



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

School Support System Report and Support Plan

**Blackstone Academy Public Charter School
February 2016**

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 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 by the district as well as resources and time lines to improve programs and services.

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1. Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE)
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**Blackstone Academy Public Charter Schools
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>Based on the FY July 1, 2014 – June 30, 2015 State Performance Plan information on Blackstone Academy Charter School Placement is as follows:</p> <p>The percentage of students educated 80 to 100% of the time in general education settings is 99% (RI District Average is 63.12%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 0.00% (RI District Average is 16.60%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is .016% (RI District Average is 6.76%)</p> <p><i>Documentation: Data Analysis State Performance Plan</i></p>	
Result 2	<p>Participation and performance of children with IEPs on statewide assessments (State performance Plan Indicator #3):</p> <p>A. The district (disability subgroup that meets the State’s minimum “n” size) did meet the state’s AYP targets for the disability subgroup.</p> <p>B. Participation rate for children with IEPs 100%.</p> <p>C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievements standards 44.44% [Note: State has individual grade and content area targets (28%). State target is average target across grades and content areas. District target is average percent of students proficient across content areas (27.64%).]</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>High School Level</p> <p>Blackstone facilitates a Student Support Team and grade level specific teams to address student’s academic, social-emotional/ behavioral health and health challenges.</p>	<p>Blackstone Academy will review and refine their MTSS process to include formal progress monitoring protocols for students receiving interventions.</p> <p>Timeline: Ongoing</p>

	<p>The Student Support Team meets weekly on Tuesday mornings and is attended by the special education director, Student support counselors, the school social worker, psychologist and interns from the Rhode Island College, School of Social Work. Student of concerns are brought up and past student cases are reviewed. Action plans for students are created as appropriate as are internal and external agency referrals. Students already receiving services who have chronic or complicated needs are discussed in this setting.</p> <p>Weekly team meetings are also conducted for grades 9 and 10 with four content area teachers, a Dean and a member of the Student Support staff. Grade 11 and 12 teams at least every 6 weeks and address concerns for those grade levels.</p> <p>Nearly all MTSS plans come out of these settings and minutes are taken at all of these meetings and shared with team members on google docs. Interventions consist of but are not limited to the following: individual online learning programs, individual/small group tutoring during school and after school, homework club. Specific short term reading, writing or math interventions occur. Students may be assigned to a reading, writing or math class at mid-year as these classes occur on a semester basis. Members of the Student Support team work with students to determine needs and interventions. Students also meet with their advisor and core class team teachers and parents are contacted.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	<p>Progress Check: October 2016</p> <p><u>FOLLOW-UP FINDINGS:</u> Several steps have been taken to review and refine MTSS/RTI process to include formal process monitoring protocols for students receiving interventions.</p> <ol style="list-style-type: none"> 1. July 15, 2016 - Executive director met with social worker to assist with coordination of training, tools and protocols for improved RTI/MTSS system utilizing. 2. August 29, 2016 -The principal, executive director, special education director, 9th, 10th and 11th grade deans, one counselor and one social worker met to review the current process and propose ideas around process monitoring protocols as well as the overall RTI/MTSS system. Reviewed and selected materials from the RTI Network including the RTI SLD Identification Toolkit to utilize in team trainings on improved systems. 3. September 8, 2016 - This team met again to discuss introduction at all team meetings and discussion of use of training materials and forms. September 27, 2016 all teachers received training on RTI toolkit and approaches including the special education learning disability identification process. They also reviewed information relating to MTSS process to include formal progress monitoring protocols for students receiving interventions. 4. October 2016 – Executive director and social worker approached Powerschool for estimate on special education ad on an RTI module. Received quote and made plan to review with team and likely purchase July 2017. 5. Week of October 3rd and October 11th educators received additional training on use of forms and processes at Teams 9 and 10 and 11 meetings and began
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			<p>monitoring of all interventions utilizing RTI Network’s SLD Identification Toolkit.</p> <ol style="list-style-type: none"> 6. October 3, 2017 - First professional development – Introduction to monitoring ELs and former ELs – faculty-wide staff meeting. This was put into place for all staff to assist with determining interventions and to help address disproportionality of Hispanics identified with LD. 7. February 6, 2017- Professional development #2 all faculty and staff training regarding the process of monitoring ELs and former ELs. 8. January 5, 2017, meeting with principal, deans, special education director to discuss use of RTI protocols and forms at team meetings and discuss/problem solve around regular measurable goal setting and utilizing grades/NWEA results most effectively. 9. March 30, 2017 - Team reviewed Powerschool Special Education and RTI modules in Interactive webinar. Made decision to put program on-line in July 2017, train all teachers and staff in August and September 2017. This will fully integrate grades, assessments, and interventions making progress monitoring and identification of students more effective and efficient. 																																			
Result/ Compliance	4	<p>SPP Disproportionate Representation (State Performance Plan Indicator #9 and #10)</p> <table border="1" data-bbox="352 1166 1050 1388"> <thead> <tr> <th rowspan="2">Hispanic</th> <th colspan="5">LD</th> </tr> <tr> <th>2011</th> <th>2012</th> <th>2013</th> <th>2014</th> <th>2015</th> </tr> </thead> <tbody> <tr> <td>Students with Disability</td> <td>9</td> <td>9</td> <td>11</td> <td>13</td> <td>13</td> </tr> <tr> <td>Total Students</td> <td>94</td> <td>94</td> <td>105</td> <td>105</td> <td>154</td> </tr> <tr> <td>District Risk</td> <td>N/A</td> <td>N/A</td> <td>10.48</td> <td>12.38</td> <td>8.44</td> </tr> <tr> <td>District Risk Ratio</td> <td>N/A</td> <td>N/A</td> <td>3.2</td> <td>3.8</td> <td>2.5</td> </tr> </tbody> </table>	Hispanic	LD					2011	2012	2013	2014	2015	Students with Disability	9	9	11	13	13	Total Students	94	94	105	105	154	District Risk	N/A	N/A	10.48	12.38	8.44	District Risk Ratio	N/A	N/A	3.2	3.8	2.5	<p>Blackstone Academy will review, refine and revise their policies, procedures and practices regarding the special education learning disability identification process. They will also review and refine their MTSS process to include formal progress monitoring protocols for students receiving interventions.</p> <p>Timeline: Immediately and ongoing</p> <p>Progress Check: October 2016</p> <p><u>FOLLOW-UP FINDINGS:</u></p>
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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 Blackstone Academy Charter 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>	

		<u>Documentation:</u> Data Analysis; State Performance Plan	
Result	6	<p><u>Multi-tiered System of Support (MTSS)/Social Emotional Supports/Social Emotional Resources/Positive Behavioral Supports</u></p> <p>High School</p> <p>Blackstone facilitates a Student Support Team and grade level specific teams to address student’s academic, social-emotional/ behavioral health and health challenges. The Student Support Team meets weekly on Tuesday mornings and is attended by the special education director, Student support counselors, the school social worker, psychologist and interns from the Rhode Island College, School of Social Work. Student of concerns are brought up and past student cases are reviewed. Action plans for students are created as appropriate as are internal and external agency referrals. Students already receiving services who have chronic or complicated needs are discussed in this setting.</p> <p>Weekly team meetings are also conducted for grades 9 and 10 with four content area teachers, a Dean and a member of the Student Support staff. Grade 11 and 12 teams at least every 6 weeks and address concerns for those grade levels.</p> <p>There are social skills groups that meet weekly with students to assist them with coping and strategy skills. Students at Blackstone Academy are assigned an advisor who follows them during their four years at the school. In addition to helping the students with advisory tasks (portfolios, job shadow, course selection, etc.) the advisor meets daily with the students and they also discuss social issues, feelings and topics geared toward teenagers/young adults. Blackstone Academy also has social worker student interns available on a weekly basis to meet with students.</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. All staff members are trained in the principles and practices of “Discipline With Dignity” and positive behavioral supports.</p> <p><u>Documentation:</u> Data analysis, school based documents</p>	<p>Blackstone Academy will review and refine their MTSS process to include formal progress monitoring protocols for students receiving interventions.</p> <p>Timeline: Ongoing</p> <p>Progress Check: October 2016</p> <p><u>FOLLOW-UP FINDINGS:</u> Several steps have been taken to review and refine MTSS/RTI process to include formal process monitoring protocols for students receiving interventions.</p> <ol style="list-style-type: none"> 1. July 15, 2016 - Executive director met with social worker to assist with coordination of training, tools and protocols for improved RTI/MTSS system utilizing 2. August 29, 2016 -The principal, executive director, special education director, 9th, 10th and 11th grade deans, one counselor and one social worker met to review the current process and propose ideas around process monitoring protocols as well as the overall RTI/MTSS system. Reviewed and selected materials from the RTI Network including the RTI SLD Identification Toolkit to utilize in team trainings on improved systems. 3. September 8, 2016 - This team met again to discuss introduction at all team meetings and discussion of use of training materials and forms. September 27, 2016 all teachers received training on RTI toolkit and approaches including the special education learning disability identification process. They also reviewed information relating to MTSS process to include formal

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Result	7	<p>Preschool Continuum</p> <p>Blackstone Academy Charter School serves youth in grades 9-12; thus, preschool is not applicable (NA).</p>	
Result	8	<p>Program Continuum Elementary Level</p> <p>Blackstone Academy Charter School serves youth in grades 9-12; thus, elementary level is not applicable (NA).</p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p>	
Result	9	<p>Program Continuum Middle Level</p> <p>Blackstone Academy Charter School serves youth in grades 9-12; thus, middle level is not applicable (NA).</p> <p><u>Documentation:</u> Data Analysis; Interviews; Observations</p>	
Result	10	<p>Program Continuum High School Level</p> <p>There are approximately 251 students and 39 have IEPs (15% of the population). The program continuum is as follows:</p> <p>Currently, all but one (1) student is fully included. The one student is placed out-of-district. Resource teachers work in content area classes along with the general education teacher. Academic Enrichment is a class that is provided for those students who need individual or small group instruction. There are academic services available to students in the morning prior to the official beginning of the school day and students can stay for the Homework Club on Tuesdays, Wednesdays, and Thursdays after school. The staff members at Blackstone are very flexible and dedicated and also meet with students on Saturdays and/or Sundays if needed.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p>	

Result	11	<p>Adaptive Physical Education (APE)</p> <p>Currently no (0) students are slated for APE per their IEP. Blackstone Academy has a full time physical education teacher on staff who is APE certified and will provide those services when the need arises.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p>	
Result	12	<p>Extended School Year (ESY)</p> <p>Currently no (0) students have qualified for ESY. Those services will be provides when the need arises. In the past, Blackstone has provided ESY services in the area of reading support and intervention.</p> <p>Blackstone Academy Charter School does offer a variety of summer program options available to all students. Blackstone Academy runs a free summer program through the SPIRIT Educational Program that students may attend for 6 weeks. This is an enrichment program that offers community based/project based learning experiences, academic instruction, service learning opportunities, social and recreational activities. SPIRIT is a program of choice. This program is available to any student who has completed 7th, 8th or 9th grade in the cities of Pawtucket, Central Falls and Providence but priority acceptance is given to Blackstone students and members of the College Crusade. If deemed appropriate, any Blackstone student entering grade 10, 11 or 12 can participate in the summer SPIRIT Program and many students with social skills needs have excelled in this program. Students new to Blackstone are encouraged to attend the program as it acts as an important middle school to high school transition program. In addition, students who have not completed their portfolios can attend portfolio summer school. This and other summer school options are free for Blackstone students with IEPs.</p> <p><u>Documentation:</u> Data Analysis; Interviews</p>	
Result	13	<p>Local Special Education Advisory Committee (LAC)</p> <p>The LAC meets four times annually and is comprised of parents, teachers, special education personnel and administrators. Topics discussed come from the parents' request for more information on a certain issue. LAC meetings are chaired by the Co-Special Education Directors along with the parent chair. Parents are asked at the first meeting what topics they would like discussed and Blackstone works with parents to develop opportunities. In the past, parents (2015-2016) wanted to hear more about the summer Spirit and Crusaders Programs.</p>	

		<u>Documentation</u> : Data Analysis; Interviews; Observation	
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 (2014-2015) is 10.34 % 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 40 %.</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>Data cannot be reported because the cell size is smaller than the State's minimum for reporting</p> <p><u>Documentation</u>: Data Analysis; State Performance Plan</p>	

2. EVALUATION / INDIVIDUAL EDUCATION PROGRAM (IEP)

Indicator		Findings	Support Plan
Result/ Compliance	1	<p>Records of approximately three (3) 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"> -Some annual goals and short term objectives were not measurable or quantifiable. -Old specific learning disabilities form not aligned to current regulatory requirements being used. <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> <p>Timeline: Immediately and ongoing</p> <p>Progress Check: October 2016</p> <p>FOLLOW-UP FINDINGS: Blackstone is now utilizing protocols, forms and practices found in RTI NetworkToolkit . Special education director is</p>

			monitoring all IEP goals to insure they are measureable and quantifiable.
Result	2	<p>Child Outreach</p> <p>Blackstone Academy Charter School serves youth in grades 9-12; thus, child outreach is not applicable (NA).</p>	
Result	3	<p>Child Find (State Performance Plan Indicator #11)</p> <p>Blackstone Academy Charter School for the 2014-2015 year was at 100% compliance for meeting evaluation timelines for initial referrals. As of 2/9/16, the Blackstone Academy Charter School was thus far at 100% compliance for meeting evaluation timelines for initial referrals for the 2013-2014 school year.</p> <p><u>Documentation</u>: State Performance Plan Data</p>	
Result	4	<p>Student Accommodations and Modifications</p> <p>At the beginning of each school year the Special Education Director prepares a summary chart of accommodations and modifications by grade level and disseminates it to the appropriate teachers and school personnel. This is completed for all 9th, 10th, 11th, and 12th graders. If new students are referred and found eligible for special education services, an email is sent to all the students' teachers indicating the accommodations and modifications needed for that student. The IEPs are available to the teachers for review, at any time, in the special education office. The school is currently in the process of making the IEPs available to the teachers electronically.</p> <p><u>Documentation</u>: Data Analysis; Interviews; Document Reviews</p>	
Result	5	<p>Specific Learning Disabilities Determination</p> <p>An old specific learning disabilities form not aligned to current regulatory requirements was being utilized. Additionally, no progress monitoring data was seen in the files. Blackstone Academy Charter School will review, refine and revise its current SLD determination process. Teachers will receive professional development in this revised process, procedures and protocols.</p> <p><u>Documentation</u>: Interviews; Record Review</p>	<p>Blackstone Academy Charter School will review, refine and revise its current SLD determination process (initial and reevaluation). Teachers will receive professional development in this revised process, procedures and protocols.</p> <p>Timeline: Immediately and ongoing</p> <p>Progress Check: October 2016</p> <p>Several steps have been taken to review and refine MTSS/RTI process to include formal process</p>

		<p>monitoring protocols for students receiving interventions.</p> <ol style="list-style-type: none"> 1. July 15, 2016 - Executive director met with social worker to assist with coordination of training, tools and protocols for improved RTI/MTSS system utilizing. 2. August 29, 2016 -The principal, executive director, special education director, 9th, 10th and 11th grade deans, one counselor and one social worker met to review the current process and propose ideas around process monitoring protocols as well as the overall RTI/MTSS system. We reviewed and selected materials from the RTI Network including the RTI SLD Identification Toolkit to utilize in team trainings on improved systems. 3. September 8, 2016 - This team met again to discuss introduction at all team meetings and discussion of use of training materials and forms. September 27, 2016 all teachers received training on RTI toolkit and approaches including the special education learning disability identification process. They also reviewed information relating to MTSS process to include formal progress monitoring protocols for students receiving interventions. 4. October 2016 – Executive director and social worker approached Powerschool for estimate on special education ad on an RTI module. Received quote and made plan to review with team and likely purchase July 2017. 5. Week of October 3rd and October 11th educators received additional training on use of forms and processes at Teams 9 and 10 and 11 meetings and began monitoring of all interventions utilizing RTI Network’s SLD Identification Toolkit. 6. October 3, 2017 - First professional development Introduction to Monitoring ELs and former ELs – faculty-wide staff meeting. This was put into place for all
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Result	6	<p>Due Process Information (State Performance Plan Indicators)</p> <p>Over the past three years Blackstone Academy Charter School has had no (zero) 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>Blackstone Academy Charter School serves youth in grades 9-12; thus, Part B to Part C transition is not applicable (NA).</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	
Result	2	<p>IDEA Transition Planning at the Middle Level</p> <p>Blackstone Academy Charter School serves youth in grades 9-12; thus, transition planning at the middle level is not applicable (NA).</p> <p><u>Documentation:</u> Data Analysis; Interviews</p>	
Result	3	<p>IDEA Transition Planning at the High School Level</p> <p>Once the students arrive at Blackstone as freshmen, they engage in vocational exploration including post-secondary planning inventories such as WayToGoRI, the Transition Planning Inventory, and Career Games. Additionally, throughout their four years at Blackstone, students are required to complete resumes, perform job shadows, internships, college visits, and service learning projects. Blackstone also employs a School- to-Career Coordinator who explores and arranges for students to attend Tech Fairs, job sites, conferences, potential placements for job shadows and internships, and vocational fairs. The Coordinator explores career opportunities that encompass a variety of possibilities.</p> <p><u>Documentation:</u> Data analysis, Document Review</p>	
Result	4	<p>Referrals to the Office of Rehabilitative Services (ORS) and to the Department of Behavioral Healthcare, Developmental Disabilities & Hospitals (BHDDH).</p> <p>The Student Support Counselor is the point person for referrals to the Office of Rehabilitative Services (ORS) and to the Department of Behavioral Healthcare, Developmental Disabilities & Hospitals (BHDDH). The counselor schedules appointments when necessary and contacts parents for permission for sharing information.</p> <p><u>Documentation:</u> Data analysis, Document Review</p>	

Result	5	<p>Summary of Performance (SOP) is facilitated by the case managers as appropriate.</p> <p><u>Documentation</u> Data analysis; Document Review</p>	
Result	6	<p>Youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, and transition services. The Blackstone Academy Charter School is 100% compliant with the requirements. (State Performance Plan Indicator #13)</p> <p><u>Documentation</u> Data analysis; Document Review</p>	
Result	7	<p>89% 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 79% (State Performance Plan Indicator #14)</p> <p><u>Documentation</u> Data analysis; Document Review</p>	