

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

School Support System Report and Support Plan

Rhode Island Nurses Institute Middle College  
Charter High School

October 2013

# **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 with 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 LEA annual 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 required by the district as well as resources and time lines to improve programs and services.

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***Rhode Island Nurses Institute Middle College Charter High School  
SCHOOL SUPPORT SYSTEM REVIEW***

**TEAM MEMBERS**

**Team A – Susan Wood and Jane Keane**

1. FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE/LRE)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
		The RIDE, Office of Students, 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.	Data Analysis State Performance Plan		
Result	1	<p><b>Least Restrictive Environment Data (State Performance Plan Indicator #5)</b></p> <p>Based on the FY July 1, 2010 – June 30, 2011 State Performance Plan information on Rhode Island Nurses Institute Middle College Charter High School Public Schools Placement Data 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 5.14%)</p>	Data Analysis State Performance Plan		
Result	2	<p>Participation and performance of children with IEPs on statewide assessments (<b>State Performance Plan Indicator #3</b>): <b>Note:</b> <i>Cell size was 10 or under so data not reportable.</i></p> <p>A. The district (disability subgroup that meets the State’s minimum “n” size) did <u>not</u> meet the State’s AYP targets for the disability subgroup</p> <p>B. Participation rate for children with IEPs.</p> <p>C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards Note: State has individual grade and content area targets (38%). State target is average target across grades and content areas. District target is average percent of students proficient across content areas.</p>	Data Analysis State Performance Plan		

Result	3	<p><b>Instructional Strategies and Supports</b></p> <p>Throughout the schools there were examples of student centered, teacher facilitated differentiated instruction, with posted cooperative learning, student lead projects and problem solving, posted student work along all aligned to the GLE's, GSE's and common core.</p> <p>Use of student assessment and performance data to inform instructional practices was evident throughout the district. School faculty are engaged in analyzing student strengths and challenges through the global scholar assessments, teacher generated assessments, student work and performance along with classroom observations.</p>	Data Analysis Interviews Observation		
Result	4	<p><b>Multi Tiered System of Support (MTSS)/ Academic Response to Intervention (Rtl)/Academic</b></p> <p>Rtl is in the formation process. Currently, each grade level team meets weekly and discuss student's needs and challenges and potential interventions. Staff are currently receiving professional development in this area to expand the repertoire of core interventions and expanding the Rtl team process (academic and a social emotional) is the planning phase.</p>	Data Analysis Interviews Observation		
Result	5	<p><b>SPP Disproportionate Representation (State Performance Plan Indicators #9 and #10)</b></p> <p>The district has been identified as not disproportionate in its identification of students with disabilities as shown by its data.</p>	Data Analysis State Performance Plan		
Result	6	<p><b>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.</b></p> <p><b>Suspension (State Performance Plan Indicator #4b): Significant discrepancy in the rate of suspensions (for students with IEPs, by race /ethnicity) greater than 10 days as compared to the rate of suspensions (for students without IEPs) greater than 10 days.</b></p> <p>In 2010-2011 Rhode Island Nurses Institute Middle College Charter High School had 0 students with IEPs suspended more than 10 days. The total of all students suspended more than 10 days was 0. In 2011-2012, Rhode Island Nurses Institute Middle College</p>			

		<p>Charter High School had 0 students with IEPs suspended more than 10 days. The total of all students suspended more than 10 days was 0.</p> <p><b>Multi Tiered System of Support (MTSS)/ Social Emotional Resources/Positive Behavioral Interventions and Supports (PBIS)</b></p> <p>Rtl is in the formation process. Staff are currently receiving professional development in this area to expand the repertoire of core interventions and an overall Rtl team (academic and social/emotional) is the planning phase.</p> <p>Students participate in an advisory three times a week. There is a specialized advisory for student facilitate by the special educators and the social worker.</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>			
Result	7	<p><b>Preschool Continuum</b></p> <p><i>Rhode Island Nurses Institute Middle College Charter High School does not serve preschool students as it is a high school setting.</i></p> <p><b>State Performance Plan Indicator #7</b> (Not applicable)</p> <p>Of the preschool children who entered the preschool program below age expectations, the percentage who demonstrated substantial improvements by the time they turned 6 years of age or exited the program:</p> <ul style="list-style-type: none"> <li>-Positive social-emotional skills (including social relationships);</li> <li>-Acquisition and use of knowledge and skills (including early language/ communication and early literacy); and</li> <li>-Use of appropriate behaviors to meet their needs.</li> </ul>	Data Analysis State Performance Plan		
Result	8	<p><b>Elementary Level</b></p> <p>Rhode Island Nurses Institute Middle College Charter High School does not serve elementary school students as it is a high school setting.</p>	Data Analysis Interviews Observation		

Result	9	<b>Program Continuum Middle Level</b>  <i>Rhode Island Nurses Institute Middle College Charter High School does not serve elementary school students as it is a high school setting.</i>	Data Analysis Interviews Observation	.	
Result	10	At Rhode Island Nurses Institute Middle College Charter High School there are approximately 270 students and 21 have IEPs. The program continuum is as follows:  Specialized instruction and supports for students with IEPs predominately in inclusive settings. Delivery of specialized instruction and encouragement of student participation was enhanced by the use of technology for all students.  Push in/Pull out. As appropriate, small group instruction is provided for students both within the general education setting (push in) and as pull-out instruction for more intensive service delivery	Data Analysis Interviews Observation	.	
Result	11	Adaptive Physical Education would be provided per the IEP. Rhode Island Nurses Institute Middle College Charter High School has a RIDE approved waiver for physical education.	Data Analysis Interviews Observation		
Result	12	Extended School Year (ESY) is offered in the district per the IEP. Currently, no students have been determined to need ESY.	Data Analysis Interviews Observation		
Result/ Compliance	13	<b>Local Special Education Advisory Committee (LAC)</b>  Rhode Island Nurses Institute Middle College Charter High School is in the process of recruiting members and establishing a committee but currently does not have an active Local Special Education Advisory Committee (LAC).  RINI has taken steps to try and organize a LAC committee. RINI did send a letter in the summer to parents to introduce the special education staff and encourage their involvement in their student's education. The LAC was explained in the letter. A calendar of LAC meetings was also included. A flyer of the first meeting describing the topic for the evening was also included. Unfortunately, no parents came the evening of the first scheduled meeting. RINI continue to have the meetings as scheduled but will take steps to call parents and encourage their attendance. We are also speaking to parents to see if we can find a parent who would be the chair.	Data Analysis Interviews Observation	A local advisory committee with membership, operation, and scheduled meetings, consistent with Regents' requirements will be established in place and is supported by the district. Timeline: Immediately and ongoing. Progress check: January 2014	RINI Special Education Dept. has collaborated with the PTO to jointly host meetings that address issues for both parents with and without special needs. A Local Special Education Advisory Committee

					has been developed with two parents of special needs students, an eighteen year old student with special needs, a regular education and special education teacher, and the Special Education Director. A schedule of meetings was developed. Workshops were planned to address The Common Core Standards, The Adolescent Brain, and Guidance on Navigating the students high school years.
Result	14	<p><b>School Efforts to Partner with Parents (State Performance Plan Indicator #8):</b> The district's rate of parent participation in the annual Special Education Statewide Parent Survey (2011-2012) is 9% 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 31%.</p>	Data Analysis State Performance Plan		

Result	15	<b>Drop Out /Graduation Rate (State Performance Plan Indicators #1 and #2)</b> The Rhode Island Nurses Institute Middle College Charter High School will have its first graduating class in June of 2014, hence, this indicator is not yet applicable.	Data Analysis State Performance Plan		
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<b>2. EVALUATION/ INDIVIDUAL EDUCATION PROGRAM (IEP)</b>					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Result/ Compliance	1	Records of approximately three students were reviewed prior to the on-site review by the team leaders. Students' records were very accessible. The record review process identified the following:  -Vocational assessment results need to be completed per regulatory requirements and in a timely manner embedded into the IEP. -If test score are listed they need to be self explanatory -Measurable short term objectives were vague/unclear measurability  (RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)	Data Analysis Interviews Observation	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.  Timeline: June 2014	Verification confirmed.
Result	2	Rhode Island Nurses Institute Middle College Charter High School is a high school setting so does not facilitate child outreach.	State Performance Plan data Interviews	.	
Result	3	<b>Child Find (State Performance Plan Indicator #11)</b>  Rhode Island Nurses Institute Middle College Charter High School for the 2012-2013 year did not have any initial referrals. As of 10/20/2013, Rhode Island Nurses Institute Middle College Charter High School had not had any initial referrals for the 2013-2014 school year.	State Performance Plan data		
Result	4	Throughout the district special educator completes an education support summary that is then sent to the general education teachers.	Data Analysis Interviews		

			Observation		
Result	5	<p><b>Specific Learning Disability (SLD) identification determination</b></p> <p>The high school is in its third year of existence so thus far no students have been reevaluated for SLD. This will be changing in the near future as student's reevaluation are up for consideration. There is a myriad of data that is reviewed and collected, however, a formalized process is being established.</p>	Data analysis		
Result	6	<p><b>Due Process Information (State Performance Plan Indicators #16, #17, #18 &amp; #19)</b></p> <p>Rhode Island Nurses Institute Middle College Charter High School has not had due process complaints, mediation, resolutions sessions or hearings.</p>	Data analysis		

<b>3. IDEA TRANSITION</b>					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Result	1	<p><b>Part C to Part B Transition (Indicator #12)</b></p> <p>Rhode Island Nurses Institute Middle College Charter High School is a high school setting so does not facilitate Part C to Part B transition.</p>	Data Analysis Interviews State Performance Plan		
Result	2	<p><b>IDEA Transition Planning at the Middle Level</b></p> <p>Rhode Island Nurses Institute Middle College Charter High School is a high school setting so does not facilitate middle level transition planning.</p>	Data Analysis Interviews Observation		
Result	3	<p><b>IDEA Transition Planning at the High School Level</b></p> <p>The case manager is responsible for facilitating transition planning and vocational assessments. The transition skills assessment summary is currently used. Staff are looking at expanding the transition scope and sequence.</p>	Data Analysis Interviews Observation		
Result	4	<p>At the high school the case manager is the point for the Office of Rehabilitative Services (ORS) referrals at the school.</p>	Interviews Document Review		

Result	5	Summary of Performance (SOP) is facilitated by the case manager as appropriate.	Interviews Document Review		
Result	6	The Rhode Island Nurses Institute Middle College Charter High School first graduating class is June 2014, hence, this indicator is not yet applicable  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. <b>(State Performance Plan Indicator #13)</b>	Interviews Document Review		
Result	7	The Rhode Island Nurses Institute Middle College Charter High School will have its first graduating class in June of 2014, hence, this indicator is not yet applicable.  Percentage of youth who are no longer in secondary school, has 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 78%. <b>(State Performance Plan Indicator #14)</b>	Interviews Document Review		