



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

School Support System Report and Support Plan

**SouthSide Elementary Public Charter School
December 2021**

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 20 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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**SouthSide Elementary 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	1	<p>Least Restrictive Environment Data (State Performance Plan Indicator #5)</p> <p>The percentage of students educated 80 to 100% of the time in general education settings is 86.67% (RI District Average is 71.65%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 0% (RI District Average is 10.87%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 0% (RI District Average is 5.58%)</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 for 2020-2021 is 92%.</p> <p>C. For the 2020-2021 school year, 0% of students at SouthSide with disabilities met or exceeded expectations on the RICAS-ELA, while 29% of students without disabilities met or exceeded expectations. On the RICAS-Mathematics, 0% of SouthSide’s students with disabilities met or exceeded expectations, while 11% of students without disabilities did so.</p> <p>This compares to the following Statewide data: Five percent of students with disabilities met or exceeded expectations on the RICAS-ELA, while 38% of students without disabilities met or exceeded expectations. On the RICAS-Mathematics, less than 95% of students with</p>	

		<p>disabilities met or exceeded expectations compared to 23% of students without disabilities.</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	
Result	3	<p>Multi-Tiered System of Support (MTSS) Response to Intervention (RTI)/Academics</p> <p>Elementary Level</p> <p>Tier 1: SouthSide uses the iReady Diagnostic Assessment to universally screen all students in literacy and math three times per year. Teachers also collect other literacy data at the beginning, middle, and end of the year to assess letter identification and sounds, sight word recognition, phonics skills, fluency, and comprehension. This year, the school adopted Wonders as the core ELA curriculum and Ready Math as the core math program. Both programs are on RIDE’s list of approved high-quality curricula. The school is currently supplementing literacy instruction with whole class Foundations instruction in K-3 and Just Words in grade 4-5 and are requiring all staff to take the Bridge-RI courses on the Science of Reading. In each K-5 classroom, there is a classroom teacher, 2-3 learning partners, and several interns/mentors from the MET, Roger Williams University, and Inspiring Minds. This allows the school to provide small group, differentiated guided practice of skills and concepts introduced in the whole class mini-lesson.</p> <p>At the beginning of each school year, all staff receive Professional Development (PD) in the RTI and special education processes as well as how to implement classroom modifications and accommodations with fidelity. Additionally, classroom teachers receive job-embedded coaching around best practices in Math and Literacy. SouthSide’s Reading teacher provides whole class literacy instruction in grades 3, 4, and 5 to help prepare students for RICAS, with a particular focus on answering open-ended questions using the RACES strategy. This year, SouthSide staff are receiving intensive year-long PD from the Center for Leadership and Educational Equity to improve learning outcomes for all students.</p> <p>Each grade level TIPS (Tiered Intervention Problem Solving) team meets biweekly to review classroom and progress monitoring data, look at student work, problem solve obstacles to student progress, and plan next steps. The TIPS Team is comprised of the math specialist, reading specialist, classroom teacher, special education teacher, multilingual learning specialist, and Director</p>	

of Education. Other team members such as the social worker, learning partner, speech and language therapist, and occupational therapist are invited on an as needed basis. Meeting notes are kept in a Google doc for all team members to refer to. Facilitators provide an agenda and use protocols to keep the meetings focused teaching and learning.

Tier 2: Students who score below grade level on the iReady Diagnostic Assessment are given additional assessments to determine placement for Tier 2 and 3 interventions. In Reading, students are also given the Fountas and Pinnell Benchmark Assessment and Wilson screener. In Math, students are given the Bridges Intervention Placement Tests.

Students who score one grade level below expectations are identified for Tier 2 interventions and receive supplementary targeted small group instruction with a math or literacy specialist, classroom teacher, or learning partner within the classroom. Students are grouped according to area of need and receive strategic interventions to fill in skill gaps in areas such as phonics, reading comprehension, math operations, or math problem solving. Cycles of Tier 2 instruction typically run for 6-8 weeks. During this time, students are progress monitored at least bi-weekly and data is collected and shared in Google Sheets. Research based interventions and strategies are used to provide targeted instruction. Students requiring interventions in phonics typically receive Wilson instruction. Students with weak vocabulary and comprehension may receive instruction using Aim High at Vocabulary! Bridges Math Interventions and Pirate Math Equation Quest are used for Tier 2 math interventions.

Tier 3: Students who score two or more grade levels below expectations are identified for Tier 3 interventions and receive intensive individualized instruction with a math or literacy specialist or the special education teacher. This typically occurs outside of the general classroom. Students who do not make adequate progress in Tier 2 are also referred for Tier 3 instruction where the interventions are customized for the individual student and typically move at a slower pace with more repetition of skills. In this tier, students are progress monitored weekly.

Middle Level

SouthSide Elementary Charter School does not have students at the middle school level.

		<p>High School Level SouthSide Elementary Charter School does not have students at the high school level.</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>SouthSide has not been identified as disproportionate in its identification of students with disabilities as shown by its data.</p> <p><i><u>Documentation:</u> Data Analysis; State Performance Plan</i></p>	
Result	5	<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.</p> <p>State Performance Plan Indicator #4b 0% had: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.</p> <p><i><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>Elementary Level Tier 1: SouthSide utilizes the Responsive Classroom Approach and teaches the Second Step and Jesse Lewis Choose Love Movement social emotional curriculum in all K-5 classrooms. Second Step provides explicit instruction on</p>	

	<p>anger management, impulse control, and empathy. Jesse Lewis Choose Love Movement focuses on four important character values: courage, gratitude, forgiveness, and compassion in action, which cultivates optimism, resilience, and personal responsibility. The school has also partnered with the Center for Resilience to provide weekly Mindfulness classes in all grades. The school employs a full-time social worker who provides individual counseling on an as needed basis, as well as daily emotional support to students in the authentic classroom environment and on the playground. Additionally, the school implements a positive behavioral support system in which students are recognized for demonstrating SHARK behaviors: Safe, Helpful, Appreciate, Respectful, and Kind. Finally, many classes use ClassDojo as well as recognize a Student of the Week to reinforce positive, prosocial behaviors.</p> <p>Tier 2: If there are concerns about a student’s emotional or behavioral presentation that are not met through Tier 1, the Child Study Team convenes to develop an individualized, targeted behavior plan. This typically includes weekly counseling, social skills groups, daily interventions such as check-in/check-out, parent communication, a behavior chart, an incentive plan, use of calming tools, and embedded student leadership opportunities to build self-esteem and confidence.</p> <p>Tier 3: If a student’s social emotional needs are not met through Tier 1 and 2 interventions, the Behavioral Support Team will convene to schedule an FBA and revise the behavioral intervention plan. The team is comprised of the parent, Principal, Director of Special Education, behavioral/instructional coach, social worker, classroom teacher, and occupational therapist if applicable. Community supports and special education evaluations may be recommended at this level.</p> <p>Middle Level NA - SouthSide Elementary Charter School does not have students at the middle school level.</p> <p>High School NA - SouthSide Elementary Charter School does not have students at the high school level.</p> <p>School Removals/Disciplinary Policies Behavioral expectations along with disciplinary action protocols and policies are comprehensively defined in SouthSide’s student handbook and are employed judiciously and fairly. The leadership team regularly looks at</p>	
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		removals, detentions, restraints, and suspensions to determine and address patterns in the data and to ensure that students with disabilities are not being denied access to the LRE.	
Result	7	<p>Preschool Continuum</p> <p>This section does not apply to SouthSide since the school does not have a preschool program.</p> <p>Indicator #6 NA - SouthSide Elementary Charter School does not have students at the preschool level.</p> <p>State Performance Plan Indicator #7 NA - SouthSide Elementary Charter School does not have students at the preschool level.</p> <p><i><u>Documentation:</u> Data Analysis; State Performance Plan</i></p>	
Result	8	<p>Program Continuum Elementary Level</p> <p>There are 144 students at the elementary level and approximately 18 have IEPs. The special education program continuum is as follows:</p> <ul style="list-style-type: none"> • Inclusion – full time in a classroom with one general education teacher and 2-3 learning partners. The special education teacher provides services within the general education classroom. • Resource room/pull-out – The student receives the majority of their instruction in the general education classroom with literacy and/or math pull-out services for students who need additional small group support in a quiet setting. • Related services – pull-out or push-in, for students who need occupational therapy, physical therapy, speech and language therapy, or counseling. • Alternative setting – outside placement for students whose needs cannot be met in the general education setting. At this time, the school does not have any students in an alternative placement. 	

		<p>Students that receive services outside of the classroom need a quiet setting with minimal distractions to optimize progress. Two of the three students whose services outside of the regular classroom exceed 20% of their school day are new to us this school year and came with IEP's specifying this degree of pull out services. We are making a concerted effort to provide special education services within the general education setting as much as appropriate.</p> <p>Of the 18 students on IEPs, 6 of them only receive speech services.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p>	
Result	9	<p>Program Continuum Middle Level</p> <p>SouthSide Elementary Charter School does not have students at the middle school level.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Observations</p>	
Result	10	<p>Program Continuum High School Level</p> <p>SouthSide Elementary Charter School does not have students at the high school level.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p>	
Result	11	<p>Adaptive Physical Education (APE)</p> <p>At this time, SouthSide does not have any students who require Adaptive Physical Education. If the need should arise, SouthSide will contract out a certified Adaptive Physical Education Teacher through CBS Therapy or a comparable provider.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p>	

Result	12	<p>Extended School Year (ESY)</p> <p>At each IEP meeting, the team determines whether or not special education and/or related services are necessary beyond the regular school year in order for the child to receive a Free Appropriate Public Education (FAPE). The IEP team decision for extended school year services is based upon the unique needs of a child with a disability and the Rhode Island Department of Education guidelines for ESY. When an IEP team determines that Extended School Year services are needed, the services are documented in the child's IEP and made available at no cost to the student's family. Families receive a progress report at the end of the ESY program.</p> <p>Since SouthSide has a significantly shorter summer than traditional districts and the 2020-2021 school year ended later than it typically does for SouthSide due to following the statewide calendar during the pandemic, SouthSide offered a two-week ESY program that took place from 8am-12pm on June 28-July 9. There were ten students who were recommended for academic services; however, only five attended since many of the families travel abroad during the summer. This year, the school did not have any students who required related services for ESY. Students who attended ESY were also invited to attend an additional week of SouthSide's Summer Academy which provided students with STEAM related project-based learning opportunities in addition to their core academic instruction.</p> <p><i><u>Documentation:</u> Data Analysis; Interviews</i></p>	
Result	13	<p>Local Special Education Advisory Committee (LAC)</p> <p>SouthSide's Special Education Local Advisory Committee is run by the Director of Special Education and chaired by a parent of one of the differently-abled students. This committee meets three times yearly to provide a forum in which families of differently abled students are able to express concerns, ask questions, receive information and support, and learn how to access community resources. Past workshop topics include supporting social emotional learning at home, how to help your child be successful with homework, and a presentation from RIPIN about resources they offer. Translation, child care, and dinner is provided to encourage families to attend. The first SELAC meeting for the 2021-2022 school year took place on Thursday, November 18 at 5pm. During this meeting, the roles and responsibilities of the committee were discussed. Information was provided</p>	

		<p>about the upcoming School Support System (SSS) program review, and showed families how to access special education resources on various websites including RIDE, RIPIN, the Parent Support Network of RI, and Unite RI. The school also solicited feedback from families on future topics and meeting dates. After the meetings, presentations are posted on SouthSide's website for parents who were unable to attend to access.</p> <p><i><u>Documentation:</u> Data Analysis; Interviews; Observation</i></p>	
Result	14	<p>School Efforts to Partner with Parents (State Performance Plan Indicator #8)</p> <p>SouthSide's rate of parent participation in the annual Special Education Statewide Parent Survey (2019-2020) is 100% 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 is 55%, which is above the state standard of 32%.</p> <p><i><u>Documentation:</u> Data Analysis; State Performance Plan</i></p>	
Result	16	<p>Drop Out / Graduation Rate (State Performance Plan Indicator #1 and #2)</p> <p>This section does not apply to SouthSide since we are a K-5 elementary school.</p> <p><i><u>Documentation:</u> Data Analysis; State Performance Plan</i></p>	

2. EVALUATION / INDIVIDUAL EDUCATION PROGRAM (IEP)

Indicator	Findings	Support Plan
Result	<p>1</p> <p>Records of approximately 4 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: The records were thorough and complete. No outstanding compliance issues were found.</p> <p><i>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</i></p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p>	<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. This Support Plan is applicable for all compliance findings in this section.</p>
Result	<p>2</p> <p>Child Outreach</p> <p>SouthSide's child outreach screenings are available in a range of community-based early childhood programs and by appointment September through June.</p> <p>Kindergarten Orientation takes place in August. During this time, parents are provided with detailed information while students are screened by the staff using the DIAL screener. Parents also complete a detailed Family Questionnaire on their child. The Family Engagement/Admissions Coordinator meets with Spanish-speaking families to help them complete the questionnaire. All Kindergarten students are provided with a Literacy bag that contains games, resources, and books to expand Literacy at home.</p> <p>Starting in the Summer 2022, SouthSide will be hosting an Early Start program for incoming Kindergarteners to acclimate them to the school and Kindergarten classroom, as well as to review Pre-K skills and get to know the students as learners.</p> <p>Ideally, all Kindergarten students will enter with an updated physical, vision, and hearing screening. However, in light of the challenges presented by COVID, we have afforded families with some flexibility.</p> <p>Parents of incoming students on IEPs are contacted by the Director of Special Education to gain information about their child and ensure a smooth transition. Additionally, the previous district is contacted immediately to request copies of all special education records.</p> <p><u>Documentation:</u> State Performance Plan; Data Interviews</p>	

Result	3	<p>Child Find (State Performance Plan Indicator #11)</p> <p>For the 2019-2020 and 2020-2021 school year, SouthSide Elementary Charter School was at 100% compliance for meeting evaluation timelines for initial referrals. As of 12/22/21, SouthSide Elementary Charter School was thus far at 100% compliance for meeting evaluation timelines for initial referrals for the 2021-2022 school year.</p> <p><u>Documentation:</u> <i>State Performance Plan Data</i></p>	
Result	4	<p>Student Accommodations and Modifications</p> <p>In order to ensure that all educators are aware of students' accommodations and modifications, at the beginning of the year, the special education team consisting of the Director of Special Education, special education teacher, related service providers, and if applicable the multilingual learning specialist meet with each grade level team to review the accommodations and modifications for the students in their classroom. The classroom teachers are given a copy of the IEP to keep in a secure location for them to reference throughout the year. All IEPs are also kept in a digital folder in the Google drive for educators to access as needed. Periodic classroom observations are conducted by the Director of Special Education to ensure that modifications and accommodations are being implemented with fidelity. Any concerns or questions about a child's modifications and accommodations are discussed at the bi-weekly TIPS meetings.</p> <p><u>Documentation:</u> <i>Data Analysis; Interviews; Document Reviews</i></p>	
Result	5	<p>Specific Learning Disabilities Determination (SLD)</p> <p>Before a child can be considered as potentially having a specific learning disability, he or she must progress through SouthSide's RTI process. During this time, students participate in small group, targeted, researched-based interventions with clear, measurable goals for a period of at least two six-week cycles. Each child is monitored at a minimum of bi-weekly to determine if they are making progress at a rate to realistically close the achievement gap within two years. Students who are not making adequate progress at Tier 2 will be transitioned to Tier 3 interventions. These interventions are typically delivered 1:1 at a slower rate with more repetition. If the student has made minimal progress at the end of the two cycles, they may be referred to the evaluation team.</p>	

		<p>At this meeting, the team will meet with the parents to review progress monitoring and classroom data, as well as consider other factors that may be contributing to a lack of progress. This includes MLL status, absenteeism, trauma, and vision or hearing problems. If the team decides to proceed with an evaluation, it will determine which evaluations should be conducted. This may include an educational, cognitive, and speech and language evaluation, as well as a social history, classroom observation, and rating scales. Multilingual Learners are administered a bi-lingual evaluation if warranted. If it is determined that an academic gap exists, the child's educational progress is not sufficient even with intervention, and other contributing factors are ruled out, then the student may be found eligible under SLD and an IEP will be written. In order to ensure fidelity to this process, SouthSide uses the forms outlined in the RIDE SLD guidance manual.</p> <p><i><u>Documentation:</u> Interviews; Record Review</i></p>	
Result	6	<p>Due Process Information (State Performance Plan Indicators)</p> <p>Over the past three years, SouthSide has had no complaints, mediations or hearings.</p> <p><u>Documentation:</u> Data Analysis, RIDE, Due Process Data Base</p>	

3. IDEA TRANSITION

Indicator		Findings	Support Plan
Result	1	<p>Part C to Part B Transition (Indicator #12)</p> <p>SouthSide Elementary Charter School does not have students in early intervention or at the preschool level.</p>	

		<u>Documentation:</u> Data Analysis; Interviews; State Performance Plan	
Result	2	<p>IDEA Transition Planning at the Middle Level</p> <p>SouthSide Elementary Charter School does not have students at the middle school level.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Record Reviews</p>	
Result	3	<p>IDEA Transition Planning at the High School Level</p> <p>SouthSide Elementary Charter School does not have students at the high school level.</p> <p>:</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 & Hospitals (BHDDH).</p> <p>SouthSide Elementary Charter School does not have students at the high school level.</p> <p><u>Documentation:</u> Interviews; Document Review</p>	
Result	5	<p>Summary of Performance (SOP) is facilitated by the case managers as appropriate.</p> <p>SouthSide Elementary Charter School does not have students at the secondary level.</p> <p><u>Documentation:</u> Interviews; Document Review</p>	
Result	6	Youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an	

		<p>age-appropriate transition assessment, and transition services. The Southside Charter School are NA compliant with the requirements. (State Performance Plan Indicator #13)</p> <p>SouthSide Elementary Charter School does not have students at the secondary level.</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 74% (State Performance Plan Indicator #14)</p> <p>SouthSide Elementary Charter School does not have students at the secondary level.</p> <p><i><u>Documentation:</u> Interviews; Document Review</i></p>	