



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

School Support System Report and Support Plan

**Coventry Public Schools
April 2026**

SCHOOL SUPPORT SYSTEM

A Collaborative System of Cyclical Monitoring

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

- **The Orientation Meeting:** The Rhode Island Department of Education (RIDE) staff meets the Local Education Agency (LEA) to plan the site review and identify issues or initiatives that may influence programs or service delivery.
- **Data Analysis Meeting:** The RIDE staff meets to review LEA demographic information on selected reports including: the state performance plan, census information, and information collected through record review, staff questionnaires and parent interviews. To ensure that the child is at the center of the study, all analyses begin with the child. Thus, a stratified random selection of students with IEPs is selected; the records of these students are reviewed; their parents/guardians, teachers and related service providers are interviewed, and their classes are observed. The result is an in-depth, unified examination of the actual provision of programs and services for students with exceptionalities. The RIDE staff compiles a preliminary summary of their analyses of this data.
- **Presentation by the LEA and School Site Review:** The on-site review begins with a presentation of programs by staff. The presentation provides the review team with general and specific information on delivery of programs and services to students. Following this presentation, on-site reviews of schools are made. The team members interview school administrators and teaching staff. Parents and central office staff are also interviewed. The team gathers data-based information and works with the LEA personnel to generate a report, covering the following:
 - o The district's compliance with the state and federal regulations, relative to the education of students with exceptionalities.
 - o The quality and effectiveness of programs and services provided by the district.
 - o The need for professional development and technical assistance that will enable the LEA to improve programs and services.
- **The Corrective Action/Support Plan:** The RIDE team, LEA central office and building administrators meet to review the data and complete a report of results. The group designs a professional development/technical assistance support plan with timelines for implementation and correction of any noncompliance. All findings of noncompliance must be corrected as soon as possible but no later than one year from the State's written notification of noncompliance. This plan enables the district to correct areas of non-compliance and to strengthen promising programs and correct areas of weakness to improve services and programs for all students.
- **The SSS Report:** The report summarizes the findings from various data sources. The format of the report uses five divisions: Indicators, Findings, Noncompliance, and Corrective Action/Support Plan. Indicators describe either result or compliance in the topical areas of Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE), Evaluation/Individual Educational Program (IEP) and IDEA Transition. The documentation is listed in both the Findings and Noncompliance sections of the report. The corrective action/support plan reflects the response to the described finding and actions by the district as well as resources and timelines to improve programs and services. All findings of noncompliance must be corrected as soon as possible but no later than one year from the State's written notification of noncompliance.
- **Subsequent & Timely Follow / Verification Process & Reporting:** RIDE, IDEA Quality Assurance personnel and the School Support System Liaison work with the LEA to verify correction, including reviewing subsequent data to ensure correction of noncompliance. Also, within the one-year monitoring timeframe RIDE personnel will return to the district and follow up to ensure ongoing compliance is maintained. This will include, as applicable, program spot checks/reviews and record reviews. Our baseline number of records will not go below six. Pending subsequent and timely verification, a letter closing the SSS monitoring process will be issued.

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Coventry Public Schools School Support System Review

RIDE Team Leaders

Team A – Sandra Cambio

Team B – Mary Ann Mello

Team C – Susan Wood

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)

Item #	Review Information	Noncompliance Finding (if applicable) & Corrective Action/Support Plan (if applicable)
1	Least Restrictive Environment Data (State Performance Plan Indicator #5 (20 U.S.C. 1416(a)(3)(A)) Based on the FY July 1, 2023-June 30, 2024, State Performance Plan information on Coventry Public Schools Placement is as follows: The percentage of students educated 80% or more of the time in general education settings is 69.93% (RI District Average is 71.05%) Percentage of students educated for 39% or less of the time in general education settings is 7.01% (RI District Average is 12.5%) Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 3.8% (RI District Average is 5.11%) <i>Documentation: Data Analysis; State Performance Plan</i>	<u>Noncompliance Finding (if applicable):</u> No finding. Regulatory Citation: N/a <i>Documentation: Data Analysis; State Performance Plan</i> <u>Corrective Action / Support Plan:</u> N/a Timeline: N/a Progress Check: N/a <u>Follow Up Information:</u> N/a
2	Participation and performance of children with IEPs on statewide assessments (State performance Plan Indicator #3 (20 U.S.C. 1416 (a)(3)(A)) A. Participation rate for children with IEPs. ELA grade 4: 99% Math grade 4: 99.01%	<u>Noncompliance Finding (if applicable):</u> No finding. Regulatory citation: N/a <i>Documentation: Data Analysis; State Performance Plan</i>

	ELA grade 8: 96.12% Math grade 8: 99.06% ELA HS: 97.10% Math HS: 97.10% B. Proficiency rate for children with IEPs against grade level academic achievement standards. ELA grade 4: 1.06% Math grade 4: 5.38% ELA grade 8: 4.17% Math grade 8: 1.92% ELA HS: 0% Math HS: 3.57% C. Proficiency rate for children with IEPs against alternate academic achievement standards. ELA grade 4: 0% Math grade 4: 0% ELA grade 8: 0% Math grade 8: 0% ELA HS: 80% Math HS: 66.67% D. Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards. ELA grade 4: 31.42% Math grade 4: 41.53% ELA grade 8: 35.59% Math grade 8: 28.38% ELA HS: 52.58% Math HS: 22.20% In order to decrease achievement gaps between students with versus without IEPs, Coventry Public Schools has implemented a series of initiatives at all levels such as: • District: Hired Director of Curriculum, Instruction and Assessment; School and District Improvement Plans contain goals specifically	<u>Corrective Action / Support Plan:</u> N/a Timeline: N/a Progress Check: N/a <u>Follow Up Information:</u> N/a
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	geared towards addressing existing achievement gaps; Implementation of High Quality Curriculum Materials; Provide mandatory universal Structured Literacy training to special educators. • Preschool: Use of robust curriculum and assessment; aligned to the RIELDS. Creative Curriculum, Second Step, Young Mathematicians and Cognitive Toybox for assessment- used for both state preschool and integrated programs as well. • Elementary: Pilot content expert special educator model, adopted an Instructional Coherence model, aligning the critical areas for ELA and Math. Elementary uses Second Step for SEL and has a pilot in some buildings with the Yale Center for Social/Emotional Intelligence.(RULER) • Middle School: Expand program options for students with more pronounced academic and socio-emotional challenges • High School: Provide more service delivery options in addition to co-teaching; Expand program options for students with more pronounced academic challenges <i><u>Documentation:</u> Data Analysis; State Performance Plan</i>	
3	SPP Disproportionate Representation (State Performance Plan Indicator #9 (20 U.S.C. 1416(a)(3)(C)) and #10 (20 U.S.C. 1416(a)(3)(C)) Coventry is not disproportionate. <i><u>Documentation:</u> Data Analysis; State Performance Plan</i>	<u>Noncompliance Finding (if applicable):</u> No finding. Regulatory Citation: N/a <i><u>Documentation:</u> Data Analysis; State Performance Plan</i> <u>Corrective Action / Support Plan:</u> Timeline: N/a Progress Check: N/a <u>Follow Up Information:</u>

		N/a
4	Suspension (State Performance Plan Indicator 4a and 4b (20 U.S.C. 1416(a)(3)(A); 1412(a)(22)) #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 Coventry Public Schools as no students with IEPs were suspended for greater than 10 days. State Performance Plan Indicator #4b 0% had: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. School Removals/Disciplinary Policies. Throughout the district, behavioral expectations along with disciplinary action protocols and policies are comprehensively defined in student handbooks. <i>Documentation: Data Analysis; State Performance Plan</i>	<u>Noncompliance Finding (if applicable):</u> No finding. Regulatory Citation: N/a <i>Documentation: Data Analysis; State Performance Plan</i> <u>Corrective Action / Support Plan:</u> N/a Timeline: N/a Progress Check: N/a <u>Follow Up Information:</u> N/a
5	Multi-tiered System of Support (MTSS) <u>Tier I</u> <u>Academic & Social Emotional Learning/Supports</u>	<u>Noncompliance Finding (if applicable):</u> No finding. Regulatory Citation: N/a

	Elementary Level At the five elementary schools in Coventry, Tier I supports are the schoolwide practices we use every day to help all students learn, feel safe, and stay connected. These universal supports are implemented in every classroom and across all settings. Tier 1 supports include: • High-quality core instruction in all subject areas, with small-group instruction and differentiation to meet student needs • Structured intervention time within the classroom, including small-group rotations and opportunities for targeted practice during the school day • Universal academic screening (iReady) three times per year in reading and math • Schoolwide PBIS system with clear expectations and daily positive reinforcement • Social-emotional learning lessons through high quality SEL curriculum to teach skills like emotion management, problem-solving, and kindness • Morning check-ins and community-building routines to promote belonging and a positive classroom climate • Regular attendance monitoring and family communication to support strong attendance habits • Consistent schoolwide routines for classrooms, recess, cafeteria, hallways, and buses • Access to support staff, including the school counselor, social worker, school psychologist, reading/math specialists, and behavior intervention support • Celebrations and recognition systems that highlight positive choices and student effort across the school • Family engagement through regular communication, newsletters, family events, and two-way partnerships that support learning and attendance	<i>Documentation: Data Analysis; Document Review, Record Reviews</i> <u>Corrective Action / Support Plan:</u> N/a Timeline: N/a Progress Check: N/a <u>Follow Up Information:</u> N/a
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Middle Level

Alan Shawn Feinstein Middle School implements a comprehensive Multi-Tiered System of Supports (MTSS) designed to meet the academic, behavioral, social-emotional, and attendance needs of all students. MTSS teams meet monthly in grade-level groupings, with administration and support staff (social workers) meeting separately with Grade 6, Grade 7, and Grade 8 teams. A full cross-disciplinary MTSS meeting—including administrators, social workers, school psychologists, school counselors, the student assistance counselor, and the dean of students—is held during the final week of each month. Meetings are scheduled for one hour but occur more frequently as needed.

Core MTSS team members include administrators, school counselors, general educators, and special educators. Additional staff—such as the dean of students, special education coordinator, school psychologist, student assistance counselor, or other relevant personnel—are invited on an as-needed basis. Students are referred through an electronic referral form. Interventions are implemented for approximately six to eight weeks, followed by a review of progress-monitoring data to guide decision-making.

Tier I Attendance, Social Emotional/Behavioral & Academic Supports

Tier 1 Attendance supports are designed for all students, including those who have missed less than five percent (5%) of classes or school days. Universal strategies include:

- Clear communication of school attendance policies and procedures to students and families.
- Recognition and acknowledgment of students demonstrating strong attendance or improvement.
- Schoolwide initiatives promoting the value of regular attendance, including incentives, assemblies, and classroom activities.
- Ongoing monitoring of attendance patterns by the school attendance team to identify early concerns.

These Tier 1 strategies aim to prevent absenteeism and encourage a culture of consistent attendance across the school community.

Tier 1 Social emotional (SEL)/behavior supports provide all students with a strong foundation in social-emotional competencies. Classroom-based SEL instruction promotes emotional regulation, self-awareness, responsible decision-making, and positive relationship-building. These skills help create a safe and supportive classroom environment where students can succeed both socially and academically. The school's PBIS framework strengthens Tier I supports by establishing schoolwide behavioral expectations, consistent routines, and systems for positive reinforcement. Universal plans vary in frequency and intensity, allowing staff to adjust supports based on student and classroom needs. Positive Behavioral Interventions and Supports (PBIS) are implemented schoolwide and reinforced by all staff, including administrators, teachers, support staff, paraprofessionals, custodians, bus drivers, and monitors. Staff award "SOAR" tickets to students demonstrating the core values of a Feinstein Falcon—Safety, Ownership, Achievement, Respect, and Reflect. Weekly drawings allow students to earn prizes, and individual teams provide additional PBIS incentives, such as team treats, field trips, and teacher lunches. Student Council supports PBIS through schoolwide competitions, Spirit Days, festivals, and other activities that foster positive peer relationships.

Tier I Academic supports ensure equitable access to high-quality instruction for all learners. Teachers use differentiated instruction to tailor content, materials, and assessments to students' diverse learning styles and abilities. Universal Design for Learning (UDL) principles guide lesson design, making instruction accessible and flexible for every student. Ongoing formative assessment allows teachers to monitor progress closely and deliver timely, targeted feedback. Clear and consistent classroom expectations, combined with positive reinforcement systems, support both academic and behavioral success. Cooperative learning structures foster communication and collaboration, while explicit and scaffolded instruction helps students build essential skills and master grade-level concepts. All students participate in schoolwide screening at the beginning, middle, and end of the year to assess reading proficiency and determine appropriate levels of support. Reading Specialists analyze iReady and DIBELS data to identify students performing below grade-level standards and place them in appropriate reading interventions. The math interventionist uses iReady data, school-created

progress monitoring tools, and additional math assessments to identify skill deficits and determine math intervention needs.

High School

Tier I – Academic & Social Emotional Learning/Supports

At Coventry High School, Tier I supports are designed to promote academic success, social-emotional wellness, and positive school engagement for all students. The MTSS team meets weekly and includes administrators, guidance counselors, special educators, the school psychologist, social worker, substance abuse counselor, and department representatives.

Universal Tier I supports include:

- Advisory periods that provide academic check-ins and social-emotional learning, as well as social emotional screening for 9th and 10th graders.
- A schoolwide PBIS framework with clear expectations and positive reinforcement.
- High-quality core instruction with embedded differentiation.
- Universal screening through iReady benchmark assessments (fall, winter, spring).
- Clear attendance policies with automated parent notifications.
- Weekly attendance monitoring supported by a “nudge” communication system.
- School climate initiatives designed to ensure every student has a trusted adult connection.

	• Access to all guidance counselors and the Student Assistance Program. These universal supports establish a strong foundation for student success while helping identify students who may require more targeted support. <u>Tier II</u> <u>Academic & Social Emotional Learning/Supports</u> Elementary Level Tier II supports at the five Coventry Elementary Schools provide additional, targeted help for students who need more than universal instruction and SEL supports. These interventions are layered on top of Tier I and are designed to be short-term, skill-focused, and data-driven. Targeted Tier II Supports at the Elementary Schools Include: • Increased progress monitoring, using iReady data, classroom assessments, and targeted skill checks to monitor student growth more frequently • Weekly MTSS subcommittees for both academics and social-emotional/behavioral needs, where staff review data, match students to interventions, and monitor student progress • Social Emotional screening for at-risk students to develop SEL interventions (whole class, small group, and individual). • Full-time interventionists in ELA, Math, and Behavior who deliver consistent, research-based small-group interventions aligned to identified skill gaps • Structured intervention blocks where students receive additional practice and instruction outside of core whole-group teaching • Goal-setting and data conversations with students to increase ownership and motivation	
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- Check-In/Check-Out and other targeted behavior supports for students who need increased structure, positive reinforcement, or adult connection
- Attendance Team interventions, such as personalized outreach, attendance action plans, and collaboration with families to address barriers
- Social skills groups and SEL skill-building delivered by the counselor, social worker, school psychologist, or interventionist
- Regular communication with families regarding progress, attendance, and intervention plan

Middle Level

Tier II Attendance, Social Emotional/Behavioral & Academic Supports

Tier 2 Attendance supports target students missing five percent (5%) to less than ten percent (10%) of classes or school days. Strategies include:

- Individual written communication to parents/guardians emphasizing the importance of regular attendance.
- Supportive conferences with parents/guardians, students, and school staff to identify barriers to attendance.
- Referral to the school attendance team for ongoing monitoring and assistance. There are grade level attendance subcommittees that meet regularly to discuss and take action.
- Development of targeted supports tailored to each student's needs, including guidance, counseling, or academic assistance.

Tier 2 interventions provide early, individualized support to prevent further absenteeism and encourage students to maintain consistent attendance.

Tier II Social-emotional and behavioral supports are provided on a continuum to meet the needs of students requiring targeted intervention. Supports include small-group interventions that focus on specific behavior strategies, such as Check-In/Check-Out systems and social skills groups. Any student may schedule an appointment with SEL staff as needed, and some students have an "anytime pass" allowing them to quietly leave the classroom to access the Guidance Suite or ULSS Suite, where most SEL staff are located.

	Students who qualify for in-school counseling through a Section 504 plan or IEP meet with SEL staff at regularly scheduled intervals, such as weekly, bi-weekly, or monthly. Students with the most intensive needs receive support within specialized programs, where teachers trained in Second Step and DESSA conduct multiple social skills groups each week. School Psychologists and School Social Workers collaborate with these programs to provide additional support. Behavior intervention plans are developed for students demonstrating persistent challenges, and wraparound services are coordinated to provide comprehensive assistance. <u>Tier II Academic supports</u> target specific skill deficits in reading and math through small-group interventions. Strategic Reading is offered to students performing about one year below grade level and meets every other day (as needed) with a certified Reading Specialist, focusing on applying reading strategies. Typically these will last 6-8 weeks, or a quarter. Students are progress-monitored monthly and assessed during benchmark windows at the beginning, middle, and end of the school year. Math Intervention is provided for students performing about one year below grade level, meeting every other day for a semester with a certified math teacher to address skill gaps. Students in math interventions are progress-monitored bi-weekly and assessed at the same benchmark intervals. In both reading and math, students are prioritized for support based on the greatest needs, with additional scheduling adjustments made as staff and resources allow. High School Tier II interventions address students who demonstrate emerging academic, behavioral, or attendance concerns. Academic Supports • Targeted Academic Support Program for students performing below grade level on iReady.	
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	• Twice-weekly small-group skill-building sessions in foundational math and ELA. • Academic Lab and Success Academy for scheduled, structured support. • Small-group instruction provided by curriculum coordinators and interventionists. Behavioral & SEL Supports • Check-In/Check-Out mentorship system for daily encouragement and feedback. • Behavior contracts and individualized support plans. • Small-group counseling targeting social skills, coping, and conflict resolution. • Mentoring partnerships with staff. • Substance abuse counseling through the Student Assistance Counselor. • Weekly monitoring and check-ins from assigned staff. Attendance Supports • Collaborative meetings with students and families to address barriers. • Organizational and planning support to build student independence. • Transportation assistance when needed. Tier II interventions focus on preventing escalation and restoring students' academic and behavioral progress.	
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Tier III
Academic & Social Emotional Learning/Supports

Elementary Level

Tier III supports are designed for students who require the highest level of individualized, intensive intervention. These plans are tailored to the student's specific academic, behavioral, or social-emotional needs and involve frequent monitoring, collaboration with specialists, and strong partnership with families.

Tier III supports at the elementary level include:

- At least bi-weekly progress monitoring, using iReady data, classroom assessments, and targeted skill checks to monitor student growth more frequently
- Weekly MTSS subcommittees for both academics and social-emotional/behavioral needs, where staff review data, match students to interventions, and monitor student progress
- Increased intensity of research-based interventions aligned to identified skill gaps
- Goal-setting and data conversations with students to increase ownership and motivation
- 1:1 or very small group intensive interventions delivered by interventionists, special educators, behavior interventionists, or related service providers.
- Team collaboration for consultation, including the school psychologist or social worker, behavior interventionist, reading/math specialists, and special education teams.
- Individualized counseling or therapeutic SEL supports, as appropriate.
- Safety or crisis response plan for students with serious emotional or behavioral needs.
- Wraparound support for families, including frequent communication, data reviews, and coordination with outside providers when appropriate.

- Attendance case management, including individualized plans and ongoing review for students with chronic absenteeism.

Middle Level

Tier III Attendance, Social Emotional/Behavioral & Academic Supports

Tier III Attendance supports are designed for students missing in excess of ten percent (10%) of classes or school days. Supports include:

- Development of a CPS attendance plan by the school attendance team.
- Weekly check-ins with the student to monitor attendance progress.
- Direct communication with parents/guardians through phone calls or in-person meetings conducted by an administrator, guidance counselor, or attendance team member.
- Individualized strategies to address underlying causes of absenteeism, including academic support, counseling, or restorative practices.

These Tier 3 interventions provide more intensive, structured support to address chronic absenteeism and promote student engagement.

Tier III social-emotional and behavioral supports are provided on a continuum to meet the needs of students requiring intensive intervention. Any student may request support from SEL staff, and some students have an “anytime pass” allowing them to quietly leave class to access the Guidance Suite, where most SEL staff are located. Students who qualify for in-school counseling through a Section 504 plan or IEP meet with SEL staff at regularly scheduled intervals, such as weekly, bi-weekly, or monthly.

Students with the most intensive needs receive support within specialized programs where teachers trained in Conscious Discipline conduct multiple social skills groups each week. SEL staff also consult with a neuropsychologist to provide additional expertise. Staff participate in trauma-informed professional development focused on restorative practices, and a

	dedicated team is developing and leading RULER training to roll out SEL-focused initiatives across the school in stages. <u>Tier III academic supports</u> provide intensive, individualized instruction for students performing significantly below grade level. Intensive Reading Intervention is offered to students reading two or more years below grade level. These classes meet every other day for extended periods with a certified Reading Specialist and focus on reading strategies, phonological and phonemic awareness, vocabulary, comprehension, and fluency. Students are progress-monitored biweekly using Acadience Progress Monitoring and assessed at benchmark periods at the beginning, middle, and end of the school year. Intensive Math Intervention is provided for students performing two or more years below grade level. These classes meet every other day, either for a semester or the full year, with a certified math teacher addressing identified skill gaps. Students are progress-monitored biweekly and assessed at the same benchmark intervals. In both reading and math, students are prioritized for support based on the greatest needs, with scheduling adjustments made as staff and resources allow. High School Tier III supports address chronic or significant academic, behavioral, or attendance challenges through individualized, intensive intervention. Academic Supports • Individualized iReady learning plans based on diagnostic pathways. • Credit-bearing intervention courses (0.5 credit per semester) tied to attendance, engagement, and completion. • Alternative pathways including Edgenuity credit recovery.	
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	- Modified programs and personalized recovery plans for students requiring substantial academic support. Behavioral & Mental Health Supports - Daily or multiple weekly check-ins coordinated by a case manager. - Functional Behavioral Assessments (FBA) and Behavior Intervention Plans (BIP). - Close collaboration with outside mental health providers and physicians. - Daily monitoring systems with ongoing family communication. Family & Community Supports - Family meetings and wraparound planning. - Connection to community-based services (housing, food security, childcare, etc.). - Referral to Truancy Court only after all school-based interventions have been attempted. Tier III provides deep, individualized supports designed to address root causes and keep students connected to school.	
	Attendance Team Integration – High School The Coventry High School Attendance Team—consisting of administrators, guidance counselors, the social worker, and support staff—meets weekly in	

	small groups and monthly as a full team. Attendance supports operate within the MTSS framework. Tier I (5–10% absences): • Written parent communication and referral to the Attendance Committee for early monitoring. Tier II (10%+ chronic absence): • Weekly family contact, data updates to staff, attendance improvement planning, and possible social suspension. Tier III (20%+ excessive absence): • Continued weekly monitoring, family meetings, and possible Truancy Court referral when all school-based interventions have been exhausted. The district truancy officer conducts home visits and manages court filings only after supportive interventions have been fully implemented. <i><u>Documentation:</u> Data Analysis; Document Review, Record Reviews</i>	
6	Preschool Continuum Coventry Public Schools currently operates four integrated ECSE classrooms at Washington Oak Elementary School, where students receive services primarily within their natural classroom environment. In addition, the district offers two full-day Rhode Island Pre-K classrooms at Blackrock Elementary School. These general education classrooms enroll students through a lottery-based system driven by parent choice. For students in these classrooms who have an active IEP, or who are found eligible for special education services during the school year, most support	<u>Noncompliance Finding (if applicable):</u> No finding. Regulatory Citation: N/a <i><u>Documentation:</u> Data Analysis; Document Review, Record Reviews</i> <u>Corrective Action / Support Plan:</u> N/a

	and services are delivered within the classroom setting. The Early Childhood Coordinator serves as the special education provider for these students. Walk-in speech therapy services are available at Western Elementary School to support the communication needs of eligible preschool-aged children who do not attend a district program. Coventry also provides preschool supports at Father John V. Doyle through the IDEA proportionate share. State Performance Plan Indicator #6 (20 U.S.C. 1416(a)(3)(A)) The Office of Special Education Programs (OSEP) requires districts to collect Early Childhood Environments data for all preschool children with IEPs. The EC Environments data provides a look at the preschool LRE in the district. Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a: A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program (48.61%) B. Separate special education class, separate school or residential facility (0%) C. Receiving special education and related services in the home (0%) <i><u>Documentation:</u> Data Analysis; State Performance Plan, Interviews, Observations</i>	Timeline: N/a Progress Check: N/a Follow Up Information: N/a
7	Program Continuum Elementary Level	Noncompliance Finding (if applicable): No finding. Regulatory Citation: N/a

	Coventry Public Schools educates 1,711 students at the elementary level, of whom approximately 346 have IEPs. The special education program continuum is comprised of: • Inclusion at each school as the primary, least restrictive model. • Every elementary school has at least one specialized program. Each of these programs promotes inclusion and has a classroom for pull-out, when needed ◦ Blackrock: Intensive Support + Life Skills Program ◦ Hopkins Hill: Therapeutic program (Coventry Learning Academy or CLA) ◦ Tiogue: Intensive Support ◦ Washington Oak: Intensive Support ◦ Western Coventry: Autism program (Structured Teaching Reinforced in a Visual Environment or STRIVE) <i>Documentation: Data Analysis; Record Reviews, Interviews; Observation</i>	<i>Documentation: Data Analysis; Document Review, Record Reviews</i> <u>Corrective Action / Support Plan:</u> N/a Timeline: N/a Progress Check: N/a <u>Follow Up Information:</u> N/a
8	Program Continuum Middle Level Coventry Middle School educates 881 students, of whom approximately 162 have IEPs. The special education program continuum is comprised of: <u>Inclusion:</u> There are teams at each grade level (6th, 7th and 8th). Each grade has multiple inclusion and one intensive inclusion special educators who provide academic support within the general education setting, along with small group options for pre- teaching and reteaching. These special educators co-teach varying content classes with their general education grade level team colleagues. Intensive inclusion teachers have additional paraprofessional support. <u>Specialized Programs:</u>	<u>Noncompliance Finding (if applicable):</u> No finding. Regulatory Citation: N/a <i>Documentation: Data Analysis; Document Review, Record Reviews</i> <u>Corrective Action / Support Plan:</u> N/a Timeline: N/a Progress Check: N/a <u>Follow Up Information:</u> N/a

	• CLA: The Coventry Learning Academy supports a small number of students who require intensive behavioral support. Students may participate in core content area classes and/or receive their content area instruction within the Coventry Learning Academy from the special educator, online, or hybrid. This program is supported by the school psychologist and a school social worker. • STRIDE offers a homebase setting with social-emotional and academic support, as needed, for students with high functioning autism. These students are all on grade level teams and are engaged in all content classes. • Life Skills: Supports students with significant intellectual disabilities who require individualized direct academic instruction along with a focus on daily living skills and pre-vocational skills. All students are eligible for alternate assessment. With paraprofessional support, students participate with their typically developing peers in some co-curricular classes such as art, music, physical education, and Falcon Block. • BRIDGE: Provides students with moderate cognitive disabilities an opportunity to receive grade-level common core-based instruction. Since the previous 2019 School Support Visit, Coventry has closed one of our middle school life skills classrooms and created two BRIDGE classrooms. Whenever possible, students attend grade level classes with paraprofessional support. Program special educators provide supplementary specially designed instruction. <i>Documentation: Data Analysis; Record Reviews Interviews; Observation</i>	
9	Program Continuum High School Level Coventry High School educates approximately 1,293 students, of whom approximately 228 have IEPs. The program continuum consists of: Inclusion and intensive inclusion at each grade level, with paraprofessional support. Many services are provided within a co-teaching model. <u>Specialized Programs:</u>	<u>Noncompliance Finding (if applicable):</u> No finding. Regulatory Citation: N/a <i>Documentation: Data Analysis; Document Review, Record Reviews</i> <u>Corrective Action / Support Plan:</u> N/a

	● CLA: The Coventry Learning Academy provides support to a small number of students who require intensive behavioral support. Students may participate in core content area classes and/or receive their content area instruction within the Coventry Learning Academy from the special educator, online, or hybrid. This program is supported by a school psychologist and the school social worker. ● Life Skills: Offers support to students with significant intellectual disabilities who require individualized direct academic instruction along with a focus on daily living skills and vocational skills. Students in this program participate in a continuum of transition services, both in high school and at businesses within the community. All students are eligible for alternate assessment. With paraprofessional support, students participate in electives. ● BRIDGE: In light of the recently revised graduation requirements, Coventry Public Schools over the past two years has created two BRIDGE program classrooms. Students with moderate cognitive disabilities attend small group sections of regular courses (English, math, social studies, science). Program special educators provide supplementary specially designed instruction. ● Transition to Success: This program is for students ages 18-22 who continue to work toward transition goals. This program's focus is on supporting the adult students with reaching their potential as independent, contributing members of their community. Students in the Transition program participate in a variety of activities outside of the school building including vocational, recreational, and daily living activities such as grocery shopping and utilizing public transportation. This program also collaborates with vocational agencies to support students' employment opportunities. ● Planning Center: Provides short-term executive functioning and social/emotional support to students. It can also accommodate students who are transitioning from hospitalization or out-of-district placements. The school psychologists and social worker provide	Timeline: N/a Progress Check: N/a <u>Follow Up Information:</u> N/a
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	additional support, meeting with students as well as consulting with the teachers. ● Oaker Academy: Provides a hybrid on-site/online option for students whose mental health or behavioral challenges prevent them from accessing a traditional high school instructional format. All students in specialized programs have access to electives, including CTE classes. CHS also has a thriving Unified program with district-wide outreach. <i><u>Documentation:</u> Data Analysis; Record Reviews; Interviews; Observation</i>	
10	Adapted Physical Education (APE) APE services are provided at the elementary, middle, and high school level. To foster collaboration with PE and to offer a continuum of service options, APE-certified PE teachers have dedicated APE blocks in their schedules. The number of blocks is based on IEP needs. The APE teachers have developed an APE screening tool that has been shared with case managers and PE teachers. APE teachers have access to a google drive folder with guidance documents and forms. APE evaluations follow a consistent format and include standardized assessments. APE teachers collaborate with physical education teachers for inclusion, and schedule pull-out sessions when required for FAPE in the LRE. APE is provided during extended school year (ESY) to qualifying students. <i><u>Documentation:</u> Data Analysis; Record Reviews; Interviews; Observation</i>	<u>Noncompliance Finding (if applicable):</u> No finding. Regulatory Citation: N/a <i><u>Documentation:</u> Data Analysis; Document Review, Record Reviews</i> <u>Corrective Action / Support Plan:</u> N/a Timeline: N/a Progress Check: N/a <u>Follow Up Information:</u> N/a
11	Extended School Year (ESY)	<u>Noncompliance Finding (if applicable):</u> No finding.

	Every December, a message is sent out to all special education teachers and related service providers reminding them about additional data collection for ESY purposes before and after the winter break. In March, a memo is distributed detailing ESY eligibility criteria and how to write ESY services in IEPs. The ESY Decision Making & Documentation form is reviewed as part of IEP meetings. For the 2026 ESY program, Coventry is switching over to an all digital platform to streamline ESY services and transportation. ESY 2025 provided services for approximately 110 eligible students. <i>Documentation: Data Analysis; Record Reviews; Interviews; Observation</i>	Regulatory Citation: N/a <i>Documentation: Data Analysis; Document Review, Record Reviews</i> <u>Corrective Action / Support Plan:</u> N/a Timeline: N/a Progress Check: N/a <u>Follow Up Information:</u> N/a
12	Local Special Education Advisory Committee (LAC) Coventry has an active Special Education Local Advisory Committee. Regularly scheduled meetings are taking place consistent with the state requirements. Special education administration attends relevant meetings by invitation and has ongoing communication with the SELAC Chair. Coventry's SELAC's website (https://sites.google.com/coventryschools.net/local-advisory-board-coventry/home) is linked to the district's Special Education webpage (https://www.coventryschools.net/departments/special-education). The SELAC brochure is typically revised multiple times throughout the school year. Updates are distributed electronically in real time through the Special Education shared Google folder. Distribution occurs at IEP and 504 meetings, with additional electronic distribution through meeting invites and school newsletters. Coventry staff are notified of meetings and invited to participate through announcements in the monthly ULSS Office newsletter. 2025-2026 meetings and topics: November 18 6:00PM General Meet & Special Needs Trust Location: CHS library	<u>Noncompliance Finding (if applicable):</u> No finding. Regulatory Citation: N/a <i>Documentation: Data Analysis; Document Review, Record Reviews</i> <u>Corrective Action / Support Plan:</u> N/a Timeline: N/a Progress Check: N/a <u>Follow Up Information:</u> N/a

	December 13 11:00AM Paint & Coffee Social Location: 301 Hopkins Hill Rd March 6 5:00PM Summer Activities & Camps Location: CHS library TDB TBD Transition to Kindergarten & SELAC Location: Wash Oak library March 26 6:00PM Transition to Adult Programs Location: CHS library (Dates are subject to change pending presenter availability) <u>2025-2026 LAC brochure</u> <i>Documentation: Data Analysis; Record Reviews Interviews; Observation</i>	
13	School Efforts to Partner with Parents (State Performance Plan Indicator #8 (20 U.S.C. 1416(a)(3)(A))) The Coventry Public School district's rate of parent participation (for parents whose children have IEPs) in the annual Special Education Statewide Parent Survey (2023-2024) is 21.25% Percent of the responding parents (with a child receiving special education services) who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities is 66% <i>Documentation: Data Analysis; State Performance Plan, Parent/Guardian Interviews</i>	<u>Noncompliance Finding (if applicable):</u> No finding. Regulatory Citation: N/a <i>Documentation: Data Analysis; Document Review, Record Reviews</i> <u>Corrective Action / Support Plan:</u> N/a Timeline: N/a Progress Check: N/a <u>Follow Up Information:</u> N/a
14	Drop Out / Graduation Rate (State Performance Plan Indicator #1 and #2 (20 U.S.C. 1416 (a)(3)(A))) The Coventry Public Schools graduation rate is 0%* for students with disabilities. These rates approximate the state average rates of 86.44% for all students with disabilities.	<u>Noncompliance Finding (if applicable):</u> No finding. Regulatory Citation: N/a <i>Documentation: Data Analysis; Document Review, Record Reviews</i>

	The Coventry Public Schools dropout rate is 0%* for students with disabilities. These rates approximate the state average rates of 7.93% for all students with disabilities. <i>Documentation: Data Analysis; State Performance Plan</i> * Indicator 1 and 2 data are based on incorrectly coded 2022-23 data. More recent data show that the coding issue was resolved (email Samantha Clarke, 9/3/2025)	<u>Corrective Action / Support Plan:</u> N/a Timeline: N/a Progress Check: N/a <u>Follow Up Information:</u> N/a
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2. EVALUATION / INDIVIDUAL EDUCATION PROGRAM (IEP)

Item #	Review Information	Noncompliance Finding (if applicable) & Corrective Action/Support Plan (if applicable)
1	Records of approximately 17 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: §300.503 Prior Written Notice (PWN) was not fully filled out. 300.309 (a)(i); 300.311(i). For one of the records reviewed on the specific learning disabilities determination form, there was no summary of what specialized instruction and intervention the student was receiving. Also, no progress monitoring data was provided/attached. <i>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</i>	<u>Noncompliance Finding (if applicable):</u> <u>Noncompliance Finding:</u> Please note that the detailed list of any record review noncompliance including student names is shared with the LEA at the data analysis meeting. The overview of those findings without student names is shared in this report.

	<i><u>Documentation:</u> Data Analysis; Record Reviews; Interviews; Observation</i>	Regulatory Citation: §300.503, 300.309 (a)(i); 300.311(i) <i><u>Documentation:</u> Data Analysis; Document Review, Record Reviews</i> <u>Corrective Action / Support Plan:</u> Verification (including reviewing subsequent data) 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. Timeline: This finding must be corrected as soon as possible but no later than one year from the State’s written notification of noncompliance. Timeline: This finding must be corrected as soon as possible but no later than one year from the State’s written notification of noncompliance. Progress Check: August 2026 <u>Follow Up Information:</u>
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2	Child Outreach Screening IDEA requires states to identify, locate, and evaluate all children with disabilities, aged birth to 21, who need early intervention or special education services. In Rhode Island, the Child Outreach Screening Program serves as the vehicle for screening children ages 3- 5, prior to kindergarten entry. Screening serves as a first step in identifying children who may have a disability or developmental delay and require intervention. Child Outreach (CO) screenings: Types of Screenings: • Parent/Family Requested Screening • Pediatrician Requested Screening • Early Childhood Environment (ECE)/Teacher Requested Screening • General Early Childhood Environment Requested Screening • Open Screening - Parents request screening after receiving a screening notification letter in the mail or they have a referral/request for screening Times of Screenings: • Screenings are generally conducted during school hours on Monday through Friday from 8:30 a.m. to 3:30 p.m. Upon request, early morning or late day screenings are provided for families who are not able to bring their children in during the regular screening times. Locations:	<u>Noncompliance Finding (if applicable):</u> No finding. Regulatory Citation: N/a <i>Documentation: Data Analysis; Document Review, Record Reviews</i> <u>Corrective Action / Support Plan:</u> N/a Timeline: N/a Progress Check: N/a <u>Follow Up Information:</u> N/a
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	- Screenings are conducted at various locations in Coventry and surrounding towns, when applicable. If an Early Childhood Environment in another city or town has 5 or more Coventry children to be screened, Coventry CO will visit the ECE in the other districts to screen Coventry children. Specific Locations: - Headstart Programs - RI PreK Classrooms - Coventry Public Schools Integrated Preschool Classrooms - Local Child Care Setting (ECEs) - Open screenings at Coventry Public Schools' Child Outreach Office and at locations in the community such as churches and recreation centers Last year the district screened: 3-year-olds: 14% 4-year-olds: 36% 5-year-olds: 58% - Total 3-5-year-olds: 36% <i><u>Documentation:</u> Data Analysis; Record Reviews, Interviews</i>	
3	Child Find (State Performance Plan Indicator #11 (20 U.S.C. 1416(a)(3)(B)) Coventry Public Schools for the year 2023-2024 was at 100% compliance for meeting evaluation timelines for initial referrals. As of December 2025,	<u>Noncompliance Finding (if applicable):</u> No finding. Regulatory Citation: N/a

	Coventry Public Schools was thus far at 100% compliance for meeting evaluation timelines for initial referrals. <i><u>Documentation:</u> State Performance Plan Data; Data Analysis; Record Reviews; Interviews</i>	<i><u>Documentation:</u> Data Analysis; Document Review, Record Reviews</i> <u>Corrective Action / Support Plan:</u> N/a Timeline: N/a Progress Check: N/a <u>Follow Up Information:</u> N/a
4	Student Accommodations and Modifications General educators access students' accommodations/IEP at-a-glance via the Aspen Students Information System. Aspen custom-built the IEP at a glance feature for Coventry Public Schools. Case managers provide paraprofessionals with a pdf version of the "IEP at a Glance" document. For each student, signatures are collected through form ULSS 63 to evidence this process. Substitute folders contain a printed copy of each student's IEP at a glance document.	<u>Noncompliance Finding (if applicable):</u> No finding. Regulatory Citation: N/a <i><u>Documentation:</u> Data Analysis; Document Review, Record Reviews</i> <u>Corrective Action / Support Plan:</u> N/a Timeline: N/a

	<u>Documentation:</u> State Performance Plan Data	Progress Check: N/a <u>Follow Up Information:</u> N/a
5	Specific Learning Disabilities Determination (SLD) SLD determination district-wide is guided by form ULSS 15: Learning Disabilities Eligibility criteria. This form emphasizes the role of MTSS, achievement gaps/progress, and exclusionary factors. The process reflects Rhode Island Criteria and Guidance for the Identification of Specific Learning Disabilities. Moreover, it extends and is aligned with the district's multi-tiered system of support (MTSS) process and forms. <u>Documentation:</u> Data Analysis; Record Reviews Interviews; Observation	<u>Noncompliance Finding (if applicable):</u> No finding. Regulatory Citation: N/a <u>Documentation:</u> Data Analysis; Document Review, Record Reviews <u>Corrective Action / Support Plan:</u> N/a Timeline: N/a Progress Check: N/a <u>Follow Up Information:</u> N/a

6	Dispute Resolution Information (State Performance Plan Indicators #15: Resolution Sessions (20 U.S.C. 1416(a)(3)(B)), #16: Mediation (20 U.S.C. 1416(a)(3)(B)), Hearings and Complaints) Over the past three years Coventry has the following complaints, mediations, or hearings: <u>COMPLAINTS</u> <u>FY 2023-2024</u> <u># of Complaints:</u> No complaints during this period <u>FY 2024-2025</u> <u># of Complaints:</u> No complaints during this period <u>FY 2025-2026</u> <u># of Complaints:</u> No complaints during this period <u>MEDIATIONS</u> <u>FY 2023-2024</u> <u># of Mediations:</u> 1 mediation during this period <table border="1" data-bbox="277 1295 1276 1435"> <tr> <th></th><th>ISSUE(S)</th><th>RESULT</th></tr> <tr> <td>Mediation #1</td><td></td><td>Withdrawn by parent</td></tr> </table>		ISSUE(S)	RESULT	Mediation #1		Withdrawn by parent	<u>Noncompliance Finding (if applicable):</u> N/a Regulatory citation: N/a This finding must be corrected as soon as possible but no later than one year from the State’s written notification of noncompliance. <i><u>Documentation:</u> Data Analysis; RIDE Dispute Resolution Data Base</i> Dispute Resolution personnel are responsible for all dispute resolution verification and any related follow up. (Contact number 401-222-8999) <u>Corrective Action / Support Plan:</u> Timeline: N/a Progress Check: N/a
	ISSUE(S)	RESULT						
Mediation #1		Withdrawn by parent						

FY 2024-2025**# of Mediations: 2 mediations during this period**

	ISSUE(S)	RESULT
Mediation #1	IEP not being followed appropriately/Place-ment/Safety Plan	Agreement
Mediation #2	1:1 Nursing Support	Withdrawn

FY 2025-2026**# of Mediations: No mediations during this period****HEARINGS****FY 2023-2024****# of Hearings: 1 hearing during this period**

	ISSUE(S)	FINDING(S)
Hearing #1	FAPE and failed to provide timely evaluation	Settled

FY 2024-2025**# of Hearings: No hearings during this period****Follow Up Information:**

N/a

	<u>FY 2025-2026</u> <u># of Hearings:</u> No hearings during this period <i><u>Documentation:</u> Data Analysis, RIDE, Dispute Resolution Data Base</i>	
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3. IDEA TRANSITION

Item #	Review Information	Noncompliance Finding (if applicable) & Corrective Action/Support Plan (if applicable)
1	Part C (Early Intervention) to Part B Transition (State Performance Plan Indicator #12 (20 U.S.C. 1416(a)(3)(B)) The Office of Special Education Programs (OSEP) requires districts to collect Part C to Part B Transition data for all children transitioning to special education from Early Intervention. Indicator 12 is a compliance indicator requiring districts to have 100% of children referred from Part C Early Intervention and found eligible for special education to be in service by their 3rd birthdays. Coventry Public Schools manages the transition of children from Part C Early Intervention (EI) to preschool special education by scheduling a transition conference upon receipt of the transition notification from Early Intervention. This transition conference typically takes place when the child is 30 months old. During the transition conference, the LEA shares information about what to expect regarding the transition from Part C to Part B. This transition conference is conducted at the family's home or virtually per their preference. The district then meets with the family for an initial referral meeting within 90 days of the child's third birthday. At this meeting, it is discussed if additional assessments are required to determine eligibility for special education services. Within 60 days of the initial referral meeting, an eligibility	Noncompliance Finding (if applicable) & Corrective Action/Support Plan (if applicable) <u>Noncompliance Finding (if applicable):</u> No finding. Regulatory Citation: N/a <i><u>Documentation:</u> Data Analysis; Document Review, Record Reviews</i> <u>Corrective Action / Support Plan:</u> N/a Timeline: N/a Progress Check: N/a <u>Follow Up Information:</u> N/a

	meeting is held. If the child is eligible for special education, an IEP meeting is scheduled, and the IEP is in place upon their third birthday. The district maintains contact with Early Intervention prior to the initial referral meeting to keep abreast of any changes or additions in services or family concerns. In the event of a late referral to EI, the district's LEA initiates all Part B activities (such as transition, referral and eligibility) as soon as possible to ensure the IEP will be in effect by the child's third birthday. Meetings can be combined to adhere successfully to all timelines. Last year's consolidated resource plan (CRP) indicated that the district achieved 100% compliance. <i><u>Documentation:</u> Data Analysis; Interviews; State Performance Plan, Record Reviews</i>	
2	Early Childhood Special Education to Kindergarten Transition State Performance Plan Indicator #7 (20 U.S.C. 1416 (a)(3)(A)) The Office of Special Education Programs (OSEP) requires districts to collect data about child level outcomes as they exit preschool special education through the Child Outcome Summary Process (COS). This Indicator 7 data looks at the percentage of children who improved their functional skills and behaviors across three outcomes and the percentage of children who are currently exhibiting age-expected behaviors. Last year's consolidated resource plan (CRP) indicated that for Summary Statement 1: "Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who <i>substantially increased their rate of growth</i> by the time they turned 6 years of age or exited the program." the district achieved: A. 60% in Outcome A – Positive social-emotional skills (including social relationships), B. 64.06% in Outcome B – Acquisition and use of knowledge and skills (including early language / communication and early literacy)	<u>Noncompliance Finding (if applicable):</u> No finding. Regulatory Citation: N/a <i><u>Documentation:</u> Data Analysis; Document Review, Record Reviews</i> <u>Corrective Action / Support Plan:</u> N/a Timeline: N/a Progress Check: N/a <u>Follow Up Information:</u> N/a

	C. 55.81% in Outcome C and – Use of appropriate behaviors to meet their needs. Summary Statement 2: “The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program” the district achieved: A. 52.31% in Outcome A – Positive social-emotional skills (including social relationships), B. 36.92% in Outcome B – Acquisition and use of knowledge and skills (including early language / communication and early literacy) C. 61.54% in Outcome C and – Use of appropriate behaviors to meet their needs. All staff working with preschool-aged children are trained in the Child Outcomes Summary (COS) process through professional development opportunities. State-guided resources, including materials provided by the Rhode Island Department of Education (RIDE), are distributed to each staff member to support implementation. Case managers complete the RIDE developed modules about the COS process. Annually, common planning time is designated for teams to review and reflect on the COS process, ensuring alignment, consistency, and fidelity to state expectations. The Early Childhood Liaison and Early Childhood Coordinator attend state-sponsored training sessions regularly to remain current with COS procedures and updates. For initial COS entry, the Early Intervention Liaison/Child Outreach Coordinator/classroom teacher/Early Childhood Coordinator collaboratively gather initial data from multiple sources, including the classroom teachers, childcare providers, and families. This preliminary information is then enhanced during the referral meeting. At the eligibility determination meeting, all team members contribute any additional information to complete Section A and work together to determine developmental alignment for Section B. Section C is addressed collaboratively during the Individualized Education	
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	Program (IEP) meeting. The Early Childhood Coordinator reviews all documentation for completeness and ensures timely submission to the district data clerk for state reporting. At the time of COS exit, the case manager collects updated information from multiple sources, including the classroom teacher, childcare providers, and families. A team meeting is convened to review this information, either in conjunction with an end-of-year IEP meeting, an Extended School Year (ESY) meeting, or as a separate session. During this meeting, the team collaboratively reviews and reflects upon data for Section A and jointly determines ratings for Sections B and C. The case manager is responsible for ensuring the accuracy and completeness of all documentation before submitting it to the data clerk for state entry. Child Outcomes growth data is reviewed regularly to inform curriculum development, the design of individualized instruction, and the identification of professional development needs. When developing the Quality Improvement Plan (QIP) or planning professional learning opportunities, the Early Childhood Leadership Team systematically reviews all available data sources, including COS data. Additionally, our current general education preschool progress report is aligned to the COS for additional continuity. This reflective process supports data-informed decision-making to enhance outcomes for all preschool children. The Child Outcomes Summary (COS) process is an integral component of the kindergarten transition process, fostering collaboration between preschool and elementary school teams. COS entry and exit data are utilized as part of a comprehensive approach to gather information on a child's developmental progress as they transition into kindergarten. During the completion of PreK-to-K transition forms, school visits, and inter-school transition meetings, COS scores are reviewed to assess individual growth and to better understand each child's current developmental functioning. These data inform instructional planning and supports the continuity of services as children move from preschool to kindergarten settings.	
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	COS documentation is maintained within each child's special education file to ensure that receiving school teams have access to this valuable information. Additionally, final preschool report cards are placed in the student's permanent record (PR) files to further support a holistic understanding of the child's readiness for kindergarten. As part of the Child Outcomes Summary (COS) exit process, the case manager gathers developmental information from a variety of sources, including the classroom teacher, childcare providers, and the child's family. If the collected data suggest a potential change in the child's educational placement for kindergarten than what was initially reflected in the child's IEP, an IEP team meeting is convened to review and discuss the updated information. During the meeting, all team members collaboratively reflect on the child's current developmental functioning to complete Part A of the COS. Based on this reflection, the team determines appropriate ratings for Parts B and C. This collaborative and functional assessment supports informed decision-making and contributes meaningfully to discussions regarding kindergarten placement, ensuring alignment between the child's developmental needs and their educational environment. <i><u>Documentation:</u> Data Analysis; Interviews; State Performance Plan, Record Reviews</i>	
3	IDEA Transition Planning at the Middle Level All middle school case managers for students in 8th grade or turning 14 are responsible for facilitating the transition assessments and student-led IEP meetings. All case managers are responsible for administering the middle school engagement form and one other form of assessment. All 8th grade students participate in college and career day. Students from the high school come to the middle school to show and talk about programs available at the high school.	<u>Noncompliance Finding (if applicable):</u> No finding. Regulatory Citation: N/a <i><u>Documentation:</u> Data Analysis; Document Review, Record Reviews</i> <u>Corrective Action / Support Plan:</u> N/a

	Teachers have access to and administer at least one of the following transition assessments in addition to the middle school engagement form: • Transition to work inventory • Shadow a high school student • Holland codes • Student interviews • Zarrow Institute • I'm determined <i><u>Documentation:</u> Data Analysis; Interviews; Record Reviews</i>	Timeline: N/a Progress Check: N/a <u>Follow Up Information:</u> N/a
4	IDEA Transition Planning at the High School Level At Coventry High School, case managers are responsible for facilitating the transition assessments that will help drive the IEP. CHS strives to have student-led IEPs in which the student facilitates their own meeting and discusses post-secondary goals. This is supported by the student completing the "Student Engagement Form" prior to the IEP meeting and presenting that information to the IEP team. The case manager fills out a four-point rubric after the meeting, each year, tracking growth in participation. Case managers encourage students to engage in the following transition-related scope and sequence of activities: Grade 9 -Students Dream Sheet and Employment Related Questions Grade 10- What's Your Learning Style and assessing My Multiple Intelligences Grade 11-Coventry High School, Individual Learning Plan inventory Grade 12-College and Career Survey Coventry High School (CHS) students and families are encouraged to fill out an application with the Office of Rehabilitation Services (ORS) related to employment. Students will meet with a representative from ORS and complete further vocational interest surveys. ORS will meet with the family and walk them step by step through the process. Students will have the	<u>Noncompliance Finding (if applicable):</u> No finding. Regulatory Citation: N/a <i><u>Documentation:</u> Data Analysis; Document Review, Record Reviews</i> <u>Corrective Action / Support Plan:</u> N/a Timeline: N/a Progress Check: N/a <u>Follow Up Information:</u> N/a

	opportunity to go on multiple job exploration experiences during school hours. Once the process is complete, ORS, the family, and school will meet and review the report. Students will then have access to further employment opportunities with the help of ORS. Transition Advisory Committee: The Special education curriculum coordinator attends the monthly meetings and is responsible for disseminating the information as needed. Transition Elective: Students who have been identified as needing more support with Transition can also access a CHS elective course "Transition Readiness." This class, taught by a special educator, targets students with IEPs who need additional transition-related supports. CTE: Students whose transition goals align with a pathway at the high school are encouraged to visit the programs and apply. CHS participates in the following Transition workshops: • Dare to Dream • Transition Institute • RIPIN Annual Transition 101 Conference <i><u>Documentation:</u> Data Analysis; Interviews; Record Reviews</i>	
5	At the high school, the case manager is the point for referrals to the Office of Rehabilitative Services (ORS) and to the Department of Behavioral Healthcare, Developmental Disabilities & Hospitals (BHDDH). Case managers and curriculum coordinator assist in the coordination of Pre-ETS services, including vocational evaluations. All Pre-ETS services are followed by an IEP meeting to review the assessments and integrate the findings into the IEP decision-making process. <i><u>Documentation:</u> Data Analysis; Interviews; Record Reviews</i>	<u>Noncompliance Finding (if applicable):</u> No finding. Regulatory Citation: N/a <i><u>Documentation:</u> Data Analysis; Document Review, Record Reviews</i> <u>Corrective Action / Support Plan:</u> N/a Timeline: N/a

		Progress Check: N/a N/a <u>Follow Up Information:</u>
6	The case managers facilitate Summary of Performance (SOP) as appropriate. <i><u>Documentation:</u> Data Analysis; Interviews; Record Reviews</i>	<u>Noncompliance Finding (if applicable):</u> No finding. Regulatory Citation: N/a <i><u>Documentation:</u> Data Analysis; Document Review, Record Reviews</i> <u>Corrective Action / Support Plan:</u> N/a Timeline: N/a Progress Check: N/a N/a <u>Follow Up Information:</u>
7	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 Coventry Public Schools are 100% compliant with the requirements. (State Performance Plan Indicator #13 (20 U.S.C. 1416(a)(3)(B))	<u>Noncompliance Finding (if applicable):</u> No finding. Regulatory Citation: N/a <i><u>Documentation:</u> Data Analysis; Document Review, Record Reviews</i>

	<u>Documentation:</u> Data Analysis; Interviews; State Performance Plan, Record Reviews	<u>Corrective Action / Support Plan:</u> N/a Timeline: N/a Progress Check: N/a <u>Follow Up Information:</u> N/a
8	88.24% 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 79.80% (State Performance Plan Indicator #14 (20 U.S.C. 1416(a)(3)(B)) <u>Documentation:</u> Data Analysis; Interviews; State Performance Plan, Record Reviews	<u>Noncompliance Finding (if applicable):</u> No finding. Regulatory Citation: N/a <u>Documentation:</u> Data Analysis; Document Review, Record Reviews <u>Corrective Action / Support Plan:</u> N/a Timeline: N/a Progress Check: N/a <u>Follow Up Information:</u> N/a