



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

---

**School Support System Report and Support Plan**

**RISE Prep Mayoral Academy  
June 2022**

## 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 to improve services and programs for all students.
  
- **The SSS Report:** The report summarizes the findings from various data sources. The format of the report uses four divisions: Indicators, Findings, Documentation, and Support Plan. Indicators describe either performance or compliance. 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.

## **TABLE OF CONTENTS**

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

# **RISE Prep Mayoral Academy 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	<p><b>1</b></p> <p><b>Least Restrictive Environment Data (State Performance Plan Indicator #5)</b></p> <p>Based on the FY July 1, 2021 – June 30, 2022, State Performance Plan information on RISE Prep 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><i><u>Documentation:</u> Data Analysis; State Performance Plan</i></p> <p><i>These percentages are pulled from ASPEN, RISE Prep’s SIS reporting system and the internal IEP/504 database</i></p>	
Result	<p><b>2</b></p> <p><b>Participation and performance of children with IEPs on statewide assessments (State performance Plan Indicator #3):</b></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 (See the linked document below) [Note: State has individual grade and content area targets (28%). State target is average target across grades and content areas. District target is average percent of students proficient across content areas</p> <p>Internal MAP (Measures of Academic Progress) District Assessment Data is used to determine both growth (to attain proficiency) and achievement. The following document contains RISE Special Education Program Growth achievement from the 21-22 SY and the internally projected growth increases determined by the Special Education Team (with rationale).</p>	

		<p><u>Documentation:</u> Data Analysis; State Performance Plan</p> <p>Note: this data is for Spring 2021 RICAS. RISE Prep has not received Spring 2022 RICAS results yet. This data also includes NGSS performance of special education scholars from Spring 2022 (5<sup>th</sup> grade) and Spring 2021 (current 6<sup>th</sup> graders)</p>	
Result	3	<p><b>Multi-Tiered System of Support (MTSS) for Academic Challenges</b></p> <p>RISE Prep Emphasizes a Universal Design for Learning approach to instruction that ensures scholars receive targeted instruction considerate of individual need, beginning at the very beginning of the year with intensive baseline data collection, previous year’s data review, and review of special education plans. Instruction is adapted based on need and scholars are pulled in small groups for skill support and practice.</p> <ul style="list-style-type: none"> <li>● An informal RTI is set up even prior to the first Curriculum Assessment to support learning of needed skills.</li> <li>● RTI for Elementary and Middle school follows school-based Curriculum Based Measurement (CBM) windows. (Windows occur 3x/year)</li> <li>● In addition to CBM results, multiple other assessment data points are weighed to determine the need for intervention services.</li> <li>● RTI at RISE occurs for a minimum of 6 weeks for each round. Scholars may be entered into two rounds of intervention for the purpose of preventing over identification and to ensure multiple modes of instruction are tried prior to assessing for an assumed disability.</li> </ul> <p>After two rounds of intervention with limited progress/regression, scholars will be referred for an evaluation for the area of need.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	
Result	4	<p><b>SPP Disproportionate Representation (State Performance Plan Indicator #9 and #10)</b></p> <p>RISE Prep is not disproportionate.</p>	

		<u>Documentation: Data Analysis; State Performance Plan</u>	
Result	5	<p><b>Suspension (State Performance Plan Indicator #4a):</b> 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 RISE Prep as no scholars with IEPs were suspended for greater than 10 days.</p> <p><b>State Performance Plan Indicator #4b</b> 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: Data Analysis; State Performance Plan</u></p>	
Result	6	<p><b><u>Multi-tiered System of Support (MTSS)/Social Emotional Supports/Social Emotional Resources/Positive Behavioral Supports</u></b></p> <p>Scholars who are not responding to taught Social Emotional Learning Standards or benefiting from the general education behavior management system/clip or merit/demerit system after 6 consecutive weeks (evidenced by consecutive reds on behavior charts/days taking away from the community on individual behavior calendars), will need to have a modified behavior management system employed prior to conducting an (antecedent/behavior/consequence) <b>Functional Behavior Assessment</b>.</p> <p>It is extremely important to think about the individual scholar and determine a system or Evidence Based Practice that you and your co-teacher feel matches the needs of the student. <a href="#">Use the RI SEL Standards</a> to help identify the <b>specific behavior/skill a scholar may be struggling with and determine a different intervention approach than was used at the T1 (general education instructional) level.</b></p>	

*\*Data on how the system is working will need to be collected each day to show progress or lack thereof. Data should be observable and measurable. Ex: Scholar required 4 reminders to disengage from distracted behavior and focus on the given assignment. Or, scholar benefited from the use of a timer in ¾ opportunities to complete work within the provided time frame.*

The new behavior system will need to be used with fidelity for a minimum of 6 weeks. If there is little improvement after the 6-week tracking period, a new system will need to be implemented and tracked for an additional 6 weeks (total: 2, 6-week rounds). If there is limited progress with the consistent use of two separate behavior systems, it is at this time when the scholar should be referred for a Functional Behavior Assessment.

The behavior systems and tracking method will be developed and implemented in the classroom setting by the teachers. Tracking systems will be dependent on the type of behavior, class schedule, behavior frequency and duration. If teachers need support for developing a tracking system, they will work with their coach, Special Education Lead, or Dean of Scholar Culture to determine the best way of collecting meaningful data for the scholar. A meeting with family will be held prior to implementation and the Dean of Scholar culture, Special Education Director, and coaches will be notified of the system for their records and to provide coaching on the use of the behavior system.

**<Important>**: If the implemented system proves to be effective for addressing the scholar's behavioral needs, a plan for reducing reliance on the alternative system and getting back to the use of the clip stick or merit/demerit system (within an appropriate time frame based on individual need) should be mapped out between the teacher and the co-teacher. A clear goal date for graduation from the system should be set. Teachers will continue to track data on the use of the system until it is no longer needed.

Finding and Using an Evidence Based Practice Process:

1. Target Behavior/Skill
  - Take observable and measurable baseline data (UDL plan template)
  - Research evidence about behavior/skill and practice
2. Review Practice Options
  - Evidence-based or other practices practice options
  - Risk/benefits
  - How will you evaluate?



		<ul style="list-style-type: none"> <li>● Can teachers use it with fidelity?</li> <li>● Materials?</li> </ul> <p>3. Plan, Use and Monitor Progress</p> <ul style="list-style-type: none"> <li>● Implementation and data plan (use UDL plan template for streamlined data collection)</li> <li>● Coaching(Consult with your grade’s SL)</li> </ul> <p>4. Final Steps</p> <ul style="list-style-type: none"> <li>● Celebrate success!</li> <li>● If goal is reached, choose new skill to guide toward the use of the gen. Ed. behavioral system</li> </ul> <p>Generalization and maintenance</p> <p><u>Finding and Using an Evidence Based Practice Process:</u></p> <p><u>Documentation:</u> <i>Data Analysis, Interviews, Observation</i></p>	
Result	7	<p><b>Preschool Continuum</b></p> <p>This section does not apply to RISE Prep as the school only served grades K-6 this past year and has no plans for a preschool program.</p> <p><u>Documentation:</u> <i>Data Analysis; State Performance Plan</i></p>	
Result	8	<p><b>Program Continuum Elementary Level</b></p> <p>There are 290 scholars at the elementary level and approximately 49 have IEPs (17%). The special education program continuum is as follows:</p> <p>All of RISE Prep’s scholars are fully included.</p> <p>RISE Prep has six special education teachers who serve as “Special Education Leads” (one special education lead for each grade level) and is adding a full-time Middle School special educator to the staff for the 2022-23 school year. Additionally, RISE Prep has a physical education teacher trained in adaptive physical education. On-site, The Director of Special Education fully leads the efforts and management of the special education program and special</p>	

	<p>education leads and receives support through weekly coaching meetings with the Superintendent.</p> <p>RISE Prep has a full-time Speech Language Pathologist, Occupational Therapist, and Social Worker on Staff. The school contracts with an independent Physical Therapist who supports a small caseload of scholars on a part-time basis.</p> <p>Scholars in need of Tier 2/3 RTI support meet with Title I teachers individually for additional skill practice, instruction, and support. Services will vary in time; all scholars in Tier 3 will receive at least 30 minutes weekly of additional instruction per skill for six weeks. Title 1 teachers will determine if a scholar needs more than 30 minutes. In Tier 2/3, scholars will meet with the Title I teacher during independent work blocks, during school breakfast, or during the end of day school Excellence Block (an independent work choice block for scholars not participating in the RTI). Scholars are assessed weekly or bi-weekly depending on the skill and service time. At the end of the six-week Tier 2, scholars who have mastered the skill will exit the program. Scholars who still have a skill gap will be entered into Tier 3 RTI for additional time and with different teaching approaches for an additional 6 weeks. If insufficient progress is made after the additional 6 weeks of T3 interventions, the scholar is referred to the Special Education Lead for assessment.</p> <p>All Elementary scholars at RISE Prep begin the day with Breakfast and Morning Meeting, which transitions to a Read Aloud block. The rest of the RISE Prep Day three Lit blocks and a math block, psychical education/art, writing, a Social Studies/Science block, recess, and snack. There is a particular block of time dedicated to skills practice for RTI that does not interfere with or take away from core content learning time. RISE Prep will be adjusting the schedule in the 2022-23 school year to implement evidence-backed curriculums for Literacy and Math and has set aside and “acceleration block” to support diverse learning needs.</p> <p>Due to COVID-19 restrictions, RISE Prep was unable to host after school/family events until the end of the school year during the 2021-22 school year and intends to bring those opportunities back in the upcoming school year.</p> <p>Scholars are in session 180 days, from 7:40am-4:00pm Mondays, Tuesdays, Thursdays, and Fridays. Wednesday’s end at 2:30pm, allowing for teacher meeting time and professional development meetings.</p>	
--	--	--

		<u>Documentation: Data Analysis; Interviews; Observation</u>	
Result	9	<p><b>Program Continuum Middle Level</b></p> <p>There are 90 scholars attending RISE Prep Middle School (grades 5-6), 13 are scholars with IEPs (14.4%). The special education program continuum is as follows:</p> <p>All of RISE Prep’s scholars are fully included.</p> <p>The Middle School one “Special Education Lead” who provides services among other roles in the special education program and RISE Prep is adding a full-time dedicated middle school special educator to the staff for the 2022-23 school year. Additionally, RISE Prep has a physical education teacher trained in adaptive physical education. On-site, The Director of Special Education fully leads the efforts and management of the special education program and special education leads and receives support through weekly coaching meetings with the Superintendent.</p> <p>RISE Prep has a full-time Speech Language Pathologist, Occupational Therapist, and Social Worker on Staff. The school contracts with an independent Physical Therapist who supports a small caseload of scholars on a part-time basis.</p> <p>Scholars in need of Tier 2/3 RTI support meet with Title I teachers individually for additional skill practice, instruction, and support. Services will vary in time; all scholars in Tier 2/3 will receive at least 30 minutes weekly of additional instruction per skill for six weeks. Title 1 teachers will determine if a scholar needs more than 30 minutes. In Tier 2/3, scholars will meet with the Title I teacher during independent work blocks, which include study hall and homeroom in Middle School, during school breakfast, or during independent work portions of content blocks. Scholars are assessed at least bi-weekly. At the end of the six-week Tier 2, scholars who have mastered the skill will exit the program. Scholars who still have a skill gap will be entered into T3 for additional skill practice, time, and teaching approaches. If insufficient progress is made, the scholar will be referred to the Special Education Lead for assessment. Next year, Middle School will have a dedicated acceleration block for RTI support.</p>	

		<p>All Middle School scholars begin the day with breakfast and have 75-minute content blocks of ELA, History, Math, and Science on a rotating basis. Middle School scholars also attend Art and physical education on an alternating scheduling. Their daily schedule also includes homeroom, study, hall, ILP Xelo work, and scholar break.</p> <p>Due to COVID-19 restrictions, RISE Prep was unable to host after school/family events until the end of the school year during the 2021-22 school year and intends to bring those opportunities back in the upcoming school year. RISE Prep did begin its Middle School athletic program during the 2021-22 school year and offered Basketball and a Cross Country kickoff program.</p> <p>Scholars are in session 180 days, from 7:40am-4:00pm Mondays, Tuesdays, Thursdays, and Fridays. Wednesday's end at 2:30pm, allowing for teacher meeting time and professional development meetings.</p> <p><u>Documentation:</u> <i>Data Analysis; Interviews; Observations</i></p>	
Result	10	<p><b>Program Continuum High School Level</b></p> <p>RISE Prep does not have a high school level.</p> <p><u>Documentation:</u> <i>Data Analysis; Interviews; Observation</i></p>	
Result	11	<p><b>Adaptive Physical Education (APE)</b></p> <p>RISE Prep has a certified Adaptive Physical Education (APE) teacher who is prepared to implement adaptive physical education (PE) practices as needed. RISE Prep has not yet had any scholars needing adaptive PE practices but will work closely with the PE teacher to support adaptive practices for scholars should the need arise.</p> <p><u>Documentation:</u> <i>Data Analysis; Interviews; Observation</i></p>	
Result	12	<p><b>Extended School Year (ESY)</b></p> <p>Currently, 18 scholars will be attending ESY during the Summer of 2022.</p>	

		<u>Documentation: Data Analysis; Interviews</u>	
Result	13	<p><b>Local Special Education Advisory Committee (LAC)</b></p> <p>RISE Prep’s LAC meets quarterly, and calendar invitations are shared by the Director of Special Education. The Director of Special education and the Special Education Leads currently serves as the LAC Chair but has identified a member of the LAC, a parent of a scholar who receives special education services at RISE Prep, to transition into the LAC Chair who is transitioning into the Role.</p> <p><u>Documentation: Data Analysis; Interviews; Observation</u></p>	
Result	14	<p><b>School Efforts to Partner with Parents (State Performance Plan Indicator #8)</b></p> <p>The public school district’s rate of parent participation in the annual Special Education Statewide Parent Survey (2019-2020) is 25% of parents whose children have IEPs.</p> <p>Each year, the Local Advisory Committee (LAC) team sends out a survey where all families can report on their individual experiences with special education programming and processes, offer input on ways to improve the program, and weigh in on special education topics they would like more information on during designated LAC meetings. The results are reviewed by the full special education team and systems for improvement are implemented with immediacy.</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 97%.</p> <p><b>Family Communication:</b></p>	

- The school also engages participating families through various surveys throughout the school year regarding programming, family partnership, and service quality.
- Throughout the year RISE Prep continually works to engage parents in their children's education through several formats and modalities. One mechanism includes the provisions of translated communication and oral interpretation services in the native language of the family, to the extent practicable. RISE Prep works hard to produce communication materials in English and Spanish to meet the needs of the current family population. RISE Prep prints materials that are online for any families who do not have Internet access. RISE Prep offers Spanish translation for report card conferences, IEP meetings, and home visits. Additionally, meetings and events are arranged at varying times during the day and across the year to accommodate parents' schedules.

The following are strategies that are implemented to build strong parent involvement:

- **Annual Meet and Greets:** The purpose of these visits may include opportunities for teachers and families to meet each other in a setting other than the school, for teachers to gain a deeper understanding and appreciation of scholars and their families, and for families to gain familiarity and a deeper understanding of both their scholars' teacher(s) and the greater RISE Prep community as a whole. All families are offered the opportunity to have their scholar's teachers in the home environment during the final month of summer vacation and the first two months of school.
- **School Newsletter:** A school-based newsletter is shared monthly with families in English and Spanish and posted on the RISE Prep website. It highlights events, accomplishments, and academic focus points for the month ahead. The newsletter also highlights the events for the following month.
- **RISE Calendar:** A report that communicates scholars' school behavior is sent home daily. Families are encouraged to review this report with their scholar. In some cases, a parent signature may be required, or an in-person meeting will be scheduled to review expectations and develop future actions.
- **Phone Communication:** Every member of the RISE Prep staff publishes his or her school-issued cell phone number at the beginning of the year. Teachers will regularly contact families to provide a verbal update regarding both academic and behavioral progress. If questions or concerns arise, scholars and parents are encouraged to call teachers

	<p>as late as 7:00PM. Reminders are sent to all families the day before each school-based meeting and event through the school's schoolwide communication system.</p> <ul style="list-style-type: none"><li>• <b>“Snow Day” Communication:</b> In the event of school cancellation due to inclement weather (hurricanes, snow, etc.), RISE Prep staff are encouraged to reach out to families who may need assistance – food, shelter, childcare. Every effort is made to match them with a corresponding community resource. Teachers also use this opportunity to contact families and discuss scholar progress and answer any scholar-related questions.</li><li>• <b>Progress Reports:</b> RISE Prep sends home progress reports twice per academic year, in the middle of the first and second trimesters. These reports list scholar performance on fundamental skills and includes a written comment from the scholar's teachers. Parents are required to sign the report and send it back to school.</li><li>• <b>Report Cards:</b> The district utilizes a standards-based report card. Scholar's academic progress on grade-level standards will be reported at the close of every Trimester. Teachers will also provide written comments on scholar's academic and behavioral strengths and areas of development. To see the report cards, parents must schedule a family/teacher conference. At the conference, teachers go over the report card and answer any questions.</li><li>• <b>Family-Teacher Conferences:</b> At the close of Trimester 1 and 2, formal family-teacher conferences are held to update families on their scholar's progress. Teachers review the report card with parents at the conference; parents do not receive the report card if they do not attend the meeting. Teachers and school leadership may request additional family-teacher conferences if academic, behavioral, or attendance concerns arise. Additionally, all families are invited to schedule appointments or to stop by and connect with their child's teachers to discuss their scholar's progress. Title 1 families will be asked about their experiences during these conferences. Families will be asked to provide feedback on how the program is working for their scholar at home and if there were any changes families would like to see.</li><li>• <b>Family Leadership Council:</b> RISE Prep's FLC will meet once per month. Facilitated by the family engagement coordinator, meetings will provide space for families to advocate for their scholar's needs and address any issues as they arise. School staff will attend FLC meetings throughout the year to engage the FLC in planning for a school-wide program.</li></ul>	
--	--	--

		<p>RISE Prep is focused on enhancing current parent engagement efforts as well as implementing new strategies that are considered best practices for parent involvement. The school will continue to inform and involve parents and reinforce their knowledge of their rights through the following action steps: regularly disseminating information through publications such as the family handbook and newsletters; expanding the use of the school phone messaging system; providing meeting opportunities, both individual and group; offering content-based (math/literacy/science) workshops; facilitating community forums to provide parents with the opportunity to receive information and provide feedback; developing and strengthening the FLC in the school to represent all three sending communities and is representative of the intentionally diverse model. All efforts will be organized to reduce barriers and maximize accessibility for parents, including convenient meeting times, virtual meeting options, providing supports such as translation and ensuring that all written materials are in an easy-to-understand format.</p> <p>RISE Prep also has a Family Leadership Committee (FLC). The FLC will hold monthly meetings in which all parents are invited to attend and they will be able to provide feedback on the school programming. At the end of the school year, all families will receive a survey asking for feedback about family engagement, as well as suggestions for improvement. The principal will meet regularly with families to solicit feedback. Survey and interview results will be used to adjust the family engagement policy and procedure going forward.</p> <p>Pursuant to federal requirements, RISE Prep will notify all parents of their right to know the qualification status of their children’s teachers and paraprofessionals. This will be done through a paper handout distributed at the beginning of the school year in variations where the most relevant components as required by ESSA are translated into the language(s) predominately spoken by parents in the district (i.e., Spanish). RISE Prep will continue to use a schoolwide communication system to give important information to parents. This tool will complement the handbook, meetings, and will be used to notify parents of their right to know teacher qualification as appropriate.</p> <p><u>Documentation:</u> <i>Data Analysis; State Performance Plan</i></p>	
Result	16	<b>Drop Out / Graduation Rate (State Performance Plan Indicator #1 and #2)</b>	



		RISE Prep serves K-6 scholars currently and therefore, there is no graduation or drop out rate to report.  <i><u>Documentation:</u> Data Analysis; State Performance Plan</i>	
--	--	---	--

## 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 leaders. Students' records were very accessible. The record review process identified by following:</p> <ul style="list-style-type: none"> <li>- Some dates on documents were incorrect or left blank</li> <li>- Specific learning disabilities information not seen in folder</li> <li>- Some short-term objectives were not measurable.</li> </ul> <p><i>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</i></p> <p><i><u>Documentation:</u> Data Analysis; Interviews; Observation</i></p>	<p>Verification 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><b>Timeline:</b> Immediately</p> <p><b>Progress Check:</b> December 2022</p> <p><b><u>FOLLOW-UP FINDINGS:</u></b> The Director of Special Education has emphasized the importance of paying attention to detail in all aspects of reporting and documentation. Professional development/technical assistance was provided on all special education protocols to include various layers of proofreading and feedback to ensure accuracy and excellence within special education reports, plans, and documents. This has been done and implemented for the upcoming school year.</p>
Result	2	<b>Child Outreach</b>	

		<p>As a charter school RISE Prep Mayoral Academy does not participate in Child Outreach as that is completed by the traditional LEAs.</p> <p><i>Documentation: State Performance Plan; Data Interviews</i></p>	
Result	3	<p><b>Child Find (State Performance Plan Indicator #11)</b></p> <p>RISE Prep Mayoral Academy for the 2020-21 year was at 100% compliance for meeting evaluation timelines for initial referrals. The LEA was thus far at 100% compliance for meeting evaluation timelines for initial referrals for the 2021-2022 school year.</p> <p><i>Documentation: State Performance Plan Data</i></p>	
Result	4	<p><b>Student Accommodations and Modifications</b></p> <p>At the start of every school year, administration and Special Educators share information with the staff, breaking down the accommodations and modifications of any student with an IEP.</p> <p>RISE Prep has a grade-level Special Educator for each level that serves as the lead for communication about accommodations and modifications for each student in that grade. The lead on-site Special Educator consults with the Special Education Director as applicable.</p> <p><b>*New*</b> To ensure accommodations/modifications are provided in the most beneficial and appropriate ways, the Special Education director completes Accommodation Walkthroughs each trimester and crosschecks the ways accommodations are being implemented by teachers in the classroom. Notes are taken and discussed during Grade Meetings to help foster collaboration for consistent improvement. Model accommodation implementation is shouted out via Weekly Look Ahead information to encourage ideas for integrating needed supports in classrooms.</p> <p>For further collaboration/idea sharing on implementation of IEP Supports/Accommodation/Modifications, a shared document process including photos is used.</p>	

		<p>After IEP meetings, information is shared with any staff not present. Any teacher can also quickly obtain access to all up-to-date scholar IEP information through Google Drive, or request a meeting to view the IEPs/report summaries, which are housed in a locked space on-site at RISE Prep.</p> <p>RISE Prep staff keeps a special education spreadsheet tracker up to date for easy communication with other staff and consultants.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Document Reviews</p>	
Result Compliance	5	<p><b>Specific Learning Disabilities Determination (SLD)</b></p> <p>RISE Prep’s Response to Intervention (RTI) program largely informs the Special Education referral process at the school, although it is not the only pathway to Special Education. The benchmarks and timelines below are intended to support classroom teachers in determining if Special Education referral is the right next step for a specific scholar based on development, grade-level, growth, and RTI progress.</p> <p>Determination for SLD is made as a full Special Education TEAM with consideration for multiple data assessment points, normative data outlined through Educational Evaluation and district assessment data showing documented failure to meet age/grade level standards with support through evidence-based (differentiated) teaching approaches/RTI. See also Section 2, item #1 for record review findings.</p> <p>At the end of this year, RISE has begun to utilize the following document to provide further information on the specific criteria for SLD determination:</p> <p><a href="#"><u>SLD Determination Worksheet</u></a></p> <p><u>Documentation:</u> Interviews; Record Review</p>	<p><b>Timeline:</b> Immediately and ongoing</p> <p><b>Progress Check:</b> December 2022</p> <p><b>FOLLOW-UP FINDINGS:</b> RISE Prep now utilizes the SLD determination worksheet for all SLD determinations.</p>
Result	6	<p><b>Due Process Information (State Performance Plan Indicators)</b></p> <p>Over the past three years 0 (zero) complaints, mediations, or hearings.</p>	

	<u>Documentation:</u> Data Analysis, RIDE, Due Process Data Base	
--	--	--

### 3. IDEA TRANSITION

Indicator	Findings	Support Plan
Result	<p>1 <b>Part C to Part B Transition (Indicator #12)</b></p> <p>Within RISE Prep’s enrollment paperwork that families receive after the lottery, is a release for all academic, behavioral, medical, and special education paperwork from the preschool or early intervention programs that each scholar attended.</p> <p>RISE Prep communicates directly with Woonsocket, North Smithfield, and Burrillville Public Schools, RISE Prep’s sending districts, to ensure that all documents, especially IEPs and evaluations, are sent to RISE Prep. If needed in the past, RISE Prep staff will go to the Public Schools offices to pick up any paperwork.</p> <p>The Director of Special Education and all Special Education leads meet each summer, review all incoming IEPs, map out services, and meetings for each scholar in a school-wide accessible Google Drive Folder for special education leads in each grade.</p> <p>Teachers of scholars with IEPs are shared on their respective classroom Folders to review and plan for the needs of their incoming scholars.</p> <p>Special Education leads create IEP and goal snapshots for each scholar and give them to that scholar’s classroom teachers for review at August Professional Development. Teachers sign off on new acknowledgement forms at this time, indication full understanding of specific IEP/Special Education needs and their responsibilities to meet those needs.</p> <p><u>Documentation:</u> Data Analysis; Interviews; State Performance Plan</p>	
Result	<p>2 <b>IDEA Transition Planning at the Middle Level</b></p> <p>The process for transition planning at the Middle Level mirrors that of the process used at the Elementary Level.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Record Reviews</p>	

Result	3	<p><b>IDEA Transition Planning at the High School Level</b></p> <p>RISE Prep does not serve scholars at the high school level.</p> <p><u>Documentation:</u></p>	
Result	4	<p>At the high school, the case manager is the point for referrals to the <b>Office of Rehabilitative Services (ORS)</b> and to the <b>Department of Behavioral Healthcare, Developmental Disabilities &amp; Hospitals (BHDDH)</b>.</p> <p>RISE Prep does not serve scholars at the high school level.</p> <p><u>Documentation:</u> Interviews; Document Review</p>	
Result	5	<p><b>Summary of Performance (SOP)</b> is facilitated by the case managers as appropriate.</p> <p>RISE Prep does not serve scholars at the high school level.</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. <b>(State Performance Plan Indicator #13)</b></p> <p>RISE Prep does not serve scholars at the high school level.</p> <p><u>Documentation:</u> Interviews; Document Review</p>	
Result	7	<p>N/A % 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</p>	

	<p>school, or both within 1 year of leaving high school. The state average was 74% <b>(State Performance Plan Indicator #14)</b></p> <p>RISE Prep does not serve scholars at the high school level.</p> <p><u>Documentation:</u> Interviews; Document Review</p>	
--	--	--