



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

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**School Support System Report and Support Plan**

**Trinity Academy for the Performing Arts  
March 2022**

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

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**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
Results	1	<p><b>Least Restrictive Environment Data (State Performance Plan Indicator #5)</b></p> <p>Based on the FY July 1, 2019 – June 30, 2020 State Performance Plan information on Trinity Academy for the Performing Arts (TAPA) Placement is as follows:</p> <p>The percentage of students educated 80 to 100% of the time in general education settings is 100% (RI District Average is 71.05%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 0% (RI District Average is 12.5%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 0% (RI District Average is 5.11%)</p> <p><i><u>Documentation:</u> Data Analysis State Performance Plan</i></p>	
Results	2	<p><b>Participation and performance of children with IEPs on statewide assessments (State performance Plan Indicator #3):</b></p> <p>Due to the global pandemic State assessment was not facilitated in 2020. TAPA continues to monitor patterns of achievement for students. TAPA will continue to examine the curriculum so that teachers can embed direct instruction in social and emotional learning into instruction. Math interventionist working directly with students at all grade levels. An Orton Gillingham specialist works with identified students in a one-to-one setting. TAPA has support</p>	

		<p>for students to access extra assistance after school. TAPA continues to focus on the achievement status of subgroups and where subgroup performance lags, the school analyzes additional data sources that inform intervention efforts with all supporting the goals of the school in this effort. TAPA continues using universal screening data and work through the MTSS process in determining appropriate tiered supports in recognition that early detection and intervention can change outcomes for students.</p> <p><i><u>Documentation:</u> Data Analysis, Interviews, State Performance Plan</i></p>	
Results	3	<p><b>Multi-Tiered System of Support (MTSS) Response to Intervention (RTI)/<u>Academics</u></b></p> <p><b>Middle Level (7-8); High School Level (9-12)</b></p> <p>A data meeting/RTI meeting is held twice a month on Thursdays. Due to the small and close nature of the teaching staff, TAPA takes a full-staff approach to data analysis and RTI and then generates even smaller, student-centered teams. TAPA reviews student data, begins the identification process and discusses accommodations and interventions. These meetings are led by the Assistant Head of School. Additionally, the Support Staff team meets every Monday morning to dive deeper into the RTI process. This meeting includes the school social worker, family &amp; community liaison, and teacher assistants.</p> <p>Trinity Academy for the Performing Arts (TAPA) utilizes STAR testing as a screening tool. Students who are more than two grade levels behind in either math or reading skills are monitored, and/or given a second shorter assessment to determine if the student is truly at-risk for poor learning outcomes.</p> <p>This monitoring is collaborative; if a student is identified as being in need of further intervention, ideas are brainstormed, put in place,</p>	

		<p>tracked, and then discussed at a team level. TAPA values data-driven decision-making, and throughout the year, STAR data is used in advisory to generate the goals of a Learning Plan for all students. A common initial intervention is the assignment of after-school tutoring, which is available to all students with any teacher, after school on Tuesdays. At a higher tier of intervention, TAPA may consider working with an Orton-Gillingham reading specialist, or a schedule adjustment to experiment with performance-based on time of day, or assignment of a classroom aide or individual aide, or more frequent adult check-ins.</p> <p>The Assistant Head of School makes a particular note to teach instructors and advisors how to have data-driven talks with students to create goals, interventions, and strategies.</p> <p>The agenda for all meetings is pushed out ahead of time for Data Meeting/RTI meeting, including links to relevant data sources, and staff is encouraged to come prepared to identify any student needs.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	
Results	4	<p><b>SPP Disproportionate Representation (State Performance Plan Indicator #9 and #10)</b></p> <p>Trinity Academy for the Performing Arts does not meet the minimum “n” size for public reporting.</p>	
Results	5	<p><b>Suspension (State Performance Plan Indicator #4a): NA</b></p> <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</p>	

		<p>for the TAPA 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>	
Results	6	<p><b>Multi-tiered System of Support (MTSS)/Social Emotional Supports/<u>Social Emotional Resources/Positive Behavioral Supports</u></b></p> <p><b>Middle Level (7-8); High School Level (9-12)</b></p> <p>Much like the academic needs, data meetings/RTI meetings are held twice a month on Thursday afternoons. Due to the small and close nature of the teaching staff, TAPA takes a full-staff approach to data analysis and RTI, and then generates even smaller, student-centered teams. TAPA reviews student data, begins the identification process, and discusses accommodations and interventions. These meetings are led by the Assistant Head of School. Additionally, the Support Services team meets every Monday morning to dive deeper into the RTI process.</p> <p>Furthermore, a team of social workers work at TAPA, led by the lead school social worker. Other social workers come to us through United Cerebral Palsy, Family Service of Rhode Island, TIDES, and private practices. All sessions with students are held on-site. Additionally, there is an on-site Guidance Counselor working with students through such stressful processes as college applications and senior projects.</p>	



TAPA runs a robust advisory program, where staff advisors work with small groups of students twice a day on rapport building and provide an initial, safe person to seek social-emotional support from. Additionally, the 7<sup>th</sup> and 8th-grade advisories implement a PBIS system in which they can earn points and rewards for positive behaviors.

Within the arts programming at TAPA, many instructors have adopted mindfulness practices and mediation, which is often student-led. The students have reported this as being incredibly helpful as a self-check. Oftentimes, TAPA used meditation as an intervention, and oftentimes, the students with the highest frequency of behavioral incidences end up being great meditation leaders.

The TAPA staff is trained in restorative justice practices, which focuses on relationship building, social-emotional support, building advisory rapport, and teaching both the social contract, and the variety of ways to self-control. This is a school-wide approach for positive behavioral management. All students have the opportunity to “rest & reset” in the room, as opposed to being sent to the office... and in fact, they can self-select. If a next step is needed, the student is asked to “reset & reflect” to another room. It is at the third step that a student is sent to the office. While “resetting & reflecting” a student is asked to write and reflect, and is expected to re-enter the classroom community, ready to learn.

**School Removals/Disciplinary Policies.** Throughout the district, behavioral expectations along with disciplinary action protocols and policies are comprehensively defined in a student handbook. If a student on an IEP were to have a major suspension from school, a manifestation determination meeting would be held. Restorative justice processes discourage suspension, and the focus is placed on relationship building.

Documentation: *Data Analysis; State Performance Plan*

Results	7	<p><b>Preschool Continuum</b></p> <p>TAPA serves student grades 7-12. This is not applicable.</p>	
Results	8	<p><b>Program Continuum Elementary Level</b></p> <p>TAPA serves student grades 7-12. This is not applicable.</p>	
Results	9	<p><b>Program Continuum Middle Level</b></p> <p>There are 91 students attending Trinity Academy for the Performing Arts Middle School, 8 are students with IEPs. That is 9% of the middle school population. The special education program continuum is as follows:</p> <p>All of TAPA’s students are fully included.</p> <p>TAPA Special Educators, plus the entirety of “Team Support Services,” work in the classroom setting, as well as in direct planning and consultation with the regular education staff. Team Support Services is made up of the Special Education Director, two special educators, two part-time learning supports aide, consulting special education aide, Social Worker, the two building subs which function as student supports when not covering classes, MLL coordinator, and an Orton-Gillingham coach.</p> <p>All students in grades 7 and 8 take a double-dose of Math and English. Math Seminar takes place back-to-back with the regular math class for the grade. During this time, tailored instruction is provided; opportunities for small-group work, and use programs like Achieve3000 to really focus on student needs. ELA classes are split into a period of literature and period of composition. This allows the middle grades ELA teachers to provide tailored instruction to</p>	

		<p>students in both subsections of ELA.. Students needing further intervention in reading work 1:1 with an Orton-Gillingham reading specialist.</p> <p>Additionally, this year, TAPA has utilized ESSER funding to hire an ELA and a Math interventionist. This has allowed us to open up a third cohort of classes in 7th and 8th grade ELA and math. This cohort is tied in the schedule with the “A” cohort so that students can fluidly transition in and out of intervention classes based on the support they need in a given skill throughout the year.</p> <p>All students can seek tutoring services at TAPA afterschool on Tuesdays.</p> <p>All students in the middle school take two math, two ELAs, science, history, and rotation of all the performing arts (film, music, dance, and theater.) Students spend the end of 8<sup>th</sup> grade working on their audition piece for an arts major.</p> <p>The middle school day runs from 8:00 am until 3:00 pm. After this, students are welcomed to stay after school until 4:30 for arts clubs and programming.</p> <p><u>Documentation:</u> Data Analysis; Interviews</p>	
Results	10	<p><b>Program Continuum High School Level</b></p> <p>At Trinity Academy for the Performing Arts High School there are approximately 147 students and 16 have IEPs. That is 11% of the high school population. The program continuum is as follows:</p> <p>TAPA Special Educators, plus the entirety of “Team Support Services,” work in the classroom setting, as well as in direct planning and consultation with the regular education staff. Team Support Services is made up of the Special Education Director, two special educators, two part-time learning supports aide, consulting special education aide, Social Worker, the two building subs which function</p>	

		<p>as student supports when not covering classes, MLL coordinator, and an Orton-Gillingham coach.</p> <p>Grade 9 students continue work in the ELA Seminar setting where tailored instruction is provided and small-group work.</p> <p>Students needing further reading intervention in reading work 1:1 with an Orton-Gillingham reading specialist.</p> <p>All students can seek tutoring services at TAPA after school on Tuesdays.</p> <p>All high school students take two arts periods per day in their major (either film, dance, music, or theatre).</p> <p>Several juniors and seniors at TAPA are dual-enrolled, and take classes during the day with the Community College of Rhode Island. This opportunity is open to students with IEPs.</p> <p>All of TAPA's students are fully included. The high school day runs from 8am until 3pm, followed by a vast cadre of afterschool programming in the arts.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p>	
Results	11	<p><b>Adaptive Physical Education (APE)</b></p> <p>Currently no (0) students at TAPA receive Adaptive Physical Education. Should this need arise, particularly in the dance setting, TAPA would work to fulfill these needs per the IEP.</p> <p><u>Documentation:</u> Data Analysis; Interviews</p>	

Results	12	<p><b>Extended School Year (ESY)</b></p> <p>Currently, zero (0) students qualified for ESY. These services will be provided per the IEP should the need arise.</p> <p>TAPA hosts a Summer Skills program that is a hybrid of students who missed significant amounts of school time, need extra skills, or are working on credits. The Summer Skills program is 4 weeks long, and completely free for the students. Focus of the program are on math and reading intervention. Additionally, the Orton-Gillingham instructor works with struggling readers throughout the summer.</p> <p>In the summer, TAPA also host the MARS Songwriting Camp, which provides arts enrichment for students, including those with IEPs.</p> <p><u>Documentation:</u> Data Analysis; Interviews</p>	
Results	13	<p><b>Local Special Education Advisory Committee (LAC)</b></p> <p>LAC is currently co-led by staff and parents. The previous Chair decided to step down (but to stay involved), and the Vice-Chair is now a parent at a different school. So, the leadership will be addressed. An e-mail went out to parents of students with IEPs and 504s, and within the year, leadership positions will be established.</p> <p>LAC meetings will take place before Parent Ensemble meetings, and for 2016-17, they will be held on October 3<sup>rd</sup>, December (this one is TBD as date is changing), January 23<sup>rd</sup>, March 20<sup>th</sup>, and June 5<sup>th</sup>.</p> <p>This year, LAC will network through state-wide networks in order to gain greater insight, including, but not limited to, a growing relationship with RIPIN. Early meeting topics will be on college access and transition plans and will feature the Guidance Counselor. Further topics will be based on parent interest.</p> <p><u>Documentation:</u> Data Analysis; Interviews</p>	

Results	14	<p><b>School Efforts to Partner with Parents (State Performance Plan Indicator #8)</b></p> <p>The public school district's rate of parent participation in the annual Special Education Statewide Parent Survey (2019-2020) is 12% 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 51.9%.</p>	
Results	15	<p><b>Drop Out / Graduation Rate (State Performance Plan Indicator #1 and #2)</b></p> <p>The TAPA graduation rate has too small of a cell size to publicly report.</p> <p>The TAPA dropout rate has too small of a cell size to publicly report.</p>	

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

Indicator		Findings	Support Plan
Compliance/ Performance	1	Records of approximately four students were reviewed prior to the on-site review by the team leaders. Students' records were very accessible. The record review process identified the following: Documentation (transition assessments, progress reports) were not	

		<p>consistently seen in the records. Overall reorganization of the records and related paperwork in in process.</p> <p>At the time this report was finalized there were no outstanding compliance items.</p> <p><i>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</i></p> <p><u>Documentation:</u> <i>Data Analysis; Interviews; Observation</i></p>	
Results	2	<p><b>Child Outreach</b></p> <p>TAPA serves grades 7-12, thus, child outreach is not applicable.</p>	
Results	3	<p><b>Child Find (State Performance Plan Indicator #11)</b> Child Find (State Performance Plan Indicator #11)</p> <p>TAPA for the 2020-2021 year was at 100% compliance for meeting evaluation timelines for initial referrals. As of 2/7/22, TAPA was thus far at 100% compliance for meeting evaluation timelines for initial referrals.</p> <p><u>Documentation:</u> <i>State Performance Plan Data</i></p>	

Results	4	<p><b>Student Accommodations and Modifications</b></p> <p>At the start of every school year the Special Education Director shares the “Student-Specific Planning Guide” to all staff, breaking down the accommodations and modifications, plus additional advice, for any student on an IEP, 504, BIP, or EL program.</p> <p>After IEP meetings, information is shared with staff not present. Also, throughout the school-year, the Case-Managers meet with teachers to review the IEPs and answer any questions or concerns. Teachers have access to IEP’s and 504 plans on PowerSchool. Additional, non-confidential tools are shared in a Google folder so that all staff can access the information. This includes FERPA policy and Procedural Safeguards.</p>	
Results	5	<p><b>Specific Learning Disabilities Determination</b></p> <p>At TAPA students with specific learning disabilities as their eligibility determination, utilizes a Learning Disabilities Documentation Form for checking eligibility, determining accommodations, and tracking progress annually.</p>	
Results	6	<p><b>Due Process Information (State Performance Plan Indicators</b></p> <p>Over the past three years, TAPA has had no complaints, mediations or hearings.</p>	

### 3. IDEA TRANSITION

Indicator		Findings	Support Plan
Results	1	<b>Part C to Part B Transition (Indicator #12)</b>	



		TAPA serves grades 7-12, thus, Part C to Part B transition is not applicable.	
Results	2	<p><b>IDEA Transition Planning at the Middle Level</b></p> <p>For any middle school student aged 14 or older, TAPA will begin the transition planning process.</p> <p>TAPA's students complete a variety of different assessments and interviews, including, but not limited to, The Student Transition Four-square planner, CITE- Learning Style Assessment, and the AIR Self Determination Scale. Interviews are kept up to date, and the goals for independent living, education, and jobs are updated consistently. Referrals are made to ORS and BHDDH accordingly.</p>	
Results	3	<p><b>IDEA Transition Planning at the High School Level</b></p> <p>All TAPA High School students have a Transition Plan. TAPA's students complete a variety of different assessments and interviews, including, but not limited to: The Student Transition Four-square planner, CITE- Learning Style Assessment, and the AIR Self Determination Scale. Interviews are kept up to date, and the goals for independent living, education, and jobs are updated consistently. Support Services works closely with the Guidance Counselors and High School teachers on the completion of resumes, FAFSAs, college applications, and facilitating college visits and job fairs.</p>	
Results	4	<p><b>Referrals to the Office of Rehabilitative Services (ORS) and to the Department of Behavioral Healthcare, Developmental Disabilities, and Hospitals (BHDDH)</b></p> <p>Referrals are made by the case manager with consultation from the Special Education Director. ORS and BHDDH are invited to IEP meetings accordingly.</p>	

Results	5	<p><b>Summary of Performance (SOP) is facilitated by the case managers as appropriate.</b> A Summary of Performance is drafted for any graduating senior at TAPA, and shared during a meeting with the student's IEP team.</p>	
Results	6	<p>Youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, and transition services. The TAPA cell size is too small to publicly report. (State Performance Plan Indicator #13)</p> <p><i><u>Documentation:</u> Interviews; Document Review</i></p>	
Results	7	<p>The TAPA cell size is too small to publicly report the percentage 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% (State Performance Plan Indicator #14)</p> <p><i><u>Documentation:</u> Interviews; Document Review</i></p>	