



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

School Support System Report and Support Plan

**International Public Charter School
June 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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**International Public Charter School
School Support System Review**

Record Review Team Leaders

Team A – Susan Wood

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 International Public 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 71.75%)</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 4.35%)</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	
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 100%.</p> <p>C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievements standards 11.9% [Note: State has individual grade and content area targets (4.86%). State target is average target across grades and content areas. District target is average percent of students proficient across content areas (11.9%).]</p> <p>State assessment data results from the 2014-2015 school year indicate that 13% of students with disabilities were proficient in Reading in comparison to all students where 37% were proficient. In math 17% of students with disabilities were proficient in comparison to all students where 24% were proficient. The International Charter School had a participation rate of 100% of all students including those with IEPs in statewide assessment. Service delivery and supports remain the same as in previous years. One hundred percent of students are in the general education setting receiving supports and</p>	

		<p>services at least 80% of the time. All components of the students' IEPs including, academic present levels of performance strengths and needs, baselines, and goals and short-term objectives are aligned to the school rubric based progress report, which is aligned to the RI Common Core and WIDA Standards. Currently, International Charter School (ICS) does not have an early childhood program or students who qualify for RIAA.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	
Result	3	<p>Multi-Tiered System of Support (MTSS) Response to Intervention (RTI)/Academics</p> <p>Elementary Level</p> <p style="text-align: center;">Response to Intervention Summary</p> <p>Response to Intervention Assessment and Eligibility Process</p> <ul style="list-style-type: none"> ● Grade level teams assess and review screening and benchmark data at least 4 times per year (refer to school-wide assessment matrix for assessments and schedule) ● Grade level teams act as a Response to Intervention Team (Rtl) throughout the year; the Student Support Team (SST) and Personal Literacy Plan (PLP) processes are integrated under the umbrella of the Rtl team ● Core curriculum will be adjusted based on student performance data ● Students scoring below expected benchmarks on local literacy assessments will qualify for a PLP (Refer to the ICS Reading Benchmarks matrix) ● Students scoring well below expected cut scores on AIMSweb benchmark assessments will qualify for math intervention (refer to AIMSweb Default Cut Scores) ● Students who meet the RIDE criteria for identification as an EL receive inclusion ESL services through a dual language immersion model and a sheltered instruction approach to teaching and learning ● Students scoring below and well below on 50% or more local assessments at the winter benchmark will qualify for a priority spot in the Title 1 ICS Summer Success Program ● All intervention plans are housed electronically on Google Drive in a folder labeled Response to Intervention; archived plans are printed and stored in student cumulative records ● Families are informed about Rtl interventions and the status of those plans at each parent and teacher conference, or more often as necessary; if a concern presents itself between parent and teacher conferences, and the family cannot meet with the teachers, a family letter and survey may be sent home <p>Defining Types of Intervention Goals</p> <ul style="list-style-type: none"> ● Targeted Interventions are tier two intervention plans for differentiated 	

- instruction and instructional strategies that scaffold the core curriculum
- **Intensive Interventions** are tier three intervention plans for differentiated instruction and instructional strategies that intensify the differentiation for the core curriculum and/or that are significantly different from the core curriculum

Targeted Goal Creation, Delivery, and Review

- Classroom teachers or support staff create, deliver and progress monitor targeted interventions in an Rtl Plan on Google Drive
- English-side teachers coordinate and manage targeted literacy interventions
- Portuguese/Spanish-side teachers coordinate and manage targeted math interventions
- Most targeted intervention plans are delivered in small groups or through individual conferences by classroom teachers in the classroom setting
- Targeted goals are reviewed at least once each trimester, but will be reviewed more often if needed
- Classroom teachers or support staff progress monitor response to intervention at least twice a month
- Classroom teachers review or intensify interventions with the support and advice of the Rtl team, which meets during weekly grade-level common planning time
- Grade level teams add to the ICS bank of research-based interventions during common planning time on an ongoing basis
- PLPs have to be documented for K-5 through RI law, therefore, classroom teachers record and monitor PLPs in an Rtl plan for students with an IEP

Intensive Goal Creation, Delivery, and Review

- Classroom teachers or support staff create intensive interventions with the **support of the** Rtl team
- Intensive interventions are delivered and progress monitored by classroom teachers or support staff in a push-in or pull out setting based on which is most appropriate for the child
- Classroom teachers or support staff progress monitor response to intervention at least once a week
- Intensive goal review meetings are scheduled every 6-8 weeks or on an individual basis in order to develop, modify, and check on the overall status of each intensive interventions
- Intensive goals written, delivered, and progress monitored by support staff are planned in conjunction with a classroom Rtl plan for differentiated core instruction

Additional Resources

- RIDE Data Use Cycle of Inquiry graphic

		<ul style="list-style-type: none"> ● RIDE Short Cycle of Inquiry recording form ● RIDE Logging Data Conversations form ● Personal Literacy Plan Guidelines: RIDE Third Edition, 2013 ● RIDE Comprehensive Literacy Plan ● RIDE Criteria and Guidance for the Identification of Specific Learning Disabilities ● RIDE English Language Learner Identification Procedure <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	
Result	4	<p>SPP Disproportionate Representation (State Performance Plan Indicator #9 and #10)</p> <p>The cell size is smaller than ten so is not publicly reported.</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 International Public Charter School as no students with IEPs were suspended for greater than 10 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>Elementary Level The International Charter School has a full time Behavior Specialist supporting faculty and students throughout the day either in class or in individual sessions. The Behavior Specialist is also a member of the Behavior Support Team. The Responsive Classroom model is a school-wide approach supporting social emotional growth and development along with classroom management. Some elements include:</p> <ul style="list-style-type: none"> • Morning Meeting 	

		<ul style="list-style-type: none"> • Rules and Consequences • Guided Discovery • Academic Choice • Classroom Organization • Family Communication Strategies <p><u>Positive Behavioral Supports and Interventions (PBIS)</u> The International Charter School is a PBIS School with clear expectations addressing Respectful Responsible and dedicated behavior with key elements posted throughout the school. Including the following:</p> <ul style="list-style-type: none"> • Outcomes – Academic and behavioral outcome targets that are endorsed and emphasized by students, families and educators. • Practice – Interventions and strategies that are evidence based. • Data – Information that is used to identify status needed for change and effects of interventions. • Systems – Supports that are needed to enable the accurate and durable implementation of the practice of <p><u>PBIS</u> The International Charter School facilitates a Behavior Support Team to address students who are experiencing social emotional and or behavioral challenges. The team meets weekly to monitor student data (SWIS), make recommendations to classroom teachers and when necessary conduct functional behavioral assessments as well as develop behavior intervention plans. The team is composed of school administration, special education director, special education teachers, classroom teachers, and the behavior specialist. The school social worker chairs the team. Other educators and or service providers attend as appropriate. The team uses data from the SWIS system through PBIS to look at school-wide and individual students data.</p> <p>School Removals/Disciplinary Policies. Throughout the district behavioral expectations along with disciplinary action protocols and policies are comprehensively defined in the Behavior Code handbook.</p> <p><u>Documentation:</u> Behavior Code Handbook</p>	
Result	7	<p>Program Continuum Elementary Level</p> <p>There are 342 students at the elementary level and approximately 34 have IEPs. The special education program continuum is as follows:</p> <p>Special education services and supports are typically inclusively provided in the general education setting facilitated in English, Spanish and/or Portuguese. One special</p>	

educator is assigned to the K-5 Spanish and Portuguese classes while the other special educator supports the K-5 English classes. A separate setting is available for those students needing more individualized instruction and/or support. Instruction is provided through a variety of strategies including, but not limited to, the following:

- Individual and Small group evidence based instruction
- Station / Center Teaching
- Parallel Teaching (differentiated groups)
- Alternative Teaching (modified content and differentiated groups)
- Team Teaching (Co-teaching whole class)
- 2 full time special education teachers deliver in-class support
- Instruction is delivered in the target language
- Speech therapists deliver services via pull out primarily. There is one bilingual speech therapist who can provide therapy in Spanish. The therapists will co-treat when students needs therapy in language other than English or Spanish
- Special education teachers work with students with IEPs and with students at risk academically
- Additional faculty provide academic and behavior intervention support
- Bilingual Speech Language Pathologist Consultant provides therapy and Bi-Lingual Evaluations
- One full time school social worker conducts social skills groups and individual counseling and delivers the Second Step program. In addition the social worker provides consultation for faculty.
- Adaptive Physical Education and occupational therapy services are provided in both separate small group and integrated whole class environments
- The International Charter School contracts with CBS Therapy to provide any other services that might be needed including Physical Therapy, BCBA etc.

The International Charter School Program Strands Include Two Way Immersion:

Portuguese English 1/3

- 1 class per grade
- ½ a day in each language
- Some teachers teach 2 grades in one language; some teach 1 grade in two languages

Spanish/English 2/3

- 2 classes per grade
- ½ a day in each language
- 2 teachers teach; 1 grade, 1 language

The special education administrator is responsible for overseeing the evaluation of student needs, overseeing the referral, evaluation and IEP processes with faculty and families, coordinating student services, providing training to staff and ensuring compliance with all IDEA regulations and RI Special Education Guidelines.

		<p><u>Documentation:</u> Data Analysis; Interviews; Observation</p>	
Result	8	<p>Adaptive Physical Education (APE)</p> <p>The school's physical education teacher is also certified in adaptive physical education. When needed the physical education teacher conducts evaluations and delivers services in both separate small group and integrated whole class environments.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p>	
Result	9	<p>Extended School Year (ESY)</p> <p>International Charter School provides a summer success program to students. Students eligible are determined by using the International Charter School's benchmarking targets to identify students who are working well below grade level expectations on 50% or more of the assessment tasks for each content area. These students are invited to the Summer Success Program. All students, even students with IEPs are included in the selection process. Additionally, IEP teams determine at each student's annual IEP meeting if the student meets the requirement for Extended School Year and what IEP goals should be addressed through ESY. The ESY program runs in conjunctions with the Summer Success program and any additional services or supports are provided to students who qualify for ESY. The program generally runs for 5 weeks Monday through Thursday starting after July 4th and running through the first week of August. Hours are from 8:00 to 12:45 and both breakfast and lunch are included. The program offers students small group and individualized instruction in reading, writing, and math and English language support through a carefully planned schedule.</p> <p><u>Documentation:</u> Data Analysis; Document Review</p>	
Result	10	<p>Local Special Education Advisory Committee (LAC)</p> <p>The International Charter School has a Local Advisory Committee that meets 5-6 times per year. The parent of a 3rd grader is the Chair of the LAC. Meeting agendas usually include information sharing with families of important statewide and school wide topics. Meetings this year were scheduled on 10/19/15, 11/18/15, 1/13/16, 3/23/16 and 5/25/16. Parents are informed of the LAC and the meeting schedule at each IEP and at the beginning of each school year when the meeting schedule is sent home. Flyers are also sent home prior to each meeting reminding parents and inviting them to come.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p>	

Result	11	<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 (2015-2016) is 16.67% 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 of 99%.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	
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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 identified the following:</p> <p>-No substantive issues or concerns were evidenced in the records.</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>	
Result	4	<p>Student Accommodations and Modifications</p> <p>The IEP team determines the accommodations and modifications that a student needs at the student's IEP meeting. The students regular education teachers attend the IEP team meeting and contribute to the decisions made regarding accommodations and modifications. After each student's annual IEP meeting the special education team distributes lists with a description of all accommodations and modifications including assessment accommodations that are outlined in the student's IEP to all staff who have direct contact with the student including itinerant teachers. The special education team redistributes the accommodations and modifications lists to students' teachers and necessary staff at the beginning of every school year as well. The special education teachers meet with each student's new teachers to ensure they understand the accommodations and modifications. Special education teachers also meet weekly with regular education teachers during common planning to ensure fidelity with implementation and assist as needed.</p>	

		<u>Documentation</u> : Data Analysis; Interviews; Document Reviews	
Result	5	<p>Specific Learning Disabilities Determination</p> <p>When determining if a student has a specific learning disability, evaluation and assessment information is gathered from a variety of sources including but not limited to formal evaluations, formative and summative assessment information, progress monitoring data, benchmark assessment data, classroom observation, parent and teacher reports and outside evaluations where applicable. For any referral where a specific learning disability is suspected students must be given 2 cycles of intensive intervention. This is accomplished through the school's Rtl programs. International Charter School uses universal screening to provide intervention to all students experiencing learning gaps.</p> <p>When a student is referred for special education evaluation the evaluation team reviews all relevant data to determine a) if the student's achievement on state approved grade level expectations and English language proficiency standards is significantly different than his/her peers and b) that the student is not making sufficient progress to meet age or state approved grade level expectations and English language proficiency standards after receiving evidence based interventions that were delivered with fidelity. Areas assessed to complete the achievement gap and sufficient progress analysis include; oral expression, listening comprehension, written expression, basic reading skills, reading fluency, reading comprehension, math calculation and math problem solving. If the evaluation team determines that there is an achievement gap and insufficient progress after two cycles of intervention then the student is identified as having a specific learning disability and in need of specially designed instruction.</p> <p><u>Documentation</u>: Interviews; Record Review</p>	

3. IDEA TRANSITION

Indicator		Findings	Support Plan
Result	1	<p>Part C to Part B Transition (Indicator #12)</p> <p>International Charter School does not transition students from IDEA Part C to Part B as ICS begins at grade K. International Charter School does provide activities and opportunities to orient new students attending the school. Each year in the spring, incoming kindergarten students and their parents attend an orientation and are provided</p>	

	<p>with information on how to prepare their students for the first day of kindergarten. Additionally, they learn about typical child behavior for 5 year olds and the children get a chance to meet and spend time with each other and their teachers.</p> <p>New students entering ICS at grades other than kindergarten are invited in with their parents for a tour and some shadow time in a grade level classroom. They also are provided with a “buddy” in the classroom to provide support with the transition. The buddy is a companion, resource, and guide for the new student. ICS provides a middle school fair and transition information for fifth graders who are leaving ICS to attend middle school.</p> <p>The ICS special education teachers make themselves available for a transition meeting with parents and the LEA for incoming or outgoing special education students to ensure a smooth transition. The special education team offers to attend the first IEP meeting for a student in their new district if the parent or team request it.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	
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