



SPECIAL EDUCATION IN TIVERTON PUBLIC SCHOOLS

May 17, 2023



OVERVIEW

1

To provide a “free, appropriate, public education (FAPE) in the least restrictive environment (LRE)” for every student requiring special education services, ages 3 – 22

2

To support the Districts’ programs and designs with special education services and programs

3

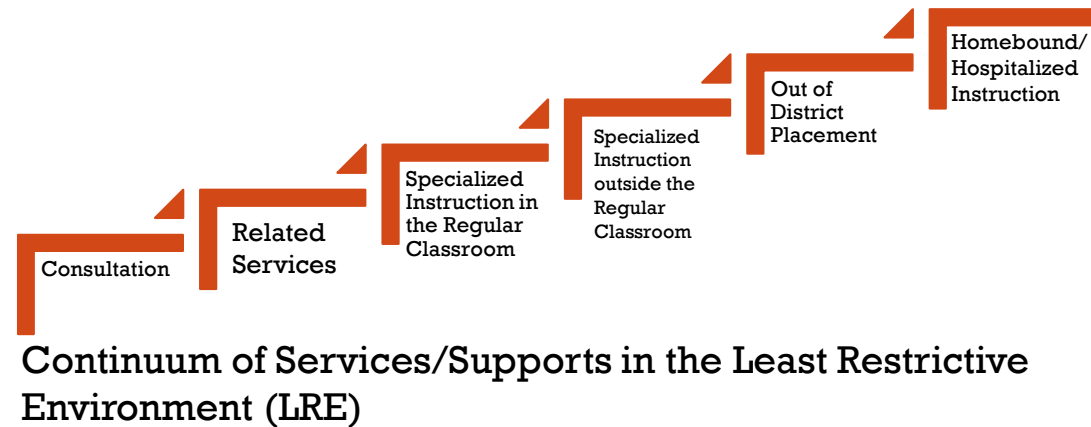
Continue to close the gap (academic and functional) by maintaining and improving the quality of our special education programs and provide a continuum of services for grades Pre-K to 12, and transition services

4

Build and maintain effective partnerships with families

SPECIAL EDUCATION IS:

- Specially designed instruction to meet the unique needs of a child and allow the child to access the general curriculum successfully.
- A Free Appropriate Public Education (FAPE) differs for each child as each child has unique needs.
- An Individualized Education Program (IEP) is developed for each child to address those unique needs



CATEGORIES OF A DISABILITY UNDER IDEA

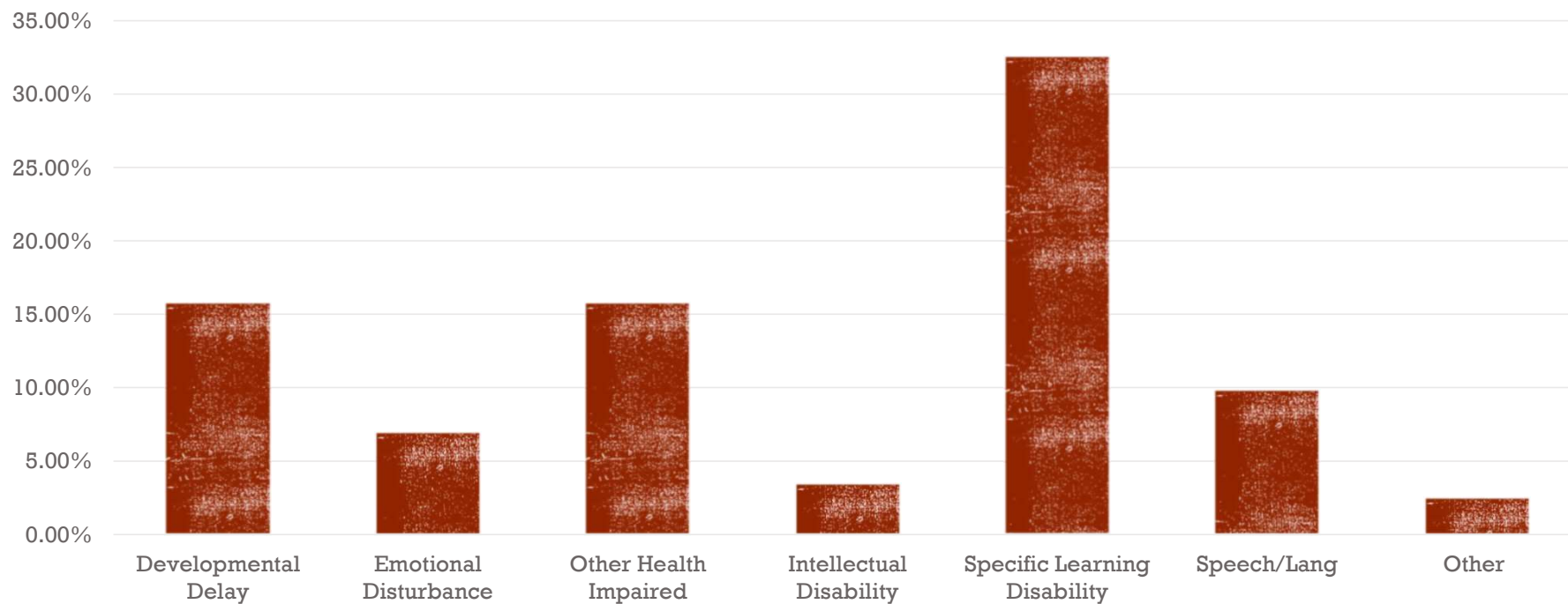
For a student to be eligible for special education and related services he/she must fully meet the definition of a disability.

There are a total of 14 different terms that a student can be categorized under.

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|--------------------------|-----------------------|-----------------------|------------------------------|--------------------------------|------------------------|--|
| Autism Spectrum Disorder | Deafness | Deaf-Blindness | Developmental Delay | Emotional Disturbance | Hearing Impairment | Intellectual Disability |
| Multiple Handicapped | Orthopedic Impairment | Other Health Impaired | Specific Learning Disability | Speech and Language Impairment | Traumatic Brain Injury | Visual Impairment, including Blindness |

STUDENTS WE SERVICE

THE SPECIAL EDUCATION DEPARTMENT SUPPORTS 316 (DEC. 2022) STUDENTS WITH DISABILITIES, WHO LIVE IN TIVERTON, AGES 3 - 22

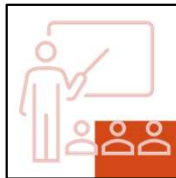


SPECIAL EDUCATION SCHOOL BASED SERVICES (AGES 3 – 22)



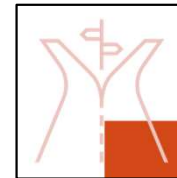
Evaluations

- Educational
- Speech/Language
- Psychological
- Social History
- Occupational Therapy
- Physical Therapy
- Functional Behavior Assessment
- Adaptive PE
- Vocational
- Psychiatric
- Specialty Evaluations



Services

- Educational
- Speech/Language
- Social Emotional
- Physical Therapy
- Occupational Therapy
- Adaptive PE
- Nursing
- Transportation
- Assistive Tech
- Orientation & Mobility
- Extended School Year
- Early Childhood Education & Outreach



Transition Services/Post Secondary ages 18 - 22

- Vocational Training
- Integrated & Supported Employment
- Independent Living
- Community Participation
- Transportation Training
- Self advocacy
- Food & Nutrition/Health & Wellness

SPECIALIZED ELEMENTARY PROGRAMS



| | | |
|--|---|-----------------------------------|
| <p>Integrated Preschool AM & PM (2)</p> | <p>Special education program designed for children 3 - 5 who have an identified disability and an IEP. Non-disabled peers are tuitioned into the program and serve as peer role models. Programs have up to 15 students: 8 role model children, and up to 7 children with disabilities.</p> | <p>Pocasset Ranger</p> |
| <p>Elementary Intensive Programs (2)</p> | <p>The Intensive Elementary Special Education Program is a classroom environment outside of the general education setting for children with significant learning needs. These classrooms serve students who require a highly modified curriculum, smaller class size, and a lower student/teacher ratio. Like the general education students, individuals in the Intensive Special Education Program learn academic skills, daily living skills, communication skills and social skills. Students follow modified curriculum goals, which are aligned with the RI Common Core Essential Elements. Students in the Intensive Special Education Program may also receive related services such as Occupational Therapy, Physical Therapy, and Speech and Language Therapy. The students are integrated with typically developing peers in general education classrooms during academic and social activities, as appropriate. Similarly, the students attend school-wide events, field trips, and social activities. There are also many opportunities for reverse inclusion, where typical peers come to the Intensive Special Education Program to interact, study, play and assist the students.</p> | <p>Ft Barton</p> |
| <p>Elementary Pathways to Success Program</p> | <p>The purpose of the Pathways to Success Program is to support student achievement in both Social Emotional Competencies and Academic Content, in a uniquely individualized setting that fosters a safe and caring learning environment. The Pathways to Success Program utilizes positive practice behavioral change strategies in conjunction with its intensive academic and social/emotional support regime. The intent of the structural behavioral change strategies are to provide students and their related service personnel, objective and tangible feedback while promoting pro-social behavior in the context of the school community. All incentive and corrective feedback strategies have, within their design, processing of the student actions and behavioral outcomes. The role of the program staff at all levels is to serve as a resource to students during their time of crisis as well as when they are realizing success internally and/or externally. To promote meaningful individualized behavioral outcomes, all systems within the Pathways Program are supported by the collection of objective behavioral data.</p> | <p>Pocasset</p> |

SPECIALIZED MIDDLE SCHOOL PROGRAMS



Middle School Intensive Program

The Intensive Special Education Program is a classroom environment outside of the general education setting for children with significant learning needs. These classrooms serve students who require a highly modified curriculum, smaller class size, and a lower student/teacher ratio. Like the general education students, individuals in the Intensive Special Education Program learn academic skills, daily living skills, communication skills and social skills. Students follow modified curriculum goals, which are aligned with the RI Common Core Essential Elements. Students in the Intensive Special Education Program may also receive related services such as Occupational Therapy, Physical Therapy, and Speech and Language Therapy. The students are integrated with typically developing peers in general education classrooms during academic and social activities, as appropriate. Similarly, the students attend school-wide events, field trips, and social activities. There are also many opportunities for reverse inclusion, where typical peers come to the Intensive Special Education Program to interact, study, play and assist the students.

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Middle School RISE Programs: Reaching Independence through Structured Education (2)

Students in the RISE program may present a variety of challenges, including anxiety, social skills, self-awareness, and executive functioning, as well as sensory and emotional regulation. In addition, students' learning may not be at grade level, and may benefit from a smaller academic community to achieve success. Our RISE program is designed to enhance the social and academic success of students by providing a highly structured and supported school environment to develop the emotional, social, behavioral, and/or academic skills necessary to succeed in the regular education classrooms. RISE aims to maximize the potential and independence of each student and is based on the belief that all students can learn together in the same schools and classrooms with appropriate supports.

TMS

SPECIALIZED HIGH SCHOOL/POST HIGH SCHOOL PROGRAMS



| | | |
|---|---|--------------------------------|
| <p>High School Intensive/Life Skills Program</p> | <p>The Intensive Special Education Program is a classroom environment outside of the general education setting for children with significant learning needs. These classrooms serve students who require a highly modified curriculum, smaller class size, and a lower student/teacher ratio. Like the general education students, individuals in the Intensive Special Education Program learn academic skills, daily living skills, communication skills and social skills. Students follow modified curriculum goals, which are aligned with the RI Common Core Essential Elements. Students in the Intensive Special Education Program may also receive related services such as Occupational Therapy, Physical Therapy, and Speech and Language Therapy. The students are integrated with typically developing peers in general education classrooms during academic and social activities, as appropriate. Similarly, the students attend school-wide events, field trips, and social activities. There are also many opportunities for reverse inclusion, where typical peers come to the Intensive Special Education Program to interact, study, play and assist the students</p> | <p>THS</p> |
| <p>High School Alternative Learning Program</p> | <p>Students in the THS Alternative Learning Program may present a variety of challenges, including anxiety, social skills, self-awareness, and executive functioning, as well as sensory and emotional regulation. In addition, students' learning may not be at grade level, and may benefit from a smaller academic community to achieve success. Our RISE program is designed to enhance the social and academic success of students by providing a highly structured and supported school environment to develop the emotional, social, behavioral, and/or academic skills necessary to succeed in the regular education classrooms. RISE aims to maximize the potential and independence of each student and is based on the belief that all students can learn together in the same schools and classrooms with appropriate supports. *The development of this program holds the possibility of bringing some students back from Out of District Placements</p> | <p>THS</p> |
| <p>Project Search - Partnership Program with Middletown Public Schools</p> | <p>The Project Search at Newport Hospital is an employment focused education program, designed to give students with learning difficulties and/or disabilities opportunities to develop employability skills in a real workplace, surrounded by other working people. Students accepted for the 1-year Project SEARCH program are called 'interns' and work 5 days each week at the hospital, combined with daily on-site classroom sessions. Throughout the year, each intern will complete 3 different work rotations. During this time, inters work alongside and learn from their hospital colleagues and managers. Additional support through class based sessions, progress monitoring and job coaching is provided by the staff.</p> | <p>Newport Hospital</p> |
| <p>Transition Program - Partnership Program with Middletown Public Schools</p> | <p>The Transition Academy Partnership Program with Middletown Public Schools will prepare young adults with disabilities, ages 18-22, for post-secondary success and independence. Essential skills (such as functional academic, independent living, community based & social skills, vocational skills) are developed through individualized planning and collaboration with the student, family, school, and community partners.</p> | <p>Gaudet School</p> |



**TIVERTON SPECIAL
EDUCATION
LOCAL ADVISORY
COMMITTEE**

A Special Education Local Advisory Committee provides advocacy, information and community connection for families whose children receive Special Education Services.

A volunteer group that welcomes parents, educators, providers, and interested community members.

An effective SELAC can increase the proactive, productive involvement of families by inviting their input in ways that can be used to shape local special education policies and processes.

Work collaboratively with administrators and staff to continually improve the experiences of students, parents/guardians and staff members in the schools.

SELAC MEMBERSHIP - MEMBERS MAY INCLUDE:

1

Parents of children with disabilities who may have an IEP or 504 Plan

2

Teachers, Principals, related service professionals and other school staff

3

Students and former students

4

Any parent or community member committed to improving education in the district



4 meetings per year

RIPIN – RI PARENT INFORMATION NETWORK

The Center for Parent Information and Resources offers this guide as a road map to help bring stakeholders together, suggests strategies to help them engage in dialogue, and discusses best practices to help them work together to benefit the local community. It draws on experience and practice from states in which local SEPACs have been in operation for decades.

Rhode Island school districts are encouraged to use this guide in developing and maintaining their Local Advisory Committees on Special Education (LAC).

SELAC GUIDEBOOK:

<https://sepacguide.parentcenterhub.org/>



NEXT STEPS

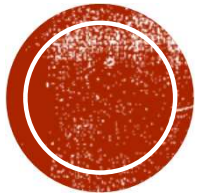
- RIPIN workshop on developing SELAC
- Create SELAC board
- Develop Mission and Goals
- Develop 2023 – 2024 Meeting Calendar

What you can do in the meantime:

- Fill out this survey to help guide our planning for next year



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THANK YOU!

