



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

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**School Support System Report and Support Plan**

**PVD Preparatory Charter School  
May 2025**

## **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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1. Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE)
2. Evaluation/Individual Education Program (IEP)
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**Providence Preparatory Charter 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)**

Item #	Review Information	Noncompliance Finding (if applicable) & Corrective Action/Support Plan (if applicable)
1	<p><b>Least Restrictive Environment Data (State Performance Plan Indicator #5 (20 U.S.C. 1416(a)(3)(A))</b></p> <p><b>Least Restrictive Environment Data (State Performance Plan Indicator #5)</b></p> <p>Based on the FY July 1, 2023– June 30, 2024, State Performance Plan on PVD Preparatory Charter School the information is as follows:</p> <p>The percentage of students educated 80% to 100% of the time in general education settings is <b>100.0%</b> (RI District Average is 72.29%, according to RC80 2023-24 data report)</p>	<p><u><b>Noncompliance Finding (if applicable):</b></u></p> <p>No finding.</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 Information:</b></u></p>

	<p>Percentage of students educated for less than 40% of the time in general education settings is <b>.0%</b> (RI District Average is 10.29%, according to RC79T040 2023-24 data report)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is <b>0%</b> (RI District Average is SS 5.38%, RF 0.40.%, HH 0.07%, according to 2023-24 data report)</p> <p><u>Documentation:</u> <i>Data Analysis; State Performance Plan</i></p>	N/a
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<p>2</p>	<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> <ul style="list-style-type: none"> <li>● <b>ELA 100%</b></li> <li>● <b>Math 100%</b></li> </ul> <p>B. Proficiency rate for children with IEPs against grade level academic achievement standards.</p> <ul style="list-style-type: none"> <li>● <b>See charts below</b></li> </ul> <p>C. Proficiency rate for children with IEPs against alternate academic achievement standards.</p> <ul style="list-style-type: none"> <li>● <b>N/A (no students participated in alternate assessment)</b></li> </ul> <p>D. Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards.</p> <ul style="list-style-type: none"> <li>● <b>See charts below</b></li> </ul> <p><u>Documentation:</u> <i>Data Analysis; State Performance Plan</i></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>N/a</p> <p><b>Timeline:</b> N/a</p> <p><b>Progress Check:</b> N/a</p> <p><b><u>Follow Up Information:</u></b></p> <p>N/a</p>
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## RICAS 2023-2024

Data Source: Rhode Island Department of Education Reporting

Number of PVD Prep Students with Accommodations Tested in 2023-2024 school year:

- **ELA: 35**
- **Math: 34**

PVD Preparatory Charter School Students with Accommodations Compared to Students without Accommodations:

ELA Report Assessment Data Portal

RICAS - English Language Proficiency

and

RICAS - Mathematics Proficiency

RICAS - English Language Arts/Literacy

[Show Performance](#) [Show Growth](#) [View Results as Text](#) | [Export](#) | [Print](#)

Name	Students Tested		Performance			Meeting or Exceeding Expectations	Average Scale Score
	#	%	Met	Approaching	Below		
2023-24 : Providence Preparatory Charter : Providence Preparatory Charter : All Grades : Students with Disabilities	↑ 35	100.0%	74.3%	20%	5.7%	5.7%	462
2023-24 : Providence Preparatory Charter : Providence Preparatory Charter : All Grades : Students without Disabilities	↑ 200	100.0%	30%	54%	16%	16%	482

↑ The number of test takers increased considerably for this group from the previous year. Between year comparisons are not recommended.

Name	Students Tested		Performance	Meeting or Exceeding Expectations	Average Scale Score
	#	%			
2023-24 : Providence Preparatory Charter : Providence Preparatory Charter : All Grades : Students with Disabilities	34	97.1%	**	**	472
2023-24 : Providence Preparatory Charter : Providence Preparatory Charter : All Grades : Students without Disabilities	↑ 201	99.5%	<div style="display: flex; align-items: center;"> <div style="width: 17.9%; background-color: red; margin-right: 5px;"></div> <div style="width: 63.2%; background-color: yellow; margin-right: 5px;"></div> <div style="width: 18.9%; background-color: green;"></div> </div> 17.9% 63.2% 18.9%	18.9%	485

\*Data is suppressed to ensure confidentiality because the minimum reporting size requirement (10 students) is not met.  
 \*\*Data is suppressed to ensure confidentiality because greater than 95% of students did not meet expectations.  
 \*\*\*Data is suppressed to ensure confidentiality because greater than 95% of students met or exceeded expectations.

*Documentation: Data Analysis; State Performance Plan*

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>PVD Prep Charter School is not disproportionate.</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	<p><u><b>Noncompliance Finding (if applicable)</b></u></p> <p>No finding.</p> <p><b>Regulatory Citation:</b> N/a</p> <p><u><b>Corrective Action / Support Plan:</b></u></p> <p>N/a</p> <p><b>Timeline:</b> N/a</p> <p><b>Progress Check:</b> N/a</p> <p><u><b>Follow Up Information:</b></u></p> <p>N/a</p>
4	<p><b>Suspension (State Performance Plan Indicator 4a and 4b (20 U.S.C. 1416(a)(3)(A); 1412(a)(22))</b></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</p>	<p><u><b>Noncompliance Finding (if applicable):</b></u></p> <p>No finding.</p> <p><b>Regulatory Citation:</b> N/a</p>

PVD Preparatory Charter School as no students with IEPs were suspended for greater than 10 days.

**PVD Prep had 15.8 in the category of students with Disabilities.**

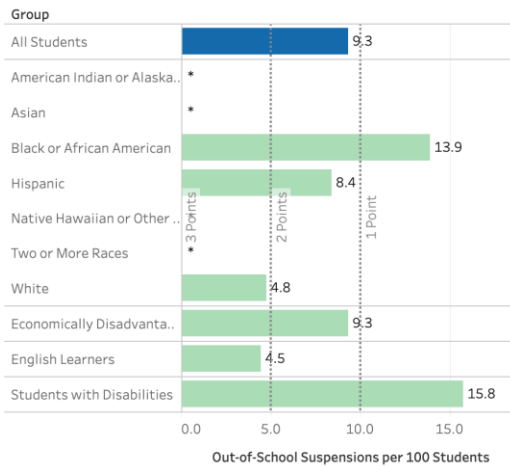
In the 2023-24 school year, Providence Preparatory Charter used out-of-school suspension 9.3 times per 100 students.

**Suspension Points: 2 out of 3**

Points are based on All Students performance shown in bar chart.

Suspension Points	Out-of-School Suspensions per 100 Students
3 Points	< 5.0
2 Points	>= 5.0 AND < 10.0
1 Point	>= 10.0

**Results by Student Group**



**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.

**Corrective Action / Support Plan:**

N/a

**Timeline:** N/a

**Progress Check:** N/a

**Follow Up Information:**

N/a

	<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>Documentation: Data Analysis; State Performance Plan</i></p>	
<p>5</p>	<p><b>Multi-tiered System of Support (MTSS)</b></p> <p><b><u>Elementary Level</u></b></p> <p>PVD Prep Charter School serves children in grades 5-8, therefore, this section is not applicable. - PVD Prep serves grades 5-8</p> <p style="text-align: center;"><b><u>Tier I</u></b></p> <p style="text-align: center;"><b><u>Academic &amp; Social Emotional Learning/Supports</u></b></p> <p><b><u>Middle Level</u></b></p> <p>Grades 5 through 8 at PVD Prep follows the same MTSS Procedure:</p> <p>At the beginning of each school year, the district implements an assessment flowchart across all grade levels to guide the MTSS (Multi-Tiered System of Supports) process. STAR assessment data and teacher input serve as the primary tools for identifying students performing below grade level. The district uses a structured flowchart to manage MTSS screening, diagnostic assessments, progress monitoring, and scheduled data days for both math and literacy. These components are conducted at specific points throughout</p>	<p><b><u>Noncompliance Finding (if applicable):</u></b></p> <p>No finding.</p> <p><b>Regulatory Citation:</b> N/a</p> <p style="text-align: center;"><b><u>Corrective Action / Support Plan:</u></b></p> <p>N/a</p> <p><b>Timeline:</b> N/a</p> <p><b>Progress Check:</b> N/a</p>

	<p>the year to ensure consistent monitoring and support. The MTSS referral process typically begins through results from standardized assessments, as well as referrals from teachers and parents.</p> <p>Tier one support is provided by the entire school community to ensure that all students have access to high-quality instruction, academic rigor, and social-emotional support, which are all evidence based and designed to meet the needs of every learner.</p> <p style="text-align: center;"><b><u>Tier II</u></b></p> <p style="text-align: center;"><b><u>Academic &amp; Social Emotional Learning/Supports</u></b></p> <p>When a student is referred and requires Tier 2 or 3 support teachers are required to complete an initial referral form.</p> <p>Parents or guardians are notified of the referral and are made aware of support that the student is going to receive. MTSS plans target a range of student needs including but not limited to behavior, academics, attendance, or social-emotional needs.</p> <p>The developed individual support plans are reviewed by the team at each MTSS meeting. If there is progress the plan stays in place, if there is no progress the team considers alternate or stronger supports. Students receiving MTSS support are part of an ongoing cycle of monitoring, allowing for timely adjustments to interventions based on their progress.</p> <p style="text-align: center;"><b><u>Tier III</u></b></p> <p style="text-align: center;"><b><u>Academic &amp; Social Emotional Learning/Supports</u></b></p>	<p style="text-align: right;"><b><u>Follow Up Information:</u></b></p> <p>N/a</p>
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The MTSS team uses STAR assessment data, classroom performance, and teacher reports serve as the primary tools for identifying and monitoring students with Tier 2 and 3 support.

Data Days PDs are held three times per year to further target students who have the greatest need for support in Tier 2 and 3. This data is used collectively and at team level to determine the initial formation of support groups or individuals who need a plan or pull-out support.

Data as well as classroom analysis reports for ELA and Math are used to identify and track struggling learners. STAR data is kept in a Data Warehouse which provides the ability to monitor progress at a glance.

The MTSS team uses a referral form to track and monitor students who are receiving tier support. Teachers are responsible for completing Section A of the form which includes initial observations and data. The MTSS team reviews the information and makes tiered recommendations which are then sent to grade-level teams for further review and implementation.

If there has been a parent request, parents are asked to share their concerns, which are incorporated into the support plan. As the year progresses, monitoring and team review determines if individual students will remain in Tier 1 and 2 or progress to higher levels of support. If a student requires additional support sections B and perhaps C of the referral form are filled out by the team and teachers. The PVD Prep utilizes a PVD Prep Guideline which outlines all procedures, protocols, and roles related to the referral and intervention processes.

Grade-level teams share their grade level monitoring spreadsheet with the MTSS team to track student progress. This tool allows the MTSS team and grade level teams to track students receiving MTSS interventions and ensure that progress is reviewed regularly at grade-level meetings.

**High School Level:**

	<p>PVD Prep Charter School serves children in grades 5-8, therefore, this section is not applicable.</p> <p><i>Documentation: Data Analysis; Document Review, Record Reviews</i></p>	
6	<p><b>Preschool Continuum</b></p> <p>PVD Prep serves children in grades 5-8, therefore, this section is not applicable.</p> <p><i>Documentation: Data Analysis; State Performance Plan, Interviews,</i></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>N/a</p> <p><b>Timeline:</b> N/a</p> <p><b>Progress Check:</b> N/a</p> <p><b><u>Follow Up Information:</u></b></p>

		N/a
7	<p><b>Program Continuum Elementary Level</b></p> <p>PVD Prep serves children in grades 5-8, therefore, this section is not applicable.</p> <p><i>Documentation: Data Analysis; Record Reviews, Interviews</i></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>N/a</p> <p><b>Timeline:</b> N/a</p> <p><b>Progress Check:</b> N/a</p> <p><b><u>Follow Up Information:</u></b></p> <p>N/a</p>

<p>8</p>	<p><b>Program Continuum Middle Level</b></p> <p>There are 252 students attending PVD Preparatory Charter School at the middle school level (grades 5-8) and 35 of those students have IEPs. The special education program continuum is as follows:</p> <p>PVD Preparatory Charter School currently offers a fifth through eighth grade educational program. Each grade level is divided into three classroom structures. All students rotate through different classrooms on a consistent daily schedule.</p> <p>Grade 5: 52 Students</p> <p>Grade 6: 70 Students</p> <p>Grade 7: 64 Students</p> <p>Grade 8: 63 Students</p> <p>The educational program at each grade level is facilitated by four general educators, two special educators (one schoolwide for ELA and one schoolwide for math) and two (schoolwide) paraprofessionals.</p> <p>PVD Preparatory Charter School ensures that all students have access to and participate in the general education curriculum. PVD Prep believes that being with and learning from peers is the most strategic way to maximize learning opportunities for general as well as differently abled students. Students with disabilities are actively engaged in learning the content and skills within the general education curriculum. Differently abled students are</p>	<p><b><u>Noncompliance Finding (if applicable):</u></b></p> <p>At the time of this review, one of the special education teachers was out on leave. Parents had not been notified of this situation nor that their children/youth were owed compensatory time.</p> <p><b>Regulatory Citation:</b> §300.320</p> <p><b><u>Corrective Action / Support Plan:</u></b></p> <p>Parents will be notified and compensatory time will be offered and provided. This process will be implemented immediately.</p> <p><b>Timeline:</b> This finding must be corrected as soon as possible but no later than one year from the State’s written notification of noncompliance. June 2026.</p> <p><b>Progress Check:</b> August 2025</p> <p><b><u>Follow Up Information:</u></b></p>
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held to the same academic rigor as their peers, while being supported in ways which provide them access to the education being furnished to all.

In order to address students with IEPs, PVD Prep educational teams ensure each student has the appropriate supports. This includes but is not limited to services, accommodations within the curriculum, instructional materials, modifications, and equitable academic diversity within each classroom. There are considerations for the physical environment and how the student's learning is measured. At the start of the school year teachers are sent a snapshot of all students with IEPs. This snapshot serves as a map to identify yearly goals, accommodations, modifications, service hours, and any additional support within each students' plan. During the school year teachers and support staff take into account the individual needs of the student to provide the appropriate support, services and/or modifications needed. Further, support and grade level colleagues collaborate to determine appropriate service delivery options (push-in/pull-out). This ensures that students can meet his/her annual goals and find success within the RI Core and Common Core standards.

Although the majority of services and specifically 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 setting are provided this support through small group or one- on-one pull out sessions. The team provides these services during non-academic portions of the day, so students are not missing instruction.

The service delivery models includes:

- Individual and Small group evidence based instruction
- Pull-out literacy Reading Program, for students who are in MTSS Tier III as well as IEP students who are struggling readers. Two teacher assistants are certified in Wilson: Just Words
- Speech and Language

A review of subsequent data verified that individual and systemic correction was done within the one year mandated time frame.

	<ul style="list-style-type: none"> <li>● Occupational Therapy</li> <li>● Counseling</li> <li>● Behavior Support</li> </ul> <p>Staffing for the special education program consists of:</p> <ul style="list-style-type: none"> <li>● Two special education teachers (one full time and one four days per week) who deliver specially designed instruction in both the general education setting as well as in small groups or individual pull-out settings. Special Educators provide services to students with IEPs as well as those in the MTSS process.</li> <li>● One full time Special Education Director</li> <li>● One part time Speech/Lang Pathologist</li> <li>● One part time Occupational Therapist</li> <li>● Part time Social Worker/School Counselor who provides individual counseling, social skills groups, lunch groups, and consults with teams on strategies and interventions for students who are struggling socially/emotionally</li> <li>● Partnerships with CBS Therapy and ProCare Therapy for the completion of evaluations, supply service providers, and complete Functional Behavioral Assessments on an as needed basis</li> </ul> <p><i>Documentation: Data Analysis; Record Reviews Interviews; Observation</i></p>	
9	<b>Program Continuum High School Level</b>	<b><u>Noncompliance Finding (if applicable):</u></b>

	<p>PVD Preparatory Charter School serves children in grades 5-8, therefore, this section is not applicable.</p> <p><i>Documentation: Data Analysis; Record Reviews; Interviews; Observation</i></p>	<p>No finding.</p> <p><b>Regulatory Citation:</b> N/a</p> <p><b><u>Corrective Action / Support Plan:</u></b></p> <p>N/a</p> <p><b>Timeline:</b> N/a</p> <p><b>Progress Check:</b> N/a</p> <p><b><u>Follow Up Finding:</u></b></p> <p>N/a</p>
10	<b>Adapted Physical Education (APE)</b>	<b><u>Noncompliance Finding (if applicable):</u></b>

	<p>Currently, PVD Preparatory Charter School does not have any students (0) who require adaptive physical education services.</p> <p><i>Documentation: Data Analysis; Record Reviews; Interviews; Observation</i></p>	<p>No finding.</p> <p><b>Regulatory Citation:</b> N/a</p> <p><b><u>Corrective Action / Support Plan:</u></b></p> <p>N/a</p> <p><b>Timeline:</b> N/a</p> <p><b>Progress Check:</b> N/a</p> <p><b><u>Follow Up Information:</u></b></p> <p>N/a</p>
11	<p><b>Extended School Year (ESY)</b></p> <p>If a student qualified for ESY those services would be provided to them per their IEP.</p>	<p><b><u>Noncompliance Finding (if applicable):</u></b></p> <p>No finding.</p> <p><b>Regulatory Citation:</b> N/a</p>

	<p>In past years PVD Prep has invited students to participate in academic studies prior to the yearly school opening. All differently abled students have been invited to participate at the discretion of the family. This program is approximately four weeks in duration.</p> <p>During the school year PVD Prep offers Saturday School where all differently abled students are invited weekly.</p> <p><i>Documentation: Data Analysis; Record Reviews; Interviews; Observation</i></p>	<p><b><u>Corrective Action / Support Plan:</u></b></p> <p>N/a</p> <p><b>Timeline:</b> N/a</p> <p><b>Progress Check:</b> N/a</p> <p><b><u>Follow Up Information:</u></b></p> <p>N/a</p>
12	<p><b>Local Special Education Advisory Committee (LAC)</b></p> <p>PVD Preparatory Charter School maintains a Local Special Education Advisory Committee (LAC) as outlined in state regulations.</p> <p>This Committee meets four times annually,</p> <p>The opener celebrated students with IEPs and their families. Information pertaining to the LAC committee was disseminated with needed volunteer roles and responsibilities, September 2024.</p> <p>Meeting two, parents were given an overview of what it means for a student to have an Individualized Education Program (IEP). Additionally, the Director</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>N/a</p>

<p>explained how inclusion learning is implemented in classrooms, emphasizing the importance of creating a supportive environment where all students can learn and thrive together, February 2025.</p> <p>Meeting three, why and how to be an active participant in your child’s IEP, May 2025.</p> <p>Meeting four, closed out year, topic interest for next year, parent questions, concerns, and distribute helpful articles/websites materials to parents, June, 2025.</p> <p>PVD Prep prioritizes parent engagement. PVD Prep maintains a bilingual part-time Family Engagement Specialist who serves as a liaison between PVD Prep and the family communities. The Family Engagement Specialist organizes “Coffee with the Head of School” open houses as well as parent workshops. Topics of 2024-2025 parent workshops included:</p> <ul style="list-style-type: none"> <li>- Accessing children’s health insurance</li> <li>- SurveyWorks</li> <li>- Supporting your child’s mental health</li> <li>- Immigration &amp; immigrant rights</li> <li>- Summer enrichment programs</li> <li>- Financial literacy</li> </ul> <p><i>Documentation: Data Analysis; Record Reviews Interviews; Observation</i></p>	<p><b>Timeline:</b> N/a</p> <p><b>Progress Check:</b> N/a</p> <p style="text-align: center;"><b><u>Follow Up Information:</u></b></p> <p>N/a</p>
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<p>13</p>	<p><b>School Efforts to Partner with Parents (State Performance Plan Indicator #8</b> (20 U.S.C. 1416(a)(3)(A))</p> <p>PVD Prep district’s rate of parent participation (for parents whose children have IEPs) in the annual Special Education Statewide Parent Survey (Spring 2024) 71% of parents responded favorably to questions pertaining to special education. The state average was 72% favorable.</p> <p>Lowlights of the survey where there is room to grow is:</p> <ul style="list-style-type: none"> <li>• Information on agencies that can assist my child in transition 61%</li> <li>• School explains options families have if they disagree with a decision 65%</li> <li>• I have been asked my opinion on how well services are meeting my child’s needs 65%</li> <li>• The school gives families the help they need to play an active role in their child’s education 65%</li> <li>• The school gives me choices with regard to services that address my child’s needs 65%</li> <li>• The school communicates regularly with me with regard to my child progress on IEP goals 68%</li> </ul> <p>Highlights of the survey:</p> <ul style="list-style-type: none"> <li>• Teachers and administrators seek out family input and encourage family engagement 77%</li> </ul>	<p><u><b>Noncompliance Finding (if applicable):</b></u></p> <p>No finding.</p> <p><b>Regulatory Citation:</b> N/a</p> <p><u><b>Corrective Action / Support Plan:</b></u></p> <p>N/a</p> <p><b>Timeline:</b> N/a</p> <p><b>Progress Check:</b> N/a</p> <p><u><b>Follow Up Information:</b></u></p> <p>N/a</p>
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	<ul style="list-style-type: none"> <li>• Teachers and administrators show sensitivity to needs of students with disabilities and their families 81%</li> <li>• Teachers and administrators encourage me to participate in the decision making process 71%</li> <li>• Teachers treat me a an equal team member 80%</li> <li>• I am an equal partner with teachers and other professionals in making decisions about my child’s program 81%</li> </ul> <p><i>Documentation: Data Analysis; State Performance Plan, Parent/Guardian Interviews</i></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>PVD Preparatory Charter School serves children in grades 5-8, therefore, this section is not applicable.</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></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>N/a</p> <p><b>Timeline:</b> N/a</p> <p><b>Progress Check:</b> N/a</p> <p style="text-align: center;"><b><u>Follow Up Information:</u></b></p> <p>N/a</p>
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## 2. EVALUATION / INDIVIDUAL EDUCATION PROGRAM (IEP)

Item #	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> <ul style="list-style-type: none"> <li>-Transition (including pre-employment services) was not consistently checked on the IEP invitation. §300.320(b)(2)</li> <li>-Secondary IEP not consistently used for students turning 14 during the IEP timeframe. §300.320(b)(2)</li> </ul>	<p style="text-align: center;"><b><u>Noncompliance Finding (if applicable):</u></b></p> <p><u>Noncompliance Finding:</u> Please note that the detailed list of any record review noncompliance including student names is shared with the LEA at the data analysis meeting. The overview of those findings without student names is shared in this report.</p>

-Excusal form not consistently seen in files for individuals who did not attend the IEP meeting. §300.321

*(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)*

Documentation: *Data Analysis; Record Reviews; Interviews; Observation*

**Regulatory Citation:** §300.320(b)(2), §300.321

**Corrective Action / Support Plan:**

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.

**Timeline:** This finding must be corrected as soon as possible but no later than one year from the State's written notification of noncompliance. June 2026

**Progress Check:** December 2025

**Follow Up Information:**

		<p>A review of subsequent data verified that individual and systemic correction was done within the one year mandated time frame</p>
<p>2</p>	<p><b>Child Outreach Screening</b></p> <p>PVD Preparatory Charter School serves children in grades 5-8, therefore, this section is not applicable.</p> <p><i>Documentation: Data Analysis; Record Reviews Interviews</i></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>N/a</p> <p><b>Timeline:</b> N/a</p> <p><b>Progress Check:</b> N/a</p> <p><b><u>Follow Up Information:</u></b></p>

		N/a
3	<p><b>Child Find (State Performance Plan Indicator #11</b> (20 U.S.C. 1416(a)(3)(B))</p> <p>PVD Preparatory Charter Schools for the year 2023-2024 was 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><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>N/a</p> <p><b>Timeline:</b> N/a</p> <p><b>Progress Check:</b> N/a</p> <p><b><u>Follow Up Information:</u></b></p> <p>N/a</p>
4	<b>Student Accommodations and Modifications</b>	<b><u>Noncompliance Finding (if applicable):</u></b>

	<p>Communication with teachers:</p> <p>At the beginning of each school year the Special Education Department presents at the PVD Preparatory Charter School teacher orientation. This presentation provides an overview of Special Education Programs, State &amp; Federal Regulations, and the IEP development process. The special education team also delivers information about how the special education department operates at PVD Prep. Areas of discussion are; how teachers receive snapshots for IEP and 504 students. Confidentially as it applies to special education students. Scheduling IEP meetings and the need to have at least one teacher present at the meeting. How the process of MTSS takes place in the school and the importance of filling out and providing information about students. The importance of having collaboration between classroom teachers and special education service providers. There is additional PD that takes place during the year based on the leadership team.</p> <p>Each year at the beginning of the school year and after the annual IEP meeting, the special education team shares each student’s snapshot with the general education teacher and any other teachers with whom the child will work. This information is sent in confidential mode with instructions “not to share” beyond the student’s service and grade level team. This snapshot includes goals for the year, accommodations, modifications, hours of service, and any additional services the student receives. During the school year the special education team works in tandem with the grade level teams to provide the highest level of support to all differently abled students. Constant communication takes place for all students who receive support.</p> <p>General educators also have access to the (secured) paper files in which they can review upon request. The special education team meets consistently with general educators to ensure their understanding of the accommodations and modifications within the IEP.</p>	<p>No finding.</p> <p><b>Regulatory Citation:</b> N/a</p> <p><b><u>Corrective Action / Support Plan:</u></b></p> <p>N/a</p> <p><b>Timeline:</b> N/a</p> <p><b>Progress Check:</b> N/a</p> <p><b><u>Follow Up Information:</u></b></p> <p>N/a</p>
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	<p>[The director of special education has provided a schoolwide professional development over the past two years to disseminate information pertaining to the IEP and specifically the accommodations and modifications in which the school is legally responsible for providing. This has furnished teachers with insight as to abiding by a student's IEP with fidelity.]</p> <p><i>Documentation: State Performance Plan Data</i></p>	
5	<p><b>Specific Learning Disabilities Determination (SLD)</b></p> <p>PVD Preparatory Charter School is using the RTI-Based Specific Learning Disability Determination form. The school is following practices outlined by RIDE regarding identification and reevaluation of students as specific learning disabled (SLD). The team meets to review completed evaluations, observations and related data as well as to discuss the students' progress to meet identified standards compared to his/her peer or age group.</p> <p><i>Documentation: Data Analysis; Record Reviews Interviews; Observation</i></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>N/a</p> <p><b>Timeline:</b> N/a</p> <p><b>Progress Check:</b> N/a</p>

		<p style="text-align: center;"><b><u>Follow Up Information:</u></b></p> <p>N/a</p>
<p>6</p>	<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 PVP Preparatory School has had no (zero) complaints, mediations, or hearings.</p> <p><i>Documentation: Data Analysis, RIDE, Dispute Resolution Data Base</i></p>	<p><b><u>Noncompliance Finding (if applicable):</u></b></p> <p>No finding.</p> <p><b>Regulatory Citation:</b> N/a</p> <p style="text-align: center;"><b><u>Corrective Action / Support Plan:</u></b></p> <p>N/a</p> <p><b>Timeline:</b> N/a</p> <p><b>Progress Check:</b> N/a</p> <p style="text-align: center;"><b><u>Follow Up Information:</u></b></p>

		N/a
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### 3. IDEA TRANSITION

Item #	Review Information	Noncompliance Finding (if applicable) & Corrective Action/Support Plan (if applicable)
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>PVD Preparatory Charter School serves children in grades 5-8, therefore, this section is not applicable.</p> <p><i>Documentation: Data Analysis; Interviews; State Performance Plan, Record Reviews</i></p>	<p><b>Noncompliance Finding (if applicable):</b>  <u>Noncompliance Finding (if applicable):</u>            No finding.</p> <p><b>Regulatory Citation:</b> N/a</p> <p><b>Corrective Action / Support Plan:</b>            N/a</p> <p><b>Timeline:</b> N/a</p> <p><b>Progress Check:</b> N/a</p> <p><b>Follow Up Information:</b>            N/a</p>
2	<p><b>IDEA Transition Planning at the Middle Level</b></p> <p>PVD Preparatory Charter School recommends that every student at every grade participate in the IEP process. Because the school has only been open for four years this is a new procedure to the school, which has been instituted for two years.</p> <p>The transition planning at PVD Prep includes conversations at the annual IEP for students in eighth grade. When applicable the team enters what the student is interested in doing in the future on the eighth grade IEP. This</p>	<p><b>Noncompliance Finding (if applicable):</b>  <u>Noncompliance Finding (if applicable):</u>            No finding.</p> <p><b>Regulatory Citation:</b> N/a</p> <p><b>Corrective Action / Support Plan:</b>            N/a</p>

<p>information comes from a discussion with the student prior to the annual IEP or during the IEP when the parent is present.</p> <p>This process allows the team to inform the parent and student about transition planning and what will occur in the next year of school when they move to a transition IEP. At the beginning of the meeting the student is invited to share what they are interested in doing in the future. Although the school encourages students to participate, it is not mandatory. The student and family are provided with an overview by the team regarding what to expect in transition. They are told that their student may be asked to participate in the IEP and deliver information at future meetings. They will be expected to target areas of work/education after high school. They will research the things they are interested in and they may be asked to complete some surveys to determine interests.</p> <p>Parents and students are informed about the Office of Rehabilitation Services (ORS) which can assist them in the future.</p> <p>PVD Prep also maintains a full-time High School Guidance Counselor whose primary responsibilities include:</p> <ul style="list-style-type: none"> <li>● Ensuring that every graduating 8th grade student has a robust and completed Individualized Learning Plan (ILP) using the Xello curriculum (which includes a self-evaluation and other guidance related tools)</li> <li>● Providing individual and group counseling to 8th grade students and families to support their understanding of the high school admissions process, including the application timeline, testing requirements, and school selection criteria,</li> <li>● Organizing school-wide events and activities, including visits to local high schools and high school presentations at school wide community meetings,</li> <li>● Developing and delivering workshops and events for families to support their engagement in the high school application process, including information sessions on high schools, financial aid, and scholarships</li> <li>● Collaborating with high schools to advocate for our students and ensure a smooth transition to high school, including coordinating visits</li> </ul>	<p><b>Timeline:</b> N/a</p> <p><b>Progress Check:</b> N/a</p> <p>N/a</p> <p><b><u><a href="#">Follow Up Information:</a></u></b></p>
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	<p>and shadow days, communicating with high school admissions officers, and supporting students with the enrollment process, and</p> <ul style="list-style-type: none"> <li>Using data to track student progress and outcomes in the high school admissions process, and developing strategies to improve outcomes for all students.</li> </ul> <p><i>Documentation: Data Analysis; Interviews; Record Reviews</i></p>	
3	<p><b>IDEA Transition Planning at the High School Level</b></p> <p>PVD Preparatory School serves children in grades 5-8, therefore, this section is not applicable.</p> <p><i>Documentation: Data Analysis; Interviews; Record Reviews</i></p>	<p><b><u>Noncompliance Finding (if applicable):</u></b> No finding.</p> <p><b>Regulatory Citation:</b> N/a</p> <p><b><u>Corrective Action / Support Plan:</u></b> N/a</p> <p><b>Timeline:</b> N/a</p> <p><b>Progress Check:</b> N/a</p> <p><b><u>Follow Up Information:</u></b> N/a</p>
4	<p><b>Office of Rehabilitative Services (ORS) and to the Department of Behavioral Healthcare, Developmental Disabilities &amp; Hospitals (BHDDH).</b></p> <p>PVD Preparatory School serves children in grades 5-8, therefore, does not interact regularly with these entities. When the school does connect the Director of special education would be the point for these contact.</p> <p><i>Documentation: Data Analysis; Interviews; Record Reviews</i></p>	<p><b><u>Noncompliance Finding (if applicable):</u></b> No finding.</p> <p><b>Regulatory Citation:</b> N/a</p> <p><b><u>Corrective Action / Support Plan:</u></b> N/a</p> <p><b>Timeline:</b> N/a</p>

		<p><b>Progress Check:</b> N/a</p> <p><b><u>Follow Up Information:</u></b> N/a</p>
5	<p>The case managers facilitate <b>Summary of Performance (SOP)</b> as appropriate.</p> <p>PVD Preparatory School serves children in grades 5-8, therefore, this section 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> No finding.</p> <p><b>Regulatory Citation:</b> N/a</p> <p><b><u>Corrective Action / Support Plan:</u></b> N/a</p> <p><b>Timeline:</b> N/a</p> <p><b>Progress Check:</b> N/a</p> <p><b><u>Follow Up Information:</u></b> 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. PVP Preparatory School are not applicable as the school serves children in grades 5-8, therefore, this section is not applicable..</p> <p><b>(State Performance Plan Indicator #13 (20 U.S.C. 1416(a)(3)(B))</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> No finding.</p> <p><b>Regulatory Citation:</b> N/a</p> <p><b><u>Corrective Action / Support Plan:</u></b> N/a</p> <p><b>Timeline:</b> N/a</p>

		<p><b>Progress Check:</b> N/a</p> <p><b><u>Follow Up Information:</u></b></p> <p>N/a</p>
<p>7</p>	<p>PVD Preparatory School serves children in grades 5-8, therefore, Indicator 18 is not applicable.</p> <p><b>(State Performance Plan Indicator #14 (20 U.S.C. 1416(a)(3)(B))</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>No finding.</p> <p><b>Regulatory Citation:</b> N/a</p> <p><b><u>Corrective Action / Support Plan:</u></b></p> <p>N/a</p> <p><b>Timeline:</b> N/a</p> <p><b>Progress Check:</b> N/a</p> <p><b><u>Follow Up Information:</u></b></p> <p>N/a</p>