



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

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**School Support System Report and Support Plan**

**Newport County Regional  
Special Education Program**

**(SERVING THE COMMUNITIES OF LITTLE COMPTON, MIDDLETOWN & TIVERTON)**

**November 2020**

## **SCHOOL SUPPORT SYSTEM**

### **A Collaborative System of Focused Monitoring**

#### **Introduction**

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

To accomplish this the SSS includes these components:

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

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School Support System Review**

**Record Review Team Leaders**

**Team A – Susan Wood, Sandra Cambio Gregoire**

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

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

Indicator		Findings	Support Plan
Result	1	<p><b>Least Restrictive Environment Data (State Performance Plan Indicator #5)</b></p> <p>Based on the FY July 1, 2018 – June 30, 2019 State Performance Plan information on the Newport County Regional Special Education Program Placement is as follows:</p> <p>Percentages of children with disabilities aged 6 through 22, as of December 2019</p> <p>The percentage of students educated 80 to 100% of the time in general education settings is: (RI District Average is 71.03%)</p> <p>Little Compton <u>84.8%</u></p> <p>Middletown <u>77.31%</u></p> <p>Tiverton <u>64.39%</u></p> <p>Percentage of students educated for less than 40% of the time in general education settings is: (RI District Average is 11.44%)</p> <p>Little Compton <u>84.8%</u></p> <p>Middletown <u>4.49%</u></p> <p>Tiverton <u>5.40%</u></p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is: (RI District Average is 5.66%)</p> <p>Little Compton <u>6.52***%</u></p> <p>Middletown <u>8.97%*</u></p> <p>Tiverton 12.23%**</p> <p>* Middletown data does indicate that 3.31% more students attending separate schools, residential facilities or homebound/hospital facilities. It is important to note that this percentage includes 16 students who are receiving services in a partnership embedded program within Newport County Public Schools. The partnership program is with a nonpublic special education school that manages/supports the program and supervises the teacher. These students participate in general education classes and co-curriculars while receiving specialized services through the partnership program.</p>	

		<p>**Tiverton data does indicate that 12.23% attend separate schools, residential facilities or homebound/hospital facilities. It is important to note that this percentage includes 14 students who are receiving services in a partnership embedded program within Newport County Public Schools. The partnership program is with a nonpublic special education school that manages/supports the program and supervises the teacher. These students participate in general education classes and co-curriculars while receiving specialized services through the partnership program.</p> <p>***Little Compton data does indicate that 0.86% more students attending separate schools, residential facilities or homebound/hospital facilities. It is important to note that this percentage includes 2 students who are receiving services in a partnership embedded program within Newport County Public Schools. The partnership program is with a nonpublic special education school that manages/supports the program and supervises the teacher. These students participate in the general education classes and co-curriculars in Newport County Public Schools while receiving specialized services through partnership program.</p> <p><u>Documentation:</u> <i>Data Analysis; State Performance Plan</i></p>	
Result	2	<p><b>Participation and performance of children with IEPs on statewide assessments (State performance Plan Indicator #3):</b></p> <p>A. The district (disability subgroup that meets the State’s minimum “n” size) did meet the state’s AYP targets for the disability subgroup:  Little Compton <u>Yes</u>  Middletown <u>No</u>  Tiverton <u>No</u></p> <p>B. Participation rate for children with IEPs:  Little Compton <u>100%</u>  Middletown <u>97.26%</u>  Tiverton <u>99.26%</u></p> <p>C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievements standards: [Note: State has individual grade and content area targets (28%). State target is average target across grades and content areas. District target is average percent of students proficient across content areas]  Little Compton 17.50 – district met target</p>	

		<p>Middletown 8.92 – district met target Tiverton 9.67 – district met target</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	
Result	3	<p><b>Multi-Tiered System of Support (MTSS) Response to Intervention (RTI)/Academics</b></p> <p><b>Little Compton – Wilbur McMahon Schools Little Compton Grades K – 8</b> At the Wilbur &amp; McMahon Schools, students’ progress is monitored using iReady Diagnostic Assessment. This evidence-based tool is used to inform and improve student performance. Students in grades K-8 are progress monitored three times a year: Fall, Winter and Spring. Student progress is easily evaluated on foundational skills in the areas of math and reading. Teachers are also able to use this data to identify at-risk students to perform instructional interventions. Diagnostic Reading Assessments and/or Fountas and Pinnell Benchmark Reading Assessments are also administered regularly to determine specific needs in the area of literacy. Academic supports are available to all children to ensure student success in every academic subject area at Wilbur &amp; McMahon Schools. Instructional decisions are made daily to best fit student needs. Student progress, in all subject areas, is monitored within a multi-tiered process and these findings are used to make decisions about additional learning supports. This process is referred to as Response to Intervention (RtI). The RtI process includes input of classroom teachers, literacy specialists, special education teachers, school counselor and school principal and meets regularly (at least weekly) to review student progress and make adjustments to plans as necessary</p> <p><b>Tiverton –</b></p> <p><b>Elementary Level Ranger School Pre-K - 4</b> At the Ranger Elementary School, students participate in universal screening and benchmarking in the areas of reading and math three times per year. Tiverton utilizes the Standardized Test for the Assessment of Reading and Math (STAR). Grade level teams meet routinely to review grade level data. Additionally, Grade Level Teams meet with the STAR coach three times per year after screening and benchmarking to review individual student data, intervention plans and intervention scheduling. When warranted, the special educator, speech language pathologist or other related service personnel are invited to the meeting.</p>	<p>The region will review and refine its MTSS policies, procedures and practices for both academic and social emotional interventions as warranted.</p> <p><b>Timeline:</b> Ongoing</p> <p><b>Progress Check:</b> November 2021</p> <p><b><u>FOLLOW-UP FINDINGS:</u></b></p>

**Pocasset Elementary School Pre-K – 4**

There is an Rtl protocol/process to follow at Pocasset School for students who are determined, by the classroom teacher, to have difficulties with reading, writing, math, and language. Grade level teams meet weekly during common planning time to discuss their concerns, intervention opportunities, data and decide if student and teacher need further support. When teachers have exhausted ideas and have at least 2 rounds of 8-12 weeks of data they schedule a time to meet with the Rtl team. The Rtl team meets as student needs dictate to review student data and interventions provided by the classroom teachers. This team, which consists of the principal, special educators, Title 1 teachers, classroom teachers, and SEL personnel (either school psychologist or school social worker) either provides more support options for the classroom teachers or turns the student's information over to the school's ETM team to determine eligibility for special education services. Specific intervention times are scheduled daily for 40 minutes for grade level interventions/enrichment in math and/or reading. This allows for all grades to have the maximum number of adults to provide small group instruction. Pocasset also has two Title 1 reading interventionists (one full-time and one part-time) and one Title 1 math specialist (part-time) who work with classroom teachers to provide in-class and pull out interventions for small groups and meet individual needs.

**Ft Barton**

There is a process in place for Rtl at Fort Barton School for students exhibiting difficulty in the areas of reading, writing, math, behavior and language. Meetings are scheduled one day each week (Wednesdays), alternating grades (K-1, 2-4), before school. Teachers bring data to the meetings to document their concerns or to show progress. There are two teachers who are trained RTI facilitators who run the meetings, make the weekly schedule, and provide intervention forms for teachers to follow with a return RTI date assigned. The RTI team also consists of the reading and math interventionists, special educators, school psychologist, and classroom teachers. When a student is brought to RTI, the Fort Barton RTI team reviews carefully with teachers what should be monitored (goal setting), how it will be monitored, what evidence will be collected, and how progress will be determined.

**Middle School Level****Tiverton Middle School 5 - 8**



	<p>Tiverton Middle School (TMS) utilizes STAR for universal screening and benchmarking of all students in the areas of reading and math three times per year – fall, winter, and spring. School-wide supports include twice-weekly intervention blocks (SOAR), daily math and literacy interventions (including Wilson, ReadingPlus, Accelerated Math, GoFormative) and, as needed, individual supports via small group teacher instruction.</p> <p>The Rtl process is designed to identify and support students who are not meeting grade level standards. Rtl includes assessment, tiered interventions and collaborative problem solving. At TMS, students take quarterly screening assessments, a summative state test (RICAS) and have access to a highly rigorous curriculum. If and when students demonstrate an inability to meet grade level expectations in any of the above areas, they are referred to Rtl. Once the Rtl process begins for a student, a cycle of diagnostic assessment, systematic intervention, and frequent progress monitoring is put into place.</p> <p>Grade-level teams (core Rtl teams) meet weekly – often scheduling with parents. The teams, facilitated by the grade-level guidance counselor and include administrators. The Response to Intervention (Rtl) tiered structure philosophy is based on:</p> <ul style="list-style-type: none"> <li>• High-quality assessments necessary to allocate students to enrichment, moderate intervention and intensive intervention groups.</li> <li>• Students and staff productively engaged during “SOAR” Student Opportunity for Advancement and Remediation)– which is an enrichment/intervention period.</li> <li>• Clear, consistent, and involved collaborative leadership to ensure that assessment, data analysis, tiered intervention and enrichment instruction, and progress monitoring are carried through with fidelity.</li> <li>• Time allocated within the schedule to plan for grouping and instructional activities (weekly Team meetings).</li> </ul> <p><b>High School Level</b>  Tiverton High School  The Standardized Test for Reading (STAR) is used as a universal screening assessment for all students grades 9-10, as well as an additional data source and progress monitoring tool for all students grades 9-12 receiving intervention services. Students within the one year below grade level are monitored /on watch by literacy teacher, ELA teacher, and receive Tier 1</p>	
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	<p>support strategies in content area classes.</p> <p>The SEL team meets weekly to review students' academic progress and identify students most at need. Action plans are developed for each student and follow up with a counselor, school psychologist, social worker, and/or a teacher is planned to support the student. The following week each team member reports out on the student's progress to either ramp up services or scale back depending on the student's progress.</p> <p>Teachers refer students they are concerned with to the SEL team. Materials are reviewed and assessed and action plans are determined. The team convenes to discuss solutions or strategies to be implemented. The SEL team monitors the plan and student progress. If needed, some students receive additional course support through a literacy class or math lab course. Other potential supports include after-school tutoring, online course credit recovery, or one-on-one meetings with academic teachers to fill in an academic need.</p> <p>Tier 2 Support is also available in math in Algebra 1 and Geometry. Identified students (Prior NECAP/PARCC/RICAS scores, remedial support at middle school, and teacher counselor recommendation) receive an additional 3 times per week support in math. After school tutoring is available to all students. Guidance counselors monitor student performance on a weekly basis. All students are tracked for graduation purposes by guidance, administration, and the service learning coordinator. As needed, meetings are scheduled with parents and students to identify academic needs and provide support as needed. Four conference evenings throughout the year accommodate student at risk meetings on a consistent basis.</p> <p><b>Middletown – Elementary Level</b></p> <p><b>Aquidneck School Pre-K – 3</b></p> <p>At Aquidneck School, students participate in universal screening and benchmarking in the areas of reading and math three times per year. Exact Path, DRA2, and common assessments are used to determine where students are in relation to the CCSS. Any students who are identified as below grade level in reading or math are given a PLP (personal literacy plan) and/or PMP (personal math plan). Through these individualized plans, goals are set, intervention beyond the core instruction is provided and students are progress monitored. PLC teams (professional learning communities) meet to discuss student growth data, specific researched based intervention strategies</p>	
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and frequency and duration of interventions. Grade level teams work together to provide interventions.

Teachers may refer to the school's RTI (response to intervention) team to review individual student data and intervention plans. The team typically consisted of a special education teacher, general education teachers, and the school principal. When warranted, the school psychologist, social worker, speech language pathologist or other related service personnel are invited to the meeting. Parents are also always invited to attend. Interventions are provided in different various ways. Students receive intervention both through direct instruction and through the computer program of exact path. Classrooms also use blocks of time in their schedules to provide interventions. This provides all students to have an intervention/enrichment block and prevents students from missing CORE instruction.

**Forest Avenue K - 3**

Forest Avenue Elementary School has a multi-tiered approach to supporting students in their academic achievement. In September all students are given the DRA2 to find out at what level students are reading. (Benchmark and Universal Screening) Students are also given the Edmentum reading and math assessment to begin the progress monitoring in their reading and math academic areas.

Grade level PLC's or Professional Learning Communities meet regularly throughout the year to review student data, mark student progress and develop intervention and enrichment plans for their students. These PLC's start the RTI process by developing six week plans of intervention for each child who is not making progress in Reading and Math. They review student data, offer advice on what to do and present literacy and math intervention plans for each student that has been identified as in need.

RTI team meet regularly helping teachers develop plans for students in need. Students must have at least 2 six week rounds of intensive intervention of research-based instruction/intervention in order to move students into level three or to an ETM team. Even then, if a student is showing progress the student may be referred back to the teacher and PLC for more intensive intervention and instruction. The data collected during these progress monitoring provides excellent information regarding academic impact and the need for specialized instruction for all eligibility categories.

**Middle Level**

**Gaudet Learning Academy and Gaudet Middle School**

Students at Gaudet Middle School and Learning Academy (GMS/GLA) participate in a District screening (Edmentum Exact Path) in the fall and

spring, utilizing national norms to determine grade level performance. Additional screening in the winter is conducted for students whose scores reflected borderline or below grade level performance on the fall assessment and who have participated in structured interventions focused on math or reading. As part of the school-wide academic schedule, students participate in an appropriate intervention block weekly, up to five times, which may include title reading, math lab and/or literacy lab classes. Progress monitoring of implemented research-based interventions is documented in Personal Literacy Plans (PLP) and Personal Math Plans (PMP). Data from District assessments, structured intervention progress monitoring (PLP/PMP), classroom performance, and any independent evaluation data is collected and analyzed as part of the Response to Intervention process with a focus on the eight areas of performance noted in the RI Criteria and Guidance for the Identification of Specific Learning Disabilities. Collection of this information is a collaborative effort with Guidance maintaining open lines of communication with parents, administrators, students, and teachers. The Response to Intervention tiered structured philosophy is based on:

- Using assessment data to assign students to appropriate intervention groups which focus on at least one of the eight specified areas noted in the RI SLD Guidelines
- Engaging staff and students in research-based interventions and documenting progress monitoring
- Training and time allocated for determining, implementing interventions and progress monitoring
- Clear, consistent, and involved leadership to ensure that assessment, data analysis, tiered intervention instruction and progress monitoring are carried through
- Meeting on a weekly basis as a Student Support team to discuss student concerns/progress, review RTI data and determine appropriate next steps

**High School Level**

Middletown High School uses Edmentum's Exact Path diagnostic along with individual student performance information that includes; common formative assessments, test/assessment grades, performance tasks, attendance, and discipline records to screen and monitor student performance. This information is monitored by both classroom, mathematics, and reading

	<p>specialist teachers. As required by the Rhode Island Department of Education for the 2020-2021 school year, baseline data is currently being collected for all students, grades 9-12 in mathematics and English. Moving forward, progress monitoring will be occurring via formative, classroom assessments every 6 weeks and information is shared between the classroom teachers and the reading/math specialists. Additionally, Exact Path diagnostic testing is set to be administered twice more, once in the winter and once in the spring, to determine student progress, strengths, and areas of need. Teachers are provided with collaborative professional time to analyze data and monitor student progress en route to increasing proficiency across all student demographics. An ETM meeting that enlists personnel such as special educators, guidance counselors, behavior specialist, dean, student assistance counselor, parents, school psychologist, and social worker occurs every 2 weeks to provide further support and foster professional collaboration around at-promise learners. The district is currently in the process of reimagining the RtI program utilizing resources provided by the guidance department, building administration, content specialists, special education faculty, support professionals, and students with the goal of providing a more targeted program for students in need of tier II and tier III supports. Tier I supports are used regularly in classes throughout the building and are currently a strength to the support repertoire.</p> <p><u>School-wide support structures during the school day:</u></p> <p>Tier III supports in both a literacy lab and a math lab supports the needs of students who fall significantly below grade level. Students in these classes receive instruction focused on their Personal Literacy Plan (PLP) and Personal Math Plan (PMP) in addition to their regularly scheduled English and math classes. Additionally, in school Advisory time allows for students to access teachers and content areas that they find most challenging.</p> <p>Tier II support is available for students who fall below grade level through a double block math course, a Foundations English 9 course, or Strategic Reading 9/10 courses where a special educator and a general educator provide intensive, explicit instruction focused on PMP and PLP goals. During Advisory, which occurs every other day for 79 minutes,, students can access content teachers remotely to receive additional support or skill reinforcement as needed. Unfortunately, COVID restrictions are currently limiting the ability for students to access their teachers in-person during Advisory times.</p> <p><u>After School support structures include:</u></p> <p>MOST after school intervention provides academic assistance to students and targets the goals of each individual PMP and PLP, two times a week for one hour for a period of 6-8 weeks. The students who participate in this program</p>	
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		<p>are identified through specific criteria. Content area teachers provide targeted instruction based on the students' needs. Teachers are very willing to stay after school and work with students on a one on one basis.</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	
Result	4	<p><b>SPP Disproportionate Representation (State Performance Plan Indicator #9 and #10)</b></p> <p>Newport County Regional Special Education districts were not found disproportionate.</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	
Result	5	<p><b>Suspension (State Performance Plan Indicator #4a):</b> Significant discrepancy in the rate of suspensions (for students with IEPs) greater than 10 days as compared to the rate of suspensions (for students without IEPs) greater than 10 days. This was not applicable for the Newport County Public Schools as no students with IEPs were suspended for greater than 10 days.</p> <p><b>State Performance Plan Indicator #4b</b> 0% had: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	

Result	6	<p><b><u>Multi-tiered System of Support (MTSS)/Social Emotional Supports/Social Emotional Resources/Positive Behavioral Supports</u></b></p> <p><b>Little Compton – Wilbur McMahon Schools Grades K – 8</b> Social Emotional well-being of students is a top priority at Wilbur &amp; McMahon Schools. Open Circle curriculum is taught in grades K-5 and Choose Love curriculum is taught in grades 6-8. Open Circle is an evidence-based social and emotional learning program for grade K-5 that proactively develops children’s skills for recognizing and managing emotions, empathy, positive relationships and problem solving. Open Circle also helps build a community where students feel safe, cared for and engaged in learning. Choose Love is designed to teach students, educators and staff how to choose love in any circumstance thereby creating a safer, more connected school culture. Both programs are aligned with CASEL and RI Social Emotional Learning Standard</p> <p><b>Tiverton – Elementary Level</b></p> <p><b>Ranger School Pre-K - 4</b> Ranger has created school-wide positive behavior supports. Building-wide expectations are well known to students and corresponding incentive systems for pro-social behaviors have been established. School psychologists and social workers provide varying tiers of intervention based on office discipline, teacher or parent referrals. School psychologist, guidance counselor and social worker utilize rubrics to determine level of targeted supports and interventions. These rubrics are aligned to the CASELs (Collaborative for Academic, Social and Emotional Learning) social emotional learning core competencies of self-management, self-awareness, social awareness, relationship skills and responsible decision making. Social emotional skills groups, individual supports, whole-class, small group or 1:1 behavior intervention plans are provided to target skill deficits</p> <p><b>Pocasset Pre-K - 4</b> Pocasset has been working on implementing a Positive Behavioral Intervention &amp; Support (PBIS) system over the past few months by creating a positive environment for all students and staff. To do so, clear behavioral expectations have been established by a volunteer PBIS Committee, consisting of the principal, classroom teachers, special educators, Title 1 specialists, and SEL staff, who meet monthly to track implementation and</p>	<p>The region will review and refine its MTSS policies, procedures and practices for both academic and social emotional interventions as warranted.</p> <p><b>Timeline:</b> Ongoing</p> <p><b>Progress Check:</b> November 2021</p> <p><b><u>FOLLOW-UP FINDINGS:</u></b></p>
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student successes. These expectations are placed strategically around the school, with an incentive system in place. All classroom teachers and building principal have discussed the expectations with all students and established a variety of consequences and interventions to help change the negative behaviors. The school psychologist and social worker provide small group instruction on positive behaviors and assist with developing interventions for individual students within the classroom. The school psychologist and social worker split time between schools in Tiverton. This can be challenging when immediate assistance is needed during a crisis situation.

**Ft Barton K - 4**

Fort Barton Building-wide expectations are well known to students and corresponding individual incentive systems for pro-social behaviors have been established. School psychologist and social worker provide varying tiers of intervention based on office discipline, teacher or parent referrals. School psychologists and social workers utilize rubrics to determine level of targeted supports and interventions. These rubrics are aligned to the CASELs (Collaborative for Academic, Social and Emotional Learning) social emotional learning core competencies of self-management, self-awareness, social awareness, relationship skills and responsible decision making. Social emotional skills groups, individual supports, whole-class, small group or 1:1 behavior intervention plans are provided to target skill deficits. Targeted social emotional skills groups are provided to target skill deficits (and are typically monitored by the special educators/school psychologist)

**Middle Level**

**Tiverton Middle School Gr 5 - 8**

Tiverton Middle School is home of TIGERS, which represents Teamwork, Integrity, Grit Empathy, Respect, and Safety. This is a school wide practice and system to teach and acknowledge positive behaviors and practices. Administration and staff of the Tiverton Middle School are sure to demonstrate and emphasize these values to and for the students. Advisory is also used as a means to support this message and practice it with students and offers a means of intervention. The student discipline referral form follows the PBIS model tiering behaviors as majors and minors for the implementation of MTSS. The school Psychologist is utilized to create social groups for students as a means of intervention. The Student Assistance Counselor works with students and offers them strategies to be successful and provide a positive connection for them. TMS also has a Student Support Team that consists of



the assistant principal, two guidance counselors, school psychologist, school social worker, a substance abuse counselor, and, when available, the special education coordinator and nurse. Issues are discussed and plans are established for monitoring students and designing intervention to meet their individual needs.

**High School Level**

Tiverton High School:

School counselors, the school psychologist, social worker, and student assistance counselor provide scheduled and plan based support in the areas of social/emotional skills. Students receive support plans through the nurse, guidance/administrative, and if necessary, 504 plans. Behavioral plans are monitored by the SEL team and the assistant principal. School support counselors, guidance support passes, or intermittent alternate settings are utilized for classroom behavioral issues. Day to day alternate settings are monitored by the assistant principal. Full credit or credit-recovery online classes are offered to students in academic need who fall behind due to identified social/emotional challenges.

Suspensions are minimized to major offenses. Classroom disruptions can result in an administrative intervention. Students receive classwork and support in an alternate setting in the isolated class only for the day following the disruption or inappropriate behavior. In addition, the student is scheduled with a professional support staff member regarding strategies and decision making.

A newly implemented Diversion Program allows students and families the opportunity to receive support when a student is found to have a minor tobacco/vaping incident. The student proceeds through an online course and receives direct support and services from the Assistant Principal, Student Assistance Counselor, and School Resource Officer.

The school has also begun a school-wide Restorative Practices training program. The goal of the program is to ensure safe, supportive classroom environments where all students feel safe to take healthy academic risks. School administration and a group of teachers received formal training in Restorative Practices to develop and implement practices in building safe classroom communities with clear expectations on student behavior. These practices are being implemented school-wide during monthly Advisory periods where students meet with the same pair of teachers throughout their high school career.

Decision making is also supported by school wide initiatives. Student groups such the Peer Helping Network and the Gay Straight Alliance take on long term initiatives throughout the year to improve school climate. The Peer Helping Network has facilitated Dating Violence and cyber bullying student initiatives to support safe, healthy lifestyles. Student Council has also taken a more significant leadership role in the school in supporting their peers in resolving conflict responsibly. School SEL staff have also begun training student leaders as peer mediators in helping students talk through potential conflicts.

**Middletown –**

**Elementary Level**

**Aquidneck School Pre-K – 3**

Aquidneck Elementary School is a PBIS school which places an emphasis on a problem-solving approach to addressing the social emotional and behavioral needs of all children. At the center of this is the belief that in order to prevent inappropriate behavior, effective teaching, modeling and reinforcement of appropriate school behaviors must be done. All students are taught three key goals; being safe, being responsible and being respectful. Students are given clear examples of how these key goals look across settings/situations within the school day. These building-wide expectations connect to an incentive system for pro-social behaviors and students are frequently reinforced. Parents have access to these goals on the school website. Aquidneck Elementary School teachers and staff identify students who need additional support with these goals and provide varying tiers of intervention. Tier 1 and 2 interventions may occur within the classroom with consultation while Tier 3 interventions may include collaboration with School Support Staff (Psychologist and/or Social Worker) to create and provide interventions such as Personal Behavior Plans, Social skills groups or Individual Social-Emotional supports. School psychologists and social workers utilize rubrics to determine the level of targeted supports and interventions. These rubrics are aligned to the CASELs (Collaborative for Academic, Social and Emotional Learning) social emotional learning core competencies of self-management, self-awareness, social awareness, relationship skills and responsible decision making. These are provided to target skill deficits and are progress monitored by the providers and the Rtl Team.

**Forest Avenue K - 3**

Forest Avenue has been using a positive behavior support program (PBIS) for over 15 years. Students receive daily STARS for following school rules and providing excellent responses in their academic areas. There is a daily reward program announced over the school intercom, noting those students who continue to do well in school. Building wide school expectations and a school wide code of conduct are well known and seen visually throughout the school. School psychologists, and social workers conduct proactive weekly social skills meetings to help students adjust to learning in a large classroom type of area. School psychologists and social workers utilize rubrics to determine level of targeted supports and interventions. These rubrics are aligned to the CASEL's (Collaborative for Academic, Social and Emotional Learning) social emotional learning core competencies of self-management, self-awareness, social awareness, relationship skills and responsible decision making. These specialists target individual students and provide them with interventions from 1:1 supports, classrooms supports and small group social skills groups that provide positive student models (lunchtime buddies). PLC's monitor Personal Behavior Plans, conduct various levels of behavior interventions and report to the RTI team with their individual student behavior progress monitoring.

**Middle Level**

**Gaudet Learning Academy and Gaudet Middle School Gr. 4 - 8**

Gaudet Middle School and Learning Academy has implemented a "Ride the Wave" program to teach and promote positive behaviors school-wide. Working collaboratively with the Dean of Students, each grade assembled age-appropriate expectations and acknowledgements to support positive behaviors and build consistency throughout the building. Any staff member may recognize a student who reflects "Riding the Wave" behavior and a monthly Principal's Award brings more acknowledgements of students who participate in making the Gaudet community a safe, supportive learning environment.

A variety of tiered behavior interventions are implemented at Gaudet including lunch bunch groups who meet weekly with guidance and behavior specialists to focus on social/self-regulating skills, a behavior support program (BSP) with small class sizes, and individualized student sessions with appropriate Student Support staff are conducted to address issues/concerns that arise from both home and school. The Student Support team, which includes guidance, behavior specialists, administrators, dean, and any other appropriate staff, meets weekly to discuss student concerns, implement appropriate supports, review progress monitoring, and relay information gathered from weekly grade-level team meetings. The Dean of Students plays

a key role in maintaining a safe, supportive school environment by working collaboratively with students, parents, staff, and administrators to maintain open lines of communication, promote positive behaviors, and ensure that students receive the supports they need.

**High School Level**

MHS -

A full time behavior specialist is on staff at Middletown High School to provide support for students with social-emotional/behavioral needs. A personal behavior plan (PBP) is developed with a student's team of classroom teachers, the behavior specialist, dean, school psychologist and social worker to support students requiring targeted supports for social/emotional and behavioral areas. This group of professionals along with the guidance counselor and student assistance counselor meet biweekly to review/monitor the PBPs and discuss students and their social/emotional/behavioral needs. The behavior specialist serves as the liaison and meets with school teams and works with outside counselors to provide comprehensive support for struggling learners.

The MHS student handbook defines the district behavioral expectations along with disciplinary actions for all students. Case managers work with the dean and attendance clerk to track suspensions to ensure that a Manifestation Determination is completed prior to the tenth day of suspension. Positive and supportive plans are developed and implemented at these meetings.

Additionally, the school disciplinary program places strong emphasis on restorative approaches to disciplinary infractions. Out of school suspensions are only assigned for infractions that provide a serious, imminent threat to the safety of the school community and students and families are offered support and continued academic assistance while out of the building.

The Dean of students hosts biweekly Social-Emotional Learning meetings after school with a diverse mix of faculty and staff to brainstorm creative ways that the school can support the learners as a unified school community. The Assistant Principal also hosts Restorative meetings with faculty to help infuse these practices into the classroom. These meetings occur less frequently than the Dean's SEL meetings, and have most recently been rolled into the professional development offerings as part of the comprehensive, building-based professional development program for this school year.

		<p><b>School Removals/Disciplinary Policies.</b> Throughout the district behavioral expectations along with disciplinary action protocols and policies are comprehensively defined in a student handbook.</p>	
Result	7	<p><b>Preschool Continuum</b>  The preschool programs are located at:</p> <ol style="list-style-type: none"> <li>1.) Aquidneck School – Middletown – Integrated AM Preschool and PM Prek</li> <li>2.) Pocasset School – Tiverton – Integrated AM Preschool and PM Prek</li> <li>3.) Ranger School – Tiverton – Intensive AM Preschool and Integrated PM Prek</li> <li>4.) Wilbur School – Little Compton – Integrated AM Preschool and PM Prek</li> </ol> <p>All the Preschool and PreK programs run 4 days per week, 2.5 hours each session. The integrated programs include students identified as having a disability and have an IEP and typically developing peers. The Preschool Teams collect early childhood outcomes data on all children with IEPs as required by the federal Office of Special Education Programs. Newport County is piloting the new RI COS A – C Breadth and Depth form. It has enabled the teams to focus the discussions on specific skills for each of the three outcomes. The program has also been able to use Teaching Strategies GOLD (TSG) as the age anchoring resource. The teachers base their instruction on the RI Early and Development Standards, which is aligned to TSG. Ongoing, authentic assessment is utilized to plan appropriate learning experiences and individualize instruction. Speech pathologists, occupational therapists, physical therapists, and school psychologists all collaborate with the teaching teams to strategize and create lessons that challenge and support each child’s development.</p> <p>In addition to the programs within the public schools, there are therapists and a special educator that are able to go to community-based programs to support children enrolled. This support can be direct services, consultation, coaching, and modeling. Currently, the Early Childhood Coordinator is enrolled in the RI-Itinerant Early Childhood Special Education Service Delivery</p>	

Model training. Utilizing this model for the work with other early childhood educators will strengthen the high-quality programs where the children with special needs are enrolled.

**Indicator #6**

A. In this district, the percent of preschool children aged 3-4 with IEPs attending a general education early childhood program and receiving the majority of special education services in the general early childhood program was:

Little Compton n/a  
Middletown 44.07%  
Tiverton 53.66%

B. The percent of children aged 3-5 with IEPs attending a separate special education class, separate school or residential facility was:

Little Compton n/a  
Middletown 4.88%  
Tiverton 13.56%

**State Performance Plan Indicator #7**

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

- Positive social-emotional skills (including social relationships);  
Little Compton n/a  
Middletown 75%  
Tiverton 65%%
  
- Acquisition and use of knowledge and skills (including early language/ communication and early literacy);  
Little Compton n/a  
Middletown 84.60%  
Tiverton 75.0%
  
- Use of appropriate behaviors to meet their needs  
Little Compton n/a  
Middletown 76.0%  
Tiverton 75.0%

		<p><b>Statement 2.</b> The percent of preschool children who were functioning within age expectations in each Outcome by the time they exited the program were:</p> <ul style="list-style-type: none"> <li>• Positive social-emotional skills (including social relationships); Little Compton <u>n/a</u> Middletown <u>38.50%</u> Tiverton <u>33.30%</u></li> <li>• Acquisition and use of knowledge and skills (including early language/ communication and early literacy); Little Compton <u>n/a</u> Middletown <u>30.80%</u> Tiverton <u>28.60%</u></li> <li>• Use of appropriate behaviors to meet their needs Little Compton <u>n/a</u> Middletown <u>42.30%</u> Tiverton <u>61.90%</u></li> </ul> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	
Result	8	<p><b>Program Continuum Elementary Level</b></p> <p><b>Little Compton K – 5</b></p> <ul style="list-style-type: none"> <li>• There are 143 students at the elementary level and approximately 26 have IEPs. The special education program continuum is as follows: 2.0 special educators are assigned to grades K – 5. Specialized instruction is provided through an inclusive model providing students with in-class academic instruction, co-teaching as well as pull-out, as needed, to support individual skill development. Accommodations and modifications are done collaboratively with special education teachers, support professionals and general education teachers.</li> <li>• There is a speech language therapist, school psychologist, school social worker, occupational therapist, physical therapist, adaptive PE teacher and other specialists that service students per their IEPs.</li> </ul> <p><b>Middletown K – 3</b></p> <p>There are 653 students at the elementary level and approximately 86 have IEPs. The special education program continuum is as follows: Aquidneck Elementary School:</p> <ul style="list-style-type: none"> <li>• There are 3.0 special educators assigned to grades K – 3. Specialized instruction is provided through an inclusive model providing students with in-class academic instruction, co-teaching, social emotional</li> </ul>	

	<p>supports as well as pull-out (as needed) to support individual skill development. Accommodations and modifications are implemented collaboratively with special education teachers, support professionals and general education teachers.</p> <ul style="list-style-type: none"> <li>• There is a speech language therapist, school psychologist, school social worker, occupational therapist, physical therapist, adaptive PE teacher and other specialists that service students per their IEPs in class, or pull out 1:1 or in a small group, per IEP. Co-treating also occurs per IEPs</li> </ul> <p>Forest Avenue:</p> <ul style="list-style-type: none"> <li>• There are 3.0 special educators assigned to grades K – 3. Specialized instruction is provided through an inclusive model providing students with in-class academic instruction, co-teaching, social emotional supports as well as pull-out (as needed) to support individual skill development. Accommodations and modifications are implemented collaboratively with special education teachers, support professionals and general education teachers.</li> <li>• There is a speech language therapist, school psychologist, school social worker, occupational therapist, physical therapist, adaptive PE teacher and other specialists that service students per their IEPs in class, or pull out 1:1 or in a small group, per IEP. Co-treating also occurs per IEPs.</li> <li>• In addition, Forest Avenue hosts a Regional Behavior Support Program for student in grades 2 &amp; 3. This program offers Regional students a setting that focuses on academic and social-emotional explicit instruction and supports. It is staffed by 1.0 special and 2.0 teacher assistants. Students in this program access a smaller group setting with positive behavioral supports to maximize academic performance and promote pro-social behavior. Students also attend the general education setting for all co-curricula's, lunch/recess and any academic classes based on their successes in the program. The school psychologist and school social worker facilitate groups focusing on social emotional learning core competencies of self-management, self-awareness, social awareness, relationship skills and responsible decision making.</li> </ul> <p><b>Tiverton K – 4</b>  There are 708 students at the elementary level and approximately 115 have IEPs. The special education program continuum is as follows:  Fort. Barton Elementary:</p>	
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	<ul style="list-style-type: none"> <li>• There is 1.0 special educator assigned to grades K – 4. Specialized instruction is provided through an inclusive model providing students with in-class academic instruction, co-teaching, social emotional supports as well as pull-out (as needed) to support individual skill development. Accommodations and modifications are implemented collaboratively with special education teachers, support professionals and general education teachers.</li> <li>• There is a speech language therapist, school psychologist, school social worker, occupational therapist, physical therapist, adaptive PE teacher and other specialists that service students per their IEPs in class, or pull out 1:1 or in a small group, per IEP. Co-treating also occurs per IEPs</li> <li>• In addition, Ft. Barton hosts two Regional Specialized Classrooms for students in grades K – 4. Regional students in the program have a disability that significantly impacts cognitive function and adaptive behavior. Many of these individuals have complex medical histories and chronic health concerns. The students' instruction uses systematic and direct instruction aligned to the Common Core State Standards but is adapted to reflect the knowledge and skills in the Essential Elements. Students are integrated into the general education classroom for co-curricula's, lunch and recess as well as, other specific times when participation in an academic or social activity in the general education setting is meaningful – for example, morning meeting, centers, group activities, science or social studies when applicable. Teacher assistants support the teaching and learning in all environments. There is a full- time special educator/case manager in each program. The class activities also include direct instruction, co-treatment and ongoing consultation with the speech and language pathologist, occupational therapist, physical therapist and may include the teacher of the blind and visually impaired, deaf or hard of hearing and an orientation and mobility specialist</li> </ul> <p>Ranger Elementary:</p> <ul style="list-style-type: none"> <li>• There are 2.0 special educators assigned to grades K – 4. Specialized instruction is provided through an inclusive model providing students with in-class academic instruction, co-teaching, social emotional supports as well as pull-out (as needed) to support individual skill development. Accommodations and modifications are implemented</li> </ul>	
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	<p>collaboratively with special education teachers, support professionals and general education teachers.</p> <ul style="list-style-type: none"> <li>• There is a speech language therapist, school psychologist, school social worker, occupational therapist, physical therapist, adaptive PE teacher and other specialists that service students per their IEPs in class or pull out 1:1 or in a small group, per IEP. Co-treating also occurs per IEPs</li> <li>• Ranger hosts a Regional Specialized Program for students in grades K. This program offers Regional students a setting that focuses on academic and social-emotional explicit instruction and supports. It is staffed by 1.0 special and 2.0 teacher assistants. Students in this program access a smaller group setting with positive behavioral supports to maximize academic performance and promote pro-social behavior. Students also attend the general education setting for all co-curricula's, lunch/recess and any academic classes based on their successes in the program. The school psychologist, speech and language pathologist and school social worker facilitate groups focusing on social emotional learning core competencies of self-management, self-awareness, social awareness, relationship skills and responsible decision making</li> </ul> <p>Pocasset Elementary</p> <ul style="list-style-type: none"> <li>• There are 3.0 special educators assigned to grades K – 3. Specialized instruction is provided through an inclusive model providing students with in-class academic instruction, co-teaching, social emotional supports as well as pull-out (as needed) to support individual skill development. Accommodations and modifications are implemented collaboratively with special education teachers, support professionals and general education teachers.</li> <li>• There is a speech language therapist, school psychologist, school social worker, occupational therapist, physical therapist, adaptive PE teacher and other specialists that service students per their IEPs in class, or pull out 1:1 or in a small group, per IEP. Co-treating also occurs per IEPs.</li> <li>• In addition, Pocasset hosts a Regional Behavior Support Program for student in grades 1 &amp; 2. This program offers Regional students a setting that focuses on academic and social-emotional explicit instruction and supports. It is staffed by 1.0 special and 2.0 teacher assistants. Students in this program access a smaller group setting with positive behavioral supports to maximize academic performance and promote pro-social behavior. Students also attend the general</li> </ul>	
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		<p>education setting for all co-curricula's, lunch/recess and any academic classes based on their successes in the program. The school psychologist and school social worker facilitate groups focusing on social emotional learning core competencies of self-management, self-awareness, social awareness, relationship skills and responsible decision making.</p> <p><u>Documentation:</u> Data Analysis; Interviews</p>	
Result	9	<p><b>Program Continuum Middle Level Little Compton 6 - 8</b></p> <p>There are 79 students attending grades 6 – 8 at Wilbur McMahan Schools and are approximately 10 students with IEPs'. The special education program continuum is as follows:</p> <ul style="list-style-type: none"> <li>• There is 1.0 special educators assigned to grades 6 - 8. Specialized instruction is provided through an inclusive model providing students with in-class academic instruction, co-teaching, social emotional supports as well as pull-out (as needed) to support individual skill development. Accommodations and modifications are implemented collaboratively with special education teachers, support professionals an general education teachers.</li> <li>• There is a speech language therapist, school psychologist, school social worker, occupational therapist, physical therapist, adaptive PE teacher and other specialists that service students per their IEPs in class or pull out 1:1 or in a small group, per IEP. Co-treating also occurs per IEPs</li> </ul> <p><b>Middletown:</b></p> <p>There are 153 students at the Gaudet Learning Academy (grades 4) and approximately 22 have IEPs.</p> <ul style="list-style-type: none"> <li>• The Gaudet Learning Academy provides a school community for Middletown's 4th graders. Specialized instruction for students with IEPs is carried out by 2.0 special educators. Specialized instruction is provided through an inclusive model providing students with in-class academic instruction, co-teaching, social emotional supports as well as pull-out (as needed) to support individual skill development. Accommodations and modifications are implemented collaboratively with special education teachers, support professionals and general education teachers.</li> </ul>	

	<ul style="list-style-type: none"> <li>• There is a speech language therapist, school psychologist, school social worker, occupational therapist, physical therapist, adaptive PE teacher and other specialists that service students per their IEPs in class or pull out 1:1 or in a small group, per IEP. Co-treating also occurs per IEPs</li> <li>• In addition, Gaudet Learning Academy hosts a Regional Behavior Support Program for student in grades 4. This program offers Regional students a setting that focuses on academic and social-emotional explicit instruction and supports. It is staffed by 1.0 special and 2.0 teacher assistants. Students in this program access a smaller group setting with positive behavioral supports to maximize academic performance and promote pro-social behavior. Students also attend the general education setting for all co-curricula's, lunch/recess and any academic classes based on their successes in the program. The school psychologist and school social worker facilitate groups focusing on social emotional learning core competencies of self-management, self-awareness, social awareness, relationship skills and responsible decision making.</li> </ul> <p>There are 719 students attending Gaudet Middle School in grades 5 - 8 and 69 students have IEPs. The special education program continuum is as follows:</p> <ul style="list-style-type: none"> <li>• In grades 5 - 8, there are two grade level clusters. Each cluster is assigned a special educator, (or a cluster, depending on needs/numbers of students with IEPs). Most Specialized instruction is provided through an inclusive model providing students with in-class academic instruction, co-teaching, social emotional supports as well as pull-out (as needed) to support individual skill development. Accommodations and modifications are implemented collaboratively with special education teachers, support professionals and general education teachers. Students can also receive additional instruction outside of the regular classroom for more intensive math, writing or reading instruction to address specific skills deficits.</li> <li>• There is a speech language therapist, school psychologist, school social worker, occupational therapist, physical therapist, adaptive PE teacher and other specialists that service students per their IEPs in class or pull out 1:1 or in a small group, per IEP. Co-treating also occurs per IEPs</li> <li>• In addition, there are two Regional Behavior Support Classrooms (Grades 5 &amp; 6, Grades 7 &amp; 8). This program offers Regional students</li> </ul>	
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a setting that focuses on academic and social-emotional explicit instruction and supports. Each Behavior Support Program is staffed by 1.0 special and 2.0 teacher assistants. Students in this program access a smaller group setting with positive behavioral supports to maximize academic performance and promote pro-social behavior. Students also attend the general education setting for all co-curricula's, lunch/recess and any academic classes based on their successes in the program. The school psychologist and school social worker facilitate groups focusing on social emotional learning core competencies of self-management, self-awareness, social awareness, relationship skills and responsible decision making.

- Gaudet also hosts a Regional Specialized Classroom for student who have a disability that significantly impacts cognitive function and adaptive behavior. The students' instruction is aligned to the Common Core State Standards but is adapted to reflect the knowledge and skills in the Essential Elements. Students are integrated in the general education classroom for co-curricula's, lunch and recess as well as, other specific times when participation in the general education setting is meaningful – for example, group activities, science or social studies when applicable. The full-time special educator in this classroom often brings the students in the general education class and modifies content so students are participating in meaningful academic and social activities. These classes also include direct instruction, co-treatment and ongoing consultation with the speech and language pathologist, occupational therapist and physical therapist. Social Skills groups are conducted by the school social worker and psychologist on an ongoing basis. These social skills groups often include non-disabled peers.

Students who are 14 also begin transition planning and a Career Development Plan is developed, as part of the IEP process. These students and their families also use a tool/process (MAPS) to help plan for the future, resulting in an outline of where a student wants to go, and how he/she will get there. Their instruction and educational experiences also include activities to help the student prepare for transition from high school to post-school life. Additional programs available to students in this program include Best Buddies and Unified Basketball.

**Tiverton 5 - 8**

There are 578 students attending Tiverton Middle School, 86 are students with IEPs. The special education program continuum is as follows:

- At TMS, a special educator is assigned to each grade level and services are provided in an inclusionary model during the ELA and Math classes. Most Specialized instruction is provided through an inclusive model providing students with in-class academic instruction, co-teaching, social emotional supports as well as pull-out (as needed) to support individual skill development. Accommodations and modifications are implemented collaboratively with special education teachers, support professionals and general education teachers. In addition to in-class services, students who require additional supports can receive additional instruction outside of the regular classroom for more intensive math, writing or reading instruction to address specific skills deficits by a special educator.
- There is a speech language therapist, school psychologist, school social worker, occupational therapist, physical therapist, adaptive PE teacher and other specialists that service students per their IEPs in class or pull out 1:1 or in a small group, per IEP. Co-treating also occurs per IEPs
- TMS also hosts a Regional Alternate Assessment Classroom. This class is taught by a full-time special education teacher. Regional students in the program have a disability that significantly impacts cognitive function and adaptive behavior. The students' instruction is aligned to the Common Core State Standards but is adapted to reflect the knowledge and skills in the Essential Elements. Students are integrated into the general education classroom for co-curricula's, lunch and recess as well as, other specific times when participation in the general education setting is meaningful – for example, group activities, science or social studies when applicable. The full-time special educator and support staff often bring students into the general education class and modifies content so students are participating in meaningful academic and social activities. These classes also include direct instruction, co-treatment and ongoing consultation with the speech and language pathologist, occupational therapist and physical therapist.

Students who are 14 also begin transition planning and a Career Development Plan is developed, as part of the IEP process. These students and their families also use a tool/process (MAPS) to help plan for the future, resulting in an outline of where a student wants to go, and how he/she will get there. Their instruction and educational experiences also include activities to help the student prepare for

		<p>transition from high school to post-school life. Additional programs available to students in this program include Best Buddies and Unified Basketball.</p> <ul style="list-style-type: none"> <li>• TMS also hosts Regional Specialized Program – Therapeutic Learning Center - for students in grades 5 - 8. This program was established due to the recognized need of providing specialized supports for higher-functioning students with Autism at the middle school level. This program helps minimize the transition challenges from class-to-class and other activities throughout the day for the students. It also allows for a smaller class size, when needed, to give the students more individual attention and a less-stressful environment when needed. The class serves as a quiet place where the student can go if they feel overwhelmed and can regain emotional and sensory regulation. Specific socialization training and pragmatic language skills services including effective interpersonal communication are embedded in this program. The students have access to all general education classes.</li> </ul> <p><i>Documentation: Data Analysis; Interviews</i></p>	
Result	10	<p><b>Program Continuum High School Level Middletown</b></p> <p>At Middletown High School there are approximately 654 students and 106 have IEPs. The program continuum is as follows:</p> <ul style="list-style-type: none"> <li>• The MHS Anchor Academy provides a school community for Middletown's 9th graders. All students have a 1:1 device. Specialized instruction for students with IEPs is carried out by 2.0 special educators. Specialized instruction is provided through an inclusive model providing students with in-class academic instruction, co-teaching and social emotional supports. Accommodations and modifications are implemented collaboratively with special education teachers, support professionals and general education teachers. In addition to in-class services, students who require additional supports can receive additional instruction outside of the regular classroom in a Study Skills/Resource period. This smaller setting is designed to provide special education services relating to behavior, organization, study skills, transition, and academics via small group and individualized instruction for which they receive one credit.</li> <li>• Grades 10 - 12 - All students have a 1:1 device. Specialized instruction for students with IEPs is carried out by 3.5 special</li> </ul>	

	<p>educators. Specialized instruction is provided through an inclusive model providing students with in-class academic instruction, co-teaching and social emotional supports. Accommodations and modifications are implemented collaboratively with special education teachers, support professionals and general education teachers. In addition to in-class services, students who require additional supports can receive additional instruction outside of the general education classroom in a Study Skills/Resource period. This smaller setting is designed to provide special education services relating to behavior, organization, study skills, transition, and academics via small group and individualized instruction for which they receive one credit.</p> <ul style="list-style-type: none"> <li>• MHS hosts a regional program specially designed for students in grades 9 – 12 with intellectual challenges and adaptive behavioral needs. Students are engaged in learning experiences that range from functional academic skills, self-determination and practical skills, to general education classes for electives and some core classes. Academic rigor for this program is individualized and aligned to the Common Core State Standards but is adapted to reflect the knowledge and skills in the Essential Elements. Additional programs available to students in this program include Best Buddies, Special Olympics, Unified Basketball, Unified Volleyball, community experiences, job exploration, transition skills and vocational training. Related services including Speech &amp; Language, OT, PT, APE and music therapy are integrated into the program, per student IEPs. Consultation with these service providers is on-going. Career Development Plans and MAPS planning meetings inform the IEPs and provide the team with direction for vocational goals and self-determination goals.</li> <li>• A behavior specialist is contracted through an agency to provide on-going behavioral supports throughout the school for both general education and students with IEPs.</li> <li>• Middletown High School also hosts a partnership program between NCRSEP and the Bradley School, called East Bay Works. This program was established due to a recognized need of a setting to support high school students clinical, behavioral, and academic needs in a less restrictive setting than a substantially separate school. Many students access this program as a “step down” from a separate school setting in order to reintegrate into a typical high school. Students may begin their attendance by participating in mostly EBW classes. As they meet behavioral expectations, they begin to take classes with non-disabled peers in the general education setting.</li> </ul>	
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- The school psychologist and social worker work collaboratively with the behavioral specialist, the Dean of discipline and the school administration to identify and provide on-going social emotional supports to the student body including restorative practices. Individual counseling as well as a more structured social skills group for students demonstrating deficits in social emotional learning are implemented. The social skills group includes peer models so that students can get the perspective of non-disabled peers.

**Tiverton**

At Tiverton High School there are approximately 563 students and 79 have IEPs. The program continuum is as follows:

- All students have a 1:1 device. Specialized instruction for students with IEPs is carried out by 5.0 special educators. Specialized instruction is provided through an inclusive model providing students with in-class academic instruction, co-teaching and social emotional supports. Accommodations and modifications are implemented collaboratively with special education teachers, support professionals and general education teachers. In addition to in-class services, students who require additional supports can receive additional instruction outside of the regular classroom in an Academic Skills period. This smaller setting is designed to provide special education services relating to behavior, organization, study skills, transition, and academics via small group and individualized instruction for which they receive one credit
- THS hosts a regional program specially designed for students in grades 9 – 12 with intellectual challenges and adaptive behavioral needs. Students are engaged in learning experiences that range from functional academic skills, self-determination and practical skills, to general education classes for electives and some core classes. Academic rigor for this program is individualized and aligned to the Common Core State Standards but is adapted to reflect the knowledge and skills in the Essential Elements. Additional programs available to students in this program include Best Buddies, Special Olympics, Unified Basketball, Unified Volleyball, community experiences, job exploration, transition skills and vocational training. Related services including speech & language, occupational therapy, physical therapy, adaptive physical education and music therapy are integrated into the program, per student IEPs. Consultation with these service providers is on-going. Career Development Plans and MAPS planning meetings

		<p>inform the IEPs and provide the team with direction for vocational goals and self-determination goals.</p> <ul style="list-style-type: none"> <li>The school psychologist and social worker work collaboratively with the school administration to identify and provide on-going social emotional supports to the student body. This includes individual counseling as well as a more structured social skills group for students demonstrating deficits in social emotional learning.</li> </ul> <p><u>Documentation:</u> Data Analysis; Interviews</p>	
Result	11	<p><b>Adaptive Physical Education (APE)</b>  NCRSEP has a full time APE teacher who travels between schools to service students who qualify for APE, per their IEP. The APE teacher conducts integrated APE classes, small group classes and 1:1 sessions, as needed. In addition, the APE teacher co-teaches some PE classes, providing services for students within the general education PE class. NCRSEP's APE teacher conducts all APE evaluations/re-evaluations and establishes the goals for the IEP process.</p> <p><u>Documentation:</u> Data Analysis; Interviews</p>	
Result	12	<p><b>Extended School Year (ESY)</b>  Extended School Year programming is offered in each district in the Region. Services are based on students' IEPs, using the "ESY Eligibility Documentation Form" indicating specific goals that the student met criteria for. Many of the students receive their ESY through the following established programs:</p> <ul style="list-style-type: none"> <li>Regional Middle and High School Program: this program is held at Middletown High School. It is a six-week program and is an extension of the middle and high school Regional Specialized classrooms. Students continue receiving services as outlined in their IEP. Students also participate in community outings to practice and generalize the skills they learn in their own community.</li> <li>Middletown Public Schools runs a summer program for students K - 12, as part of the Multi-Tiered Level of Supports. Students are invited to attend this summer program based on assessment data and Rtl data. NCRSEP collaborates with MPS to offer special education supports during this summer program. The preschool students who require ESY also receive their instruction during this four-week program.</li> </ul>	

		<ul style="list-style-type: none"> <li>• Little Compton Public Schools runs a summer program for students K – 8, as part of the Multi-Tiered Level of Supports. Students are invited to attend this summer program based on assessment data and Rtl data. NCRSEP collaborates with LC to offer special education supports during this summer program.</li> <li>• NCR established a four-week program for students in Tiverton (K-12) who require ESY. Special educators provide specialized instruction in small groups based on student need/grade level.</li> <li>• Speech/language, occupational / physical therapy and other support services are also provided per IEP</li> </ul> <p><i>Documentation: Data Analysis; Interviews</i></p>	
Result	13	<p><b>Local Special Education Advisory Committee (LAC)</b></p> <p>A Local Advisory Committee is being supported by the district and regularly scheduled meetings are taking place consistent with the State’s requirements. Special education administration attends all meetings. Three workshops are scheduled each year.</p> <p><i>Documentation: Data Analysis; Interviews</i></p>	
Result	14	<p><b>School Efforts to Partner with Parents (State Performance Plan Indicator #8)</b></p> <p>The <b>Tiverton</b> Public School district’s rate of parent participation in the annual Special Education Statewide Parent Survey (2019-2020) is 7% of parents whose children have IEPs.</p> <p>Of parents with a child receiving special education services who participated in the last survey, the percent 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 13.6%.</p> <p>The <b>Middletown</b> public school district’s rate of parent participation in the annual Special Education Statewide Parent Survey (2019-2020) is 10% of parents whose children have IEPs.</p> <p>Of parents with a child receiving special education services who participated in the last survey, the percent that reported that their school’s efforts to involve</p>	

		<p>parents as a means of improving services and results for children with disabilities are at or above the state standard is 25%.</p> <p>The <b>Little Compton</b> public school district's rate of parent participation in the annual Special Education Statewide Parent Survey (2019-2020) is 27% of parents whose children have IEPs.</p> <p>Of parents with a child receiving special education services who participated in the last survey, the percent that reported that their school's efforts to involve parents as a means of improving services and results for children with disabilities are at or above the state standard is 21.4%.</p> <p><i><u>Documentation:</u> Data Analysis; State Performance Plan</i></p>	
Result	16	<p><b>Drop Out / Graduation Rate (State Performance Plan Indicator #1 and #2)</b></p> <p><b>Middletown</b>  The Middletown Public Schools 2018 graduation rate is 85.7% for all students and 61.3% for students with disabilities. These rates approximate the state average rates of 84.0% for all students and 62.4% for students with disabilities.</p> <p>The Middletown Public Schools dropout rate is 6.4% for all students and 19.4% for students with disabilities. These rates approximate the state average rates of 8.7% for all students and 16.0% for students with disabilities.</p> <p><b>Tiverton</b>  The Tiverton Public Schools graduation rate is 89.1% for all students and 78.3% for students with disabilities. These rates are better than the state average rates of 84.0% for all students and 62.4% for students with disabilities.</p> <p>The Tiverton Public Schools dropout rate is 5.1% for all students and 8.7% for students with disabilities. These rates are better than the state average rates of 8.7% for all students and 16.0% for students with disabilities.</p> <p><i><u>Documentation:</u> Data Analysis; State Performance Plan</i></p>	

## 2. EVALUATION / INDIVIDUAL EDUCATION PROGRAM (IEP)

Indicator		Findings	Support Plan
Result	1	<p>Records of approximately six students were reviewed prior to the on-site review by the team leaders. Students' records were very accessible. The record review process identified no systemic or significant compliance items.</p> <p><i>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</i></p> <p><u>Documentation:</u> Data Analysis; Interviews</p>	<p>Assurances will be provided to the Rhode Island Department of Education, Office of Student, Community and Academic Supports, that compliance issues are addressed and rectified. This Support Plan is applicable for all compliance findings in this section. No compliance issues cited.</p>
Result	2	<p><b>Child Outreach</b>            NCRSEP's child outreach screenings are available monthly in each town at a designated location. Calendars are dispersed to each elementary school and given the local pediatricians. Screenings are also completed in all community-based early childhood programs. Referrals from parents, pediatricians, preschools, private schools, or other agencies can be made at any time. The district also sends Child Outreach information and schedules to each family listed in Kidsnet in each town.</p> <p>The Child Outreach Coordinator provides supervision to the team of screeners completing the individual screenings, ensuring the reliability and validity of the screening tools. She reviews all the screenings and ensures that all results are entered into Kidsnet. Screenings for other districts are forwarded to those districts. Screenings that require referrals to the Evaluation Team are followed through the referral process with the Early Childhood Evaluation team. The COC also communicates with families about concerns raised on any of the tools utilized. She also attends COC meetings with RIDE to keep current on recommendations and current trends in the outreach process.</p> <p>New to the 2020 – 2021 school year is the opportunity to offer these developmental screenings virtually. RIDE has provided each district with the ASQ-3. This tool will allow the program to reach more families.</p>	

		<p>The state target for screening is 80% of children ages 3, 4, and 5. In NCRSEP's most recent Consolidated Resource Plan, the district reports the following screening percentages:</p> <p>3 year olds: Little Compton = 12.5%, Tiverton = 11.27%, Middletown = 12.15%</p> <p>4 year olds: Little Compton = 32.14%, Tiverton = 26.99%, Middletown = 25.19%</p> <p>5 year olds: Little Compton = 59.26%, Tiverton = 48.45%, Middletown = 36.19%</p> <p><i><u>Documentation:</u> State Performance Plan; Data Interviews</i></p>	
Result	3	<p><b>Child Find (State Performance Plan Indicator #11)</b></p> <p>Newport County Public Schools for the 2019-2020 year was at 100% compliance for meeting evaluation timelines for initial referrals. As of 12/30/20 to Newport County Public Schools was thus far at 100% compliance for meeting evaluation timelines for initial referrals.</p> <p><i><u>Documentation:</u> State Performance Plan Data</i></p>	
Result	4	<p><b>Student Accommodations and Modifications</b></p> <p>Throughout the Regional districts, special educators, support staff and case managers share information to general educators in a variety of ways:</p> <ul style="list-style-type: none"> <li>• Complete a template that outlines accommodations/modifications/learning style that is sent to the general education teachers.</li> <li>• General educators access student's accommodations via an electronic data base.</li> <li>• Meet with general education teachers to discuss/clarify accommodations and assess the ongoing need/effectiveness for the accommodations</li> </ul> <p><i><u>Documentation:</u> Data Analysis; Interviews; Document Reviews</i></p>	

Result	5	<p><b>Specific Learning Disabilities Determination (SLD)</b></p> <p>Evaluation teams, in accordance with the <i>RI Criteria and Guidance for the Identification of Specific Learning Disabilities</i> document, determine a child eligible under a specific learning disability when:</p> <ul style="list-style-type: none"> <li>(1) Data/evidence that the student’s current achievement of State-approved Core Curriculum expectations and English Language Proficiency Standards is significantly different than his/her peers relative to national normative data with consideration of state and local data when provided with appropriate learning experiences and instruction and,</li> <li>(2) Data/evidence that the student does not make sufficient progress to meet age or State-approved Core Curriculum expectations and English Language Proficiency Standards, based on child’s limited responsiveness to intensive scientific, research-based interventions which have been implemented with fidelity.</li> </ul>							
Result	6	<p><b>Due Process Information (State Performance Plan Indicators)</b></p> <p>Over the past three years Newport County has the following complaints, mediations and/or hearings:</p> <p style="text-align: center;"><b><u>COMPLAINTS</u></b></p> <p><b><u>FY 2018-2019</u></b>  <b><u># of Complaints:</u></b> No complaints during this period</p> <p><b><u>FY 2019-2020</u></b>  <b><u># of Complaints:</u></b> 1 complaint during this period</p> <table border="1" data-bbox="338 1101 1222 1279"> <thead> <tr> <th></th> <th>ISSUE(S)</th> <th>RESULT</th> </tr> </thead> <tbody> <tr> <td>Complaint #1</td> <td>Transportation</td> <td>Non-compliance</td> </tr> </tbody> </table> <p><b><u>FY 2020-2021</u></b>  <b><u># of Complaints:</u></b> No complaints during this period</p>		ISSUE(S)	RESULT	Complaint #1	Transportation	Non-compliance	RIDE due process personnel have verified correction of any due process compliance related findings.
	ISSUE(S)	RESULT							
Complaint #1	Transportation	Non-compliance							

**MEDIATIONS**

**FY 2018-2019**

**# of Mediations:** No mediations during this period

**FY 2019-2020**

**# of Mediations:** 1 mediation during this period

	ISSUE(S)	RESULT
Mediation #1	Placement	Agreement

**FY 2020-2021**

**# of Mediations:** No mediations during this period

**HEARINGS**

**FY 2018-2019**

**# of Hearings:** No hearings during this period

**FY 2019-2020**

**# of Hearings:** No hearings during this period

**FY 2020-2021**

**# of Hearings:** 1 hearing during this period

	ISSUE(S)	FINDING(S)
Hearing #1	FAPE/IEP/Tuition Reimbursement	Dismissed with Prejudice

**Documentation:** Data Analysis, RIDE, Due Process Data Base



### 3. IDEA TRANSITION

Indicator	Findings	Support Plan
Result	<p><b>1 Part C to Part B Transition (Indicator #12)</b></p> <p>The District manages the transition of children from Part C Early Intervention (EI) to preschool special education. A data base of all EL 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</p> <ul style="list-style-type: none"> <li>• Middletown achieved 100% compliance and that all children referred from Early Intervention and found eligible for preschool special education had IEPs developed and implemented by their 3<sup>rd</sup> birthday.</li> <li>• Tiverton achieved 100% compliance and that all children referred from Early Intervention and found eligible for preschool special education had IEPs developed and implemented by their 3<sup>rd</sup> birthday.</li> <li>• Little Compton achieved 100% compliance and that all children referred from Early Intervention and found eligible for preschool special education had IEPs developed and implemented by their 3<sup>rd</sup> birthday.</li> </ul> <p><i><u>Documentation:</u> Data Analysis; Interviews; State Performance Plan</i></p>	
Result	<p><b>2 IDEA Transition Planning at the Middle Level</b></p> <p>NCRSEP continues to work diligently and collaboratively to implement a comprehensive transition plan for students who are 14 years old +. A Transition Binder has been created and is utilized for students who are in the RIAA classes and are 14+ as part of the IEP process. The binder includes transition activities for students at each grade level. A Career Development Plan is created with the student and the team. Age appropriate transition assessments are completed that include a student interview, soft-skills checklists for vocational behavior, social skills, life skills and a transition rating scale. Students and families also participate in the MAPS process. These activities help inform the team to develop meaningful IEP goals and transition services needed for post school goals/program of study. The case managers of RIAA Middle School classrooms participate on the Transition Advisory Committee (TAC) and Teachers of Life (TLS) meetings.</p> <p><i><u>Documentation:</u> Data Analysis; Interviews; Record Reviews</i></p>	

Result	3	<p><b>IDEA Transition Planning at the High School Level</b></p> <p>NCRSEP has worked diligently and collaboratively to implement a comprehensive transition plan for students who are 14 years old +. A Transition Binder has been created and is utilized for students who are in the RIAA classes and are 14+ as part of the IEP process. The binder includes transition activities for students at each grade level. Each year, the student's Career Development Plan is created with the student and the team. Age appropriate transition assessments are completed that include a student interview, checklists for career exploration, hobby &amp; interest inventories, vocational behavior, social skills, self-determination scale, life skills and a transition rating scale. These activities help inform the team to develop meaningful IEP goals and transition services needed for post school goals/program of study. Students participate in transportation training and afterschool integration activities. Industry speakers are scheduled throughout the school year for all grade levels. Depending on the student's grade level, the student will partake in job exploration and shadowing, functional employment activities within the school community, or a trial work experience. The case managers of RIAA High School classrooms participate on the Transition Advisory Committee (TAC) and Teachers of Life (TLS) meetings.</p> <p>Some Transition Activities include:</p> <ul style="list-style-type: none"> <li>• Field trips to the disability center at Community College of Rhode Island and Rhode Island College</li> <li>• Dare to Dream</li> <li>• Transition Institute</li> <li>• Tri Employment Program at Tiverton High School: This is a collaboration between Tiverton High School, The West Bay Collaborative and the Office of Rehabilitation Services (ORS). This is a six (6) month program for Tiverton High School students who have an IEP or 504 Plan and would benefit from work readiness training and integrated paid internships. This program is designed to engage youth, enhance their employment outcomes, and prevent drop-out.</li> </ul> <p><u>Documentation:</u> Interviews, Record Reviews</p>	
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Result	4	<p><b>Office of Rehabilitative Services (ORS) and the Department of Behavioral Healthcare, Developmental Disabilities &amp; Hospitals (BHDDH).</b></p> <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 &amp; Hospitals (BHDDH). Each child's Transition Binder includes a checklist that requires the case manager to contact and invite the agency contact person to the student's meeting. Meetings are scheduled to accommodate the agency's availability to attend the meetings. The case managers assist in the coordination of Pre-Ets services including vocational evaluations. Pre-Ets services are reviewed at the IEP meeting and findings are integrated into the IEP &amp; CDP decision making process.</p> <p><i><u>Documentation:</u> Interviews; Document Review</i></p>	
Result	5	<p><b>Summary of Performance (SOP)</b> is facilitated by the case managers as appropriate. Record of document is maintained in the student's file</p> <p><i><u>Documentation:</u> Interviews; Document Review</i></p>	
Result	6	<p>Youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, and transition services. <b>(State Performance Plan Indicator #13)</b></p> <p>The Little Compton Public Schools are 100% compliant with the requirements.  The Middletown Public Schools are 100% compliant with the requirements  The Tiverton Public Schools are 98.41% compliant with the requirements</p> <p><i><u>Documentation:</u> Interviews; Document Review</i></p>	
Result	7	<p><b>Middletown:</b>  78.6% 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 74% <b>(State Performance Plan Indicator #14)</b></p>	

	<p><b>Tiverton</b> 81.3% 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 74% (<b>State Performance Plan Indicator #14</b>).</p> <p><u>Documentation:</u> Interviews; Document Review</p>	
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