



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

School Support System Report and Support Plan

**The Greene Public Charter School
April, 2022**

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 stratified random sample of students with IEPs 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 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/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 section of the report distinguishes the source of the finding as compliance or result. 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 timelines to improve programs and services.

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**The Greene Public Charter School
School Support System Review**

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>Least Restrictive Environment Data (State Performance Plan Indicator #5)</p> <p>Based on the FY July 1, 2019 – June 30, 2020, State Performance Plan information on The Greene Public Charter School Placement is as follows:</p> <p>The percentage of students educated 80 to 100% of the time in general education settings is 91.11 % (RI District Average is 76.00 %)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 4.44 % (RI District Average is 11.50 %)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 0.00 (RI District Average is 3.50 %)</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	
Result	2	<p>Participation and performance of children with IEPs on statewide assessments (State performance Plan Indicator #3):</p> <p>B. Participation rate for children with IEPs-N/A.</p> <p>C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievements standards - N/A</p> <ul style="list-style-type: none"> • Due to the global pandemic, Rhode Island State Assessment was not facilitated in 2020. <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	

Result	3	<p>Multi-Tiered System of Support (MTSS) Response to Intervention (RTI)/Academics</p> <p>The Greene School conducts universal screenings in the areas of reading and math, using STAR as its progress monitoring tool. The school began to use this system at the beginning of the 2016/2017 School Year; all students will be screened annually at three points over the course of a school year.</p> <p>The Greene School reviews academic student performance data on a quarterly basis. Other relevant data (attendance, social/emotional factors, discipline referrals) are factored into both professional discussions/interventions. Student needs are revisited at the follow-up meeting and either exited from this status or referred to the RTI team for additional planning and intervention.</p> <p><i><u>Documentation:</u> Data Analysis; State Performance Plan</i></p>	
Result	4	<p>SPP Disproportionate Representation (State Performance Plan Indicator #9 and #10)</p> <p>The Greene School is not disproportionate.</p> <p><i><u>Documentation:</u> Data Analysis; State Performance Plan</i></p>	
Result	5	<p>Suspension (State Performance Plan Indicator #4a):</p> <p>Suspension (State Performance Plan Indicator #4a): Significant discrepancy in the rate of suspensions (for students with IEPs) greater than 10 days as compared to the rate of suspensions (for students without IEPs) greater than 10 days. This was not applicable for the Greene Public Charter School as no students with IEPs were suspended for greater than 10 days (N/A-cell size to small).</p> <p>State Performance Plan Indicator #4b): 0% had: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or</p>	

		<p>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><u>Documentation:</u> Data Analysis; State Performance Plan</i></p>	
Result	6	<p><u>Multi-tiered System of Support (MTSS)/Social Emotional Supports/Social Emotional Resources/Positive Behavioral Supports</u></p> <p>The Greene School reviews social/emotional/behavioral student data on a quarterly basis. These meetings are referred to as Students of Concern Meetings at the school. Attendance, discipline referrals, and clinical assessments are factored into both professional discussions/ interventions. Students are revisited at the follow-up meeting and either exited from this status or referred to the RTI team for additional planning and intervention.</p> <p>The Greene School employs a .5 school psychologist, 1.5 social W/workers, a full time Dean of Students, a full time Restorative Specialist, and a full-time guidance counselor The student services staff (social work, guidance, and Dean of Students) engaged in a social/emotional learning professional development cycle that included five sessions over the course of the 21/22 school year. This series addressed creating culturally informed and trauma responsive classrooms.</p> <p><i><u>Documentation:</u> Data Analysis</i></p>	
Result	7	<p>Program Continuum Elementary Level</p> <p>Not applicable as the Greene School serves high school students.</p>	

Result	8	<p>Program Continuum Middle Level</p> <p>Not applicable as the Greene School serves high school students.</p>	
Result	9	<p>Program Continuum High School Level</p> <p>At the Greene School there are approximately 196 students and forty-one have IEPs. The program continuum is as follows:</p> <p>All students receive their specialized instruction in the general education setting. Services, typically, occur in English and math courses (grades 9 to 12). Additionally, student may receive additional special education support in a science class (chemistry). The full-time special education teacher has a five-day schedule; two of those days are reserved for case management and individual or small group instruction. Currently, there is one senior with an I.E.P. who is engaged in a full day program at the Greene School and is taking an evening course at the Community College of Rhode Island.</p> <p><i><u>Documentation:</u> Data Analysis; Interviews; Observation</i></p>	
Result	10	<p>Adaptive Physical Education (APE)</p> <p>The Greene School has one full time physical education teacher who is certified in APE. Currently, there are no students who receive this service.</p> <p><i><u>Documentation:</u> Data Analysis; Interviews</i></p>	

Result	11	<p>Extended School Year (ESY)</p> <p>ESY services are available to any student with a disability who meets the criteria concerning regression/ recoupment or emerging skills. ESY decisions are made with each student’s IEP team.</p> <p>During the summer of 2021, the Greene School offered students a literacy program which met the summer reading requirement for their grade level. This program was paired with a summer work program, where students were paid a competitive hourly wage.</p> <p><u>Documentation:</u> Data Analysis; Interviews</p>	
Result	12	<p>Local Special Education Advisory Committee (LAC)</p> <p>The Special Education Advisory Committee meets four times per year and adheres to the Rhode Island regulatory requirements per composition. The meetings are held in the early evening and have occurred virtually. The schedule of meetings for the 2021/2022 School Year included the following dates: October 6, 2021; December 9, 2021; February 17, 2022; March 31,2022.</p> <p><u>Documentation:</u> Data Analysis; Interviews</p>	
Result	13	<p>School Efforts to Partner with Parents (State Performance Plan Indicator #8)</p> <p>The public-school district’s rate of parent participation in the annual Special Education Statewide Parent Survey (2019-2020) is 100.00 % 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 7 %.</p>	

		<p>Parents were surveyed by the Greene School in March 2022 regarding collaboration and partnership, communication, procedural safeguards awareness, and understanding of the IEP process, team, and related documents. Results indicate parents overwhelmingly agree with all statements surveyed.</p> <p><u>Documentation:</u> <i>Data Analysis; State Performance Plan</i></p>	
Result	14	<p>Drop Out / Graduation Rate (State Performance Plan Indicator #1 and #2)</p> <p>The Greene Public Charter School's graduation rate is 95% for all students and 81.25 % for students with disabilities. These rates approximate the state average rates of 86% for all students and 67.9 % for students with disabilities.</p> <p>The Greene Public Charter School's dropout rate is for all students and 0.00 for students with disabilities. These rates approximate the state average rates of 8.7 % for all students and 16.7% for students with disabilities.</p> <p><u>Documentation:</u> <i>Data Analysis; State Performance Plan</i></p>	

2. EVALUATION / INDIVIDUAL EDUCATION PROGRAM (IEP)

Indicator		Findings	Support Plan
Result	1	<p>Records of approximately four students were reviewed prior to the on-site review by the team leaders. At the time this report was finalized there were no outstanding compliance items.</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>	

Result	2	<p>Child Outreach</p> <p>Not applicable as the Greene School serves high school students.</p>	
Result	3	<p>Child Find (State Performance Plan Indicator #11)</p> <p>The Greene Public Charter School for the 2020 - 2021 year was at 100% compliance for meeting evaluation timelines for initial referrals. As of 4/5/22 to The Greene Public Charter School was thus far at 100% compliance for meeting evaluation timelines for initial referrals.</p>	
Result	4	<p>Student Accommodations and Modifications</p> <p>General Educators receive the IEP Accommodations/Modifications for the students with disabilities whom they service throughout the school year. Formally, they are provided to teachers at the start of the school year and at the mid-year point to accommodate students who change teachers. The Greene School uses the Student Accommodation Form, which teachers and related service providers are required to read and sign in August of every school year.</p> <p>Most students are engaged in leading their annual IEP meeting. This experience provides students with an opportunity to discuss their accommodations/modifications with their case manager prior to the meeting and then to describe their needs to their IEP team at the scheduled meeting.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Document Reviews</p>	
Result	5	<p>Specific Learning Disabilities Determination (SLD)</p> <p>The Greene School uses a variety of data sources in making a SLD determination, including a record review, standardized testing by certified</p>	

		<p>school personnel, Star Data Assessments, teacher reports, classroom observations, and interviews with students and family members. Student performance data is graphed, and the Learning Disability Documentation Form is used to document learning gaps and rate of learning,</p> <p><i>Documentation: Interviews; Record Review</i></p>	
Result	6	<p>Due Process Information (State Performance Plan Indicators)</p> <p>Over the past three years The Greene School has the following complaints, mediations, or hearings:</p> <p style="text-align: center;"><u>COMPLAINTS</u></p> <p><u>FY 2019-2020</u> # of Complaints: No complaints during this period</p> <p><u>FY 2020-2021</u> # of Complaints: No complaints during this period</p> <p><u>FY 2021-2022</u> # of Complaints: No complaints during this period</p> <p style="text-align: center;"><u>MEDIATIONS</u></p> <p><u>FY 2019-2020</u> # of Mediations: No mediations during this period</p>	

FY 2020-2021

of Mediations: 1 mediation during this period

	ISSUE(S)	RESULT
Mediation #1	Placement	Agreement

FY 2021-2022

of Mediations: No mediations during this period

HEARINGS

FY 2019-2020

of Hearings: No hearings during this period

FY 2020-2021

of Hearings: No hearings during this period

FY 2021-2022

of Hearings: No hearings during this period

Documentation: *Data Analysis, RIDE, Due Process Data Base*

3. IDEA TRANSITION

Indicator	Findings	Support Plan
Result	<p>1 Part C to Part B Transition (Indicator #12)</p> <p>Not applicable as the Green School serves high school students.</p>	
Result	<p>2 IDEA Transition Planning at the Middle Level</p> <p>Not applicable as the Green School serves high school students.</p>	
Result	<p>3 IDEA Transition Planning at the High School Level</p> <p>The Greene School has a scope and sequence for transition assessments which includes but is not limited to the following:</p> <p>Grade 9; Student Interview and Zello Career Exploration Program, Grade 10: Transition Planning Inventory (Interview with the student, teacher, and parents), or WORK READY Assessment Summary, or Compass Assessment (ORS) Grade 11: ORS Career Exploration Assessment Summary, or MAPs, along with Student Interview Grade 12: ORS Career Exploration Assessment Summary (2nd or 3rd assessment), or MAPs follow-up, and Student Interview</p> <p><i>Documentation: Data Analysis; Interviews; Record Reviews</i></p>	
Result	<p>4 At the high school, the case manager is the point for referrals to the Office of Rehabilitative Services (ORS) and to the Department of Behavioral Healthcare, Developmental Disabilities & Hospitals (BHDDH).</p> <p>The Greene School has an on-going active partnership with O.R.S., West Bay Collaborative and the Southern R.I. Transition Center. Students with</p>	

		<p>significant disabilities are routinely referred to BHDDH. Students and their parents have been referred to Rhode Island Parent Information Network (RIPIN) to assist them with the application process for BHDDH services. Students with Intellectual Disabilities routinely participate in Student-Centered Planning (MAP) and work with their IEP team in developing a Career Development Plan (CDP).</p> <p><i>Documentation: Interviews; Document Review</i></p>	
Result	5	<p>Summary of Performance (SOP) is facilitated by the case managers as appropriate. Students who graduate from the Greene School routinely engage in a process to develop an individualized SOP document. This process includes a discussion of the purpose of the SOP and a review and explanation of the selected documents with each student. The documents are also maintained in each student's confidential record.</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. The Greene Public Charter School is 100% compliant with the requirements. (State Performance Plan Indicator #13)</p> <p><i>Documentation: Interviews; Document Review</i></p>	
Result	7	<p>Cell size is too small for public reporting (% 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 88% (State Performance Plan Indicator #14)</p> <p><i>Documentation: Interviews; Document Review</i></p>	