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

School Support System Report and Support Plan

Blackstone Valley Prep
December, 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 embers 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: Indictors, 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 Pubic 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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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	1	**Least Restrictive Environment Data (State Performance Plan Indicator #5)** Based on the FY July 1, 2017 – June 30, 2018 State Performance Plan information on Blackstone Valley Prep's Placement is as follows: The percentage of students educated 80 to 100% of the time in general education settings is **88.10%** (RI District Average is 70.05%) The percentage of students educated between 40% and 79% of the time in general education settings is **9.25%** (RI District Average is 10.79%) Percentage of students educated for less than 40% of the time in general education settings is **.79%** (RI District Average is 12.70%) Percentage of students educated in private separate schools is **1.19%** (RI District Average is **4.29%)** *Documentation*: Data Analysis; State Performance Plan	
Result	2	**Participation and performance of children with IEPs on statewide assessments (State performance Plan Indicator #3):** B. Participation rate for children with IEPs is 97.06 in both Math and ELA C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievements standards 12.09% [Note: State has individual grade and content area targets (6.36%). State target is average target across grades and content areas. District target is average percent of student's proficient across content areas (12.09%).] Also see charts below RICAS 2017-2018 Elementary School 1	

Special Education (SE)	Subject	Partially Meeting Expectations	Meeting Expectations	Exceeding Expectations
SE	ELA	55.0%		
Non-SE	ELA	43.5%	44.2%	6.1%
SE	Math	30.0%	5.0%	

Non-SE	Math	47.6%	36.1%	6.1%

RICAS 2017-2018 Elementary School 2

Special Education (SE)	Subject	Partially Meeting Expectations	Meeting Expectations	Exceeding Expectations
SE	ELA	64.3%	7.1%	
Non-SE	ELA	38.3%	54.5%	3.2%
SE	Math	42.9%	7.1%	
Non-SE	Math	48.7%	35.7%	5.8%

RICAS 2017-2018 Middle School 1

Special Education (SE)	Subject	Partially Meeting Expectations	Meeting Expectations	Exceeding Expectations
SE	ELA	51.4%		
Non-SE	ELA	45.1%	40.3%	5.9%
SE	Math	54.3%	14.3%	
Non-SE	Math	46.4%	40.8%	8.0%

RICAS 2017-2018 Middle School 2

Special Education (SE)	Subject	Partially Meeting Expectations	Meeting Expectations	Exceeding Expectations
SE	ELA	43.8%	12.5%	
Non-SE	ELA	46.3%	44.2%	7.5%
SE	Math	50%	6.3%	
Non-SE	Math	50.7%	45.2%	4.1%

PSAT 2017-2018 BVPHS

Special Education (SE)	Subject	Partially Meeting Expectations	Meeting Expectations	Exceeding Expectations
SE	ELA	41.7%	25%	
Non-SE	ELA	26.3%	43.4%	14.5%
SE	Math	58.3%	8.3%	
Non-SE	Math	39.5%	31.6%	10.2%

SAT 2017-2018 BVPHS

Special Education (SE)	Subject	Partially Meeting Expectations	Meeting Expectations	Exceeding Expectations
SE	ELA	10%	30%	
Non-SE	ELA	22.2%	54%	15.9%
SE	Math	30%	20%	
Non-SE	Math	22.2%	39.7%	19%

DLM-Data is suppressed to ensure confidentiality because the minimum reporting size requirement (10 students) is not met.

Documentation: **Data retrieved from RIDE Report Card & RI Assessment Data Portal (RIADP)**

Result	3	**Multi-Tiered System of Support (MTSS) Response to Intervention (RTI)/Academics**	

Multi-Tiered System of Support (MTSS) Response to Intervention (RTI)/<u>Academics</u>

BVP's multi-tiered system of supports, or MTSS, is a framework for supporting the academic and behavioral needs of all students. This tiered framework provides the structure to improve student outcomes by…
- strengthening preventative supports for all students (Tier 1)
- targeted supports for some students (Tier 2)
- Intensive interventions for a few students (Tier 3)

Blackstone Valley Prep's (BVP) Multi-tiered System of Support (MTSS) is a process of...
- Screening and documenting the performance of students as evidence to adapt instructional strategies and/or positive behavioral supports.
- Utilizing a problem solving, data-based team approach to aid the school support teams in their decision making
- Ensuring the use of evidence-based practices, interventions, and progress monitoring
- Opportunity days (Saturday)
- school/family partnership
- Teacher training

K-12 BVP MTSS Team Step Process

STEP 1:   Administer/Analyze universal screenings for academics and/or behavior (i.e. STAR, STEP, Trimester Assessments, documented behavior incidents, # of suspensions, admin referrals, etc.)
STEP 2: Administer/Analyze diagnostic data, to determine level of support needed and skill area to target.

STEP 3: **Identify the most urgent academic/functional learning need that will be the focus of the SMART goal and intervention and communicate it to families.** Specify one SMART goal that is most crucial in bringing that scholar to meeting the benchmark.
STEP 4: **Analyze SMART goals to identify similarities for grouping.** Develop groups with common goals and determine specific interventions for targeted instruction.
STEP 5: Determine the WHO, WHEN, and HOW OFTEN, of the intervention. (i.e. classroom teacher, MWF, 30 min/day)
STEP 6: Implement intervention plan with fidelity. For example, if you have determined the need to be 30 min/day for 3 times/week, you will need to meet this expectation.
STEP 7:   Data Collection/Progress Monitor with fidelity. Documentation is essential in determining scholar progress or if adaptations to the intervention are needed.
STEP 8: **Regular communication with families regarding progress.**

The grade level and scholar support teams consider the following factors:

- What is the baseline performance of the area of need/target skill?
- What evidence-based intervention and/or strategy will be used?
- What is the expected weekly progress (*normed Rate of Improvement (ROI)/Ambitious Growth Rate)*?
- How will progress be monitored (assessment tool **AND** progress monitoring graph)
- For how many weeks will the intervention take place?
- When will the SST team reconvene to discuss progress and adaptations, if necessary?
- When/how will families receive communication regarding the SMART goal and progress?

BVP also believes in collecting diagnostic data to provide teams with information regarding scholar strengths and skill deficits. With this data collected from various formal and informal sources, teams are able to create a hypothesis to inform a scholar's intervention and to adapt the intervention, *if necessary*.
- Examples Diagnostic tools
- EasyCBM
- DIBELS

Examples of Reading Interventions
- Wilson FUNdations- Double dose
- Wilson Just Words
- Florida Center for Reading Research Student Center Activities- evidenced based interventions

- Level Literacy Intervention from Fountas & Pinell: The *LLI* systems are focused on improving comprehension. It is designed to be used with small groups of students who need intensive support to achieve grade-level competencies in grades K through 12. It also provides strong support for students who are acquiring English as an additional language and are receiving classroom reading instruction in English. BVP's Elementary and Middle Schools all have LLI kits at multiple levels.

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 (grade level and/or SST) 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.

Additional details by level:

Elementary Level
- *Kindergarten Academics:*
  - The STAR Early Literacy assessment is the universal screener for reading Kindergarten. It is provided to students as part of the enrollment process in the spring and is administered 4 times annually (Beginning of Year, End of Trimester 1, End of Trimester 2, End of Trimester 3). Students who score below the 55PR are identified for possibly needing additional supports.
  - The K Math Diagnostic developed by BVP is the universal screener for math in Kindergarten. The Diagnostic is given to K scholars at the beginning of the school year to gauge proficiency in oral counting, counting with 1:1 correspondence, number identification, and number writing.
  - The STEP assessment is also administered four times annually to monitor reading
  - Additionally, common network assessments are leveraged to monitor progress on standards.
- *Grades 1-10 Academics:*
  - The STAR Math and Reading assessments are the universal screeners for 1st-10th grade. STAR is taken by students as part of the enrollment process in the spring and is administered 4 times annually (Beginning of Year, End of Trimester 1, End of Trimester 2, End of Trimester 3). Students 1-10 who score below 40PR on STAR Reading or Math are identified for possibly needing additional supports.

		o The [STEP Assessment](#) and/or [Fountas and Pinnell Literacy Assessment](#) are also administered four times annually to monitor reading at the K-4 level.
		o Additionally, common network assessments are leveraged to monitor progress on standards.
		• RTI data meetings
		• RTI staff position for tier 2 and tier 3 interventions
		• Grade level Common Planning time for MTSS data reviews (identification and progress monitoring)
		
		Middle Level
		In addition to the above, BVP middle schools also offer the following:
		• Academic support club after school 2 times per week
		• ST Math Intervention-personalized intervention aligned with state standards providing visual conceptual instruction to support abstract math concepts
		• Special Education chair position to oversee MTSS and referral system (both MS1 and MS2).
		
		High School Level-same as above and:
		• *Grades 9-12 Academics:*
		   o The pacer bar on the **Personalized Learning Platform** indicates whether scholars are mastering content in each of their courses on pace with expectations. This tool can be used as a screener for whether scholars are on track to obtain credit, particularly at 11th and 12th grade where STAR is no longer used.
		   o **"Flex" Block**-Special education teachers support this HS program. This time of the day is embedded in schedules for scholars that require additional support with any content and/or assignments in their courses. Scholars may have this block 3-4 times per week. It is the opportunity for individualized support for projects, focus areas, organization, and task completion goals.
		   o **Mentor Program**-every scholar is assigned a mentor/staff member from the HS to allow for a deeper connection to the HS experience. This program assists in creating a learning culture and growth mind-set, promotes personal development, increases goal setting opportunities, and provides additional social-emotional supports.
		
		Documentation: Data Analysis; State Performance Plan	

Result	4	**SPP Disproportionate Representation (State Performance Plan Indicator #9 and #10)** Blackstone Valley Prep was not disproportionate.	

		Documentation: Data Analysis; State Performance Plan
Result	5	**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 valley Prep Charter School as no students with IEPs were suspended for greater than 10 days. **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. *Documentation: Data Analysis; State Performance Plan*	
Result	6	**Multi-tiered System of Support (MTSS)/Social Emotional Supports/<u>Social Emotional Resources/Positive Behavioral Supports</u>** **<u>Elementary, Middle, and High School Level:</u>** Blackstone Valley Prep recognizes the importance of social-emotional learning and tier 1 Positive Behavioral Interventions and Supports (PBIS) through evidence-based classroom strategies. The purpose of social-emotional learning and tier 1 classroom supports is to be less reactive, and promote proactive strategies. BVP believes this will increase positive scholar behaviors through prevention which will directly impact academic success. ***Additional social-emotional curriculum includes lessons with Second Step and Zones of Regulation Curriculum.* *K-12 Behavioral Universal Screeners:* - Each of the schools collects discipline referral data in Kickboard. Schools regularly monitor this behavioral data to identify students who are in need of additional social-emotional and behavioral supports. At minimum, schools review behavioral data once per Trimester/Semester.	

BVP also has a Scholar Support Team (SST) at each school site that:
- Team consists of the Head of School, Dean, Special Educator/Interventionist, and Social Worker, School Psychologist
- **identifies scholars** in need of additional academic and/or behavioral supports and intervention to be successful in school
- collaboratively **develop scholar goals** and plans of support and intervention
- **monitor progress** on goals, and collaboratively plan additional supports if progress is happening.

Tier 1 Supports

1. BVP has Tier 1 PBIS leadership teams in each school to support school wide PBIS.
2. Tier 1 PBIS teams create action plan with measurable goals/outcomes that clearly define school wide target behaviors and social-emotional skills
3. Consult with grade-level Deans and develop action plans
4. Google doc or Goggle form for referral information/resource
5. Trauma Informed Care PD
6. Community Club
7. Mentor Program (HS)

The SST complements data-based conversations that happen during school leadership team meetings about trends and needs in Tier 1 instruction and school culture.

Culturally Responsive Practices

BVP recognizes the importance of including students' cultural references in all aspects of learning. This includes incorporating a variety of cultural learning styles into lessons, organizing collaborative learning groupings to increase opportunities for communication and additional perspectives, and scholar-centered classrooms to identify, encourage, and utilize individual strengths.

Tier 2 (5%-10%) Social-Emotional/Positive Behavioral Supports Practices
- Peer mentoring/tutoring
- Visual schedules
- Structured Break Plan
- Classroom/school jobs
- Check in Check Out (CICO)
- Behavior Contract
- Social skills groups
- Social Stories
- Social-behavior mapping
- Skill streaming

		- Positive reinforcement programs - Attention - peer and/or adult (e.g., lunch with preferred staff/scholars) - Sensory - opportunities for movement activities - Tangible - access to earning tangible rewards - Task avoidance - modifying task, how a task is presented, response format, earning preferred tasks **Tier 3 (1-5%, individualized) Social-Emotional/Positive Behavioral Supports Practices** *Following limited response to Tier 2 interventions as evidenced by progress monitoring - Functional Behavioral Assessment (FBA) - Behavior Intervention Plan - Collaborative Proactive Solutions- ALSUP - Adapted/Individualized Check In Check Out (CICO) - Intensive social skills group with school psychologist or school social worker - Cognitive Behavioral Therapy - Referral to EOS services, as needed **School Removals/Disciplinary Policies**. Throughout the district, behavioral expectations along with disciplinary action protocols and policies are comprehensively defined in a student handbook. Heads of School consult with their supervisors and/or network leadership team members for any major discipline incidents and school removals.	
Result	7	**Preschool Continuum** Blackstone Valley Prep does not serve preschool age students.	
Result	8	**Program Continuum Elementary Level** There are 1,085 students at the elementary level and approximately 131 have IEPs. The special education program continuum 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 (Transitional Learning Center grades 3-4) provides scholars with a small class setting which includes a special educator and additional academic and behavior support staff; one classroom at ES2 (Transitional Learning Center grades K-2) provides scholars with a small class setting which includes a special educator and additional academic and behavior support staff. The purpose of	

		the Transitional Learning Center is to provide a therapeutic environment for scholars that are not able to fully access the general education setting. This program is "transitional" due to the fact that schedules are individualized according to progress. Transition into the general education setting is always a goal and priority that is supported by all staff. *Documentation: Data Analysis; Interviews; Observation*	
Result	9	**Program Continuum Middle Level** There are 604 students attending Middle School 1 & 2, (MS 1 and MS 2) 82 are students with IEPs'. The special education program continuum has the majority of 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. There are no self-contained classrooms at MS1 or MS2. *Documentation: Data Analysis; Interviews; Observations*	
Result	10	**Program Continuum High School Level** At Blackstone Valley Prep High School (BVP) High School there are approx. 346 total students and 56 have IEPs. The 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. **"Flex" Block**-Special education teachers support this HS program. This time of the day is embedded in schedules for scholars that require additional support with any content and/or assignments in their courses. Scholars may have this block 3-4 times per week. It is the opportunity for individualized support for projects, focus areas, organization, and task completion goals. **Mentor Program**-every scholar is assigned a mentor/staff member from the HS to allow for a deeper connection to the HS experience. This program assists in creating a learning culture and growth mind-set, promotes personal development, increases goal setting opportunities, and provides additional social-emotional supports. **Transition School Services**-BVP offers classes that provide direct instruction and services in the area of self-advocacy, education/training, employment skills, and independent living skills. BVP also contracts	

		with an agency for integrated trial work experiences and job coach support. *Documentation: Data Analysis; Interviews; Observation*	
Result	11	**Adaptive Physical Education (APE)** Blackstone Valley Prep physical education teachers are all certified to teach adaptive physical education (total of 6 teachers). Currently, elementary schools 1, 2 and 3, and middle school 2 service students who require adapted physical education. The district follows specific criteria (access to physical education class, evaluation results, etc.) for referral and to determine eligibility. Through the Blackstone Valley Prep professional learning community, adapted physical educators collaborate on the following: screening processes, evaluations, professional development and service delivery. *Documentation: Data Analysis; Interviews; Observation*	
Result	12	**Extended School Year (ESY)** Blackstone Valley Prep provides extended school year services for scholars who meet the criteria. IEP Teams determine eligibility for services using the identified criteria (*R.I. Regulations*) through the IEP process. The program begins in July and runs for 4 weeks, three times per week (8-12:00) Documentation: Data Analysis; Interviews	
Result	13	**Local Special Education Advisory Committee (LAC)** 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; MTSS, etc. Four parents from Blackstone Valley Prep attended the RIPIN parent training in September 2016. Two parents have since continued to co-lead this advocacy group and work closely with the Director of Special Populations to survey interest in topics and plan meetings. *Documentation: Data Analysis; Interviews; Observation*	

Indicator			
Result	14	**School Efforts to Partner with Parents (State Performance Plan Indicator #8)** The public school district's rate of parent participation in the annual Special Education Statewide Parent Survey (2018-2019) is 67% of parents whose children have IEPs. 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 52.4%. *Documentation: Data Analysis; State Performance Plan*	
Result	16	**Drop Out / Graduation Rate (State Performance Plan Indicator #1 and #2)** Blackstone Valley Prep's 4 year graduation rate is 89.1% for all students and N/A for students with disabilities. These rates approximate the state average rates of 84% for all students and 62.4% for students with disabilities. Blackstone Valley Prep's dropout rate is 3.1% for all students, including students with disabilities. These rates approximate the state average rates of 8.7% for all students and 16% for students with disabilities. *Documentation: Data Analysis; State Performance Plan*	

2.   EVALUATION / INDIVIDUAL EDUCATION PROGRAM (IEP)

Indicator		Findings	Support Plan
Result	1	Records of approximately seven students were reviewed prior to the on-site review by the team leaders. Students' records were very accessible. All compliance items verified as corrected and resolved. No outstanding issues. *(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)* *Documentation: Data Analysis; Interviews; Observation*	Assurances will be provided to the Rhode Island Department of Education, Office of Student, Community and Academic Supports, that compliance issues are addressed and rectified. This Support Plan is applicable for all compliance findings in this section.

			FOLLOW-UP FINDINGS: All compliance items verified as corrected and resolved. No outstanding issues.
Result	2	**Child Outreach** Blackstone Valley Prep and Central Falls School District partner and share resources and staff in regards to Child Outreach Screenings. If scholars arrive to Blackstone Valley Prep without current screening information, scholars are screened during their initial intake meeting at the school. Scholars and families attend enrollment meetings in which BVP reviews records of previous screenings. If a scholar is due for a screening, it is scheduled with the family prior to entering Kindergarten. Screening results are compiled and reviewed with each building special education chair. Evaluation team meetings are scheduled when concerns in screening are documented. . *Documentation: State Performance Plan; Data Interviews*	
Result	3	**Child Find (State Performance Plan Indicator #11)** Blackstone valley Prep Charter School for the 2019-2020 year was at 100% compliance for meeting evaluation timelines for initial referrals. *Documentation: State Performance Plan Data*	
Result	4	**Student Accommodations and Modifications** Throughout Blackstone Valley Prep, special educators share accommodations and modifications with all general educators and enrichment teachers at the beginning of the school year and as IEPs are updated. Special education teachers also attend meetings with all content teachers to provide consult on lesson plans, grading, and any issues with progress to provide overall scholar support. Blackstone Valley Prep utilizes an electronic database system throughout the network. Teachers are given annual access to "IEPs at a glance" which is later removed at the end of the school year when they no longer teach/service the scholar. General educations teachers are a significant part of the team when reviewing annual accommodations and/or modifications. *Documentation: Data Analysis; Interviews; Document Reviews*	

| Result | 5 | **Specific Learning Disabilities Determination**

Blackstone Valley Prep consistently reviews and analyzes response to intervention data points using universal screening tools (STAR) and progress monitoring data as a significant part of a comprehensive evaluation in determining the presence of a specific learning disability.

When a teacher, parent or school team member 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. Benchmark data of same age peers assists teams to determine a student's rate of educational progress. 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.

In accordance with the Rhode Island Criteria and Guidance for the Identification of Specific Learning Disabilities document, the evaluation team uses multiple sources to determine if the scholar's performance meets the 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 impact scholar achievement and progress (lack of appropriate instruction, cognitive functioning, ELL status, attendance, behavior, health, other disability, etc.).

When determining eligibility for SLD, the team completes the SLD worksheet within 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. *Documentation: Interviews; Record Review*	
Result	6	**Due Process Information (State Performance Plan Indicators)** Over the past three years Blackstone Valley Prep has the following complaints, mediations or hearings: <u>**COMPLAINTS**</u> **FY 2017-2018** **# of Complaints: No complaints during this period** **FY 2018-2019** **# of Complaints: No complaints during this period** **FY 2019-2020** **# of Complaints: No complaints during this period** <u>**MEDIATIONS**</u> **FY 2017-2018** **# of Mediations: 1 mediation during this period**	

	ISSUE(S)	RESULT
Mediation #1	Placement	Withdrawn

FY 2018-2019
# of Mediations: 1 mediation during this period

	ISSUE(S)	RESULT
Mediation #1	Placement	Agreement

FY 2019-2020

# of Mediations: No mediations during this period

HEARINGS

FY 2017-2018
# of Hearings: No hearings during this period

FY 2018-2019
# of Hearings: No hearings during this period

FY 2019-2020
# of Hearings: No hearings during this period

Documentation: Data Analysis, RIDE, Due Process Data Base

3. IDEA TRANSITION

Indicator		Findings	Support Plan
Result	1	**Part C to Part B Transition (Indicator #12)** 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 grade available for scholars in Kindergarten. *Documentation: Data Analysis; Interviews; State Performance Plan*	
Result	2	**IDEA Transition Planning at the Middle Level** Blackstone Valley Prep is committed to the following: • Attendance at TAC meetings • File reviews utilizing indicator 13 rubric • Review/Revisions of Career Development Plan template • Continuous reviewing draft IEPs to ensure quality functional and academic goals related to transition assessments and transition services	

		• Scholar attendance and participation at IEP meetings • Transition meetings and family events *Documentation:* *Data Analysis; Interviews; Record Reviews*	
Result	3	**IDEA Transition Planning at the High School Level** Blackstone Valley Prep High School is committed to the following: • Scholar attendance, participation, and facilitation • Mentoring program • Collection/variety of transition assessments • Participation in ORS Tri-employments Program • Transition assessment (2 per scholar at minimum) • Transition courses • Transition Services • Multiple Pathways Team for credit analysis and possible extended learning opportunities • CDP, if applicable • Contract with agency to prove integrated trial work experiences and supported employment experiences • Making Action Plans (MAPS) is used at the secondary level to help the students and families shape transition goals based on individualized interests and results of transition assessments and surveys. • Case manager's help students investigate potential educational training and/or work readiness options that address student interest and strengths. Students at the high school level are active participants in their IEP. Case managers work with other educators and related services providers to enhance college and career readiness and the necessary skills that will assist students to successfully meet their post-secondary goals • Graduation Plans • College and career team staff support	
Result	4	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 & Hospitals (BHDDH). A Special Education Chair oversees the process and ensures evaluations and timelines are in compliance.	

		Documentation: Interviews; Document Review	
Result	5	**Summary of Performance (SOP)** Summary of Performance (SOP) is facilitated by the case managers as appropriate. *Documentation: Interviews; Document Review*	
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. Blackstone Valley Prep compliant with the requirements. **(State Performance Plan Indicator #13)** *Documentation: Interviews; Document Review*	
Result	7	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% **(State Performance Plan Indicator #14)** ****** *reporting size is under 10 scholars* **Blackstone Valley Prep, Office of Special Populations, has initiated new procedures for collecting postsecondary outcome data.** *Documentation: Interviews; Document Review*	