9-12) staffed by a special educator, a behavior specialist and paraprofessionals. Students may receive up to three blocks of service in this classroom per day in which they receive academic and social-emotional instruction and supports (as indicated with their IEPs) with the continued goal of being integrated with their typical-aged peers in the general education setting with the support of a paraprofessional or behavior specialist to the maximum extent possible.-Temporary Therapeutic Alternative Program (TTAP) classroom (9-12) staffed by a special educator and a behavior specialist. This class is utilized as a support for students who have social/emotional and/or behavioral challenges. It also can serve as a support for students who are transitioning from out of district placements. Students are provided one or two periods of support as indicated in their IEP to work on core academics and/or social/emotional self-regulation strategies.-Transition Program for students 18-21 years of age, staffed by a special educator and Job Coaches (2). Students in this program will work on academic, social-emotional, vocational awareness/readiness and daily living skills in the high school in addition to participating in community-based vocational experiences. <p>Clinical Services:</p> <p>All students have access to the School Psychologist (full-time) and a Social Worker (3 days per week). Individual counseling and small therapeutic groups vary yearly and are designed based on student needs and disabilities. Related services are provided per the student's IEP.</p> <p>Online Coursework: Students who need to acquire course credits and/ or students who want to accelerate their credit acquisition take online courses through APEX during and after school with supervision provided by special educators and content teachers.</p> <p><u>Documentation:</u> <i>Data Analysis; Interviews; Observation</i></p>	
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Result	11	<p>Adaptive Physical Education (APE)</p> <p>Adaptive Physical Education services are provided across the district, at the elementary, middle and high school level per the IEP. Students who receive adaptive physical education, also have opportunities to participate with their grade level peers.</p> <p><i>Documentation: Data Analysis; Interviews; Observation</i></p>	
Result	12	<p>Extended School Year (ESY)</p> <p>Extended School Year (ESY) decisions are made by the IEP team. Programs are developed according to student need at the preschool, elementary, middle, and high school level.</p> <p>Burrillville School Department offers a comprehensive program for all the students that attend the Extended School Year program. The coordinator and Pupil Personnel Services work with the bus company and the district's facilities team to make sure the program operates with a seamless experience for the students. Being sure of the space and transportation reduces stress for students and parents in the program. Facilities has also worked with the team to provide keys and swipe cards to all teachers for access to the building so that the students can take walks outside for short breaks and physical activity during their program hours.</p> <p>The program also has allotted air conditioned space for the days that are too hot to remain in a regular classroom which can be a distraction for students. The district has worked to provide all students in grades 2-12 access to a chromebook so that their computer skills continue to improve as well. The students in the ESY program continue to receive occupational therapy, physical therapy and speech and language services throughout the program including bringing in a doctor to fit the students in need of orthotics. The physical therapist has also been able to assist in providing equipment for students in the classroom to have special seating or mats to play on the floor when appropriate and helped with setting up student equipment that came from home. The staff is compiled with professional adults who all share the same goal of helping students succeed.</p>	

		<p>In addition to related service providers, there are teachers, teacher assistants, behavior specialists, a nurse, a job coach and current high school students volunteering to help in the classroom and foster relationships with their peers. All of the staff members are given an orientation and a meeting to prepare them for the program expectations and a meeting at the end to give all staff a voice in the changes for the coming year to improve the program. Burrillville's Backpack Program sends students home with non-perishable food for the weekend. They also provide extra snacks for students that came to the program without a snack this year.</p> <p>The students are involved in the local community while the high school transition students are out at job placements and they are involved in their own inner community by helping to make healthy snacks for everyone in the program or interact with peers at bus times and help one another to be in the proper places. Every student that attends the ESY program gets an education that covers academics as well as life experience. Even at the elementary school level the teacher took one day a week to do a life learning lesson like making ice cream. The teachers in the program have excelled in chunking lessons to vary the skills the students are learning and to keep them engaged.</p> <p>Overall the program gives students what they need and is ever changing to fit their needs. The success of the program can be summed up by the statement of one mother dropping her son off who worked with one of the behavior specialists this summer; "This is the only time I have ever seen him excited to come to school."</p> <p><i>Documentation: Data Analysis; Interviews</i></p>	
Result	13	<p>Local Special Education Advisory Committee (LAC)</p> <p>The Local Advisory Committee meets in accordance with Rhode Island Regulatory requirements. The Committee is chaired by a parent. Participants on the team include parents, special education director and teachers. A general agenda is set for the year. Topics or concerns are added to the agenda. Parents are informed at the beginning of each school year of when the LAC meetings will be held for the year.</p> <p><i>Documentation: Data Analysis; Interviews; Observation</i></p>	

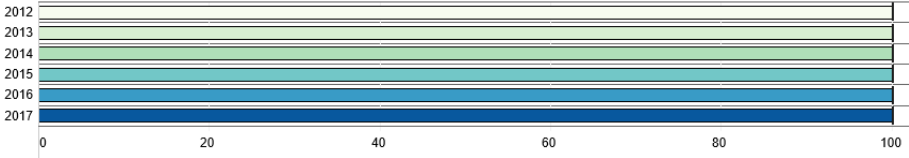
Result	14	<p>School Efforts to Partner with Parents (State Performance Plan Indicator #8)</p> <p>The district's rate of parent participation in the annual Special Education Statewide Parent Survey (2017-2018) is 11% (n=46) of parents whose children have IEPs.</p> <p>Of parents with a child receiving special education services who participated in the last survey, the percent that reported that their school's efforts to facilitate parent involvement as a means of improving services and results for children with disabilities are at or above the state standard is 16%. The data for 2018-2019 was 26%.</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p> <hr/> <p>Indicator 8: Percent of parents with a child receiving special education services who report that school facilitated parent involvement as a means of improving services and results for children with disabilities. District: Burrillville (black bars indicate State Target, goal is to be above state target)</p>  <table border="1" data-bbox="373 690 1266 846"> <thead> <tr> <th>Year</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>16%</td> </tr> <tr> <td>2016</td> <td>16%</td> </tr> <tr> <td>2017</td> <td>26%</td> </tr> </tbody> </table>	Year	Percent	2015	16%	2016	16%	2017	26%	
Year	Percent										
2015	16%										
2016	16%										
2017	26%										
Result	16	<p>Drop Out / Graduation Rate (State Performance Plan Indicator #1 and #2)</p> <p>The Burrillville Public Schools graduation rate is 87.9% for all students and 40% for students with disabilities. These rates approximate the state average rates of 84.12% for all students and 62.89% for students with disabilities.</p> <p>The Burrillville Public Schools dropout rate is 7.9% for all students and 40% for students with disabilities. These rates approximate the state average rates of 7.42% for all students and 13.47% for students with disabilities.</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>									

	<p>Indicator 1: Percent of youth with IEPs graduating from high school with a regular diploma. District: Burrillville (black bars indicate State Target, goal is to be higher than state target)</p> <p>Indicator 2: Percent of youth with IEPs dropping out of high school. District: Burrillville (black bars indicate State Target, goal is to be lower than state target)</p>	
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2. EVALUATION / INDIVIDUAL EDUCATION PROGRAM (IEP)

Indicator	Findings	Support Plan
Result	<p>1</p> <p>Records of approximately 7 students were reviewed prior to the on-site review by the team leaders. Students' records were very accessible. The record review process yielded no compliance findings.</p> <p><i>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</i></p> <p><u>Documentation:</u> <i>Data Analysis; Interviews; Observation</i></p>	

Result	2	<p>Child Outreach</p> <p>Northwest Child Outreach provides services to children and families residing in the town of Burrillville. A free child outreach screening is available to all children 3-5 years old. Several screening opportunities are offered each month both in the community and in local daycares and preschools.</p> <p>Child Outreach advertises in local newspapers, doctor offices and libraries as a way to inform families about the program. The Child Outreach Coordinator also attends various state meetings as a way to collaborate with other districts and ensure the Burrillville Child Outreach program is providing the highest quality services to children and families based on best practice.</p> <p>Child Outreach calls every family listed on the census to schedule a screening. If no contact is made after several phone attempts, a letter is mailed to families with screening information and available dates. Child Outreach also screens children at Kindergarten registration each year. It is the goal of Child Outreach to screen all eligible children in order to ensure they are meeting all developmental milestones in preparation for a successful transition to kindergarten.</p> <p>Children who are not meeting age expected milestones are referred to the Burrillville School district for further evaluation. In the 2017-2018 school year 17 children were referred.</p> <table border="1" data-bbox="323 932 1354 1211"> <thead> <tr> <th></th> <th>Burrillville 2017-2018</th> <th>All Districts 2017-2018</th> </tr> </thead> <tbody> <tr> <td>K-3</td> <td>18.13</td> <td>16.24</td> </tr> <tr> <td>K-2</td> <td>46.32</td> <td>45.91</td> </tr> <tr> <td>K-1</td> <td>64.42</td> <td>57.68</td> </tr> </tbody> </table> <p><i>Documentation: State Performance Plan; Data Interviews</i></p>		Burrillville 2017-2018	All Districts 2017-2018	K-3	18.13	16.24	K-2	46.32	45.91	K-1	64.42	57.68	
	Burrillville 2017-2018	All Districts 2017-2018													
K-3	18.13	16.24													
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K-1	64.42	57.68													

Result	3	<p>Child Find (State Performance Plan Indicator #11)</p> <p>Burrillville Public Schools for the 2018-2019 year was at 100% compliance for meeting evaluation timelines for initial referrals. As of 12/20/19 the Burrillville Public Schools were thus far at 100% compliance for meeting evaluation timelines for initial referrals for the 2019-2020 school year.</p> <p><u>Documentation:</u> <i>State Performance Plan Data</i></p> <p>District: Burrillville (black bars indicate State Target)</p>  <table border="1"> <caption>Compliance Data for Burrillville (2012-2017)</caption> <thead> <tr> <th>Year</th> <th>State Target (%)</th> <th>Burrillville Performance (%)</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>100</td> <td>100</td> </tr> <tr> <td>2013</td> <td>100</td> <td>100</td> </tr> <tr> <td>2014</td> <td>100</td> <td>100</td> </tr> <tr> <td>2015</td> <td>100</td> <td>100</td> </tr> <tr> <td>2016</td> <td>100</td> <td>100</td> </tr> <tr> <td>2017</td> <td>100</td> <td>100</td> </tr> </tbody> </table>	Year	State Target (%)	Burrillville Performance (%)	2012	100	100	2013	100	100	2014	100	100	2015	100	100	2016	100	100	2017	100	100	
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2013	100	100																						
2014	100	100																						
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Result	4	<p>Student Accommodations and Modifications</p> <p>Special education case managers at the middle and elementary schools complete the <i>BSD – PPS Teacher Acknowledgement Form</i> that is reviewed and signed by the general education teachers for each student on the special education teacher's caseload. At the high school, each student with an IEP's Supplementary Aide(s), Services and Accommodations Page is scanned into the electronic database (Skyward) to which all teachers of those students have access. An email is sent to each teacher for documentation of notification by the student's special education case manager.</p> <p><u>Documentation:</u> <i>Data Analysis; Interviews; Document Reviews</i></p>																						

Result	5	<p>Specific Learning Disabilities Determination</p> <p>Special education administration reported that there is a process and procedure for students engaging in the initial and reevaluation process for SLD determination.</p> <p>During the Initial Referral process, Special Education Teams utilize the <i>BSD – PPS Form – Learning Disabilities Documentation Form-Initial Referral</i>. Within this form the following information/documentation specific to Response to Intervention (Rtl) is required in order to make a determination that further evaluations are necessary as well as an ultimate SLD eligibility determination:</p> <ul style="list-style-type: none"> ● Description of appropriate, high-quality, research-based instruction provided in all educational settings and by trained personnel ● Student’s achievement/performance (e.g. on assessment that measures progress towards Common Core standards; on district reading/math assessments; on behavioral observations and/or rating scales; on standardized norm-referenced tests; on language proficiency assessments ● Has the child received comprehensive classroom instruction (including supplemental strategies and differentiated instruction)? ● Has the child received individual and/or small group interventions and frequent progress monitoring with reliable and valid measures by classroom teacher and/or other personnel? ● Has the child received two periods of intensive interventions and weekly progress monitoring with reliable and valid measures (including clear evidence of fidelity of implementation)? ● With intensive intervention, is the gap between the student’s performance and his/her peers being closed? ● Classroom Observation ● Rule-out criteria ● Determination has been made based on evaluative information from a variety of sources, including parent input among others, and information from all sources has 	
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		<p>been documented and carefully considered.</p> <p>During the Re-evaluation process, Special Education Teams utilize the <i>Learning Disabilities Documentation Form</i> via TINET/PowerSchool.</p> <p>Within this form the following information/documentation specific to Response to Intervention (RtI) is required in order to make a determination that a student still qualifies under the SLD category:</p> <ul style="list-style-type: none"> ● Evidence of prior instruction, intervention, and progress provided in all educational settings and by trained personnel indicating all relevant data, including progress towards IEP goals ● After reviewing all the information already gathered, are there assessment questions remaining before a disability determination can be made, confirmed, or changed? ● Based on all the data collected, the team considered student performance in areas indicated above is NOT <i>primarily</i> the result of any rule-out factors. ● Determination has been made based on evaluative information from a variety of sources, including parent input among others, and information from all sources has been documented and carefully considered. <p><i>Documentation: Interviews; Record Review</i></p>	
Result	6	<p>Due Process Information (State Performance Plan Indicators)</p> <p><u>FY 2017-2018</u></p> <p><u># of Complaints:</u> No complaints during this period</p> <p><u>FY 2018-2019</u></p> <p><u># of Complaints:</u> 1 complaint during this period</p>	

	ISSUE(S)	RESULT
Complaint #1	Only receiving IEP accommodations not receiving specialized instructional services	in-compliance (school department complied with reg's)

FY 2019-2020

of Complaints: 1 complaint during this period

	ISSUE(S)	RESULT
Complaint #1	Non-compliance with IEP service / placement	Non-compliance (w/comp ed services)

MEDIATIONS

FY 2017-2018

of Mediations: No mediations during this period

FY 2018-2019

of Mediations: No mediations during this period

FY 2019-2020

of Mediations: No mediations during this period

	<p><u>HEARINGS</u></p> <p><u>FY 2017-2018</u></p> <p><u># of Hearings:</u> No hearings during this period</p> <p><u>FY 2018-2019</u></p> <p><u># of Hearings:</u> No hearings during this period</p> <p><u>FY 2019-2020</u></p> <p><u># of Hearings:</u> 1 hearing during this period</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 20%;"></th> <th style="width: 30%;">ISSUE(S)</th> <th style="width: 50%;">FINDING(S)</th> </tr> </thead> <tbody> <tr> <td>Hearing #1</td> <td>Placement</td> <td>RSA (Resolution Session Agreement)</td> </tr> </tbody> </table> <p><i><u>Documentation:</u> Data Analysis, RIDE, Due Process Data Base</i></p>		ISSUE(S)	FINDING(S)	Hearing #1	Placement	RSA (Resolution Session Agreement)	
	ISSUE(S)	FINDING(S)						
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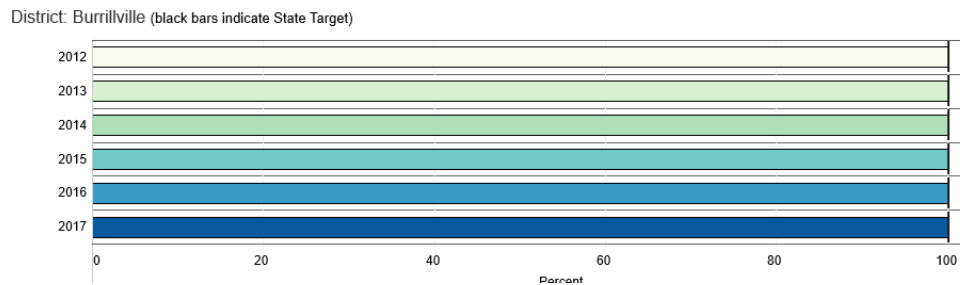
3. IDEA TRANSITION

Indicator	1	Findings	Support Plan
Result	1	<p>Part C to Part B Transition (Indicator #12)</p> <p>The District manages the transition of children from Part C Early Intervention (EI) to</p>	

preschool special education. A database of all EI referrals is maintained and upcoming birthdates are monitored to ensure that meetings are scheduled in a timely manner. Last year's consolidated resource plan (CRP) indicated that the district achieved 100% compliance and that all 10 children referred from Early Intervention and found eligible for preschool special education had IEPs developed and implemented by their 3rd birthday.

The District contracts with the Northwest Child Outreach Program to manage the transition of children from Part C Early Intervention (EI) to preschool special education for the district.

Documentation: Data Analysis; Interviews; State Performance Plan



Result

2

IDEA Transition Planning at the Middle Level

The following are the interest inventories and vocational assessments that have been completed with the students at the middle school level:

PICS (Picture Interest Career Surveys): It's a quick and easy way for students to identify their occupational interest areas. They can use their PICS results to further explore careers that match those interests.

MAPS (Making Action Plans): This person-centered approach helps students plan for their future by building upon their dreams, fears, interests and needs.

Learning Style Inventories: Students respond to statements that best describe them. The three primary modes of learning are visual, auditory and kinesthetic. The area with the highest number of responses is the student's primary mode of learning.

Casey Life Skills: This is a tool that assesses the behaviors and competencies youth need to achieve their long-term goals. It aims to set youth on their way toward developing healthy, productive lives.

Career Clueless: An easy and fun three-step inventory to discover the student's career interests.

Self-Determination and Self-Advocacy Checklist: Students answer questions from a checklist to see how well they know themselves and how well they can tell others how they can be supportive and helpful to them.

The following is a list of transition activities that students engage in specific to interest and career-readiness in the Life Skills program at the middle school level:

Dare to Dream Youth Conference Event: Dare to Dream (D2D) is a learning pathway for youth with special healthcare needs and diverse learners in grade 8 to age 21. The D2D Initiative focuses on creating and providing resources and activities to assist youth in developing and leading healthy lives as they move through transitional periods.

Junior Achievement Inspire Career Exploration Expo: JA Inspire is a coalition of educators and industry leaders, led by Junior Achievement of Rhode Island. This capstone experience is designed as an interactive, hands-on, career exploration for 8th grade students. Exhibits include interactive career stations with mentors who share their career advice with the students and will engage students with equipment, technology, and the opportunity to "step into the shoes" of individuals representing the many industries here in Rhode Island.

Secondary Transition IEPs & Career Development Plans: Students help develop their annual Secondary Transition IEPs and their individual Career Development Plans in collaboration with their IEP team; which includes representatives from the Office of Rehabilitation Services (ORS) and the Department of Behavioral Healthcare and Developmental Disabilities & Hospitals (BHDDH).

Whose Future Is It ?: Is a research-based, student-directed transition planning curriculum. It is designed to help students with disabilities explore self-awareness while

mastering the following skills; problem-solving, decision-making, goal-setting and small-group communication.

Rhode Island Youth Transition Workbook: The mission of the workbook is to help students reach their potential by developing self-determination, advocacy and leadership skills.

Transition Passport from Unique Learning System: A transition curriculum binder that focuses on vocational, adaptive tools for daily living, personal life and community skills.

The following is a list of school-wide jobs that the students in the Life Skills program at the middle school perform on a daily/weekly basis:

Office Assistants: The students assist the front office staff by organizing the lost & found items and changing the outdoor sign that posts school-happenings.

Custodial Assistants: The students assist the custodial staff by collecting recyclable items and cleaning the auditorium.

Librarian Assistants: The students assist the school librarian by cleaning and organizing the bookshelves and other tasks that she may need help with.

Nurse's Assistants: The students assist the school nurse by making ice-packs and other tasks that she may need help with.

Role of Job Coaches at the Middle School: The job coaches come to the middle school twice a week; for an hour each visit. On Tuesdays, they work with the students on person-centered career planning; which involves creating MAPS. This process takes into account the student's interests, abilities, needs and dreams when considering future employment.

In addition, the job coaches have created "Career Boxes" that the students utilize to practice different skill sets required for certain jobs (i.e. food service box which contains a scale for measuring portions, identifying utensils etc.). The job coaches also complete interest inventories with each student. These inventories are used to review students' preferences in general. This information describes student's likes and dislikes for a future potential working environment (i.e. physical conditions, body clock, work environment, etc.).

		<p>On Fridays, the job coaches supervise the students collecting the recyclable items throughout the middle school building. This activity builds on career-readiness skills through teaching punctuality, personal responsibility, task analysis and work ethic. The job coaches monitor the student's progress through task sheets which are designed for each student's individual goals.</p> <p>Finally, the job coaches have organized student guest speakers from the high school transition work-study program to visit the middle school Life Skills students. They come in prepared with presentation materials and talk about their experiences in the work-study program and they also answer questions that the students may have about the high school program and their job placements.</p> <p>Additionally, the middle school special educator is a member of the District Transition Cadre and is an active participant in writing the district strategic plan for transition. The teacher also attends meetings and shares the information with all middle level special educators during common planning time.</p> <p><i><u>Documentation:</u> Data Analysis; Interviews; Record Review</i></p>	
Result	3	<p>IDEA Transition Planning at the High School Level</p> <p>The following is evident at Burrillville High School and complies with IDEA Transition Planning:</p> <ul style="list-style-type: none"> • IEPs are updated annually or earlier if necessary. • Re-evaluations and team Eligibility Reports are conducted in a timely manner (within 3 years). • Special educators facilitate transition assessments for all students on their caseloads. Commonly used assessment tools are found on the Mynextmove.org website. This website has updated and current information on employment, job outlook, and postsecondary education and training. In addition, MAPs are created by some students and are used in person-centered planning and the development of Career Development 	

	<p>Plans (CDPs).</p> <ul style="list-style-type: none"> • Career Development Plans are person-centered, and the Career Development Plan informs the employment-related goals and recommendations of the youth's Individualized Service Plan, Individualized Education Plan, Individual Learning Plan Interprofessional Education, and Summary of Performance. • Participation in Annual Transition Institute - District set goals around increasing self-advocacy skills and self-determination. • Instruction incorporates SDLMI (Self-Determination Learning Model of Instruction) • Parents and students are given information about state agencies when appropriate, and referrals to Office of Rehabilitative Services (ORS) and to the Department of Behavioral Healthcare, Developmental Disabilities & Hospitals (BHDDH) are completed in a timely manner. • Students with Intellectual Disabilities have Career Development Plans, and they are assessed in several different integrated employment settings. These students have appropriate accommodations, services and supports in the educational and work settings. • Teachers, parents, and students are aware of RIDE's Employment First Policy, and the district has established a systemic process and collaborative framework which allows for supporting youth in transition. • Burrillville actively participates in the Transition Advisory Council (TAC) and has good working relationships with RIDE, the NRIC, other school districts, adult service providers, and local and state agencies. <p>The district employs two full time Job Coaches and has two vans used specifically for transportation to and from job sites.</p> <p>The Job Coaches develop and maintain relationships with employers and businesses in and around Burrillville for the purpose of job placements that are centered around person centered planning for individual students. Additionally, they have knowledge of:</p> <ul style="list-style-type: none"> • How each job in all placements are expected by the employer to be done and 	
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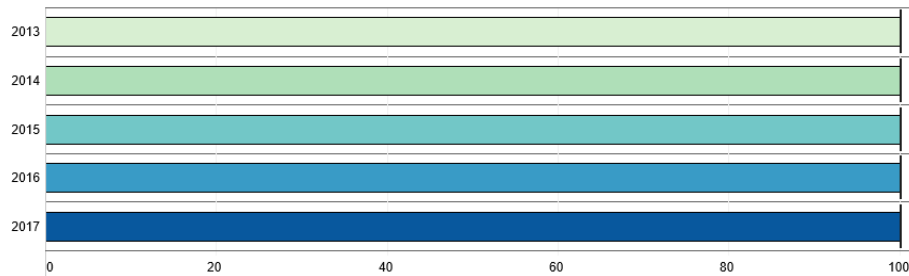
	<p>maintain that knowledge in order to effectively coach students placed in that setting and monitor any safety concerns that may arise.</p> <ul style="list-style-type: none"> ● Each student's disability and be able to job carve a position that will allow the student to be successful. ● Working with the speech therapist, physical therapist or occupational therapist to modify or adapt the job for the student to be able to perform effectively. ● Utilize information collected in middle school settings to develop future job placements based on person centered planning completed with the students. <p>Additionally, the Job Coaches:</p> <ul style="list-style-type: none"> ● Customize/create jobs that will allow for the student to demonstrate success in the workplace. ● Maintain appropriate student behavior within the community and in job settings. ● Maintain an ongoing recording of student data on task analysis sheet identification of areas of difficulties for students on the job and collaboration with teachers and therapists to build strategies and modifications that will break down the tasks for the benefit and success of the student. ● Hold Supported Meaningful Employment certification and FEDCAP job coach certificate. ● Collaborate with teachers and case managers in planning, modification and implementation of transition curriculum, instruction, activities and assessment within the classroom and community. ● Support instruction in areas of interest/aptitude work readiness, job search, interview techniques. ● Use age and developmentally appropriate coaching and motivational strategies to encourage independence and assist students in meeting their transition goals. <p>Job Coach Responsibilities- Off Site</p> <ul style="list-style-type: none"> ● Creation and implementation of work study schedule that includes all transition 	
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		<p>aged students identified by Department of Justice as needing person centered career Planning development.</p> <ul style="list-style-type: none"> • Coordinate career awareness tours to help familiarize students with the many different jobs that are available as well as their requirements. Also visiting day programs such as Generations, Avatar and job search agencies i.e. Net Work R.I. • Participating as a collaborative team member including attendance at meetings and other events beyond the school day as needed. <p><i><u>Documentation:</u> Interviews; Document Review</i></p>	
Result	4	<p>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).</p> <p><i><u>Documentation:</u> Interviews; Document Review</i></p>	
Result	5	<p>Summary of Performance (SOP) is facilitated by the case managers as appropriate.</p> <p>Student Summary of Performances (SSOPs) are written for each student. They are written by the student's Case Manager and usually mailed home to seniors or students who are 21 years old. These documents are supplied to students earlier if needed.</p> <p><i><u>Documentation:</u> Interviews; Document Review</i></p>	
Result	6	<p>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 Burrillville Public Schools are 100%</p>	

compliant with the requirements. **(State Performance Plan Indicator #13)**

Documentation: Interviews; Document Review

District: Burrillville (black bars indicate State Target)



Result

7

61.5% 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% **(State Performance Plan Indicator #14)**

Documentation: Interviews; Document Review

District: Burrillville (black bars indicate State Target, goal is to be above state target)

