



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

School Support System Report and Support Plan

**Trinity Academy for the Performing Arts
November 2016**

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.

TABLE OF CONTENTS

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

**Trinity Academy for the Performing Arts
School Support System Review**

Record Review Team Leaders

Team A – Susan Wood, Sandra Cambio Gregorie

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

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

| Indicator | Findings | Support Plan |
|-------------|---|--------------|
| Result 1 | <p>Least Restrictive Environment Data (State Performance Plan Indicator #5)</p> <p>Based on the FY July 1, 2015 – June 30, 2016 State Performance Plan information on Trinity Academy for the Performing Arts 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 71.75%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 0% (RI District Average is 13.25%).</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 0% (RI District Average is 4.35%). Previously this was 3.13%, but that student is no longer on the roster for TAPA.</p> <p><i>Documentation: Data Analysis State Performance Plan</i></p> | |
| Result 2 | <p>Participation and performance of children with IEPs on statewide assessments (State performance Plan Indicator #3):</p> <p>A. The district (disability subgroup that meets the State’s minimum “n” size) did meet the state’s AYP targets for the disability subgroup.</p> <p>B. Participation rate for children with IEPs is 100%.</p> <p>C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievements standards is 0%, although a small “n” size should be noted. [Note: State has</p> | |

| | | | |
|--------|---|---|---|
| | | <p>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 (11%).]</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p> | |
| Result | 3 | <p>Multi-Tiered System of Support (MTSS) Response to Intervention (RTI)/<u>Academics</u></p> <p>Middle Level (7-8); High School Level (9-12)</p> <p>A data meeting/RTI meeting is held every other Tuesdays on “A Weeks” with the middle school RTI team, and “B Weeks” with the high school RTI team. 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, begin the identification progress, and discuss accommodations and interventions. These meetings are led by the Special Education Director. Additionally, the Support Staff team meets every other Thursday on “A Weeks” to dive deeper into the RTI process. This meeting includes a school social worker. Additionally, the Special Education Director meets weekly with service providers at the school, and shares an office with one of the school’s special educators, so they can always stay on the same page.</p> <p>Trinity Academy for the Performing Arts (TAPA) utilizes STAR testing as a screening tool. Students who are more than three grade levels behind in either math or reading skills are monitored briefly, 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, 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,</p> | : |

| | | | |
|--------|---|--|--|
| | | <p>which is available to all students with any teacher, afterschool on Wednesday and/or Friday. 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 Special Education Director 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, and staff are encouraged to come prepared to identify any student needs.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p> | |
| Result | 4 | <p>SPP Disproportionate Representation (State Performance Plan Indicator #9 and #10)</p> <p>Trinity Academy for the Performing Arts does not meet the minimum “n” size for public reporting.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p> | |
| Result | 5 | <p>Suspension (State Performance Plan Indicator #4a): Significant discrepancy in the rate of suspensions (for students with IEPs) greater than 10 days as compared to the rate of suspensions (for students without IEPs) greater than 10 days. This was not applicable for the Trinity Charter School Public School as no students with IEPs were suspended for greater than 10 days.</p> <p>State Performance Plan Indicator #4b NA% 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</p> | |

| | | | |
|--------|---|---|--|
| | | <p>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><u>Documentation:</u> Data Analysis; State Performance Plan</p> | |
| Result | 6 | <p><u>Multi-tiered System of Support (MTSS)/Social Emotional Supports/Social Emotional Resources/Positive Behavioral Supports</u></p> <p>Middle Level (7-8); High School Level (9-12)</p> <p>Much like for the academic needs, data meeting/RTI meeting are held every other Tuesdays on “A Weeks” with the middle school RTI team, and “B Weeks” with the high school RTI team. 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, begin the identification progress, and discuss accommodations and interventions. These meetings are led by the Special Education Director. Additionally, the Support Services team meets every other Thursday on “A Weeks” 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, 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 application and senior projects.</p> <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 7th and 8th grade teams have “houses.” Each house of students, led by a staff housemaster, earns points and rewards for positive behaviors.</p> | |

| | | | |
|--------|---|--|--|
| | | <p>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. Often times, TAPA used meditation as an intervention, and often times, the students with the highest frequency of behavioral incidences end up being great meditation leaders.</p> <p>The TAPA staff is trained in Developmental Designs I and II, 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 “take a minute” 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 “take a minute out” to another room. It is at the third step that a student is sent to the office. While “taking a minute” a student is asked to write and reflect, and is expected to re-enter the classroom community, ready to learn.</p> <p>School Removals/Disciplinary Policies. Throughout the district behavioral expectations along with disciplinary action protocols and policies are comprehensively defined in a student handbook. If a student on an IEP were to have a major suspension from school, a manifestation determination meeting would be held. Developmental Designs processes discourage suspension and the focus is placed on relationship building.</p> <p><u>Documentation:</u></p> | |
| Result | 7 | <p>Preschool Continuum</p> <p>TAPA serves student grades 7-12. This is not applicable.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p> | |
| Result | 8 | <p>Program Continuum Elementary Level</p> | |

| | | | |
|--------|---|--|--|
| | | <p>TAPA serves student grades 7-12. This is not applicable.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p> | |
| Result | 9 | <p>Program Continuum Middle Level</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,” or “Mac’s Army” as they are lovingly called, 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/Special Educator, Special Educator, Full-time learning supports aide, consulting special education aide, Social Worker and a large crew of part-time consultants and assistants, including an Orton-Gillingham coach and Speech-Language Pathologist.</p> <p>All students in grade 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 IXL to really focus in on student needs. ELA Seminar is a class that takes place in addition to their typical English class. ELA Seminar is focused on using STAR data to draw out specific areas of need, and also using the Achieve 3000 program to provide tailored work experiences. Students needing further intervention in reading work 1:1 with an Orton-Gillingham reading specialist.</p> <p>All students have the opportunity to seek tutoring serves at TAPA afterschool on Wednesdays and Fridays.</p> <p>All students in the middle school take two maths, two ELAs, science, history, and rotation of all the performing arts (film, music, dance, and</p> | |

| | | | |
|--------|----|---|--|
| | | <p>theatre.) Students spend the end of 8th grade working on their audition piece for an arts major.</p> <p>The middle school day runs from 8:00 am until 3:10 pm. The last ten minutes of the time is a meeting with their “Head of House,” to allow updates and progress checks to the middle school’s PBIS strategy. After this, students are welcome to stay afterschool until 4:30 for arts clubs and programming.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Observations</p> | |
| Result | 10 | <p>Program Continuum High School Level</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>All of TAPA’s students are fully included.</p> <p>TAPA Special Educators, plus the entirety of “Team Support Services,” or “Mac’s Army” as they are lovingly called, 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 Special Education Director/Special Educator, Special Educator, Full-time learning supports aide, consulting special education aide, Social Worker, and a large crew of part-time consultants and assistants, including an Orton-Gillingham coach and Speech-Language Pathologist.</p> <p>Grade 9 students continue work in the Math 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 have the opportunity to seek tutoring serves at TAPA afterschool on Wednesdays and Fridays.</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, though no students with IEPs have expressed a deep interest in this program yet.</p> <p>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> | |
| Result | 11 | <p>Adaptive Physical Education (APE)</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; Observation</p> | |
| Result | 12 | <p>Extended School Year (ESY)</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> | |

| | | | |
|--------|----|---|--|
| | | <u>Documentation:</u> Data Analysis; Interviews | |
| Result | 13 | <p>Local Special Education Advisory Committee (LAC)</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 3rd, December (this one is TBD as date is changing), January 23rd, March 20th, and June 5th.</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; Observation</p> | |
| Result | 14 | <p>School Efforts to Partner with Parents (State Performance Plan Indicator #8)</p> <p>The public school district's rate of parent participation in the annual Special Education Statewide Parent Survey (2015-2016) is 6% 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 6.9%.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p> | |

| | | | |
|--------|----|---|--|
| Result | 15 | <p>Drop Out / Graduation Rate (State Performance Plan Indicator #1 and #2)</p> <p>The Trinity Academy for the Performing Arts Public Schools graduation rate is 100% for all students and 100% for students with disabilities. These rates approximate the state average rates of 83.2% for all students and 67.6% for students with disabilities.</p> <p>These strong numbers are credited to a strong advisory program, excellent social programming, wraparound supports from UCP and FSRI, and excellent parent communication and collaboration.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p> | |
|--------|----|---|--|

2. EVALUATION / INDIVIDUAL EDUCATION PROGRAM (IEP)

| Indicator | | Findings | Support Plan |
|-----------|---|--|--|
| Result | 1 | <p>Records of approximately three (3) students were reviewed prior to the on-site review by the team leaders. Students' records were very accessible and overall very compliant and well written. The record review process identified by following:</p> <ul style="list-style-type: none"> -Ensuring that both functional and academic needs are reflected in the goals and objectives of the IEP 300.320 -Ensuring that native language is filled in on the front page of the IEP <p><i>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</i></p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p> | <p>Assurances will be provided to the Rhode Island Department of Education, Office of Student, Community and Academic Supports, that compliance issues are addressed and rectified. This Support Plan is applicable for all compliance findings in this section.</p> <p><u>FOLLOW-UP FINDINGS:</u> Issues resolved and verified as correct.</p> |

| | | | |
|--------|---|--|--|
| Result | 2 | <p>Child Outreach</p> <p>TAPA serves grades 7-12, thus, child outreach is not applicable.</p> <p><u>Documentation:</u> State Performance Plan; Data Interviews</p> | |
| Result | 3 | <p>Child Find (State Performance Plan Indicator #11)</p> <p>Trinity Charter Public Schools for the 2015-2016 year was at 100% compliance for meeting evaluation timelines for initial referrals. As of 11/18/16 Trinity Charter Public School was thus far at 100% compliance for meeting evaluation timelines for initial referrals for the 2016-2017 school year.</p> <p><u>Documentation:</u> State Performance Plan Data</p> | |
| Result | 4 | <p>Student Accommodations and Modifications</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 Special Education Director will be holding 1:1 meetings where the teaching staff review the IEPs with Special Education Director. Any teacher can also request a meeting to view the IEPs. Additional, non-confidential tools are shared on a Dropbox account shared with the staff. This includes FERPA policy and Procedural Safeguards.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Document Reviews</p> | |

| | | | |
|--------|---|--|--|
| Result | 5 | <p>Specific Learning Disabilities Determination</p> <p>For students with specific learning disabilities as their eligibility determination, TAPA utilizes a Learning Disabilities Documentation Form for checking eligibility, determining accommodations, and tracking progress annually.</p> <p><u>Documentation:</u> Interviews; Record Review</p> | |
| Result | 6 | <p>Due Process Information (State Performance Plan Indicators</p> <p>Over the past three years Trinity Charter has had no (zero) complaints, mediations or hearings.</p> <p><u>Documentation:</u> Data Analysis, RIDE, due Process Data Base</p> | |

3. IDEA TRANSITION

| Indicator | | Findings | Support Plan |
|-----------|---|---|--------------|
| Result | 1 | <p>Part C to Part B Transition (Indicator #12)</p> <p>TAPA serves grades 7-12, thus, Part C to Part B transition is not applicable.</p> <p><u>Documentation:</u> Data Analysis; Interviews; State Performance Plan</p> | |
| Result | 2 | <p>IDEA Transition Planning at the Middle Level</p> <p>For any middle school student aged 14 or older, TAPA will begin the transition planning process.</p> <p>Team Support Services at TAPA share the responsibility for transition planning, and made perfecting the process a key goal for the 2016-17 school year.</p> | |

| | | | |
|--------|---|--|--|
| | | <p>TAPA's students complete a variety of different assessments and interviews, including, but not limited to: WaytogoRI, 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.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Record Reviews</p> | |
| Result | 3 | <p>IDEA Transition Planning at the High School Level</p> <p>Team Support Services at TAPA share the responsibility for transition planning, and made perfecting the process a key goal for the 2016-17 school year.</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: WaytogoRI, 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 pushing college visits and job fairs.</p> <p><u>Documentation:</u></p> | |
| Result | 4 | <p>Referrals to the Office of Rehabilitative Services (ORS) and to the Department of Behavioral Healthcare, Developmental Disabilities, and Hospitals (BHDDH)</p> <p>With as needed consultation from the Special Education Director and/or Guidance Counselor, and ORS or BHDDH referrals would be led the school Social Worker/</p> <p><u>Documentation:</u> Interviews; Document Review</p> | |

| | | | |
|--------|---|---|--|
| Result | 5 | <p>Summary of Performance (SOP) is facilitated by the case managers as appropriate. A Summary of Performance is drafted for any graduating senior at TAPA, and shared during a meeting with the student's IEP team.</p> <p><u>Documentation:</u> Interviews; Document Review</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. The Trinity Charter Public School is 100% compliant with the requirements. (State Performance Plan Indicator #13)</p> <p><u>Documentation:</u> Interviews; Document Review</p> | |
| Result | 7 | <p>100% of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and who have been employed, enrolled in postsecondary school, or both within 1 year of leaving high school. The state average was 79% (State Performance Plan Indicator #14)</p> <p>Of TAPA's graduated class, all students with IEPs are currently employed or in school.</p> <p><u>Documentation:</u> Interviews; Document Review</p> | |