

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

School Support System Report and Support Plan

The Learning Community Charter School
June 6, 2014

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.

TABLE OF CONTENTS

1. Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE)
2. Evaluation/ Individual Education Plan (IEP)
3. Transition

The Learning Community School

School Support System Review

TEAM MEMBERS

Jane Keane and Susan Wood

1. FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE/LRE)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
		The RIDE, Office of Students, 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		
		<p>The Learning Community Charter School (LCCS) provides an educational experience for students participating in kindergarten through eighth grade program from Central Falls, Pawtucket, and Providence. Students become eligible to attend the Learning Community through a lottery process held each spring.</p> <p>School wide instruction supports literacy across the curriculum emphasizing explicit instruction in speaking, listening, critical thinking skills, dialogue and debate. All instruction is facilitated through the Workshop Model and structure.</p> <p>The Teaching Studio is a professional development consulting group of the LCCS. The program offers targeted professional development and support for partner schools interested in advancing student achievement. This initiative offers classroom immersion, video observation and debriefing, data systems development, safety net services, targeted workshops (reading, writing, math etc.), onsite coaching, professional study groups and family engagement strategies.</p>	Data Analysis State Performance Plan		
Result	1	<p>Least Restrictive Environment Data (State Performance Plan Indicator #5) Based on the FY July 1, 2009 – June 30, 2010 State Performance Plan information on 98.39% Public Schools 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 70.86%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 0% (RI District Average is 14.55%) Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 0% (RI District Average is 1.61%)</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 did not meet the State's minimum "n" for the disability subgroup</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 achievement standards 28% [Note: State has individual grade and content area targets (26%). State target is average target across grades and content areas. District target is average percent of students proficient across content areas (32.22%).]</p>	Data Analysis State Performance Plan		
Result	3	<p>Instructional Strategies and Supports</p> <p>Throughout the LCCS there were examples of student centered, teacher facilitated, technology supported, differentiated instruction, modeling, cooperative learning, student lead projects and problem solving, and student work along with homework assignments, independent self-selected reading and journal writing all aligned to Common Core State Standards.</p> <p>School faculty are engaged in analyzing student data such as teacher generated assessments (daily, weekly, unit assessments, formative and/or standardized testing), quarterly formative and interim assessments, student work and performance, classroom observations, Fountas & Pinnell, Aims Web based data, and the NECAP, to discuss student specific academic and behavioral interventions, instructional strategies and supports, cross content area planning and professional development.</p> <p>Data meetings are facilitated three times during the school year to inform instructional practices, individualize instruction and to continue to provide guidance and support to educators.</p>	Data Analysis Interviews		
Result	4	<p>Multi-Tiered System of Support (MTSS) Response to Intervention (Academic)</p> <p>The LCCS facilitates a multi – tiered system of support (MTSS/RtI) through the teacher support team (TST) for academic interventions and the child study team (CST) for social /emotional supports. A comprehensive systemic approach has been established. Articulated universal targeted and intensive instruction and supports that are evidenced based addressing both academic and social emotional/behavioral interventions are individualized. Assessment tools, interventions, and progress monitoring strategies along with management practices and protocols are clearly established.</p>	Data Analysis Interviews Record Review		

		<p>The TST is comprised of the special education administrator, the director of instruction, the reading specialists, the ELL coordinator, school psychologists, the speech pathologist and others as appropriate (referring teacher, grade level coach and special educator). The team meets twice a week to review and plan for interventions and support. Interventions are individualized and may include skills groups in math and/or reading, Wilson Reading and leveled literacy blocks. Alternative schedule options are offered for academic support in reading and math. As determined by the school calendar the support may be offered before or after school.</p> <p>Reading and math specialists along with instructional coaches provide teacher consultation, student assessment along with targeted instruction for students who may be identified through the TST process.</p> <p>The TST and CST will meet together to provide appropriate interventions and support for students and their families.</p>			
Result	5	<p>SPP Disproportionate Representation (State Performance Plan Indicators #9 and #10)</p> <p>The LCCS numbers are too small a number for public reporting. A review of policies, procedures, and practices conducted onsite and electronically, including individual student record reviews, found no disproportionate representation due to inappropriate identification practices.</p>	Data Analysis State Performance Plan		
Result	6	<p>Due Process Information (State Performance Plan Indicators #16, #17, #18 & #19)</p> <p>Over the past three years the Learning Community Charter School has no (zero) complaints, mediation or hearings.</p>			
Result	7	<p>Suspension (State Performance Plan Indicator #4): 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>The state definition of significant discrepancy in this area requires a risk ratio equal to or greater than 2.5 for two consecutive years. In 2011-12, the Learning Community suspended 0 students with disabilities more than 10 days, and 0 general education</p>	Data Analysis State Performance Plan		

		<p>students. In 2012-13, there were zero (0) students with IEPs with out of school suspensions greater than 10 days, hence, there is no significant discrepancy.</p> <p>Multi-tiered system of support (MTSS)/Social emotional supports</p> <p>A child study team (CST) meets weekly and is comprised of the school nurse, social worker, psychologist, school co-directors, a special education teacher, academic coach, and a behavior specialist. The CST uses a proactive approach in developing behavior intervention plans for students, incorporating family and teacher supports to address emerging social emotional and/or chronic behavior issues. Interventions are school based and/or supported through community partner agencies.</p> <p>Specialized social emotional groups are facilitated addressing social thinking, friendship along with grief and loss. A student mentoring program is offered supporting positive relationships amongst peers.</p> <p>School Removals/Disciplinary Policies. Behavioral expectations along with disciplinary action protocols and policies are comprehensively defined in a student handbook. Classroom teachers utilize the <i>Classroom Limits</i> and the responsive classroom approach.</p>			
Result	8	<p>Preschool Continuum (State Performance Plan Indicator #6 and # 7)</p> <p>The LCCS is an elementary/middle level school thus, this indicator is not applicable.</p>	Data Analysis State Performance Plan		
Result	9	<p>Elementary Middle Level Continuum</p> <p>There are 560 students at the Learning Community Charter School. Of that total, approximately 81 students have IEPs. The LCCS provides both an elementary and middle level educational program (kindergarten through eighth grade). There are three classes at each grade level with a class size of 21 students per class. A special educator along with an academic coach is assigned to the classes k-5th. For the middle level grades a special educator is assigned to each grade along with a content area coach providing academic support in ELA/social studies and math/science.</p> <p>Specialized instruction is facilitated through a fully inclusive model. Students receive their specialized instruction in a small group setting appropriate within the general education setting. Additional services and supports may be provided through pull</p>	Data Analysis State Performance Plan Interview Observation		

		<p>out/push in activities such as skills group (math, reading and/or the Wilson reading program).</p> <p>The special education team at LCCS includes a special education administrator, a bilingual speech therapist, a bilingual psychologist, a bilingual social worker, a bilingual occupational therapist and seven special education teachers.</p> <p>A reading team comprised of three full time reading specialists and a half time general educator (working towards certification in reading) provides targeted reading instruction, consultation and data analysis.</p> <p>Common planning time is held once a week. Special educators meet with each of the grade level content area teachers weekly.</p>			
Result	10	<p>Program Continuum High School Level</p> <p>The LCCS is an elementary middle level school, thus, high school programming is not applicable.</p>	Data Analysis State Performance Plan		
Result	11	<p>Adaptive Physical Education (APE) APE is provided per the IEP.</p>	Data Analysis Interviews Observation		
Result	12	<p>Extended School Year (ESY) is offered per the IEP. At this time there are currently no students receiving ESY services.</p>	Data Analysis Interviews		
Result/ Compliance	13	<p>Local Special Education Advisory Committee (LAC):</p> <p>The LCCS offers parents of students with IEP's topical presentations related to special education services and supports on a quarterly basis. These events may be offered in the morning and/or evening with the support of interpreters and language appropriate documentation. The topics are identified by a core team comprised of a parent of a special needs student, the special education administrator and the ELL coordinator.</p> <p>A local advisory committee with membership, operation, and scheduled meetings, consistent with RI IDEA regulatory requirements are not in place. (RIGL 300.900)</p> <p>Parent Cafe – Twice a month the LCCS host morning and evening meetings for families with administrators and faculty to discuss and share concerns, questions and ideas.</p>	Data Analysis Interviews Observation	<p>A LAC consistent with RI IDEA regulatory requirements (RIGL 300.900) will be formalized and implemented.</p> <p>Timeline: Immediately and ongoing. Progress check: December 2014</p>	<p>We have created a committee in which parents of students with disabilities make up a majority of the LAC. Additionally half of the parents were selected by parents of students with disabilities. During the LAC meetings our committee will</p>

		<p>Additionally, topical presentations, workshops and professional development opportunities are provided.</p> <p>Parent Office – A multi-purpose space for families offers access to a computer, phone and fax machine. This environment is additionally utilized as a lending library and resource center. Parents host family meetings, parenting strategies and support activities along with topical presentations.</p>			advise the school on issues concerning the needs of students with disabilities. The members will also serve as advocates for the students with disabilities to make certain that they receive the services and appropriate supports that they need.
Result	14	<p>School Efforts to Partner with Parents (State Performance Plan Indicator #8): The district's rate of parent participation in the annual Special Education Statewide Parent Survey (2010-2011) is 13% 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 75%.</p>	Data Analysis State Performance Plan		
Result	15	<p>Drop Out /Graduation Rate (State Performance Plan Indicators #1 and #2)</p> <p>The Learning Community Charter School is an elementary middle level school thus, this indicator is not applicable.</p>	Data Analysis State Performance Plan		

2. EVALUATION/ INDIVIDUAL EDUCATION PROGRAM (IEP)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Result/ Compliance	1	Records of approximately four (4) students were reviewed prior to the on-site review by the team leaders.	Data Analysis Interviews Record Review	Assurances will be provided to the Rhode Island Department of	We have implemented a plan and are

		<p>The record review process identified a number of areas with emerging accuracy. Information on the IEPs addressing present levels of functional performance and academic achievement, benchmarks and short-term objectives though detailed, were not clearly documented as measurable and/or quantifiable.</p> <p>The current protocol/process for re-evaluation determination is not facilitated through the IEP process nor are the protocol/process individualized (the LCCS currently requires all re-evaluations include an educational and psychological evaluation prohibiting individualizing of the students presenting needs).</p> <p>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements) (RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</p>		<p>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 ongoing. Progress check: December 2014</p>	<p>having an IEP meeting to discuss re-evaluations for students. Each student is now looked at individually and each evaluation is carefully considered and based on present need. We determined at this meeting which evaluations are needed as part of the reevaluation process.</p>
Result	2	<p>Specific Learning Disability Requirements</p> <p>Staffs were clear with regard to the new specific learning disabilities eligibility and reevaluation criteria and it's alignment to the regulations. (RI Regulation 300.307).</p>	<p>Data Analysis Interviews Record Review</p>		
Result	3	<p>Child Outreach</p> <p>The Learning Community Charter School is an elementary middle level school thus, has no child outreach data.</p>	<p>State Performance Plan data</p>		
Result	4	<p>Child Find (State Performance Plan Indicator #11)</p> <p>The Learning Community Charter School was at 100 % compliance for meeting evaluation timelines for initial referrals for the 2012-2013 year. As of 6/12/14 the Learning Community Charter School was thus far at 100% compliance for meeting evaluation timelines for initial referrals for the 2013-2014 school year.</p>	<p>State Performance Plan data</p>		

Result	5	Special educators provide information regarding student specific accommodations and modifications with the teaching staff during the Summer Institute.	Data Analysis Interviews Observation		
--------	---	--	--	--	--

3. TRANSITION					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Result	1	<p>Part C to Part B Transition (Indicator #12)</p> <p>The Learning Community Charter School is an elementary middle level school thus, this indicator is not applicable.</p>	Data Analysis Interviews State Performance Plan		
Result	2	<p>IDEA Transition Planning at the Middle Level</p> <p>The LCCS is currently working with the Regional Transition Coordinator in assuring alignment of students IEP's addressing transition planning. Students currently utilize WayToGoRI along with student/teacher interviews to inform the IEP.</p> <p>Starting in the 7th grade and continuing through the 8th grade the LCCS offers students and their families coordinated opportunities to explore potential high school options along with entrance requirements. A calendar of events is provided for students who are transitioning to a high school setting. The calendar includes;</p> <ul style="list-style-type: none"> • Transition planning orientation/open house for students and their parents addressing overall planning responsibilities, • Admissions timelines for applying to specific high school settings, • A high school fair, • Schedule of entrance and placement exams • School visitation planning opportunities, • Financial aid assistance 	Data Analysis Interviews Record Review		
Result	3	<p>IDEA Transition Planning at the High School Level</p> <p>The Learning Community Charter School is an elementary middle level school thus, planning is not applicable.</p>	Data Analysis		

Result	4	<p>The Learning Community Charter School is an elementary middle level school thus, State Performance Plan indicator #13 is not applicable.</p> <p>N/A % of 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>	Data Analysis State Performance Plan		
Result	5	<p>The Learning Community Charter School is an elementary middle level school thus, State Performance Plan indicator #14 is not applicable.</p> <p>N/A % of youth who are no longer in secondary school, has 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. (State Performance Plan Indicator #14)</p>	Data Analysis State Performance Plan		