



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

School Support System Report and Support Plan

**Burrillville Public Schools
March 21, 2025**

SCHOOL SUPPORT SYSTEM

A Collaborative System of Cyclical Monitoring

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

- **The Orientation Meeting:** The Rhode Island Department of Education (RIDE) staff meets the Local Education Agency (LEA) to plan the site review and identify issues or initiatives that may influence programs or service delivery.

- **Data Analysis Meeting:** The RIDE staff meets to review LEA demographic information on selected reports including: the state performance plan, census information, and information collected through record review, staff questionnaires and parent interviews. To ensure that the child is at the center of the study, all analyses begin with the child. Thus, a stratified random selection of students with IEPs is selected; the records of these students are reviewed; their parents/guardians, teachers and related service providers are interviewed, and their classes are observed. The result is an in-depth, unified examination of the actual provision of programs and services for students with exceptionalities. The RIDE staff compiles a preliminary summary of their analyses of this data.

- **Presentation by the LEA and School Site Review:** The on-site review begins with a presentation of programs by staff. The presentation provides the review team with general and specific information on delivery of programs and services to students. Following this presentation, on-site reviews of schools are made. The team members interview school administrators and teaching staff. Parents and central office staff are also interviewed. The team gathers data-based information and works with the LEA personnel to generate a report, covering the following:
 - o The district's compliance with the state and federal regulations, relative to the education of students with exceptionalities.
 - o The quality and effectiveness of programs and services provided by the district.
 - o The need for professional development and technical assistance that will enable the LEA to improve programs and services.

- **The Corrective Action/Support Plan:** The RIDE team, LEA central office and building administrators meet to review the data and complete a report of results. The group designs a professional development/technical assistance support plan with timelines for implementation and correction of any noncompliance. All findings of noncompliance must be corrected as soon as possible but no later than one year from the State's written notification of noncompliance. This plan enables the district to correct areas of non-compliance and to strengthen promising programs and correct areas of weakness to improve services and programs for all students.

- **The SSS Report:** The report summarizes the findings from various data sources. The format of the report uses five divisions: Indicators, Findings, Noncompliance, and Corrective Action/Support Plan. Indicators describe either result or compliance in the topical areas of Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE), Evaluation/Individual Educational Program (IEP) and IDEA Transition. The documentation is listed in both the Findings and Noncompliance sections of the report. The corrective action/support plan reflects the response to the described finding and actions by the district as well as resources and timelines to improve programs and services. All findings of noncompliance must be corrected as soon as possible but no later than one year from the State's written notification of noncompliance.

- **Subsequent & Timely Follow / Verification Process & Reporting:** RIDE, IDEA Quality Assurance personnel and the School Support System Liaison work with the LEA to verify correction, including reviewing subsequent data to ensure correction of noncompliance. Also, within the one-year monitoring timeframe RIDE personnel will return to the district and follow up to ensure ongoing compliance is maintained. This will include, as applicable, program spot checks/reviews and record reviews. Our baseline number of records will not go below six. Pending subsequent and timely verification, a letter closing the SSS monitoring process will be issued.

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

Burrillville School System School Support System Review

RIDE Team Leaders

Team A – Meg Hassan (Early Learning Center)

Team B – Sandra Cambio Gregoire (Elementary Schools)

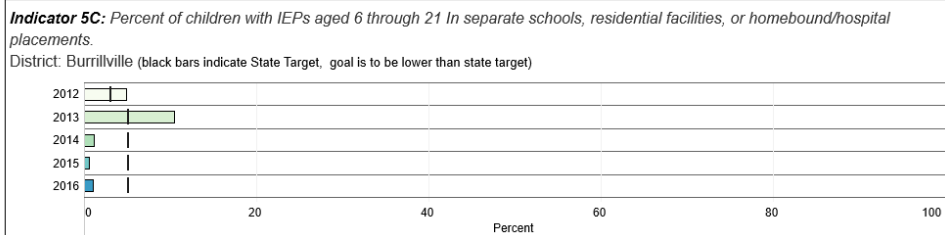
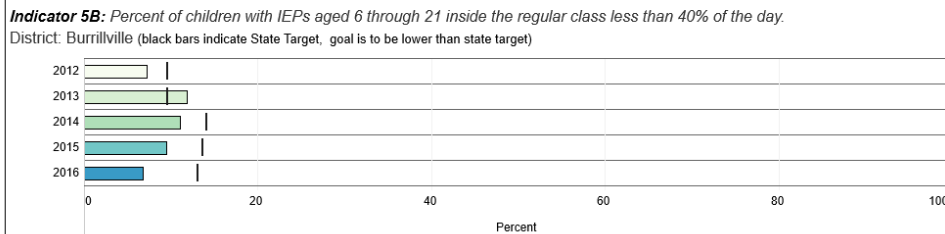
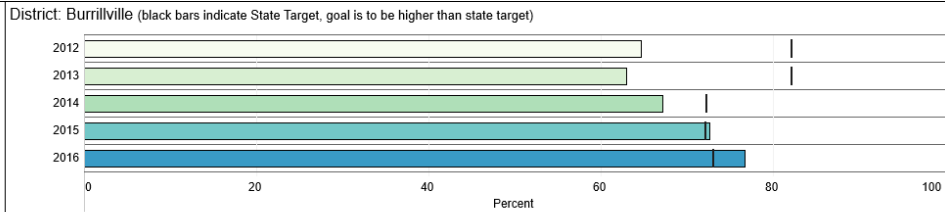
Team C – Kathy Perry; Amy Brown (Middle School)

Team D – Susan Wood (High School)

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

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

Item #	Review Information	Noncompliance Finding (if applicable) & Corrective Action/Support Plan (if applicable)
1	<p>Least Restrictive Environment Data (State Performance Plan Indicator #5 (20 U.S.C. 1416(a)(3)(A))</p> <p>Based on the FY July 1, 2022-June 30, 2023, State Performance Plan information on Burrillville Public Schools Placement is as follows:</p> <p>The percentage of students educated 80% or more of the time in general education settings is 68.49% (RI District Average is 77.50%)</p> <p>Percentage of students educated for 39% or less of the time in general education settings is 10.0% (RI District Average is 7.67%)</p> <p>The percentage of students educated in private separate schools, homebound/hospitalized, and private residential schools is 2.47% (RI District Average is 2.50%)</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	<p>Noncompliance Finding (if applicable): No finding.</p> <p>Regulatory Citation: N/a</p> <p>Corrective Action / Support Plan: N/a</p> <p>Timeline: N/a</p> <p>Progress Check: N/a</p> <p>Follow Up Information: N/a</p>



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.

2 **Participation and performance of children with IEPs on statewide assessments (State Performance Plan Indicator #3 (20 U.S.C. 1416 (a)(3)(A))**

A. Participation rate for children with IEPs.

ELA grade 4	98.31%
Math grade 4	100%
ELA grade 8	100%
Math grade 8	95.83%
ELA HS	88.89%
Math HS	88.89%

Noncompliance Finding (if applicable):

No finding.

Regulatory citation: N/a

Corrective Action / Support Plan:

N/a

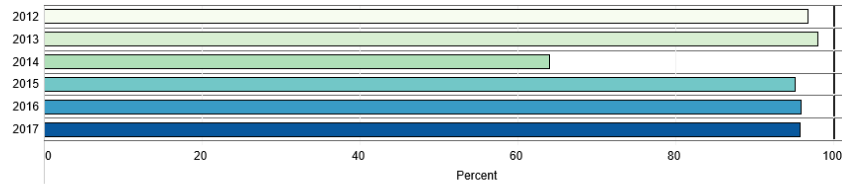
Timeline: N/a

Progress Check: N/a

<p>B. Proficiency rate for children with IEPs against grade-level academic achievement standards.</p> <p>ELA grade 4 1.89% Math grade 4 3.13% ELA grade 8 2.38% Math grade 8 0.0% ELA HS 9.68% Math HS 0.0%</p> <p>C. Proficiency rate for children with IEPs against alternate academic achievement standards.</p> <p>ELA grade 4 **% Math grade 4 **% ELA grade 8 **% Math grade 8 **% ELA HS **% Math HS **%</p> <p>D. Gap in proficiency rates for children with IEPs and all students against grade-level academic achievement standards.</p> <p>ELA grade 4 29.03% Math grade 4 37.40% ELA grade 8 32.59% Math grade 8 14.20% ELA HS 43.15% Math HS 33.33%</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	<p>N/a</p> <p><u>Follow Up Information:</u></p>
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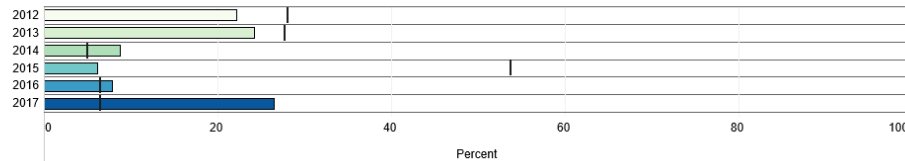
Indicator 3B: Participation rate for children with IEPs.

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)



3 SPP Disproportionate Representation (State Performance Plan Indicator #9 (20 U.S.C. 1416(a)(3)(C)) and #10 (20 U.S.C. 1416(a)(3)(C))

Burrillville schools do not have disproportionate representation.

Documentation: Data Analysis; State Performance Plan

Noncompliance Finding (if applicable):

No finding.

Regulatory Citation: N/a

Corrective Action / Support Plan:

N/a

Timeline: N/a

Progress Check: N/a

Follow Up Information:

N/a

<p>4</p>	<p>Suspension (State Performance Plan Indicator 4a and 4b (20 U.S.C. 1416(a)(3)(A); 1412(a)(22))</p> <p>#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 did not apply to the Burrillville Public Schools as no students with IEPs were suspended for more 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>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><i>Documentation: Data Analysis; State Performance Plan</i></p>	<p><u>Noncompliance Finding (if applicable):</u> No finding.</p> <p>Regulatory Citation: N/a</p> <p><u>Corrective Action / Support Plan:</u> N/a</p> <p>Timeline: N/a</p> <p>Progress Check: N/a</p> <p><u>Follow Up Information:</u> N/a</p>
<p>5</p>	<p>Multi-tiered System of Support (MTSS)</p> <p style="text-align: center;"><u>Tier I</u> <u>Academic & Social Emotional Learning/Supports</u></p> <p>Students in grades K-12 are universally screened in math and reading three times each year with STAR 360. In addition, all students complete a progress monitoring assessment with STAR 360 an additional two times each year, so that the district is able to follow growth closely. Students who are not meeting district benchmarks are given further diagnostic testing in reading and math, so that educators can gather more specific information about</p>	<p><u>Noncompliance Finding (if applicable):</u> No finding.</p> <p>Regulatory Citation: N/a</p> <p><u>Corrective Action / Support Plan:</u> N/a</p> <p>Timeline: N/a</p>

students' instructional needs. Separate measures are then used for progress monitoring in addition to STAR 360. Levels of intervention support are determined almost exclusively by STAR 360 performance, though the district does take classroom performance and state testing into account when thinking about students' overall achievement, especially once they move into the middle and high schools.

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 adjust as needed.

Elementary Level

The three elementary schools each have a core MTSS team that meets at least monthly. Core members of the team include the: Principal, special education teachers, school Psychologist, general educator(s), literacy coaches, math interventionists, and MTSS consultant-coaches from RIDE (at SFE).

Teachers employ instructional practices designed to support students of all abilities and skill levels within their classrooms. All students have access to HQCM in math, English, and science across grades K-12. Daily formative assessments - such as brief quizzes and exit tickets - are utilized to continuously monitor student understanding, support immediate feedback, and guide instructional decisions for subsequent lessons.

Classroom environments feature clear, consistent expectations communicated through age-appropriate language and reinforced with visual supports. This approach creates positive learning spaces where every student feels valued and supported throughout their educational journey.

Schools weave social-emotional skill development directly into the curriculum through lessons focusing on empathy, self-regulation, and relationship-building. Students strengthen these crucial skills through structured morning meetings, guided role-playing activities, and regular mindfulness practices. Schools have also implemented Tier 1 Social Emotional Curriculum and practices (i.e. Choose Love Movement is used at Steere Farm and Conscious Discipline is used at Levy).

Progress Check: N/a

N/a

Follow Up Information:

The Positive Behavioral Interventions and Supports (PBIS) framework operates school-wide with support from administrators, all instructional teams, and the Parent-Teacher Organization at each school location.

In addition, at all three elementary schools, teachers follow an MTSS framework. The goal of the process is to make it clear for all teachers and staff how the district uses data to inform intervention needs (entrance decision rules), what intervention will be delivered because the district believes it addresses those needs, and how progress will be monitored. Using the scores from STAR 360, ALL students are identified as needing Tier 1, Tier 2 or Tier 3 level support. Students are then assigned to an intervention group with a targeted focus and plan for progress monitoring. In math, a "Map" is used that clearly defines the category that students fall into, whether or not further diagnostic testing is needed, intervention needs, and progress monitoring protocols. The district is in the process of developing this system for reading, as well. Elementary teams meet during Common Planning Time every 6-8 weeks to review progress monitoring data and adjust instruction accordingly.

Levy has an MTSS framework to follow but is in the process of formalizing all procedures to ensure student needs are met. The MTSS core team meets once a month. Team meetings are held every Wednesday and there is a building substitute available for teacher coverage.

Steere Farm Elementary has an MTSS team that meets every Tuesday. The core team members include the Principal, special education teachers, school psychologist, general educator(s), literacy coaches, interventions and related service provider(s) when needed. Steere Farm has been working with MTSS consultant-coaches from BRIDGE-RI to develop robust MTSS procedures. Steere Farm Elementary is a "Lab School" for the MTSS framework and in turn the Principal works in a coaching capacity with other schools in the district on these practices. Team meetings are held every Tuesday and there are two building substitutes available for teacher coverage.

At Steere Farm Elementary they also recognize a student of the month for each grade level and students also nominate a teacher of the month. In addition to Bronco Bucks, "Tootle Tickets" are shared by students recognizing other students for good deeds and once a month the recognized students have "Pops" with the Principal.

Middle Level

The Burrillville Middle School coordinates comprehensive student support through integrated teams that meet on a weekly basis. These collaborative teams—comprising both the Student Support specialists and Multi-Tiered System of Supports (MTSS) professionals—conduct regular reviews of multiple data sources to ensure timely identification and intervention for struggling students.

This assessment approach incorporates three distinct yet complementary data categories: state-level standardized measures (primarily RICAS results), local assessment tools (including STAR360 benchmarks), and classroom-based validated assessments. Students undergo universal screening in English Language Arts, specific reading competencies, and mathematics a minimum of three times throughout the academic year.

Following each assessment cycle, teams perform a rigorous data triangulation process that examines performance patterns across all available measures. This multi-dimensional analysis allows us to identify students demonstrating needs with greater precision than single-measure approaches would permit.

Once identified through this triangulation methodology, students showing performance levels within tier 2 (moderate concern) or tier 3 (significant concern) parameters receive customized support services. These interventions are systematically designed, implemented, and monitored to address specific academic deficits while simultaneously attending to social, emotional, and behavioral needs that may impact learning outcomes.

The weekly meeting structure ensures continuous monitoring of intervention effectiveness and allows for timely adjustments to support strategies as student needs evolve throughout the school year.

Burrillville Middle School has an MTSS team comprised of the guidance counselor, school psychologist, assistant principal, and the principal. This team meets on a monthly basis and uses STAR data and RICAS assessment data to assign students to various scheduled Tiered Support classes. Students are enrolled in these classes in lieu of an elective class. Students may move in and out of these courses on a quarterly basis based on progress

monitoring data. Students with IEPs are included in this tiered process and are scheduled into these tiered support classes as appropriate.

The middle school Student Support Team meets biweekly to review behavior data for students. The team is comprised of the teachers, the school social worker, the school psychologist and the building administration.

The building administration meets weekly with the guidance counselors, and attendance clerk to review student attendance data.

There is a reading specialist at the middle school. The majority of her schedule is spent supporting tiered literacy blocks, leaving one block available to provide structured literacy supports for students reading significantly below grade level.

High School

Burrillville High School employs a multi-tiered range of intervention and support through its Student Services Team. The team works to address and support students' academic, behavioral, and social-emotional areas of need. The approach has evolved to include teams organized around data, the development of math, reading, and behavioral positions and programs, the development of new courses, and flexibility in student schedules.

The Burrillville High School (BHS) Student Services Team meets bi-weekly and is composed of administrators and service providers. As concerns arise, behavior specialists, general education teachers, and special education teachers are involved appropriately to discuss building-level data as well as grade-level data. Teachers may make referrals to the Student Services Team through the request for assistance referral process.

The screener utilized for Reading and Math is STAR360. 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 the PSAT and SAT. Tier I intervention is provided through a Reading Specialist and Math Interventionist. The reading and math interventionist teachers have time embedded in their schedules to work with/coach colleagues in strategies that can be employed across the curriculum. This data has not been reviewed at the Student Services meetings thus far.

English and Math placement occurs through a review of student data in which multiple data points are considered as well as teacher and parent input.

Starting in 2022, BHS added a weekly Bronco Focus Hour (BFH) support into their schedule. The hour, held usually on Wednesdays, allows students to self-select an area of need to meet with a teacher in a small group setting and improve their academic work. Teachers also have the ability to hand-select students as appropriate.

Social-emotional support begins with weekly attendance team meetings. Guidance and administration meet to review attendance concerns and reach out to families to ensure effective collaboration and problem solving is utilized to assist students with strong attendance. Daily, students meet with an assigned Advisory teacher in small groups for 11 minutes to ensure a "check and connect" opportunity is embedded in their day. The same advisory teacher follows the group of students for their four years of high school. "Bronco Bucks" are awarded for students who show exemplary methods of *Being a Bronco -- Be Here, Be Prepared, Be Responsible and Be Respectful*. Bronco Bucks are entered into monthly, quarterly and semesterly raffles to reward students for demonstrating behavioral expectations.

Tier II
Academic & Social Emotional Learning/Supports

Elementary Level

The Tier 2 framework provides targeted interventions through small-group instruction that addresses specific academic skill gaps in areas such as reading and mathematics. These academic supports are complemented by structured behavioral strategies, including Check-In/Check-Out monitoring systems and dedicated social skills groups designed to strengthen students' social-emotional development.

We implement customized academic mentoring programs that connect students with dedicated mentors or tutors who provide individualized academic guidance tailored to each student's learning needs.

The district's social-emotional supports operate along a flexible continuum of intensity. Some students receive lighter-touch interventions such as social skills development during structured "lunch bunch" sessions, complemented by an "anytime pass" system that allows them to quietly step out of class when needed to process emotions with a designated support person.

For students with formally documented needs through either Section 504 plans or Individualized Education Programs (IEPs), we provide more intensive support through regularly scheduled appointments with the specialized social-emotional learning staff. These sessions occur at prescribed intervals—weekly, bi-weekly, or monthly—based on each student's individual support requirements as determined by their formal educational plan.

Middle Level

At each grade level, Tier II academic support framework operates through carefully designed intervention blocks called W.I.N.N. (What I Need Now) sessions. These specialized courses focus on the two foundational academic areas—literacy and mathematics—and are strategically scheduled within the regular school day to ensure consistent access without disrupting core instruction.

The W.I.N.N. literacy and mathematics courses are taught by certified content specialists—English teachers lead the literacy sessions while mathematics teachers facilitate the numeracy interventions. This staffing approach ensures that students receive support from educators with deep subject-matter expertise who can address skill gaps within the broader context of grade-level expectations.

For students requiring more intensive reading support, the district offers an alternative intervention pathway through scheduled pull-out sessions conducted by a dedicated reading specialist. These sessions typically occur during designated intervention periods and provide highly specialized literacy instruction tailored to specific reading challenges.

To enhance the personalized intervention approach, the district implemented two research-validated digital learning platforms. LexiaPowerUp serves as our primary literacy intervention tool, providing adaptive instruction that precisely targets individual reading and language skill deficits. For mathematics support, the district utilizes the ALEKs (Assessment and Learning in

Knowledge Spaces) platform, which employs artificial intelligence to identify knowledge gaps and deliver customized learning paths.

Both digital programs function as instructional supplements that inform the small-group instruction models. Teachers regularly analyze performance data from these platforms to form flexible instructional groups based on shared learning needs. This approach allows educators to provide targeted small-group lessons that address specific skill deficits while maintaining appropriate peer interaction opportunities within the intervention setting.

High School

Ninth grade students identified as needing additional support to close gaps in reading and mathematics are placed on the 9th Grade Team. This placement allows for students to receive a team-teaching approach where data is consistently reviewed and adjustments are made to support their gaps in learning. Students on the 9th grade team have an additional period of Math & English in their schedule. Both the math RTI specialist and special educators support the team classes as needed.

Tier II supports occur through scheduled literacy courses taught 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. Progress is documented through personal literacy plans (PLP) plans.

Students needing additional support through Tier II or Tier III are identified through math screening. There is a math interventionist who has 2 periods dedicated to math intervention and coaching. STAR360 data is triangulated with grades and other standardized scores that may be available (PSAT, SAT, ASVAB) and a targeted group of students is then created. RTI work is done through both push-in and pull-out opportunities, depending on student needs and collaborative decision making by the RTI specialist, classroom teachers and special education teachers (when appropriate). Students with IEP math goals are provided with inclusion support in their math courses as well as academic support which targets their math gap.

The Therapeutic Learning Center (TLC) and Temporary Therapeutic Alternative Program (TTAP) programs support students with social-emotional

and behavioral needs. Both programs have a special education teacher and behavioral specialist scheduled to support students, and TLC has an additional classroom teacher assistant throughout the day.

Students requiring additional support in attaining the Proficiency-Based Graduation Requirements (PBGR) expectations are identified through Senior Watch Meetings. Guidance, administration and the PBGR coordinator review data on student progress with the Vision of the Graduate and assign time for intervention during Bronco Focus Hours as appropriate. Students may also be 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.

The BHS Attendance Team communicates with families of children who have 8, 12 and 18 days of unexcused absences and holds conferences to break down challenges preventing student attendance in school. This intervention helps to curve attendance in a positive manner before the need to involve the truancy system.

Tier III
Academic & Social Emotional Learning/Supports

Elementary Level

When students do not demonstrate sufficient progress with Tier II supports, the intervention process intensifies systematically within the Tier III framework. This highest level of support involves carefully calibrated adjustments to existing interventions along three critical dimensions:

1. Frequency – the district may increase how often the student receives specialized instruction or behavioral support, potentially moving from twice weekly to daily sessions.
2. Duration – Intervention periods may be extended, allowing for longer individual or small-group sessions that provide more comprehensive support and practice opportunities.
3. Intensity – The student-to-teacher ratio may be reduced further, sometimes approaching 1:1 instruction, while also implementing more

specialized methodologies and materials tailored specifically to the student's learning profile.

For academic interventions at this level, the district's collaborative approach is expanded by inviting specialized service providers such as Speech-Language Pathologists or Occupational Therapists to contribute their expertise. These professionals may conduct focused screeners, observations, and/or assessments within their domains and recommend evidence-based interventions that address underlying skill deficits that may be impacting the student's academic progress. Their specialized knowledge helps identify targeted approaches that general educators might not typically employ.

Behavioral interventions at Tier III follow a parallel enhancement process. Problem Solving Teams—comprised of special education, regular education teachers, behavioral specialists, administrators, and family representatives—reviews existing behavioral data and collaboratively develops intensified support plans. These enhanced behavioral interventions maintain alignment with previous strategies while significantly increasing their robustness through more frequent check-ins, extended support sessions, and heightened individualization of behavioral techniques.

Throughout the Tier III process, rigorous progress monitoring is maintained to evaluate the effectiveness of these intensified interventions and inform ongoing adjustments to the student's support plan.

Middle Level

At the highest intervention level, Tier III, BMS provides comprehensive support through specialized academic courses specifically designed for students with significant skill deficits. Students requiring this intensive level of intervention participate in dedicated reading courses or specialized Literacy/Numeracy classes that operate as standalone instructional periods within their daily schedule.

The specialized reading and Literacy courses feature a collaborative teaching model where certified English teachers deliver primary instruction with substantial support from the reading specialist. This arrangement combines content expertise with specialized reading methodology to address profound literacy challenges. For students with significant mathematical difficulties, the

dedicated Numeracy class is taught by a mathematics specialist who possesses deep understanding of conceptual development and remediation strategies in mathematical thinking.

To maximize instructional precision within these intensive support classes, BMS implements adaptive learning technologies that complement teacher-directed instruction. The LexiaPowerUp platform provides individualized literacy pathways targeting specific reading and language processing deficits, while the ALEKS mathematics program employs sophisticated algorithms to identify and address foundational numeracy gaps. These digital tools serve dual purposes: they provide customized independent practice opportunities while generating detailed performance analytics that teachers use to form small, targeted instructional groups based on shared learning needs.

For students who demonstrate persistent learning challenges despite receiving these intensive Tier III interventions, the special education department offers an additional layer of support. When determined appropriate through formal evaluation processes, students may qualify for an individualized, integrated academic program delivered through special education services. This highest level of support features specially designed instruction that addresses the student's unique learning profile through customized methodologies, materials, and educational settings while maintaining appropriate access to grade-level curriculum standards.

High School

Students needing the highest level of support at Tier III are scheduled for reading courses or special education inclusive support in ELA and Academic Support courses for those with IEPs. The general reading course is offered for the semester or the year. Credit recovery of English credits in a blended approach utilizing after-school supports through the Burrillville Extended Learning Laboratory Academy (BELLA). Students are primarily identified for this approach by looking at course failures and teacher recommendations.

Behavioral specialists not only work with the students within their programs (TLC and TTAP) but also engage in "check and connect" work with other identified students in need.

The BHS Attendance Team refers students to Truancy Court when they have hit 18 days of unexcused absences. Burrillville participates in a truancy

	<p>diversion program where cases are handled internally, with a judge coming to campus and addressing student attendance issues locally. Families have the option of remaining in the diversion program or moving to the Providence system, but almost all choose to stay locally and work on their child's attendance from a team approach.</p> <p><i>Documentation: Data Analysis; Document Review, Record Reviews</i></p>	
<p>6</p>	<p>Preschool Continuum</p> <p>Preschoolers with disabilities are provided special education and related services at the Early Learning Center (ELC) located at the Burrillville High School through both special education integrated classes as well as walk-in services.</p> <p>This is the ELC's first year at the High School. The Preschool Team acknowledged that the administrators at the high school have been supportive of the program. There is a dedicated classroom, outdoor, and related service space for the ELC.</p> <p>Burrillville currently offers integrated classrooms and walk-in services for students. Burrillville does not offer services in community-based programs. Staff acknowledged growing challenges in recruiting peers to maintain integrated ratios in their preschool classrooms. According to staff, families are increasingly looking for full day preschool options – and families of peers may struggle with transportation needs. Additionally, staff acknowledged that children are presenting with more complex and involved needs than in the past. This year, Burrillville has hired additional teaching assistants for the two classrooms to support the needs of children in their integrated classrooms.</p> <p>Related service provider staff stated, and records reviewed supported, that for some families, attendance at walk-in sessions can be inconsistent and can impact children's progress. Staff offer sessions early in the day to try and support children who attend childcare while families are working.</p> <p>State Performance Plan Indicator #6 (20 U.S.C. 1416(a)(3)(A))</p>	<p><u>Noncompliance Finding (if applicable):</u> No finding.</p> <p>Regulatory Citation: N/a</p> <p><u>Corrective Action / Support Plan:</u> N/a</p> <p>Timeline: N/a</p> <p>Progress Check: N/a</p> <p><u>Follow Up Information:</u> N/a</p>

	<p>The Office of Special Education Programs (OSEP) requires districts to collect Early Childhood Environments data for all preschool children with IEPs. The EC Environments data provides a look at the preschool LRE in the district.</p> <p>Percent of children with IEPs aged 3, 4, and 5 who are enrolled in a preschool program attending a:</p> <ul style="list-style-type: none"> A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program (66.67%) B. Separate special education class, separate school, or residential facility (2.78%) C. Receiving special education and related services in the home (2.78%) <p>State Performance Plan Indicator #7 (20 U.S.C. 1416 (a)(3)(A))</p> <p>Percent of preschool children aged 3 through 5 with IEPs who demonstrate improvement:</p> <ul style="list-style-type: none"> A. Positive social-emotional skills (including social relationships); 81.25% B. Acquisition and use of knowledge and skills (including early language/ communication and early literacy); 65.00% and C. Use of appropriate behaviors to meet their needs 62.5%. <p><i>Documentation: Data Analysis; State Performance Plan; Interviews; Observations</i></p>	
7	<p>Program Continuum Elementary Level</p> <p>There are 826 students at the elementary level and approximately 177 have IEPs. The special education program continuum is as follows:</p> <p>A.T. Levy, Steere Farm, and Callahan:</p> <p>-Inclusion (100-80%) with special education support provided in the general education classroom with related services (i.e., speech, physical therapy,</p>	<p><u>Noncompliance Finding (if applicable):</u></p> <p>No finding.</p> <p>Regulatory Citation: N/a</p> <p><u>Corrective Action / Support Plan:</u></p> <p>N/a</p>

<p>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, and counseling provided in a pull-out setting which includes consultation with the general education and special education teachers).</p> <p>At A.T. Levy:</p> <p>Levy has approximately 233 students with approximately 94 of them having IEPs. The school has 16 classrooms which consist of 7 Kindergarten classrooms, 7 first grade classrooms and two multi-age classrooms (K-1) each staffed by a special educator and supported by paraprofessionals and behavior specialists. One classroom emphasizes intensive social-emotional support and the other provides modified academic instruction. Students may receive up to 100% of their educational and social-emotional instruction and support in these settings (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. The classroom for modified academic instruction has 7 students (5 of whom are in the classroom all day and 2 students are integrated in the general education setting). The intensive social-emotional support classroom currently has 8 students (1 student spends the majority of the day in the general education setting and 3 students spend parts of their day in the general education setting).</p> <p>Check-in and check-outs are provided for students who require support in executive functioning skills. These periods can occur first thing in the morning during homeroom daily and at the end of the day during a 10-minute organization period. Activities that occur during this time can include checking planners, and ensuring appropriate materials are brought home. A variety of checklists are utilized. In addition, the student information system</p>	<p>Timeline: N/a</p> <p>Progress Check: N/a</p> <p><u>Follow Up Information:</u></p> <p>N/a</p>
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includes a component that allows both students and parents to keep track of assignments.

At Steere Farm:

Steere Farm Elementary is a grade 2-5 school with three classrooms for each grade level and one multi-age intensive support classroom. There are approximately 265 students with 58 having IEPs.

-Multi-age intensive support (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 support 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. Currently there are 9 students in the program with two of the students having the opportunity to attend Science in the general education classroom and some itinerants. The students have daily lunch and recess with the 2nd and 3rd graders.

Check-in and check-outs are provided for students who require support in executive functioning skills. These periods can occur first thing in the morning during homeroom daily and at the end of the day during a 10-minute organization period. Activities that occur during this time can include checking planners, and ensuring appropriate materials are brought home. A variety of checklists are utilized. In addition, the student information system includes a component that allows both students and parents to keep track of assignments.

At Callahan:

-Multi-age therapeutic classroom (2-5) staffed by a special educator, behavior specialists, and paraprofessionals. Students may receive up to 80% of their

	<p>academic and social-emotional instruction and support 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><i>Documentation: Data Analysis; Record Reviews, Interviews; Observation</i></p>	
8	<p>Program Continuum Middle Level</p> <p>There are 473 students at the middle school level and approximately 105 have IEPs. The special education program continuum is as follows:</p> <ul style="list-style-type: none"> -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 and pull-out services for small group/individual instruction. Related services (i.e., speech, physical therapy, occupational therapy, and counseling provided in a pull-out setting which includes consultation with the general education and special education teachers). ELA and math classes are supported by special educators assigned to the grade(s)/teams in which students with disabilities are scheduled. -Multi-age intensive support (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 support 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. The building has struggled with how to schedule students who no longer qualify for the alternate assessment and has made 	<p><u>Noncompliance Finding (if applicable):</u> No finding.</p> <p>Regulatory Citation: N/a</p> <p><u>Corrective Action / Support Plan:</u> N/a</p> <p>Timeline: N/a</p> <p>Progress Check: N/a</p> <p><u>Follow Up Information:</u> N/a</p>

the decision to change the placement for these students. This has resulted in significant changes in educational placements and programming for these students.

The Life Skills Program has worked to build awareness and understanding within the building through the APE Peer Pals Program and a reverse inclusion class with the librarian.

-Multi-age therapeutic classroom (6-8) staffed by a special educator and two behavior specialists service 21 students. Students in the program may have IEPs, Section 504 plans or have no services/plans. Students are typically scheduled into the room for one period per day or one period every other day. All of the students are scheduled into general education core classes. Students may receive up to 80% of their academic and social-emotional instruction and support 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.

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 and devise academic support plans as well as behavior plans. During the departmental time, special educators plan with the academic content teachers to make accommodations and modifications to upcoming assignments. All special educators also plan and coordinate strategies with the related service providers including School Psychologists, School Social Workers, Occupational Therapists, and Speech and Language Pathologists. Due to the schedule, the principal indicated that special educators do not have common planning team with their grade/team scheduled. The teams meet at the time when the support/resource classes are scheduled. Special educators support various teams and grades.

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

	<p>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 from STAR assessments in literacy and numeracy. Literacy and numeracy classes include students with or without IEPs and placement in these classes is fluid. Decisions on which students attend or exit the literacy or numeracy block are 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>The time that students spend in academic support classes (resource pull-out services) is predominantly spent on completing core content assignments/projects. Students are grouped according to schedule availability making it challenging to provide targeted evidence-based interventions aligned to individual student needs. Students are typically scheduled for support classes every other day. Schedule refinement and professional development in the area of specially designed instruction may be warranted.</p> <p><i>Documentation: Data Analysis; Record Reviews Interviews; Observation</i></p>	
9	<p>Program Continuum High School Level</p> <p>At Burrillville High School there are approximately 623 students and 113 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 and pull-out services for small group/individual instruction. Related services (i.e., speech, physical therapy, 	<p><u>Noncompliance Finding (if applicable):</u> No finding.</p> <p>Regulatory Citation: N/a</p> <p><u>Corrective Action / Support Plan:</u> N/a</p> <p>Timeline: N/a</p> <p>Progress Check: N/a</p>

<p>occupational therapy, and counseling provided in a pull-out setting which includes consultation with the general education and special education teachers).</p> <p>-Multi-age intensive support (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 support 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 Transitional Learning Center (TLC) classroom (9-12) staffed by a special educator, a behavior specialist, and paraprofessionals. Students may receive one or more blocks of service in this setting per day in which they receive academic and social-emotional instruction and support (as indicated by 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.</p> <p>-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 more periods of support as indicated in their IEP/ 504 or intervention plan.</p> <p>Students work on core academics and/or social/emotional self-regulation strategies. This program also provides support to help assist with any social or emotional challenges that may arise during their school day. The program is used as a home base for all students (General/504/ IEPs) to check in during the day and help with organization for all their core classes.</p> <p>-Transition Program for students 18-22 years of age, staffed by a special educator and Job Coaches (2). Students in this program will work on</p>	<p>N/a</p> <p><u>Follow Up Finding:</u></p>
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	<p>academic, social-emotional, vocational awareness/readiness, and daily living skills in the high school in addition to participating in community-based vocational experiences.</p> <p>School-Based Mental Health Services:</p> <p>All students have access to the School Psychologist (full-time), a Student Assistance Counselor (full-time), 3 School Counselors (full-time), and a School Social Worker (3 days per week). Individual counseling and small group counseling 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. Opportunities for remediation or acceleration are available through the B.E.L.L.A (Burrillville Extended Learning Laboratory Academy) program after school three days per week and on Saturday mornings.</p> <p><i>Documentation: Data Analysis; Record Reviews; Interviews; Observation</i></p>	
10	<p>Adapted Physical Education (APE)</p> <p>Within the Burrillville School District, a comprehensive Adaptive Physical Education framework is implemented that spans all educational levels. The adaptive services operate seamlessly throughout elementary, middle, and high school environments, providing specialized physical education instruction for students whose Individualized Education Programs (IEPs) specify this accommodation.</p> <p>The program design reflects the district's commitment to both specialized instruction and meaningful inclusion. While students receive tailored physical education experiences that address their specific developmental and physical</p>	<p><u>Noncompliance Finding (if applicable):</u> No findings.</p> <p>Regulatory Citation: N/a</p> <p><u>Corrective Action / Support Plan:</u> N/a</p> <p>Timeline: N/a</p> <p>Progress Check: N/a</p>

	<p>needs as outlined in their IEPs, the district simultaneously maintains pathways for participation alongside grade-level peers during appropriate activities.</p> <p>This balanced approach accomplishes multiple educational objectives. Students benefit from individualized instruction that targets their specific physical development goals while also experiencing the social benefits of shared physical activities with their peer group. Physical education teachers collaborate with special educators to identify opportunities for meaningful inclusion that respect each student's unique profile while fostering positive social interactions through movement-based experiences.</p> <p>The instructional design incorporates evidence-based adaptations specific to each student's needs, which may include modified equipment, adjusted participation parameters, specialized instructional techniques, or customized performance expectations. These thoughtful modifications ensure students can engage successfully with core physical education content while working toward their individualized physical development objectives.</p> <p>By thoughtfully integrating specialized instruction with strategic inclusive opportunities, the Adaptive Physical Education program supports comprehensive development—addressing physical skills, social engagement, and positive self-concept through carefully structured movement experiences across all educational levels.</p> <p><i><u>Documentation:</u> Data Analysis; Record Reviews; Interviews; Observation</i></p>	<p>N/a</p> <p><u>Follow Up Information:</u></p>
<p>11</p>	<p>Extended School Year (ESY)</p> <p>The District's extended school year services operate through a collaborative decision-making process centered within each student's Individualized Education Program team. These specialized summer learning opportunities are thoughtfully designed to address specific developmental needs across all educational levels—from early childhood through secondary education.</p> <p>The Burrillville School Department implements a holistic ESY approach that extends beyond academic maintenance to encompass comprehensive student</p>	<p><u>Noncompliance Finding (if applicable):</u></p> <p>No finding.</p> <p>Regulatory Citation: N/a</p> <p><u>Corrective Action / Support Plan:</u></p> <p>N/a</p> <p>Timeline: N/a</p> <p>Progress Check: N/a</p>

<p>support. The program coordination team works in close partnership with district transportation services and facilities management to create seamless operational systems. This careful logistical planning significantly reduces transition-related stress for both participating students and their families.</p> <p>To enhance program accessibility, the facilities team provides teaching staff with necessary building access credentials, including electronic key cards and traditional keys. This thoughtful arrangement allows instructional teams to incorporate outdoor movement breaks and planned physical activities that support both sensory regulation and healthy activity levels throughout the program day.</p> <p>Environmental considerations receive particular attention within the program design. The district designates specific air-conditioned spaces for use during periods of extreme heat, preventing temperature-related discomfort that might otherwise disrupt learning engagement. Additionally, the district maintains the 1:1 technology initiative throughout the summer months, ensuring all students in grades 2-12 retain Chromebook access to support ongoing digital literacy development.</p> <p>Therapeutic consistency remains central to the ESY framework. Students continue receiving all designated related services—including occupational therapy, physical therapy, and speech-language intervention—maintaining critical developmental momentum. The physical therapy professionals take additional steps to optimize learning environments by assisting with specialized seating arrangements, sensory equipment setup, and the integration of adaptive materials brought from home settings.</p> <p>The ESY instructional team comprises diverse professionals united by their shared commitment to student success. Beyond certified teachers and classroom assistants, the program incorporates behavior specialists, nursing support, vocational coaching, and carefully selected high school student volunteers who foster meaningful peer relationships. This staffing approach creates multiple layers of support while providing positive social models</p>	<p>N/a</p> <p><u>Follow Up Information:</u></p>
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across different developmental stages.

Program improvement follows a structured feedback cycle, beginning with comprehensive staff orientation sessions and concluding with facilitated reflection opportunities. These end-of-program discussions ensure all team members contribute meaningful insights toward continuous quality enhancement for subsequent program iterations.

For secondary transition students, the ESY program maintains critical community-based instructional experiences and supported employment placements. This continuity preserves vocational skill development while strengthening community integration pathways that support long-term independence goals.

Instructional design within the program balances IEP-directed skill maintenance with thematic, experiential learning opportunities. Teachers across grade levels collaborate around unified conceptual themes—such as culinary awareness and nutrition—that allow for multisensory engagement and authentic application of academic skills. These thematic approaches have included student-directed food preparation activities, including memorable experiences like creating homemade ice cream that incorporate measurement, sequencing, and sensory exploration.

The program's pedagogical approach emphasizes strategic lesson segmentation techniques that maintain optimal engagement levels while addressing diverse learning needs. Teachers carefully structure instructional sequences to incorporate varied skill applications, preventing cognitive fatigue and maximizing productive learning time throughout each program day.

Documentation: Data Analysis; Record Reviews; Interviews; Observation

<p>12</p>	<p>Local Special Education Advisory Committee (LAC)</p> <p>The Burrillville School District maintains a Local Advisory Committee (LAC) that functions in full compliance with Rhode Island regulatory frameworks. This committee operates under the shared leadership of parents with the support of the Director of Pupil Personnel Services.</p> <p>The committee maintains a diverse membership representing multiple stakeholder perspectives, including:</p> <ul style="list-style-type: none"> ● Parent representatives ● The district’s Special Education Director ● Classroom teachers ● School and district administrators ● Elected School Committee representatives <p>BSEAC’s operational approach combines structured annual planning with flexibility to address emerging needs. The foundational agenda calendar is shared at the beginning of each school year while preserving capacity to incorporate additional discussion topics or address specific concerns as they arise throughout the year.</p> <p>To maximize community awareness and participation, the district employs multiple communication channels. All parents and staff members receive formal notification about the established LAC meeting schedule at the start of each academic year. The district supplements these initial announcements with targeted email reminders before each meeting, including direct access links to the virtual meeting platform. BSEAC transitioned to this virtual format specifically to eliminate transportation, childcare, and scheduling barriers that previously limited parent engagement.</p> <p>To support families who cannot attend synchronous meetings, BSEAC records all sessions and distribute digital access links to these recordings. BSEAC also provide electronic copies of all literature and presentation materials discussed during meetings. This comprehensive approach ensures information remains</p>	<p><u>Noncompliance Finding (if applicable):</u> No finding.</p> <p>Regulatory Citation: N/a</p> <p><u>Corrective Action / Support Plan:</u> N/a</p> <p>Timeline: N/a</p> <p>Progress Check: N/a</p> <p><u>Follow Up Information:</u> N/a</p>
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	<p>accessible to all interested stakeholders regardless of their ability to participate in real-time discussions.</p> <p>The committee primarily focuses on connecting families with valuable resources and support systems. Recent educational presentations to the BBSEAC have featured representatives from influential support organizations including the Rhode Island Parent Information Network (RIPIN), Rhode Island Department of Health (RIDOH), and the Sherlock Center on Disabilities. These external presentations are complemented by informational sessions conducted by district professionals, with School Psychologists and Social Workers regularly sharing insights about available social-emotional support services throughout the district.</p> <p><i>Documentation: Data Analysis; Record Reviews Interviews; Observation</i></p>	
13	<p>School Efforts to Partner with Parents (State Performance Plan Indicator #8 (20 U.S.C. 1416(a)(3)(A))</p> <p>The Burrillville public school district’s rate of parent participation (for parents whose children have IEPs) in the annual Special Education Statewide Parent Survey (2022-2023) is 69%</p> <p>The percentage of the responding parents (with a child receiving special education services) who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities is 80% which is higher than the State average of 72%.</p> <p><i>Documentation: Data Analysis; State Performance Plan, Parent/Guardian Interviews</i></p>	<p><u>Noncompliance Finding (if applicable):</u> No findings.</p> <p>Regulatory Citation: N/a</p> <p><u>Corrective Action / Support Plan:</u> N/a</p> <p>Timeline: N/a</p> <p>Progress Check: N/a</p> <p><u>Follow Up Information:</u> N/a</p>
14	<p>Drop Out / Graduation Rate (State Performance Plan Indicator #1 and #2 (20 U.S.C. 1416 (a)(3)(A))</p> <p>The Burrillville Public Schools graduation rate is 95.00% for students with disabilities. These rates approximate the state average rate of 80.64% for all students with disabilities.</p>	<p><u>Noncompliance Finding (if applicable):</u> No findings.</p> <p>Regulatory Citation: N/a</p>

	<p>The Burrillville Public Schools dropout rate is 0.0% for students with disabilities. These rates approximate the state average rate of 13.7% for all students with disabilities.</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	<p><u>Corrective Action / Support Plan:</u></p> <p>N/a</p> <p>Timeline: N/a</p> <p>Progress Check: N/a</p> <p><u>Follow Up Information:</u></p> <p>N/a</p>
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2. EVALUATION / INDIVIDUAL EDUCATION PROGRAM (IEP)

Item #	Review Information	Noncompliance Finding (if applicable) & Corrective Action/Support Plan (if applicable)
1	<p>Records of approximately 12 students were reviewed prior to the on-site review by the team leaders. Students' records were very accessible via the platform PowerSchool. The record review process identified by following:</p> <ul style="list-style-type: none"> -Pre-ETS was not listed on the secondary IEP invitation §300.320(b)(2). -Short-term objectives not consistently measurable. §300.320(2)(i) -IEP objectives included items not aligned with the goal §300.320 -IEP meeting not held within regulatory timeframe §300.303 <p><i>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</i></p> <p><i>Documentation: Data Analysis; Record Reviews; Interviews</i></p>	<p><u>Noncompliance Finding (if applicable):</u></p> <p><u>Noncompliance Finding:</u> Please note that the detailed list of any record review noncompliance including student names is shared with the LEA at the data analysis meeting. The overview of those findings without student names is shared in this report.</p> <p>Regulatory Citation: §300.320(b)(2), §300.320(2)(i), §300.320, §300.303</p> <p><u>Documentation:</u> Data Analysis; Record Reviews; Interviews</p> <p><u>Corrective Action / Support Plan:</u></p> <p>Verification (including reviewing subsequent data) will be facilitated by the Rhode Island Department of Education, Office of Student, Community and Academic Supports, that compliance issues are addressed and rectified.</p> <p>Timeline: These findings must be corrected as soon as possible but no later than one year from the State's written notification of noncompliance. June 2026.</p> <p>Progress Check: January 2026</p>

		<p style="text-align: center;"><u>Follow Up Information:</u></p> <p>A review of subsequent data verified that individual and systemic correction was done within the one year mandated time frame.</p>
2	<p>Child Outreach Screening</p> <p>IDEA requires states to identify, locate, and evaluate all children with disabilities, aged birth to 21, who need early intervention or special education services. In Rhode Island, the Child Outreach Screening Program serves as the vehicle for screening children ages 3- 5, before kindergarten entry. Screening serves as a first step in identifying children who may have a disability or developmental delay and require intervention.</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 practices.</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 to ensure they are meeting all developmental milestones in preparation for a successful transition to kindergarten.</p>	<p style="text-align: center;"><u>Noncompliance Finding (if applicable):</u></p> <p>No finding.</p> <p>Regulatory Citation: N/a</p> <p style="text-align: center;"><u>Corrective Action / Support Plan:</u></p> <p>N/a</p> <p>Timeline: N/a</p> <p>Progress Check: N/a</p> <p style="text-align: center;"><u>Follow Up Information:</u></p> <p>N/a</p>

	<p>Children who are not meeting age-expected milestones are referred to the Burrillville School district for further evaluation. In the 2023-24 school year 32 children were referred.</p> <p>Last year the district screened:</p> <ul style="list-style-type: none"> ● 3-year-olds: 10.49% ● 4-year-olds: 34.94% ● 5-year-olds: 55.48% ● Total 3-5-year-olds: 33.79% <p><i>Documentation: Data Analysis; Record Reviews Interviews</i></p>	
3	<p>Child Find (State Performance Plan Indicator #11 (20 U.S.C. 1416(a)(3)(B))</p> <p>Burrillville Public Schools for the year 2022-2023 was at 100% compliance for meeting evaluation timelines for initial referrals. As of 8/30/24 to 3/3/25 Burrillville Public Schools was thus far at 100% compliance for meeting evaluation timelines for initial referrals.</p> <p><i>Documentation: State Performance Plan Data; Data Analysis; Record Reviews; Interviews</i></p>	<p><u>Noncompliance Finding (if applicable):</u> No finding.</p> <p>Regulatory citation: N/a</p> <p><u>Corrective Action / Support Plan:</u> N/a</p> <p>Timeline: N/a</p> <p>Progress Check: N/a</p> <p><u>Follow Up Information:</u> N/a</p>
4	<p>Student Accommodations and Modifications</p> <p>General educators access student’s accommodations via an electronic database (Skyward).</p> <p><i>Documentation: State Performance Plan Data</i></p>	<p><u>Noncompliance Finding (if applicable):</u> No finding.</p> <p>Regulatory Citation: N/a</p> <p><u>Corrective Action / Support Plan:</u> N/a</p>

		<p>Timeline: N/a</p> <p>Progress Check: N/a</p> <p style="text-align: center;"><u>Follow Up Information:</u></p> <p>N/a</p>
5	<p>Specific Learning Disabilities Determination (SLD)</p> <p>The process for Evaluation Teams engaging in the initial and reevaluation in which the team is considering eligibility under the category of Specific Learning Disability is detailed in the district's Special Education Procedures Manual.</p> <p>During the Initial Referral process, Special Education Teams utilize the following forms located with PowerSchool:</p> <p><u>Referral.</u></p> <p>Within this form, the following information/documentation specific to Response to Intervention (RtI) is required 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)? 	<p style="text-align: center;"><u>Noncompliance Finding (if applicable):</u></p> <p>No finding.</p> <p>Regulatory Citation: N/a</p> <p style="text-align: center;"><u>Corrective Action / Support Plan:</u></p> <p>N/a</p> <p>Timeline: N/a</p> <p>Progress Check: N/a</p> <p style="text-align: center;"><u>Follow Up Information:</u></p> <p>N/a</p>

- Has the child received individual and/or small group interventions and frequent progress monitoring with reliable and valid measures by the 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 been documented and carefully considered.

During the Initial and Re-evaluation process, Evaluation Teams utilize the: [Review of Evaluation/Re-evaluation Report](#) form as well as the [Learning Disabilities Documentation](#) form via PowerSchool.

Within these forms, the following information/documentation specific to Response to Intervention (RtI) is required to make a determination that a student still qualifies under the SLD category:

- Evidence of prior instruction, intervention, and progress provided in all educational settings and by trained personnel indicating all relevant data, including progress toward IEP goals
- After reviewing all the information already gathered, are there assessment questions remaining before a disability determination can be made, confirmed, or changed?

	<ul style="list-style-type: none"> Based on all the data collected, the team considered student performance in the 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: Data Analysis; Record Reviews Interviews; Observation</i></p>	
6	<p>Dispute Resolution Information (State Performance Plan Indicators #15: Resolution Sessions (20 U.S.C. 1416(a)(3)(B)), #16: Mediation (20 U.S.C. 1416(a)(3)(B)), Hearings and Complaints)</p> <p>Over the past three years, Burrillville has had no (zero) complaints, mediations, or hearings.</p> <p><i>Documentation: Data Analysis, RIDE, Dispute Resolution Data Base</i></p>	<p><u>Noncompliance Finding (if applicable):</u> No finding.</p> <p>Regulatory citation: N/a</p> <p>Dispute Resolution personnel are responsible for all dispute resolution verification and any related follow up. (Contact number 401-222-8999)</p> <p><u>Corrective Action / Support Plan:</u> N/a</p> <p>Timeline: N/a</p> <p>Progress Check: N/a</p> <p><u>Follow Up Information:</u> N/a</p>

3. IDEA TRANSITION

Item #	Review Information	Noncompliance Finding (if applicable) & Corrective Action/Support Plan (if applicable)
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<p>1</p>	<p>Part C (Early Intervention) to Part B Transition (State Performance Plan Indicator #12 (20 U.S.C. 1416(a)(3)(B))</p> <p>The Office of Special Education Programs (OSEP) requires districts to collect Part C to Part B Transition data for all children transitioning to special education from Early Intervention. Indicator 12 is a compliance indicator requiring districts to have 100% of children referred from Part C Early Intervention and found eligible for special education to be in service by their 3rd birthdays.</p> <p>The District manages the transition of children from Part C Early Intervention (EI) to 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.</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.</p> <p>Last year’s consolidated resource plan (CRP) indicated that the district achieved 100% compliance.</p> <p><i><u>Documentation:</u> Data Analysis; Interviews; State Performance Plan, Record Reviews</i></p>	<p><u>Noncompliance Finding (if applicable):</u> No finding.</p> <p>Regulatory citation: N/a</p> <p><u>Corrective Action / Support Plan:</u> N/a</p> <p>Timeline: N/a</p> <p>Progress Check: N/a</p> <p><u>Follow Up Information:</u> N/a</p>
<p>2</p>	<p>IDEA Transition Planning at the Middle Level</p> <p>The following are the interest inventories and vocational assessments that have been completed with the students at the middle school level:</p>	<p><u>Noncompliance Finding (if applicable):</u> No finding.</p> <p>Regulatory Citation: N/a</p>

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.

Vocational Interest Inventory (Picture Supported): Students work with their teacher to go through a variety of questions that will help guide them in their job preparation. This survey includes questions that explore strengths, needs, preferences, and interests at home, in school, and in the community.

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:

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

Corrective Action / Support Plans:

N/a

Timeline: N/a

Progress Check: N/a

Follow Up Information:

N/a

the Department of Behavioral Healthcare and Developmental Disabilities & Hospitals (BHDDH).

Whose Future Is It ?: This 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 sorting and distributing mail to staff through mailboxes and changing the outdoor sign that posts school events.

Custodial Assistants: The students assist the custodial staff by organizing the lost and found when needed, cleaning surfaces of common areas such as locker bays, and washing PE equipment when needed.

School Laundry: The students assist the school community by doing laundry such as the pennies from PE and the towels used during science experiments.

Role of Job Coaches at the Middle School: The job coaches come to the middle school twice a week; for about one class period per visit. One day per week, students work on person-centered career planning which takes into account the student's interests, abilities, needs, and dreams when considering future employment.

	<p>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.</p> <p>On the second day that the job coaches work with the students, the job coaches create “Career Boxes” that the students utilize to practice different skill sets required for certain jobs (i.e. food service box that contains a scale for measuring portions, identifying utensils, etc.).</p> <p>At least one time per month, the students who work with the job coaches go on a community outing. This includes but is not limited to: visiting the library to engage in leisure activities, going to a cafe to practice ordering and money skills, and volunteering with agencies within their community.</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>Documentation: Data Analysis; Interviews; Record Reviews</i></p>	
3	IDEA Transition Planning at the High School Level	<p><u>Noncompliance Finding (if applicable):</u> No finding.</p> <p>Regulatory Citation: N/a</p>

The following is evident at Burrillville High School and complies with IDEA Transition Planning:

- IEPs are updated annually or earlier if necessary.
- Re-evaluations and team Eligibility Reports are conducted on time (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 Plans (CDPs).
- 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 - The 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 the Office of Rehabilitative Services (ORS) and to the Department of Behavioral Healthcare, Developmental Disabilities & Hospitals (BHDDH) are completed promptly.
- 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 support in the

Corrective Action / Support Plan:

N/a

Timeline: N/a

Progress Check: N/a

Follow Up Information:

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 that 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.

The district employs two full-time Job Coaches and has two vans used specifically for transportation to and from job sites.

The Job Coaches develop and maintain relationships with employers and businesses in and around Burrillville for job placements that are centered around person-centered planning for individual students. Additionally, they know of:

- How each job in all placements is expected by the employer to be done and maintain that knowledge to effectively coach students placed in that setting and monitor any safety concerns that may arise.
- Each student's disability and be able to 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.

Additionally, the Job Coaches:

- Customize/create jobs that will allow 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, and interview techniques.
- Use age and developmentally appropriate coaching and motivational strategies to encourage independence and assist students in meeting their transition goals.

Job Coach Responsibilities- Off Site

- Creation and implementation of a work-study schedule that includes all transition-aged students identified by the Department of Justice as needing person-centered career Planning development.
- 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.

	<i>Documentation: Data Analysis; Interviews; Record Reviews</i>	
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>Documentation: Data Analysis; Interviews; Record Reviews</i></p>	<p><u>Noncompliance Finding (if applicable):</u> No finding.</p> <p>Regulatory Citation: No finding.</p> <p><u>Corrective Action/Support Plan:</u> N/a</p> <p>Timeline: N/a</p> <p>Progress Check: N/a</p> <p><u>Follow Up Information:</u> N/a</p>
5	<p>The case managers facilitate a Summary of Performance (SOP) 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 receiving services through the High School Transition Program who exit the program via IEP team reviews or reach 22 years of age. These documents are supplied to students earlier if needed.</p> <p><i>Documentation: Data Analysis; Interviews; Record Reviews</i></p>	<p><u>Noncompliance Finding (if applicable):</u> No finding.</p> <p>Regulatory Citation: N/a</p> <p><u>Corrective Action Plan / Support Plan:</u> N/a</p> <p>Timeline: N/a</p> <p>Progress Check: N/a</p> <p><u>Follow Up Information:</u> N/a</p>

<p>6</p>	<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% compliant with the requirements. (State Performance Plan Indicator #13 (20 U.S.C. 1416(a)(3)(B))</p> <p><i>Documentation: Data Analysis; Interviews; State Performance Plan, Record Reviews</i></p>	<p><u>Noncompliance Finding (if applicable):</u> N/a</p> <p>Regulatory Citation: N/a</p> <p><u>Corrective Action / Support Plan:</u> N/a</p> <p>Timeline: N/a</p> <p>Progress Check: N/a</p> <p><u>Follow Up Information:</u> N/a</p>
<p>7</p>	<p>81.25% 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 79.20% (State Performance Plan Indicator #14 (20 U.S.C. 1416(a)(3)(B))</p> <p><i>Documentation: Data Analysis; Interviews; State Performance Plan, Record Reviews</i></p>	<p><u>Noncompliance Finding (if applicable):</u> N/a</p> <p>Regulatory Citation: N/a</p> <p><u>Corrective Action / Support Plan:</u> N/a</p> <p>Timeline: N/a</p> <p>Progress Check: N/a</p> <p><u>Follow Up Information:</u> N/a</p>