



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

School Support System Report and Support Plan

**Charette Charter School
July 2020**

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 20 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

**Charette 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, 2018 – June 30, 2019 State Performance Plan information on Charette 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 0% (RI District Average is 5.11%)</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>The “n” size was too small to report any assessment data.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	
Result	3	<p>Multi-Tiered System of Support (MTSS) Response to Intervention (RTI)/<u>Academics</u></p> <p>Elementary Level</p>	

	<p>Charette only serves high school age students</p> <p>Middle Level Charette only serves high school age students</p> <p>High School</p> <p>MTSS brings all Charette’s supports together within one integrated continuum of supports. This combines academic support from classroom teachers as well as supports of Charette’s SEL team. In this way, all the supports are in one system and no support stands alone. Charette’s universal supports are core to the program for all Charette’s students. In addition to Tier 1 universal supports, Charette has targeted (Tier 2) and intensive (Tier 3) supports provided to students identified through MTSS. Charette believes that through this robust layered system no student is left out. The MTSS team includes: Guidance counselor, special education administrator, social worker, intervention team leader and teachers.</p> <p>Tier 1</p> <p>Charette High School is focused on Urban Planning and Historic Preservation. Students choose this small college prep school of 168 students to learn about the city they live in (students must live in Providence to attend) while they obtain a diploma. Many of these urban students come to the school with gaps in their education. Therefore, the academic model must be tailored to meet this specific need with robust Tier 1 supports. Charette does this in several ways. The school has implemented a strong mentoring program that connects students with an adult they can trust. Academics are reviewed regularly, and SEL supports are made readily available. Charette uses NWEA assessments to gain baseline data on student’s performance levels, and to monitor progress. Core teachers (except for math) incorporate reading with students each day.</p> <p>Charette delivers with fidelity the Summit Learning Program, a research-based blended learning model of instruction that utilizes a standards-based curriculum for developing higher order cognitive thinking skills, content knowledge, daily goal setting, and self-directed learning. Each student has a Summit dashboard which provides detailed real time information on attainment or lack of grade level standards in all content areas. When you hover over the different cells in the dashboard, you can see attempts on assessments, checkpoint work, such as narratives providing evidence to support claims. Grading is based on acquisition of specific cognitive skills as measured by Stanford University</p>	
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		<p>rubrics and content knowledge. All students are required to take diagnostic assessments, content assessments, and submit final projects. All students work towards mastery and can revisit work at any time to enhance their product and grade. Modifications and accommodations are built into the platform to support our differently abled students. Teachers, as well as all students at Charette use this dashboard to monitor progress.</p> <p>Tier 2 All students are screened using NWEA assessment upon enrollment. This is a universal screener for math and reading. Any student who scores below the 20th percentile in the ELA portion is placed on a reading intervention. Any student who scores below the 20th percentile in math receives targeted support that focuses on filling gaps while maintaining grade level curriculum. In addition to this targeted support, Charette utilizes after school tutoring and support Monday - Thursday. Students are encouraged to meet with the assigned teacher for small group instruction in the area of need.</p> <p>Charette creates personalized study playlists from students' NWEA growth scores for math. In addition to these screenings, the MTSS team analyzes classroom data to develop a targeted support plan for those students identified as not making adequate progress or recommended by a classroom teacher through the MTSS form. For these students, a plan is created, support roles are assigned, and it is determined how the school will define success and collect data. After a few weeks and cycles, the MTSS team decides upon the need for Tier 3 supports.</p> <p>Tier 3 The MTSS team meets bi-weekly to discuss student progress toward goals and determine whether to exit from next cycle or intensify support. Students failing to meet goals or make progress through multiple cycles are given an expanded intervention, created with the support of special education teacher. Depending on the outcome of this more intensive intervention, a student may be considered for possible Special Education referral.</p> <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>Charette is not disproportionate.</p>	

		<i>Documentation: Data Analysis; State Performance Plan</i>	
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 Charette 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 Charette only serves high school age students</p> <p>Middle Level Charette only serves high school age students</p> <p>High School</p> <p>MTSS brings all Charette’s supports together within one integrated continuum of supports. This combines academic support from classroom teachers as well</p>	

as the SEL team. In this way, all the supports are in one system and no support stands alone. Charette's universal supports are core to the program for all Charette's students. In addition to universal supports, Charette has targeted (Tier 2) and intensive (Tier 3) supports provided to students identified through MTSS. Charette believes that through this robust layered system no student is left out. The MTSS team includes: guidance counselor, special education administrator, social worker, intervention team leader and teachers.

Tier 1

Many of the students come to Charette with past trauma due to socio-economic status and other extenuating circumstances. Therefore, a MTSS model must be tailored to meet this specific need with robust Tier 1 supports. Charette does this in several ways. The school has 1.5 guidance counselors for 135 students. Any student may see a counselor at any time to seek social/emotional support. The social workers share with the special education administrator and principal their concerns for students who may need additional supports. Charette meets each week and look at the data as a team to do a root cause analysis where the team analyzes the data and make plans as needed.

Tier 2

All students have access to the social worker and school nurse. Support plans are put in place as appropriate, reviewed every six to eight weeks and revised or exited as appropriate. Charette also utilizes the counseling program provided by Inner You. They provide one-on-one counseling to students at the school and bill the students' health insurance. This has been a successful program for students who also see a Charette counselor if the need is great.

Tier 3

The MTSS team meets bi-weekly to discuss student progress toward goals and determine whether to exit from next cycle or intensify support. Students failing to meet goals or make progress through multiple cycles are given an expanded intervention, created with the support of a special education teacher. Depending on the outcome of this more intensive intervention, a student may be considered for possible special education referral.

School Removals/Disciplinary Policies. Behavioral expectations along with disciplinary action protocols and policies are comprehensively defined in a student handbook. The Executive Director of the school, Dr. Kathy Vespia, is

		<p>also a certified School Psychologist. She has the experience and education to handle misbehaviors in an extremely positive manner. This sets a tone for the school where students are always given a second chance and time to reflect on their behavior. Only serious acts that may cause harm result in removal from school</p> <p><u>Documentation:</u> Document review, Data Analysis</p>	
Result	7	<p>Preschool Continuum</p> <p>Charette only serves high school age students</p> <p><u>Documentation:</u> Document Review, Data Analysis</p>	
	8	<p>Program Continuum Elementary Level</p> <p>Charette only serves high school age students</p> <p><u>Documentation:</u> Document Review, Data Analysis</p>	
	9	<p>Program Continuum Middle Level</p> <p>Charette only serves high school age students</p> <p><u>Documentation:</u> Document Review, Data Analysis</p>	
Result	10	<p>Program Continuum High School Level</p> <p>The quality and variety of program resources and services are instrumental to program efficacy. The continuum of services and supports provided by Charette is comprehensive. As a public school that is unencumbered by tradition and routine, the team meets the continuous challenge of tailoring educational plans for students with disabilities by via the general education setting as well as other settings where the delivery of these components may be appropriate per the IEP.</p> <p><i>The General Education Classroom</i></p> <p>Charette strives to provide appropriate instruction in the least restrictive environment. The majority of Charette students with disabilities receive instruction in a general education classroom setting no less than 80% of their</p>	

		<p>instructional school day. Most services are delivered by the general education teacher, providing for seamless and imperceptible integration of the general curriculum with special accommodations. The list of services (accommodations) includes familiar staples regularly used by teachers, such as task analysis, check for understanding, and preferential seating. Push-in services are provided by the special educator when needed. General education teachers consult regularly with the special educator who communicates student needs to teachers and who provides instructional coaching and professional development when necessary.</p> <p>Students who are unable to access the curriculum within the general education setting require more personalized, targeted interventions to attain academic success. Students in this category benefit most from scheduled pull-outs where they receive direct, one on one instruction either from the general education or special education teacher. Students may also receive a lesson preview that provides an introduction to an upcoming lesson prior to the actual teaching of the lesson as this approach encourages activating and accessing prior knowledge.</p>	
Result	11	<p>Extended School Year (ESY)</p> <p>Extended School Year: Attendance is determined at IEP meeting for students at risk of not meeting their IEP goals or at risk of regression. This is staffed by a special educator as needed. In the past, the school ran programs for six weeks, three days a week, and have had individual tutoring sessions at the public library once a week for an individual student.</p> <p><u>Documentation:</u> Data Analysis; Interviews</p>	
Result	12	<p>Local Special Education Advisory Committee (LAC)</p> <p>The Charette School LAC meets five times a year. At the first meeting of the year which is held in September, the LAC review by-laws and ask RIPIN to come in and share information with the parents and families. The LAC offers workshops for parents and try to meet the needs of the unique population by providing information on dropout prevention. The Parent Engagement Specialist and Social Worker attend meetings to answer any questions parents may have. A representative from LAC attends the New Student Orientation in the Spring, and Open House/Welcome in the fall. Dates of meetings are set</p>	

		<p>early in order to have a brochure to give to families. The LAC always tries to meet at a time that is most convenient for families.</p> <p><u>Documentation:</u> <i>Data Analysis; Interviews</i></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 (2017-2018) is 44% 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 cannot be reported due to the small "n" size.</p> <p><u>Documentation:</u> <i>Data Analysis; State Performance Plan</i></p>	
Result	16	<p>Drop Out / Graduation Rate (State Performance Plan Indicator #1 and #2)</p> <p>The first graduating class will occur in spring of 2021.</p> <p><u>Documentation:</u> <i>Data Analysis; State Performance Plan</i></p>	

2. EVALUATION / INDIVIDUAL EDUCATION PROGRAM (IEP)

Indicator		Findings	Support Plan
Result/ Compliance	1	<p>Records of approximately four students were reviewed prior to the on-site review by the team. Students' records were very accessible. The record review process identified by following:</p> <ul style="list-style-type: none"> - Random and minor form/template tweaks were noted. - Specific learning disabilities documentation was not always seen in the files. 	<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><i>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</i></p> <p><u>Documentation:</u> <i>Data Analysis; Interviews; Observation</i></p>	<p>Timeline: All issues are noted as resolved as of August 2020.</p>
Result	2	<p>Child Outreach</p> <p>Charette only serves high school age students</p> <p><u>Documentation:</u> Document review, Data analysis</p>	
Result	3	<p>Child Find (State Performance Plan Indicator #11)</p> <p>The district has meet 100% compliance on this indicator for the 2019-2020 year.</p> <p><u>Documentation:</u> <i>State Performance Plan Data</i></p>	

Result	4	<p>Student Accommodations and Modifications</p> <p>The special education teacher and director serve as the gateway of information for the general education staff. At the beginning of the school year, the special educators ensure that the general education teachers read each student's IEP and complete the accompanying signature page verifying that they have done so. Student's IEPs are kept in a locked file cabinet in the Main office and are available to teachers upon request. However, one-pagers, in house documents that summarize the most pertinent information that teachers may need to access regularly, are shared with teachers electronically. The one-pager documents include the student's area of need; post-secondary interests; impact of the disability, key instructional and/or behavioral strategies that have been found to be effective with the student, and space for teachers to keep personal notes relative to their classroom experiences with the student.</p> <p><i><u>Documentation:</u> Data Analysis; Interviews; Document Reviews</i></p>	
Result/ Compliance	5	<p>Specific Learning Disabilities Determination</p> <p>Charette High School follows State and Federal regulations to determine if a student has an SLD. Through the MTSS process, a process-based-scientific, research-based intervention is administered; progress is monitored, and the intervention is refined if needed. Charette also uses a variety of data-gathering tools and strategies including NWEA assessment, and formative and summative classroom assessment. Charette ensures that the student is observed in his or her learning environment (including the regular classroom setting) to document academic performance and behavior in the areas of difficulty.</p> <p><i><u>Documentation:</u> Interviews; Record Reviews</i></p>	<p>Administration will provide ongoing professional development in this area.</p> <p>Timeline: Issue resolved as of August 2020.</p>
Result	6	<p>Due Process Information (State Performance Plan Indicators)</p>	

	<p>Over the past three years Charette had no (zero) chart complaints, mediations or hearings.</p> <p><u>Documentation:</u> Data Analysis, RIDE, Due Process Data Base</p>	
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3. IDEA TRANSITION

Indicator	Findings	Support Plan
Result	<p>1 Part C to Part B Transition (Indicator #12)</p> <p>Charette only serves high school age students</p> <p><u>Documentation:</u> Document Review, Data Analysis</p>	
Result	<p>2 IDEA Transition Planning at the Middle Level</p> <p>Charette only serves high school age students.</p> <p><u>Documentation:</u> Document Review, Data Analysis</p>	

Result	3	<p>IDEA Transition Planning at the High School Level</p> <p>The general education program at Charette begins transition for all students in the 9th grade. Every student completes inventories that are kept in their Individual Learning Plan. For special needs students, Charette supplements the general education work with specific transition planning when a student turns 14 years old. At this time, a student interview is conducted, career and reflections on learning styles are completed and a transition plan is begun. All students work closely with the Counselor to determine where they will apply to go to college. Special educators work closely with their students to find the right fit for their learning style, academic skills and career goals.</p> <p>Students also review their progress reports to set short- and long-term goals for their future. As a Charter school with a focus on Urban Planning and Historic Preservation, Charette invites many professionals into the school to meet with students. Project Citizen is an active supporter helping to educate students on opportunities available to them as citizens of the City of Providence. The school guidance counselor works individually with each 12th grade student to complete a transition to college plan.</p> <p><u>Documentation:</u> Document Review, Data Analysis</p>	
Result	4	<p>Referrals to the Office of Rehabilitative Services (ORS) and to the Department of Behavioral Healthcare, Developmental Disabilities & Hospitals are made as appropriate. Charette has meetings with students and families to review potential services. These agencies are invited to IEP meetings for students who would benefit from their services.</p> <p><u>Documentation:</u> Data analysis; Document Review</p>	
Result	5	<p>Summary of Performance (SOP)</p> <p>Spring 2021 will be the first graduating class. A Summary of Performance will be provided to each graduating student with an IEP.</p> <p><u>Documentation:</u> Document Review, Data Analysis</p>	
Result	6	<p>Indicator 13</p> <p>100% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and</p>	

		<p>based upon an age appropriate transition assessment, and transition services. (State Performance Plan Indicator #13)</p> <p><u>Documentation:</u> Interviews; Document Review</p>	
Result	7	<p>Indicator 14.</p> <p>Spring 2021 will be the first graduating class so the first time the school will collect Indicator 14 data will be spring of 2022.</p> <p>N/A at this time. 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. The state average was 79% (State Performance Plan Indicator #14)</p> <p><u>Documentation:</u> Document Review, Data Analysis</p>	