



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

School Support System Report and Support Plan

**International Charter School Public School
May 2020**

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.

TABLE OF CONTENTS

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

International Charter Public 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>1 Least Restrictive Environment Data (State Performance Plan Indicator #5)</p> <p>Based on the FY July 1, 2017 – June 30, 2018 State Performance Plan information on International Charter School (ICS) placement is as follows:</p> <p>The percentage of students educated 80 to 100% of the time in general education settings is 97% (RI District Average is 71.05%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 3% (RI District Average is 12.5%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 0% (RI District Average is 5.11%)</p> <p>Currently there is one student who is placed in an out of district private special education day school. Making this % currently 3%.</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	
Result	<p>2 Participation and performance of children with IEPs on statewide assessments (State performance Plan Indicator #3):</p> <p>B. State assessment data results from the 2017-2018 school year indicate that 100% of students with IEPs participated in the state assessments in ELA, Math and Science.</p> <p>C. State assessment data results from the 2017-2018 school year indicate that 0% of students with disabilities met the standard across the content areas in comparison to all students where 24.75% met the standard. Service delivery and supports remain the same as in previous years. One hundred percent of students in district are in the general education setting receiving supports and services at least 80% of the time. All components of the students' IEPs including, Academic Present Levels of Performance Strengths and Needs, Baselines, and Goals and Short-Term Objectives are aligned to the school rubric based progress report, which is aligned to the RI Common Core and</p>	

		<p>WIDA Standards. Currently one student attends an out of district private special education therapeutic day program.</p> <p>No students at ICS are currently eligible for Alternate Assessment.</p> <p><i>Documentation: Data Analysis</i></p>	
Result	3	<p>Multi-Tiered System of Support (MTSS) Response to Intervention (RTI)/Academics</p> <p>Elementary Level Response to Intervention Assessment and Eligibility Process</p> <ul style="list-style-type: none"> ● Grade level teams assess and review screening and benchmark data at 3 times per year (refer to school-wide assessment matrix for assessments and schedule) ● Grade level teams act as a Response to Intervention Team (Rtl) throughout the year and Personal Literacy Plan (PLP) processes are integrated under the umbrella of the Rtl team ● Students scoring below expected benchmarks on local literacy assessments will qualify for a PLP/tier 2-3 intervention (Refer to the ARC Rtl Levels Chart for the Start of School document found in the 100 Book Challenge Instructional Framework) ● Students scoring 50% or more well below expected cut scores on AIMSweb benchmark assessments will qualify for tier 3 math intervention (refer to aimswebPLUS National Norms document for cut scores) ● Students who meet the RIDE criteria for identification as an EL receive inclusion ESL services through a dual language immersion model and a sheltered instruction approach to teaching and learning ● All Rtl History Pages are housed electronically on Google Drive in a folder labeled RTI; all Rtl History Pages and Rtl Student Goals will be printed and stored in student cumulative records ● Families are informed about Rtl interventions and the status of those plans on the report card, or more often as necessary; a parent letter and survey may be sent home whenever intensive goals are developed <p>Defining Types of Intervention Goals</p> <ul style="list-style-type: none"> ● Targeted Goals are tier two intervention plans for differentiated instruction and instructional strategies that scaffold the core curriculum ● Intensive Goals are tier three intervention plans for differentiated instruction and instructional strategies that intensify the differentiation for the core curriculum and/or that are significantly different from the core curriculum <p>Targeted Goal Creation, Delivery, and Review (Tier 2)</p>	

- Classroom teachers or support staff create, deliver, and progress monitor targeted interventions
- Team teachers coordinate targeted literacy and math interventions
- Classroom teachers are responsible for creating and delivering targeted intervention plans in small groups or through individual conferences in the classroom setting.
- Targeted goal review meetings take place at the end of each trimester to check on the overall status of targeted interventions in each student's Rtl plan. However, goals should be reviewed every 4-6 weeks.
- Classroom teachers review or intensify interventions with the support of the Rtl team during bi-weekly grade-level common planning time
- There is a folder of resources called Enrichment Resource in the Rtl folder in Google Drive to support targeted interventions
- PLPs have to be documented for K-5 through RI law, therefore, students with an IEP have an Rtl plan to record and monitor their PLP

Intensive Goal Creation, Delivery, and Review

- Classroom teachers or support staff create intensive interventions with the support of the Rtl team
- Intensive interventions are delivered and progress monitored by classroom teachers or support staff in a setting that is most appropriate for the child
- Data intervention meetings once a trimester focus on developing, modifying, and checking on the overall status of each intensive intervention
- Intensive goals written, delivered, and progress monitored by Support Staff need to be planned in conjunction with the classroom Rtl plan for differentiated core instruction

Additional Resources

- RIDE Short Cycle of Inquiry to determine patterns of need and instructional plan
- Personal Literacy Plan Guidelines: RIDE Third Edition, 2013
- RIDE Comprehensive Literacy Plan
- RIDE Criteria and Guidance for the Identification of Specific Learning Disabilities
- RIDE English Language Learner Identification Procedure

Middle Level

International only serves elementary students

		<p>High School Level International only serves elementary students</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	
Result	4	<p>SPP Disproportionate Representation (State Performance Plan Indicator #9 and #10)</p> <p>International Charter School is not disproportionate</p> <p><i>Documentation: 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. This was not applicable for the International Charter Public School as no students with IEPs were suspended for 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>Documentation: 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 The International Charter School has a full time Behavior Specialist supporting faculty and students throughout the day either in class or in individual sessions. The Behavior Specialist is also a member of the Behavior Support Team. The Responsive Classroom model is a school-wide approach supporting social emotional growth and development</p>	

along with classroom management. Some elements include:

- Morning Meeting
- Rules and Consequences
- Guided Discovery
- Academic Choice
- Classroom Organization
- Family Communication Strategies

Positive Behavioral Supports and Interventions (PBIS)

The International Charter School is a modified PBIS School. As International Charter has transitioned and been designated an International Baccalaureate school, International Charter has moved from emphasizing 3 school wide expectations to focusing on the learner profile attributes outlined in the IB Primary Years Program. These attributes include encouraging students to be Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers, Balanced and Reflective. Visuals addressing these attributes are posted throughout the school and in every classroom. As a school, International Charter still follows the pathway process for addressing student behavior and referrals and we use the SWIS system for data collection. Overall the focus and practice remains the same:

- Outcomes – Academic and behavioral outcome targets that are endorsed and emphasized by students, families and educators.
- Practice – Interventions and strategies that are evidence based.
- Data – Information that is used to identify status needed for change and effects of interventions.
- Systems – Supports that are needed to enable the accurate and durable implementation of the practice of Positive Behavior Support.

BST

The International Charter School facilitates a Behavior Support Team to address students who are experiencing social emotional and or behavioral challenges. The team meets weekly to monitor student data (SWIS), make recommendations to classroom teachers and when necessary conduct functional behavioral assessments as well as develop positive behavior support and intervention plans.

The team is composed of school administration, special education director, special education teachers, classroom teachers, and the behavior specialist. The school social worker chairs the team. Other educators and or service providers attend as appropriate. The team uses data from the SWIS system through PBIS to look at school-wide and individual student data.

		<p>Second Step: The school social worker and behavior specialist deliver the Second Step SEL curriculum to all grades all classes weekly throughout the school year. (The Second Step K–5 Suite provides a fully integrated framework for protecting elementary school students and promoting their social, emotional, and academic success. By combining the Bullying Prevention Unit and Child Protection Unit with the foundational Second Step Social-Emotional Learning, it uses a simplified approach for safe, supportive schools. Each component’s lessons are age-appropriate, easy to teach, and fun to learn.)</p> <p>School Removals/Disciplinary Policies. Throughout the school behavioral expectations along with disciplinary action protocols and policies are comprehensively defined in the Behavior Code policy and included in the family and staff handbooks which are both distributed annually and posted online.</p> <p>Middle Level International only serves elementary students</p> <p>High School International only serves elementary students</p> <p><i>Documentation: Data Analysis</i></p>	
Result	7	<p>Preschool Continuum International only serves elementary students. It does not have preschool age students.</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	
Result	8	<p>Program Continuum Elementary Level There are 372 students at the elementary level and approximately 37 have IEPs. The special education program continuum is as follows:</p>	

Special education services and supports are typically inclusively provided in the general education setting facilitated in English, Spanish and or Portuguese. One special educator is assigned to the K-5 Spanish and Portuguese classes while the other special educator supports the K-5 English classes. The program includes a teacher assistant who provides academic support to students along with a special educator when working with larger groups of students. A separate setting can be made available for those students needing more individualized instruction and or support. Instruction is provided through a variety of strategies including, but not limited to, the following:

- Individual and Small group evidence-based instruction
- Station / Center Teaching
- Inquiry
- Parallel Teaching (differentiated groups)
- Alternative Teaching (modified content and differentiated groups)
- Team Teaching (Co-teaching whole class)
- 2 full time special education teachers and 1 full time teacher assistant deliver in-class support
- Instruction is delivered in the target language whenever possible
- Speech therapists deliver services via pull out primarily. There is one bilingual speech therapist who can provide therapy in Spanish. The therapists will co-treat when student needs therapy in language other than English or Spanish
- Special education teachers and teacher assistant work with students with IEPs and with students at risk academically
- Additional faculty provide academic and behavior intervention support
- Bilingual Speech Language Pathologist Consultant provides therapy and Bi-Lingual Evaluations
- One full time school social worker conducts social skills groups and individual counseling and delivers the Second Step program. In addition, the social worker provides consultation for faculty.
- Adaptive Physical Education and Occupational Therapy services are provided

		<p>in both separate small group and integrated whole class environments</p> <ul style="list-style-type: none"> • The International Charter School contracts with CBS Therapy to provide any other services that might be needed including Physical Therapy, BCBA etc. <p>The International Charter School Program Strands Include Two Way Immersion:</p> <p>Portuguese English 1/3</p> <ul style="list-style-type: none"> • 1 class per grade • ½ a day in each language • All teachers teach 1 grade in two languages <p>Spanish/English 2/3</p> <ul style="list-style-type: none"> • 2 classes per grade • ½ a day in each language <p>2 teachers teach; 1 grade, 1 language</p> <p>The special education administrator is responsible for overseeing the evaluation of student needs, overseeing the IEP process with faculty and families, coordinating student services, providing training to staff and ensuring compliance with all IDEA regulations and RI Special Education Guidelines.</p> <p><i><u>Documentation:</u> Data Analysis; Interviews; Observation</i></p>	
Result	9	<p>Program Continuum Middle Level</p> <p>International only serves elementary students</p> <p><i><u>Documentation:</u> Data Analysis</i></p>	
Result	10	<p>Program Continuum High School Level</p> <p>International only serves elementary students</p> <p><i><u>Documentation:</u> Data Analysis</i></p>	

Result	11	<p>Adaptive Physical Education (APE)</p> <p>The school's physical education teacher is also certified in adaptive physical education. When needed she conducts evaluations and delivers services in both separate small group and integrated whole class environments.</p> <p><i>Documentation: Data Analysis; Interviews</i></p>	
Result	12	<p>Extended School Year (ESY)</p> <p>ICS provides a summer success program to students using International Charter School's benchmarking targets to identify students who are working well below grade level expectations on 50% or more of the assessment tasks for each content area. These students are invited to the Summer Success Program. All students, even students with IEPs are included in the selection process. Additionally, IEP teams determine at each student's annual IEP meeting if the student meets the requirement for Extended School Year and what IEP goals should be addressed through ESY. The ESY program runs in conjunctions with the Summer Success program and any additional services or supports are provided to students who qualify for ESY. The program generally runs for 5 weeks Monday through Thursday starting after July 4th and running through the first week of August. Hours are from 8:00 to 12:45 and both breakfast and lunch are included. The programs offer students small group and individualized instruction in reading, writing, and math with English language support through a carefully planned schedule.</p> <p><i>Documentation: Data Analysis; Interviews</i></p>	
Result	13	<p>Local Special Education Advisory Committee (LAC)</p> <p>The International Charter School has a Local Advisory Committee that meets 4-5 times per year. Meetings agendas usually include information sharing with families of important statewide and school wide topics. Meetings this year were scheduled on 10/02/19, 11/15/19, 1/15/20, 3/20/20 and 5/18/20. Parents are informed of the LAC and the meeting schedule at each IEP and at the beginning of each school year when the meeting schedule is sent home. Flyers are also sent home prior to each meeting reminding parents and inviting them to come. Attendance has declined in recent years and the school is working with several veteran families to try and come up with better ways to involve the immigrant families.</p> <p><i>Documentation: Data Analysis; Interviews</i></p>	

Result	14	<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 (2017-2018) is 97% 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 51%.</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	
Result	16	<p>Drop Out / Graduation Rate (State Performance Plan Indicator #1 and #2). n/a</p> <p>International only serves elementary 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>Child Outreach</p> <p>International is a charter school that only serves elementary student</p>	
Result	3	<p>Child Find (State Performance Plan Indicator #11)</p> <p>International Charter Public School for the 2017-2018 year was at 100% compliance for meeting evaluation timelines for initial referrals. As of 5/20/20 to International Charter Public School was thus far at 100% compliance for meeting evaluation timelines for initial referrals.</p> <p><i>Documentation: State Performance Plan Data</i></p>	

Result	4	<p>Student Accommodations and Modifications</p> <p>The IEP team determines the accommodations and modifications that a student may need at the student's IEP meeting. The student's regular education teachers attend the IEP team meeting and contribute to the decisions made regarding accommodations and modifications. After each student's annual IEP meeting the special education team distributes lists with a description of all accommodations and modifications including assessment accommodations that are outlined in the student's IEP to all staff who have direct contact with the student including itinerant teachers. The special education team redistributes the accommodations and modifications lists to students' teachers and necessary staff at the beginning of every school year as well. The special education teachers meet with each student's new teachers to ensure they understand the accommodations and modifications. Special education teachers also meet weekly with regular education teachers and monthly with itinerant teachers during common planning to ensure fidelity with implementation and assist as needed.</p> <p><i>Documentation: Data Analysis; Document Reviews</i></p>	
Result	5	<p>Specific Learning Disabilities Determination (SLD)</p> <p>When determining if a student has a specific learning disability, evaluation and assessment information is gathered from a variety of sources including but not limited to formal evaluations, formative and summative assessment information, progress monitoring data, benchmark assessment data, classroom observation, parent and teacher reports and outside evaluations where applicable. For any referral where a specific learning disability is suspected students must be given 2 cycles of intensive intervention. This is accomplished through the school's RTI program. ICS uses universal screening to provide intervention to all students experiencing learning gaps.</p> <p>When a student is referred for special education evaluation the evaluation team reviews all relevant data to determine a) if the student's achievement on state approved grade level expectations and English language proficiency standards is significantly different than his/her peers and b) that the student is not making sufficient progress to meet age or state approved grade level expectations and English language proficiency standards after receiving evidence based interventions that were delivered with fidelity. Areas assessed to complete the achievement gap and sufficient progress analysis include; oral expression, listening comprehension, written expression, basic reading skills, reading fluency, reading comprehension, math calculation and math problem solving. If the evaluation team determines that there is an achievement gap and insufficient progress after two cycles of intervention, then the student is identified as having a specific learning disability and in need of specially designed instruction.</p>	

		<i>Documentation: Data Analysis</i>	
Result	6	<p>Due Process Information (State Performance Plan Indicators)</p> <p>Over the past three years has no (zero) complaints, mediations or hearings.</p> <p><i>Documentation: Data Analysis, RIDE, Due Process Data Base</i></p>	

3. IDEA TRANSITION

Indicator		Findings	Support Plan
Result	1	<p>Part C to Part B Transition (Indicator #12)</p> <p>International Charter School does not transition students from IDEA Part C to Part B as ICS begins at grade Kindergarten. ICS does provide activities and opportunities to orient new students attending the school. Each year in the spring, incoming kindergarten students and their parents attend an orientation and are provided with information on how to prepare their child for the first day of kindergarten. Additionally, parents learn about typical 5 year old behavior and development. The children get a chance to meet and spend time with each other and their teachers.</p> <p>New students entering ICS at grades other than kindergarten are invited in with their parents for a tour and some shadow time in a grade level classroom. They also are provided with a “buddy” in the classroom to provide support with the transition. The buddy is a companion, resource, and guide for the new student. ICS provides a middle school fair and transition information for fifth graders who are leaving ICS to attend middle school.</p> <p>The ICS special education teachers make themselves available for a transition meeting with parents and the LEA for incoming or outgoing special education students to ensure a smooth transition. The special education team offers to attend the first IEP meeting for a student in their new district if the parent or team request it.</p> <p><i>Documentation: Data Analysis; Interviews; State Performance Plan</i></p>	
Result	2	IDEA Transition Planning at the Middle Level	

		International only serves elementary students <i>Documentation: Data Analysis</i>	
Result	3	IDEA Transition Planning at the High School Level International only serves elementary students <i>Documentation: Data Analysis</i>	
Result	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) . International only serves elementary students <i>Documentation: Data Analysis</i>	
Result	5	Summary of Performance (SOP) is facilitated by the case managers as appropriate. International only serves elementary students <i>Documentation: Interviews; Document Review</i>	
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 age appropriate transition assessment, and transition services. (State Performance Plan Indicator #13) International only serves elementary students <i>Documentation: Interviews; Document Review</i>	
Result	7	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	

	<p>both within 1 year of leaving high school. The state average was 74% (State Performance Plan Indicator #14)</p> <p>International only serves elementary students</p> <p><i>Documentation: Interviews; Document Review</i></p>	
--	---	--