



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

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**School Support System Report and Support Plan**

**Blackstone Academy  
December 2025**

## **SCHOOL SUPPORT SYSTEM**

### **A Collaborative System of Cyclical Monitoring**

**Introduction:** The School Support System (SSS) provides accountability for delivery of programs and services for students with disabilities. 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 stratified random selection of students with IEPs is selected; the records of these students are reviewed; their parents/guardians, teachers and related service providers are interviewed, and their classes 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 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 of schools are made. The team members interview school administrators and teaching staff. Parents and central office staff are also interviewed. The team gathers data-based 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 Corrective Action/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 and correction of any noncompliance. All findings of noncompliance must be corrected as soon as possible but no later than one year from the State's written notification of noncompliance. This plan enables the district to correct areas of non-compliance and to strengthen promising programs and correct areas of weakness to improve services and programs for all students.
  
- **The SSS Report:** The report summarizes the findings from various data sources. The format of the report uses five divisions: Indicators, Findings, Noncompliance, and Corrective Action/Support Plan. Indicators describe either result or compliance in the topical areas of Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE), Evaluation/Individual Educational Program (IEP) and IDEA Transition. The documentation is listed in both the Findings and Noncompliance sections of the report. The corrective action/support plan reflects the response to the described finding and actions by the district as well as resources and timelines to improve programs and services. All findings of noncompliance must be corrected as soon as possible but no later than one year from the State's written notification of noncompliance.
  
- **Subsequent & Timely Follow / Verification Process & Reporting:** RIDE, IDEA Quality Assurance personnel and the School Support System Liaison work with the LEA to verify correction, including reviewing subsequent data to ensure correction of noncompliance. Also, within the one-year monitoring timeframe RIDE personnel will return to the district and follow up to ensure ongoing compliance is maintained. This will include, as applicable, program spot checks/reviews and record reviews. Our baseline number of records will not go below six. Pending subsequent and timely verification, a letter closing the SSS monitoring process will be issued.

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**Blackstone Academy  
School Support System Review**

**RIDE 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)

Item #	Review Information	Noncompliance Finding (if applicable) & Corrective Action/Support Plan (if applicable)
1	<p><b>Least Restrictive Environment Data (State Performance Plan Indicator #5</b> (20 U.S.C. 1416(a)(3)(A))</p> <p>Based on the FY July 1, 2023-June 30, 2024, State Performance Plan information on Blackston Academy Charter School Placement is as follows:</p> <p>The percentage of students educated 80% or more of the time in general education settings is 100% (RI District Average is 71.05%)</p> <p>Percentage of students educated for 39% or less of the time in general education settings is 0% (RI District Average is 12.5%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 0% (RI District Average is 5.11%)</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	<p><b><u>Noncompliance Finding (if applicable):</u></b> No finding.</p> <p><b>Regulatory Citation:</b> N/a</p> <p><b><u>Corrective Action / Support Plan:</u></b> N/a</p> <p><b>Timeline:</b> N/a</p> <p><b>Progress Check:</b> N/a</p> <p><b><u>Follow Up Information:</u></b> N/a</p>
2	<p><b>Participation and performance of children with IEPs on statewide assessments (State performance Plan Indicator #3</b> (20 U.S.C. 1416 (a)(3)(A))</p> <p>A. Participation rate for children with IEPs.            ELA grade 4 N/a            Math grade 4 N/a</p>	<p><b><u>Noncompliance Finding (if applicable):</u></b> No finding.</p> <p><b>Regulatory Citation:</b> N/a</p> <p><b><u>Corrective Action / Support Plan:</u></b> N/a</p>

	<p>ELA grade 8 N/a  Math grade 8 n/a  ELA HS: 100%  Math HS: 100%</p> <p>B. Proficiency rate for children with IEPs against grade level academic achievement standards.  ELA grade 4 N/a  Math grade 4 n/a  ELA grade 8 N/a  Math grade 8 N/a  ELA HS: 0  Math HS: 0</p> <p>C. Proficiency rate for children with IEPs against alternate academic achievement standards.  ELA grade 4 N/a  Math grade 4 N/a  ELA grade 8 N/a  Math grade 8 N/a  ELA HS: N/a  Math HS: N/a</p> <p>D. Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards.  ELA grade 4 N/a  Math grade 4 N/a  ELA grade 8 N/a  Math grade 8 N/a  ELA HS: 34.94 %  Math HS: 9.64 %</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	<p><b>Timeline:</b> N/a</p> <p><b>Progress Check:</b> N/a</p> <p style="text-align: center;"><b><u>Follow Up Information:</u></b></p> <p>N/a</p>
3	<p><b>SPP Disproportionate Representation (State Performance Plan Indicator #9 (20 U.S.C. 1416(a)(3)(C)) and #10 (20 U.S.C. 1416(a)(3)(C))</b></p>	<p><b><u>Noncompliance Finding (if applicable):</u></b>  No finding.</p>

	<p>Blackstone Academy is not disproportionate.</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	<p><b>Regulatory Citation:</b> N/a</p> <p><b><u>Corrective Action / Support Plan:</u></b> N/a</p> <p><b>Timeline:</b> N/a</p> <p><b>Progress Check:</b> N/a</p> <p><b><u>Follow Up Information:</u></b> N/a</p>
4	<p><b>Suspension (State Performance Plan Indicator 4a and 4b</b> (20 U.S.C. 1416(a)(3)(A); 1412(a)(22))</p> <p><b>#4a): Significant</b> 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><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><b><u>Noncompliance Finding (if applicable):</u></b> No findings.</p> <p><b>Regulatory Citation:</b> N/a</p> <p><b><u>Corrective Action / Support Plan:</u></b> N/a</p> <p><b>Timeline:</b> N/a</p> <p><b>Progress Check:</b> N/a</p> <p><b><u>Follow Up Information:</u></b> N/a</p>

	<p>School Removals/Disciplinary Policies. Throughout the district, behavioral expectations along with disciplinary action protocols and policies are comprehensively defined in a student handbook.</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	
<p>5</p>	<p><b>Multi-tiered System of Support (MTSS)</b></p> <p style="text-align: center;"><b><u>Tier I</u></b> <b><u>Academic &amp; Social Emotional Learning/Supports</u></b></p> <p>MTSS is coordinated by the grade specific Deans, and much of their time in grade specific team meetings is spent identifying students for MTSS and the monitoring of interventions.</p> <p>The Deans and other members of the Teaching and Student Support Team utilize forms and approaches from the RTI Network. Grade 11 and Grade 12 meetings are incorporated into the general meeting time to allow more members to be present. Those team meetings happen every month, though the Deans are monitoring progress through regular communication to team members and review of data. The Student Support Team meetings are held weekly once or twice per week for social-emotional/behavioral health challenges. Progress reports and end of quarter grades along with other interim assessments are used in order to monitor progress.</p> <p>Interventions may include accommodations for all classes or certain classes and/or new services such as participation in an enrichment class, extra reading or math class, a one-on-one writing program, extra organizational help with a staff member etc. The Dean or other assigned staff member conducts parent interviews, student interview and a review of past testing and academic performance.</p> <p>The Deans and grade specific teams formulate the plans, their monitoring/evaluating benchmarks and schedules individually. This</p>	<p><b><u>Noncompliance Finding (if applicable):</u></b> No finding.</p> <p><b>Regulatory Citation:</b> N/a</p> <p><b><u>Corrective Action / Support Plan:</u></b> N/a</p> <p><b>Timeline:</b> N/a</p> <p><b>Progress Check:</b> N/a</p> <p><b><u>Follow Up Information:</u></b> N/a</p>

documentation is then presented should the need for formal evaluation occur.

Blackstone facilitates a Student Support Team meeting weekly 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/Social Workers, Behavior Specialists the clinical psychologist, and interns from the Rhode Island College, School of Social Work. As needed, teachers or advisors of specific students are invited and one of the administrators often sits in. A school social worker coordinates the agenda which includes weekly case review on students as information gathering, training and support on school-wide strategies that promote healthy well-being of all learners.

Each grade has a member of the counseling staff assigned to them, and they communicate at least weekly with their Deans while monitoring the social-emotional well being of students. Action plans for students are created as appropriate as are internal and external referrals for counseling, support groups, and activities.

The use of support and skill-building groups that meet weekly with students to assist them with coping and strategy skills has been expanded as a strategy for assisting students.

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.

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. Teachers and staff members have all had training in restorative practices and approaches, and over the past two years, school-

wide detention is nearly extinct as a practice. Out of school suspensions only occur when students are deemed a safety risk in the building. Students continue to receive educational services if they are out of school suspended.

Blackstone has always utilized a preventative, community-building approach to positive school-wide culture. Advisories meet daily and coordinated activities are utilized to build strong working groups. School-wide teach-ins and facilitated conversations which address wellness as well as equity issues occur multiple times per year.

### **Tier II & Tier III** **Academic & Social Emotional Learning/Supports**

Nearly all formal MTSS plans come out of these meeting settings and minutes are taken at all of these meetings and shared with team members on google docs. Level 2 and 3 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.

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. The social workers have developed a "Stress Less" group for seniors in particular, but other students are able to

	<p>join if they are feeling stressed with regard to school work, emotions, etc. One to one assistants are assigned to those students who have significant challenges (behaviorally, emotionally, or academically) when necessary. Behavioral contracts are also developed and utilized when needed.</p> <p><i>Documentation: Data Analysis; Document Review, Record Reviews</i></p>	
6	<p><b>Preschool Continuum</b></p> <p>Blackstone Academy serves youth in grades 9-12; thus, preschool is not applicable (NA).</p> <p><i>Documentation: Data Analysis; State Performance Plan, Interviews, Observations</i></p>	<p><b><u>Noncompliance Finding (if applicable):</u></b></p> <p>Blackstone Academy serves youth in grades 9-12; thus, preschool is not applicable (NA).</p>
7	<p><b>Program Continuum Elementary Level</b></p> <p>Blackstone Academy Charter School serves youth in grades 9-12; thus, elementary level is not applicable (NA).</p> <p><i>Documentation: Data Analysis; Record Reviews, Interviews; Observation</i></p>	<p><b><u>Noncompliance Finding (if applicable):</u></b></p> <p>Blackstone Academy serves youth in grades 9-12; thus, elementary level is not applicable (NA).</p>
8	<p><b>Program Continuum Middle Level</b></p> <p>Blackstone Academy serves youth in grades 9-12; thus, middle level is not applicable (NA).</p> <p><i>Documentation: Data Analysis; Record Reviews Interviews; Observation</i></p>	<p><b><u>Noncompliance Finding (if applicable):</u></b></p> <p>No finding.</p> <p><b>Regulatory Citation:</b> N/a</p> <p><b><u>Corrective Action / Support Plan:</u></b></p>

		<p>N/a</p> <p><b>Timeline:</b> N/a</p> <p><b>Progress Check:</b> N/a</p> <p style="text-align: right;"><b><u>Follow Up Finding:</u></b></p> <p>N/a</p>
<p>9</p>	<p><b>Program Continuum High School Level</b></p> <p>There are approximately 350 students and 58 have IEPs. The program continuum is as follows:</p> <p>Currently, all students receiving educational services at the school are fully included. Resource teachers (known as academic enrichment teachers) work in content area classes along with the general education teacher. Additionally, they facilitate Academic Enrichment classes for those students who benefit from individual or small group instruction outside of the general education setting. 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 meet with students at other times as needed.</p> <p><i>Documentation: Data Analysis; Record Reviews; Interviews; Observation</i></p>	<p style="text-align: right;"><b><u>Noncompliance Finding (if applicable):</u></b></p> <p>No finding.</p> <p><b>Regulatory Citation:</b> N/a</p> <p style="text-align: right;"><b><u>Corrective Action / Support Plan:</u></b></p> <p>N/a</p> <p><b>Timeline:</b> N/a</p> <p><b>Progress Check:</b> N/a</p> <p style="text-align: right;"><b><u>Follow Up Finding:</u></b></p> <p>N/a</p>
<p>10</p>	<p><b>Adapted Physical Education (APE)</b></p> <p>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 style="text-align: right;"><b><u>Noncompliance Finding (if applicable):</u></b></p> <p>No finding.</p> <p><b>Regulatory Citation:</b> N/a</p>

	<p><i>Documentation: Data Analysis; Record Reviews; Interviews; Observation</i></p>	<p><b><u>Corrective Action / Support Plan:</u></b> N/a <b>Timeline:</b> N/a <b>Progress Check:</b> N/a</p> <p><b><u>Follow Up Information:</u></b> N/a</p>
11	<p><b>Extended School Year (ESY)</b></p> <p>Blackstone has provided ESY services in the area of reading support and intervention and math for students in the past. If deemed necessary by the IEP Team, ESY services are provided to students. The school runs a number of summer educational enrichment and academic programs and has no problem getting support for students who need it.</p> <p><i>Documentation: Data Analysis; Record Reviews; Interviews; Observation</i></p>	<p><b><u>Noncompliance Finding (if applicable):</u></b> No finding.</p> <p><b>Regulatory Citation:</b> N/a</p> <p><b><u>Corrective Action / Support Plan:</u></b> N/a <b>Timeline:</b> N/a <b>Progress Check:</b> N/a</p> <p><b><u>Follow Up Information:</u></b></p>
12	<p><b>Local Special Education Advisory Committee (LAC)</b></p> <p>The LAC is in the process of recruiting a new chair for this group to assist in the facilitation of the four annual meetings. Topics discussed come from the parents' request for more information on a certain issue. Parents are asked at the first meeting what topics they would like discussed, and Blackstone works with parents to develop opportunities. At the first meeting, parents are introduced to all the special educators, and the programs and experiences available to students are discussed. Opportunities for external learning and higher education exploration, including those things unique to Blackstone are covered. The parents are alerted to the programs available after school and tutoring available before, during, and after school.</p>	<p><b><u>Noncompliance Finding (if applicable):</u></b> No finding.</p> <p><b>Regulatory Citation:</b> N/a</p> <p><b><u>Corrective Action / Support Plan:</u></b> N/a <b>Timeline:</b> N/a <b>Progress Check:</b> N/a</p>

	<i>Documentation: Data Analysis; Record Reviews Interviews; Observation</i>	N/a <b><u>Follow Up Information:</u></b>
13	<p><b>School Efforts to Partner with Parents (State Performance Plan Indicator #8</b> (20 U.S.C. 1416(a)(3)(A))</p> <p>The Blackstone Academy Harter School public-school district’s rate of parent participation (for parents whose children have IEPs) in the annual Special Education Statewide Parent Survey (2023-2024) is 55%</p> <p>Percent of the responding parents (with a child receiving special education services) who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities is 92%</p> <p><i>Documentation: Data Analysis; State Performance Plan, Parent/Guardian Interviews</i></p>	<p><b><u>Noncompliance Finding (if applicable):</u></b> No finding.</p> <p><b>Regulatory Citation:</b> N/a</p> <p><b><u>Corrective Action / Support Plan:</u></b> N/a</p> <p><b>Timeline:</b> N/a</p> <p><b>Progress Check:</b> N/a</p> <p><b><u>Follow Up Information:</u></b> N/a</p>
14	<p><b>Drop Out / Graduation Rate (State Performance Plan Indicator #1 and #2</b> (20 U.S.C. 1416 (a)(3)(A))</p> <p>The Blackstone Academy Public Schools graduation rate is 77% for students with disabilities. These rates are lower than the state average rates of 87% for all students with disabilities.</p> <p>The Blackstone Academy Public Schools dropout rate is 11% for students with disabilities. These rates are higher than the state average rates of 4% for all students with disabilities.</p> <p>Blackstone Academy has a robust summer program that is open to all students and focuses on academics to assist in closing gaps and potential course challenges.</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	<p><b><u>Noncompliance Finding (if applicable):</u></b> No finding.</p> <p><b>Regulatory Citation:</b> N/a</p> <p><b><u>Corrective Action / Support Plan:</u></b> Timeline: N/a</p> <p><b>Progress Check:</b> N/a</p> <p><b><u>Follow Up Information:</u></b> N/a</p>

## 2. EVALUATION / INDIVIDUAL EDUCATION PROGRAM (IEP)

Item #	Review Information	Noncompliance Finding (if applicable) & Corrective Action/Support Plan (if applicable)
1	<p>Records of six students were reviewed prior to the on-site review by the team leaders. Students' records were very accessible. The record review process identified by the following:</p> <ul style="list-style-type: none"> <li>-The meeting invitation did not list Pre employment Services (Pre-ETS) §300.320(b)(2), 300.322</li> <li>-Consent to evaluate was not consistently seen file §300.300(c)(i)</li> </ul> <p>Revaluation not completed within regulatory timeline §300.3003(1)(i)</p> <ul style="list-style-type: none"> <li>-Transition assessment not consistently reflected in the IEP. §300.320 (7) (1)</li> <li>- Short term objectives not consistently quantifiable measurable. §300.320</li> <li>- Progress reports/notes not seen in file. §300.320</li> <li>- Not consistent evidence that the student and family had been informed in writing of the transfer when the student turns 18. §300.520</li> <li>-Random IEP items left blank. §300.320</li> </ul> <p><i>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</i></p> <p><i>Documentation: Data Analysis; Record Reviews; Interviews; Observation</i></p>	<p><b>Noncompliance Finding (if applicable):</b>  <u>Noncompliance Finding (if applicable):</u>  <b>Noncompliance Finding:</b> Please note that the detailed list of any record review noncompliance including student names is shared with the LEA at the data analysis meeting. The overview of those findings without student names is shared in this report.</p> <p><b>Regulatory Citation:</b> §300.320(b)(2), 300.322; §300.300(c)(i); §300.3003(1)(i); §300.320 (7) (1); §300.320</p> <p>This finding must be corrected as soon as possible but no later than one year from the State's written notification of noncompliance.</p> <p><i>Documentation: Data Analysis; Record Reviews; Interviews; Observation</i></p> <p><b>Corrective Action / Support Plan:</b>  Verification (including reviewing subsequent data) 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><b>Timeline:</b> This finding must be corrected as soon as possible but no later than one year from the State's written notification of noncompliance.</p> <p><b>Progress Check:</b> October 2026</p> <p><b>Follow Up Information:</b></p>

<p>2</p>	<p><b>Child Outreach Screening</b></p> <p>Blackstone Academy Charter School serves youth in grades 9-12; thus, child outreach is not applicable (NA).</p> <p><i>Documentation: Data Analysis; Record Reviews</i></p>	<p><u><b>Noncompliance Finding (if applicable):</b></u> No finding.</p> <p><b>Regulatory Citation:</b> N/a</p> <p><u><b>Corrective Action / Support Plan:</b></u> N/a</p> <p><b>Timeline:</b> N/a</p> <p><b>Progress Check:</b> N/a</p> <p><u><b>Follow Up Information:</b></u> N/a</p>
<p>3</p>	<p><b>Child Find (State Performance Plan Indicator #11</b> (20 U.S.C. 1416(a)(3)(B))</p> <p>Blackstone Academy for the year 2023-2024 was at 100% compliance for meeting evaluation timelines for initial referrals.</p> <p><i>Documentation: State Performance Plan Data; Data Analysis; Record Reviews; Interviews</i></p>	<p><u><b>Noncompliance Finding (if applicable):</b></u> No findings.</p> <p><b>Regulatory citation:</b> N/a</p> <p><u><b>Corrective Action / Support Plan:</b></u> N/a</p> <p><b>Timeline:</b> N/a</p> <p><b>Progress Check:</b> N/a</p> <p><u><b>Follow Up Information:</b></u></p>
<p>4</p>	<p><b>Student Accommodations and Modifications</b></p> <p>Teachers are able to access student accommodations/modifications on the students that they teach via a link in the PowerSchool SIS system next to the student's name. The link brings the teacher to the student's IEP and their required accommodations/modifications. The special education director and</p>	<p><u><b>Noncompliance Finding (if applicable):</b></u> No finding.</p> <p><b>Regulatory Citation:</b> N/a</p> <p><u><b>Corrective Action / Support Plan:</b></u></p>

	<p>teachers also compile a chart with this information at the beginning of the school year. Teachers are informed of changes to accommodations/modifications via the case manager assigned to the student.</p> <p>Special educators assist general education teachers in modifying work, tests and quizzes for those students who require it. Special educators are always available to assist the general education teachers for the preparation/modification of work/assignments. A Senior Seminar class conducted by a special education teacher has also been developed to help those seniors who need additional assistance with their senior projects, papers and portfolios. If new students are referred and found eligible for special education services, meetings and written communication occur with a students' teachers indicating the accommodations and modifications needed for that student. The student's advisors and special education teachers assist with clarifying accommodations and modifications. The IEPs are shared electronically (PowerSchool Special Education) with the teachers and staff members who need to view them. Other files are kept in the Special Education Office.</p> <p><i>Documentation: Data Analysis; Record Reviews; Interviews</i></p>	<p>N/a</p> <p><b>Timeline:</b> N/a</p> <p><b>Progress Check:</b> N/a</p> <p style="text-align: center;"><b><u>Follow Up Information:</u></b></p> <p>N/a</p>
5	<p><b>Specific Learning Disabilities Determination (SLD)</b></p> <p>Blackstone Academy has been using the specific learning disabilities form that is supported by PowerSchool that is aligned with Rhode Island requirements. Teachers and Deans have received professional development regarding the referral process and the documentation needed regarding interventions and progress.</p>	<p style="text-align: center;"><b><u>Noncompliance Finding (if applicable):</u></b></p> <p>No finding.</p> <p><b>Regulatory Citation:</b> N/a</p> <p style="text-align: center;"><b><u>Corrective Action / Support Plan:</u></b></p> <p>N/a</p> <p><b>Timeline:</b> N/a</p> <p><b>Progress Check:</b> N/a</p>

	<i>Documentation: Data Analysis; Record Reviews, Interviews</i>	N/a <b><u>Follow Up Information:</u></b>
6	<p><b>Dispute Resolution Information (State Performance Plan Indicators #15: Resolution Sessions (20 U.S.C. 1416(a)(3)(B)), #16: Mediation (20 U.S.C. 1416(a)(3)(B)), Hearings and Complaints)</b></p> <p>Over the past three years Blackstone Academy has no (zero) complaints, mediations, or hearings.</p> <p><i>Documentation: Data Analysis, RIDE, Dispute Resolution Data Base</i></p>	<p><b><u>Noncompliance Finding (if applicable):</u></b> No finding.</p> <p><b>Regulatory citation:</b> N/a</p> <p>Dispute Resolution personnel are responsible for all dispute resolution verification and any related follow up. (Contact number 401-222-8999)</p> <p><b><u>Corrective Action / Support Plan:</u></b></p> <p><b>Timeline:</b> N/a</p> <p><b>Progress Check:</b> N/a</p> <p><b><u>Follow Up Information:</u></b> N/a</p>

### 3. IDEA TRANSITION

Item #	Review Information	Noncompliance Finding (if applicable) & Corrective Action/Support Plan (if applicable)
1	<b>Part C (Early Intervention) to Part B Transition (State Performance Plan Indicator #12 (20 U.S.C. 1416(a)(3)(B))</b>	<b><u>Noncompliance Finding (if applicable):</u></b> No finding.

	<p>Blackstone Academy serves youth in grades 9-12; thus, Part B to Part C transition is not applicable (NA).</p> <p><i>Documentation: Data Analysis; State Performance Plan, Record Reviews</i></p>	<p><b>Regulatory citation:</b> N/a</p> <p><b><u>Corrective Action / Support Plan:</u></b> N/a</p> <p><b>Timeline:</b> N/a</p> <p><b>Progress Check:</b> N/a</p> <p><b><u>Follow Up Information:</u></b> N/a</p>
2	<p><b>Early Childhood Special Education to Kindergarten Transition</b></p> <p><b>State Performance Plan Indicator #7</b> (20 U.S.C. 1416 (a)(3)(A))</p> <p>Blackstone Academy Charter School serves youth in grades 9-12; thus, transition planning at the kindergarten level is not applicable (NA).</p> <p><i>Documentation: Data Analysis; State Performance Plan, Record Reviews</i></p>	<p><b><u>Noncompliance Finding (if applicable):</u></b> No finding.</p> <p><b>Regulatory citation:</b> N/a</p> <p><b><u>Corrective Action / Support Plan:</u></b> N/a</p> <p><b>Timeline:</b> N/a</p> <p><b>Progress Check:</b> N/a</p> <p><b><u>Follow Up Information:</u></b> N/a</p>
3	<p><b>IDEA Transition Planning at the Middle Level</b></p> <p>Blackstone Academy serves youth in grades 9-12; thus, transition planning at the middle level is not applicable (NA).</p>	<p><b><u>Noncompliance Finding (if applicable):</u></b> No finding.</p> <p><b>Regulatory Citation:</b> N/a</p>

	<p><i>Documentation: Data Analysis; Record Reviews</i></p>	<p><b><u>Corrective Action / Support Plans:</u></b></p> <p><b>Timeline:</b> N/a</p> <p><b>Progress Check:</b> N/a</p> <p><b><u>Follow Up Information:</u></b></p> <p>N/a</p>
<p>4</p>	<p><b>IDEA Transition Planning at the High School Level</b></p> <p>Blackstone has annual “advisory tasks” for all students at each grade level which help guide them incrementally through a series of tasks and activities to assist them in planning their transition from high school. Recently, the district purchased Xello web-based program so that all of the students can utilize high quality career, learning style and interest assessments that help them work with their advisor to understand and build their annual ILP inclusive of “transition -planning tools. Moving forward, parents and all teachers/staff members can log-in to view student planning as they move annually.</p> <p>Graduation requirements for Blackstone include annual portfolio presentations and all students highlight external learning experiences as part of their presentations. For instance, ninth graders reflect on the results of their career, learning style and interest assessments and use them to guide some of their external learning experiences. In grade ten, all students participate in at least one job shadow and/or similar career exploration experience and document substantial volunteer, job and extra-curricular activities, grade 11 brings a service learning project, as well as documentation of skills gained from extensive volunteer experiences, internships and jobs. Senior year means an independent project connected to the outside world and formal higher ed/vocational planning much of which is facilitated for all students.</p>	<p><b><u>Noncompliance Finding (if applicable):</u></b></p> <p>No finding.</p> <p><b>Regulatory Citation:</b> N/a</p> <p><b><u>Corrective Action / Support Plan:</u></b></p> <p>N/a</p> <p><b>Timeline:</b> N/a</p> <p><b>Progress Check:</b> N/a</p> <p><b><u>Follow Up Information:</u></b></p> <p>N/a</p>

	<p>The above transition planning needs little adaptation for most students with disabilities but the advisors and appropriate team members adapt these requirements as needed and appropriate.</p> <p>A part time staff member assists with placing students in external learning experiences who need more assistance in this area and that staff member works with the full time career coordinator to access appropriate sites and help students to gain access.</p> <p>Students can participate in the ORS program and in Access Point RI (a program affiliated with CVS and training in the various positions one might hold at CVS). With distance learning, all students have participated in virtual visits to higher education and virtual external learning experiences.</p> <p>Twelfth grade transition meetings always include a review with students and family members which focus on the modification and accommodations they received in high school with the intention of having students embrace their need for and right for accommodations that they are able to meaningfully describe them and advocated for themselves as they enter higher education.</p> <p><i>Documentation: Data Analysis; Interviews; Record Reviews</i></p>	
5	<p>At the high school, the case manager is the point for referrals to the <b>Office of Rehabilitative Services (ORS)</b> and to the <b>Department of Behavioral Healthcare, Developmental Disabilities &amp; Hospitals (BHDDH)</b>.</p> <p>One of the special education teachers is the point person for referrals to the Office of Rehabilitative Services (ORS) and to the Department of Behavioral Healthcare, Developmental Disabilities &amp; Hospitals (BHDDH). The special education teacher schedules appointments when necessary and contacts parents for permission for sharing information. Students also have the opportunity to receive training through the Access Point RI program which is affiliated with CVS. Students are involved in an 8 week program where they train in a setting at Davies Vocational which is set up like a CVS store. They receive training in customer service, shelf stocking, cashiering, pharmacy...every aspect of working at a CVS. After the training they are</p>	<p><b><u>Noncompliance Finding (if applicable):</u></b> No finding.</p> <p><b>Regulatory Citation: N/a</b></p> <p><b><u>Corrective Action/Support Plan:</u></b> N/a</p> <p><b>Timeline: N/a</b></p> <p><b>Progress Check: N/a</b></p>

	<p>placed in a CVS store for a 2 week externship, where they demonstrate the skills learned. This externship can lead to employment at CVS.</p> <p><i>Documentation: Data Analysis; Interviews; Record Reviews</i></p>	<p>N/a</p> <p><b><u>Follow Up Information:</u></b></p>
6	<p>The case managers facilitate <b>Summary of Performance (SOP)</b> as appropriate.</p> <p><b>Summary of Performance (SOP)</b> is facilitated by the case managers as appropriate for all graduating seniors; and they are given to the students upon graduation. Also see above comments on transition planning.</p> <p><i>Documentation: Data Analysis; Interviews; Record Reviews</i></p>	<p><b><u>Noncompliance Finding (if applicable):</u></b></p> <p>No finding.</p> <p><b>Regulatory Citation:</b> N/a</p> <p><b><u>Corrective Action Plan / Support Plan:</u></b></p> <p>N/a</p> <p><b>Timeline:</b> N/a</p> <p><b>Progress Check:</b> N/a</p> <p><b><u>Follow Up Information:</u></b></p>
7	<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. Blackstone Academy is 100% compliant with the requirements. <b>(State Performance Plan Indicator #13</b> (20 U.S.C. 1416(a)(3)(B))</p> <p><i>Documentation: Data Analysis; Interviews; State Performance Plan, Record Reviews</i></p>	<p><b><u>Noncompliance Finding (if applicable):</u></b></p> <p>No finding.</p> <p><b>Regulatory Citation:</b> N/a</p> <p><b><u>Corrective Action / Support Plan:</u></b></p> <p>N/a</p> <p><b>Timeline:</b> N/a</p> <p><b>Progress Check:</b> N/a</p>

		<p style="text-align: center;"><b><u>Follow Up Information:</u></b></p> <p>N/a</p>
8	<p>88% 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 69% <b>(State Performance Plan Indicator #14</b> (20 U.S.C. 1416(a)(3)(B))</p> <p><i>Documentation: Data Analysis; Interviews; State Performance Plan, Record Reviews</i></p>	<p style="text-align: center;"><b><u>Noncompliance Finding (if applicable):</u></b></p> <p>No finding.</p> <p><b>Regulatory Citation:</b> N/a</p> <p style="text-align: center;"><b><u>Corrective Action / Support Plan:</u></b></p> <p>N/a</p> <p><b>Timeline:</b> N/a</p> <p><b>Progress Check:</b> N/a</p> <p style="text-align: center;"><b><u>Follow Up Information:</u></b></p> <p>N/a</p>