



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

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**School Support System Report and Support Plan**

**Highlander Charter School  
June 20, 2018**

## **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.

## **TABLE OF CONTENTS**

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

**Highlander Charter School  
School Support System Review**

**Record Review 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)**

Indicator	Findings	Support Plan
Result	<p><b>1</b></p> <p><b>Least Restrictive Environment Data (State Performance Plan Indicator #5)</b></p> <p>Based on the FY July 1, 2016 – June 30, 2017 State Performance Plan information on Highlander Charter Public Schools Placement is as follows:</p> <p>The percentage of students educated 80 to 100% of the time in general education settings is 98.48% (RI District Average is 71.05%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 0% (RI District Average is 12.5%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 1.52% (RI District Average is 5.11%)</p> <p><i>Documentation: Data Analysis State Performance Plan</i></p>	
Result	<p><b>2</b></p> <p><b>Participation and performance of children with IEPs on statewide assessments (State performance Plan Indicator #3):</b></p> <p>B. Participation rate for children with IEPs 100%.</p>	

		<p>C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievements standards 6.67% [Note: State has individual grade and content area targets (28%). State target is average target across grades and content areas. District target is average percent of students proficient across content areas (6.67%).]</p> <p><u>Documentation:</u> <i>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>Elementary Level, Middle Level/High School: Highlander has one teacher who acts as the RTI Coordinator at each campus. RTI referrals include academic, social/emotional and attendance. At the elementary level a classroom teacher is the RTI Coordinator and at the Middle/High School it is the Transition Specialist. The process is as follows:</p> <ol style="list-style-type: none"> <li>1. Teachers or other support staff refer a student to the RTI team using Skyward, our SIS system. Documentation in Skyward includes the presenting concern, recent assessment data and the interventions tried in the classroom.</li> <li>2. At the RTI meeting, which is held monthly for new student referrals, the team, which includes administration, teachers and support staff review referral information and discuss student performance.</li> <li>3. After discussion, next steps are determined as to what interventions will be put in place, who will provide intervention and duration and intensity of said intervention.</li> <li>4. A follow up meeting is scheduled for 6 weeks to look at progress.</li> <li>5. At the follow up meeting, progress is examined and student can continue to get intervention, duration or intensity of intervention can be adjusted or a new intervention may be identified.</li> <li>6. After the next follow up, if student is making progress they remain on plan. If not, team looks at duration/intensity of intervention, the likelihood that student will need intervention long term and the data available and determines if a recommendation to MDT is next step.</li> <li>7. All students recommended for after or before school tutoring are placed in RTI.</li> <li>8. All students recommended for Orton Gillingham or Wilson are placed in RTI</li> <li>9. Highlander’s Task Force on Interventions created an approved research based list of interventions for each RTI team.</li> </ol>	

		<p>Interventions include: small reading/math group with specialists, on-line practice via Lexia, My Reading Coach, and IXCEL, NEWSELA, after-school tutoring, one-to-one Orton Gillingham or Wilson tutoring, check-ins with counselor.</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	
Result	4	<p><b>SPP Disproportionate Representation (State Performance Plan Indicator #9 and #10)</b></p> <p>Highlander Charter School has no disproportionality.</p> <p><i>Documentation: 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 Highlander Charter School as 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 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><u>Multi-tiered System of Support (MTSS)/Social Emotional Supports/Social Emotional Resources/Positive Behavioral Supports</u></b></p> <p><b>Elementary Level</b></p> <p>Highlander Has multiple supports in place for students including:</p> <ul style="list-style-type: none"> <li>● school psychologist</li> <li>● school social worker</li> <li>● occupational therapist who partners with the school psychologist to run social skills groups</li> <li>● outside clinicians who see students at the school, including an art therapist</li> <li>● speech and language pathologist who works on pragmatic and social language</li> </ul> <p>For positive behavioral supports (PBS), the elementary school uses the Responsive Classroom Model. This includes using positive language, the same approach in all classrooms with traffic light system, an apology of action, and a relevant consequence for behavior.</p> <p>Teachers all use Class Dojo to partner with parents and for a point system that allows students to earn rewards.</p> <p><b>Middle Level</b></p> <p>Highlander has multiple supports in place for students including:</p> <ul style="list-style-type: none"> <li>● school psychologist</li> <li>● school social worker</li> <li>● outside clinicians who see students at the school, including an art therapist</li> <li>● MS Girls' Group</li> <li>● MS Boys' group run by YouthBuild</li> <li>● Peer Mentoring with HS students</li> </ul> <p>Teachers all use Class Dojo to partner with parents and for a point system that allows students to earn quarterly rewards such as trips, movie afternoons, etc.</p>	
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		<p><b>High School</b></p> <p>Highlander has multiple supports in place for students including:</p> <ul style="list-style-type: none"> <li>● school psychologist</li> <li>● school social worker</li> <li>● outside clinicians who see students at the school, including an art therapist</li> <li>● Boys' Group run by YouthBuild</li> <li>● Mentoring and individual meetings with YouthBuild</li> <li>● Peer Mentoring</li> <li>● Mentorship RI partnership</li> </ul> <p>The High School uses Restorative Practices as the backbone of its PBS. Advisors run morning meetings, administrators and behavior staff run restorative circles and restorative meetings. As in the Elementary and Middle, relevant consequences and apology of action are used to address behavioral concerns.</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: Student Handbook (Warren/PVD)</i></p>	
Result	7	<p><b>Preschool Continuum</b></p> <p>The preschool program is located at the Providence campus and is small (24 students in all).</p> <p>The district collects early childhood outcomes data on all children with IEPs as required by the federal Office of Special Education Programs. Teachers collect and enter authentic assessment information into an on-line child portfolio. This assessment information is used to shape and individualize instruction and to demonstrate progress.</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	

Result	8	<p>Program Continuum Elementary Level</p> <p>There are 250 students at the elementary level and approximately 36 have IEPs. The special education program continuum is as follows:</p> <p>All students are educated in a mainstream classroom setting. Specialists work collaboratively in the classroom with general education teachers during reading/writing/math. Students have whole group instruction in literacy with their general education teacher, then small group with the reading specialist/resource teacher. Some students also have Orton Gillingham tutoring. All students are placed by skill level in math class and the resource teacher is in the classroom for extra support during the math instruction and will pull small groups with in the classroom to re-teach or assist with practice. In writing, the resource teacher, speech and language teacher, occupational therapist will provide support in the regular education classroom. At times, the speech and language teacher, occupational therapist will pull small groups to work on skills specific to speech or sensory weaknesses. Social skills groups run by the school psychologist and OT and individual counseling are outside of the classroom setting.</p> <p><i>Documentation: Data Analysis; Interviews; Observation</i></p>	
Result	9	<p>Program Continuum Middle and High School Level</p> <p>There are 320 students attending Highlander Middle/High School, 35 are students with IEPs. The program continuum is as follows:</p> <p>All students are educated in a mainstream classroom setting. There is a block schedule rotating A/B Days students. Students with IEPs are placed in sections where the resource teachers are co-teaching. Students get support during the 70 minute instructional block from both the general education teacher and the resource teacher. In addition, during the elective blocks students access Wilson Reading Instruction or additional math/reading support with resource teachers. One block of math lab is available, as well. Counseling supports are provided on an individual basis and there</p>	

		<p>are also group sessions for some students. After school tutoring is also available for students on IEPs in math and reading. Students receive writing support in class.</p> <p><u>Documentation:</u> <i>Data Analysis; Interviews; Observations</i></p>	
Result	10	<p>Adaptive Physical Education (APE)</p> <p>Highlander has one (1) student who currently has adaptive physical education. The physical education teacher is also certified as an APE teacher and is able to provide service per the IEP.</p> <p><u>Documentation:</u> <i>Data Analysis; Interviews; Observation</i></p>	
Result	11	<p>Extended School Year (ESY)</p> <p>Extended School Year is determined by the team at the IEP meeting. Services are either met at the Highlander Summer Program (ie: academic and social intervention with supports as needed) or students needs are met in other service delivery models depending on student needs:</p> <ol style="list-style-type: none"> <li>1. Sensory/kinesthetic experiences for students with Autism</li> <li>2. Outsourced speech and language and/or occupational therapist</li> <li>3. Summer School in therapeutic out placement</li> </ol> <p><u>Documentation:</u> <i>Data Analysis; Interviews</i></p>	
Result	12	<p><b>Local Special Education Advisory Committee (LAC)</b></p> <p>Highlander works diligently to ensure address to the RI regulatory requirements. Increasing membership and actively recruiting parents to serve in leadership capacity is on ongoing effort.</p> <p><u>Documentation:</u> <i>Data Analysis; Interviews; Observation</i></p>	

Result	13	<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 (2016-2017) is 8.16% 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 and results for children with disabilities are at or above the state standard is 89%.</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	
Result	14	<p><b>Drop Out / Graduation Rate (State Performance Plan Indicator #1 and #2)</b></p> <p>Highlander Charter School does not have this data yet on high school graduates as they only recently began having 12th grade students.</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	

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

Indicator		Findings	Support Plan
Result	1	<p>Records of approximately six (6) 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>- Short-term objectives not consistently measurable</li> </ul>	<p>Assurances will be provided to the Rhode Island Department of Education, Office of Student, Community and Academic Supports, that compliance issues are addressed and rectified.</p>

		<p>- Random typos</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; Interviews; Observation</i></p>	<p>This Support Plan is applicable for all compliance findings in this section.</p> <p><b>Timeline:</b> Immediately and ongoing</p> <p><b>Progress Check:</b> April 2019</p> <p><b><u>FOLLOW-UP FINDINGS:</u></b></p> <p>Issue resolved.</p>
Result	2	<p><b>Child Find (State Performance Plan Indicator #11)</b></p> <p>As of 6/20/18 to Highlander Charter School 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	3	<p><b>Student Accommodations and Modifications</b></p> <p>Throughout the district special educators completed summary sheets on all students and that is then sent to the general education teachers. In August meetings are held by grade group and special educators review IEP summary sheets with all teachers.</p> <p><u>Documentation:</u> <i>Data Analysis; Interviews; Document Reviews</i></p>	

Result	4	<p><b>Specific Learning Disabilities Determination</b></p> <p>Highlander’s process for LD determination begins with the RTI process explained in prior section of this document. Once students are referred by the RTI Team to the MDT, at the next MDT meeting the team reviews the RTI information including attendance, ELL status, what interventions were tried, duration of interventions and assessment results. Following steps:</p> <ol style="list-style-type: none"> <li>1. Determine what data is available.</li> <li>2. Determine if more information is needed.</li> <li>3. Determine what, if any, further assessment is needed.</li> <li>4. Look at student performance compared to peer group.</li> <li>5. If team decides to move forward with referral, Highlander always does a cognitive and educational for initial referral, even if other assessment data is necessary.</li> <li>6. Review all assessments and determine if eligibility in any of the areas of academic functioning.</li> <li>7. Read out with parents and discussion of eligibility.</li> </ol> <p><i>Documentation: Interviews; Record Review</i></p>							
Result	5	<p>Due Process Information (State Performance Plan Indicators)</p> <p>Over the past three years Highlander Charter has had the following complaints, mediations or hearings:</p> <p><b><u>COMPLAINTS</u></b></p> <p><u>FY 2015 - 2016</u></p> <p><u># of Complaints:</u> 2 complaints during this period</p> <table border="1" data-bbox="336 1364 1333 1485"> <thead> <tr> <th>Case Code #</th> <th>ISSUE(S)</th> <th>RESULT</th> </tr> </thead> <tbody> <tr> <td>15-11</td> <td>Multiple</td> <td>Compliance/Noncompliance</td> </tr> </tbody> </table>	Case Code #	ISSUE(S)	RESULT	15-11	Multiple	Compliance/Noncompliance	
Case Code #	ISSUE(S)	RESULT							
15-11	Multiple	Compliance/Noncompliance							

15-12	Multiple Procedure Violations	In compliance
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FY 2016 - 2017

# of Complaints: No complaints during this period

FY 2017-2018

# of Complaints: No complaints during this period

**MEDIATIONS**

FY 2015 -2016

# of Mediations: 1 mediation during this period

Case Code #	ISSUE(S)	RESULT
16-03	Placement	Agreement

FY 2016 - 2017

# of Mediations: No mediations during this period

FY 2017 - 2018

# of Mediations: 1 mediation during this period

Case Code #	ISSUE(S)	RESULT
M18-17	Out-of-District Placement	Agreement

	<p><b><u>HEARINGS</u></b></p> <p><u>FY 2015 - 2016</u></p> <p><u># of Hearings:</u> No hearings during this period</p> <p><u>FY 2016 - 2017</u></p> <p><u># of Hearings:</u> No hearings during this period</p> <p><u>FY 2017 - 2018</u></p> <p><u># of Hearings:</u> No hearings during this period</p> <p><u>Documentation:</u> <i>Data Analysis, RIDE, Due Process Data Base</i></p>	
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### 3. IDEA TRANSITION

Indicator		Findings	Support Plan
Result	1	<p>IDEA Transition Planning at the Middle Level</p> <p>The case manager in conjunction with the transition coordinator facilitates the following:</p> <ol style="list-style-type: none"> <li>1. Administer transition assessments (vocational &amp; person centered) and interest inventories.</li> <li>2. Conduct student interview,</li> <li>3. Fill in transition pages with student,</li> </ol> <p><u>Documentation:</u> <i>Data Analysis; Interviews; Record Reviews</i></p>	



Result	2	<p>IDEA Transition Planning at the High School Level</p> <p>The case manager in conjunction with the transition coordinator facilitates the following:</p> <ol style="list-style-type: none"> <li>1. Administer transition assessments (vocational &amp; person centered) and interest inventories.</li> <li>2. Referral to ORS/BHDDH as needed.</li> <li>3. Education/training: research colleges and/or career opportunities.</li> <li>4. Employment: research training programs/ job opportunities.</li> <li>5. Independent living: driver's education, RI Public Transit Authority (RIPTA), campus life, SSI benefits.</li> <li>6. Pre- ETS.</li> <li>7. Connect to Careers, Dare to Dream and other opportunities offered through area schools.</li> </ol> <p><i>Documentation: Data Analysis; Interviews; Record Reviews</i></p>	
Result	3	<p>At the high school the case manager is the point for referrals to the <b>Office of Rehabilitative Services (ORS)</b> and to the <b>Department of Behavioral Healthcare, Developmental Disabilities &amp; Hospitals (BHDDH)</b>.</p> <p><i>Documentation: Interviews; Document Review</i></p>	
Result	4	<p><b>Summary of Performance (SOP)</b> is facilitated by the case managers as appropriate.</p> <p><i>Documentation: Interviews; Document Review</i></p>	
Result	5	<p>Youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, and transition services. The Highlander Charter School is 100% compliant with the requirements. <b>(State Performance Plan Indicator #13)</b></p> <p><i>Documentation: Interviews; Document Review</i></p>	