



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

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**School Support System Report and Support Plan**

**RISE Prep Mayoral Academy  
October 2017**

**SCHOOL SUPPORT SYSTEM**  
**A Collaborative System of Focused Monitoring**

**Introduction**

The purpose of the School Support System (SSS) is to provide a means of accountability for delivery of programs and services for students with exceptionalities. The School Support System model is designed to promote the involvement of the whole school district, general educators as well as special educators and parents. It is designed to learn if the district meets the regulations and what effects programs and services have on student outcomes. Finally, the SSS develops a school support plan for training and technical assistance.

To accomplish this the SSS includes these components:

- **The Orientation Meeting:** The Rhode Island Department of Education (RIDE) staff meets the Local Education Agency (LEA) to plan the site review and identify issues or initiatives that may influence programs or service delivery.
- **Data Analysis Meeting:** The RIDE staff meets to review LEA demographic information on selected reports including: the state performance plan, census information, and information collected through record review, staff questionnaires and parent interviews. To ensure that the child is at the center of the study, all analyses begin with the child. Thus, a sample of approximately 30 students with exceptionalities is selected; the records of these students are reviewed; their parents, teachers and related service providers are interviewed, and their classrooms are observed. The result is an in-depth, unified examination of the actual provision of programs and services for students with exceptionalities. The RIDE staff compiles a preliminary summary of their analyses of this data.
- **Presentation by the LEA and School Site Review:** The on-site review begins with a presentation of programs by teachers and staff. The presentation provides the review team with general and specific information on delivery of programs and services to students. Following this presentation, on-site reviews to all schools are made. The team members interview school administrators and teaching staff. Parents and central office staff are also interviewed. The team gathers sufficient information and works with the LEA personnel to generate a report, covering the following:
  - The district's compliance with the state and federal regulations, relative to the education of students with exceptionalities.
  - The quality and effectiveness of programs and services provided by the district.
  - The need for professional development and technical assistance that will enable the LEA to improve programs and services.
- **The Support Plan:** The Ride team, LEA central office and building administrators meet to review the data and complete a report of results. The group designs a professional development/technical assistance support plan with timelines for implementation. This plan enables the school and district to correct areas of non-compliance and to strengthen promising programs and correct areas of weakness in order to improve services and programs for all students.
- **The SSS Report:** The report summarizes the findings from the various data sources. The format of the report uses four divisions: Indicators, Findings, Documentation, and Support Plan. Indicators describe either performance or compliance. Findings can include a variety of some six categories, from School Improvement to Free Appropriate Public Education in the Least Restrictive Environment. The documentation section of the report distinguishes the source of the finding. The support plan reflects the response to the described findings. The support plan describes the corrective action by the district as well as resources and time lines to improve programs and services.

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**Record Review Team Leaders**

**Team A – Susan Wood and Sandra Cambio Gregoire**

The RIDE, Office of Student, Community & Academic Supports School Support System process was facilitated to provide a means of accountability for delivery of programs and services to improve outcomes for students with disabilities. The following pages reflect the findings of that process.

**1. FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE/LRE)**

Indicator		Findings	Support Plan
Result	1	<p><b>Least Restrictive Environment Data (State Performance Plan Indicator #5)</b></p> <p>Based on the FY July 1, 2017 – June 30, 2017 State Performance Plan information on RISE Prep Mayoral Academy Placement is as follows:</p> <p>The percentage of students educated 80 to 100% of the time in general education settings is 100% (RI District Average is 71.75%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 0% (RI District Average is 13.25%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 0% (RI District Average is 4.35%)</p> <p><i><u>Documentation:</u> Data Analysis; State Performance Plan</i></p>	
Result	2	<p><b>Participation and performance of children with IEPs on statewide assessments (State performance Plan Indicator #3):</b></p> <p>At this time, the students of RISE Prep Mayoral Academy are in grades K-2, meaning that none of the students have participated in statewide assessments.</p> <p><i><u>Documentation:</u> Data Analysis; State Performance Plan</i></p>	

Result	3	<p><b>Multi-Tiered System of Support (MTSS) Response to Intervention (RTI)/<u>Academics</u></b></p> <p><b>Elementary Level</b></p> <ul style="list-style-type: none"> <li>○ RISE Prep's RTI began in the 2016-2017 school year, and will continue this year in an improved form. All scholars will be considered for participation in the RTI. To determine which scholars have additional academic need, RISE Prep will implement universal assessments. In ELA, RISE Prep will use the STEP (a research-based formative assessment) to determine each scholar's literacy proficiency. For kindergarten scholars at the start of the year, scholars who assess below the Pre-Read level will be entered into the school's RTI. First grade scholars will be referred into the RTI if they achieve below a Level 3. Second grade scholars will be referred into the RTI if they achieve below a Level 6. The initial universal assessment will happen in September. All scholars will be reassessed in STEP three additional times during the school year. Scholars may be referred into the RTI if they begin to fall behind mid-year.</li> <li>○ RISE Prep develops its own Math curriculum in house. Scholars are assessed on rubric math skills weekly, with three major universal assessments through the year. The universal assessment is developed in house to align with the school's curriculum rubric. The math curriculum was developed to emulate and surpass those of other high-performing charter schools.</li> <li>○ The ELA STEP assessment breaks each level into skills. For kindergarten, scholars are assessed on letter identification and sounds, concepts about print, rhyming, and their name. First Grade STEP levels assess on Letter identification and sound, segmenting, accuracy, and comprehension. Second grade STEP levels assess</li> </ul>	
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		<p>on accuracy, fluency, oral comprehension, silent comprehension, and spelling.</p> <ul style="list-style-type: none"><li>○ Returning scholars who ended the prior school year in the RTI will be automatically eligible to receive RTI services before the universal assessment window. Scholars new to RISE Prep and who are coming out of a Head Start program, scholars who are from migrant families, homeless scholars, Neglected and Delinquent scholars, are also automatically eligible before the universal assessment. For scholars in these groups, classroom teachers will do individual assessments to determine need; scholars in automatically eligible groups will receive Title I services as required.</li><li>○ The early identification of scholars in need of targeted assistance is integral to the yearlong services RISE Prep provides. Tier 1 of RISE Prep’s academic program is the standard curriculum; it is available to all scholars at all times and is not funded by Title I. Scholars who do not meet the baseline standards for STEP will enter RISE Prep’s ELA Tier 2 RTI. Scholars who do not meet the expected standards-based math curriculum rubric will enter the Math Tier 2 RTI. In Tier 2, scholars will receive six weeks of targeted small group instruction. The instruction happens in the classroom while non-participating scholars complete independent work. Groups are set based on skill gap; for example, all participating scholars who need additional support with letter identification will be grouped together. Each skill gap will receive 15-30 minutes of additional support weekly; groups meet twice per week. Scholars with multiple gaps will meet with multiple groups; it is possible for a Tier 2 scholar to receive up to an additional 135 minutes per week of literacy or math instruction and support beyond the standard RISE Prep curriculum. Some scholars with significant need may participate in both the ELA and Math RTI; those</li></ul>	
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scholars could potentially receive an additional 270 minutes of instruction per week between the two programs. RISE Prep anticipates between 3 and 7 scholars per classroom will qualify for Tier 2 RTI services at any given time. Within the group, instruction takes the form of targeted skill rehearsal activities geared towards the differentiated needs of the scholars. Instruction is provided by the classroom co-teacher identified as the Title I provider. Each classroom has one teacher (not the primary teacher) serving in that position in addition to their regular teaching duties. Progress with targeted skills is presented by the Title I teachers and reviewed in detail on a weekly basis during grade team collaboration time. Title I teachers determine success of activities and restructure the trajectory of activities as needed. Measurable assessment data is reported in a highly organized tracker recording individual scholar data on a weekly basis.

- Scholars in the RTI are assessed weekly for improvement. At the end of the six week cycle, Title I teachers will determine if a scholar has mastered the skill and is ready to exit the program. If so, the scholar will exit the program and return to independent work time. If not, the scholar is referred to the Tier 3 level of the RTI. In Tier 3, scholars meet with Title I teachers individually for additional skill practice, instruction, and support. Services will vary in time; all scholars in Tier 3 will receive at least 30 minutes weekly of additional instruction per skill for six weeks. Title I teachers will determine if a scholar needs more than 30 minutes. In Tier 3, scholars will meet with the Title I teacher during independent work blocks, during school breakfast, or during the end of day school Excellence Block (an independent work choice block for scholars not participating in the RTI). Scholars are assessed weekly. At the end of the sixth week, Tier 3 scholars who have



		<p>mastered the skill will exit the program. Scholars who still have a skill gap will be referred to the Special Education Lead for assessment. The Special Education Lead will assess the scholar for a potential IEP; if recommended, the scholar will exit the Title I RTI and enter the Special Education Program. If the Special Education Lead determines that the scholar does not qualify for the Special Education Program, the scholar will enter another round of Tier 3 in the RTI. RISE Prep expects that each classroom will have between one and three scholars participating in the Tier 3 RTI at any given time.</p> <ul style="list-style-type: none"><li>○ Scholars may enter Tier 2 after the first universal assessment, complete the six week program and do well enough to exit, then re-enter the program for a different skill after a subsequent universal assessment. For example, a Kindergarten scholar may enter the program for a skill gap in Concepts about print at the beginning of the year, do well enough to exit the program after 6 weeks, and then develop a gap in Letter identification and sounds after the third universal assessment in the spring. That scholar would re-enter the program for the new skill gap. RISE Prep assesses frequently to ensure that scholars do not fall behind mid-year. RTI services are small group or individualized to ensure that each scholar receives high-quality interventions. Within the general curriculum, the classroom primary teachers will work to provide differentiated instruction to scholars based on the regular in-classroom assessments; the goal is to work with scholars before they fall behind and need to enter the RTI. This ensures that Tier 2 and Tier 3 of the RTI are small enough to ensure high-quality for scholars who truly need additional support.</li><li>○ In addition to the weekly assessments within the RTI, RISE Prep will perform universal assessments at least</li></ul>	
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		<p>three times during the school year. Scholars may enter the RTI at any point during the year if gaps begin to appear. Participating scholars may exit the RTI based on performance on the universal assessment. Small group, intensive instruction and support serves to give scholars the extra bump they need to catch up to the curriculum standards and excel in the school-wide academic program.</p> <ul style="list-style-type: none"><li>○ RISE Prep believes that it is critical for all scholars to fully participate in the standard curriculum; the goal of the RTI is provide additional support and raise achievement level for previously taught skills. The program is structured to take place in the classroom during scholar down time so that they do not fall further behind. Only scholars with assessed need who are formally entered into the RTI will receive these services. ELL and Special Education services are provided outside of the RTI.</li><li>○ Scholar progress is monitored on a weekly basis through the use of detailed online trackers and assessments. The tracker will note which skill scholars received additional instruction with during the week as well as whether or not they are making progress towards the goal. Title I teachers will present scholar progress data to their grade team each week; grade teams will advise and coach the Title I teacher on additional activities and strategies that may be of use.</li><li>○ The program as a whole was revisited in advance of school year 2107/18, and will be reviewed during the year and again in the early summer of 2018 as RISE Prep prepares to implement a school-wide program. The RTI as a whole will be evaluated on scholar progress, with an eye towards the goal of guiding scholars to progress out of the program and back into the general curriculum, as well as school-wide universal</li></ul>	
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		<p>assessment results. The Head of School, Director of Curriculum and Instruction, and Special Education Leads will analyze the universal assessment data to look for overall skill gaps and will tweak the general curriculum and RTI interventions to close those gaps.</p> <p><b>Middle Level</b></p> <p>RISE Prep Mayoral Academy does not serve middle school students.</p> <p><b>High School Level</b></p> <p>RISE Prep Mayoral Academy does not serve high school students.</p> <p><i><u>Documentation:</u> Data Analysis; State Performance Plan</i></p>	
Result	4	<p><b>SPP Disproportionate Representation (State Performance Plan Indicator #9 and #10)</b></p> <p>RISE Prep Mayoral Academy does not have publicly reportable data due to the small "n" size.</p> <p><i><u>Documentation:</u> Data Analysis; State Performance Plan</i></p>	
Result	5	<p><b>Suspension (State Performance Plan Indicator #4a):</b> Significant discrepancy in the rate of suspensions (for students with IEPs) greater than 10 days as compared to the rate of suspensions (for students without IEPs) greater than 10 days. This was not applicable for the RISE Prep Mayoral Academy has no students with IEPs were suspended for greater than 10 days.</p> <p><b>State Performance Plan Indicator #4b</b> 0% had: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the</p>	

		<p>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>	
Result	6	<p><b>Multi-tiered System of Support (MTSS)/Social Emotional Supports/Social Emotional Resources/Positive Behavioral Supports</b></p> <p><b>Elementary Level</b></p> <ul style="list-style-type: none"> <li>○ The early identification of scholars in need of targeted assistance is integral to the yearlong services RISE Prep provides.</li> <li>○ <b>Tier 1 Level Social-Emotional/Behavioral Supports Include:</b></li> </ul> <p><b>Explicit Expectations:</b> Directions are given with economy of language for manageable processing. They are restated by scholars in call and response format. Teachers check for understanding of directions to ensure success. Scholars know the expected ready to learn position, STAR (sitting up straight, tracking the speaker, asking and answering questions, showing respect). Scholars use a raised hand and various non-verbal signals (I need help signal, bathroom signal, I need a drink signal, tissue signals) to ask and answer questions, and to eliminate lesson interruptions/calling out behaviors.</p> <p><b>Positive behavior narration/praise:</b> Scholar positive behaviors are consistently recognized and named as examples for expected behavior. Ex: “Carl is getting right to work”, “I notice that June is writing her name so neat. Nice job, June”. Cheers/Encouragement chants are also used to reinforce positive behaviors. For example, after a scholar shows that they are engaged by answering teacher or peer questions, the whole class will chant “Way to go June!”. If a scholar is working through a difficult answer</p>	

and is showing perseverance, teachers and scholars will encourage that scholar by chanting "You got this!". If a scholar gives an incorrect answer, but corrects their response with scholar help, that scholar's determination is praised by the class, chanting "He/She worked it out!"

**Dance/Movement Breaks:** Whole brain body movements are used, whole class, throughout the day when it is noticed that scholars may be losing focus and need movement in order to maximize engagement.

**RISE Prizes:** The RISE prize system is a whole-school incentive system used to encourage positive behavior. It is not a token economy system, but rather small prizes are given to acknowledge and encourage excellent behaviors.

**Color behavior management clip system:** Teachers use a stick colored silver, green, yellow, and red and give clip changes down from green, to yellow, to red for undesired behaviors and clips back up as soon as a desired behavior is shown. Super Star Silver is awarded to scholars who show exemplary behaviors. Clip changes (up and down) are happening frequently and very quickly which reduces focus/sense of audience on other scholar's behavior. The clip system is used consistently by all staff in the building.

**Tiered Behavior System:** Types of behaviors are classified by severity and are paired with an appropriate consequence. There are explicitly defined action steps to take when Tier 2/Tier 3 behaviors are exhibited. (Tier 1 behaviors are addressed with clip changes). More severe cases will result in one-on-one teacher conversations/ behaviors addressed by the Head of School and/or appropriate school staff.

**Smiley Charts/Body Breaks:** differentiated behavior systems are used for scholars who need added behavior support. Smiley charts offer more frequent redirections/check-ins to gauge scholar investment in the system being used and understanding of expectations.

		<ul style="list-style-type: none"> <li>○ In the case of a need for counseling or social work services, RISE Prep consults with the Special Education Director to connect the students with counseling or social work services. RISE Prep has not had to utilize social workers/psychologists yet but they do have a standing resource with a consultant from East Coast Mental Wellness for counseling/therapy should scholars need it. RISE has called behavior therapists (ABAs) in last year through CBS therapy to assess/provide suggestions for a few scholars.</li> </ul> <p><b>Middle Level</b></p> <p>RISE Prep Mayoral Academy does not serve middle school students</p> <p><b>High School</b></p> <p>RISE Prep Mayoral Academy does not serve high school students</p> <p><b>School Removals/Disciplinary Policies.</b> 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>	
Result	7	<p><b>Preschool Continuum</b></p> <p>RISE Prep Mayoral Academy does not serve preschool age students</p> <p><u><i>Documentation:</i></u> <i>Data Analysis; State Performance Plan</i></p>	

Result	8	<p><b>Program Continuum Elementary Level</b></p> <p>There are 161 students at the elementary level and approximately 20 have IEPs. The special education program continuum is as follows:</p> <p>All of RISE Prep’s students are fully included.</p> <p>RISE Prep has three special education lead teachers (one for each grade level). On-site, the lead special educator and Head of School lead efforts. They both consult directly with Special Education Director. Additionally, RISE Prep has a physical education teacher trained in adaptive physical education.</p> <p>CBS Therapy is currently utilized to provide the school with speech-language pathology and occupational therapy. A consultant leads English Language Learning services. There have been no students requiring counseling, but East Coast Mental Wellness is on stand-by for referrals when needed.</p> <p>RISE Prep develops its own math curriculum in house. Scholars are assessed on rubric math skills weekly, with three major universal assessments through the year.</p> <p>Scholars in need of Tier 3 RTI supports meet with Title I teachers individually for additional skill practice, instruction, and support. Services will vary in time; all scholars in Tier 3 will receive at least 30 minutes weekly of additional instruction per skill for six weeks. Title 1 teachers will determine if a scholar needs more than 30 minutes. In Tier 3, scholars will meet with the Title I teacher during independent work blocks, during school breakfast, or during the end of day school Excellence Block (an independent work choice block for scholars not participating in the RTI). Scholars are assessed weekly. At the end of the six week Tier 3, scholars who have mastered the skill will exit the program. Scholars who still have a skill gap will be referred to the Special Education Lead for assessment.</p>	
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		<p>All students at RISE Prep begin the day with Breakfast and Morning Meeting, which transitions to a Read Aloud block. The rest of the RISE Prep day three Lit blocks and a math block, psychical education/Art, writing, a Social Studies/Science block, recess, and snack. In the 2<sup>nd</sup> grade, a particular block of time is dedicated to skills practice. Wednesdays, include an end-of-the day Community Circle, and dedicated “Excellence Block” time for specific skill-based work.</p> <p>Afterschool, RISE Prep will host two family academic events. In the Fall, the school will host the Family Literacy nights. Scholars and their family spend the evening at school engaging in activities that support classroom literacy learning. Parents are able to do these activities at home as a way of bonding and providing extra practice. In the Spring, the school will host scholars and their families for a Math night. Scholars and families spend the evening at school working through math-based activities that support classroom learning. Parents are able to do the activities at home.</p> <p>Scholars are in session 180 days, from 8am-4pm (Wednesdays end at 2:30pm, allowing for teacher meeting time).</p> <p><u>Documentation:</u> <i>Data Analysis; Interviews; Observation</i></p>	
Result	9	<p><b>Program Continuum Middle Level</b></p> <p>RISE Prep Mayoral Academy does not serve middle school students.</p> <p><u>Documentation:</u> <i>Data Analysis; Interviews; Observations</i></p>	
Result	10	<p><b>Program Continuum High School Level</b></p> <p>RISE Prep Mayoral Academy does not serve high school students.</p> <p><u>Documentation:</u> <i>Data Analysis; Interviews; Observation</i></p>	



Result	11	<p><b>Adaptive Physical Education (APE)</b></p> <p>RISE Prep has a certified Adaptive Physical Education (APE) teacher who is prepared to implement adaptive physical education (PE) practices as needed. RISE Prep has not yet had any scholars needing adaptive PE practices, but will work closely with the PE teacher to support adaptive practices for scholars should the need arise.</p> <p><i><u>Documentation:</u> Data Analysis; Interviews; Observation</i></p>	
Result	12	<p><b>Extended School Year (ESY)</b></p> <p>Currently, no (0) zero students qualified for ESY. These services will be provided should the need arise.</p> <p><i><u>Documentation:</u> Data Analysis; Interviews</i></p>	
Result	13	<p><b>Local Special Education Advisory Committee (LAC)</b></p> <p>RISE Prep launched its Local Advisory Committee in the 2017-18 school year and adhere to Rhode Island regulatory requirements.</p> <p><i><u>Documentation:</u> Data Analysis; Interviews; Observation</i></p>	
Result	14	<p><b>School Efforts to Partner with Parents (State Performance Plan Indicator #8)</b></p> <p>The public school district's rate of parent participation in the annual Special Education Statewide Parent Survey (2015-2016) is 11.1% of parents whose children have IEPs.</p> <p>Of parents with a child receiving special education services who participated in the last survey, the percent that reported that their school's efforts to involve parents as a means of improving services</p>	

and results for children with disabilities are at or above the state standard is not able to be publicly reported due to the small "N" size..

- **Family Communication:**

- The school also engage participating families through a paper survey at the end of the year, during family conferences three times during the year, and ongoing meetings with the Family Leadership Council (FLC).
- An annual meeting will take place at the start of the 2017/18 school year in which the parent policy will be distributed in English and Spanish as well as be made available as a paper handout. The policy will also be reviewed at the conclusion of the school year and if necessary revised prior to the start of the following school year.
- RISE Prep surveyed all parents, including parents of scholars served by the Title I program, at the end of the 2016/17 school year. The survey addressed many issues, including soliciting feedback on the academic interventions supported by Title I. 98% of families reported that they were satisfied or extremely satisfied with teacher communication around academic needs and scholar progress. 98% also felt that the school's curriculum and intervention program were appropriate for their scholars. 92% reported that they were happy with the process and tools the school uses to evaluate progress and recommend interventions. 89% agreed or strongly agreed that extra interventions were available to their scholar if needed. In addition to the survey, the Head of School attended a Family Leadership council meeting to solicit feedback on changes needed for next year. At this time, families and school leaders have not identified any policies that need to be changed.
- Throughout the year RISE Prep continually works

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

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

- **Home Meet and Greets:** The purpose of these visits may include opportunities for teachers and families to meet each other in a setting other than the school, for teachers to gain a deeper understanding and appreciation of scholars and their families, and for families to gain familiarity and a deeper understanding of both their scholars' teacher(s) and the greater RISE Prep community as a whole. All families are offered the opportunity to have their scholar's teachers in the home environment during the final month of summer vacation and the first two months of school.
- **School Newsletter:** A school-based newsletter is shared monthly with families in English and Spanish and posted on the RISE Prep website. It highlights events, accomplishments, and field trips. The newsletter also highlights the events for the following month. RISE Calendar: A report that

communicates scholars' school behavior is sent home daily. Families are encouraged to review this report with their scholar. In some cases, a parent signature may be required or an in person meeting will be scheduled to review expectations and develop future actions.

- **Phone Communication:** Every member of the RISE Prep staff publishes his or her cell phone number at the beginning of the year. Teachers will regularly contact families to provide a verbal update regarding both academic and behavioral progress. If questions or concerns arise, scholars and parents are encouraged to call teachers as late as 8PM. A "one call" is sent to all families the day before each school based meeting and event. "Snow Day" Communication: In the event of school cancellation due to inclement weather (hurricanes, snow, etc.), RISE Prep staff are encouraged to reach out to families who may be in need of assistance – food, shelter, childcare. Every effort is made to match them with a corresponding community resource. Teachers also use this opportunity to contact families and discuss scholar progress and answer any scholar related questions.
- **Progress Reports:** RISE Prep sends home progress reports twice per academic year, in the middle of the first and second trimesters. The reports list scholar performance on fundamental skills and includes a written comment from the scholar's teachers. Parents are required to sign the report and send it back to school.
- **Report Cards:** The district utilizes a standards-based report card. Scholar's academic progress on grade-level standards will be reported at the close of every Trimester. Teachers will also provide written comments on scholar's academic and behavioral strengths and areas of

development. In order to see the report cards, parents must schedule a family/teacher conference. At the conference, teachers go over the report card and answer any questions.

- **Family-Teacher Conferences:** At the close of Trimester 1 and 2, formal family-teacher conferences are held to update families on their scholar's progress. Teachers review the report card with parents at the conference; parents do not receive the report card if they do not attend the meeting. Teachers and school leadership may request to hold additional family-teacher conferences if academic, behavioral, or attendance concerns arise. Additionally, all families are invited to schedule appointments or to stop by and connect with their child's teachers to discuss their scholar's progress. Title 1 families will be asked about their experiences during these conferences. Families will be asked to provide feedback on how the program is working for their scholar at home and if there are any changes families would like to see.
- **Family Literacy and Math Nights:** RISE Prep will host two family academic events. In the Fall, the school will host the Family Literacy nights. Scholars and their family spend the evening at school engaging in activities that support classroom literacy learning. Parents are able to do these activities at home as a way of bonding and providing extra practice. In the Spring, the school will host scholars and their families for a Math night. Scholars and families spend the evening at school working through math-based activities that support classroom learning. Parents are able to do the activities at home.
- **Family Leadership Council:** RISE Prep's FLC will meet once per month. Facilitated by the family engagement coordinator, meetings will

provide space for families to advocate for their scholar's needs and address any issues as they arise. School staff will attend FLC meetings throughout the year to engage the FLC in planning for a school-wide program.

- RISE Prep is focused on enhancing current parent engagement efforts as well as implementing new strategies that are considered best practices for parent involvement. The school will continue to inform and involve parents and reinforce their knowledge of their rights through the following action steps: regularly disseminating information through publications such as the family handbook and newsletters; expanding the use of the school phone messaging system; providing meeting opportunities, both individual and group; offering content-based (math/literacy/science) workshops; facilitating community forums to provide parents with the opportunity to receive information and provide feedback; developing and strengthening the FLC in the school to represent all three sending communities and is representative of the intentionally diverse model. All efforts will be organized to reduce barriers and maximize accessibility for parents, including convenient meeting times, providing supports such as translation and ensuring that all written materials are in an easy to understand format.
- An annual meeting will take place at the start of the 2016/17 school year in which the parent policy will be distributed in English and Spanish as well as be made available in the Scholar Family Handbook. The policy will also be reviewed at the conclusion of the school year and if necessary revised prior to the start of the following school year. RISE Prep also has a Family Leadership Committee (FLC). The FLC

will hold monthly meetings in which all parents are invited to attend and they will be able to provide feedback on the school programming. At the end of the school year, all families will receive a survey asking for feedback about family engagement, as well as suggestions for improvement. The Head of School and Family Engagement Coordinator will meet regularly with families to solicit feedback. Survey and interview results will be used to adjust the family engagement policy and procedure going forward.

- Pursuant to federal requirements, RISE Prep will notify all parents of their right to know the qualification status of their children’s teachers and paraprofessionals. This will be done through a paper handout distributed at the beginning of the school year in variations where the most relevant components as required by ESSA are translated into the language(s) predominately spoken by parents in the district (i.e. Spanish). RISE Prep holds back-to-school meetings for new and returning parents during which the “rights to know” are discussed. RISE Prep will continue to use OneCall telephone dialing system to communicate important information to parents. This tool will complement the handbook, meetings, and will be used to notify parents of their right to know teacher qualification as appropriate.

Documentation: Data Analysis; State Performance Plan

Result	16	<p><b>Drop Out / Graduation Rate (State Performance Plan Indicator #1 and #2)</b></p> <p>As a K-2 school, this data is not applicable since there have been no</p>	
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		<p>graduating classes. No students have dropped out of school.</p> <p><u>Documentation:</u> <i>Data Analysis; State Performance Plan</i></p>	
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## 2. EVALUATION / INDIVIDUAL EDUCATION PROGRAM (IEP)

Indicator		Findings	Support Plan
Result	1	<p>Records of approximately Three (3) students were reviewed prior to the on-site review by the team leaders. Students' records were very accessible and no compliance items were seen in the records reviewed.</p> <p><i>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</i></p> <p><u>Documentation:</u> <i>Data Analysis; Record Reviews</i></p>	
Result	2	<p><b>Child Outreach</b></p> <p>As a charter school RISE Prep Mayoral Academy does not participate in Child Outreach as that is completed by the traditional LEAs</p> <p><u>Documentation:</u> <i>State Performance Plan; Data Interviews</i></p>	
Result	3	<p><b>Child Find (State Performance Plan Indicator #11)</b></p> <p>RISE Prep Mayoral Academy for the 2016-2017 year was at 100% compliance for meeting evaluation timelines for initial referrals. As of 12/7/17 the LEA was thus far at 100% compliance for meeting evaluation timelines for initial referrals for the 2017-2018 school year.</p> <p><u>Documentation:</u> <i>State Performance Plan Data</i></p>	



Result	4	<p><b>Student Accommodations and Modifications</b></p> <p>At the start of every school year, administration and Special Educators shares information with the staff, breaking down the accommodations and modifications of any student with an IEP.</p> <p>RISE Prep has a grade-level Special Educator for each level that serves as the lead for communication about accommodations and modifications for each student in that grade. The lead on-site Special Educator consults with the Special Education Director as applicable.</p> <p>After IEP meetings, information is shared with any staff not present. Any teacher can also request a meeting to view the IEPs, which are housed in a locked space on-site at RISE Prep.</p> <p>RISE Prep staff keeps a special education spreadsheet tracker up-to-date for easy communication with other staff and consultants.</p> <p><i>Documentation: Data Analysis; Interviews; Document Reviews</i></p>	
Result	5	<p><b>Specific Learning Disabilities Determination</b></p> <p>RISE Prep’s Response to Intervention (RTI) program largely informs the SPED referral process at the school, although it is not the only pathway to Special Education. The benchmarks and timelines below are intended to support classroom teachers in determining if Special Education referral is the right next step for a specific scholar based on development, grade-level, growth, and RTI progress.</p> <ul style="list-style-type: none"> <li>● <b>SPED Process Tracker</b> <ul style="list-style-type: none"> <li>○ To keep track of the many moving pieces and steps within the SPED process, RISE Prep uses a SPED Process Tracker that can be found in the school’s private folder on Google Drive. All teachers and SPED Leads are responsible for their respective role tasks within the SPED Process Tracker.</li> </ul> </li> </ul>	

		<u>Documentation: Interviews; Record Review</u>	
Result	6	<p><b>Due Process Information (State Performance Plan Indicators)</b></p> <p>Over the past three years RISE Prep Mayoral Academy has had no (zero) complaints, mediations or hearings</p> <p><u>Documentation: Data Analysis, RIDE, Due Process Data Base</u></p>	

### 3. IDEA TRANSITION

Indicator		Findings	Support Plan
Result	1	<p><b>Part C to Part B Transition (Indicator #12)</b></p> <ul style="list-style-type: none"> <li>○ Within RISE Prep’s enrollment paperwork that families receive after the lottery, is a release for all academic, behavioral, medical, and special education paperwork from the preschool or early intervention programs that each scholar attended.</li> <li>○ RISE Prep communicates directly with Woonsocket Public Schools, and other sending districts, to ensure that all documents, especially IEPs and evaluations, are sent to RISE Prep. If needed (and this has happened), RISE Prep staff will go to the Public Schools offices to pick up any paperwork.</li> <li>○ Head of School and Special Education Administrator meet in the summer, review all incoming IEPs, map out services, and meetings for each scholar in a school-wide tracker for special education leads in each grade.</li> <li>○ Teachers of scholars with IEPs are shared on the tracker to review and plan for the needs of their incoming scholars.</li> <li>○ Special Education leads create IEP and goal snapshots for</li> </ul>	

		<p>each scholar and give them to that scholar's classroom teachers for review.</p> <p><i>Documentation: Data Analysis; Interviews; State Performance Plan</i></p>	
Result	2	<p><b>IDEA Transition Planning at the Middle Level</b></p> <p>RISE Prep Mayoral Academy does not serve middle school age students.</p> <p><i>Documentation: Data Analysis</i></p>	
Result	3	<p><b>IDEA Transition Planning at the High School Level</b></p> <p>RISE Prep Mayoral Academy does not serve high school age students.</p> <p><i>Documentation: Data Analysis</i></p>	
Result	4	<p>At the high school the case manager is the point for referrals to the Office of Rehabilitative Services (ORS) and to the Department of Behavioral Healthcare, Developmental Disabilities &amp; Hospitals (BHDDH).</p> <p>RISE Prep Mayoral Academy does not serve high school age students.</p> <p><i>Documentation: Interviews; Document Review</i></p>	
Result	5	<p><b>Summary of Performance (SOP) is facilitated by the case managers as appropriate.</b></p> <p>RISE Prep Mayoral Academy does not serve high school age students.</p> <p><i>Documentation: Interviews; Document Review</i></p>	

Result	6	<p>Youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, and transition services.</p> <p>RISE Prep Mayoral Academy does not serve high school age students.</p> <p><i><u>Documentation:</u> Interviews; Document Review</i></p>	
Result	7	<p>NA% of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and who have been employed, enrolled in postsecondary school, or both within 1 year of leaving high school. The state average was 79% (<b>State Performance Plan Indicator #14</b>)</p> <p>RISE Prep Mayoral Academy does not serve high school age students.</p> <p><i><u>Documentation:</u> Interviews; Document Review</i></p>	