



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

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**School Support System Report and Support Plan**

**The Learning Community School  
December 2023**

## **SCHOOL SUPPORT SYSTEM**

### **A Collaborative System of Cyclical Monitoring**

**Introduction:** The School Support System (SSS) provides accountability for delivery of programs and services for students with disabilities. 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 stratified random selection of students with IEPs is selected; the records of these students are reviewed; their parents/guardians, teachers and related service providers are interviewed, and their classes 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 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 of schools are made. The team members interview school administrators and teaching staff. Parents and central office staff are also interviewed. The team gathers data-based 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 Corrective Action/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 and correction of any noncompliance. All findings of noncompliance must be corrected as soon as possible but no later than one year from the State's written notification of noncompliance. This plan enables the 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 five divisions: Indicators, Findings, Noncompliance, and Corrective Action/Support Plan. Indicators describe either result or compliance in the topical areas of Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE), Evaluation/Individual Educational Program (IEP) and IDEA Transition. The documentation is listed in both the Findings and Noncompliance sections of the report. The corrective action/support plan reflects the response to the described finding and actions by the district as well as resources and timelines to improve programs and services. All findings of noncompliance must be corrected as soon as possible but no later than one year from the State's written notification of noncompliance.
- **Subsequent & Timely Follow / Verification Process & Reporting:** RIDE, IDEA Quality Assurance personnel and the School Support System Liaison work with the LEA to verify correction, including reviewing subsequent data to ensure correction of noncompliance. Also, within the one-year monitoring timeframe RIDE personnel will return to the district and follow up to ensure ongoing compliance is maintained. This will include, as applicable, program spot checks/reviews and record reviews. Our baseline number of records will not go below six. Pending subsequent and timely verification, a letter closing the SSS monitoring process will be issued.

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2. Evaluation/Individual Education Program (IEP)
3. IDEA Transition

# **The Learning Community School System School Support System Review**

## **RIDE Team Leaders**

**Team A – Susan Wood, Sandra Cambio**

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	Review Information	Noncompliance Finding (if applicable) & Corrective Action/Support Plan <i>(if applicable)</i>
1	<p><b>Least Restrictive Environment Data (State Performance Plan Indicator #5</b> (20 U.S.C. 1416(a)(3)(A))</p> <p>Based on the FY July 1, 2021-June 30, 2022, State Performance Plan information on The Learning Community Charter School Placement is as follows:</p> <p>The percentage of students educated 80% or more of the time in general education settings is 97.85% (RI District Average is 71.05%)</p> <p>Percentage of students educated for 39% or less of the time in general education settings is 1.08% (RI District Average is 12.5%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 1.08% (RI District Average is 5.11%)</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	<p><u>Noncompliance Finding (if applicable):</u></p> <p>No findings.</p> <p><b>Regulatory Citation:</b> N/a</p> <p><u>Corrective Action / Support Plan:</u></p> <p><b>Timeline:</b> N/a</p> <p><b>Progress Check:</b> N/a</p> <p><u>Follow Up Findings:</u></p> <p>N/a</p>

2	<p><b>Participation and performance of children with IEPs on statewide assessments (State performance Plan Indicator #3 (20 U.S.C. 1416 (a)(3)(A))</b></p> <p>A. Participation rate for children with IEPs.</p> <p>ELA grade 4 100%</p> <p>Math grade 4 100%</p> <p>ELA grade 8 NA%</p> <p>Math grade 8 NA%</p> <p>ELA HS NA%</p> <p>Math HS NA%</p> <p>B. Proficiency rate for children with IEPs against grade level academic achievement standards.</p> <p>ELA grade 4 7.14%</p> <p>Math grade 4 7.14%</p> <p>ELA grade 8 NA%</p> <p>Math grade 8 NA%</p> <p>ELA HS NA%</p> <p>Math HS NA%</p> <p>C. Proficiency rate for children with IEPs against alternate academic achievement standards.</p>	<p><b><u>Noncompliance Finding (if applicable):</u></b></p> <p>No findings.</p> <p><b>Regulatory citation:</b> N/a</p> <p><b><u>Corrective Action / Support Plan:</u></b></p> <p><b>Timeline:</b> N/a</p> <p><b>Progress Check:</b> N/a</p> <p><b><u>Follow Up Findings:</u></b></p> <p>N/a</p>
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	<p>ELA grade 4 NA%</p> <p>Math grade 4 NA%</p> <p>ELA grade 8 NA%</p> <p>Math grade 8 NA%</p> <p>ELA HS NA%</p> <p>Math HS NA%</p> <p>D. Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards.</p> <p>ELA grade 4 11.04%</p> <p>Math grade 4 12.86%</p> <p>ELA grade 8 NA%</p> <p>Math grade 8 NA%</p> <p>ELA HS NA%</p> <p>Math HS 0.00%</p> <p><i><u>Documentation:</u> Data Analysis; State Performance Plan</i></p>	
3	<p><b>SPP Disproportionate Representation (State Performance Plan Indicator #9 (20 U.S.C. 1416(a)(3)(C)) and #10 (20 U.S.C. 1416(a)(3)(C))</b></p>	<p><b><u>Noncompliance Finding (if applicable):</u></b></p> <p>No findings.</p>

	<p>The Learning Community has no disproportionate representation due to inappropriate practices for special education and related services.</p> <p>The Learning Community has no disproportionate representation due to inappropriate identification practices for specific impairments.</p> <p><i><u>Documentation:</u> Data Analysis; State Performance Plan</i></p>	<p><b>Regulatory Citation:</b> N/a</p> <p><b><u>Corrective Action / Support Plan:</u></b></p> <p><b>Timeline:</b> N/a</p> <p><b>Progress Check:</b> N/a</p> <p><b><u>Follow Up Findings:</u></b></p> <p>N/a</p>
4	<p><b>Suspension (State Performance Plan Indicator 4a and 4b</b> (20 U.S.C. 1416(a)(3)(A); 1412(a)(22))</p> <p><b>#4a): Significant</b> 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 Learning Community Charter School as no students with IEPs were suspended for greater than 10 days.</p> <p><b>State Performance Plan Indicator #4b</b> 0.00% 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</p>	<p><b><u>Noncompliance Finding (if applicable):</u></b></p> <p>No findings.</p> <p><b>Regulatory Citation:</b> N/a</p> <p><b><u>Corrective Action / Support Plan:</u></b></p> <p><b>Timeline:</b> N/a</p>

	<p>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>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><u>Documentation:</u> Data Analysis; State Performance Plan</i></p>	<p><b>Progress Check:</b> n/a</p> <p><b><u>Follow Up Findings:</u></b></p> <p>N/a</p>
5	<p><b>Multi-tiered System of Support (MTSS)</b></p> <p>The Learning Community Charter School has partnered with Branching Minds and Panorama Education to streamline their MTSS process grades K through 8. This initiative includes training for all staff. The initiative is being facilitated by the Director of Social and Emotional Learning; the Director of Elementary School; and the Director of Middle School. The process includes both academic and social/emotional universal screenings and interventions.</p> <p>The Learning Community Charter School began implementing high quality curriculum in the areas of reading/writing and math. They also have recently adopted a SEL curriculum at the elementary school level and at the middle school level. These curriculum materials include differentiation for students with exceptionalities.</p> <p>The Learning Community Charter School recently implemented Fast Bridge. This is a universal screening that assesses reading, writing, math and SEL.</p>	<p><b><u>Noncompliance Finding (if applicable):</u></b></p> <p>No finding.</p> <p><b>Regulatory Citation:</b> N/a</p> <p><b><u>Corrective Action / Support Plan:</u></b></p> <p><b>Timeline:</b> N/a</p> <p><b>Progress Check:</b> N/a</p> <p><b><u>Follow Up Findings:</u></b></p> <p>N/a</p>

This screening is administered at all grade levels three times per year (November, January and May). This data is reviewed by grade level teams.

The Learning Community Charter School will continue to refine its MTSS practices, procedures and protocols with the goal of a systemic and aligned K-8 system.

### Tier I

#### Academic & Social Emotional Learning/Supports

##### **Elementary Level**

Wit and Wisdom: ELA

Eureka 2: Math

Change Makers: SEL

School-wide expectations

Classroom expectations, structures and routines

Advisories

##### **Middle Level**

Same as Elementary

The Choices Program: Grades 6 to 8 Social Studies Program

##### **High School**

NA

Tier II

Academic & Social Emotional Learning/Supports

**Elementary Level**

The Learning Community has a Language and Literacy team (L&L team) that supports students and teachers throughout the building. The L&L team is made up of culturally responsive Reading Teachers and Multilingual Learner Teachers who are passionate about helping students grow and develop their reading and language skills. The L&L team provides targeted language support to the students learning English and help them develop their reading, writing, speaking, and listening skills.

The Learning Community Charter School has a Social Emotional Team (SET) that consists of professionals throughout the building who respond to the physical, social, behavioral and emotional needs of the students and families. This team consists of social workers, behavioral specialists, a nurse and certified nurse assistant, a case manager, and 1:1 behavioral support professionals. All members of SET work within their individual capacities to partner with families, students, and teachers through a comprehensive system of supports. An application called **Kickboard** is utilized to monitor and track behavioral incidents of identified students. This app uses a color code system.

	<p>Small group instruction within the general education setting. Implementation of an individualized behavioral plan within the general education setting.</p> <p><b>Middle Level</b></p> <p>Same as Elementary</p> <p><b>High School</b></p> <p><b>NA</b></p> <p style="text-align: center;"><u><a href="#">Tier III</a></u></p> <p style="text-align: center;"><u><a href="#">Academic &amp; Social Emotional Learning/Supports</a></u></p> <p><b>Elementary Level</b></p> <p>Small group or 1 to 1 academic intervention provided by classroom teacher or special educator within the general education setting or separate setting.</p> <p>Behavior Plan supported with one-to-one support within the general education setting.</p> <p><b>Middle Level</b></p> <p>Same as Elementary Level</p> <p><b>High School</b></p>	
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	<p>The Learning Community Charter School is an elementary/middle level school thus, this is not applicable.</p> <p><i><u>Documentation:</u> Data Analysis; Document Review, Record Reviews</i></p>	
6	<p><b>Preschool Continuum</b></p> <p>The Learning Community Charter School is an elementary/middle level school thus, this is not applicable.</p>	<p><u><b>Noncompliance Finding (if applicable):</b></u></p> <p>N/a</p> <p><b>Regulatory Citation:</b> N/a</p> <p><u><b>Corrective Action / Support Plan:</b></u></p> <p><b>Timeline:</b> n/a</p> <p><b>Progress Check:</b> n/a</p> <p><u><b>Follow Up Findings:</b></u></p> <p>N/a</p>

	<i>Documentation: Data Analysis; State Performance Plan (20 U.S.C. 1416(a)(3)(A) (20 U.S.C. 1416 (a)(3)(A)), Interviews, Observations</i>	
7	<p><b>Program Continuum Elementary Level</b></p> <p>The Learning Community has eight (8) FTE Special Education Teachers, one (1) FTE contracted Speech and Language Professional, a .5 FTE Occupational Therapist and a .5 FTE contracted Speech and Language Professional and an .8 FTE Clinical Psychologist. There are two paraprofessionals who support students with exceptionalities. One Physical Education Teacher is certified in Adaptive Physical Education. If students require physical therapy services, the district will contract through an agency (CBS Therapy). There are two (2) FTE Social Workers who support the entire school community. While they may provide IEP counseling services to students, the function of the two social workers is well beyond supporting the special education program and students with exceptionalities.</p> <p>There are 390 students at the elementary level and approximately 67 have IEPs. The special education program continuum within the Learning Community Charter School is as follows:</p> <p>For most children and services, specially designed instruction is provided through an inclusive model in the general education setting. As needed, students requiring more specific, specialized instruction in a smaller, quieter settings are provided with these supports through small group or one-to-one pull out sessions.</p> <p>When determined as the Least Restrictive Environment for a child by the IEP team, students can be placed in a private special education school.</p>	<p><b><u>Noncompliance Finding (if applicable):</u></b></p> <p>No findings.</p> <p><b>Regulatory Citation:</b> N/a</p> <p><b><u>Corrective Action / Support Plan:</u></b></p> <p><b>Timeline:</b> N/a</p> <p><b>Progress Check:</b> N/a</p> <p><b><u>Follow Up Findings:</u></b></p> <p>N/a</p>

	<i>Documentation: Data Analysis; Record Reviews, Interviews; Observation</i>	
8	<p><b>Program Continuum Middle Level</b></p> <p>There are 184 students at the middle level and approximately 46 have IEPs. The special education program continuum is as follows:</p> <p>Same as elementary model.</p> <p><i>Documentation: Data Analysis; Record Reviews Interviews; Observation</i></p>	<p><b><u>Noncompliance Finding (if applicable):</u></b></p> <p>No findings.</p> <p><b>Regulatory Citation:</b> N/a</p> <p><b><u>Corrective Action / Support Plan:</u></b></p> <p><b>Timeline:</b> n/a</p> <p><b>Progress Check:</b> n/a</p> <p><b><u>Follow Up Findings:</u></b></p> <p>N/a</p>
9	<p><b>Program Continuum High School Level</b></p> <p>Learning Community Charter School is a K-8 School so this is not applicable.</p>	<p><b><u>Noncompliance Finding (if applicable):</u></b></p> <p>N/a</p> <p><b>Regulatory Citation:</b> N/a</p> <p><b><u>Corrective Action / Support Plan:</u></b></p> <p><b>Timeline:</b> N/a</p>

		<p><b>Progress Check:</b> N/a</p> <p><u><b>Follow Up Finding:</b></u></p> <p>N/a</p>
10	<p><b>Adapted Physical Education (APE)</b></p> <p>The Learning Community has one physical education teacher certified in APE. The Learning Community Charter School currently has one student receiving APE as indicated in their IEP.</p> <p><i><u>Documentation:</u> Data Analysis; Record Reviews; Interviews; Observation</i></p>	<p><u><b>Noncompliance Finding (if applicable):</b></u></p> <p>No findings.</p> <p><b>Regulatory Citation:</b> N/a</p> <p><u><b>Corrective Action / Support Plan:</b></u></p> <p><b>Timeline:</b> N/a</p> <p><b>Progress Check:</b> N/a</p> <p><u><b>Follow Up Findings:</b></u></p> <p>N/a</p>
11	<p><b>Extended School Year (ESY)</b></p>	<p><u><b>Noncompliance Finding (if applicable):</b></u></p> <p>No findings.</p>

	<p>The IEP team determines a child’s eligibility for ESY at each student’s annual IEP meeting using the ESY determination tool. If the student is deemed eligible for Extended School Year services, the team then decides which IEP goals should be addressed through ESY.</p> <p>In addition, The Learning Community has a four-week summer program that is open to all students.</p> <p><i><u>Documentation:</u> Data Analysis; Record Reviews; Interviews; Observation</i></p>	<p><b>Regulatory Citation:</b> N/a</p> <p><b><u>Corrective Action / Support Plan:</u></b></p> <p><b>Timeline:</b> N/a</p> <p><b>Progress Check:</b> N/a</p> <p><b><u>Follow Up Findings:</u></b></p> <p>N/a</p>
12	<p><b>Local Special Education Advisory Committee (LAC)</b></p> <p>Prior to the pandemic, The Learning Community met the Rhode Island regulatory requirements for the Local Advisory committee. Post pandemic the LAC has not occurred.</p> <p>The Consulting Special Education Director will work with the Learning Community Parent Liaison to notify the parents of children with disabilities pertaining to the purpose and function of the LAC. The first meeting will be held in January 2024 to review Parent Square. This is a new application being implemented to communicate more effectively with parents. A meeting calendar with topics will be established and shared at the first meeting.</p>	<p><b><u>Noncompliance Finding (if applicable):</u></b></p> <p>The Learning Community Charter School will develop and maintain a Local Advisory Committee per §300.900.</p> <p><b>Regulatory Citation:</b> §300.900</p> <p>This finding must be corrected as soon as possible but no later than one year from the State’s written notification of noncompliance.</p>

	<p><i><u>Documentation:</u> Data Analysis; Record Reviews Interviews; Observation</i></p>	<p><i><u>Documentation:</u> Data Analysis; Record Reviews Interviews; Observation</i></p> <p><b><u>Corrective Action / Support Plan:</u></b></p> <p>Verification (including reviewing subsequent data) 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> July 2024</p> <p><b><u>Follow Up Findings:</u></b></p>
13	<p><b>School Efforts to Partner with Parents (State Performance Plan Indicator #8 (20 U.S.C. 1416(a)(3)(A)))</b></p>	<p><b><u>Noncompliance Finding (if applicable):</u></b></p> <p>No findings.</p>

	<p>The States' rate of parent participation (for parents whose children have IEPs) in the annual Special Education Statewide Parent Survey (2022-2023) is 77%</p> <p>Percent of the responding parents (with a child receiving special education services) at the Learning Community Charter School who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities is 88%</p> <p><i><u>Documentation:</u> Data Analysis; State Performance Plan, Parent/Guardian Interviews</i></p>	<p><b>Regulatory Citation:</b> N/a</p> <p><b><u>Corrective Action / Support Plan:</u></b></p> <p><b>Timeline:</b> N/a</p> <p><b>Progress Check:</b> N/a</p> <p><b><u>Follow Up Findings:</u></b></p> <p>N/a</p>
14	<p><b>Drop Out / Graduation Rate (State Performance Plan Indicator #1 and #2 (20 U.S.C. 1416 (a)(3)(A))</b></p> <p>The Learning Community Charter School is an elementary/middle level school thus, this indicator is not applicable.</p> <p><i><u>Documentation:</u> Data Analysis; State Performance Plan</i></p>	<p><b><u>Noncompliance Finding (if applicable):</u></b></p> <p>N/a</p> <p><b>Regulatory Citation:</b> N/a</p> <p><b><u>Corrective Action / Support Plan:</u></b></p> <p><b>Timeline:</b> N/a</p> <p><b>Progress Check:</b> N/a</p> <p><b><u>Follow Up Findings:</u></b></p> <p>N/a</p>

## 2. EVALUATION / INDIVIDUAL EDUCATION PROGRAM (IEP)

Indicator	Review Information	Noncompliance Finding (if applicable) & Corrective Action/Support Plan (if applicable)
1	<p>Records of approximately six 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> <ol style="list-style-type: none"> <li>Files were unorganized which led to not seeing basic documents in them. Such as meeting invitations not consistently seen in files §3000.322, eligibility determinations not consistently seen in files. (§300.306), progress reports not consistently seen in files (§300.320), excusal forms not seen in files §300.32</li> <li>Lack of understanding about who the LEA at an IEP meeting can be §300.321(a)(4)).</li> <li>Lack of understanding about parental consent §300.300.</li> <li>Unclear if procedural safeguards were given to parents. Not noted on any of the IEPs in the file. (§300.300)</li> <li>No prior written notice was seen in the files §300.320</li> <li>Lack of understanding about not having IEP gaps. §300.324</li> <li>Frequency and goal # were left blank on the Supplementary Aids and Services Page. Goals were listed as "all", so it renders it confusing and indicates a lack of individualization. §300.320.</li> <li>LD identification form is not aligned to the RI regulations (appears to be missing data, observation) (§300.307. §300.308, §300.309, §300.10, 300.311)</li> <li>PreETS language was not seen on the IEP invitation for students who would turn 14 during the timeframe of the IEP. Note: the IEP used was for students ages 6-13. §300.320(b)(2).</li> </ol>	<p><u><b>Noncompliance Finding (if applicable):</b></u></p> <p>Please see the adjacent list.</p> <p><b>Regulatory Citation:</b></p> <ol style="list-style-type: none"> <li>1.) §300.322, §300.306, §300.320, §300.321</li> <li>2.) §300.321(a)(4))</li> <li>3.) §300.300</li> <li>4.) §300.300</li> <li>5.) §300.320</li> <li>6.) §300.324</li> <li>7.) §300.320</li> <li>8.) §300.307, §300.308, §300.309, §300.10, 300.311</li> <li>9.) §300.320(b)(2)</li> <li>10.) §300.321</li> </ol>

	<p>10. Unclear where the signed IEPs are maintained. §300.324</p> <p><i>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</i></p> <p><u>Documentation:</u> Data Analysis; Record Reviews; Interviews; Observation</p>	<p>These findings must be corrected as soon as possible but no later than one year from the State's written notification of noncompliance.</p> <p><u>Documentation:</u> Data Analysis; Record Reviews; Interviews; Observation</p> <p><b><u>Corrective Action / Support Plan:</u></b></p> <p>Verification (including reviewing subsequent data) 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>The Learning Community Charter School will correct each individual finding of noncompliance. They will engage in immediate special education professional development for all special educators and related service providers. This will include professional development/training on compliance with all regulatory requirements. Additionally, a systemic process of special education record maintenance including the special education census will be implemented and maintained.</p> <p><b>Timeline:</b> Immediately</p> <p><b>Progress Check:</b> March 2024, July 2024</p>
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		<u><b>Follow Up Findings:</b></u>
2	<p><b>Child Outreach Screening</b></p> <p>The Learning Community Charter School is an elementary/middle level school thus, this indicator is not applicable.</p> <p><i><u>Documentation:</u> Data Analysis; Record Reviews Interviews; Observation</i></p>	<p><u><b>Noncompliance Finding (if applicable):</b></u></p> <p>N/a</p> <p><b>Regulatory Citation:</b> N/a</p> <p><u><b>Corrective Action / Support Plan:</b></u></p> <p><b>Timeline:</b> N/a</p> <p><b>Progress Check:</b> N/a</p> <p><u><b>Follow Up Findings:</b></u></p> <p>N/a</p>
3	<p><b>Child Find (State Performance Plan Indicator #11</b> (20 U.S.C. 1416(a)(3)(B))</p> <p>The Learning Community Charter School for the year 2022-2023 was at 100% compliance for meeting evaluation timelines for initial referrals.</p>	<p><u><b>Noncompliance Finding (if applicable):</b></u></p> <p>N/a</p> <p><b>Regulatory citation:</b> N/a</p>

	<p><i>Documentation: State Performance Plan Data; Data Analysis; Record Reviews; Interviews</i></p>	<p><b><u>Corrective Action / Support Plan:</u></b></p> <p><b>Timeline:</b> N/a</p> <p><b>Progress Check:</b> n/a</p> <p><b><u>Follow Up Findings:</u></b></p> <p>N/a</p>
4	<p><b>Student Accommodations and Modifications</b></p> <p>The Learning Community special educators completed a detailed information sheet outlining the IEP services. At the beginning of the school year, special education teachers meet with the general education teachers to review the student's IEP. If a student becomes eligible for special education services during the school year, or services change, special educators meet with each educator who works with that specific child. Special education teachers continue to meet with the general education teachers on a weekly basis.</p> <p><i>Documentation: State Performance Plan Data</i></p>	<p><b><u>Noncompliance Finding (if applicable):</u></b></p> <p>N/a</p> <p><b>Regulatory Citation:</b> N/a</p> <p><b><u>Corrective Action / Support Plan:</u></b></p> <p><b>Timeline:</b> N/a</p> <p><b>Progress Check:</b> N/a</p> <p><b><u>Follow Up Findings:</u></b></p> <p>N/a</p>

5	<p><b>Specific Learning Disabilities Determination (SLD)</b></p> <p><b>Specific Learning Disabilities Determination</b></p> <p>The Learning Community Charter School’s process for specific learning disabilities determination: When a student is suspected of having a specific learning disability, evaluation and assessment information is gathered from a variety of sources including:</p> <ul style="list-style-type: none"> <li>• RtI/MTSS data</li> <li>• formal evaluations</li> <li>• formative and summative assessment data, including State Assessments</li> <li>• progress monitoring data</li> <li>• benchmark assessment data</li> <li>• classroom observation</li> <li>• parent and teacher reports</li> <li>• outside evaluations, where applicable</li> </ul> <p><u>Documentation:</u> Data Analysis; Record Reviews Interviews; Observation</p>	<p><b><u>Noncompliance Finding (if applicable):</u></b></p> <p>The record reviews showed that Learning Community Charter School process for specific learning disabilities identification is <i>not</i> aligned to RI regulatory requirements. Please see also the Support Plan in Section I item 5 for related information.</p> <p><b>Regulatory Citation:</b> (§300.307, §300.308, §300.309, §300.10, 300.311)</p> <p>This finding must be corrected as soon as possible but no later than one year from the State’s written notification of noncompliance.</p> <p><u>Documentation:</u> Data Analysis; Record Reviews; Interviews; Observation</p> <p><b><u>Corrective Action / Support Plan:</u></b></p> <p>Verification (including reviewing subsequent data) 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>The Learning Community Charter School will correct each individual finding of noncompliance. They will</p>

		<p>engage in immediate special education professional development for all special educators and related service providers. This will include professional development/training on compliance with all regulatory requirements. Additionally, a systemic process of special education record maintenance including the special education census will be implemented and maintained.</p> <p><b>Timeline:</b> Immediately</p> <p><b>Progress Check:</b> March 2024, July 2024</p> <p><b><u>Follow Up Findings:</u></b></p>
6	<p><b>Dispute Resolution Information (State Performance Plan Indicators #15: Resolution Sessions (20 U.S.C. 1416(a)(3)(B)), #16: Mediation (20 U.S.C. 1416(a)(3)(B)), Hearings and Complaints)</b></p> <p>Over the past three years The Learning Community has no (zero) complaints, mediations, or hearings</p>	<p><b><u>Noncompliance Finding (if applicable):</u></b></p> <p>N/a</p> <p><b>Regulatory citation:</b> N/a</p> <p>Dispute Resolution personnel are responsible for all dispute resolution verification and any related follow up. (Contact number 401-222-8999)</p> <p><b><u>Corrective Action / Support Plan:</u></b></p> <p><b>Timeline:</b> N/a</p>

	<i>Documentation: Data Analysis, RIDE, Dispute Resolution Data Base</i>	<b>Progress Check:</b> N/a  <b>Follow Up Findings:</b>  N/a
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### 3. IDEA TRANSITION

Indicator	Review Information	Noncompliance Finding (if applicable) & Corrective Action/Support Plan <i>(if applicable)</i>
1	<p><b>Part C (Early Intervention) to Part B Transition (State Performance Plan Indicator #12</b> (20 U.S.C. 1416(a)(3)(B))</p> <p>The Learning Community Charter School is an elementary/middle level school thus, this indicator is not applicable.</p> <p><i>Documentation: Data Analysis; Interviews; State Performance Plan, Record Reviews</i></p>	<p><b><u>Noncompliance Finding (if applicable):</u></b></p> <p>N/a</p> <p><b>Regulatory citation:</b> N/a</p> <p><b><u>Corrective Action / Support Plan:</u></b></p> <p><b>Timeline:</b> N/a</p>

		<p><b>Progress Check:</b> N/a</p> <p><b><u>Follow Up Findings:</u></b></p> <p>N/a</p>
2	<p><b>IDEA Transition Planning at the Middle Level</b></p> <p>Students currently utilize the Career Decision Making Assessment (CDM Internet) along with student/teacher interviews to inform the IEP.</p> <p>Starting in the 7<sup>th</sup> grade and continuing through the 8<sup>th</sup> grade, the Learning Community Charter School offers students and their families coordinated opportunities to explore potential high school options along with entrance requirements. Seventh grade students meet with the high school coordinator at least twice during seventh grade and once a month during eighth grade to research appropriate high schools for their strengths, needs, and interests.</p> <p>In addition to the IDEA transition requirements the Learning Community Charter School provides a calendar of events is provided for students who are transitioning to a high school setting. The calendar includes:</p> <ul style="list-style-type: none"> <li>• Transition planning orientation/open house for students and their parents addressing overall planning responsibilities.</li> <li>• Admissions timelines for applying to specific high school settings.</li> <li>• A high school fair.</li> </ul>	<p><b><u>Noncompliance Finding (if applicable):</u></b></p> <p>File review showed that special educators lacked understanding about the requirements of transition planning at the middle level. See also finding in Section 2, item 3 (finding #9) for related information.</p> <p><b>Regulatory Citation:</b> §300.320(b)(2).</p> <p>This finding must be corrected as soon as possible but no later than one year from the State's written notification of noncompliance.</p> <p><i><u>Documentation:</u> Data Analysis; Interviews; Record Reviews</i></p> <p><b><u>Corrective Action / Support Plans:</u></b></p> <p>Verification (including reviewing subsequent data) 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>The Learning Community Charter School will correct each individual finding of noncompliance. They will</p>

	<ul style="list-style-type: none"> <li>• Schedule of entrance and placement exams.</li> <li>• School visitation planning opportunities.</li> <li>• Financial aid assistance</li> </ul> <p><i><u>Documentation:</u> Data Analysis; Interviews; Record Reviews</i></p>	<p>engage in immediate special education professional development for all special educators and related service providers. This will include professional development /training on compliance with all regulatory requirements. Additionally, a systemic process of special education record maintenance including the special education census will be implemented and maintained.</p> <p><b>Timeline:</b> Immediately</p> <p><b>Progress Check:</b> March 2024</p> <p><b><u>Follow Up Findings:</u></b></p>
3	<p><b>IDEA Transition Planning at the High School Level</b></p> <p>The Learning Community School is an elementary/middle level school thus, this indicator is not applicable.</p> <p><i><u>Documentation:</u> Data Analysis; Interviews; Record Reviews</i></p>	<p><b><u>Noncompliance Finding (if applicable):</u></b></p> <p>N/a</p> <p><b>Regulatory Citation:</b> N/a</p> <p><b><u>Corrective Action / Support Plan:</u></b></p> <p><b>Timeline:</b> N/a</p> <p><b>Progress Check:</b> N/a</p> <p><b><u>Follow Up Findings:</u></b></p> <p>N/a</p>

4	<p>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>The Learning Community School is an elementary/middle level school thus, this indicator is not applicable.</p> <p><i><u>Documentation:</u> Data Analysis; Interviews; Record Reviews</i></p>	<p><u><b>Noncompliance Finding (if applicable):</b></u></p> <p>N/a</p> <p><b>Regulatory Citation:</b> N/a</p> <p><u><b>Corrective Action/Support Plan:</b></u></p> <p><b>Timeline:</b> N/a</p> <p><b>Progress Check:</b> N/a</p> <p><u><b>Follow Up Findings:</b></u></p> <p>N/a</p>
5	<p>The case managers facilitate <b>Summary of Performance (SOP)</b> as appropriate.</p> <p>The Learning Community School is an elementary/middle level school thus, this indicator is not applicable.</p>	<p><u><b>Noncompliance Finding (if applicable):</b></u></p> <p>N/a</p> <p><b>Regulatory Citation:</b> N/a</p> <p><u><b>Corrective Action Plan / Support Plan:</b></u></p>

	<p><i><u>Documentation:</u> Data Analysis; Interviews; Record Reviews</i></p>	<p><b>Timeline:</b> N/a</p> <p><b>Progress Check:</b> N/a</p> <p><b><u>Follow Up Findings:</u></b></p> <p>N/a</p>
6	<p>The Learning Community School is an elementary/middle level school thus, this indicator is not applicable.</p> <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> (20 U.S.C. 1416(a)(3)(B))</p> <p><i><u>Documentation:</u> Data Analysis; Interviews; State Performance Plan, Record Reviews</i></p>	<p><b><u>Noncompliance Finding (if applicable):</u></b></p> <p>N/a</p> <p><b>Regulatory Citation:</b> N/a</p> <p><b><u>Corrective Action / Support Plan:</u></b></p> <p><b>Timeline:</b> N/a</p> <p><b>Progress Check:</b> N/a</p> <p><b><u>Follow Up Findings:</u></b></p> <p>N/a</p>

7	<p>The Learning Community School is an elementary/middle level school thus, this indicator is not applicable.</p> <p><i><u>Documentation:</u> Data Analysis; Interviews; State Performance Plan, Record Reviews</i></p>	<p><b><u>Noncompliance Finding (if applicable):</u></b></p> <p>N/a</p> <p><b>Regulatory Citation:</b> N/a</p> <p><b><u>Corrective Action / Support Plan:</u></b></p> <p><b>Timeline:</b> N/a</p> <p><b>Progress Check:</b> N/a</p> <p><b><u>Follow Up Findings:</u></b></p> <p>N/a</p>
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