



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

School Support System Report and Support Plan

**The Learning Community Charter School
January 2019**

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

**Learning Community 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	<p>1</p> <p>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 The Learning Community Charter School’s Placement is as follows:</p> <p>The percentage of students educated 80 to 100% of the time in general education settings is 96.84% (RI District Average is 71.05%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 0% (RI District Average is 12.5%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 3.16% (RI District Average is 5.11%)</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	
Result	<p>2</p> <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 100%. The Meeting Proficiency rate for children with IEPs against grade level, modified and alternate academic achievements standards is 3% ELA and 4% math. The Partially Meeting Proficiency rate is 59% in ELA and 61% in mathematics. [Note: State has individual grade and content area targets (28%). State target is average target across grades and content areas.]</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	
Result	<p>3</p> <p>Multi-Tiered System of Support (MTSS) Response to Intervention (RTI)/Academics</p> <p>Elementary Level: The LCCS facilitates a multi – tiered system of support (MTSS/Rtl) through the teacher support team (TST) for academic interventions and the child study team (CST) for social/emotional supports. A comprehensive systemic approach has been established. Articulated universal targeted and intensive instruction and supports</p>	

that are evidenced based addressing both academic and social emotional/behavioral interventions are individualized. Assessment tools, interventions, and progress monitoring strategies along with management practices and protocols are clearly established.

The TST is comprised of the special education administrator, the director of instruction, a reading specialist, the ELL coordinator, the school psychologist, the speech/language pathologist and others as appropriate (referring teacher, grade level coach and special educator). The team meets once a week for 1 hour and 45 minutes to review and plan for interventions and support. Interventions are individualized and may include skills groups in math and/or reading, and leveled literacy blocks. Alternative schedule options are offered for academic support in reading and math. As determined by the school calendar the support may be offered before or after school.

Reading and math specialists along with instructional coaches provide teacher consultation, student assessment along with targeted instruction for students who may be identified through the TST process.

The CST is comprised of the school social workers, school psychologist, behavior specialists, the special education director, and others as appropriate (referring teacher, grade level coach and special educator).

The TST and CST will also meet to provide appropriate interventions and support for students and their families.

Process:

1. Teacher or other support staff refer a student to the Teacher Support Team, the Child Study Team or for a combined Teacher Support Team/Child Study Team using email requests.
2. Before the RTI meeting referring teachers/staff members are asked to contact the student's family to let them know they have concerns about their child and ask the family if they have any concerns about their child. The referring teacher lets the family know that they have referred their child for an RTI Meeting.
3. At the RTI meeting, which is held weekly for new student referrals, the team, reviews referral information and discusses area of strength, area of concerns, and student background information.
4. After discussion, next steps are determined as to what interventions will be put in place, who will provide intervention and duration and intensity of said intervention.
5. A follow-up meeting is scheduled for 6 weeks to look at progress.
6. At the follow-up meeting, progress is examined, and student can continue to get intervention, duration or intensity of intervention can be adjusted or a new intervention may be identified.
7. After the next follow-up, if student is making progress they remain on plan. If not, team looks at duration/intensity of intervention, the likelihood that student

		<p>will need intervention long-term and the data available and determines if a recommendation to MDT is next step.</p> <p>Middle Level: same as elementary level</p> <p>High School Level: The LCCS is an elementary/middle level school thus, this category is not applicable.</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>The Learning Community was not disproportionate due to statistical analysis and review of policies, procedures and practices.</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 Learning Community Public Schools 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: Multi-tiered system of support (MTSS)/Social emotional supports</p> <p>The Child Study Team (CST) is comprised of the school social workers, school psychologist, behavior specialists, the special education director, and others as appropriate (referring teacher, grade level coach and special educator). The CST uses a proactive approach in developing behavior intervention plans for students, incorporating family and teacher supports to address emerging social</p>	

		<p>emotional and/or chronic behavior issues. Interventions are school based and/or supported through community partner agencies.</p> <p>Specialized social emotional groups are facilitated addressing social thinking, friendship along with grief and loss. A student mentoring program is offered supporting positive relationships amongst peers.</p> <p>Social skills groups are provided for students with social difficulties. These groups are run by the school social workers.</p> <p>School Removals/Disciplinary Policies. Behavioral expectations along with disciplinary action protocols and policies are comprehensively defined in a student handbook. Classroom teachers utilize the Responsive Classroom approach and Restorative Practices.</p> <p>Middle Level: Same as the Elementary Level.</p> <p>High School: The Learning Community Charter School is an elementary/middle level school, thus, this category is not applicable.</p> <p>School Removals/Disciplinary Policies. Throughout the district behavioral expectations along with disciplinary action protocols and policies are comprehensively defined in a student handbook.</p> <p><i>Documentation: Data Analysis, Interviews, Observations</i></p>	
Result	7	<p>Preschool Continuum</p> <p>The Learning Community Charter School is an elementary/middle level school thus, this indicator is not applicable.</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	
Result	8	<p>Program Continuum Elementary Level</p> <p>There are 396 students at the elementary level and approximately 58 have IEPs. The special education program continuum is as follows: The LCCS provides an elementary level educational program (kindergarten through fifth grade). There are three classes at each grade level with a class size of 22 students per class. A special educator along with an academic coach is assigned to the K-5 classes.</p> <p>Specialized instruction is facilitated through a fully inclusive model. Students receive their specialized instruction in a small group setting appropriate within the general education setting. Additional services and supports may be provided</p>	

		<p>through pull out/push in activities such as skills group (math and reading).</p> <p><i>Documentation: Data Analysis; Interviews; Observation</i></p>	
Result	9	<p>Program Continuum Middle Level</p> <p>There are 178 students attending The Learning Community Charter School's Middle School, 38 are students with IEPs. The special education program continuum is as follows: There are three sections for each grade level (6th, 7th and 8th) with approximately 21 students per section. For the middle level grades a special educator is assigned to each grade along with a content area coach providing academic support in ELA, math, and science/social studies.</p> <p>Specialized instruction is facilitated through a fully inclusive model. Students receive their specialized instruction in a small group setting appropriate within the general education setting. Additional services and supports may be provided through pull out/push in activities such as skills group (math and reading). IEP students also receive additional academic support during their advisory or during their extension time.</p> <p><i>Documentation: Data Analysis; Interviews; Observations</i></p>	
Result	10	<p>Program Continuum High School Level</p> <p>The Learning Community School is an elementary/middle level school thus, this indicator is not applicable.</p> <p><i>Documentation: Data Analysis; Interviews; Observation</i></p>	
Result	11	<p>Adaptive Physical Education (APE)</p> <p>LCCS does not have any student on an IEP that has Adaptive Physical Education as a goal. If needed, services would be contracted out as appropriate.</p> <p><i>Documentation: Data Analysis; Interviews; Observation</i></p>	
Result	12	<p>Extended School Year (ESY)</p> <p>The Learning Community has a four week summer program. This program has a reading, writing, and math focus. All students with IEPs are invited to participate in this</p>	

		<p>program. This program is staffed by Learning Community General Education Teachers and Learning Community Special Education Teachers. The Learning Community also has outside counselors that provide services to some students who have counseling on their IEP.</p> <p><u>Documentation:</u> Data Analysis; Interviews</p>	
Result	13	<p>Local Special Education Advisory Committee (LAC) The Learning Community holds four meetings per year, one per quarter. A Learning Community employee, who is also the parent of a child that had an IEP, is the parent liaison. An interpreter is at all meetings as many of the parents native language is Spanish. All materials provided to parents are also provided in English and Spanish. At the first meeting of the year Learning Community reaches out to parent attendees to see what they would like to learn about in future meetings.</p> <p>The parent liaison advises the school on issues concerning the needs of students with disabilities. The liaison also acts as an advocate for students with disabilities to make certain that they receive the services and appropriate supports that they need.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</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 17.7% 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 93.7%.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	
Result	16	<p>Drop Out / Graduation Rate (State Performance Plan Indicator #1 and #2)</p> <p>The Learning Community Charter School is an elementary/middle level school thus, this indicator is not applicable.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	

2. EVALUATION / INDIVIDUAL EDUCATION PROGRAM (IEP)

Indicator	Findings	Support Plan
Result	<p>1</p> <p>Records of approximately six students were reviewed prior to the on-site review by the team leaders. Students' records were very accessible. The record review process identified by following:</p> <ul style="list-style-type: none"> - Records were well organized and had no compliance findings. - A few general reminders about the IEP process were reviewed with special education administration. <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>	
Result	<p>2</p> <p>Child Outreach The Learning Community Charter School is an elementary/middle level school thus, this indicator is not applicable.</p> <p><u>Documentation:</u> State Performance Plan; Data Interviews</p>	
Result	<p>3</p> <p>Child Find (State Performance Plan Indicator #11) The Learning Community Charter School for the 2017-2018 year was at 100% compliance for meeting evaluation timelines for initial referrals. As of 1/11/19 the Learning Community Charter School was thus far at 100% compliance for meeting evaluation timelines for initial referrals for the 2018-2019 school year.</p> <p><u>Documentation:</u> State Performance Plan Data</p>	
Result	<p>4</p> <p>Student Accommodations and Modifications Throughout the district special educators completed a detailed information sheet outlining the IEP services. At the beginning of the school year special education teachers meet with the general education teachers to review the student's IEP. Special education teachers continue to meet with the general education teachers on a weekly basis.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Document Reviews</p>	
Result	<p>5</p> <p>Specific Learning Disabilities Determination The Learning Community Charter School's process for specific learning disabilities determination begins with the response to intervention (RTI) process explained in a MTSS section this document. Once students are referred by the Teacher Support Team to the multi-disciplinary team (MDT), at the next MDT meeting the team reviews the RTI</p>	

		<p>information including attendance, ELL status, what interventions were tried, duration of interventions and assessment results.</p> <p>Following steps:</p> <ol style="list-style-type: none"> 1. Determine what data is available. 2. Determine if more information is needed. 3. Determine what, if any, further assessment is needed. 4. Look at student performance compared to their peer group in all academic areas. 5. If team decides to move forward with referral, The Learning Community always does a cognitive and educational evaluation for initial referral. 6. Review all assessments and determine if eligibility in any of the areas of academic functioning. 7. Read out with parents and discussion of eligibility. <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 Learning Community has had 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>The Learning Community Charter School is an elementary/middle level school thus, this indicator is not applicable.</p> <p><i>Documentation: Data Analysis; Interviews; State Performance Plan</i></p>	
Result	2	<p>IDEA Transition Planning at the Middle Level</p> <p>Students currently utilize the Career Decision Making Assessment (CDM Internet) along with student/teacher interviews to inform the IEP.</p> <p>Starting in the 7th grade and continuing through the 8th grade the LCCS offers students and their families coordinated opportunities to explore potential high school options along with entrance requirements. Seventh grade students meet with the high school coordinator at least twice during seventh grade and once a month during eighth grade to research appropriate high schools for their strengths, needs, and interests.</p>	

		<p>A calendar of events is provided for students who are transitioning to a high school setting. The calendar includes:</p> <ul style="list-style-type: none"> • Transition planning orientation/open house for students and their parents addressing overall planning responsibilities. • Admissions timelines for applying to specific high school settings. • A high school fair. • Schedule of entrance and placement exams. • School visitation planning opportunities. • Financial aid assistance. <p><i>Documentation: Data Analysis; Interviews; Record Reviews</i></p>	
Result	3	<p>IDEA Transition Planning at the High School Level</p> <p>The Learning Community School is an elementary/middle level school thus, this indicator is not applicable.</p> <p><i>Documentation: Documentation Review</i></p>	
Result	4	<p>Summary of Performance (SOP)</p> <p>The Learning Community Charter School is an elementary/middle level school thus, this indicator is not applicable.</p> <p><i>Documentation: Interviews; Document Review</i></p>	