



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

School Support System Report and Support Plan

**SouthSide Elementary Public Charter School
November 2016**

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 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 by the district as well as resources and time lines to improve programs and services.

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**SouthSide Elementary Public Charter School
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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>Least Restrictive Environment Data (State Performance Plan Indicator #5)</p> <p>Based on the FY July 1, 2013 – June 30, 2014 State Performance Plan information on SouthSide Public Schools Placement is as follows:</p> <p>The percentage of students educated 80 to 100% of the time in general education settings is 99.3% (RI District Average is 63.12%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 0% (RI District Average is 16.60%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is .70% (RI District Average is 6.76%)</p> <p><i>Documentation: Data Analysis State Performance Plan</i></p> <p><u>SouthSide Charter School Mission</u> SouthSide Elementary Charter School provides a diverse group of Providence kindergarten through fifth grade students with a solid step towards college and community leadership. Students learn to read, write, think logically and problem solve on grade level within a curriculum that emphasizes academic rigor, excellence and community engagement in an extended school day and school year.</p> <p>SouthSide Elementary Charter School is housed inside of Community Preparatory School. The SouthSide Charter School currently occupies three classrooms inside of Community Preparatory. As SouthSide Charter School grows, Community Preparatory will become smaller. Once SouthSide reaches full capacity, it will occupy six integrated classrooms on the main floor of the Community Preparatory School building.</p>	
Result	2	<p>Participation and performance of children with IEPs on statewide assessments (State performance Plan Indicator #3):</p> <p>A. The district did not meet the minimum “n” size for public reporting on the state’s AYP targets for the disability subgroup.</p> <p>B. Participation rate for children with IEPs N/A%.</p>	

		<p>C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievements standards N/A% [Note: State has individual grade and content area targets (28%). State target is average target across grades and content areas.</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	
Result	3	<p>Multi-Tiered System of Support (MTSS) Response to Intervention (RTI)/Academics</p> <p>Elementary Level</p> <p>RTI Team meetings are scheduled twice per month following extensive classroom consultation with administration and consultants. Students can be referred to the Academic and/or Social Emotional Team which is comprised of the Director of Special Education, Behavior Consultant, Principal, Academic Interventionist, ESL Teacher and Social Worker. Meeting agenda used to record the following: teacher concerns, inventory of student strengths and talents, baseline data, interventions and date of next meeting. Some of the interventions include but are not limited to the following:</p> <ul style="list-style-type: none"> ◆ Reading Street (2012 Common Core Aligned Edition) ◆ Singapore Math (Aligned to Common Core) ◆ FOSS Inquiry-Based Science (Aligned to NGSS) ◆ IXL ◆ Accelerated Reader ◆ Reading A-Z ◆ Class Dojo ◆ Scholastic Online Readers ◆ National Geographic Online Subscription ◆ Enchanted Learning ◆ 1:1 Technology Devices for Each Student (I-Pads, laptops, Chrome Books) ◆ Smart Boards and Document Cameras in each classroom ◆ Fountas & Pinnell Reading Intervention Program ◆ Math ADDVantage ◆ Rocket Math ◆ Orton Gillingham ◆ Alert Program ◆ Resilient Kids ◆ Second Step ◆ Lively Letters ◆ Handwriting Without Tears <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	

Result	4	<p>SPP Disproportionate Representation (State Performance Plan Indicator #9 and #10)</p> <p>SouthSide Elementary Charter School does not meet the minimum “n” size for public reporting.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	
Result	5	<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. This was not applicable for the SouthSide Elementary Charter Schools as no students with IEPs were suspended for greater than 0 days.</p> <p>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.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	
Result	6	<p><u>Multi-tiered System of Support (MTSS)/Social Emotional Supports/Social Emotional Resources/Positive Behavioral Supports</u></p> <p>Some of the interventions include but are not limited to the following:</p> <p>Elementary Level</p> <ul style="list-style-type: none"> ◆ Bilingual .5 Social Worker providing 1:1 Counseling & Social Worker Intern ◆ Responsive Classroom ◆ Collaborative Proactive Solutions (Dr. Ross Greene) ◆ Second Step - weekly lessons taught by Social Worker and Intern ◆ Resilient Kids to teach Mindfulness ◆ Social Emotional Children’s Book Collection ◆ Social Emotional Games ◆ Coping Cat ◆ Relaxation Stations/Take a Break Areas in each classroom ◆ Sensory & Relaxation Tools in each classroom ◆ Five-Point Scale ◆ Emotional Regulation Charts 	

		<ul style="list-style-type: none"> ◆ SHARK Behavior Positive Behavior Intervention Supports <p>School Removals/Disciplinary Policies. Throughout the district behavioral expectations along with disciplinary action protocols and policies are comprehensively defined in a student handbook.</p> <p><u>Documentation:</u> Data analysis meeting, observation, interviews</p>	
Result	7	<p>Preschool Continuum</p> <p>The SouthSide Elementary Charter School does not have preschool.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	
Result	8	<p>Program Continuum Elementary Level</p> <p>There are 71 students at the elementary level and approximately 9 have IEPs. The special education program continuum is as follows:</p> <ul style="list-style-type: none"> ◆ Responsive Classroom approach fosters strong relationships amongst students as well as strong relationships between students and their teachers ◆ Strong communication between school and home through various vehicles including class dojo, monthly newsletters, e-mails, texts, phone calls and face-to-face interaction during drop-off and pickup <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p>	
Result	9	<p>Program Continuum Middle Level</p> <p>The SouthSide Elementary Charter School does not have middle level students.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Observations</p>	
Result	10	<p>Program Continuum High School Level</p> <p>The SouthSide Elementary Charter School does not have preschool students.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p>	

Result	11	<p>Adaptive Physical Education (APE)</p> <p>Currently, there are zero (0) students who are receiving APE.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p>	
Result	12	<p>Extended School Year (ESY)</p> <p>SouthSide Elementary Charter School has ESY for students who qualify. This past summer ESY was held for two weeks (four hours five days a week). The focus was academic and related services.</p> <p><u>Documentation:</u> Data Analysis; Interviews</p>	
Result	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 in place and is supported by the district.</p> <p>The Local Special Education Advisory Committee continues to meet at least four times a year. There is designated chair. Current efforts are focused on increasing membership and attendance at meetings.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p>	
Result	14	<p>School Efforts to Partner with Parents (State Performance Plan Indicator #8)</p> <p>The public school district's rate of parent participation in the annual Special Education Statewide Parent Survey (2014-2015) is 50% of parents whose children have IEPs. 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 100%.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	
Result	16	<p>Drop Out / Graduation Rate (State Performance Plan Indicator #1 and #2)</p> <p>SouthSide Elementary Charter School does not have high school students.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	

2. EVALUATION / INDIVIDUAL EDUCATION PROGRAM (IEP)

Indicator		Findings	Support Plan
Result	1	<p>Records of approximately three (3) students were reviewed prior to the on-site review by the team leaders. Students' records were very accessible. The record review process found that all records were well written and in regulatory compliance.</p> <p><i>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</i></p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p>	<p>Timeline: No issues cited in the record review.</p>
Result	2	<p>Child Outreach</p> <p>SouthSide Charter School works collaboratively with the Providence School Department to facilitate the child outreach screenings in March and April.</p> <p><u>Documentation:</u> State Performance Plan; Data Interviews</p>	
Result	3	<p>Child Find (State Performance Plan Indicator #11)</p> <p>SouthSide Charter School for the 2014-2015 year was at 100% compliance for meeting evaluation timelines for initial referrals. As of 11/3/16 the SouthSide Elementary Public Charter School was, thus far, at 100% compliance for meeting evaluation timelines for initial referrals for the 2015-2016 school year.</p> <p><u>Documentation:</u> State Performance Plan Data</p>	
Result	4	<p>Accommodations and Modifications</p> <p>Each teacher meets with the principal prior to the start of school to review students' needs and challenges. Teachers also receive an IEP snapshot that details the accommodations and modification of the students. Teacher also reported accessing the special education teacher/coordinator with any questions.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Document Reviews</p>	

Result	5	<p>Specific Learning Disabilities Determination (SLD)</p> <p>The record review and teacher interviews supported the regulatory requirements of SLD evaluation.</p> <p><u>Documentation:</u> Interviews; Record Review</p>	
Result	6	<p>Due Process Information (State Performance Plan Indicators)</p> <p>Over the past three years there has been no (zero) complaints, mediations or hearings.</p> <p><u>Documentation:</u> Data Analysis, RIDE, Due Process Data Base</p>	

3. IDEA TRANSITION

Indicator		Findings	Support Plan
Result	1	<p>Part C to Part B Transition (Indicator #12)</p> <p>The SouthSide Elementary Charter School does not have preschool students.</p> <p><u>Documentation:</u> Data Analysis; Interviews; State Performance Plan</p>	
Result	2	<p>IDEA Transition Planning at the Middle Level</p> <p>The SouthSide Elementary Charter School does not have students at the middle or high school level.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Record Reviews</p>	
Result	3	<p>IDEA Transition Planning at the High School Level</p> <p>The SouthSide Elementary Charter School does not have students at the middle or high school level.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Record Reviews</p>	

Result	4	<p>Summary of Performance (SOP) is facilitated by the case managers as appropriate.</p> <p>The SouthSide Elementary Charter School does not have students at the middle or high school level.</p> <p><u>Documentation:</u> Interviews; Document Review</p>	
Result	5	<p>The SouthSide Elementary Charter School does not have students at the middle or high school level.</p> <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. (State Performance Plan Indicator #13)</p> <p><u>Documentation:</u> Interviews; Document Review</p>	
Result	6	<p>The SouthSide Elementary Charter School does not have students at the middle or high school level.</p> <p>NA% 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% (State Performance Plan Indicator #14)</p> <p><u>Documentation:</u> Interviews; Document Review</p>	