



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

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**School Support System Report and Support Plan**

**The Compass School  
June 2023**

## 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 stratified random sample of students with IEPs 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 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/result or compliance in the topical areas of Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE), Evaluation/Individual Educational Program (IEP) and IDEA Transition. The documentation section of the report distinguishes the source of the finding as compliance or result. 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 timelines to improve programs and services.

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

**The Compass School  
School Support System Review**

**Record Review Team Leaders**

**Team A – Susan Wood and 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, 2020– June 30, 2021, State Performance Plan information on The Compass School Placement is as follows:</p> <p>The percentage of students educated 80 to 100% of the time in general education settings is <b>99.5%</b> (RI District Average is 71.05%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is <b>.5%</b> (RI District Average is 12.5%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is <b>0%</b> (RI District Average is 5.11%)</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	

Result	2	<p><b>Participation and performance of children with IEPs on statewide assessments (State performance Plan Indicator #3):</b></p> <p>A. Participation rate for children with IEPs.</p> <ul style="list-style-type: none"> <li>• <b>ELA 97%</b></li> <li>• <b>Math 100%</b></li> </ul> <p>B. Proficiency rate for children with IEPs against grade level academic achievement standards.</p> <ul style="list-style-type: none"> <li>• <b>See charts below</b></li> </ul> <p>C. Proficiency rate for children with IEPs against alternate academic achievement standards.</p> <ul style="list-style-type: none"> <li>• <b>N/A (no students participated in alternate assessment)</b></li> </ul> <p>D. Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards.</p> <ul style="list-style-type: none"> <li>• <b>See charts below and item #3 in this section: MTSS information</b></li> </ul> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	
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## RICAS 2021-2022

Data Source: [RIDE Assessment Data Portal](#)

Number of Compass Students with Accommodations Tested:

- **ELA: 21**
- **Math: 23**

Compass Students w/Accommodations Compared to Compass Students without Accommodations

### RICAS - English Language Arts/Literacy

✓ Show Performance   Show Growth   View Results as Text | [Export](#) | [Print](#)

Name	Students Tested		Performance	Meeting or Exceeding Expectations	Average Scale Score
	#	%			
2021-22 : Compass : All Schools : All Grades : Accommodations	21	N/A	<div><div></div><div></div><div></div></div>	9.5%	478
2021-22 : Compass : All Schools : All Grades : No Accommodations	135	N/A	<div><div></div><div></div><div></div></div>	60%	504

### RICAS - Mathematics

✓ Show Performance   Show Growth   View Results as Text | [Export](#) | [Print](#)

Name	Students Tested		Performance	Meeting or Exceeding Expectations	Average Scale Score
	#	%			
2021-22 : Compass : All Schools : All Grades : Accommodations	23	N/A	**	**	476
2021-22 : Compass : All Schools : All Grades : No Accommodations	134	N/A	<div><div></div><div></div><div></div></div>	51.5%	503

Result	3	<p><b>Multi-Tiered System of Support (MTSS) Response to Intervention (RTI)/<u>Academics</u></b></p> <p><b>Elementary Level and Middle Level:</b></p> <p>The whole district follows <a href="#">this</a> RTI/MTSS timeline for screening and diagnostic assessments and data days related to math and literacy. Details regarding the specifics of screening, diagnostic, progress monitoring, and data days that occur throughout the year are <a href="#">here</a>.</p> <p>Assessment flowcharts are used in every grade to guide the process:</p> <ul style="list-style-type: none"> <li>- <a href="#">Math assessment flowchart</a></li> <li>- <a href="#">Math progress monitoring flowchart</a></li> <li>- All 6 literacy assessment flowcharts (for each grade level) are <a href="#">here</a></li> </ul> <p>To guide the analysis of students' assessment and the formation of groups and goals during data days, teachers use the <a href="#">data day protocol</a> document (occurs formally three times per year). All students' tiered instructional groups and goals are captured on the <a href="#">math RTI "group PMP"</a> and <a href="#">literacy RTI "group PLP"</a> documents. The <a href="#">RTI Flowchart</a> and <a href="#">purpose and use of PLPs</a> document are used to guide educators in understanding when to write an <a href="#">individual PLP</a> for a student, as well as to begin a discussion with the special education department regarding a student. The <a href="#">literacy goal bank document</a> is used to guide goal formation for the group and individual PLP documents. Details of the strengthening of the MTSS process are also outlined in the <a href="#">recently published article</a> of <i>The Reading League Journal</i>.</p> <p><b>High School Level:</b></p>	
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		<p><b>The Compass School serves children in grades K-8, therefore, this section is not applicable.</b></p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	
Result	4	<p><b>SPP Disproportionate Representation (State Performance Plan Indicator #9 and #10)</b></p> <p>The Compass School is not disproportionate.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	
Result	5	<p><b>Suspension (State Performance Plan Indicator #4a): Significant</b> 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. <b>This was not applicable for The Compass School as no students with IEPs were suspended for greater than 10 days.</b></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><u>Documentation:</u> Data Analysis; State Performance Plan</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>Elementary Level &amp; Middle Level:</b></p> <p>As <a href="#">the mission statement</a> describes, we not only have a rigorous academic focus at The Compass School but we also emphasize and teach the importance of social responsibility and social/emotional growth that prepares students to be responsible citizens.</p> <p>The Compass School trains all K-8 teachers and staff in the Origins Developmental Designs framework. As their website explains, “<b>The Origins Program</b> offers a robust collection of teaching and learning resources to support students, educators, schools, and districts in achieving cultural equity, social and emotional competencies and academic excellence. The approach, <b><i>Developmental Designs (DD)</i></b>, is a set of research based, developmentally responsive teaching strategies that assist students in advancing their <b>Social Emotional Academic Learning S.E.A.L.®</b> These strategies encompass a personalized relationship-based learning approach to help educators better connect with students and parents, leverage their specific strengths, and address student needs.”</p> <p>The Compass School also incorporates <b>Social Thinking</b> and <b>Zones of Regulation</b> in the services and classrooms when appropriate depending on the needs of the child/class.</p> <p>The <b>Social Thinking</b> methodology “provides evidence-based strategies to help people ages four through adult develop their social competencies, flexible thinking &amp; social problem solving and improve:</p>	
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		<ul style="list-style-type: none"> <li>● Conversation &amp; social connection</li> <li>● Executive functioning</li> <li>● Friendship &amp; relationship development</li> <li>● Perspective taking</li> <li>● Self-regulation</li> <li>● Social Thinking Vocabulary”</li> </ul> <p>The <b>Zones of Regulation</b> “is the original framework and curriculum that develops awareness of feelings, energy and alertness levels while exploring a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness.”</p> <p>At the Back-to-School night each fall, parents are introduced to these frameworks and the language used within each.</p> <p>As part of the Developmental Designs (DD) framework, the students are tasked with creating their own set of “rules” or “agreements” for the community. At the beginning of each school year, all students offer their input in creating a <i>classroom</i> social contract/agreement. One representative from each classroom is chosen to represent their class in bringing their social contract to a larger group of other representatives from other classrooms. This group of students “boil down” the individual classroom social contracts into one <i>school-wide</i> social contract. That school social contract is printed and hung in every space throughout the school so the children and teachers are using a common language when referring to community expectations. This is the <a href="#">22-23 Compass School Social Contract</a>.</p>	
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		<p>To proactively set teachers and students up for success, <a href="#">this reminder</a> about the first six weeks of school is sent to each teacher and discussed at professional development days before the start of the school year.</p> <p>A number of procedures have been designed and implemented, with guidance from DD, to help children follow the Social Contract but also to help them regain and maintain control of their behavior in a non-punitive way when they struggle to meet expectations. <a href="#">Take a Break</a> and <a href="#">TAB-out</a> are two strategies taught to students and utilized to interrupt a behavior, have the student reflect on it and return back to learning more productively. When a pattern of needing to use either strategy often is noticed, teachers have a one-on-one <a href="#">Problem Solving Conference</a> with the student to make a more specific plan for success. When proactive strategies and teacher interventions aren't effective, teachers can call "Behavior Back-Up" for assistance from an administrator. Both the School Director and the Director of Student Services provide behavioral support throughout each day for the occasions when a child needs adult support, beyond a teacher or teacher's assistant, to regulate. Our goal is to de-escalate the situation and make a plan for/with the child to return to his/her classroom as soon as possible.</p> <p>The Compass School has adjusted the staffing at The Compass School to address the social/emotional needs of our students. Over the past few years, the school has slowly increased the School Counselor position from .5 FTE to 1.0 FTE. The Occupational Therapist has increased over time from .2 FTE to .8 FTE in the 22-23 school year. The school has contracted with a PhD clinical psychologist to complete evaluations, Functional Behavioral Assessments, observations and safety assessments for our students. When the need arose for more intensive intervention for a child struggling with behavior, the school enlisted the support of an outside agency, EverGrow Behavior Solutions, to collaborate with.</p>	
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		<p>The following Compass MTSS process is used for children who demonstrate a pattern of social, emotional or behavioral challenges that are not responding to the interventions outlined above:</p> <ul style="list-style-type: none"> <li>• Classroom teacher informs parent(s) of their intent to refer their child to the MTSS team</li> <li>• Classroom teacher fills out <a href="#">this referral form</a></li> <li>• The referral is sent to the Compass Director and the Director of Student Services for review. If there is sufficient evidence/data that intervention strategies already tried are not working, the referral is forwarded to the MTSS Team (composed of regular and special education teachers, School Director, Director of Student Services and the school counselor, as needed).</li> <li>• The Director adds the child to the MTSS schedule and invites the classroom teacher to attend the meeting.</li> <li>• At the MTSS meeting, the teacher explains the student's strengths and areas of concern in approximately five minutes.</li> <li>• The team spends approximately ten minutes to brainstorm a goal(s), intervention strategy(ies), a timeframe for how long the intervention will be implemented (typically 6-8 weeks), how progress will be measured, who will carry out the intervention and, when applicable, where it will be done.</li> <li>• This information is documented on sheet one of <a href="#">this form</a></li> </ul>	
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		<ul style="list-style-type: none"> <li>• The document is then shared with anyone involved in the implementation of the interventions.</li> <li>• <a href="#">This letter</a> is sent home to the parent explaining the concern, goals, interventions and suggestions for at home strategies to support the work in school.</li> <li>• The student is put on the MTSS schedule at a future date (typically 6-8 weeks) for review</li> <li>• At the review meeting, the goal and intervention strategies are reviewed and the progress towards the goal is reported on Sheet 2 of the above document as: <ul style="list-style-type: none"> <li>○ 1 - <i>making progress, continue with strategy</i></li> <li>○ 2 - <i>no progress made, change strategy</i></li> <li>○ 3 - <i>goal met</i></li> </ul> </li> <li>• At this point, the parent/guardian(s) are sent <a href="#">this letter</a> to let them know how their child is progressing.</li> </ul> <p>For more information about policies, please see <a href="#">The Compass School Student/Family Handbook</a>.</p> <p><b>High School:</b></p> <p><b>The Compass School serves children in grades K-8, therefore, this section is not applicable.</b></p>	
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		<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> <p><u>Documentation:</u> Data analysis, Interviews, Observations</p>	
Result	7	<p><b>Preschool Continuum</b></p> <p>The Compass School serves children in grades K-8, therefore, this section is not applicable.</p>	
Result	8	<p><b>Program Continuum Elementary Level</b></p> <p>There are 126 students attending The Compass School at the elementary level (K-5) and 32 of those students have IEPs (25%). The special education program continuum is as follows:</p> <p>The Compass Charter School currently offers a Kindergarten through eighth grade educational program. Four multi-age / multi-year steps and one stand alone step configuration fosters a climate that allows differentiated instruction tailored to the individual student. The multi-age / multi – year configuration is as follows:</p> <ul style="list-style-type: none"> <li>● Explorers: Grades K and 1 36 children</li> <li>● Adventurers: Grade 2 20 children</li> <li>● Discoverers: Grades 3 and 4 40 children</li> </ul>	

		<ul style="list-style-type: none"> <li>• Investigators: Grades 5 and 6 60 children</li> <li>• Navigators: Grades 7 and 8 60 children</li> </ul> <p>The educational program at each multi-year step is facilitated by two to three general educators, a special educator and a paraprofessional.</p> <p>The Compass School ensures that a student's access to and participation in the general education curriculum does not occur solely because a student is placed in a general education classroom, but rather when students with disabilities are actively engaged in learning the content and skills within the general education curriculum. To address their disability, students with IEP's have the appropriate supports, services and accommodations within the curriculum, instructional materials, how the curriculum is taught to the student, the physical environment and how the student's learning is measured. It is the consideration of the individual needs of the student and the support, services and/or modifications needed that determine which of the service delivery options would be most appropriate to assist the student to meet his/her annual goals and to meet RI Core and Common Core standards.</p> <p>For most children and services, specifically designed instruction is provided through an inclusive model in the general education setting. As needed, students requiring more specific, specialized instruction in a smaller, quieter setting are provided this support through small group or one- on-one pull out sessions.</p> <p>The service delivery models includes, but is not limited to, the following:</p> <ul style="list-style-type: none"> <li>• Individual and Small group evidence-based instruction</li> <li>• Orton-Gillingham</li> <li>• Station Teaching</li> </ul>	
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		<ul style="list-style-type: none"> <li>• Center-based Teaching</li> <li>• Parallel Teaching (differentiated groups)</li> </ul> <p>Staffing for our special education program consists of:</p> <ul style="list-style-type: none"> <li>• Four full-time (1.0 FTE) special education teachers deliver specially designed instruction in both the general education setting as well as in a small group or individual pull-out setting. Special Educators provide services to children with IEP's as well as those in the RtI process</li> <li>• One part-time (.8 FTE) Speech/Lang Pathologist delivers specially designed instruction in both the general education setting as well as in a small group or individual pull-out setting. The SLP provide services to children with IEP's as well as those in the MTSS process</li> <li>• One part-time (.6 FTE) Occupational Therapist delivers specially designed instruction in both the general education setting as well as in a small group or individual pull-out setting. The occupational therapist provides services to children with IEP's as well as those in the MTSS process</li> <li>• The full-time (1.0 FTE) School Counselor delivers specially designed instruction in both the general educational setting as well as in a small group or individual pull-out setting. She facilitates social skills groups and provides individual counseling as well as consults with classroom teachers on strategies and interventions for children who are struggling socially/emotionally</li> <li>• The school has a part time (as needed) consultant Clinical Psychologist (PhD) who completes cognitive and clinical evaluations (new and 3 yr re-evals) as well as Functional Behavioral Assessments, classroom observations, safety assessments and is utilized as a consultant for teachers and parents, when needed</li> <li>• Currently there are no students requiring physical therapy services but</li> </ul>	
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		<p>should this need arise Compass would contract with an outside agency or hire a certified outside contractor.</p> <ul style="list-style-type: none"> <li>Additional faculty (reading coach, administrators, paraprofessionals) provide academic and behavior intervention support</li> </ul> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p>	
Result	9	<p><b>Program Continuum Middle Level</b></p> <p>There are 90 students attending The Compass School at the middle school level (grades 6-8) and 20 of those students have IEPs (22%). The special education program continuum is as follows:</p> <p>The Compass Charter School currently offers a Kindergarten through eighth grade educational program. Four multi-age / multi-year steps and one stand-alone step configuration fosters a climate that allows differentiated instruction tailored to the individual student. The multi-age / multi – year configuration is as follows:</p> <ul style="list-style-type: none"> <li>Explorers: Grades K and 1 36 children</li> <li>Adventurers: Grade 2 20 children</li> <li>Discoverers: Grades 3 and 4 40 children</li> <li>Investigators: Grades 5 and 6 60 children</li> <li>Navigators: Grades 7 and 8 60 children</li> </ul> <p>The educational program at each multi-year step is facilitated by two to three general educators, a special educator and a paraprofessional.</p> <p>At the Compass School, we ensure that a student's access to and participation in the general education curriculum does not occur solely because a student is placed in a general education classroom, but rather</p>	

	<p>when students with disabilities are actively engaged in learning the content and skills within the general education curriculum. To address their disability, students with IEP's have the appropriate supports, services and accommodations within the curriculum, instructional materials, how the curriculum is taught to the student, the physical environment and how the student's learning is measured. It is the consideration of the individual needs of the student and the support, services and/or modifications needed that determine which of the service delivery options would be most appropriate to assist the student to meet his/her annual goals and to meet RI Core and Common Core standards.</p> <p>For most children and services, specifically designed instruction is provided through an inclusive model in the general education setting. As needed, students requiring more specific, specialized instruction in a smaller, quieter setting are provided with these supports through small group or one- on-one pull out sessions.</p> <p>The service delivery models include, but are not limited to, the following:</p> <ul style="list-style-type: none"> <li>• Individual and Small group evidence-based instruction</li> <li>• Orton-Gillingham</li> <li>• Station Teaching</li> <li>• Center-based Teaching</li> <li>• Parallel Teaching (differentiated groups)</li> </ul> <p>Staffing for the special education program consists of:</p> <ul style="list-style-type: none"> <li>• Four full-time (1.0 FTE) special education teachers deliver specially designed instruction in both the general education setting as well as in a small group or individual pull-out setting. Special educators provide services to children with IEP's as well as those in the MTSS process</li> <li>• One part-time (.8 FTE) Speech/Lang Pathologist delivers specially designed instruction in both the general education setting as well as in a small group or individual pull-out setting. The speech and language</li> </ul>	
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		<p>pathologist provide services to children with IEP's as well as those in the MTSS process</p> <ul style="list-style-type: none"> <li>• One part-time (.6 FTE) Occupational Therapist delivers specially designed instruction in both the general education setting as well as in a small group or individual pull-out setting. The occupational therapist provides services to children with IEP's as well as those in the MTSS process</li> <li>• the full-time (1.0 FTE) school counselor delivers specially designed instruction in both the general education setting as well as in a small group or individual pull-out setting. She facilitates social skills groups and provides individual counseling as well as consults with classroom teachers on strategies and interventions for children who are struggling socially/emotionally</li> <li>• The Compass School has a part time (as needed) consultant Clinical Psychologist (PhD) who completes cognitive and clinical evaluations (new and 3-year re-evaluation) as well as Functional Behavioral Assessments, classroom observations, safety assessments and is utilized as a consultant for teachers and parents, when needed</li> <li>• Currently there are no students requiring physical therapy services but should this need arise Compass would contract with an outside agency or hire a certified outside contractor.</li> <li>• Additional faculty (reading coach, administrators, paraprofessionals) provide academic and behavior intervention support</li> </ul> <p><u>Documentation:</u> Data Analysis; Interviews; Observations</p>	
Result	10	<b>Program Continuum High School Level</b>	

		<p>The Compass School serves children in grades K-8, therefore, this section is not applicable.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p>	
Result	11	<p><b>Adaptive Physical Education (APE)</b></p> <p>Currently, Compass does not have any students (0) who require adaptive physical education services. However, if Compass has a student who becomes eligible for APE or a child chosen through the lottery admission process needs this service, the physical education teacher is certified in adaptive physical education and can provide it.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p>	
Result	12	<p><b>Extended School Year (ESY)</b></p> <p>The IEP team determines a child's eligibility for ESY at each student's annual IEP meeting using the ESY determination tool. If the student is deemed eligible for Extended School Year services, the team then decides which IEP goals should be addressed through ESY.</p> <p>The schedule for ESY is determined at the end of each school year and is based on student need. In the summer of 2022, Compass ran a five-week program, three days a week from 8-12:30am. ESY was taught by a special educator, Occupational Therapist and Speech Pathologist.</p> <p><u>Documentation:</u> Data Analysis; Interviews</p>	

<p>Result/ Compliance</p>	<p>13</p>	<p><b>Local Special Education Advisory Committee (LAC)</b></p> <p>Since COVID-19, the Compass School has not been able to meet the requirement of parent recruitment for this committee and has not held four meetings per year. (300.900)</p> <p><u>Documentation:</u> <i>Data Analysis; Interviews</i></p>	<p>A LAC will be established according to RI Regulatory requirements (300.900).</p> <p><b>Timeline:</b> Immediately</p> <p><b>Progress Check:</b> May 2024</p> <p>To rectify this issue, the Director of Student Services has taken the following three steps to re-institute the Compass SELAC committee for the 23-24 school year:</p> <ol style="list-style-type: none"> <li>1. Updated the <a href="#">Compass School SELAC flier</a> and distributed it to existing families via the letter below. The Director will also send the same email containing this flier to all parents of newly accepted children with IEP's once it is confirmed they will be attending the Compass School. The flier will also be distributed at all special education meetings throughout the school year. Additionally, the flier will be shared at various times throughout the school year via our Co-Op (similar to a Parent Teacher Organization) and in our "Weekly Updates" and "A Note from the school Director," both of which are newsletter-type communications targeted to Compass families.</li> <li>2. Sent <a href="#">this SELAC recruitment letter</a> via email in May 2023 to all current Compass parents of children with IEP's in anticipation of re-instituting a</li> </ol>
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			<p>committee for the 23-24 school year. The Director will also send the same email to all parents of newly accepted children with IEP's once it is confirmed they will be attending the Compass School.</p> <p>3. Participated in a <a href="#">webinar</a> titled <u>Advocacy in Action: A Guide to Local Special Education Advisory Committees</u> designed for Special Education Administrators offered by RIPIN. The following is a summary of the content of the webinar:</p> <p>RI Parent Information Network presented an overview to special education directors, parent leaders, and others with an interest in parent engagement at the local level. The very teamwork and collaboration that are at the core of IDEA are also at the core of best practice in special education (Local Special Education Parent Advisory Councils). This presentation includes a walkthrough of the national guidebook, <u>Advocacy in Action: A Guide to Local Special Education Parent Advisory Councils</u> and includes tips on engaging parents on system change through Rhode Island's Special Education Local Advisory Committees.</p> <p>Once a committee is established, the members will:</p> <ul style="list-style-type: none"> <li>• decide on a chair</li> </ul>
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			<ul style="list-style-type: none"> <li>• create a survey to send to parents which will advise the committee on what topics they would like to learn more about</li> <li>• draft agendas of future meetings</li> <li>• seek out and invite outside guests to give presentations on the topics of interest expressed by the parent survey</li> <li>• consider collaborating with Kingston Hill Academy's SELAC, as we have done in the past</li> </ul> <p><b><u>FOLLOW-UP FINDINGS:</u></b></p>
Result	14	<p><b>School Efforts to Partner with Parents (State Performance Plan Indicator #8)</b></p> <p>The Compass School public-school district's rate of parent participation (for parents whose children have IEPs) in the annual Special Education Statewide Parent Survey (2020-2021) is <b>50%</b>. As an attempt to increase participation in the 2024 survey, the Compass School Director of Student Services will reach out specifically to parents of children with IEP's and ask that they fill it out. She will also offer to answer any questions they may have to alleviate any concerns that may be prohibitive to them completing it.</p>	



On the spring 2022, Family-School Relationship Survey, **85% of parents of children with IEP's responded favorably** to the "Special Education Services" questions.

On the spring 2023, Family-School Relationship Survey, **95% of parents of children with IEP's responded favorably** to the "Special Education Services" questions.

Documentation: *Data Analysis; State Performance Plan; Panorama Results for Surveyworks*



## Spring '23 Family Survey

What feedback did family members have for their school?

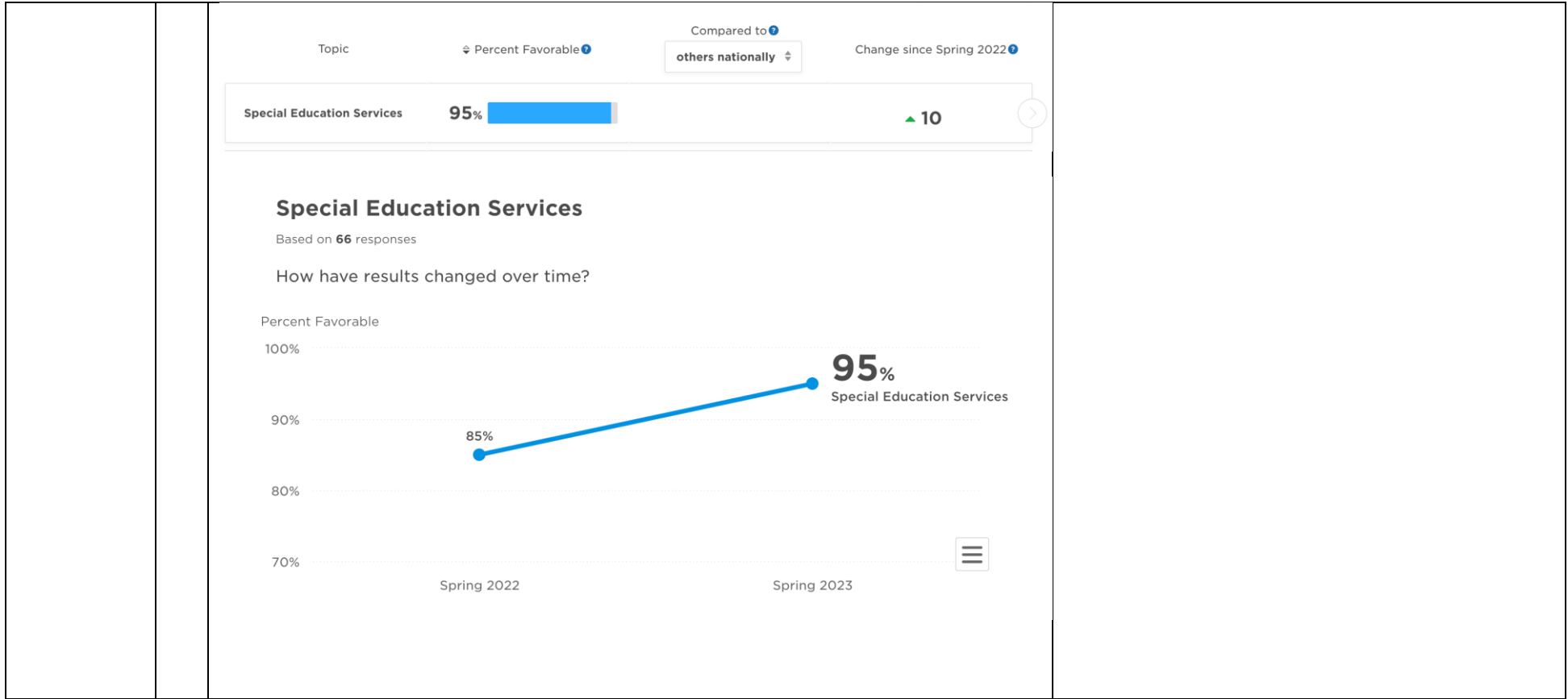
Family-School Relationships Survey

66 responses

[hide breakdown](#)

### Are you responding on behalf of a student with an IEP?

Yes	20	30%
No	46	70%



		<p>How do these results compare to benchmarks? ?</p> <p><b>Your result compared to Rhode Island</b></p> <div> <p><b>95%</b> Your result</p> <p>Your result is 95%, and the average for Rhode Island is 78%.</p> </div> <p>Most frequent</p> <p>0 10 20 30 40 50 60 70 80 90 100</p> <p>Percent favorable</p> <p>— Your result      ● Rhode Island Distribution of 56 distri...</p>	
Result	16	<p><b>Drop Out / Graduation Rate (State Performance Plan Indicator #1 and #2)</b></p> <p>The Compass School serves children in grades K-8; therefore, this section is not applicable.</p> <p><u>Documentation:</u> <i>Data Analysis; State Performance Plan</i></p>	

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

Indicator		Findings	Support Plan
Result	1	<p>Records of approximately 4 students were reviewed prior to the on-site review by the team leaders. Students' records were very accessible. The record review process identified by following:</p> <ul style="list-style-type: none"> <li>-SLD form is not aligned with Rhode Island regulatory requirements (300.307). See also item #5 in this Section.</li> <li>-The following will be added to the IEP invitations: "At the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate." 300.321(a)(6).</li> </ul>	<p>Verification 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><b>Timeline:</b> Immediately</p> <p><b>Progress Check:</b> May 2024</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; Observation</p>	<b><u>FOLLOW-UP FINDINGS:</u></b>
Result	2	<p><b>Child Outreach Screening</b></p> <p>The Compass School serves children in grades K-8, therefore, this section is not applicable.</p> <p><u>Documentation:</u> State Performance Plan; Data Interviews</p>	
Result	3	<p><b>Child Find (State Performance Plan Indicator #11)</b></p> <p>The Compass School for the year 2020 - 2021 was at 100% compliance for meeting evaluation timelines for initial referrals. As of June 1, 2023, the Compass School was thus far at 100% compliance for meeting evaluation timelines for initial referrals.</p> <p><u>Documentation:</u> State Performance Plan Data</p>	
Result	4	<p><b>Student Accommodations and Modifications</b></p> <p>While drafting an initial or annual IEP, the special educator consults with the general educator on what accommodations/modifications are necessary for</p>	

		<p>the child to succeed in the gen ed classroom. At the beginning of each school year and after each annual IEP meeting, the special education teacher shares individual student IEPs with the general education teacher and any other teachers with whom the child will work. Throughout the school year, general educators have access to the (secured) paper file as well as the electronic version of their students' IEPs. In addition, special educators meet with general educators regularly to ensure their understanding of the accommodations and modifications and monitor that they are being implemented as outlined in the IEP with fidelity.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Document Reviews</p>	
Result/ Compliance	5	<p><b>Specific Learning Disabilities Determination (SLD)</b></p> <p>When a student is suspected of having a specific learning disability, evaluation and assessment information is gathered from a variety of sources including but not limited to:</p> <ul style="list-style-type: none"> <li>• RtI/MTSS data</li> <li>• formal evaluations</li> <li>• formative and summative assessment data</li> <li>• progress monitoring data</li> <li>• benchmark assessment data</li> <li>• classroom observation</li> <li>• parent and teacher reports</li> <li>• outside evaluations, where applicable</li> </ul>	<p><b>Timeline:</b> Immediately</p> <p>Compass will review and revise their SLD determination process to be aligned with Rhode Island regulatory requirements. Professional development for staff will occur.</p> <p><b>Progress Check:</b> May 2024</p> <p><b><u>FOLLOW-UP FINDINGS:</u></b></p>

		<p>When a student is referred for special education evaluation, the Evaluation Team reviews all relevant data to determine:</p> <ol style="list-style-type: none"> <li>1. if the student's achievement on RI and Common Core Standards is significantly different than his/her peers</li> <li>2. that the student is not making sufficient progress to meet age or state approved grade level expectations and English language proficiency standards after receiving evidence based interventions that were delivered with fidelity</li> </ol> <p>If the Evaluation Team determines that a formal educational evaluation is warranted, a cognitive/clinical evaluation is completed as well as an educational evaluation which assesses the following areas of academic achievement:</p> <ul style="list-style-type: none"> <li>• <b>Reading:</b> silent reading fluency, writing fluency, reading vocabulary, phonological awareness, nonsense word decoding, word recognition fluency, decoding fluency, associational fluency, naming facility, letter and word recognition, reading comprehension</li> <li>• <b>Math:</b> math fluency, math concepts and applications, math computation</li> <li>• <b>Written Language:</b> written expression, spelling</li> <li>• <b>Oral language:</b> oral expression, language comprehension</li> </ul> <p><u>Documentation:</u> Interviews; Record Reviews (See Section 2, item #1)</p>	
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Result	6	<b>Due Process Information (State Performance Plan Indicators)</b>  Over the past three years The Compass School has had <b>no (zero)</b> complaints, mediations, or hearings.  <u>Documentation:</u> Data Analysis, RIDE, Due Process Data Base	
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### 3. IDEA TRANSITION

Indicator		Findings	Support Plan
Result	1	<b>Part C (Early Intervention) to Part B Transition (State Performance Plan Indicator #12)</b>  The Compass School serves children in grades K-8; therefore, this section is not applicable.  <u>Documentation:</u> Data Analysis; Interviews; State Performance Plan	
Result	2	<b>IDEA Transition Planning at the Middle Level</b>  Prior to a Secondary Transition IEP meeting, in which the student will attend and participate, the student meets with their Special Education teacher. At this meeting, the Special Educator explains the IEP meeting process to the student. Together they identify the students' areas of strengths and needs to be shared at the upcoming meeting.  An interview is then conducted that focuses on education and training, employment and independent living after high school.	



		<ul style="list-style-type: none"> <li>• Students complete educational surveys entitled “Things that are Difficult for Me,” and “What’s Your Learning Style” to reflect on their education.</li> <li>• The student also completes a self-assessment entitled “Independent Living Skills” that highlights their independent skills within their household and in the community.</li> <li>• The Special Educator and the student complete a “Career Clusters Interest Survey” together that shows careers that they may want to explore.</li> </ul> <p>All of this information is added to the IEP in the Transition section, Present levels of Functional Performance Page, and the Transition Services section.</p> <p>The Special Educator then prepares the student for the IEP meeting by explaining the purpose and agenda for the meeting. The Special Educator answers any questions the student may have. Together, they prepare a short list of areas of strength and areas of need for the student to share at the meeting.</p> <p>During the meeting, the student shares their strengths and needs with the team. They are then encouraged (not required) to participate and collaborate, in any additional capacity which they are comfortable with, on the IEP draft and ensuing conversations among the team.</p> <p>To assist students and families in making the best decision on a high school to attend, Compass holds a High School Choice Night each Fall where current HS students, Principals and Special Education Directors/Teachers are invited from RI high schools to share about their experiences, programs and special education services at their high school. In the 22-23 school year, nine RI high schools participated in this special event at Compass.</p> <p>In addition, the school encourages the transitioning 8th grade students to schedule a shadow day at a high school(s) in which they are interested in possibly attending.</p> <p>Lastly, upon request, the 8th grade special educator and/or Director of Student Services meets or talks with the high school guidance or special education office to prepare for the smoothest transition possible for the student.</p> <p><u>Documentation:</u>    <i>Data Analysis; Interviews; Record Reviews</i></p>	
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Result	3	<b>IDEA Transition Planning at the High School Level</b>  The Compass School serves children in grades K-8; therefore, this section is not applicable.  <u>Documentation:</u> Data Analysis; Interviews; Record Reviews	
Result	4	<b>Office of Rehabilitative Services (ORS) and to the Department of Behavioral Healthcare, Developmental Disabilities &amp; Hospitals (BHDDH).</b>  The Compass School serves children in grades K-8, therefore, this section is not applicable.  <u>Documentation:</u> Interviews; Document Review	
Result	5	<b>Summary of Performance (SOP)</b>  The Compass School serves children in grades K-8; therefore, this section is not applicable.  <u>Documentation:</u> Interviews; Document Review	
Result	6	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>  The Compass School serves children in grades K-8; therefore, this section is not applicable.  <u>Documentation:</u> Interviews; Document Review	

Result	7	<p>Percent 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. <b>(State Performance Plan Indicator #14)</b></p> <p>The Compass School serves children in grades K-8; therefore, this section is not applicable.</p> <p><u>Documentation:</u> Interviews; Document Review</p>	
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