



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

School Support System Report and Support Plan

**Nuestro Mundo Public Charter School
March 2024**

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.

TABLE OF CONTENTS

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

Nuestro Mundo School System School Support System Review

RIDE Team Leaders

Team A – Susan Wood; Emily Klein; 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)

Item #	Review Information	Noncompliance Finding (if applicable) & Corrective Action/Support Plan (if applicable)
1	<p>Least Restrictive Environment Data (State Performance Plan Indicator #5 (20 U.S.C. 1416(a)(3)(A))</p> <p>Based on the SPP/APR Public Reporting 2021 (July 1, 2021-June 30, 2022. Submitted to OSEP Feb. 1, 2023), information on Nuestro Mundo Public Charter School’s Placement is as follows: The percentage of students educated 80% or more of the time in general education settings is 100% (RI District Average is 77.5%) Percentage of students educated for 39% or less of the time in general education settings is 0% (RI District Average is 10%) Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 0% (RI District Average is 2.5%).</p> <p>Nuestro Mundo makes every effort to provide specialized instruction within the general education class. Students are only removed when the student requires a small, structured setting to learn specific content.</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	<p>Noncompliance Finding (if applicable) & Corrective Action/Support Plan (if applicable): <u>Noncompliance Finding (if applicable):</u> No findings</p> <p>Regulatory Citation: N/a</p> <p><u>Corrective Action/ Support Plan:</u></p> <p>Timeline: N/a</p> <p>Progress Check: N/a</p> <p><u>Follow Up Information:</u> N/a</p> <p><u>Corrective Action / Support Plan:</u></p> <p>Timeline: N/a</p> <p>Progress Check: N/a</p> <p><u>Follow Up Findings:</u> N/a</p>

<p>2</p>	<p>Participation and performance of children with IEPs on statewide assessments (State performance Plan Indicator #3 (20 U.S.C. 1416 (a)(3)(A))</p> <p>Last year Nuestro Mundo did not have grades 4, 8 or high school so did not participate in Stat assessment.</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	<p><u>Noncompliance Finding (if applicable):</u> No findings.</p> <p>Regulatory citation: N/a</p> <p><u>Corrective Action / Support Plan:</u> N/a</p> <p>Timeline: N/a</p> <p>Progress Check: N/a</p> <p><u>Follow Up Findings:</u> N/a</p>
<p>3</p>	<p>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))</p> <p><u>Indicator #9</u> Nuestro Mundo has not been identified as disproportionate.</p> <p><u>Indicator #10</u> Nuestro Mundo has not been identified as disproportionate.</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	<p><u>Noncompliance Finding (if applicable):</u> No findings.</p> <p>Regulatory Citation: N/a</p> <p><u>Corrective Action / Support Plan:</u> N/a</p> <p>Timeline: N/a</p> <p>Progress Check: N/a</p> <p><u>Follow Up Findings:</u> N/a</p>

<p>4</p>	<p>Suspension (State Performance Plan Indicator 4a and 4b (20 U.S.C. 1416(a)(3)(A); 1412(a)(22))</p> <p>#4a):0% 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.</p> <p>Nuestro Mundo Public Charter School had no students with IEPs who were suspended for more than 10 days.</p> <p>State Performance Plan Indicator #4b N/A (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>This was N/A for the Nuestro Mundo Public Charter School, as no students with IEPs were suspended for more than 10 days.</p> <p>School Removals/Disciplinary Policies. NMPCS subscribes to the Responsive Classroom approach to discipline and the use of PBIS.</p> <p>Ther goals are to:</p> <ul style="list-style-type: none"> ● Establish a calm, orderly, and safe environment for learning ● Help children develop self-control and self-discipline ● Teach children to be responsible, contributing members of our learning community ● Promote kind, healthy, and respectful staff-student and student-student interactions ● Create a school culture where students develop empathy, acceptance, and a growth mindset. The school believes that discipline can be taught, and children learn best when they are actively constructing their own knowledge. Students learn about mindfulness and other specific tools to help self-regulate and increase focus. <p>The goal at Nuestro Mundo is to keep all students in school and work on remediation and problem-solving in the school setting. The school uses "in-</p>	<p><u>Noncompliance Finding (if applicable):</u> No findings.</p> <p>Regulatory Citation: N/a</p> <p><u>Corrective Action / Support Plan:</u> N/a</p> <p>Timeline: N/a</p> <p>Progress Check: N/a</p> <p><u>Follow Up Findings:</u> N/a</p>
----------	---	--

	<p>house” suspension as necessary. Students may be suspended from attending school for a partial day, a full day, or up to 10 days.</p> <p>Suspended students will have a conference with the Dean of Students and/or the Principal before serving a suspension from school. Parents/ Guardians of suspended students will be notified in advance of the serving of the suspension. During the period of suspension, students will also be required to complete missed assignments. The student and a parent/guardian are required to meet with the school principal for a “re-entry conference” before returning to class following a suspension.</p> <p>Student/Family Handbook. Refer to pages 13-16, 19-27.</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	
5	<p>Multi-tiered System of Support (MTSS)</p> <p>MTSS 2023-24 - Google Slides</p> <p>Intervention Tracker - Google Sheets</p> <p style="text-align: center;">Tier I Academic & Social Emotional Learning/Supports</p> <p>Elementary & Middle Level</p> <p>Nuestro Mundo follows an MTSS model, utilizing both SEL and academic interventions depending on the needs of individual students. At the beginning of the year the MTSS team holds initial planning meetings during teacher prep periods to explain the MTSS process and identify students at risk using the past and BOY year MAP assessments in reading, language, math, Spanish as data points. Progress monitoring throughout the year includes but is not limited to American Reading Company assessments, Eureka assessments & exit tickets.</p> <p>For Tier I Academic and SEL core instruction teachers have the following high quality curriculum programs:</p>	<p>Noncompliance Finding (if applicable): No findings</p> <p>Regulatory Citation: N/a</p> <p>Corrective Action / Support Plan: N/a</p> <p>Timeline: N/a</p> <p>Progress Check: N/a</p> <p>Follow Up Findings: N/a</p>

- Academic Supports: Core Curriculum (American Reading Company, PAF Reading Program, Aprendo Leyndo, Eureka Squared)

- Social Emotional Learning Supports: Responsive Classroom, Restorative Practices.

If a teacher finds a student is struggling after using all their tools within the core curriculum, Nuestro Mundo's Policy is as follows:

- Step 1: If there is a student you are concerned with, begin to collect evidence with your partner teacher on the student's lack of progress and contact families to work together.
- Step 2: Once you have sufficient evidence of what the problem may be, (e.g., *struggles to distinguish phonemes*), make sure you have put in accommodations to support this child's success in that area
- Step 3: If accommodations are successful i.e., GROWTH IS HAPPENING- keep up the good work! Or
- If you see that the child still does not make progress in 3 weeks, start interventions one on one or in a small group and reach out to the MTSS team to schedule a meeting for this child. Record evidence in a shared document (progress monitoring tracking example: reading fluency, math) of the accommodations and interventions you have put in place and the results, both successful and unsuccessful.
- Step 4: The MTSS team will recommend interventions to try with the child and monitor the data and progress.
- Step 5: The teachers will implement these interventions consistently over the next 6 weeks (Tier 2) and track progress weekly (progress monitoring)
- Step 6: If the interventions are effective, keep up the good work and maintain the tier 2 accommodations until the child reaches grade level. OR
- If the interventions and progress monitoring do not show that growth has been made, the classroom teacher will put in a referral to special education.

- ❑ Parents will be notified of the upcoming Evaluation Team Meeting to review the referral. If the team suspects a disability, they will identify any necessary evaluations based on the areas of need and the evidence collected by teachers.

In addition to these steps, teachers also receive lists of accommodations and a shared intervention tracker to show the interventions given and evidence of weekly progress monitoring.

Tier II
Academic & Social Emotional Learning/Supports

Elementary & Middle Level

If after effective implementation of the core curriculum and putting in place accommodations, a child is still struggling to make progress, our Tier II interventions are put in place over a six-week period. During this time the intervention tracker is also used by the teachers and monitored by the MTSS team. Tier II interventions consist of small group targeted instruction groups with intervention tools provided by tutors and classroom teachers occasionally supported by online intervention programs facilitated by a teacher or tutor.

Social Emotional Learning for Tier II are Lunch Bunch Groups, responsive circles, and advisory blocks.

Tier III
Academic & Social Emotional Learning/Supports

Elementary & Middle Level

After the six weeks of interventions and progress monitoring the MTSS team meets with grade level teams to determine if the student has made sufficient progress. If not, the student moves to Tier III interventions which consist of one-on-one conferencing, tutoring, and interventions after school and sent home for academic support.

For Social Emotional Learning there is one on one counseling and the check in, check out system.

	<p><i>Documentation: Data Analysis; Document Review, Record Reviews</i></p>	
6	<p>Preschool Continuum</p> <p>State Performance Plan Indicator #6 (20 U.S.C. 1416(a)(3)(A))</p> <p>The Office of Special Education Programs (OSEP) requires districts to collect Early Childhood Environments data for all preschool children with IEPs. The EC Environments data provides a look at the preschool LRE in the district. Nuestro Mundo Public Charter School begins programming at kindergarten and does not offer a preschool.</p> <p>State Performance Plan Indicator #7 (20 U.S.C. 1416 (a)(3)(A))</p> <p>The Office of Special Education Programs (OSEP) requires districts to collect Child Outcomes data for all preschool children with IEPs. Nuestro Mundo Public Charter School begins programming at kindergarten and does not offer a preschool.</p>	<p><u>Noncompliance Finding (if applicable):</u> No findings.</p> <p>Regulatory Citation: N/a</p> <p><u>Corrective Action / Support Plan:</u> N/a</p> <p>Timeline: N/a</p> <p>Progress Check: N/a</p> <p><u>Follow Up Findings:</u> N/a</p>
7	<p>Program Continuum Elementary Level</p> <p>There are 176 students at the elementary level, and approximately 16 have IEPs. The special education program continuum is as follows:</p> <ul style="list-style-type: none"> • Full-time Placement in a general education class with the special educator providing special education services in class. • Placement in a general education class with the special educator providing some special education services in class and some outside of class. 	<p><u>Noncompliance Finding (if applicable):</u> No findings.</p> <p>Regulatory Citation: N/a</p> <p><u>Corrective Action / Support Plan:</u> N/a</p> <p>Timeline: N/a</p> <p>Progress Check: N/a</p>

	<ul style="list-style-type: none"> • Related services (Speech/language, occupational therapy, counseling) provided in the general education class and/or outside class <p>Of the 16 students on IEPs, 6 of them receive speech/language as their primary service. Nuestro Mundo makes every effort to provide specialized instruction within the general education class. Students are only removed when the student requires a small, structured setting to learn specific content.</p> <p><i>Documentation: Data Analysis; Record Reviews, Interviews; Observation</i></p>	<p style="text-align: right;"><u>Follow Up Findings:</u></p> <p>N/a</p>
8	<p>Program Continuum Middle Level</p> <p>There are 78 students at the middle level, and approximately 9 have IEPs. The special education program continuum is as follows:</p> <ul style="list-style-type: none"> • Full-time Placement in a general education class with the special educator providing special education services in class. • Placement in a general education class with the special educator providing some special education services in class and some outside of class. • Related services (Speech/language, OT. Counseling) provided in the general education class and/or outside class • Private Special Education School- Outside placement for students whose needs cannot be met in the school. * Of the 9 students on IEPs, only 1 is outplaced. <p>Nuestro Mundo makes every effort to provide specialized instruction within the general education class. Students are only removed when the student requires a small, structured setting to learn specific content.</p> <p><i>Documentation: Data Analysis; Record Reviews Interviews; Observation</i></p>	<p style="text-align: right;"><u>Noncompliance Finding (if applicable):</u></p> <p>No findings.</p> <p>Regulatory Citation: N/a</p> <p style="text-align: right;"><u>Corrective Action / Support Plan:</u></p> <p>N/a Timeline: N/a</p> <p>Progress Check: N/a</p> <p style="text-align: right;"><u>Follow Up Findings:</u></p> <p>N/a</p>

<p>9</p>	<p>Program Continuum High School Level</p> <p>Nuestro Mundo Public Charter School ends programming in 8th grade and does not offer high school.</p>	<p><u>Noncompliance Finding (if applicable):</u> No findings</p> <p>Regulatory Citation: N/a</p> <p><u>Corrective Action / Support Plan:</u> N/a</p> <p>Timeline: N/a</p> <p>Progress Check: N/a</p> <p><u>Follow Up Finding:</u> N/a</p>
<p>10</p>	<p>Adapted Physical Education (APE)</p> <p>Nuestro Mundo does not have students who need specially designed instruction in physical education at this time. If the need should arise, Nuestro Mundo will contract with a certified Adaptive Physical Education Teacher through CBS Therapy, Soliant or a comparable provider.</p> <p><i>Documentation: Data Analysis; Record Reviews; Interviews; Observation</i></p>	<p><u>Noncompliance Finding (if applicable):</u> No findings.</p> <p>Regulatory Citation: N/a</p> <p><u>Corrective Action / Support Plan:</u> N/a</p> <p>Timeline: N/a</p> <p>Progress Check: N/a</p> <p><u>Follow Up Findings:</u> N/a</p>
<p>11</p>	<p>Extended School Year (ESY)</p> <p>In IEP meetings, the team determines if special education and/or related services are necessary beyond the regular school year for the child to receive a Free Appropriate Public Education (FAPE). The IEP team's decision for extended school year services is based upon the unique needs of each child with a disability and the Rhode Island Department of Education guidelines for ESY.</p> <p>When an IEP team determines that Extended School Year services are needed, the services are documented in the child's IEP and made available at no cost to the student's family.</p>	<p><u>Noncompliance Finding (if applicable):</u> No findings.</p> <p>Regulatory Citation: N/a</p> <p><u>Corrective Action / Support Plan:</u> N/a</p> <p>Timeline: N/a</p>

	<p>Last year, no students required ESY; however, students with disabilities were included in the Summer Enrichment Program.</p> <p><i>Documentation: Data Analysis; Record Reviews; Interviews</i></p>	<p>Progress Check: N/a</p> <p>Follow Up Findings:</p> <p>N/a</p>
12	<p>Local Special Education Advisory Committee (LAC)</p> <p>As a new charter school Nuestro Mundo is partnering with the International Charter School (ICS) to implement a collaborative LAC. At the recent Literacy Night, parents were introduced to the LAC Literacy Night Slide Deck and invited to join a <u>kick-off meeting</u> on 3/13/24 at the ICS. The membership will include representatives from both schools with most of the membership being parents of students with disabilities. Additionally, membership will include an individual with a disability, a public school administrator, a special education teacher, and a general education teacher. The LAC will meet at least four times annually, advise the two schools on matters concerning the unmet needs of students with disabilities, comment on improvement plans and compliance with state and federal laws pertaining to the education of students with disabilities, as well as serve as support parents of students with disabilities. Nuestro Mundo and ICS will provide the necessary school and district improvement plans and appropriate records and data as permitted by law. The schools will notify new families of the role of the LAC, as well as how the chair can be contacted.</p> <p><i>Documentation: Data Analysis; Record Reviews Interviews; Observation</i></p>	<p>Noncompliance Finding (if applicable): No finding.</p> <p>Regulatory Citation: N/a</p> <p>Corrective Action / Support Plan:</p> <p>N/a</p> <p>Timeline: N/a</p> <p>Progress Check: N/a</p> <p>Follow Up Findings:</p> <p>N/a</p>
13	<p>School Efforts to Partner with Parents (State Performance Plan Indicator #8 (20 U.S.C. 1416(a)(3)(A))</p> <p>The Nuestro Mundo Public Charter School’s rate of parent participation (for parents whose children have IEPs in the annual Special Education Statewide Parent Survey (2022-2023) is 100%</p> <p>The percentage of the responding parents (with a child receiving special education services) who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities is 73%</p>	<p>Noncompliance Finding (if applicable): No finding.</p> <p>Regulatory Citation: N/a</p> <p>Corrective Action / Support Plan:</p> <p>N/a</p> <p>Timeline: N/a</p> <p>Progress Check: N/a</p>

	<p>Families are contacted on a regular basis via Class Dojo with updates and highlights from the school day. A weekly newsletter is sent to families, here is an example and another one. The admin team also hosts monthly events for families such as a literacy night, assessment night, and culture night. All events and communication on disabilities are done in both English and Spanish.</p> <p><i>Documentation: Data Analysis; State Performance Plan, Parent/Guardian Interviews</i></p>	<p>N/a</p> <p><u>Follow Up Findings:</u></p>
14	<p>Drop Out / Graduation Rate (State Performance Plan Indicator #1 and #2 (20 U.S.C. 1416 (a)(3)(A))</p> <p>Nuestro Mundo Public Charter School ends programming in 8th grade and does not offer high school.</p>	<p><u>Noncompliance Finding (if applicable):</u></p> <p>No findings.</p> <p>Regulatory Citation: N/a</p> <p><u>Corrective Action / Support Plan:</u></p> <p>N/a</p> <p>Timeline: N/a</p> <p>Progress Check: N/a</p> <p><u>Follow Up Findings:</u></p> <p>N/a</p>

2. EVALUATION / INDIVIDUAL EDUCATION PROGRAM (IEP)

Indicator	Review Information	Noncompliance Finding (if applicable) & Corrective Action/Support Plan (if applicable)
-----------	--------------------	--

<p>1</p>	<p>Records of approximately 6 students were reviewed before the on-site review by the team leaders. Students' records were very accessible. The record review process identified the following noncompliance findings:</p> <p>1.) IEP invitation for students aged 14 and older should include Pre-Ets language. §300.320(b)(2) as well as evidence transition planning §300.43. See also Section 3, item # 2</p> <p>2.) Prior written notice was hand delivered to the parent on 9/6/23 for the IEP meeting dated 9/6/23. The 10-day waiver box not checked or signed by parent. (§300.320)</p> <p>3.) Signatures not seen for student's most recent IEP (in file) or evidence of DocuSign. §300.321. Unclear who actually attended.</p> <p>4.) Most recent evaluation date and re-evaluation dates are not on the current IEP. (§300.322)</p> <p>5.) Most recent progress not seen in file at time of review (§300.320 -Consent for "60- day waiver" for psychological was in English only. (§300.320)</p> <p>6.) Language/Development communication (Goal 1). The baseline provides assessment scores and little else. Unclear what the child can do now. (§300.320)</p> <p>7.) Reading (Goals 1) and Writing (goals 2). Baseline cites what the student cannot do now as opposed to what the child can do now. (§300.320)</p> <p>8.) For the three students who are dual IEP and EL none of the information on the State assessment page spoke to Access testing any related accommodations (§300.320)</p> <p>9.) The RI regulatory requirements for SLD determination were not adhered to as evidenced in the student's file. (§300.310 and §300.309- §300.311). See also Item #5 in this Section for further information. <i>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</i></p> <p><u>Documentation:</u> <i>Data Analysis; Record Reviews; Interviews; Observation</i></p>	<p><u>Noncompliance Finding (if applicable):</u></p> <p>Noncompliance findings: Please note that the detailed list of specific record review noncompliance including student names has been shared with Nuestro Mundo at the data analysis meeting. The details of those findings (without names) are shared in this report and follow-up requirements.</p> <p>Professional development/technical assistance will be provided to the special educators and any other staff as determined appropriate by the Special Education Director. Areas for professional development/technical assistance include understanding the IEP process including secondary transition, specific learning disabilities Identification process and overall case manager responsibilities.</p> <p>Regulatory Citation: (300.320; §300.43 §300.322, §300.310 and §300.309- §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> <i>Data Analysis; Record Reviews; Interviews</i></p> <p><u>Corrective Action / Support Plan:</u> Verification (including reviewing subsequent data) will be facilitated by the Rhode Island Department of Education, Office of Student, Community and Academic Supports, that</p>
----------	--	--

		<p>compliance issues are addressed and rectified.</p> <p>Timeline: Immediately</p> <p>Progress Check: December 2024</p> <p style="text-align: center;"><u>Follow Up Findings:</u></p>
2	<p>Child Outreach Screening</p> <p>IDEA requires states to identify, locate, and evaluate all children with disabilities, aged birth to 21, who need early intervention or special education services. In Rhode Island, the Child Outreach Screening Program serves as the vehicle for screening children ages 3- 5, prior to kindergarten entry. Screening serves as a first step in identifying children who may have a disability or developmental delay and require intervention.</p> <p>Nuestro Mundo Public Charter School begins programming at kindergarten and does not offer a preschool. Additionally, as a Charter School, they are not required to provide Child Outreach Screening.</p>	<p><u>Noncompliance Finding (if applicable):</u> No finding.</p> <p>Regulatory Citation: N/a</p> <p><u>Corrective Action / Support Plan:</u> N/a</p> <p>Timeline: N/a</p> <p>Progress Check: N/a</p> <p style="text-align: center;"><u>Follow Up Findings:</u></p> <p>N/a</p>
3	<p>Child Find (State Performance Plan Indicator #11 (20 U.S.C. 1416(a)(3)(B)) For the year 2022-2023, Nuestro Mundo Public Charter School was at 100% compliance for meeting evaluation timelines for initial referrals. As of 1/2/23, Nuestro Mundo was thus far at 100% compliance for meeting evaluation timelines for initial referrals.</p> <p><i><u>Documentation:</u> State Performance Plan Data; Data Analysis; Record Reviews; Interviews</i></p>	<p><u>Noncompliance Finding (if applicable):</u> No finding.</p> <p>Regulatory citation: N/a</p> <p><u>Corrective Action / Support Plan:</u> N/a</p> <p>Timeline: N/a</p>

		<p>Progress Check: N/a</p> <p><u>Follow Up Findings:</u> N/a</p>
4	<p>Student Accommodations and Modifications</p> <p>To ensure that all educators are aware of students’ accommodations and modifications, at the beginning of the year, an Accommodations.Modification.docx is completed by special education teachers and shared with each general education teacher. General educators also sign a secondary Accommodations Teacher Acknowledgement.docx.</p> <p>Prior to each IEP meeting, an Elementary PLAAFP IEP planning notes.docx is sent to the general education teachers requesting their input on present levels and necessary accommodations. IEPs are shared with general education teachers after IEP meetings & locked in their file cabinets. Often, special education teachers meet with gen educators after the IEP meetings to review the accommodations and answer any questions. Both special educators have recently provided a ‘special education 101’ training for general education teachers to cover both the role of the special educator and that of the general educator.</p> <p><i>Documentation: State Performance Plan Data</i></p>	<p><u>Noncompliance Finding (if applicable):</u> No findings.</p> <p>Regulatory Citation: N/a</p> <p><u>Corrective Action / Support Plan:</u> N/a</p> <p>Timeline: N/a</p> <p>Progress Check: N/a</p> <p><u>Follow Up Findings:</u> N/a</p>
5	<p>Specific Learning Disabilities Determination (SLD)</p> <p>Nuestro Mundo follows the State Criteria for identifying Specific Learning Disabilities, including the use of RTI/MTSS. At Nuestro Mundo, MTSS is a systemic and holistic approach that involves multiple tiers, universal screening, progress monitoring, data-based decision-making, academic and social-emotional supports, and interventions. It includes a strong foundation for school-wide approaches that address curriculum design, professional development, and family engagement.</p> <p>See the Multi-Tiered System of Support (MTSS) section of the report above, the MTSS 2023-24PowerPoint, and the MTSS Intervention Tracker.</p>	<p><u>Noncompliance Finding (if applicable):</u> Noncompliance Finding: The RI regulatory requirements for SLD determination were not adhered to as evidenced in the student’s file during review of the records.</p> <p>Regulatory Citation: §300.310 and §300.309- §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>If, after 6 weeks of MTSS interventions and progress monitoring, the student does not show that growth has been made, the classroom teacher will put in a referral to special education. Parents will be notified of the upcoming Evaluation Team (ET) Meeting to review the referral. If the team suspects a disability, they will identify any necessary evaluations based on the areas of need and the evidence collected by teachers. This year, the teachers will begin using the RTI Action Network’s RTI-Based Specific Learning Disability Determination Tools, Process and Worksheet.</p> <p>The RI regulatory requirements for SLD determination were not adhered to as evidenced in the student’s file during review of the records.</p> <p><i>Documentation: Data Analysis; Record Reviews Interviews; Observation</i></p>	<p><i>Documentation: Data Analysis; Record Reviews; Interviews</i></p> <p>Corrective Action / Support Plan: Verification (including reviewing subsequent data) will be facilitated by the Rhode Island Department of Education, Office of Student, Community and Academic Supports, that compliance issues are addressed and rectified.</p> <p>Timeline: Immediately</p> <p>Progress Check: December 2024</p> <p>Follow Up Findings:</p>
6	<p>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)</p> <p>Over the past three years Nuestro Mundo has no (zero) complaints, mediations, or hearings.</p> <p>Dispute Resolution personnel are responsible for all dispute resolution verification and any related follow up. (Contact number 401-222-8999)</p> <p><i>Documentation: Data Analysis, RIDE, Dispute Resolution Data Base</i></p>	<p>Noncompliance Finding (if applicable):</p> <p>Regulatory citation: N/a</p> <p><i>Documentation: Data Analysis; RIDE Dispute Resolution Data Base</i></p> <p>Dispute Resolution personnel are responsible for all dispute resolution verification and any related follow up. (Contact number 401-222-8999)</p> <p>Corrective Action / Support Plan:</p> <p>Timeline: N/a</p> <p>Progress Check: N/a</p>

		N/a	<u>Follow Up Findings:</u>
--	--	-----	-----------------------------------

3. IDEA TRANSITION

1	<p>Part C (Early Intervention) to Part B Transition (State Performance Plan Indicator #12 (20 U.S.C. 1416(a)(3)(B))</p> <p>Nuestro Mundo Public Charter School begins programming at kindergarten and does not offer a preschool.</p>	<p><u>Noncompliance Finding (if applicable):</u> No finding.</p> <p>Regulatory citation: N/a</p> <p><u>Corrective Action / Support Plan:</u> N/a</p> <p>Timeline: N/a</p> <p>Progress Check: N/a</p> <p><u>Follow Up Findings:</u> N/a</p>
2	<p>IDEA Transition Planning at the Middle Level</p> <p>The focus during middle school is to determine general areas of interest and provide exposure to various careers and opportunities in education and training. Students have exposure to post-secondary opportunities and education planning through attending student-</p>	<p><u>Noncompliance Finding (if applicable):</u> Student IEPs (age 14 and older) did not show evidence of transition planning.</p> <p>Regulatory Citation: §300.43</p>

	<p>centered STEM career fairs, school readiness program mentors, and engaging activities based on their preferred career cluster exploration. They attend a local career fair and have the opportunity to be involved with Onward We Learn and Junior Achievement programs, both aimed at college readiness, social-emotional development, and skill training such as financial literacy.</p> <p>Nuestro Mundo begins transition planning at IEPs when students will turn 14 during the upcoming year (Note: IEPs reviewed did not show evidence of transition planning). The secondary special education teacher meets individually with each student the first year they move to the transition IEP (usually 7th or 8th grade) and every year thereafter. She conducts transition assessments such as an interest inventory and career survey and begins to work with the student to think about post-school goals in the areas of education/training, employment, independent living, and transition activities, as well as postsecondary hopes and dreams. The student is invited to the IEP. If appropriate, BHDDH is also invited, and a Career Development Plan is created. See also record review.</p> <p><i>Documentation: Data Analysis; Interviews; Record Reviews</i></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>Documentation: Data Analysis; Interviews; Record Reviews</i></p> <p><u>Corrective Action / Support Plan:</u> Verification (including reviewing subsequent data) will be facilitated by the Rhode Island Department of Education, Office of Student, Community and Academic Supports, that compliance issues are addressed and rectified.</p> <p>Timeline: Immediately</p> <p>Progress Check: December 2024</p>
3	<p>IDEA Transition Planning at the High School Level</p> <p>Nuestro Mundo Public Charter School ends programming in 8th grade and does not offer high school.</p>	<p><u>Noncompliance Finding (if applicable):</u> No finding.</p> <p>Regulatory Citation: N/a</p> <p><u>Corrective Action / Support Plan:</u> N/a</p> <p>Timeline: N/a</p> <p>Progress Check: N/a</p>

		<p align="center"><u>Follow Up Findings:</u></p> <p>N/a</p>
4	<p>At the high school, the case manager is the point for referrals to the Office of Rehabilitative Services (ORS) and to the Department of Behavioral Healthcare, Developmental Disabilities & Hospitals (BHDDH).</p> <p>Nuestro Mundo Public Charter School ends programming in 8th grade and does not offer high school.</p>	<p align="center"><u>Noncompliance Finding (if applicable):</u></p> <p>No finding.</p> <p>Regulatory Citation: N/a</p> <p align="center"><u>Corrective Action/Support Plan:</u></p> <p>N/a</p> <p>Timeline: N/a</p> <p>Progress Check: N/a</p> <p align="center"><u>Follow Up Findings:</u></p> <p>N/a</p>
5	<p>The case managers facilitate Summary of Performance (SOP) as appropriate.</p> <p>Nuestro Mundo Public Charter School ends programming in 8th grade and does not offer high school.</p>	<p align="center"><u>Noncompliance Finding (if applicable):</u></p> <p>No finding.</p> <p>Regulatory Citation: N/a</p> <p align="center"><u>Corrective Action Plan / Support Plan:</u></p> <p>N/a</p> <p>Timeline: N/a</p> <p>Progress Check: N/a</p>

		<p style="text-align: right;"><u>Follow Up Findings:</u></p> <p>N/a</p>
6	<p>Youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, and transition services. The XXX Public Schools are XX% compliant with the requirements. (State Performance Plan Indicator #13 (20 U.S.C. 1416(a)(3)(B))</p> <p>Nuestro Mundo Public Charter School ends programming in 8th grade and does not offer high school.</p>	<p style="text-align: right;"><u>Noncompliance Finding (if applicable):</u></p> <p>No finding.</p> <p>Regulatory Citation: N/a</p> <p style="text-align: right;"><u>Corrective Action / Support Plan:</u></p> <p>N/a Timeline: N/a</p> <p>Progress Check: N/a</p> <p style="text-align: right;"><u>Follow Up Findings:</u></p> <p>N/a</p>
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 school, or both within 1 year of leaving high school. The state average was n/a (State Performance Plan Indicator #14 (20 U.S.C. 1416(a)(3)(B))</p> <p>Nuestro Mundo Public Charter School ends programming in 8th grade and does not offer high school.</p>	<p style="text-align: right;"><u>Noncompliance Finding (if applicable):</u></p> <p>No finding.</p> <p>Regulatory Citation: N/a</p> <p style="text-align: right;"><u>Corrective Action / Support Plan:</u></p> <p>N/a Timeline: N/a</p> <p>Progress Check: N/a</p> <p style="text-align: right;"><u>Follow Up Findings:</u></p> <p>N/a</p>

