



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

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**School Support System Report and Support Plan**

**Rhode Island Nurses Institute Charter High School**

**May 2019**

## SCHOOL SUPPORT SYSTEM A Collaborative System of Focused Monitoring

### Introduction

The purpose of the School Support System (SSS) is to provide a means of accountability for delivery of programs and services for students with exceptionalities. The School Support System model is designed to promote the involvement of the whole school district, general educators as well as special educators and parents. It is designed to learn if the district meets the regulations and what effects programs and services have on student outcomes. Finally, the SSS develops a school support plan for training and technical assistance.

To accomplish this the SSS includes these components:

- **The Orientation Meeting:** The Rhode Island Department of Education (RIDE) staff meets the Local Education Agency (LEA) to plan the site review and identify issues or initiatives that may influence programs or service delivery.
  
- **Data Analysis Meeting:** The RIDE staff meets to review LEA demographic information on selected reports including: the state performance plan, census information, and information collected through record review, staff questionnaires and parent interviews. To ensure that the child is at the center of the study, all analyses begin with the child. Thus, a sample of approximately 20 students with exceptionalities is selected; the records of these students are reviewed; their parents, teachers and related service providers are interviewed, and their classrooms are observed. The result is an in-depth, unified examination of the actual provision of programs and services for students with exceptionalities. The RIDE staff compiles a preliminary summary of their analyses of this data.
  
- **Presentation by the LEA and School Site Review:** The on-site review begins with a presentation of programs by teachers and staff. The presentation provides the review team with general and specific information on delivery of programs and services to students. Following this presentation, on-site reviews to all schools are made. The team members interview school administrators and teaching staff. Parents and central office staff are also interviewed. The team gathers sufficient information and works with the LEA personnel to generate a report, covering the following:
  - The district's compliance with the state and federal regulations, relative to the education of students with exceptionalities.
  - The quality and effectiveness of programs and services provided by the district.
  - The need for professional development and technical assistance that will enable the LEA to improve programs and services.
  
- **The Support Plan:** The Ride team, LEA central office and building administrators meet to review the data and complete a report of results. The group designs a professional development/technical assistance support plan with timelines for implementation. This plan enables the school and district to correct areas of non-compliance and to strengthen promising programs and correct areas of weakness in order to improve services and programs for all students.
  
- **The SSS Report:** The report summarizes the findings from the various data sources. The format of the report uses four divisions: Indicators, Findings, Documentation, and Support Plan. Indicators describe either performance or compliance. Findings can include a variety of some six categories, from School Improvement to Free Appropriate Public Education in the Least Restrictive Environment. The documentation section of the report distinguishes the source of the finding. The support plan reflects the response to the described findings. The support plan describes the corrective action by the district as well as resources and time lines to improve programs and services.

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**RHODE ISLAND NURSES INSTITUTE CHARTER HIGH SCHOOL  
School Support System Review**

**Record Review Team Leaders**

**Team A – Susan Wood, Sandra Cambio Gregoire**

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

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

Indicator		Findings	Support Plan
Result	1	<p><b>Least Restrictive Environment Data (State Performance Plan Indicator #5)</b></p> <p>Based on the FY July 1, 2017 – June 30, 2018 State Performance Plan information on Rhode Island Nurses Institute Charter School Placement is as follows:</p> <p>The percentage of students educated 80 to 100% of the time in general education settings is 100% (RI District Average is 71.05%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 0% (RI District Average is 12.5%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is one student, 0.4% (RI District Average is 5.11%)</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	
Result	2	<p><b>Participation and performance of children with IEPs on statewide assessments (State performance Plan Indicator #3):</b></p> <p>B. Participation rate for children with IEPs: 100%</p> <p>C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievements standards: NA</p> <p>[Note: State has individual grade and content area targets (28%). State target is average target across grades and content areas. District target is average percent of students proficient across content areas (22%) for ELA and 12% for Math].]</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	
Result	3	<p><b>Multi-Tiered System of Support (MTSS) Response to Intervention (RTI)/Academics High School Level</b></p> <p>Rhode Island Nurses Institute (RINI) has several initiatives and plans as part of the Multi-Tiered System of Supports (MTSS) and Response to Intervention (RTI) process related to academics.</p> <p>The RINI MTSS team was established in 2015 and has worked since then on a 3-year</p>	

		<p>professional development program that was funded, guided and supported by an intervention consultant. The team’s work focused on developing an academic and behavioral core and on becoming a data-driven school. As part of the behavioral core, RINI has adopted the RINI Pillars of Nursing and the work has been to define, to teach, and to model the behavior expectations of the workforce and at school. The MTSS work also focused on the academic core, acknowledging the importance of a strong standards aligned curriculum, cultural competence, evidence-based practices, and a multi-level prevention system that incorporates support in many different areas. MTSS at RINI identifies resources, materials, effective curriculum and pedagogies, and empowers faculty to support students as they work to effect the best possible outcomes for students. RTI at RINI focuses on providing the highest quality instruction and intervention to struggling students and to support students in Tiers 2 and 3. RINI’s RTI team meets regularly to discuss students who are not meeting success with strong foundational Tier I curriculum, instruction, and interventions. The team collects all relevant data and analyzes the effectiveness of the core instruction and interventions that have been attempted. The team determines priority indicators and selects interventions and plans for coordinated delivery, monitoring, and assessment. If needed, the team will revisit and revamp the plans to continue to provide optimal learning environments and opportunities for students.</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	
Result	4	<p><b>SPP Disproportionate Representation (State Performance Plan Indicator #9 and # 10)</b></p> <p>Rhode Island Nurses Institute has not been identified as disproportionate in its identification of students with disabilities as shown by its data.</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	
Result	5	<p><b>Suspension (State Performance Plan Indicator #4a):</b> Significant discrepancy in the rate of suspensions (for students with IEPs) greater than 10 days as compared to the rate of suspensions (for students without IEPs) greater than 10 days. This was not applicable for the RI Nurses Institute Middle College Public Schools as no students with IEPs were suspended for greater than 10 days.</p> <p><b>State Performance Plan Indicator #4b</b> 0% had: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	

Result	6	<p><b>Multi-tiered System of Support (MTSS)/Social Emotional Supports/Social Emotional Resources/Positive Behavioral Supports High School</b></p> <p>The RINI MTSS behavioral core is supported by the RINI Pillars of Nursing, expectations clearly outlined in the RINI Student Handbook, and behavioral supports provided by the student support team and processes for social/emotional learning. RINI employs a dean of students, two guidance counselors, a social worker and a school nurse who work collaboratively with the students and faculty to ensure that the behavioral core and expectations are explicitly taught, modeled, and supported. RINI maintains a Student Success Room that operates utilizing positive behavior supports and allows students time out to reflect on their behavior, to discuss, communicate, and process their reactions and offers supports and opportunities to mediate as needed. The student support team meets weekly to collaborate, to collect pertinent data, and to plan and provide supports and interventions as necessary. The grade level teams collect pertinent data and submit it to the team for review. The team analyzes applicable data and creates intervention, monitoring, and assessment plans and communicates them to the teachers as indicated in the MTSS/RTI academic program described in an earlier question.</p> <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 that is available on the school website, in the faculty shared Google Drive, and is provided to students and families upon enrollment to the school and at the start of each school year. <i>Documentation: Data Analysis</i></p>	
Result	7	<p><b>Preschool Continuum</b></p> <p>RINI is a charter high school and does not serve preschool age students.</p>	
Result	8	<p><b>Program Continuum Elementary Level</b></p> <p>RINI is a charter high school and does not serve elementary level students.</p>	
Result	9	<p><b>Program Continuum Middle Level</b></p> <p>RINI is a charter high school and does not serve middle level students.</p>	
Result	10	<p><b>Program Continuum High School Rhode Island</b></p> <p><u>Mission</u> The Rhode Nurses Institute Middle College is a unique and innovative statewide charter high school preparing students for a career in nursing and healthcare. The goal of RINI is to create a high school experience that is student-centered and</p>	

	<p>structured to foster a supportive learning environment and committed to developing skills knowledge and passion necessary to excel in the nursing and allied health profession.</p> <p>RINI services a diverse group of students. Students are afforded a rigorous high school curriculum, early college courses and exposure to the nursing profession. RINI's academic program includes:</p> <ul style="list-style-type: none"> <li>• A rigorous college preparatory academic curriculum integrated with nursing and healthcare topics</li> <li>• Authentic healthcare experiences including internships, mentors, guest speakers, field trips, etc.</li> <li>• Ability to earn a Certified Nursing Assistant (CNA) license, EMT license and other workforce certificates</li> <li>• College courses aligned to nursing programs in post-secondary programs</li> <li>• A small supportive community learning environment that provides individualized supports to all students</li> </ul> <p>Special education services The Rhode Nurses Institute Charter School has 272 students. There are presently 23 students with Individual Education Plans (IEPs).</p> <p>Student support services RINI has two special education resource teachers and one social worker. If a student needs related services such as speech, occupational or physical therapy services, RINI purchases those services on a per diem basis. At present, there are no students with IEPs who are in need of these services.</p> <p>RINI's social worker and guidance counselors provide support to students who are in need of social emotional intervention. The academic support team also includes literacy math and reading teacher specialists and an English language specialist. The student support team includes the dean of students, an academic dean, 2 guidance counselors, and a school nurse. Both teams collaborate in supporting all students who are in need of academic or social emotional support.</p> <p>Program Design RINI provides an inclusive educational program for all students with Individual Education Plans (IEPs). The special education department works collaboratively with families, faculty, and community partners to support students to have an innovative high school experience that is student centered and provides a structured learning environment for all students.</p> <p>Inclusive Model All students with Individual Education Plans (IEPs) are included in general education classes. The special education teachers provide support services in all classes, prioritizing math and ELA classes. This model includes co-teaching supplementary</p>	
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		<p>lessons, and creation of supplemental materials for lessons and modification of lessons, and individualized student support as required in the IEPs.</p> <p>Students with IEPs receive their special education support services either in their classroom from a resource teacher or they receive support services during period of school time that does not compromise the student’s engagement in their academic classes.</p> <p>Teacher collaboration, communication and consultation  The special education resource teacher works closely with general education teachers in supporting students with IEPs by providing a profile snapshot of all students with IEPs to the general education teachers who teach those students in core content classes. The resource teacher maintains written communication and regular check-in meetings with teachers to track the progress of the students with IEPs. IEP team review meetings are held if students are not showing progress. The resource teacher also provides support to teachers by assisting them in understanding the accommodations the IEP student need in their classroom to be successful. Teachers and special education staff communicate regularly about specific progress or concerns via e-mail correspondence sheets, grade level meetings, or one-on-one interactions.</p> <p><i>Documentation: Data Analysis; Interviews; Observation</i></p>	
Result	11	<p><b>Adaptive Physical Education (APE)</b>  Rhode Island Nurses Institute Middle College high school has no students in need of Adaptive Physical Education.</p> <p><i>Documentation: Data Analysis; Interviews; Observation</i></p>	
Result	12	<p><b>Extended School Year (ESY)</b></p> <p>Extended School year needs are reviewed at the Student’s Annual IEP following the State Regulations for eligibility.</p> <p>There are no students at the present time eligible for Extended School Year.</p> <p><i>Documentation: Data Analysis; Interviews</i></p>	
Result	13	<p><b>Local Special Education Advisory Committee (LAC)</b>  The Local Advisory Committee meets in accordance with Rhode Island Regulatory requirements. The Committee is chaired by a parent. Participants on the team include parents, special education director and assistant director, teachers, and related service providers. A general agenda is set for the year. Topics or concerns are added to the agenda. Parents are informed at the beginning of each school year of when the LAC meetings will be held for the year. A list serve allows parents to share resources.</p>	

		<i>Documentation: Data Analysis; Interviews; Observation</i>	
Result	14	<p><b>School Efforts to Partner with Parents (State Performance Plan Indicator #8)</b> Of parents with a child receiving special education services who participated in the last survey, the percent that reported that their school's efforts to involve parents as a means of improving services and results for children with disabilities are at or above the state standard is 0%.</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	<p>Staff will follow up with parents and encourage them to complete the parent survey next year.</p> <p>Timeline: Ongoing.</p> <p>Progress Check: May 2020</p> <p>Follow-up Findings: Issue has been resolved and verified.</p>
Result	16	<p><b>Drop Out / Graduation Rate (State Performance Plan Indicator #1 and #2)</b></p> <p>The RI Nurses Institute Middle College Public Schools 4-year graduation rate for the 2018 cohort is 17.4% for all students and NA for students with disabilities. The state average rates of 84.12% for all students and 62.98% for students with disabilities.</p> <p>The RI Nurses Institute Middle College Public Schools dropout rate for the 4-year cohort 2018 is NA for all students and NA for students with disabilities. The state average rates were 7.42% for all students and 13.47% for students with disabilities.</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	

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

Indicator		Findings	Support Plan
Result	1	<p>Records of approximately three students were reviewed prior to the on-site review by the team leaders. Students' records were very accessible. The record review process identified the following: All items were noted as in compliance with regulatory requirements.</p> <p><i>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</i></p> <p><i>Documentation: Data Analysis; Interviews; Observation</i></p>	
Result	2	<p><b>Child Find (State Performance Plan Indicator #11)</b></p> <p>RINI for the 2017-2018 school year was at 100% compliance for meeting evaluation</p>	

		<p>timelines for initial referrals. As of 5/31/19, RINI was thus far at 100% compliance for meeting evaluation timelines for initial referrals for the 2019-2020 school year.</p> <p><i>Documentation: State Performance Plan Data</i></p>	
Result	3	<p><b>Student Accommodations and Modification</b></p> <p>The success of RINI students is driven by a partnership with teachers, students, and parents working together to support the individual needs of the IEP students.</p> <p>Communication with teachers: At the beginning of each school year the Special Education Department presents at the RINI's teacher orientation an overview of the RINI Special Education Program, State &amp; Federal Regulations, and IEP development and process.</p> <p>The process of communicating information about the IEP students in the teachers' classrooms is also reviewed and the IEP Snapshot as well as the Skyward indicator system is discussed. A resource folder is provided as reference and review to each teacher at the teacher orientation. Within the first week of school, a copy of the Snapshot/Summary Form is sent to each teacher of every IEP student. These files are shared in Google Drive and are available for quick reference as needed.</p> <p>Snapshots/Special education summaries: The RINI SPED staff utilizes a Snapshot/Special Education Summary to share information with the teachers on their IEP students in their classroom. These files are shared only with the specific teachers and specialists that encounter the IEP student(s) in their specific classes. Access to these documents changes as the students are enrolled and withdrawn from classes. Changes to IEPs are reflected in updated Snapshots as needed.</p> <p>The Snapshot/Special Education Summary includes the following information:</p> <ul style="list-style-type: none"> <li>- Strengths and needs of students</li> <li>- IEP Goals</li> <li>- Accommodations and Modifications</li> <li>- Related Services</li> <li>- Access to special education file</li> </ul> <p>All special education files are kept in a locked fireproof file cabinet in the special education suite and within a locked office. In order to view a file, faculty members must make an appointment with the special education department. The files are to be reviewed in the special education suite with a special education staff person. This process is reviewed yearly with the faculty and is also documented in special education policies.</p> <p>IEP meeting invitations for RINI Faculty Invitations to faculty for IEP meetings are delivered through the RINI Google Calendar.</p>	

		<p>The grade level team of teachers determines who will attend the meeting and information is shared with the representative(s) identified to attend. Teachers are also requested to forward to the special education department any pertinent information on the student that would be helpful in developing the IEP and/or providing feedback on the students' progress.</p> <p><i>Documentation: Data Analysis; Interviews; Document Review</i></p>	
Result	5	<p><b>Specific Learning Disability Determination.</b> Regulatory requirements for specific learning disabilities determination were appropriately adhered to.</p> <p><i>Documentation: Interviews; Record Review</i></p>	
Result	6	<p><b>Due Process Information (State Performance Plan Indicators)</b></p> <p>Over the past three years RINI has no (zero) complaints, mediations or hearings.</p> <p><i>Documentation: Data Analysis; RIDE Due Process</i></p>	

### 3. IDEA TRANSITION

Indicator		Findings	Support Plan
Result	1	<p><b>Part C to Part B Transition (Indicator #12)</b> RINI is a charter high school and does not serve the preschool population.</p> <p><i>Documentation: Data Analysis; Interviews; State Performance Plan</i></p>	
Result	2	<p><b>IDEA Transition Planning at the Middle Level</b> RINI is a charter high school and does not serve the middle population.</p> <p><i>Documentation: Data Analysis; Interviews; Record Reviews</i></p>	
Result	3	<p><b>IDEA Transition Planning at the High School Level</b> Transition services at RINI are embedded in all aspects of the student's program. The special education department works closely with the guidance department and RINI's internships workforce coordinator as well as with outside agencies (ORS, RIPIN) in</p>	

	<p>supporting students in their post-secondary goals and choices.</p> <p>The RINI transition process is driven through the development of a comprehensive IEP for each student. RINI focuses on post school outcomes for their students with IEPs. Students' IEPs include appropriate measurable goals based upon age and assessment data.</p> <p>Interest exploration – all internships are based on personal and professional interest exploration, most healthcare based</p> <p>Community exploration- Hospitals - Sturdy Memorial, Landmark, Women and Infants, Charter Care system, Lifespan system, local health and wellness agencies</p> <p>ILP Transition Activities (Choices 360 activities)</p> <p>Career exploration - matching jobs after each Inventory Journal</p> <p>Interest exploration - Interest profiler, career key, work value sorter, transition skill checklist, learning style inventory</p> <p>Post Secondary education exploration - career planning, high school planning tab, and college planning</p> <p>Employment</p> <ul style="list-style-type: none"> <li>Lifespan summer opportunities</li> <li>RINIMC Summer Internship Workforce Program</li> <li>RINIMC Nursing &amp; Healthcare under 16 Workforce Program</li> <li>Nursing Homes &amp; assisted living for CNA/ Dietary</li> </ul> <p>College Classes available to RINI students</p> <ul style="list-style-type: none"> <li>URI Writing</li> <li>CCRI Oral Communication</li> <li>URI General Psychology</li> <li>URI Development Psychology</li> <li>URI Human Anatomy and Physiology</li> <li>URI General Chemistry</li> <li>RWU intro to Health Careers</li> <li>RWU EMT</li> </ul> <p>Transition Assessments</p> <p>Choices 360 transition activities as well grade level assessments:</p> <ul style="list-style-type: none"> <li>9<sup>th</sup> grade - Interest Inventory</li> <li>10<sup>th</sup> grade - Career Key</li> <li>11<sup>th</sup> grade - Work Value Sorter</li> <li>12<sup>th</sup> grade - Transferable Skills Checklist</li> <li>All Grades - Learning Style Inventory</li> </ul> <p>In preparing for students' transition IEP, the following steps are taken:</p> <ol style="list-style-type: none"> <li>1) Parent &amp; Student's Surveys are completed.</li> <li>2) Assessments are completed on student.</li> <li>3) IEP Development worksheet is completed.</li> </ol>	
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		<p>4) Transition goals are developed.</p> <p><u>Documentation:</u> Data Analysis, record review</p>	
Result	4	<p>At the high school the case manager is the point for referrals to the <b>Office of Rehabilitative Services (ORS)</b> and to the <b>Department of Behavioral Healthcare, Developmental Disabilities &amp; Hospitals (BHDDH)</b>.</p> <p>The RINI special education/resource teacher(s) is/are the point person who communicates with ORS. Referral of students to ORS is made by the special education resource teacher(s), as appropriate or needed.</p> <p><u>Documentation:</u> Interviews; Document Review</p>	
Result	5	<p><b>Summary of Performance (SOP)</b> is facilitated by the case managers as appropriate. A Summary of Performance Document is developed and given to student prior to their graduation from high school. The summary outlines student's achievement and functioning performance information. Recommendations on ways to assist students to connect with post-secondary goals are reviewed and documented in the summary.</p> <p><u>Documentation:</u> Interviews; Document Review</p>	
Result	6	<p>Youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, and transition services. The RI Nurses Institute Middle College Public Schools is 100% compliant with the requirements. <b>(State Performance Plan Indicator #13)</b></p> <p>RINI through their transition component of the IEP provides appropriate transition assessments and services that are based on the needs of the student. The transition assessments and student's interview provide information to develop appropriate measurable post-secondary goals that are annually updated based on age appropriate transition assessments and transition services.</p> <p><u>Documentation:</u> Interviews; Document Review</p>	
Result	7	<p>100% of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and who have been employed, enrolled in postsecondary school, or both within 1 year of leaving high school. The state average was 79%. <b>(State Performance Plan Indicator #14)</b></p> <p><u>Documentation:</u> Interviews; Document Review</p>	