



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

# **School Support System Report and Support Plan**

**Blackstone Valley Prep  
November 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:
  - o The district's compliance with the state and federal regulations, relative to the education of students with exceptionalities.
  - o The quality and effectiveness of programs and services provided by the district.
  - o 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 timelines to improve programs and services.

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**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><b>1</b></p> <p><b>Least Restrictive Environment Data (State Performance Plan Indicator #5)</b></p> <p>Based on the FY July 1, 2015 – June 30, 2016 State Performance Plan information on Blackstone Valley Prep Placement is as follows:</p> <p>The percentage of students educated 80 to 100% of the time in general education settings is 92.52% (RI District Average is 71.75%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is .93% (RI District Average is 13.25%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 1.87% (RI District Average is 4.35%)</p> <p><i><u>Documentation:</u> Data Analysis State Performance Plan</i></p>	
Result	<p><b>2</b></p> <p><b>Participation and performance of children with IEPs on statewide assessments (State performance Plan Indicator #3):</b></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 [Note: State has</p>	

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:

C.

Grade	Math Percent Proficient (ALL)	Math Percent Proficient (SWD)	ELA Percent Proficient (ALL)	ELA Percent Proficient (SED)
3	51	25	42	25
4	58	13	59	0
5	48	14	55	0
6	67	20	72	0
7	42	20	44	20
8	52	11	71	0
9	21	7	55	20

Documentation: Data Analysis; State Performance Plan

Result

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**Multi-Tiered System of Support (MTSS) Response to Intervention (RTI)/Academics**

**Elementary Level (ES1 / ES2)**

1. Administer universal screenings (STAR, STEP, F&P, Trimester Assessments).
2. Analyze class data to determine the most struggling scholars.
3. Identify the most urgent need. That will be the focus of the SMART goal and intervention. Specify one SMART goal that is most crucial in bringing that scholar to meeting benchmark (For example, Concepts

- about Print will help this scholar achieve the next STEP).
4. Analyze SMART goals to identify similarities for grouping. Develop groups with common goals and determine specific interventions for targeted instruction. SMART Goals will be assessed over a 6-8 week period.
  5. Determine the WHO, When, and How Often, of the intervention
  6. Implement intervention plan with fidelity! For example, if you have determined the need to be thirty (30) minutes a day, three (3) days a week, you will need to meet this expectation!
  7. Progress monitor with fidelity! Documentation is essential in determining progress of the scholar and/or need for special education services!
  8. Parental involvement throughout the entire process.

### **Elementary ES3**

Scholars are screened using STAR assessment system, with the exception of kindergarten math where a home-grown screener is used, focusing on number identification, counting, and number writing. Scholars achieving below the 40th percentile are considered for RTI. Reading achievement on STEP assessment program relative to grade-level benchmarks is also considered. The RTI team uses a problem-solving approach in creating RTI groups, considering multiple data points to determine RTI focus, long- and short-term goals, and progress-monitoring. Families are informed of students' participation in RTI groups and goals. Dedicated grade-team interventionist pulls Tier 2 groups of no more than seven students three times per week for 30 minutes each, and Tier 3 groups of no more than 3 students five times per week for 30 minutes each. RTI cycles are six to eight weeks long. Additional Saturday morning "Opportunity Days" are also encouraged for additional small group work 2-3 times per trimester. For ELA curriculum, Wilson Foundations "double dose" and/or Fountas & Pinnell's Leveled Literacy Instruction (LLI) program are used, supplemented with additional materials made in-house. For math, no single curriculum is used, but various research-based curriculum materials are collected and used. Interim goals are set using norm-referenced curriculum-based measures (CBMs) and STAR progress monitoring tools. Progress toward CBMs is tracked

and monitored weekly. STAR assessment is administered at the end of the cycle. The RTI team meets to discuss student progress toward goals and determine whether to exit from next cycle of RTI or intensify support. Scholars failing to meet goals or make progress through multiple cycles of RTI (culminating in Tier 3 support) are considered for possible Special Education referral.

**Middle Level**

**RTI/MTSS Data Meetings:** The MS1 / MS2 teachers, school support staff, and administrators meet approximately every six weeks to review qualitative and quantitative data about scholars receiving supports organized by the following identifiers: Tier 3, Tier 2, EL (Active, Monitor Year 1, Monitor Year 2), and Tier 1 On Watch and Tier 1 New Referral. The Dean of Academics facilitates each meeting and the following topics are addressed for each scholar: current identifier, most recent assessment data or work samples/observations, academic strengths and needs. More specific details follow about the assessment tools, interventions, and topics discussed in data meetings and put into action through our RTI/MTSS program.

**Tier 3 Supports & Progress Monitoring:** Every scholar in the RTI/MTSS program has a physical folder that holds their running records, informal assessments, or work samples. Over the course of each round of RTI/MTSS, various teachers as well as administrators plan and implement Tier 3 supports for Math and Reading. They track scholar progress using anecdotal records, recording specific skills and content that scholars are struggling with or improving on. These teachers and administrators also give informal assessments and support in the assessment of scholar progress using STAR at the end of each round. This combination of information, along with their general educator's assessment are used during RTI/MTSS meetings at the end of every six weeks along with STAR assessment data to determine whether we need to maintain, increase, or decrease levels of support for scholars in Tier 3 RTI/MTSS. This combination of information, as well as STAR data and general

educator's input, are used during RTI/MTSS meetings every six weeks to determine levels of support are maintained, increased, or decreased for each scholar in Tier 3 RTI/MTSS.

**Tier 2, EL, & Tier 1 Supports & Progress Monitoring:** Interventions and progress monitoring for scholars identified as needing Tier 2, EL, or Tier 1 On Watch support are implemented by all teachers in all content areas. These meetings provide a time to check in on scholars and determine if more support is needed. Generally, scholars receiving Tier 2 or EL support work in small groups in the classroom for a part of instructional block each week. Small group instruction supports scholars to access the material taught in class with scaffolded materials, questioning, or pacing to meet the needs of the group. Some scholars also receive invitations for "Opportunity Days" which occur monthly on Saturdays and provide more time and small group instruction with teachers, as well as invitations to "Homework Club" which takes place after school to support with homework and instructional content.

**High School Level**

Scholars are screened using the MAP assessment system in grades 9 and 10. MAP is a universal screener for Mathematics and English Language Arts. Scholars achieving below the 40th percentile are considered for RTI. In addition, scholar performance on Focus Area Assessments, which are a component of our core academic model, is used as a determining factor for all scholars in appropriateness of a referral to RTI.

The RTI team uses a problem-solving approach in creating RTI plans for scholars, taking into account the unique scheduling restraints at the high school level and therefore consider multiple data points to determine the RTI focus, long- and short-term goals, and progress-monitoring. Families are informed of students' participation in RTI and their scholar's individual goals.

RTI is performed in the 3:30-5:00 block on Mondays, Wednesdays, and Fridays. RTI cycles are individualized, but generally run four to six weeks long.

		<p>Additional Saturday morning “Opportunity Days” are also encouraged for additional small group work 15 times per year.</p> <p>For both ELA and Math Curriculum, no single curriculum is used, but various research-based curriculum materials are collected and used, including materials sourced from our elementary and middle campuses. Interim goals are set using norm-referenced Curriculum-Based Measures (CBMs) and progress monitoring tools developed by our special education team for use with other scholars in the building. Progress toward CBMs is tracked and monitored every 2-3 weeks.</p> <p>The scholar intervention team meets bi-weekly to discuss student progress toward goals and determine whether to exit from next cycle of RTI or intensify support. Scholars failing to meet goals or make progress through multiple cycles of RTI (culminating in Tier 3 support) are considered for possible Special Education referral.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	
Result	4	<p><b>SPP Disproportionate Representation (State Performance Plan Indicator #9 and #10)</b></p> <p>A review of policies, procedures, and practices conducted, including individual student case reviews, found no disproportionate representation due to inappropriate identification practices.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	
Result	5	<p><b>Suspension (State Performance Plan Indicator #4a):</b> 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 Valley Prep as no students with IEPs were suspended for greater than 10 days.</p>	

		<p><b>State Performance Plan Indicator #4b</b> 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><u>Documentation:</u> Data Analysis; State Performance Plan</p>	
Result	6	<p><b><u>Multi-tiered System of Support (MTSS)/Social Emotional Supports/Social Emotional Resources/Positive Behavioral Supports</u></b></p> <p><b><u>ES1</u></b>  All scholars receive daily social-skills instruction using Second Step Curriculum. Scholars also receive instruction in, and are encouraged to use the Zones of Regulation to identify how they are feeling. Scholars that have been identified as needing additional intervention to regulate their social-emotional well being, are referred to the Scholar Support Team to determine if a behavior or therapeutic intervention are necessary. Scholars are identified through referrals to the Dean of Culture, meetings with classroom teachers, and meetings with families.</p> <p>If behavioral intervention is necessary, an FBA is conducted and used to create an Individual Behavior Plan. After baseline data is created, data is collected throughout the intervention and assessed weekly to progress monitor the effectiveness of the intervention. If therapeutic intervention is needed, they are referred for additional social skills groups (facilitated by DOC or LICSW) or independent therapy is recommended by our LICSW. Throughout this process, regular communication occurs with families and thoroughly documented. If necessary, scholars are referred for EOS services if school services are no longer enough.</p> <p><b><u>ES2</u></b>  All scholars receive daily social-skills instruction during Community Circle on a</p>	

	<p>needs based, internally developed curriculum. An RTI process is used for scholars who are identified as needing additional intervention to regulate their social-emotional well being. The BTRI process is as follows:</p> <ul style="list-style-type: none"> <li>● Teachers get to know scholars in the classroom.</li> <li>● Teachers use Tier 1 Teacher Moves to manage behavior and support scholar social/emotional needs.</li> <li>● Teachers are referred to BRTI for Tier 2 or 3 supports.</li> <li>● The Scholar Support Team and the grade level team (whoever is referring) to develop/discuss supports. Supports could include a behavior chart, small group social skills lunch bunch (based on the Zones of Regulation Curriculum), or other supports identified by the team(s).</li> <li>● The Team meets at the end of the cycle to review the data collected and begin the cycle again.</li> </ul> <p>If behavioral intervention is necessary, an FBA is conducted and used to create an Individual Behavior Plan. After baseline data is created, data is collected throughout the intervention and assessed weekly to progress monitor the effectiveness of the intervention. If therapeutic intervention is needed, they are referred for additional social skills groups (facilitated by DOC or LICSW) or independent therapy is recommended by our LICSW. Throughout this process, regular communication occurs with families and thoroughly documented.</p> <p><b><u>ES3</u></b>  Blackstone Valley Prep Elementary School 3 uses a Positive Behavioral Interventions and Supports (PBIS) and a Restorative Practices approach to support social emotional development and behavioral learning. Some elements include:</p> <ul style="list-style-type: none"> <li>● Direct social skills instruction during daily morning circles.</li> <li>● Weekly whole school community circle to recognize outstanding individual behavior and class behavior.</li> <li>● Tier I rewards earned for demonstrating our school's PRIDE Values (Perseverance, Respect, Integrity, Discipline, Enthusiasm). <ul style="list-style-type: none"> <li>○ "PRIDE Coins" earned as whole class incentives towards</li> </ul> </li> </ul>	
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classroom-level and school-level rewards.

- “PRIDE Shout Outs” earned as individual incentives.
- Tier II and Tier III supports, including Check-In, Check-Out; work completion checklists; behavior contracts; planned breaks; and behavioral accommodations.
- Behavioral expectation matrices posted throughout the school.
- Explicit teaching of behavioral expectations throughout the school year
- Targeted social skills groups with the school’s social worker for students identified and referred by classroom teachers.

In addition to elements listed above, a Scholar Support Team which consists of the Head of School, Dean, Special Educator/Interventionist, and Social Worker meets bi-weekly to review any student that has been identified and referred by classroom teachers as needing extra behavioral or social support. The Scholar Support Team reviews the referral, conducts observations of the student if needed, and creates a behavior plan to best support the student. Data is collected on the effectiveness of the behavior plan and reviewed every two weeks to ensure the student’s needs are being fully addressed.

**Middle School 1 and Middle School 2**

Scholars that have been identified as needing additional intervention to regulate their social-emotional and behavioral well being, are referred to the Scholar Support Team.

Scholars are identified through referrals to the Dean of Culture or Social Worker based on recommendations from classroom teachers, staff, or families. The Scholar Support Team, consisting of the Dean of Culture, Social Worker, teachers, and Head of School, meet at the next grade level common planning time to discuss the scholars strengths and challenges, interventions already tried, and to generate action steps for the next four weeks. The team reconvenes four weeks later to discuss the effectiveness of the action steps, revise the plan as needed, and/or refer the scholar for additional services.

Throughout this process, regular communication occurs with families and is

		<p>documented by the social worker. If necessary, scholars are referred for EOS services if school services are no longer enough.</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>Blackstone Valley Prep does not serve preschool age students.</p>	
Result	8	<p><b>Program Continuum Elementary Level</b></p> <p>There are 943 students at the elementary level and approximately 88 have IEPs. The special education program continuum provided at Blackstone Valley Prep Elementary is as follows: most scholars are serviced by special educators in the general education setting; special educators service scholars in small groups inside and outside of the general education classroom; one classroom at ES1 provides scholars with a small class setting which includes a special educator and behavior assistant.</p> <p><u>Documentation:</u> Data Analysis; Interviews</p>	
Result	9	<p><b>Program Continuum Middle Level</b></p> <p>There are 410 students attending Blackstone Valley Prep Middle School 1 and Blackstone Valley Prep Middle School 2, 44 are students with IEPs. The special education program continuum is as follows: all scholars receive services by special educators in small groups both inside and outside of the general education classroom. There are no self-contained classrooms at MS1 or MS2.</p>	

		<u>Documentation:</u> Data Analysis; Interviews	
Result	10	<p><b>Program Continuum High School Level</b></p> <p>At Blackstone Valley Prep High School there are approx. 239 scholars and 28 have IEPs. The special education program continuum is as follows: all scholars receive services by special educators in small groups both inside and outside of the general education classroom. There are no self-contained classrooms at BVP HS.</p> <p><u>Documentation:</u> Data Analysis; Interviews</p>	
Result	11	<p><b>Adaptive Physical Education (APE)</b></p> <p>Blackstone Valley Prep physical education teachers at ES1 and ES3 currently service students who require adapted physical education. Through the Blackstone Valley Prep and Central Falls School District partnership, adapted physical educators collaborate with such services as follows: screening processes, evaluations, professional development and service delivery.</p> <p><u>Documentation:</u> Data Analysis; Interviews</p>	
Result	12	<p><b>Extended School Year (ESY)</b></p> <p>Blackstone Valley Prep provides a summer academy program for scholars who are performing below the benchmark in reading and math. All scholars, including those with IEPs are considered for this program. In addition, IEP Teams determine eligibility for services using the identified criteria through the IEP process. The program begins the first week in August until the beginning of the school year. Scholars attend the program from 8:30-12:30.</p> <p><u>Documentation:</u> Data Analysis; Interviews</p>	

Result	13	<p><b>Local Special Education Advisory Committee (LAC)</b></p> <p>Blackstone Valley Prep has a Local Advisory Committee which meets 4-5 times each school year. Meeting agendas include such topics as: What is Special Education; What is an IEP; Secondary Transition; Basic Rights; etc. Four parents from Blackstone Valley Prep attended the RIPIN parent training in September 2016 and have committed to leading this group with the Middle School Special Education Chair.</p> <p><u>Documentation:</u> Data Analysis; Interviews</p>	
Result	14	<p><b>School Efforts to Partner with Parents (State Performance Plan Indicator #8)</b></p> <p>The public school district's rate of parent participation in the annual Special Education Statewide Parent Survey (2015-2016) is 24.1% 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 83%.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	
Result	16	<p><b>Drop-Out / Graduation Rate (State Performance Plan Indicator #1 and #2)</b></p> <p>The Blackstone Valley Prep graduation and drop-out rate is N/A for all scholars as they founding class is currently in 12th grade.</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 four Blackstone Valley Prep students were reviewed prior to the on-site review by the team leaders. Students' records were very accessible. While there were some follow up questions for discussion no issues of compliance were cited.</p> <p><i>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</i></p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p>	
Result	<p>2</p> <p><b>Child Outreach</b></p> <p>Blackstone Valley Prep and Central Falls School District partner and share resources and staff in regards to Child Outreach Screenings. Scholars are screened in Pawtucket, Central Falls, Lincoln and Cumberland. If scholars arrive to Blackstone Valley Prep without current screening information, scholars are screened during their initial intake meeting at the school.</p> <p><u>Documentation:</u> Data analysis meeting</p>	
Result	<p>3</p> <p><b>Child Find (State Performance Plan Indicator #11)</b></p> <p>Blackstone Valley Prep for the 2015-2016 year was at 100% compliance for meeting evaluation timelines for initial referrals. As of 11/1/16 to Blackstone Valley prep was thus far at 100% compliance for meeting evaluation timelines for initial referrals for the 2015-2016 school year.</p> <p><u>Documentation:</u> State Performance Plan Data</p>	

Result	4	<p><b>Student Accommodations and Modifications</b></p> <p>Throughout Blackstone Valley Prep special educators share accommodations and modifications with all general educators at the beginning of the school year and as IEPs are updated. Blackstone Valley Prep utilizes TIENET as an electronic database system throughout the network.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Document Reviews</p>	
Result	5	<p><b>Specific Learning Disabilities Determination</b></p> <p>When a teacher or parent at Blackstone Valley Prep suspects a scholar has a Specific Learning Disability (SLD), a referral to the Evaluation Team is made. A referral meeting is held within 10 school days after receiving a referral. The evaluation team (which must consist of at least the following team members: the parent, LEA, a provisional case manager, general education teacher(s) and a school psychologist) first reviews the scholar's data and response to scientific, research-based interventions. If the scholar has received intensive interventions (at least two cycles of Tier 3 intervention with frequent progress monitoring), and continues to perform significantly below peers and is making little or no progress, the team may recommend evaluations. If the parent agrees, the team obtains parental consent to evaluate. The school psychologist completes psychological testing and the provisional case manager completes a comprehensive educational evaluation. As part of the evaluation process, one of the team members must observe the student in his/her current learning environment to observe behavior and academics in the academic area(s) of concern. After evaluations are complete, within 60 calendar days of consent, the Evaluation Team, including the parent(s), reviews the evaluation results and determines eligibility for Special Education Programs and/or services. When determining eligibility for SLD, the team completes the SLD worksheet within the team report.</p> <p>In accordance with the Rhode Island Criteria and Guidance for the Identification of Specific Learning Disabilities document released in 2010, the team uses multiple sources to determine if the scholar's performance meets the</p>	

		<p>description under Achievement Gap and Educational Progress in one or more of the following areas: oral expression, listening comprehension, written expression, basic reading skills, reading fluency skills, reading comprehension, mathematics calculation, and mathematics problem solving. The team considers and rules out other factors that may be contributing to the scholar's lack of achievement and progress (lack of appropriate instruction, cognitive functioning, ELL status, attendance, behavior, other disability, etc). The team documents any behaviors observed during the observation and any relationship between these behavior and academic performance. The team documents evidence to support SLD determination in the team report. If a scholar is found eligible for special education services under SLD, the team reconvenes to develop the student's IEP within 15 school days of determining eligibility. When re-evaluating a scholar to determine continued eligibility under SLD, the IEP team follows a similar evaluation and determination process.</p> <p><u>Documentation:</u> Interviews; Record Review</p>	
Result	6	<p><b>Due Process Information (State Performance Plan Indicators)</b></p> <p>Over the past three years, Blackstone Valley Prep has had one mediation, no complaints and no hearings.</p> <p><u>Documentation:</u> Data Analysis, RIDE, due Process Data Base</p>	

### 3. IDEA TRANSITION

Indicator		Findings	Support Plan
Result	1	<p><b>Part C to Part B Transition (Indicator #12)</b></p> <p>The Blackstone Valley Prep Network does not manage the transition of children from Part C Early Intervention (EI) to preschool special education as the earliest</p>	

		<p>grade available for scholars in Kindergarten.</p> <p><u>Documentation:</u> Data Analysis; Interviews; State Performance Plan</p>	
Result	2	<p><b>IDEA Transition Planning at the Middle Level</b></p> <p>Blackstone Valley Prep MS1 and MS2 teachers work collaboratively with teachers from the Central Falls School District. Through the partnership, teacher can access ongoing Professional Development regarding Career Development Plans, Transition Assessments, writing quality IEPs, functional and academic goals and transition services.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Record Reviews</p>	
Result	3	<p><b>IDEA Transition Planning at the High School Level</b></p> <p>Blackstone Valley Prep High School teachers work collaboratively with teachers from the Central Falls School District. Through the partnership, teacher can access ongoing Professional Development regarding Career Development Plans, Transition Assessments, writing quality IEPs, functional and academic goals and transition services.</p> <p><u>Documentation:</u> Data analysis meeting</p>	
Result	4	<p><b>Office of Rehabilitative Services (ORS) and Department of Behavioral Healthcare, Developmental Disabilities &amp; Hospitals (BHDDH).</b></p> <p>Blackstone Valley Prep Special Educators are the point for referrals to the Office of Rehabilitative Services (ORS) and to the Department of Behavioral Healthcare, Developmental Disabilities &amp; Hospitals (BHDDH). A Special Education Chair oversees the process and ensures evaluations and timelines are in compliance.</p> <p><u>Documentation:</u> Interviews; Document Review</p>	

Result	5	<p><b>Summary of Performance (SOP)</b></p> <p>Summary of Performance (SOP) is facilitated by the case managers as appropriate.</p> <p><u>Documentation:</u> Interviews; Document Review</p>	
Result	6	<p>Youths 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. Blackstone Valley Prep is compliant with the requirements. <b>(State Performance Plan Indicator #13)</b></p> <p><u>Documentation:</u> Interviews; Document Review</p>	
Result	7	<p>N/A% 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%. <b>(State Performance Plan Indicator #14)</b></p> <p><u>Documentation:</u> Interviews; Document Review</p>	