

Rhode Island Department of Education
Office for Diverse Learners

School Support System Report and Support Plan

Burrillville Public School System
October 19-22, 2009

SCHOOL SUPPORT SYSTEM

A Collaborative System of Focused Monitoring

Introduction

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

To accomplish this the SSS includes these components:

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

TABLE OF CONTENTS

1. School Improvement /Family Engagement
2. Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE)
3. Evaluation/ Individual Education Plan (IEP)
4. Transition

***BURRILLVILLE SCHOOL DISTRICT
SCHOOL SUPPORT SYSTEM REVIEW
OCTOBER 19 – 23, 2009***

TEAM MEMBERS

Team A – Amy Grattan, Jennifer Harris, Frederik Schockaert

Team B – Jane Keane, Craig Levis, Matthew Bishop

Team C – Susan Wood, Nancy Stevenin, John Magner

1. SCHOOL IMPROVEMENT / FAMILY ENGAGEMENT					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Outcome	1	<p>The current district strategic plan (2008-2011) focuses on the following:</p> <ol style="list-style-type: none"> 1. Engaging families and community 2. Ensure equity and adequacy of fiscal and human resources. High expectations are the norm for all students, with the focus being on closing any achievement gaps between students with IEPs and typical peers. 3. Guiding the selection and implementation of curriculum. Instruction/assessment. A K-12 core curriculum is in the process of being developed and will follow a timetable set by the district strategic planning team. 4. Using information for planning and accountability. 5. Lead the focus on learning and achievement 6. Recruiting, supporting and retaining highly qualified staff. 7. Ensuring safe and supportive environments for students <p>The district has also committed to PBIS which hopefully will reduce the referrals to special education services. One elementary school is currently engaged in PBIS and plans are underway to introduce PBIS to the middle school the following school year.</p>	<p>District Presentation Interviews Data Analysis</p>		
Outcome	2	<p>The district has been involved in teacher contract negotiations for the past two years. Work to rule has been the prevalent dynamic. This has made professional development opportunities difficult for the district to offer as, overall, staff have adhered to the work to rule. Many programs also ceased (new teacher mentoring, after school activities/meetings, department heads at the high school, etc.) as a result the work to rule edict. New teachers reported this as an unfortunate hardship. In roads have been made with the contract negotiations for the 2009-2010 school year, and individuals expressed being hopeful for positive change.</p>	<p>Interviews</p>		

Outcome	3	<p><u>Professional Development</u></p> <p>Elementary Level The primary professional development focus has been on Literacy Development and the use of literacy data to inform instruction.</p> <p>Middle Level Professional development is provided currently through scheduled faculty meetings, a professional development period and during grade level team meetings. Topical discussions are currently addressing the ongoing development of a PBIS school-wide initiative and the continued monitoring of the Advisory Program.</p> <p>High School Due to the contract negotiations and work to rule, professional development has been at a standstill for the past two years with some job embedded activities occurring during this timeframe.</p> <p>Schools throughout the district have engaged with a variety of local business enterprises to support school activities and programs.</p>	District Presentation Interviews Data Analysis		
Outcome	4	Burrillville has recently begun to use the NWEA (Northwest Evaluation Association). This has proven to be an effective tool for utilizing data to inform instruction and informal processes. Faculty review various assessments such as NWEA, DIBELS, the Degree of Reading Power (DRP) and the NECAP along with teacher generated assessments, running records and Successmaker to discuss instructional strategies and cross content area planning.	District Presentation Interviews Data Analysis		
Outcome	4	All schools have school improvement teams and plans with the exception of the high school which has administrative goals.	District Presentation Interviews Data Analysis		
Outcome	5	<p><u>School Efforts to Partner with Parents:</u> The district's rate of parent participation in the annual Special Education Statewide Parent Survey* is 21.65% of</p>	State Performance Plan (Annual statewide	The district is encouraged to attend RIDE sponsored SEPPS Survey Awareness and Result Trainings that	

		<p>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 involve parents, as a means of improving services and results for children with disabilities, are at or above the state standard is 22 %.</p> <p>District efforts to build district-wide awareness of the <i>SEPPS</i>, data it offers for improving partnership efforts, and district performance on the measure include encouraging parent participation in the annual survey process include have working with the RI Parent Information Resource Center to increase parent involvement in schools. The Local Advisory Committee (LAC) plans to review survey results and work with school staff to increase parent involvement. We will continue our efforts to reach out to parents through the LAC, as well as through school newsletters and school SITs. Information about the survey will be provided to all building administrators in advance, so that they may provide this information to parents through school newsletters. Special education teachers and staff will assist by informing parents of the purpose and importance of the survey in their communication with parents. The Director Of PPS has shared information from last year's survey with administrators, school committee, and the LAC. Plans to increase parent participation in the survey include announcements in school newsletters and advertising at Open House nights and Parent-Teacher Conferences. The LAC is committed to helping with these endeavors. Throughout the district there are a variety of opportunities for parents to volunteer and engage in school activities.</p>	<p><i>*School Efforts to Partner with Parents Scale (SEPPS), March 2009 results)</i> Document Review Consolidated Resource Plan, FY2010 Interviews</p>	<p>are offered annually.</p>	
Outcome	6	<p><u>Local Special Education Advisory Committee (LAC):</u> A local advisory committee with membership, operation, and scheduled meetings, consistent with Regents' requirements is in place and is supported by the district.</p> <p>The LAC has focused this year on goals to increase membership and involvement. At this time there are about 17 members via</p>	<p>Interviews Document Review</p>		

		<p>email, but approximately 6 or 7 members attend meetings generally. The LAC is re-writing their bylaws and updating the district's Care Booklet ("Who's Who" for parents of students receiving special education services) and improving the overall dynamics of the committee to be welcoming and positive overall. There is currently no representation on school improvement teams from LAC at this time, but that is a goal for the future as well.</p> <p>A new brochure for parents is being developed and will be given out at IEP meetings as well as a general flyer for teachers to distribute to spread the word as well.</p> <ul style="list-style-type: none"> ✓ A mission statement is currently in place, but the potential for restructuring the committee is being reviewed as to improve on action planning once the issues are identified. ✓ Meetings are at Burrillville Middle School, 1st Monday of the month. Postings are placed in the local newspaper and the bargain buyer. ✓ The Special Education Director is looking into the ability to have a LAC Link on the school website in the future. ✓ The LAC Chair and the Special Education Director meet monthly or via e-mail. 			
Outcome	7	<p>Response to Intervention (Rtl)</p> <p>At the elementary level, implementation of Rtl ranges from the new development of teams to teams that hold ongoing scheduled meetings. Staff expressed confusion in regard to the structure, concepts and goals of the Rtl process.</p> <p>At the middle school Rtl is facilitated through the grade level teams. The middle school has established interventions and school based resources by tiers to implement intervention activities to support student's academic and social emotional behavioral development. Additionally at the middle school, if a student is failing two or more subjects he/she will be reviewed by</p>	District Presentation Interviews		

		<p>the grade level as an Rtl candidate and a plan will be established and monitored. The Rtl plan poses a statement for students present level of performance, the overall goal, up to 4 targeted areas to be addressed, initial indicators, specific interventions, educator responsibility along with review dates and time frames. The Rtl grade level team is composed of general and special educators on the team along with the school counselor and others as appropriate. The grade level team takes full responsibility of all Rtl service and supports along with case management. The school counselors are currently reviewing ways to implement a web based Rtl.</p> <p>High School An assistant principal at the high school is point for Rtl and is working on developing a more structured system for the high school. Prior to Rtl there was a TST team in place. Thus far, the high school has had 3 students go through the Rtl process and are currently in the follow up and data review process. The TST forms have been changed to reflect the term "Rtl" and not TST but staff were unclear about the difference. Staff acknowledged that additional professional development in this area is warranted to develop a systemic Rtl system/process.</p> <p>In addition, the middle and high schools each have a Student Support Team (SST) that meets on a bi-weekly basis to review student's needs and concerns.</p>			
Outcome	8	<p>Common Planning Time</p> <p>At the elementary level common planning time is scheduled but not mandatory. Teachers make efforts to collaborate and communicate about students needs.</p> <p>At the middle level grade level teams meet twice a cycle (cycle=6 days) to engage in common planning activities including analyzing student work and data outcomes, Rtl, parent conferencing along with related school activities.</p> <ul style="list-style-type: none"> • Content area teachers additionally have common planning time scheduled once a cycle and are currently discussing alignment of GLE's to the curriculum. 	District Presentation Interviews		

		<ul style="list-style-type: none"> • The Fitness Team (PE, APE, and Health) and the Unified Arts Team (Art, Music, and Technology) meet once a cycle to discuss students and plan for the upcoming week. • Faculty meetings are held once a month and utilized for school wide professional development (four per year are mandatory). <p>At the high school level, administration is reviewing common planning time options.</p>			
Outcome	9	At the high school, portfolio and end of course exams are the requirements to achieve proficiency per PBGR. There is an electronic portfolio class for 9 th /10 th grade students to orient them to the PBGR process and requirements. One student SW2 reported that as a 10 th grader he had not had the electronic portfolio class and expressed being unsure if he would be able to meet all the PBGR requirements. He has one project in his portfolio because a 9 th grade general education teacher walked him through the process step-by-step but does not recall how to submit items. Overall, teachers interviewed reported feeling like the school “is behind” in terms of PBGR and not fully understanding future directions/leadership due to the high administrative turn over at the high school that occurred in the prior years.	Interviews		
Outcome	10	The Director of Pupil Personnel Services has the responsibility for several additional district programs, including Title I, Title III, Home Schooling and Medical Services. The Office of Pupil Personnel Services currently has one support staff person who is both administrative assistant and census clerk.	Interviews		

2. FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE/LRE)														
Indicator		Findings	Documentation	Support Plan	Follow-up Findings									
Outcome	1	<p>Based on the FY July 1, 2007-June 30, 2008 State Performance Plan information on Burrillville's Program Placement Data is as follows:</p> <p>The percentage of students educated 80% to 100% of the time in general education settings is 77.71% (RI District Average is 62.85%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 10.00% (RI District Average is 18.11%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 1.46% (RI District Average is 4.85%).</p> <p>If a district is 1 standard deviation from the RI district average the district is considered discrepant for the target. Burrillville is not discrepant in any of the above data categories.</p>	State Performance Plan											
Outcome	2	<p>Indicator 11 of the SPP</p> <p>Burrillville is at 100% compliance for meeting evaluation timelines for initial referrals. This is commended.</p>	State Performance Plan											
Outcome	3	<p>Significant Disproportionality.</p> <p>Risk Ratios for Students with Other Health Impaired (OHI) who are White</p> <table border="1"> <thead> <tr> <th>OHI</th> <th>OHI</th> <th>OHI</th> </tr> <tr> <th>2006</th> <th>2007</th> <th>2008</th> </tr> </thead> <tbody> <tr> <td>4.33</td> <td>4.28</td> <td>3.54</td> </tr> </tbody> </table> <p>(2.5 or > is significant disproportionality)</p>	OHI	OHI	OHI	2006	2007	2008	4.33	4.28	3.54	State Performance Plan		
OHI	OHI	OHI												
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		<p>Raw student numbers and risk ratios</p> <p>In 2006 96 OHI/2,465 enrolled; risk 3.9% In 2007 89 OHI/2,449 enrolled; risk = 3.6% In 2008, 75 OHI/2,493 enrolled; risk = 3%</p> <p>National Risk = 0.85%</p> <p>As evidenced by the data Burrillville has made marked inroads in reducing their disproportionality for students classified as OHI in the category of white. Burrillville has examined policies, practices, and procedures and does not have disproportionate representation due to inappropriate identification practices.</p>			
Outcome	4	Throughout the district general education teachers reported receiving information sheets on each of their students with IEPs in their classes.	Interviews		
Outcome	5	<p>Students at the elementary level are placed into general education classrooms by dividing the students equally based on the number of general education classrooms available per grade. Staff expressed concern about how this process of placement impacts the services for students with IEPs and their opportunities to be served in their respective general education classrooms.</p> <ul style="list-style-type: none"> • Each grade is assigned 1 resource teacher • Steere Farm has 2 resource assistants across grades 2-5. • Steere Farm has a self contained classroom with 2 assigned assistants. Flexible inclusion opportunities are available for those students. • Levy has an intensive resource classroom. This classroom services the needs of 9 students with moderate to severe needs. <p>Upon review of the IEPs for the students in the Intensive classroom, collectively, the number of minutes for direct special</p>	Interviews Document Review Observation		
Compliance				The special education director in conjunction with building-based	

		<p>education services per day exceeds the number of minutes in the school day, rendering the total number of service minutes inappropriate for classroom.</p> <table border="1"> <thead> <tr> <th>Student</th> <th>Grade Level</th> <th>Reg Ed Service</th> <th>Other Service</th> <th>Total Service Time per IEP</th> <th>Service Time Provided</th> <th>Service time that is unmet</th> </tr> </thead> <tbody> <tr> <td>A67</td> <td>K</td> <td>1.5</td> <td>0</td> <td>1.5 (90)</td> <td>80 min</td> <td>10 min</td> </tr> <tr> <td>A68</td> <td>K</td> <td></td> <td>5.1</td> <td>5.1 (306)</td> <td>80 min</td> <td>226 min</td> </tr> <tr> <td>A69</td> <td>K</td> <td>2.0</td> <td>2.5</td> <td>4.5 (270)</td> <td>80 min</td> <td>190 min</td> </tr> <tr> <td>A610</td> <td>1st</td> <td></td> <td>2.0</td> <td>2.0 (120)</td> <td>80 min</td> <td>40 min</td> </tr> <tr> <td>A611</td> <td>1st</td> <td>1.5</td> <td></td> <td>1.5 (90)</td> <td>80 min</td> <td>10 min</td> </tr> <tr> <td>A612</td> <td>1st</td> <td>1.0</td> <td>4.0</td> <td>5.0(300)</td> <td>80 min</td> <td>220 min</td> </tr> <tr> <td>A613</td> <td>1st</td> <td></td> <td>2.0</td> <td>2.0 (120)</td> <td>80 min</td> <td>40 min</td> </tr> <tr> <td>A614</td> <td>1st</td> <td></td> <td>2.0</td> <td>2.0 (120)</td> <td>80 min</td> <td>40 min</td> </tr> <tr> <td>A615</td> <td>1st</td> <td>1.5</td> <td>2.25</td> <td>3.75(225)</td> <td>80 min</td> <td>115 min</td> </tr> </tbody> </table> <p><u>As written in the IEP, the special education teacher would need to be:</u></p> <ul style="list-style-type: none"> • 5.1 hours in self contained • 2 hours in K • 1.5 in 1st grade <p>(RIGL 300.101)</p>	Student	Grade Level	Reg Ed Service	Other Service	Total Service Time per IEP	Service Time Provided	Service time that is unmet	A67	K	1.5	0	1.5 (90)	80 min	10 min	A68	K		5.1	5.1 (306)	80 min	226 min	A69	K	2.0	2.5	4.5 (270)	80 min	190 min	A610	1 st		2.0	2.0 (120)	80 min	40 min	A611	1 st	1.5		1.5 (90)	80 min	10 min	A612	1 st	1.0	4.0	5.0(300)	80 min	220 min	A613	1 st		2.0	2.0 (120)	80 min	40 min	A614	1 st		2.0	2.0 (120)	80 min	40 min	A615	1 st	1.5	2.25	3.75(225)	80 min	115 min		<p>administration have begun meeting with staff to address this issue. Some IEPs will be revised as appropriate to reflect the accurate number of service hours.</p> <p>Timeline: Immediately and ongoing. February 2010</p>	
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Outcome	6	At the elementary level PBIS coaches are being trained. Steere Farm is expecting to have a commitment and Callahan has signed on. In addition the elementary schools have a variety of social thinking groups. A new principal was recently hired and is now onboard at Levy School.	District Presentation Interviews																																																																								
Compliance	7	A documentation error was noted on the IEP. IEP documentation needs to reflect actual service being provided. (AG6) (RIGL 300.320b(1))	Interviews Document Review	The special education director in conjunction with building-based administration have begun meeting with staff to address this issue. Some IEPs will be revised as appropriate to reflect the accurate number of service hours.	Timeline: Immediately and ongoing. February 2010																																																																						
Outcome	8	There are 530 students attending Burrillville Middle School. Of that number there are 67 students with individual education plans. Specialized instruction for students with IEPs is facilitated by special educators assigned to each grade level team. Instructional strategies are provided through inclusionary	Interviews																																																																								

	<p>practices including co-teaching. In class support and an academic/student support period.</p> <p>A Life Skills Class is provided for students with more significant learning challenges needing individualized direct instruction and life skills experiences. Students participate with their typically developing peers in co-curricular classes along with some core content classes when appropriate. There are currently five students participating in this instructional setting with four of the students requiring alternate assessments. Students have full access to community and recreational exploration.</p> <p>Behavioral expectations along with disciplinary actions protocols and polices are comprehensively defined in the student/parent handbook. The middle school has established a Learning Center as an alternative discipline program and in school suspensions setting for students whose incidents of inappropriate behaviors and/or infractions warranting suspension have access to a disciplinary/academic setting.</p> <p>The middle school additionally facilitates a Support Team, comprised of the school administrators, school counselors, psychologist, school social worker and the substance abuse counselor to address students at who may be experiencing social emotional and or behavioral difficulties. The team will develop individual support plans and or monitor student progress as appropriate.</p> <p>The Burrillville Middle School has established an Advisory program which is facilitated for ten minutes every day. This initiative is supported by a curriculum developed by the Advisory Board in addition to student, teachers and or parent suggestions.</p> <p>The middle school is additionally in the process of planning for a school wide PBIS initiative. They have established school wide expectations and common language and will initiate the program in the upcoming month. The focus of expectations addresses respect of self, others and property.</p> <p>The school psychologist facilitates a number of topical groups for</p>			
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		<p>students including but not limited too; Social skills Coping Skills Anxiety Motivation and Behavior Anger Management</p> <p>In addition the school counselors have developed grade level Essential Learning topical issues for classroom instruction. Classroom guidance lessons include teaching tolerance, coping skills, study skills, interpersonal skills, stress management, decision making, conflict resolution, internet safety and career exploration</p>			
Outcome	9	<p>The high school has approximately 805 students and approximately 109 are students with IEPs. The program continuum is as follows:</p> <p>-Life Skills Program (15 students). There are two classes based on the student's chronological age. All students are integrated for advisories and electives. Students ages 18-21 are participating in work study opportunities for the majority of their day.</p> <p>-Departmentalized classes (2 math, 2 ELA classes and 1 Wilson Reading class). The special education departmentalized ELA and math teachers are not highly qualified. Some of the teachers do not use general education curriculum, they use teacher made materials. The departmentalized teachers work on content area electronic portfolio artifacts. RIGL 300.18 and 300.101</p> <p>-Collaborative (inclusion) classes. In collaborative inclusion classes there is a special and general education teacher for the entire class period. In some inclusion classes, students are supported by a teacher assistant. In total, 49 students participate in a myriad of collaborative classes. Staff reported a need for unified language across the school and an understanding of what the language means (collaborative class versus inclusion class). In addition, there was a situation where the general education teacher reported that the special educator</p>	Interviews		
Compliance				<p>The special education director in conjunction with building-based administration will ensure the students with IEPs have equity and access with regard to the general education curriculum.</p> <p>Timeline: Immediately and ongoing. February 2010</p> <p>Administration will monitor co-teaching staff to ensure that the needs of students with IEPs are met. Timeline: Immediately and ongoing.</p>	
Outcome					

		<p>was not present for the majority of the collaborative classes (50%) of the time and that was problematic in terms of collaboration and working with the student. The teacher was not clear why the special educator was not present. Some collaborative folks reported feeling very much as a co-teacher while others felt they were a glorified teacher assistant. Teachers reported not having a structured common planning time nor would they formally meet before or after school without it being officially sanctioned.</p> <p>-Students with IEPs are fully participating in general education classes with some academic support (resource). Forty-two students participate in their classes in this manner.</p> <p>There is a full-time psychologist , and psychologist intern at the high school and a part-time social worker (3 days a week at the high school).</p>		September 2010	
Outcome/ Compliance	10	<p>Burrillville High School has the following four academic levels and tracked elective classes:</p> <ol style="list-style-type: none"> 1. Traditional Level (the majority of the collaborative classes are at the traditional level) including Ramp Up classes. General studies classes are not recognized as college preparatory classes by the vast majority of four year colleges. Some students interviewed were surprised at this information. One student's (SW3) IEP stated traditional/standard classes but the majority of the student's classes were traditional. RIGL 300.101 2. Standard classes. "Inclusion standard classes" general education teachers receive "two lists" at the start of their classes. For example, an Algebra class will have a list of 17 students with the heading Algebra B Standard and then the second list will have 4 students the Algebra B Traditional. The level system lends itself to teachers teaching very homogenous classes with limited differentiation/universal design of learning. The "two list" scenario lends itself to targeting students on 	Interviews Document Review	<p>Revision of the level/tracking system will occur for the start of the 2010 school year. The "two list" issue has been addressed and the issue is considered resolved. Administration will work with high school guidance department to ensure that all students have appropriate and equitable access to elective classes.</p> <p>Timeline: Immediately and ongoing. September 2010</p>	

Outcome	<p>the shorter list (who are students with IEPs) as working on a markedly lower level than other students. The “two lists” are also reflected via the computerized attendance. Teachers must do two attendance lists. In addition, students on the “traditional lists” in a standard class do not get credit for standard class they get traditional credit despite doing the work in a Standard class. We have repeatedly heard about the lower skills of the “traditional students” who were, for the most part “IEP students”. This attitude is consistent with the philosophy of the Guidance Department as interviewed who strongly advocated for more Traditional Level elective classes for the “lower level students” (see item #5 in this box for additional information). RIGL 300.114</p> <p>3. Elective classes are also leveled according to the levels above. Art, woodworking and music are standard elective classes. Many of the others are Advanced electives. Some staff expressed the belief that students who are in traditional classes are discouraged from taking Advanced electives. Some students who participate in the Life Skills program end up taking the same electives two or more times (SW4). Another example is where a student was scheduled for the same elective but his parent complained and it was changed to accommodate his preference for a different elective. Some staff speculated these students are targeted for the same elective because they are in the Life Skills classes and are not capable of taking the “Advanced” electives. RIGL 300.114</p> <p>4. Advanced classes</p> <p>5. Advanced Placement/Early Enrollment Program</p> <p>Students (grades 9-10) may also have a half year of Study Hall assigned to them. Staff expressed that the use of Study Hall may prohibit the students from accessing the required 330</p>			
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	<p>minutes of instruction. This is the traditional study hall where student can complete homework. For the other half of the year students take the electronic portfolio class.</p> <p>Per the current consolidated resource plan (CRP) data the high school has a dropout rate of 12.20% for all students and 21.10% for students with IEPs). The graduation rate for all students is 74.80% and the graduation rate for students with IEPs is 54.40%. Additionally in 2008, there was a dropout report prepared. The following is an excerpt from the Executive Summary (p.5). "It became very clear that being retained at any time in a student's career, especially at the high school level, resulted in a strong possibility of dropping out. In fact, of 42 students that exited last year 31 or 73.8% were retained at least once. Almost half (47.6%) were or had been diagnosed with special needs. Most recently, this school year there was an informational review of students who received an F in any class. Out of 831 students 252 students failed at least one class (30.4%). Of the students who failed the percentage who received special education services and supports was 22.2%. This is a concern that is acknowledged by the administration. To this end, there are a variety of plans being discussed to address this concern. The high school leadership has experienced a significant amount of turn over during the past five year period. Currently the following programs/opportunities are available for students:</p> <p>The Academy program is for 11th and 12th graders for their core content classes. This targets students who need additional assistance to become college ready. It is hands on and performance based approach. All teachers who teach in the Academy Program have volunteered to teach in that program. They have interdisciplinary common planning time.</p> <p>The psychologist and student assistance counselor run a Newcomer group for high school students that are new to the district.</p> <p>Burrillville's educational learning laboratory academy (BELLA) is where general education students can come after school and get extra assistance as needed (EIS funds are used to support his</p>			
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	<p>program). Plans are underway to extend this program with credit recovery opportunities (NOVA Net). School administration anticipates having this credit recovery program up and running by November 1, 2009. Plans are underway to have BELLA program and Saturday School to be other avenues to support those students who may have additional electronic portfolio concerns to address any areas of need.</p> <p>This year there is a grant funded Homework Club facilitated by two teachers. It focuses on 9th graders but others are welcome to attend.</p> <p>During the 2008-2009 school year a total of 96 students were suspended. Out of the 96 students, 36 were students with IEPs. To address the overall suspension concerns the school has instituted a Saturday School program in lieu of out of school or in school suspension. There is also an in-school suspension for students. Students with IEPs who are in an in-school suspension can access their special education services and supports as per their IEPs.</p>			
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3. EVALUATION/ INDIVIDUAL EDUCATION PROGRAM (IEP)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Compliance	1	<p>Records of approximately 16 students were reviewed prior to the on-site review by the visiting team. These were selected through a stratified random selection technique to allow the team to consider a representative variety of students. Students' records reviewed were accessible and generally well organized. The following findings illustrate the themes that emerged from the record review that will require district attention.</p> <p>-IEP Invitation. Transition planning (listed on invitation but not checked on the invitation).</p> <p>-IEP document. Some individual items were not completed. The electronic IEP system now in place should address this issue.</p>		<p>Assurances will be provided to the Rhode Island Department of Education, Office for Diverse Learners, 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. Progress check: December 2010.</p>	

		<p>-Participation criteria for RI Alternate Assessment was not attached to the IEP or seen in the record.</p> <p>RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements</p>			
Compliance	2	<p>At the high school staff were unclear about the IEP amendment process and could not articulate a formalized or structured process for amendment IEPs. It appears that to make very minor IEP changes a full IEP review is held.</p> <p>RIGL 300.320b(1)]</p>	<p>Interviews Document Review</p>	<p>Administration will provide additional technical assistance on this process and procedures.</p> <p>Timelines: Immediately and ongoing. February 2010</p>	
Outcome	3	<p>Special educators at the high school expressed concerns about a lack of a confidential space for testing. They can use an empty classroom but then have to move after each period thus interrupting the testing of students who may need more than one period to complete an assessment. Teachers also reported that if they test in their classroom they are frequently interrupted by general educators despite a sign being placed on the door to indicate that testing is in progress. In addition, there was an overall concern about printing confidential evaluation reports to common printers. This was a repeated concern.</p>	<p>Interviews</p>		
Compliance	4	<p>Specific student issues (IEP)</p> <p>SW2 . A student with significant visual impairment was told by a special educator that he could not have his books enlarged from the Publisher because it was too expensive and the district could not afford it. The student uses an onyx magnifier for his in class work and assignments but does not have one for home. His IEP states the duration of all of his assistive technology needs as 1 year less summer vacation. It does not exclude use at home. Currently, his mother reads him the textbooks for at home assignments. The student feels that he is behind in Biology and homework due to this fact. In addition, his current IEP states</p>	<p>Interviews Document Review</p>	<p>Specific student issues (IEP)</p> <p>SW1. This issue is allotted to be resolved no later than February 2010.</p> <p>SW2 The team will reconvene and review the students IEP to determine it's appropriateness in meeting her needs.</p> <p>SW3. Administrators will meet with the</p>	

		<p>that the student would have a laptop and scanning/reader software for one year less summer. The laptop is not working and the student does not have this as of yet. The high school administration has checked with the technology department and will provide an interim laptop for the student. While the regular laptop is being fixed this interim procurement is in the process. RIGL 300.5</p> <p>SW1 . The student has an IEP for some organization goals (no academic goals). One teacher felt that she could access Standard as opposed to her Traditional classes. The types of supports that the student needs would lend themselves to universal design of learning. It is unclear why her IEP has no (zero) academic goal for specialized instruction. RIGL 300.320b(1)]</p> <p>SW3 . A student anticipating graduating this school year who has hearing challenges had not heard of ORS nor did ORS attend his IEP meeting last year. The student has 15 items in his electronic portfolio. The student was unsure of how many more he may need to graduate. RIGL 300.320b(1)]</p>		<p>appropriate staff to ensure that appropriate students are referred to ORS.</p> <p>Timelines: Immediately and ongoing. February 2010</p>	
Compliance	6	<p>Extended School Year (ESY) is facilitated at the high school for students at the high school. Approximately 70% of the students in the Life Skills program attend ESY. Teachers are required to send an ESY packet where they outline the student's goals for ESY. The information is available at the central office files. At the high school, however, teachers never accessing this information regarding ESY progress back so they are unsure about the student's ESY performance/progress and where they should pick up from in September. (RIGL 300.106)</p>	Interviews	<p>Central office will send a copy of all ESY goals to the student's school for case managers to review.</p> <p>Timelines: Immediately and ongoing. September 2010</p>	

4. TRANSITION					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Outcome	1	<p>Preschool transition is well organized by the preschool coordinator. She works with early intervention (EI) to meet the transition timelines. Child find is a contracted service with Northwest Region. It is reported that Child find is well organized</p>	Interviews		

		<p>and meeting their target number of students.</p> <p>The preschool offers students services in three ½ day sessions and one extended day program for all children with more significant needs. All staff use the RIELS as a foundation for their programs.</p> <p>The transition from preschool to the Levy School improved this year. The preschool teachers were able to have the students visit the new school during the spring. At the start of the new school year, the preschool staff was able to work with the kindergarten children and staff the first two days of school to support student transition. This was reported to be a beneficial transition system for all.</p> <p>Elementary transition to middle school is well organized and meets the needs of all students. A variety of transition activities are available for all.</p>			
Outcome	2	<p>The Burrillville Middle School counselors engage in a number of vocational/career related activities comprehensively supporting students in the development of their Individual Learning Plan Portfolio (ILP). This initiative is started in the 6th grade and continues throughout a student's middle school experience and on to the 9th grade. Special educators responsible for students who are 14 years of age utilize the ILP information in developing appropriate individual education plans addressing transition. These transition related activities include but are not limited to:</p> <ul style="list-style-type: none"> Learning Styles Inventory NECAP assessment and report card review with students Study Habit Profile Career Research Paper Reflections at all levels Paws in Job Land/Life Skills <p>The Life Skills class offers community experiences along with vocational/career related activities. Students engage in Paws in Job Land, Way to Go RI, the Learning Style Inventory and informal career exploration.</p>	Interviews		

Outcome	3	<p>Vocational Assessment/procedures, linkages to transition planning/connectivity to the IEP.</p> <p>At the high school case managers are responsible for facilitating the vocational assessment and transition engagement process. Way to Go RI is the vocational tool that was frequently mentioned as being utilized by case managers. Teachers expressed concerns that the information in Way to Go RI was not comprehensive. There is a valid concern as Way to Go RI does not create a baseline for students, but provides career exploratory information for students. There did not appear to be a structured systemic process/protocol for the transition assessment process. The Transition Coordinator has been given this position within the past three weeks. Due to the contract work to rule there had been no professional development in this area for the past few years. The vocational assessments reviewed for SW1, SW2, SW3, were a summary of the interest inventory completed via Way to Go RI.</p> <p>One of the teachers in the Life Skills program is the lead with ORS for referrals. She sends out emails asking case managers to refer students as they deem appropriate. Last year there were approximately three referrals. Staff reported feeling that not enough students are appropriately referred to ORS (SW3). For example, the high school has eight “no cost” vocational assessments from the Northern RI Collaborative (NRIC) each year. Last year they only utilized three of these evaluations and staff felt it was due to a lack of referrals. Overall, staff reported that as an area in need of review, refinement and professional development.</p>	Interviews Document review Data analysis	Administration will provide technical assistance to staff in the area of transition assessments to ensure that all staff understand the district’s policies and protocols.	
Outcome	4	Staff in the Life Skills program articulated that they are concerned about the lack of continuity in the Life Skills curriculum from elementary to middle and then to the high school programs. Staff reported the perception that they are “starting over” when they receive students from the middle schools.	Interviews	Administrators and staff will meet to review the alignment of the Life Skills curriculum.	

Outcome	5	<p>Students who are older and in the life Skills class work in a variety of places including but not limited to the following places:</p> <ul style="list-style-type: none"> -Hockey rink -Nursery -Local elementary schools -Grocery stores -Animal rescue places <p>There is a job coach who works with students in their employment placements. She reviews employment needs/compatibility and attends all IEP meetings.</p>	<p>District Presentation Interviews Data Analysis</p>		
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