



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

School Support System Report and Support Plan

**The Greene Public Charter School
June 2017**

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:
 - o The district's compliance with the state and federal regulations, relative to the education of students with exceptionalities.
 - o The quality and effectiveness of programs and services provided by the district.
 - o 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 noncompliance 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 timelines to improve programs and services.

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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	<p>1</p> <p>Least Restrictive Environment Data (State Performance Plan Indicator #5)</p> <p>Based on the FY July 1, 2015 – June 30, 2016 State Performance Plan information on The Greene 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 72.21%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 0% (RI District Average is 14.0%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 0% (RI District Average is 5%)</p> <p><u>Documentation:</u> Data Analysis State Performance Plan</p>	
Result	<p>2</p> <p>Participation and performance of children with IEPs on statewide assessments (State performance Plan Indicator #3):</p> <p>Based on the most recent data (15-16), all students met the district targets in math and reading (98.5% and 96.1%). The district target in both was 95%. The students with disabilities met the target in math (100%), but not in reading (90.9%). The target in both was 95%.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	
Result	<p>3</p> <p>Multi-Tiered System of Support (MTSS) Response to Intervention (RTI)/Academics</p> <p>High School Level:</p>	<p>Timeline: The district will continue to review, refine and revisit its MTSS work in the area of academic interventions.</p>

		<p>The Greene School has begun to conduct universal screenings in the areas of reading and math, using STAR as its progress monitoring tool. The school began to use this system at the beginning of the 2016/2017 School Year; all students will be screened annually at 3 points over the course of a school year. Students involved in Intervention Blocks are progressed monitored more often.</p> <p>The school has 5 Intervention Blocks/Periods where students receive “Remediation by Acceleration” instruction to promote greater success in Core classes. Both general educators and special educators staff these periods.</p> <p>One Intervention Block (Math Lab) has been servicing at risk students since the fall, 2016. The four other periods were created after the second universal screening of the school year. Students were selected for intervention, based on teacher recommendations and the STAR data.</p> <p>The Greene School has an RtI Committee, which meets on an as needed basis. Referrals are made to the school’s guidance counselor, and a formal meeting date is established to address the concerns of the referring teacher/administrator. The team includes a school psychologist, guidance counselor, crew leader, a building administrator, a special education teacher and the referring teacher.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	<p>Progress Check: March 2018</p> <p><u>FOLLOW-UP FINDINGS:</u> The district reviewed and refined its MTSS system and will continue to do so on an ongoing basis.</p>
Result	4	<p>SPP Disproportionate Representation (State Performance Plan Indicator #9 and #10)</p> <p>The Green 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 Greene 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 Support High School</u></p> <p>The Greene School is servicing 194 students, with a staff of 17 full time teachers, 2 full time Dean of Students, 2 part-time social workers, 3 full time support staff and 2 part-time support staff. Essentially, with this 9:1 student/staff ratio, students experience a high degree of personalization and individual support. Daily, all students participate in a community morning meeting and an advisory period, which includes lunch(Crew). Some students with particular social/emotional challenges have an opportunity to participate in a morning social thinking/skills groups, which is facilitated by a special educator and a speech and language therapist.</p> <p>Students with unique behavior/emotional challenges are sometimes supported through a grant funded program, which offers students individual counseling and case management services. The counselor for this program uses a systems approach and often contracts with students (and their families) after a problem solving process has been employed to minimize or eliminate the presenting behavior(s).</p> <p>The school social worker also provides similar services to a small group of students with mental health issues. Some of these students are individuals with IEPs.</p> <p>Clinical Psychological Services are available to students/families who present a set a behaviors which require further assessment, consultation, and/or diagnosis.</p> <p>School Removals/Disciplinary Policies. Throughout the district behavioral expectations along with disciplinary action protocols and policies are</p>	<p>Timeline: The district will continue to review, refine and revisit its MTSS work in the area of academic interventions.</p> <p>Progress Check: March 2018</p> <p><u>FOLLOW-UP FINDINGS:</u> The district reviewed and refined its MTSS system and will continue to do so on an ongoing basis.</p>

		<p>comprehensively defined in a student handbook.</p> <p><u>Documentation:</u> Data Analysis</p>	
Result	7	<p>Preschool Continuum</p> <p>The Greene School is a charter school serving high school age students so this section is <i>not applicable</i>.</p>	
Result	8	<p>Program Continuum Elementary Level</p> <p>The Greene School is a charter school serving high school age students so this section is <i>not applicable</i>.</p>	
Result	9	<p>Program Continuum Middle Level</p> <p>The Greene School is a charter school serving high school age students so this section is <i>not applicable</i>.</p>	
Result	10	<p>Program Continuum High School Level</p> <p>At the Greene School there are approximately 194 students and 30 have IEPs. The program continuum is as follows:</p> <p>All students receive their specialized instruction in the general education setting. Most of the services occur in English and Math Courses, grades 9 to 12. Additionally, some students receive additional special education support in history and science classes.</p> <p>There are students, from both general education and special education, who receive additional instructional support through the school's Intervention Blocks</p> <p>Currently, there are three seniors with disabilities who are engaged in a partial program at the Greene School, along with either a supported work experience or</p>	

		<p>enrollment at C.C.R.I.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p>	
Result	11	<p>Adaptive Physical Education (APE)</p> <p>The Greene School has one full time Physical Education Teacher who is certified in APE Currently, there are no students who receive this service.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p>	
Result	12	<p>Extended School Year (ESY)</p> <p>ESY services are available to any student with a disability who meets the criteria concerning regression/ recoupment or emerging skills. One student received tutoring in reading and mathematics during the summer of 2016. ESY decisions are made with each student's IEP team.</p> <p><u>Documentation:</u> Data Analysis; Interviews</p>	
Result	13	<p>Local Special Education Advisory Committee (LAC)</p> <p>The Greene School LAC meets four times per year. It operates in accordance with regulatory requirements.</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 (2015-2016) is 50% 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 91%.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	
Result	15	<p>Dropout / Graduation Rate (State Performance Plan Indicator #1 and #2)</p> <p>The Greene Public School graduation rate is 76.5% for all students and 76.92% for students with disabilities. These rates approximate the state average rates of 83.2 % for all students and 67.6% for students with disabilities.</p> <p>The Greene Public School dropout rate 0 % for all students and 0% for students with disabilities. These rates approximate the state average rates of 6.7% for all students and 21.7% for students with disabilities.</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 identified by following:</p> <ul style="list-style-type: none"> - Evaluation process to ensure a full and comprehensive evaluation/reevaluation needs to be reviewed and refined. <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>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 ongoing</p> <p>Progress Check: March 2018</p> <p><u>FOLLOW-UP FINDINGS:</u> Issues resolved and verified.</p>

Result	2	<p>Child Outreach</p> <p>The Greene School is a charter schools serving high school age students so this section is <i>not applicable</i>.</p> <p><u>Documentation:</u> State Performance Plan; Data Interviews</p>	
Result	3	<p>Child Find (State Performance Plan Indicator #11)</p> <p>The Greene School for the 2015-2016 year was at 100 % compliance for meeting evaluation timelines for initial referrals. As of 6/1/17 to The Greene School was thus far at 100% compliance for meeting evaluation timelines for initial referrals for the 2016-2017 school year.</p> <p><u>Documentation:</u> State Performance Plan Data</p>	
Result	4	<p>Student Accommodations and Modifications</p> <p>General Educators receive the IEP Accommodations/Modifications for the students with disabilities whom they service throughout the school year. Formally, they are provided to teachers at the start of the school year and at the mid-year point to accommodate students who change teachers. The Greene School uses the Student Accommodation Form.</p> <p>Additionally, at the conclusion of each IEP meeting, the Director of Special Education, the student, and the ELA/ Math teachers meet so that each student has the opportunity to explain their accommodations to two of their teachers. This experience is meant to give students guided practice in advocating for their educational needs. Newly agreed upon accommodations/ modifications are then provided to the student's teachers.</p> <p>A recent training (January, 2017) addressed the topic of the general educator's responsibilities at IEP meetings, with a particular emphasis on accommodations/ modifications.</p>	

		<p><u>General Educator's Role/ IEP</u></p> <p><u>Documentation:</u> Data Analysis; Interviews; Document Reviews</p>	
Result/ Compliance	5	<p>Specific Learning Disabilities Determination</p> <p>The Greene School has recently revised its practices in making eligibility decisions (both initial/ re-evaluation) concerning students with a suspected Learning Disability. Decisions concerning special education eligibility are made based on a student's response to intervention (Tier 2 and Tier 3). Progress monitoring occurs with both tiers of intervention. Eight (8) data points of intervention/response are considered best practice in making decisions of eligibility. Data is charted, and both gap and rate of learning is considered by the Evaluation Team/ IEP team.</p> <p>Additionally, students are observed in general education classrooms, where their response to intervention in the suspected area(s) of disability can be observed and documented.</p> <p>Training has recently been provided to the staff at the Greene School by a licensed school psychologist concerning the most current guidance from RIDE in this area.</p> <p>Record reviews indicate that SLD initial evaluation and reevaluation is not facilitated per RI regulatory requirements for SLD. This is related to the development of robust MTSSs structures /systems. Please see support plans under MTSS in Section I for additional information.</p> <p><u>Documentation:</u> Interviews; Record Review</p>	<p>The district will adhere to RI regulatory requirements for SLD determination for initial evaluation and reevaluations. See also supports plans for MTSS in Section I and via the record review process.</p> <p>Timeline: Immediately and ongoing.</p> <p>Progress Check: March 2018</p> <p><u>FOLLOW-UP FINDINGS:</u> The district reviewed and refined its MTSS system and will continue to do so on an ongoing basis. Adherence to SLD regulatory requirements will be ensured.</p>
Result	6	<p>Due Process Information (State Performance Plan Indicators)</p> <p>Over the past three years The Greene School has the following complaints, mediations or hearings:</p>	

COMPLAINTS

FY 2014 - 2015: no complaints during this period

FY 2015 - 2016: no complaints during this period

FY 201 - 2017: 1 complaint during this period

	<i>ISSUE(S)</i>	<i>RESULT</i>
<i>Complaint #1</i>	Not provided services outlined in IEP	Withdrawn

MEDIATIONS

FY 2014 - 2015: no mediations during this period

FY 2015 - 2016: no mediations during this period

FY 2016 – 2017: 2 mediations during this period

	<i>ISSUE(S)</i>	<i>RESULT</i>
<i>Mediation #1</i>	FAPE	Withdrawn
<i>Mediation #2</i>	Parent and district disagree on delivery of services & compensatory services	Withdrawn

	<u>HEARINGS</u>	
	<p><u>FY 2014 - 2015</u> <u># of Hearings:</u> No hearings during this period</p> <p><u>FY 2015 - 2016</u> <u># of Hearings:</u> No hearings during this period</p> <p><u>FY 2016 - 2017</u> <u># of Hearings:</u> No <i>hearings during this period</i></p> <p><u>Documentation:</u> Data Analysis, RIDE, Due Process Database</p>	

3. IDEA TRANSITION

Indicator		Findings	Support Plan
Result	1	<p>Part C to Part B Transition (Indicator #12)</p> <p>The Greene School is a charter school serving high school age students so this section is <i>not applicable</i>.</p>	
Result	2	<p>IDEA Transition Planning at the Middle Level</p> <p>The Greene School is a charter school serving high school age students so this section is <i>not applicable</i>.</p>	
Result	3	<p>IDEA Transition Planning at the High School Level</p> <p>The Greene School uses a variety of age-appropriate transition assessments on annual basis for each student with an IEP Most recently, the Greene School Special Education</p>	

		<p>Teachers were trained in Person Centered Planning(MAPs) by a representative from the Sherlock Center. 10th-12th grade students with disabilities will be selected on an annual basis, based on their readiness for this assessment.</p> <p>Students and their families are routinely referred to transition events (i.e. College Planning Forum). Representatives from the Greene School have also assisted students/ families in visiting college campuses and the Disability Support Centers at these locations (i.e. C.C.R.I., R.I.S.D.) Two Greene School seniors are currently participating in work exploration experiences with job coaches from Perspectives and the Resources for Human Development.</p> <p>All students routinely participate in their IEP meetings. Student voice is valued at the Greene School for all students; therefore, most students come their IEP meetings ready to actively participate in team discussions.</p> <p><u>Documentation:</u> Data analysis, record reviews</p>	
Result	4	<p>Office of Rehabilitative Services (ORS) and Department of Behavioral Healthcare, Developmental Disabilities & Hospitals (BHDDH).</p> <p>The Greene School has a designated point person (SS) who is the primary contact with the school district’s O.R.S. representative. This individual assists students (16 and older) and their families in processing O.R.S. applications. Several students each year participate in a vocational assessment which is coordinated with and paid for by O.R.S. The reports which are generated from these evaluations are routinely reviewed and discussed at IEP meetings. The district’s O.R.S. representative routinely participates in IEP meetings for the students who receive services through this agency.</p> <p>The case manager in conjunction with the special education administration will work with B.H.D.D.H. Currently no students attend the Greene School who are eligible for services from B.H.D.D.H.</p> <p><u>Documentation:</u> Interviews; Document Review</p>	
Result	5	<p>Summary of Performance (SOP) is facilitated by the case managers as appropriate.</p>	

		<p>SOPs are completed with student involvement in the Spring of their senior year. Students participate in a record review with their special education case manager, and the state's SOP template is completed by the case manager. A copy of the SOP packet is added to the special education file for each student. Each student/family receive the SOP prior to graduation.</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 Greene Public School is 100 % compliant with the requirements. (State Performance Plan Indicator #13)</p> <p><u>Documentation:</u> Interviews; Document Review</p>	
Result	7	<ul style="list-style-type: none"> ● The percentage 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 83 % (State Performance Plan Indicator #14) ● cell size too small to report for the Greene School <p><u>Documentation:</u> Interviews; Document Review</p>	