



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

School Support System Report and Support Plan

**Burrillville Public Schools
October 29, 2014**

SCHOOL SUPPORT SYSTEM

A Collaborative System of Focused Monitoring

Introduction

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

To accomplish this, the SSS includes these components:

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

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**Burrillville Public Schools
School Support System Review**

Record Review Team Members

Team A – Elizabeth Pinto

Team B – Jane Keane

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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)

Indicator		Findings	Support Plan
Result	1	<p>Least Restrictive Environment Data (State Performance Plan Indicator #5)</p> <p>Based on the FY July 1, 2010 – June 30, 2011 State Performance Plan information on Burrillville Public Schools Placement is as follows:</p> <p>The percentage of students educated 80 to 100% of the time in general education settings is 65.04% (RI District Average is 63.12%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 8.88% (RI District Average is 16.60%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 4.59% (RI District Average is 6.76%)</p> <p><i>Documentation: Data Analysis State Performance Plan</i></p>	
Result	2	<p>Participation and performance of children with IEPs on statewide assessments (State performance Plan Indicator #3):</p> <p>A. The district (disability subgroup that meets the State’s minimum “n” size) did meet the state’s AYP targets for the disability subgroup.</p> <p>B. Participation rate for children with IEPs 96.76%.</p> <p>C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievements standards 22.19% [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 (22.19%).]</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	
Result	4	<p>Multi-Tiered System of Support (MTSS) Response to Intervention (RTI)/Academic*</p> <p>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</p>	

assessment (DRA), and Study Island are used for Reading. DIBELS Math (K), monitoring basic Skills progress (MBSF) (1-5) and Math Probes & Common Assessments (9-12) are used for math screening. All data is triangulated by using NECAP data 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 (NECAP) 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

	<p>flexibility in student scheduling.</p> <p>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.</p> <p>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 NECAP 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.</p> <p>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 PLP plans.</p> <p>Students needing the highest level of support at Tier III are scheduled for reading courses, general or Wilson for those students without IEP's, or for special education inclusive support in ELA and study skills courses for those with IEP's. The general reading course is offered for the semester or for the year. BHS offers a Wilson I class and a Wilson II class. 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.</p> <p>Math support primarily occurs in our 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</p>	
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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; administrative report

Result

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SPP Disproportionate Representation (State Performance Plan Indicator #9 and #10)

ASD

White	2010	2011	2012	2013	2014
Students with Disability	30	31	38	38	
Total Students	2318	2312	2257	2236	
District Risk	1.29	1.34	1.68	1.70	
District Risk Ratio	2.9	3.0	2.9	2.9	

The Burrillville Public Schools have revised and refined the district's special education protocols, procedures and practices. This is relevant as the record review showed that

The district will continue to ensure that staff use the most current forms, protocols and procedures.

Timeline; December 2015.

Progress check: April 2015

FOLLOW-UP FINDINGS:

All forms were reviewed, refined and edited as appropriate. Professional development was provided to all staff on the revised protocols and procedures.

		<p>some of the files/records had outdated forms or forms with outdated language. Due to these overall revision efforts and the stable trend in the data the district is not disproportionate due to inappropriate identification based on race or ethnicity.</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	
Result	6	<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>	
Result	7	<p><u>Multi-tiered System of Support (MTSS)/Social Emotional Supports/Social Emotional Resources/Positive Behavioral Supports*</u></p> <p>Burrillville is a 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.</p> <p>Elementary Level</p> <p>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 is tracked. Small group settings and/or individual behavior plans are developed in consultation with parents and classroom teachers.</p>	

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 Level

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 our expected behaviors with Bronco Bucks, students can then use the Bronco Bucks to enter monthly raffles, 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.

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.

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 our 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.

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>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, -Therapeutic Classroom Intervention Program (TCIP) or the therapeutic learning class (TLC) (see high school program continuum [Section I , item #11] for additional details).</p> <p><i>Documentation: Data Analysis; administrative report</i></p>	
Result	8	<p>Preschool Continuum</p> <p>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. The Burrillville Public Schools has four integrated preschool classes. In addition there is a speech and occupational therapy walk in clinic.</p> <p>Indicator #6</p> <p>A. According to census data, 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 61%.</p> <p>B. According to census data, the percent of children aged 3-5 with IEPs attending a separate special education class, separate school or residential facility was 0%.</p> <p>State Performance Plan Indicator #7</p> <p>Statement 1. Of the preschool children who entered the preschool program below age expectations, the percentage who demonstrated substantial improvements by the time they turned 6 years of age or exited the program:</p> <ul style="list-style-type: none"> ▪ Positive social-emotional skills (including social relationships); 83% ▪ Acquisition and use of knowledge and skills (including early language/ communication and early literacy); 100% and ▪ Use of appropriate behaviors to meet their needs 80% <p>Statement 2. The percent of preschool children who were functioning within age expectations in each Outcome by the time they exited the program were:</p>	

		<ul style="list-style-type: none"> ▪ Positive social-emotional skills (including social relationships); 94% ▪ Acquisition and use of knowledge and skills (including early language/ communication and early literacy); 94% and ▪ Use of appropriate behaviors to meet their needs 88% <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	
Result	9	<p>Program Continuum Elementary Level</p> <p>There are 1,043 students at the elementary level and approximately 189 have IEPs. The special education program continuum is as follows:</p> <ul style="list-style-type: none"> -A kindergarten through first grade that for half the day the class is self-contained with the special educator teacher and for the second half of the day the students are integrated into other classes with teacher assistant support. -A self-contained setting for students on alternate assessment (six students). -A therapeutic class (grades 2-5) for eight students. There is a full-time behavior specialist who works primarily with this program. <p><i>Documentation: Data Analysis; Interviews; Observation</i></p>	
Result	10	<p>Program Continuum Middle Level</p> <p>There are 626 students attending Burrillville Middle School and 77 are students with IEPs. The special education program continuum is as follows:</p> <ul style="list-style-type: none"> -A self-contained life skills setting for students on alternate assessment (seven students). -Therapeutic Classroom Intervention Time Program (TCITP). This class serves students with social/emotional challenges. Currently, there are 12 students that are assigned to the class. The class also serves as a Planning Center for students who need to refocus, etc. This had been a concern as any teachers would directly refer a student to the therapeutic class without going through administration. Administrative report indicated that this issue is resolved and a referral process through the MTSS is in place and followed. -Co-teaching (special educators and general educators). -Small group self-contained setting for English and math only for sixth graders who are 	

		significantly below grade level. <i>Documentation: Data Analysis; Interviews; Observations</i>	
Result	11	<p>Program Continuum High School Level</p> <p>At Burrillville High School there are approximately 725 students and 89 have IEPs. The program continuum is as follows:</p> <ul style="list-style-type: none"> -Life Skills class. The teacher also attends the Transition Advisory Committee (TAC) meetings and shares information with other Life Skills staff as appropriate. A job coach is assigned to this program and assists students with school-based prevocational opportunities and exploration. -Transition class for students 18-21 year of age. This class spends half the day at the high school and the remainder of the day in community-based vocational experiences. There is a full-time job coach that works with the students in this program. -Temporary Therapeutic Alternative Program (TTAP). 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 more periods of support (depending on need) to work on core academics, or with the behavior specialist. This class is a resource period and serves approximately 25 students throughout the day. -Co-teaching (special educator and general educator) -Small group self-contained (with a special educator who is also certified in a core content subject). -A Transition Learning Center (TLC) that focuses on students with behavioral challenges. The program is an all-day program and is staffed by a special educator, a part time social worker, a behavior specialist and a teacher assistant. Students work on behavioral goals and core academics. It was unclear how students on a diploma path are afforded FAPE in the LRE with regard to accessing the general education curriculum taught by highly qualified teachers (300.18). This program is also used to help transition students from out of district placements back into the high school. <p><i>Documentation: Data Analysis; Interviews</i></p>	
Compliance			<p>The district will ensure that students in the TLC have access to the general education curriculum taught by highly qualified core content area teachers.</p> <p>Timeline: Immediately and ongoing.</p> <p>Progress check: April 2015</p> <p>FOLLOW-UP FINDINGS: Beginning in the Fall Semester 2015, BHS has developed a blended learning approach for all TLC students. All students in the TLC program were</p>

			<p>scheduled out in as many general education (inclusion) classes as possible based on need. Students who are out in general education classes receive support from a teacher assistant, behavior specialist, or another special educator in those classes. All students in the TLC program continue to receive their Special Education academic support class in the TLC room, and some also participate in an English inclusion class in the TLC room that is taught by a highly qualified English teacher with the support of a Special Education teacher. Only a few students are taking online Apex courses with a highly qualified teacher attached and the support of the special education teacher.</p>
Result	12	<p>Adaptive Physical Education (APE)</p> <p>Adaptive education is provided per the IEP.</p> <p><i><u>Documentation:</u> Data Analysis; Interviews; Observation</i></p>	
Result	13	<p>Extended School Year (ESY)</p> <p>ESY is provided per the IEP. At the elementary level ESY is housed at Steere Farm Elementary School. For middle and high school students it is housed at the high school. Camp Ruggles is also utilized for students in the elementary therapeutic class and the Autism Program is used as an ESY option for high school students.</p> <p><i><u>Documentation:</u> Data Analysis; Interviews</i></p>	
Compliance	14	<p>Local Special Education Advisory Committee (LAC)</p> <p>The Burrillville Public Schools has not had a Local Advisory Committee with membership, operation, or scheduled meetings, consistent with the Board's requirements in place. The LAC Chair was the only consistent member of the LAC last</p>	<p>Burrillville will connect the SELAC with opportunities for training and technical assistance via the RI Parent Information Network (RIPIN). Timeline: December 2015</p>

		<p>year. This year the Chair is focused on recruiting new members and restructuring the intent of the group. There is a LAC brochure that is handed out at IEP meetings with the annual LAC calendar included. Some parents who were interviewed as part of the monitoring review process reported not receiving information about the LAC. (300.900)</p> <p><i>Documentation: Data Analysis; Interviews</i></p>	<p>FOLLOW-UP FINDINGS: Burrillville has strong parent leader who revised the BSEAC brochure, modified the by-laws, and created an organization email and mailing list to help disseminate information. They are currently reaching out to other programs to bring more activities and services to the students of Burrillville. Our next meeting is scheduled for January 19th and will have representatives from various organizations.</p>
Result	15	<p>School Efforts to Partner with Parents (State Performance Plan Indicator #8)</p> <p>The public school district's rate of parent participation in the annual Special Education Statewide Parent Survey (2013-2014) is 10.7% 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 (37.2%) that reported that their school's efforts to involve parents as a means of improving services and results for children with disabilities are at or above the state standard is 39%.</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	
Result	16	<p>Drop Out / Graduation Rate (State Performance Plan Indicator #1 and #2)</p> <p>The Burrillville Public Schools graduation rate is 84.9% for all students and 38.5% for students with disabilities. This rate for all students is notably higher than the State rate of 79.7% and notably lower than the State rate of 59.2% for students with IEPs.</p> <p>The Burrillville Public Schools dropout rate is 8.9% for all students and 38.5% for students with disabilities. These rates approximate the state average rates of 9.1% for all students and is notably higher than the State rate of 17.1% for students with disabilities.</p> <p><i>Documentation: Data taken from consolidated resource plan (CRP); State Performance Plan</i></p>	

2. EVALUATION / INDIVIDUAL EDUCATION PROGRAM (IEP)

Indicator	Findings	Support Plan
Result/ compliance	<p>1</p> <p>Records of approximately 21 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:</p> <ul style="list-style-type: none"> -Staff were using out dated forms (examples, the name of the former special education director was listed, out dated language was seen) -IEP measurability for present levels of academic achievement, functional performance not based on quantitative baseline data that will be used to develop measurable goals in the areas needing specialized instruction -Reevaluation forms used noted the evaluation team as opposed to the IEP team - No consistent evidence in the central file of notice for student participation at IEP meeting. -Student did not attend. No documentation noting how information was gathered to inform the IEP. - Written prior notice is not consistently documented and/or aligned with the specific process. -Parental notice for annual IEP meeting did not acknowledge transition planning. -Vocational assessments were inconsistently seen in the files. <p>No documentation evidence of students (14 years of age and older) attending IEP meetings.</p> <p><i>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</i></p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p>	<p>Assurances will be provided to the Rhode Island Department of Education, Office of Student, Community and Academic Supports, that compliance issues are addressed and rectified. This Support Plan is applicable for all compliance findings in this section.</p> <p>Timeline: Immediately and ongoing.</p> <p>Progress check: April 2015</p> <p><u>FOLLOW-UP FINDINGS:</u> Issues have been revised and verified as corrected.</p>

Result	2	<p>Child Outreach</p> <p>Burrillville's child outreach screenings are available in a range of community-based early childhood programs and by appointment September through June. The state target for screening is 80% of children ages 3, 4, and 5. In Burrillville's most recent Consolidated Resource Plan, the district reports the following screening percentages:</p> <ul style="list-style-type: none"> • 3 year olds: 88% • 4 year olds: 88% • 5 year olds: 95% <p><i>Documentation: State Performance Plan; Data Interviews</i></p>	
Result	3	<p>Child Find (State Performance Plan Indicator #11)</p> <p>Burrillville Public Schools for the 2013-2014 year was at 100% compliance for meeting evaluation timelines for initial referrals. As of 10/31/14 for the 2014-2015 school year Burrillville was at 100% compliance for meeting evaluation timelines for initial referrals for the 2013-2014 school year.</p> <p><i>Documentation: State Performance; Plan Data</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. There were no record review findings in regard to SLD determination.</p> <p><i>Documentation: Interviews; Record Review</i></p>	
Result	6	<p>Due Process Information (State Performance Plan Indicators)</p> <p>Over the past three years Burrillville Public Schools has no (zero) complaints, mediations or hearings.</p> <p><i>Documentation: Data Analysis, RIDE, Due Process Data Base</i></p>	

3. IDEA TRANSITION

Indicator	Findings	Support Plan
Result	<p>1 Part C to Part B Transition (Indicator #12)</p> <p>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. Last years consolidated resource plan (CRP) indicated that all children determined to be eligible had an IEP developed and implemented by their third birthday. The district was 100% compliant for Indicator 12.</p> <p><i>Documentation: Data Analysis; Interviews; State Performance Plan</i></p>	
Result/ Compliance	<p>2 IDEA Transition Planning at the Middle Level</p> <p>Vocational assessments are completed by the case manager as appropriate. Record review findings did not show evidence of vocational assessments in the file for all students.</p> <p><i>Documentation: Data Analysis; Interviews; Record Reviews</i></p>	<p>The district will engage in professional development in the area of transition planning at both the middle and high school level. The procedures and protocols for ensuring that the student files have accurate and appropriate data will be reviewed.</p> <p>Timeline: Immediately and ongoing.</p> <p>Progress Check: April 2015</p> <p><u>FOLLOW-UP FINDINGS:</u> Our Regional Transition Coordinator has been working with the middle and high school staff to review, revise and refine transition policies, procedures and practices.</p>
Result/ Compliance	<p>3 IDEA Transition Planning at the High School Level</p> <p>Vocational assessments are completed by the case manager as appropriate. Record review findings did not show evidence of vocational assessments in the file for all students.</p> <p><i>Documentation: Data Analysis; Interviews; Record Reviews</i></p>	<p>The district will engage in professional development in the area of transition planning at both the middle and high school level. The procedures and protocols for ensuring that the student files have accurate and appropriate data will be reviewed.</p> <p>Timeline: Immediately and ongoing.</p> <p>Progress Check: April 2015</p>

			<u>FOLLOW-UP FINDINGS:</u> Our Regional Transition Coordinator has been working with the middle and high school staff to review revise and refine transition policies, procedures and practices.
Result	4	At the high school the case manager is the point for the Office of Rehabilitative Services (ORS) and Division of Developmental Disabilities (DDD) referrals at the school. <i><u>Documentation:</u> Interviews; Document Review</i>	
Result	5	Summary of Performance (SOP) is facilitated by the case managers as appropriate. <i><u>Documentation:</u> Interviews; Document Review</i>	
Result	6	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% compliant with the requirements. (State Performance Plan Indicator #13) <i><u>Documentation:</u> Interviews; Document Review</i>	
Result	7	75% 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 60% (State Performance Plan Indicator #14) <i><u>Documentation:</u> Interviews; Document Review</i>	