



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

School Support System Report and Support Plan

**International Charter School
February 2026**

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

International Charter School School Support System Review

RIDE 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)**

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 FY 22-23 report, International Charter School (ICS) defines its placement data as follows:</p> <p>The percentage of students educated 80% or more of the time in general education settings is 100% (RI District Average is 78%)</p> <p>Percentage of students educated for 39% or less of the time in general education settings is 0% (RI District Average is 9.7%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 0% (RI District Average is 2.0%)</p> <p>As of February 2026, 2 ICS students are placed in an out of district private special education day school.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</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 Information:</u> N/a</p>
2	<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><u>Noncompliance Finding (if applicable):</u> No finding.</p> <p>Regulatory citation: N/a</p>

<p>Using RICAS data for SY 24-25, the following information illustrates:</p> <p>A. Participation rate for children with IEPs. ELA grade 4: 100% Math grade 4: 100%</p> <p>B. Proficiency rate for children with IEPs against grade level academic achievement standards. RICAS - ELA grade 4: 14.3% "partially proficient" and 0% "proficient" Math grade 4: 28.6% "partially proficient" and 14.3% "proficient" ELA grade 8: NA Math grade 8: NA ELA HS: NA Math HS: NA</p> <p> ACCESS- Of the 13 dually-identified learners in SY 24-25 Entering: 23.1% Emerging: 15.4% Developing: 53.8% Expanding: 7.7%</p> <p>C. Proficiency rate for children with IEPs against alternate academic achievement standards.</p> <p>At this time and in FY 22-23, no students are/were eligible for alternate assessment.</p> <p>D. Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards.</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 Information:</u></p> <p>N/a</p>
--	--

	<p>The SY 24-25 RICAS data consists of 7 students with an average scaled score of 460, compared to 54 additional students in 4th grade without disabilities averaging a scaled score of 490. 35.2% of students without disabilities met or exceeded the standard, compared to 0% of ICS students with disabilities. For comparison, 40.5% of 4th grade students statewide without disabilities met or exceeded the standard while 8.3% of students with disabilities in Rhode Island achieved.</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	
3	<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>International Charter is not disproportionate.</p> <p><i>Documentation: Data Analysis; State Performance Plan</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 Information:</u> N/a</p>
4	<p>Suspension (State Performance Plan Indicator 4a and 4b (20 U.S.C. 1416(a)(3)(A); 1412(a)(22))</p> <p>Based on the FY22-23 SPP data, "zero" students were suspended school-wide.</p>	<p><u>Noncompliance Finding (if applicable):</u> No finding.</p> <p>Regulatory Citation: N/a</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>#4a): Significant discrepancy in the rate of suspensions (for students with IEPs) greater than 10 days as compared to the rate of suspensions (for students without IEPs) greater than 10 days. This was not applicable for ICS as no students with IEPs were suspended for greater than 10 days.</p> <p>State Performance Plan Indicator #4b 0% had: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	<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 Information:</u> N/a</p>
5	<p>Multi-tiered System of Support (MTSS)</p> <p>Multi-Tiered System of Supports (MTSS) is a proactive, team-based approach to maximizing outcomes for all students through school-wide continuous improvement and evidence-based interventions. The MTSS framework aims to support the whole child by addressing social, emotional, behavioral, and academic skills. In schools implementing MTSS, all students have access to a continuum of supports that match their academic, social, emotional, and behavioral needs. Universal practices are implemented proactively, and evidence-based interventions are used for those who need more support.</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>Tier I</u></p> <p style="text-align: center;"><u>Academic & Social Emotional Learning/Supports</u></p> <p>The Instructional Core: Academics, Social Emotional Learning, and Behavior</p> <p>Core Instruction</p> <p>Core instruction describes the practices the school uses consistently and routinely for all learners. Core instruction, when implemented with integrity and fidelity, provides access for 100% of learners. Key features of core instruction at ICS include:</p> <ul style="list-style-type: none"> • High-quality standard aligned curriculum (ARC, Bridges and Second Step) • Explicit and systematic instruction • Differentiated instruction • Active student engagement • Frequent feedback • Teacher language and the conveyance of beliefs that all children can succeed <p>Academics</p> <p>For Literacy, ICS is using American Reading Company's High-quality curriculum for the Core Reading and Writing instruction. ICS has modified this curriculum to address the needs of the language learners by teaching the skills and concepts through the BEGLAD strategies.</p> <p>For Math, ICS is using the Bridges Mathematics Curriculum. There is also the Number Corner component that reinforces concepts through the daily calendar before the in-depth study throughout the units.</p> <p>Dual Language & Be GLAD Instructional Models</p> <p>Social Emotional Learning</p> <p>Team-Based Implementation:</p>	<p style="text-align: center;"><u>Follow Up Information:</u></p> <p style="text-align: center;">N/a</p>
--	---	--

ICS implements systemic Social Emotional Learning using the CASEL framework for school-wide SEL. The ICS SEL team includes ICS staff and family members, and meets regularly to engage in data-based decision-making through a cycle of continuous improvement. The SEL team uses outcome data and implementation data sourced from the CASEL Rubric for school-wide SEL to develop and maintain an up-to-date, measurable action plan. CASEL SEL Rubric data for ICS are tracked in a spreadsheet, and the ICS SEL team action plan for 22-23 is a living document that is updated at each meeting.

Explicit Instruction:

All students at ICS receive weekly, explicit instruction in Social Emotional Learning through the research-supported Second Step Curriculum. Students are assessed on their social emotional learning skills each quarter through the SEL section of their report cards, which can be found at the bottom of the report card template. Additionally, ICS staff add information about each student’s demonstrated area of need when they submit minor and major office discipline referrals. This custom field allows ICS staff to monitor SEL competency trends at a whole-group, small-group, and individual level.

Responsive Classroom

All educators at ICS are trained in the Responsive Classroom framework. Responsive Classroom is an evidence-based approach to teaching and student-centered discipline that focuses on engaging academics, positive community, effective behavior support, and developmental awareness. The Responsive Classroom framework supports teachers in creating safe, joyful, and engaging classrooms and school communities where students develop strong social and academic skills and every student can thrive.

CASEL, The Collaborative for Academic, Social, and Emotional Learning, has awarded Responsive Classroom their highest designation as a CASEL Select Program in the newly launched CASEL Program Guide. The ICS SEL team recently developed a “First Six Weeks of School Responsive Classroom Checklist” which serves as a guide for

classroom implementation of Tier 1 Responsive Classroom Practices. This tool can be used for teacher coaching and consultation, as well as a discussion point for pre-referral conversations about individual students who are demonstrating a possible need for support with behavior and social emotional learning.

Examples of Tier 1 practices include:

- Academic curriculum that is culturally responsive and universally designed to maximize access for all learners
- Differentiated supports, accommodations, and modifications available to all students
- Whole-school instruction in social emotional skills through evidence-based programs
- Family communication structures implemented school-wide for every student
- School-wide and/or whole-class values, shared agreements, and routines

Tier II

Academic & Social Emotional Learning/Supports

Tier 2: Targeted Interventions

Tier 2 interventions are efficient, targeted, group interventions for students who are beginning to display a need for support. Tier 2 interventions are not intended to be highly individualized: rather, they are designed to support groups of students who are demonstrating needs in similar skill areas. Prioritizing efficiency and replicability is a hallmark feature of interventions at the Tier 2 level: the purpose of Tier 2 is to deliver “just enough” support to students who need it, while preserving time and maximizing outcomes. ICS currently uses a number of research-supported Tier 2 interventions for academics, SEL, and behavior.

Tier 2 Interventions for Academics

1. After Universal Screening, the teacher and team will decide on the goal and set up a six week round of intervention.
2. After that initial round of intervention and a progress monitoring assessment:

.If Goal met: student is monitored for an additional six weeks with Tier 1 support

.If Goal is NOT met: evidence is presented to the MTSS interventionist and a new plan is made (set another goal, adapt frequency, reorganize peer group)

Tier 2 Interventions for Behavior & SEL

The Behavior Support Team uses data analysis to hypothesize a function of behavior and identify possible setting events prior to matching students with an intervention. The team reviews data submitted by the referring teaching ,and can opt to complete a formal Antecedent-Behavior-Consequence (ABC) analysis form prior to hypothesizing a function.

Behavior Contracts/Agreements

Behavior Contracts are flexible interventions that can be matched to all functions of behavior. ICS has a behavior contract template that is aligned to the school’s core practices and has been revised by the behavior support team. The student’s classroom teacher is generally responsible for managing the behavior contract and associated data collection, but it is possible for BST members to support this process if the team determines it is the best option. Through a behavior contract, the teacher and student collaboratively identify 1-3 behaviors to improve, select a method of positive reinforcement for those behaviors, and create a plan for caregivers to support the contract. This intervention is progress monitored through reinforcement data that is collected on a daily basis by the teacher managing the behavior contract. Progress monitoring data can be supplemented by monitoring office discipline referrals.

Check-In, Check-Out

Check-In, Check-Out (CICO) is a gold-standard, research-supported Tier 2 intervention designed to provide immediate, efficient support for students who are starting to show difficulties with behavior. CICO is a good fit for students whose function of behavior is to seek attention, particularly adult attention. ICS has developed a set of school-specific materials for Check-In. A more general set of Check-In, Check-Out resources curated by NE Basecamp. The goal of CICO is to prevent students who are acting out from escalation and provide them with more frequent feedback on their behavior to prevent future problem behavior. This intervention is progress monitored through daily behavior feedback rating scales that are completed by the child's teachers and collected and tracked by their Check-In, Check-Out coordinator. Progress monitoring data can be supplemented by monitoring office discipline referrals.

Social Skills Groups

The Behavior Support Team is not currently running targeted social skills groups, but hopes to add this Tier 2 intervention in the upcoming 2023-24 school year. Students' lagging SEL skills would be identified through minor and major referral reports, SEL screeners, and/or ICS SEL report card scores. Students with common lagging skills would be grouped together to meet with an instructor once per week to learn and practice social skills. The instructor would use curricular materials from the Second Step program. The behavior support team will need to determine the appropriate progress monitoring method for social skills group interventions. Options can include, but are not limited to: SEL screener scores; major/minor office discipline referrals; Direct Behavior Ratings and/or teacher rating scales; or student self-report rating scales.

Examples of Tier 2 & 3 practices include:

- Evidence-based academic interventions for academic skills, such as reading fluency or math calculation

- Small-group social skills instruction using evidence-based curricula
- Targeted social-emotional and behavioral interventions such as Check and Connect or Check-In, Check-Out
- Individualized Behavior Intervention Plans (BIPs)

Tier III

Academic & Social Emotional Learning/Supports

Tier 3: Individualized Interventions

Tier 3 interventions are individualized for students who are not making enough progress given intervention at a Tier 2 level. Tier 3 interventions are intended to be highly individualized, and should be supported by robust systems for data collection and analysis. This process is known as [data-based individualization](#). Many Tier 3/Individualized interventions are successful when they are integrated into pre-existing systems for intervention at the Tier 2 level.

Tier 3 Interventions for Academics

If a student is not making sufficient progress with the determined goal, the MTSS team will meet:

- A Diagnostic Assessment will be administered to the student
- The results are used to determine the new goal and frequency of support for an Intensive intervention cycle of six weeks.
- This student will receive grade level, Tier 1 instruction, individual support from the classroom teacher 1 time per week and individual support from the MTSS interventionist.
- After the intervention period, a re-evaluation will be done and steps repeated.
- After (2) Intensive Intervention cycles, the student will be referred for academic evaluation.

Tier 3 Interventions for Behavior & SEL

If a student is not making sufficient progress in given behavior or SEL intervention, the Behavior Support team should consider implementing individualized behavior interventions and/or changing the intervention

at Tier 2. Sources of data to support increasing intensity of a student's behavior or SEL intervention can include, but are not limited to:

- Daily Check-In, Check-Out percentages are trending flat or downward
- Rates of office discipline referrals have remained steady or increased
- SEL report card scores have remained consistent or decreased
- Behavior contract positive reinforcement data have remained consistent or decreased
- SEL assessment data (pending decisions about SEL screening and progress monitoring tools) indicate stagnant or decreasing skills

Prior to initiating an individualized intervention, the Behavior Support Team should collect additional data to support individualization. The BST should complete the Assessment of Lagging Skills and Unsolved Problems from Lives in the Balance (Greene, 2020) in order to better understand the setting events that could be contributing to the student's difficulties. The team can then determine to increase the intensity of a student's intervention in one of the following ways:

- Check-In, Check-Out: Identify three specific, observable behaviors to measure on the students daily feedback sheet; increase the number of times the student receives feedback throughout the day; consider adding a planned break to the student's daily schedule.
- Social Skills Group: Decrease the size of the student's group to 1-3 students; re-teach or pre-teach skills that have been identified as the highest priority for that specific student; increase frequency of social skills group sessions (e.g. from once a week to twice a week); increase frequency of progress monitoring

If a student does not make sufficient progress following 4-6 weeks of individualized intervention as outlined above, the BST should complete a Brief Functional Behavioral Assessment, including a formal Antecedent-Behavior-Consequence (ABC) analysis and a Competing

Behavior Pathway model. Once the team has identified a functional hypothesis and determined an acceptable replacement behavior, they will be able to design a Tier 3 behavioral intervention that is individualized to meet the student's needs from a function-aligned perspective.

An example of a highly individualized Tier 3 behavior feedback sheet would demonstrate how to integrate multiple individualized strategies into a single data collection feedback tool. The features of this tool are described below:

- Check-In, Check-Out foundations are used: student checks in, receives feedback throughout the day, and checks out at the end of the day
- Frequent feedback is delivered at short intervals
- Feedback is focused on three specific target behaviors using a direct behavior rating scale
- Student use of 1-2 function-aligned replacement behaviors is acknowledged using tallies, which are translated to bonus points
- Planned breaks to support transitions, sensory needs, and earned preferred activities are documented on the point sheet, which can be used as a daily schedule for the student

If a student is presenting chronic, high-intensity and/or self-injurious behaviors, the team should consider a referral to the evaluation team for a comprehensive Functional Behavioral Assessment. The team piloted the use of the ICS-specific FBA Data Collection template during the 22-23 school year. The FBA process will allow the team to create a more explicit and comprehensive Behavioral Intervention Plan. The Behavior Support Team has recently begun using a BIP template form that uses the "FAIR Plan," a behavior intervention plan format proposed by Minahan and Rappaport in their book The Behavior Code (2012). The team should continue to iterate on this template as they learn more about the BIP strategies that work best at ICS.

Documentation: Data Analysis; Document Review, Record Reviews

<p>6</p>	<p>Preschool Continuum</p> <p>International Charter School serves students in grades K-5. Students at ICS are not preschool-age students.</p> <p><i>Documentation: Data Analysis; State Performance Plan, Interviews, Observations</i></p>	<p><u>Noncompliance Finding (if applicable):</u> N/a</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>7</p>	<p>Program Continuum Elementary Level</p> <p>As of February 2026, ICS has 378 students at the elementary level and 39 students have IEPs. As of February 2026, 2 students are "in process" for initial evaluation and eligibility determination. As of February 2026, 2 students are enrolled in Spurwink School as their special education placement.</p> <p>The special education program continuum refers to the educational setting and service delivery model in which a student with a disability receives specially designed instruction and related services, as determined by the student's IEP team. Under the Individuals with Disabilities Education Act, students must be educated with non-disabled peers to the maximum extent appropriate. Removal from the general education classroom happens only when supports and services cannot sufficiently meet the student's needs there.</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>The current continuum is as follows:</p> <p>50/50 Dual Language General Education Program with Supports (Inclusion Model) Student remains in the classroom with accommodations, modifications, and/or push-in services from a special educator.</p> <p>Resource as part of 50/50 Dual Language General Education Program with Supports Student spends part of the day in general education and part receiving targeted instruction in a smaller setting.</p> <p>Self-Contained Classroom (Out-of-District) Student receives most instruction in a specialized classroom with a lower student-to-teacher ratio.</p> <p>Specialized Program (Out-of-District) When a student’s needs cannot be met within the charter school, the district may place the student in an approved external program.</p> <p><i>Documentation: Data Analysis; Record Reviews, Interviews; Observation</i></p>	<p><u>Follow Up Information:</u></p> <p>N/a</p>
<p>8</p>	<p>Program Continuum Middle Level</p> <p>International Charter School serves students in grades K-5 only.</p> <p><i>Documentation: Data Analysis; Record Reviews Interviews; Observation</i></p>	<p><u>Noncompliance Finding (if applicable):</u></p> <p>N/a</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 style="text-align: center;"><u>Follow Up Information:</u></p> <p>N/a</p>
9	<p>Program Continuum High School Level</p> <p>International Charter School serves students in grades K-5 only.</p> <p><i>Documentation: Data Analysis; Record Reviews; Interviews; Observation</i></p>	<p><u>Noncompliance Finding (if applicable):</u></p> <p>N/a</p> <p>Regulatory Citation: N/a</p> <p style="text-align: center;"><u>Corrective Action / Support Plan:</u></p> <p>Timeline: N/a</p> <p>Progress Check: N/a</p> <p style="text-align: center;"><u>Follow Up Finding:</u></p> <p>N/a</p>
10	<p>Adapted Physical Education (APE)</p> <p>International Charter School currently employes 1.0 FTE Health/Physical Education Teacher.</p> <p>International Charter School’s PE teacher is certified as an Adapted Physical Education Teacher (PK-12).</p> <p>When required or a need is suspected, she participates in IEP Team meetings and conducts evaluations. As the APE teacher, they can</p>	<p><u>Noncompliance Finding (if applicable):</u></p> <p>No findings.</p> <p>Regulatory Citation: N/a</p> <p style="text-align: center;"><u>Corrective Action / Support Plan:</u></p> <p>N/a</p> <p>Timeline: N/a</p>

	<p>deliver services in both separate small groupings, as well as integrated into whole class environments.</p> <p><i>Documentation: Data Analysis; Record Reviews; Interviews; Observation</i></p>	<p>Progress Check: N/a</p> <p>N/a</p> <p><u>Follow Up Information:</u></p>
<p>11</p>	<p>Extended School Year (ESY)</p> <p>All decisions related to extended school year are made by the IEP team. For the SY24-25, one student was eligible for ESY but the family declined the opportunity. See meeting notes (NG 5/1/25)</p> <p><i>Documentation: 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></p> <p>Timeline: N/a</p> <p>Progress Check: N/a</p> <p>N/a</p> <p><u>Follow Up Information:</u></p>
<p>12</p>	<p>Local Special Education Advisory Committee (LAC)</p> <p>ICS shares LAC meeting invitations at each IEP meeting. Additionally, flyers (available in all 3 languages of the school’s program) are shared via the school’s social media platforms.</p> <p>Currently, ICS is in search of a LAC chair. ICS staff sets the agendas for this school year and prepares/presents meeting topics.</p> <p>Regular participation includes ICS staff and one parent of a student with an IEP who is also an ICS staff member.</p>	<p><u>Noncompliance Finding (if applicable):</u> No finding.</p> <p>Regulatory Citation: N/a</p> <p><u>Corrective Action / Support Plan:</u></p> <p>Timeline: N/a</p>

	<p>The ICS LAC strives to improve and expand its membership.</p> <p><i>Documentation: Data Analysis; Record Reviews, Interviews</i></p>	<p>Progress Check: N/a</p> <p><u>Follow Up Information:</u></p> <p>N/a</p>
<p>13</p>	<p>School Efforts to Partner with Parents (State Performance Plan Indicator #8 (20 U.S.C. 1416(a)(3)(A))</p> <p>212 families participated in the Spring 2025 Survey Works. Of those 212 participants, 47 participants indicated they were responding as a family member of a child with an IEP (22% of school-wide data).</p> <p>Based on the Spring 2025 Survey Works, favorable responses ranged from 70% to 89%, with significant increases across nearly all areas compared to Spring 2024. The data show consistent upward movement, with gains ranging from +2 to +20 percentage points, indicating meaningful improvement in family engagement and communication practices over time.</p> <p>Families reported particularly strong agreement in the following areas:</p> <ul style="list-style-type: none"> • Teachers treat me as an equal team member – 89% favorable (+10) • Teachers and administrators encourage participation in decision-making – 87% favorable (+20) • School gives families help to play an active role in their child’s education – 87% favorable (+13) • Teachers and administrators seek out family input and encourage engagement – 87% favorable (+13) • Regular communication regarding IEP goal progress – 85% favorable (+11) • Sensitivity to the needs of students with disabilities and their families – 85% favorable (+7) 	<p><u>Noncompliance Finding (if applicable):</u></p> <p>No finding.</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></p> <p>N/a</p>

	<p>Significant growth was also seen in families' understanding of their rights and options:</p> <ul style="list-style-type: none"> • School explains options if families disagree with a decision – 83% favorable (+15) • School gives choices regarding services – 83% favorable (+15) • Families asked for their opinion about how services are meeting needs – 81% favorable (+13) • Families considered equal partners in decision-making – 79% favorable (+12) <p>These increases suggest strengthened transparency and improved clarity around procedural safeguards and service planning.</p> <p><i>Documentation: Data Analysis; State Performance Plan, Parent/Guardian Interviews</i></p>	
14	<p>Drop Out / Graduation Rate (State Performance Plan Indicator #1 and #2 (20 U.S.C. 1416 (a)(3)(A))</p> <p>International Charter School serves students in grades K-5.</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	<p><u>Noncompliance Finding (if applicable):</u> N/a</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>

2. EVALUATION / INDIVIDUAL EDUCATION PROGRAM (IEP)

Item #	Review Information	Noncompliance Finding (if applicable) & Corrective Action/Support Plan (if applicable)
1	<p>Records of 6 students were reviewed prior to the on-site review by the team leaders. Students' records were very accessible. The record review process identified no compliance findings.</p> <p><i>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</i></p> <p><i>Documentation: Data Analysis; Record Reviews; Interviews; Observation</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></p> <p>Timeline: N/a</p> <p>Progress Check: N/a</p> <p><u>Follow Up Information:</u> N/a</p>
2	<p>Child Outreach Screening</p> <p>ICS serves students in grades K-5. As a charter public school, ICS does not screen students ages 3-5.</p> <p><i>Documentation: Data Analysis; Record Reviews Interviews</i></p>	<p><u>Noncompliance Finding (if applicable):</u> N/a</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>3</p>	<p>Child Find (State Performance Plan Indicator #11 (20 U.S.C. 1416(a)(3)(B))</p> <p>International Charter School for the year 2023-2024 was at 100% compliance for meeting evaluation timelines for initial referrals. As of 2/2026 ICS continues to perform at 100% compliance for meeting evaluation timelines for initial referrals.</p> <p><i>Documentation: 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 Information:</u> N/a</p>
<p>4</p>	<p>Student Accommodations and Modifications</p> <p>ICS implements a variety of ongoing opportunities for special educators to co-plan, co-teach and co-assess with general education teachers. The following initiatives ensure that all students receive the required access to accommodations and modifications memorialized in the IEP:</p> <p>“Moving Up Day” – Each spring, the special education team facilitates an opportunity for the next year’s teachers to gather information from the current teaching team and review the IEPs (IEP At a Glance), 504 Plans and Health Office Plans. Following the information share, the next year’s teachers observe the students with their current teacher and meet their upcoming class. This allows teachers to plan their room configuration, organize their ideas for flexible seating preferences and begin to build a relationship with students.</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 Information:</u> N/a</p>

	<p>Back-to-School Orientation – Each August, ICS hosts dedicated orientation time to review policies and procedures. As part of the agenda, the special education team is afforded time to provide teachers with the current copies of the IEP At a Glance, 504 Plans and Health Office Plans. There is time built in for special education teachers and general education teachers to review documents together prior to the first day of school.</p> <p>The special education team meets with the Specials teachers to review school-wide rosters and the Student Services Director meets with transportation staff, kitchen staff, School Nurse and other administrators to review information that is educationally relevant/required for their specific role.</p> <p>High Leverage Practices for Students with Disabilities – Special education teachers attend a weekly common planning block with the grade levels they case manage for. This dedicated weekly opportunity allows all teachers to collaborate for student success and use student assessment data to plan for success.</p> <p>Annual Review – Following each Annual Review, case managers provide classroom teachers with an updated IEP At a Glance.</p> <p><i>Documentation: State Performance Plan Data</i></p>	
5	<p>Specific Learning Disabilities Determination (SLD)</p> <p>ICS uses the “specific learning disabilities form” that is supported by PowerSchool and aligns with Rhode Island requirements - in addition to the Student Data Summary. The ICS Student Data Summary is specific to local and federal regulations and tailored to the dual language program and multilingual learners. Classroom teachers, special educators and interventionist have received professional development regarding the referral process and the documentation</p>	<p><u>Noncompliance Finding (if applicable):</u> No finding.</p> <p>Regulatory Citation: N/a</p> <p><u>Corrective Action / Support Plan:</u></p> <p>Timeline: N/a</p>

<p>needed regarding interventions and progress. The Student Data Summary is used flexibly to lead data-based conversations and can be incorporated into an evaluation process, if required.</p> <p>From the International Charter School Special Education Policy Manual:</p> <p>When finding a student eligible for specially designed instruction under the disability category Specific Learning Disability, data proves that the student does not achieve adequately for age or grade-level standards in one or more of the following areas:</p> <ul style="list-style-type: none">• Oral expression• Listening comprehension• Written expression• Basic reading skills• Reading fluency skills• Reading comprehension• Mathematics calculation• Mathematics problem solving <p>This determination is based on:</p> <ul style="list-style-type: none">• Multiple sources of data• Standardized assessments• Curriculum-based measures	<p>Progress Check: N/a</p> <p>N/a</p> <p><u>Follow Up Information:</u></p>
--	--

- Classroom performance
- Observations

To "prove" SLD eligibility in Rhode Island, the team must demonstrate:

1. Significant academic underachievement
2. Inadequate progress despite intervention
3. Rule-out of exclusionary factors (including language acquisition)
4. Adverse educational impact
5. Need for specially designed instruction

The team must rule out that the academic difficulties are primarily caused by exclusionary factors, including:

- Intellectual disability
- Emotional disturbance
- Sensory impairment
- Lack of appropriate instruction in reading or math
- Environmental or economic disadvantage
- Cultural factors
- Limited English proficiency*

Under **200-RICR-20-30-3 (MLL Regulations)** and IDEA:

	<p>When evaluating a multilingual learner, the team must:</p> <p>A student cannot be identified as SLD if the primary cause of academic difficulty is English language development.</p> <p>✓ Ensure assessments are administered in the student's dominant language ✓ Include personnel knowledgeable about second language acquisition ✓ Review ACCESS and STAMP data ✓ Analyze whether difficulties are consistent across languages ✓ Determine that the learning difficulty is not typical language acquisition</p> <p><i>Documentation: Data Analysis; Record Reviews Interviews; Observation</i></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 International Charter School has the following complaints, mediations, or hearings:</p> <p style="text-align: center;"><u>COMPLAINTS</u></p> <p><u>FY 2023-2024</u> # of Complaints: No complaints during this period</p> <p><u>FY 2024-2025</u> # of Complaints: No complaints during this period</p> <p><u>FY 2025-2026</u> # of Complaints: No complaints during this period</p> <p style="text-align: center;"><u>MEDIATIONS</u></p>	<p><u>Noncompliance Finding (if applicable):</u> No finding.</p> <p>Regulatory citation: N/a</p> <p style="text-align: center;"><u>Corrective Action / Support Plan:</u></p> <p>Timeline: N/a</p> <p>Progress Check: N/a</p> <p style="text-align: center;"><u>Follow Up Information:</u> N/a</p>

<p><u>FY 2023-2024</u> # of Mediations: No mediations during this period</p> <p><u>FY 2024-2025</u> # of Mediations: 1 mediation during this period</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;"></th> <th style="width: 35%;">ISSUE(S)</th> <th style="width: 50%;">RESULT</th> </tr> </thead> <tbody> <tr> <td>Mediation #1</td> <td>Evals and services for student</td> <td>Meeting held prior to mediation. Issued resolved and parent withdrew request.</td> </tr> </tbody> </table> <p><u>FY 2025-2026</u> # of Mediations: No mediations during this period</p> <p style="text-align: center;"><u>HEARINGS</u></p> <p><u>FY 2023-2024</u> # of Hearings: No hearings during this period</p> <p><u>FY 2024-2025</u> # of Hearings: No hearings during this period</p> <p><u>FY 2025-2026</u> # of Hearings: No hearings during this period</p> <p><i><u>Documentation:</u> Data Analysis, RIDE, Dispute Resolution Data Base</i></p>		ISSUE(S)	RESULT	Mediation #1	Evals and services for student	Meeting held prior to mediation. Issued resolved and parent withdrew request.	
	ISSUE(S)	RESULT					
Mediation #1	Evals and services for student	Meeting held prior to mediation. Issued resolved and parent withdrew request.					

3. IDEA TRANSITION

Item #	Review Information	Noncompliance Finding (if applicable) & Corrective Action/Support Plan (if applicable)
1	Part C (Early Intervention) to Part B Transition (State Performance Plan Indicator #12 (20 U.S.C. 1416(a)(3)(B))	<u>Noncompliance Finding (if applicable):</u> No finding

	<p>ICS does not transition students from IDEA Part C to Part B, as ICS serves students in grades K-5.</p> <p>A variety of orientations, activities and information sessions are provided for potential K families beginning in the spring prior to the child’s kindergarten year. The Student Services Director facilitates/ attends each of these events to meet new students and families. Families of children with IEPs are invited to a personalized tour and an opportunity to meet the special education team once they have accepted their seat.</p> <p>The following opportunities are afforded to all learners:</p> <ul style="list-style-type: none"> - Spring Open House - New Family Orientation - ICS Staff “Meet and Greet” - First Day of School Slow Start for K - 6th Grade Option Night - First Six Weeks Social Emotional Learning Student-Family-Teacher Conference - December/March Student-Family-Teacher Conferences <p><i>Documentation: Data Analysis; Interviews; State Performance Plan, Record Reviews</i></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 Information:</u> N/a</p>
2	<p>Early Childhood Special Education to Kindergarten Transition</p> <p>State Performance Plan Indicator #7 (20 U.S.C. 1416 (a)(3)(A))</p> <p>ICS serves children K-5 only.</p> <p><i>Documentation: Data Analysis; Interviews; State Performance Plan, Record Reviews</i></p>	<p><u>Noncompliance Finding (if applicable):</u> N/a</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 Information:</u></p> <p>N/a</p>
3	<p>IDEA Transition Planning at the Middle Level</p> <p>ICS serves students in grades K-5 does not serve students who are 14 years of age and older.</p> <p>The idea of “transition” at ICS happens in 5th grade. The special education team attends the 6th Grade Option Night to help families navigate potential opportunities and support, as needed, with school registration tasks. The annual review meeting in grade 5 included discussion of middle school as part of the agenda. The team also makes themselves available to attend middle school meetings with families as requested.</p> <p><i>Documentation: Data Analysis; Interviews; Record Reviews</i></p>	<p><u>Noncompliance Finding (if applicable):</u></p> <p>N/a</p> <p>Regulatory Citation: N/a</p> <p><u>Corrective Action / Support Plans:</u></p> <p>Timeline: N/a</p> <p>Progress Check: N/a</p> <p><u>Follow Up Information:</u></p> <p>N/a</p>
4	<p>IDEA Transition Planning at the High School Level</p> <p>ICS serves students in grades K-5.</p>	<p><u>Noncompliance Finding (if applicable):</u></p> <p>N/a</p> <p>Regulatory Citation: N/a</p> <p><u>Corrective Action / Support Plan:</u></p> <p>Timeline: N/a</p>

	<p><i>Documentation: Data Analysis; Interviews; Record Reviews</i></p>	<p>Progress Check: N/a</p> <p><u>Follow Up Information:</u></p> <p>N/a</p>
5	<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>ICS serves students in grades K-5.</p> <p><i>Documentation: Data Analysis; Interviews; Record Reviews</i></p>	<p><u>Noncompliance Finding (if applicable):</u></p> <p>N/a</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></p> <p>N/a</p>
6	<p>The case managers facilitate Summary of Performance (SOP) as appropriate.</p> <p>ICS serves students in grades K-5.</p> <p>ICS case managers complete progress reports at each reporting period and additionally at the request of the family.</p>	<p><u>Noncompliance Finding (if applicable):</u></p> <p>N/a</p> <p>Regulatory Citation: N/a</p> <p><u>Corrective Action Plan / Support Plan:</u></p> <p>Timeline: N/a</p> <p>Progress Check: N/a</p>

	<p><i>Documentation: Data Analysis; Interviews; Record Reviews</i></p>	<p><u>Follow Up Information:</u></p> <p>N/a</p>
7	<p>Youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, and transition services. (State Performance Plan Indicator #13 (20 U.S.C. 1416(a)(3)(B))</p> <p>ICS serves students in grades K-5.</p> <p><i>Documentation: Data Analysis; Interviews; State Performance Plan, Record Reviews</i></p>	<p><u>Noncompliance Finding (if applicable):</u></p> <p>N/a</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></p> <p>N/a</p>
8	<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. (State Performance Plan Indicator #14 (20 U.S.C. 1416(a)(3)(B))</p> <p>ICS serves students in grades K-5.</p> <p><i>Documentation: Data Analysis; Interviews; State Performance Plan, Record Reviews</i></p>	<p><u>Noncompliance Finding (if applicable):</u></p> <p>N/a</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></p> <p>N/a</p>

