



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

School Support System Report and Support Plan

**The Hope Academy Mayoral Charter School
February 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 state performance 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.

TABLE OF CONTENTS

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

**The Hope Academy Mayoral Charter School
School Support System Review**

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, 2016 – June 30, 2017 State Performance Plan information on The Hope Academy 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 71.05%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 0% (RI District Average is 12.5%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is .7% (1 student) (RI District Average is 5.11%)</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	
Result	2	<p>Participation and performance of children with IEPs on statewide assessments (State performance Plan Indicator #3):</p> <p>A. Participation rate for children with IEPs N/A: The district did not participate in statewide assessments as of the date of this review.</p> <p>B. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievements standards N/A: The district did not participate in statewide assessments as of the date of this review.</p>	

		<p>The Hope Academy adopts RIDE performance standards for Charter Schools/Mayoral Academies. The Hope Academy is confident that it will be able to achieve these levels of performance for its students based on this educational model.</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	
Result	3	<p>Multi-Tiered System of Support (MTSS) Response to Intervention (RTI)/<u>Academics</u></p> <p>Elementary Level</p> <p>Individualized instruction is a critical component to the instructional approach utilized at The Hope Academy. A strong commitment to individualized instruction drives the delivery of instructional support services. Core to this approach includes using strategies of applied differentiated instruction that integrate standards, curriculum, performance and technology, as well as ongoing assessment of student progress and accommodations. In order to respond to a continuum of student needs and fulfill state and federal requirements, The Hope Academy trains all classroom staff (certified teachers and other allied professionals who support the students) on Response to Intervention/Multi-Tier System of Supports (RTI/MTSS). RTI is a researched based process of determining appropriate support and interventions to supplement the core curriculum to meet the needs of all learners. This framework for instruction bases decisions on benchmark and progress monitoring data to improve achievement.</p> <p>RTI systems combine universal screening and high quality instruction for all students with interventions targeted at struggling students (<u>Assisting Students Struggling with Reading: Response to Intervention (RTI) and Multi-Tier Intervention in the Primary Grades</u>, IES, 2009). RTI is increasingly used with MTSS, a “coherent continuum of evidence based, system-wide practices to support a rapid response to academic and behavioral needs, with frequent data-based monitoring for instructional decision-making to empower each student to achieve to high standards” (Kansas Department of Education). Together, these strategies operate ideally in classrooms comprised of students with diverse needs to ensure that all students are successful. In addition, all students who are not meeting appropriate benchmarks in reading will have a Personal Literacy Plan as required by RIDE as well as a Personal Math Plan for those students below benchmark in Math.</p>	

		<p>Individual RTI meetings are scheduled every six to eight weeks; following an intervention cycle. Students can be referred to the RTI team for academic or social/emotional concerns by a parent, teacher, support professional, and/or administrator. The team is comprised of the Head of School, School Adjustment Councilor, Academic Interventionists, ESL Teacher, Resource Teacher, Classroom Teachers, and parents. Meeting minutes include a record of the teacher concerns, discussion of students' strengths and weaknesses, baseline data, interventions and progress monitoring data.</p> <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>The Hope Academy was not disproportionate. The n size is too small for public reporting.</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 Hope Academy 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><i>Documentation: Data Analysis; State Performance Plan</i></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</p> <p>A primary focus of The Hope Academy is to support the social success of students by helping each student develop the social skills and competence to be successful in the world.</p>	

		<p>Because social skills and competence are developed in the context of interacting in a school community, The Hope Academy has selected the Responsive Classroom approach to create an environment for both social and academic learning. Responsive Classroom provides for continual teaching, modeling and reinforcing of positive behaviors. The resultant positive climate creates an environment with reduced discipline problems and greater productivity. The program provides a continuum of strategies to encourage positive behaviors and discourage inappropriate behaviors. A proper educational environment must be maintained in order to provide the best educational opportunities for each child.</p> <p>The following are the general expectations of conduct for all students:</p> <ul style="list-style-type: none"> • Students have primary responsibility for their actions. • Students must observe the rules of the school to ensure their own learning and that of others. • Students will respect the person and property of others around them. • Students will follow classroom and school rules. <p>Responsive Classroom is the cornerstone to the behavior management plan. The program provides for continual teaching, modeling, and reinforcing of positive behaviors. Over time the strategies of Responsive Classroom create an environment for social and academic learning, reduced discipline problems, and greater productivity. The program provides a continuum of strategies to encourage positive behaviors and discourage inappropriate behaviors.</p> <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><i>Documentation: Data Analysis</i></p>	
Result	7	<p>Preschool Continuum</p> <p>The Hope Academy Mayoral Charter School does not serve preschool age students.</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	

Result	8	<p>Program Continuum Elementary Level</p> <p>There are 143 students at the elementary level and 23 students or 16% of the student population have IEPs. The special education program continuum is fully inclusive.</p> <p>Student Support and Intervention: A full complement of related services are available at The Hope Academy to support student performance. A multi/interdisciplinary team approach is established to provide these supports and interventions in the most effective manner.</p> <p>Clinical Supports and Services include, but are not limited to: Related services: therapies Occupational therapy (OT) Physical therapy (PT) Speech and Language therapy (S/L) School Adjustment Counselor (SAC)</p> <p><i>Documentation: Data Analysis; Interviews; Observation</i></p>	
Result	9	<p>Program Continuum Middle Level</p> <p>The Hope Academy Mayoral Charter School does not serve middle school students.</p> <p><i>Documentation: Data Analysis</i></p>	
Result	10	<p>Program Continuum High School Level</p> <p>The Hope Academy Mayoral Charter School does not serve high school students.</p> <p><i>Documentation: Data Analysis</i></p>	

Result	11	<p>Adaptive Physical Education (APE)</p> <p>Currently, there are zero (0) students receiving APE at The Hope Academy.</p> <p><i>Documentation: Data Analysis</i></p>	
Result	12	<p>Extended School Year (ESY)</p> <p>The Hope Academy provides extended school year (ESY) for students who qualify.</p> <p>ESY Eligibility: Determination is made at every annual review of IEP or separate ESY meeting. There were four (4) students who participated in ESY during the summer of 2017.</p> <p>ESY Programs and Services: This past summer ESY was held for four weeks (3 hours five days a week). The focus was academic and related services. Specifics of instructional and related services determined at IEP Team meeting once eligibility is established.</p> <p><i>Documentation: Data Analysis; Interviews</i></p>	
Result	13	<p>Local Special Education Advisory Committee (LAC)</p> <p>A Local Advisory Committee has been established. The membership, operations, and scheduled meetings are consistent with Regents requirements and it is supported by the district.</p> <p>The newly established Special Education Local Advisory Committee will meet at least 4 times per school year. The SELAC has a chair who is working towards publicizing the committee.</p> <p><i>Documentation: Data Analysis; Interviews; Observation</i></p>	
Result	14	<p>School Efforts to Partner with Parents (State Performance Plan Indicator #8)</p>	

The public school district's rate of parent participation in the annual Special Education Statewide Parent Survey (2016-2017) was 0% of parents whose children have IEPs. It is anticipated that the response rate will be higher for the 2017-2018 school year.

The Hope Academy is fortunate to have a bilingual Operations Manager, who ensures that all of the mailings, forms, and documentation are in English and Spanish. She serves as the contact person for telephone inquiries from the Spanish speaking families and as translator. The Hope Academy is also fortunate to have a bilingual ESL education teacher, who acts as a translator during team and other parent meetings.

There are many strategies to boost parent involvement and empower parents/guardians of students with and without special needs to be an integral part of their son or daughter's education. Training for parent volunteers is done in English and Spanish as well as all forms and documentation involving the parent volunteer program. The Hope Academy Parent Association (HAPA) is equally cognizant of including the Spanish-speaking families as well as students.

A sampling of some of those activities and percentages of parents/families attending are as follows:

- *Coffee Hours* on 9/15 and 12/8/17: 11%;
- *Welcome Back Block Party* (9/7/17): 27%;
- *Parent Information Night* (9/21/17): 40%;
- *Orientation to 1-2-3 Magic for Parents* on 10/16: 9%;
- *Math & Literacy Night* on 10/18/17: 9.8%;
- *RICAS Presentation Night* on 12/12/17: 11%.

The resource specialists and school adjustment counselor along with the dually-certified classroom teachers bring an understanding of the necessary modifications and accommodations their students need to succeed. They regularly communicate with all their students' parents, and especially with the students who have individualized education programs. Parents are taught about on-line resources. The resource specialists also send home readers in English and Spanish to encourage on-going reading by all the students at home.

Documentation: *Data Analysis; State Performance Plan*

Result	16	<p>Drop Out / Graduation Rate (State Performance Plan Indicator #1 and #2)</p> <p>The Hope Academy Mayoral Charter School does not serve high school age students.</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	
--------	----	--	--

2. EVALUATION / INDIVIDUAL EDUCATION PROGRAM (IEP)

Indicator		Findings	Support Plan
Result	1	<p>Records of approximately two (2) 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> <p>The records were well organized and compliant with the regulations.</p> <p><i>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</i></p> <p><i>Documentation: Data Analysis; Interviews; Observation</i></p>	
Result	2	<p>Child Outreach</p> <p>The Hope Academy does not facilitate child outreach as a charter school in Rhode Island.</p> <p><i>Documentation: State Performance Plan Data; Interviews</i></p>	
Result Compliance	3	<p>Child Find (State Performance Plan Indicator #11)</p>	<p>Timeline: Hope Academy will ensure 100% compliance with regulatory requirements.</p>

		As of 2/14/18, The Hope Academy Charter School was thus far at 66.67% compliance for meeting evaluation timelines for initial referrals for the 2017-2018 school year.	<p>Progress Check: December 2018</p> <p><u>FOLLOW-UP FINDINGS:</u> Issue resolved and verified.</p>
Result	4	<p>Student Accommodations and Modifications</p> <p>Special educators at The Hope Academy completed an “IEP at a Glance” form that is then reviewed with the general education teachers.</p> <p><i>Documentation: Data Analysis; Interviews; Document Reviews</i></p>	
Result	5	<p>Specific Learning Disabilities Determination</p> <p>The determination process followed by The Hope Academy for Specific Learning Disabilities [SLD], as a criterion category for Special Education eligibility adheres to the requirements, processes, protocols and methodologies delineated in the <i>RI Criteria & Guidance for the Identification of SLD (RIDE)</i> document (specifically, Part III).</p> <p>After an exhaustive RTI process, leading to a referral to the Special Education Eligibility Team [ET], evaluations and observations are performed (upon securing consent to evaluate) in (at a minimum) the following areas: Psychological [cognitive]; Educational (including teacher observation). Often the ET also seeks receptive and expressive language measures (i.e., testing by the Speech & Language Pathologist).</p> <p>Student performance, in regards to Achievement Gap, (insufficient) Educational Progress, and Patterns of Strength and Weakness is reviewed from multiple sources of information (most especially the four areas of ‘interrelated data’ – gap, progress, need and individual context), and, if the determination is made that there is an SLD, eligibility is documented and an IEP generated.</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 have been no formal complaints, mediations, resolution sessions 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 Hope Academy does not serve preschool age 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 Hope Academy does not serve middle school age students.</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 Hope Academy does not serve high school students.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Record Reviews</p>	

Result	4	<p>Referrals to the Office of Rehabilitative Services (ORS) and to the Department of Behavioral Healthcare, Developmental Disabilities & Hospitals (BHDDH).</p> <p>The Hope Academy does not serve high school students.</p> <p><i>Documentation: Interviews; Document Review</i></p>	
Result	5	<p>Summary of Performance (SOP) is facilitated by the case managers as appropriate.</p> <p>The Hope Academy does not serve high school students.</p> <p><i>Documentation: Interviews; Document Review</i></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. (State Performance Plan Indicator #13)</p> <p>The Hope Academy does not serve high school students.</p> <p><i>Documentation: Interviews; Document Review</i></p>	
Result	7	<p>Percent 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. (State Performance Plan Indicator #14)</p> <p>The Hope Academy does not serve high school students.</p> <p><i>Documentation: Interviews; Document Review</i></p>	