

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

School Support System Report and Support Plan

Paul Cuffee Charter School
December 2012

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 with 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 LEA annual plan, census information, and information collected through record review, staff questionnaires and parent interviews. To ensure that the child is at the center of the study, all analyses begin with the child. Thus, a sample of approximately 30 students with exceptionalities is selected; the records of these students are reviewed; their parents, teachers and related service providers are interviewed, and their classrooms are observed. The result is an in-depth, unified examination of the actual provision of programs and services for students with exceptionalities. The RIDE staff compiles a preliminary summary of their analyses of this data.
- **Presentation by the LEA and School Site Review** The on-site review begins with a presentation of programs by teachers and staff. The presentation provides the review team with general and specific information on delivery of programs and services to students. Following this presentation, on-site reviews to all schools are made. The team members interview school administrators and teaching staff. Parents and central office staff are also interviewed. The team gathers sufficient information and works with the LEA personnel to generate a report, covering the following:
 - The district's compliance with the state and federal regulations, relative to the education of students with exceptionalities.
 - The quality and effectiveness of programs and services provided by the district.
 - The need for professional development and technical assistance that will enable the LEA to improve programs and services.
- **The Support Plan** The RIDE team, LEA central office and building administrators meet to review the data and complete a report of results. The group designs a professional development/technical assistance support plan with timelines for implementation. This plan enables the school and district to correct areas of non-compliance and to strengthen promising programs and correct areas of weakness in order to improve services and programs for all students.
- **The SSS Report** The report summarizes the findings from the various data sources. The format of the report uses four divisions: Indicators, Findings, Documentation, and Support Plan. Indicators describe either performance or compliance. Findings can include a variety of some six categories, from School Improvement to Free Appropriate Public Education in the Least Restrictive Environment. The documentation section of the report distinguishes the source of the finding. The support plan reflects the response to the described findings. The support plan describes the corrective action required by the district as well as resources and time lines to improve programs and services.

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***PAUL CUFFEE CHARTER SCHOOL
SCHOOL SUPPORT SYSTEM REVIEW***

TEAM MEMBERS

***Team* – Susan Wood and Jane Keane**

1. FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE/LRE)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
		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.	Data Analysis State Performance Plan		
Result	1	<p>Least Restrictive Environment Data (State Performance Plan Indicator #5)</p> <p>Based on the FY July 1, 2011 – June 30, 2012 State Performance Plan information on Paul Cuffee Placement Data is as follows:</p> <p>The percentage of students educated 80 to 100% of the time in general education settings is 100%. (RI District Average is 71.75%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 0% (RI District Average is 13.25%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 0% (RI District Average is 5.14%)</p>	Data Analysis State Performance Plan		
Result	2	<p>Participation and performance of children with IEPs on statewide assessments (State Performance Plan Indicator #3):</p> <p>A. The district (disability subgroup that meets the State’s minimum “n” size) did meet the State’s AYP targets for the disability subgroup</p> <p>B. Participation rate for children with IEPs. 98.15%</p> <p>C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards 38.68% [Note: State has individual grade and content area targets (27%). State target is average target across grades and content areas. District target is average percent of students proficient across content areas (38.68%).]</p>	Data Analysis State Performance Plan		
Result	3	<p>Instructional Strategies and Supports</p> <p>Throughout the Paul Cuffee Charter School there were examples of student centered, teacher facilitated differentiated instruction, modeling, cooperative learning, and problem solving, posted agendas and student work along with homework assignments.</p>	Data Analysis Interviews Observation		

		Use of student assessment and performance data to inform instructional practices is emerging. Faculty are engaged in analyzing student data such as the, DRA, MAP, Aimsweb at the elementary level, NECAP, teacher generated assessments, student work and performance.			
Result	4	<p>Multi-tiered System of Support (MTSS)/Response to Intervention (Rtl)</p> <p>Elementary Level: A MTSS/Rtl team and schedule has been established. This team meets once a week to discuss students both referred to the Rtl process and those who may need additional support. Teachers complete the Rtl referral form and bring work samples and concerns. A plan is developed and implemented. Follow up is determined by the team on a case-by-case basis.</p> <p>Middle and High School Level: An MTSS/Rtl team and schedule has also been established at the secondary level (middle and high school). Each grade level team meets once a week to discuss students both referred to the MTSS/Rtl process and those who may need additional support. The high school uses a spreadsheet via Google docs as a way to document meeting notes and follow up. Review and refinement of assessment tools, intervention and progress monitoring strategies along with management practices and protocols is a current focus. The middle level and high school offer a number of structured academic and behavioral interventions and supports to meet the varying needs of its student population (teacher and peer tutors, before and after school academic support clubs, intensive instructional alternatives in writing/reading and math along with Saturday School).</p>	Data Analysis Interviews Observation		
Result	5	<p>SPP Disproportionate Representation (State Performance Plan Indicators #9 and #10)</p> <p>Paul Cuffee Charter School is not disproportionate due to inappropriate identification or due to policies, procedures and practices.</p>	Data Analysis State Performance Plan		
Result	6	<p>Suspension (State Performance Plan Indicator #4a): Significant discrepancy in the rate of suspensions (for students with IEPs) greater than 10 days as compared to the rate of suspensions (for students without IEPs) greater than 10 days.</p> <p>Suspension (State Performance Plan Indicator #4b): Significant discrepancy in the rate of suspensions (for students with IEPs, by race /ethnicity) greater than 10 days as compared to the rate of suspensions (for students without IEPs) greater than 10 days.</p>			

In 2011-2012 the Paul Cuffee Charter School had no (zero) students with IEPs who were suspended more than 10 days.

Middle Level

A Saturday School is provided for students who have been suspended at the middle level.

High School Level

The high school has an in-school suspension room which is monitored by the school's behavioral specialist. Students complete their missed work during this time and can access special education services as needed.

In addition, Paul Cuffee High School has a Time for Time Program. This is an after school program for tardiness. Students attend after school and they must be there five minutes for each occurrence of tardiness within 15 minutes. If a student gets up to 30 minutes and does not show up for Time for Time they spend the day at in-school suspension in addition to serving their 30 minutes after school. More than 15 minutes late counts as cutting class and students attend Saturday School (8:30-10:30). Make up work occurs for the first hour of Saturday school and community service happens for the remainder of the time around the building. There is both a behavioral Saturday School and an academic Saturday School. If a student fails a course, they can attend Saturday school to complete their contracted work. Repair Action Plan (RAP) is a community service performed after school by any students who may have committed "harm to the school community".

Social emotional resources / positive behavioral supports

The Paul Cuffee Charter School has a myriad of social emotional resources and positive supports woven throughout the school day. Some of these activities include whole school meetings on a weekly basis. There are morning advisor/advisee meetings with a structured format and point systems where kindness is given to one's advisory for kindness and good deeds.

School Removals/Disciplinary Policies

Throughout the district behavioral expectations along with disciplinary action protocols and policies are clearly understood.

Result	7	<p>Preschool Continuum</p> <p>Paul Cuffee does not have preschool age students hence there is no program continuum at this level.</p>	Data Analysis State Performance Plan		
Result	8	<p>Elementary Level</p> <p>There are 326 students at the elementary level and approximately 47 students have IEPs. The special education program continuum is as follows:</p> <ul style="list-style-type: none"> -All students with IEPs are fully included in general education classes based on student need. There are targeted “inclusion” classes with two adults (general educator and class specific teaching assistant/partner). -The kindergarten and first grade classes have a teacher and teacher assistant/partner in all classes. Many of the teaching partners are certified special educators. The other grades share a teaching partner. -Resource support is provided both in class and out of class <p>There is full time social worker. The social worker facilitates groups and provides individual counseling per the IEPs, organizes peer models for each grade, and checks in with all students during the morning and afternoon dismissal routines and recess. There is also a consulting psychologist as needed.</p>	Data Analysis Interviews Observation		
Result	9	<p>Program Continuum Middle Level</p> <p>The Paul Cuffee Charter middle school provides instruction within a middle level model for 6th, 7th and 8th grade students. There are currently 178 students attending the middle level school program and 42 are students with IEPs. There is one team at each grade level comprised of content area teachers, special educators and teacher assistants.</p> <p>Specialized instruction is facilitated through an inclusionary model. Special educators and/or a teacher assistant, as appropriate, provide instructional support and student specific accommodations and modifications as directed by students’ individual education plans in the general education setting for most content area classes. Each grade level has established a population specific special education model to meet the individual needs of students with IEPs.</p>	Data Analysis Interviews Observation		

Compliance	<p>Students at the 6th grade level as determined by teacher recommendation along with formal and informal assessments may participate in a math and/or a humanities (language arts/social studies) class. Students participating in this instructional model receive a math and/or humanities grade (and course credit) from the special educator who may or may not be highly qualified. Title II will review and address as appropriate.</p> <p>In addition to the above, there is a special educator teaching math and humanities across all grade levels to students with IEPs. She is the sole teacher in the room yet the certified teacher is the listed teacher of record. The special educator consults with the highly qualified general education teacher but the general teacher is not in the class delivering instruction to the students, thus, students on a diploma path are not afforded FAPE in the LRE with regard to accessing the general education curriculum taught by highly qualified teachers (RIGL 300.18).</p> <p>A resource period is offered at the 8th grade level to address content area remediation, re-teaching, time to complete test/quizzes and/or to assist students with organizational management skills.</p>		<p>Students with IEPs will be taught by highly qualified teachers for all core content areas.</p> <p>Timeline: Immediately and going. Progress check: September 2013</p>	<p>As of Sept. 2013, all students with IEPs are being taught by a highly qualified general education teacher in the general education classroom. The special educator consults with the general education teacher and supports students with IEPs in the general education class.</p>
Compliance	<p>Physical education is provided by a certified physical education teacher yet health is taught by general education teachers as a “wellness class”. These individuals are not certified as health teachers. RIGL 16-22-4</p>		<p>Students with IEPs (along with general education peers) will be taught by appropriately certified staff.</p> <p>Timeline: Immediately and going. Progress check: September 2013</p>	<p>As of Sept. 2013, students with IEPs (along with general education peers) are receiving health instruction by a certified physical education/health teacher.</p>

Result	10	<p>Continuum High School Level</p> <p>At the Paul Cuffee Charter high school there are approximately 190 students and 35 students have IEPs. The program continuum is as follows:</p> <p>-All students with IEPs are fully included in general education classes with special education teachers going into classes to provide support. Students with IEPs are scheduled according to intensity of need in order to maximize resources. One of the three special educators is the intensive special educator and follows her students from class to class to provide in class support.</p> <p>-Resource classes are offered to students depending on need. This may range from twice a week to daily support.</p> <p>Students with IEPs who have PLPs are serviced via the ELA and literacy teacher in a literacy class. Students with math needs may participate in a math workshop in addition to math class.</p> <p>There is a part-time college counselor at the school, consulting psychologist and a full-time social worker.</p>	Data Analysis Interviews Observation		
Result	11	Currently in the Paul Cuffee Charter School there are no students (0) receiving adaptive physical education.	Data Analysis Interviews Observation		
Result	12	To date, no students at the Paul Cuffee Charter School have qualified for extended school year (ESY) due to a lack of need. However confusion regarding summer programming for students and ESY exists.	Data Analysis Interviews Observation		
Compliance	13	<p>Local Special Education Advisory Committee (LAC)</p> <p>A local advisory committee with membership, operation, and scheduled meetings, consistent with Regents' requirements is not in place.</p>	Data Analysis Interviews Observation	<p>The elementary school principal has organized a LAC (K-12). The first meeting occurred on January 9th, 2013 with additional meetings scheduled in March and May.</p> <p>Timeline: Immediately and going. Progress</p>	<p>The 2013-2014 LAC meeting schedule is 12/6/13, 1/9/14, 3/6/14, 5/22/14.</p> <p>The 12/6 meeting was postponed.</p>

				check: September 2013	
Result	14	<p>School Efforts to Partner with Parents (State Performance Plan Indicator #8): The school's rate of parent participation in the annual Special Education Statewide Parent Survey (2011-2012) is 14% of parents whose children have IEPs.</p> <p>Of parents with a child receiving special education services who participated in the last survey, the percent that reported that their school's efforts to involve parents, as a means of improving services and results for children with disabilities, are at or above the state standard is 31%.</p>	Data Analysis State Performance Plan		
Result	15	<p>Drop Out /Graduation Rate (State Performance Plan Indicators #1 and #2)</p> <p>To date, Paul Cuffee Charter High School has not had a graduating class hence there is no graduation or dropout rate to report.</p>	Data Analysis State Performance Plan		

2. EVALUATION/ INDIVIDUAL EDUCATION PROGRAM (IEP)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Result/ Compliance	1	<p>Records of approximately four students were reviewed prior to the on-site review by the team leaders. The record review process identified:</p> <ul style="list-style-type: none"> -regulatory timelines not adhered to consistently; -lack of consistent parental input; -paperwork documentation items either missing or not seen in file review; -and transition evidence nonexistent. <p>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</p>	Data Analysis Interviews Observation	<p>Assurances will be provided to the Rhode Island Department of Education, Office of Student, Community and Academic Supports, that compliance issues are addressed and rectified. This Support Plan is applicable for all compliance findings in this section.</p> <p>Timeline: Immediately and going. Progress check: November 2013</p>	<p>To address indicators 1 and 4, PCS will implement the following action plans:</p> <p>A.) Attached to each student file "Timeline for referral evaluation (Initial and re-evaluation)", "Eligibility and IEP development/</p>

					<p>implementation Chart – Guidelines for LEAs.”</p> <p>B.) Schoolwide use of RIDE forms. Appendix D to include: - group review of referral and evaluation or re-evaluation report and Learning Disabilities Documentation Form.</p> <p>C.) Schoolwide training of special educators K-12 in the following: -response to intervention flow chart -Rtl Implementation Self-Assessment - Frequently asked questions</p>
Result	2	<p>Child Find (State Performance Plan Indicator #11)</p> <p>Paul Cuffee School for the 2011-2012 year was at 100% compliance for meeting evaluation timelines for initial referrals. As of 1/2/13 Paul Cuffee School was thus far at 100% compliance for meeting evaluation timelines for initial referrals for the 2012-2013 school year.</p>	State Performance Plan data		

Result	3	Throughout the district, special educators met with general education teachers on a regular basis to review students' accommodations and modifications.	Data Analysis Interviews Observation		
Compliance	4	Overall, special education staff throughout the district was unclear with regard to the specific learning disabilities eligibility and reevaluation criteria and its alignment to the regulations. (RI Regulation 300.307, Specific Learning Disability Requirements)	Interviews Observation Record Review	Special education administration in conjunction with school-based administration will provide professional development and ongoing implementation assistance on the SLD determination process per regulatory requirements (initial and reevaluation) Timeline: Immediately and going. Progress check: November 2013	Professional development on SLD Determination: 8/22/13: Upper school, whole staff. 8/26/13: K-12 special educators. A professional development for all staff on SLD Determination and special education regulations. 9/13/13: K-12 special educators. 10/25/13: elementary and middle school special educators.
Result	5	Due Process Information (State Performance Plan Indicators #16, #17,#18 & #19) Paul Cuffee School had no mediations, resolution sessions, hearings or complaints for the past three year period.	Data analysis		

3. TRANSITION					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Result	1	<p>Part C to Part B Transition (Indicator #12)</p> <p>Paul Cuffee Charter School does not have preschool age students.</p>	<p>Data Analysis Interviews State Performance Plan</p>		
Compliance	2	<p>IDEA Transition Planning at the Middle Level</p> <p>A comprehensive systemic approach to transition planning for eligible students with disabilities at the middle level of Paul Cuffee Charter School has not been established.</p>	<p>Data Analysis Interviews Observation</p>	<p>Special education administration will provide the necessary professional development and facilitate a systemic approach to transition for eligible students.</p> <p>Timeline: Immediately and going. Progress check: November 2013</p>	<p>To address indicators PCS will implement the following action plans:</p> <ul style="list-style-type: none"> -Training in IEP development for all special educators and related services staff using the 2010 IEP Guide Book and the "IEP Process Frequently Asked Questions" Training took place on 10/25/13 using the RIDE IEP guidebook as mentioned above. -Amend secondary parent notice to include transition planning as part of IEP development.

					Notice was modified to include information about transition planning.
Compliance	3	<p>IDEA Transition Planning at the High School Level</p> <p>Paul Cuffee High School records did not have evidence of vocational assessments in the files. Teachers acknowledged that this was an area for growth. This year special educators have started using Ten Sigma and the Transition Planning Inventory (TPI) is in the process of being purchased. Professional development recently occurred with special education staff regarding transition and the IEP.</p>	Data Analysis Interviews Observation	<p>Special education administration will provide the necessary professional development and facilitate a systemic approach to transition for eligible students.</p> <p>Timeline: Immediately and going. Progress check: November 2013</p>	<p>-Create an IEP planning notice for/to secondary students on transition planning.</p> <p>-Professional development on 8/22/13 and 9/13/13 for high school staff.</p>
Result	4	Paul Cuffee High School currently goes up to 11th grade with plans to add in the 12th grade next year. At the high school the special education teachers will be the point for the Office of Rehabilitative Services (ORS) referrals at the school.	Interviews Document Review		
Result	5	Paul Cuffee High School currently goes up to 11th grade with plans to add in the 12th grade next year. Summary of Performance (SOP) will be facilitated by the special education case managers as appropriate.	Interviews Document Review		
Result	6	Youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, and transition services. The Paul Cuffee Schools are 98.43% compliant with the requirement. (State Performance Plan Indicator #13)	Interviews Document Review		
Result	7	Paul Cuffee High School currently goes up to 11th grade with plans to add in the 12 grade next year, hence State Performance Plan for Indicator 14 "Post School Outcomes" is not applicable at this time.	Interviews Document Review		