

Rhode Island Department of Education
Office for Diverse Learners

School Support System Report and Support Plan

Chariho Public School System
March 28 – April 1, 2010

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 Results. 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 with the Local Education Agency (LEA) to plan the site review and identify issues or initiatives that may influence programs or service delivery.
- Data Analysis Meeting The RIDE staff meets to review LEA demographic information on selected reports including: the LEA annual plan, census information, and information collected through record review, staff questionnaires and parent interviews. To ensure that the child is at the center of the study, all analyses begin with the child. Thus, a sample of approximately 30 students with exceptionalities is selected; the records of these students are reviewed; their parents, teachers and related service providers are interviewed, and their classrooms are observed. The result is an in-depth, unified examination of the actual provision of programs and services for students with exceptionalities. The RIDE staff compiles a preliminary summary of their analyses of this data.
- Presentation by the LEA and School Site Review The on-site review begins with a presentation of programs by teachers and staff. The presentation provides the review team with general and specific information on delivery of programs and services to students. Following this presentation, on-site reviews to all schools are made. The team members interview school administrators and teaching staff. Parents and central office staff are also interviewed. The team gathers sufficient information and works with the LEA personnel to generate a report, covering the following:
 - The district's compliance with the state and federal regulations, relative to the education of students with exceptionalities.
 - The quality and effectiveness of programs and services provided by the district.
 - The need for professional development and technical assistance that will enable the LEA to improve programs and services.
- The Support Plan The RIDE team, LEA central office and building administrators meet to review the data and complete a report of results. The group designs a professional development/technical assistance support plan with timelines for implementation. This plan enables the school and district to correct areas of non-compliance and to strengthen promising programs and correct areas of weakness in order to improve services and programs for all students.
- The SSS Report The report summarizes the findings from the various data sources. The format of the report uses four divisions: Indicators, Findings, Documentation, and Support Plan. Indicators describe either Result 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 required by the district as well as resources and time lines to improve programs and services.

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CHARIHO
SCHOOL SUPPORT SYSTEM REVIEW
March 29 – April 1, 2010

TEAM MEMBERS

Team A – Alice Woods, Barbara Smith,

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RYSE Site Review – Alice Woods and Jane Keane

1. SCHOOL IMPROVEMENT / FAMILY ENGAGEMENT					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Result	1	<p>According to its Mission statement, “the Chariho Regional School District ensures that all students meet high academic standards and are prepared for lifelong learning and productive global citizenship.” Their Vision is that “With a commitment to continuous improvement, the District’s highly qualified staff engages with students in state-of-the-art facilities to master challenging content, to promote creativity, and to foster critical thinking. The district is recognized by the community as its greatest asset.” The District is working toward 4 goals:</p> <ol style="list-style-type: none"> 1. All students will acquire knowledge to meet the increasing demands of a globally influenced world. 2. All schools will meet AVP and all targets as identified by federal and state law. 3. All families and community will demonstrate respect for and value education. 4. All schools will be ranked in the top 20% among schools in the Southern RI Collaborative region, top 10% of those demographically similar, and in the top five in RI. <p>The District is committed to six critical strategies:</p> <ul style="list-style-type: none"> -Assessment -Communication -Technological Resources -Safe Schools and Student Supports -21st Century Skills -Educator Quality 	District Documents/ Presentation		
Result	2	School Improvement Plans were evident throughout the region and aligned to the district strategic plan. Teams were comprised of school administrators, educators, parents, and representatives from the community. School improvement teams meet monthly with subcommittee activities held as appropriate.	Documents/ Interviews		
Result	3	Chariho administration and school faculty review student data through a number of structured and informal processes. Faculty review various assessments such as the Common Quarterly Assessments, PowerSchool and the NECAP, along with teacher generated assessments, common tasks/assessments, formative	Interviews		

		and summative assessments, review of student work and performance along with classroom observations to discuss instructional strategies and cross-content area planning.			
Result	4	Job embedded professional development is built into the school calendar with two days of professional development at the beginning the school year. There are nine half days planned for next year.	Interviews		
Result	5	<p>The district has initiated a plan to introduce and establish Response to Intervention (RtI) teams in each school, beginning at the elementary level, along with appropriate and on-going professional development and training. Although the RtI is at different phases of implementation in different schools, at the elementary level, currently there are 'Student Watch Teams' that analyze testing data and make recommendations regarding interventions on a regular basis.</p> <p>The Student Support Team at the middle school is comprised of the school administrator, school psychologists and social worker, the school counselors, nurse and the student assistant counselor meet once a week to address the academic and or behavioral challenges students are experiencing to determine interventions and support.</p> <p>At the high school there is an established student intervention team that review student needs and develops intervention plans as appropriate.</p>	District Documents/ Presentation, & Interviews		
Result	6	<p><u>School Efforts to Partner with Parents:</u> The district's rate of parent participation in the annual Special Education Statewide Parent Survey* is 19.86% 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 21 %.</p>	State Performance Plan (Annual statewide *School Efforts to Partner with Parents Scale (SEPPS), March 2009 results) Document Review Consolidated Resource Plan,		

	<p>The Local Special Education Advisory Committee (LAC) is currently undergoing leadership changes. The Chair is resigning after 10 years of service as are the other Board members, with one exception. Elections are taking place to have a new board and Chair in place. The group has a history of sponsoring a number of workshops and trainings for parents. Over the past few years, attendance at meetings and workshops has decreased. There is support from the district and either the Special Education Director or Assistant Director attends each meeting. Currently, they are trying to get teachers and staff involved in the meetings as well as increase parent involvement.</p> <p>Update: At a recent LAC meeting, (April 25), new officers were inducted and the membership has greatly increased.</p>	FY2010 Interviews		
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2. FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE/LRE)

Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Result	1	<p>Based on the FY July 1, 2008-June 30, 2009 State Performance Plan information on Chariho's Program Placement Data is as follows:</p> <p>The percentage of students educated 80% to 100% of the time in general education settings is 67.50% (RI District Average is 74.04%).</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 15.63% (RI District Average is 11.05%).</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 1.25% (RI District Average is 43.87%).</p> <p>If a district is 1 standard deviation from the RI district average the district is considered discrepant for the target. Chariho is not discrepant in any of the above data categories. This is not a compliance indicator.</p>	Documents, Interviews		

Result	2	Chariho is no longer significantly disproportionate for Black or Native American students with disabilities. Chariho will no longer be required to spend 15% of IDEA dollars on Early Intervening Services (EIS). EIS delivered in the 2008-2009 school year served only general education students who are White, Asian, Native American and Black..	Documents, Interviews		
Compliance	3	Indicator 11 of the SPP (The compliance mandate for this is 100%) Chariho is at 97.96% compliance for meeting evaluation timelines for initial referrals for the 2008-2009 school year and they are currently at 97.5% for the 2009-2010 school year to date. RIGL 300.301	Documents, Interviews	Chariho has submitted a corrective action plan for meeting evaluation timelines and is working to meet the mandate of 100%. Timeline: Immediate and ongoing Progress Check: December 2010	Chariho has met the 100% mandate for evaluation timelines on each of the reports submitted to the RIDE for the 2010-2011 school year.
Result	4	District Special Education Preschools The district offers four session of its integrated pre-school program. Three of these sessions operate four days per week and serve preschool students with cognitive and related service needs. The fourth session operates three mornings per week and services those preschool students who have Speech-language, occupational therapy, physical therapy, or social-emotional needs, but who do not have cognitive needs.	Documents, Interviews		
Result	5	Elementary/Preschool There is a continuum of programs at the elementary level throughout the district, but not necessarily in each school. Some students are supported within the general education classroom, some are pulled out for small group and some are taught in substantially separate classrooms. Students have access to and progress in the general education or alternate grade level curriculum. The kindergarten and extended day kindergarten teacher, and teachers at each grade level have common planning time once/week. The reading and math specialist attend if/as needed, especially when assessments (middle and end of each trimester) are reviewed with Principal. Due to scheduling, special education teachers are not always able to attend, but the teachers find other ways/times to communicate	Interviews		

		<p>Special education teachers work closely with reading and math specialists and classroom teachers to provide supports to all students. A tiered reading program identifies students in each grade as being at, above, or below level in various skills. They work with the classroom teachers, reading specialist, and special education teacher, according to skills needed. The reading specialist is available to review assessment information, consult with teachers, and provide direct instruction. Leveled readers are used.</p> <p>All students have access to all staff. General education students may be supported by a reading or math specialist and/or special education teacher. Special education students are supported by all staff. If a student is identified as needing additional reading support or has specialized instruction from a special educator, those staff will follow the student(s) up in grades.</p> <p>The school psychologist conducts FBAs and all staff (art, music, etc.) participate in the FBA's implementation.</p>			
Result	6	<p>Middle School There are 1,074 students attending Chariho Middle School. Of that total 75 are students with IEPs'</p> <p>The Chariho Middle School academic program is facilitated through grade level teams. There are six teams at the fifth grade level compose of two teachers each, four at the sixth grade level made up of three teaches each, two looping teams at the seventh grade and two looping teams at the eighth grade. In addition there is a split 7th / 8th grade team. The split team of 7th and 8th graders stay together.</p> <p>Within each grade level, one team services all students with IEP's. All students with IEP's have access to the general education curriculum along with peer and program opportunities. At the fifth grade level there are two teams servicing the students with special needs.</p> <p>A special educator provides in class supports for students (on their case load) typically within the general education Math and ELA classes along with the Reading ELA classes. Teacher</p>	Documents, Interviews		

	<p>assistants provided in class support for students with IEP's in science and social studies. A special educator and/or teacher assistant is always and/or most often in attendance within the content area classes.</p> <p>One co-teaching partnership is comprised of a special educator and a Reading/ELA teacher.</p> <p>The HUB at the middle school has just been initiated. This setting provides students with academic support, skill building and/or direct instruction individually and/or in small groups. Special educators may provide specialized instruction in this setting as well.</p> <p>There are two self contained settings at Chariho Middle School. One instructional setting is offered for students with varying exceptionalities requiring intensive individualized instruction. Seven students are currently participating in this program. The second setting is a District-wide program for students with significant cognitive and physical disabilities. Both programs provide participating students an intensive individualized program addressing academic, social, communication, pre-vocational and social interactional needs. Therapists co-treat with one another to support identified students as well as provide whole class activities. Students follow the alternate grade span expectations and qualify for the Rhode Island's Alternate Assessment Program. Vocational exploration is facilitated throughout. Additionally students participate with their general education peers as appropriate.</p> <p>Currently the District program is providing (5) students ranging from age 13-18 and/or grades 6th – 12th their instructional program within one class. Though students have a variety of experience with their typically developing peers the students of high school grade/age are limited to middle school peer opportunities. (Up-coming 5th grade student will be included with high school age students) RIGL 300.103 & 300.114</p>		<p>As part of Campus 2010 the district has constructed a fully accessible bathroom and changing facility within the high school. The students had remained within the middle school due to accessibility issues. All of the high school aged students will attend school at CHS for the 2011-2012 school year. IEP meetings have been held and parents have been informed of the change in program location.</p>	<p>As part of Campus 2010 the district has constructed a fully accessible bathroom and changing facility within the high school. The students had remained within the middle school due to accessibility issues. All of the high school</p>
Compliance				
Result	<p>Students have Individual Learning Plans and participate in an Advisory period once each week, which supports school wide personalization opportunities between teachers and students.</p>			

		Psychologists and social workers provide individual, small group and whole class presentations addressing topical issues such as Bullying, Peer Cruelty and cell phone bullying.		Timeline: Immediate and ongoing Progress Check: August 2010	aged students will attend school at CHS for the 2011-2012 school year. IEP meetings have been held and parents have been informed of the change in program location.
Result	7	<p>High School – At Chariho High School there are 1154 students and approximately 88 have IEPs. The program continuum is as follows:</p> <ul style="list-style-type: none"> -Collaborative classes (co-taught general and special educator) are offered in English (9-12), Biology, Physical Science, Algebra I, Plane and Spatial Applications, Geometry, US History I, and US History II. -Small-group special education classes (self-contained settings) in the areas of English, mathematics and science offered to students with IEPs who require more intensive, direct instruction from a special educator. Each of these classes is co-taught by a special educator and a highly qualified general educator and is referred to as “integrated”. -Co-taught (special educator and reading specialist) reading classes for students with and without IEPs reading below grade level. -All students in the 9th grade participate in a freshmen academy. A fully inclusive design of services provided within the 9th grade college preparatory classes. A special educator is assigned to approximately fifteen students. This special educator and/or his instructional assistant support these students throughout each of their academic classes. Additionally, these students are provided with a resource period with this same special educator on a daily basis in order to review and re-learn the academic content presented each day. 	District Documentation, Interviews		

	<p>-Students in grades 10-12 who require special education support services work with content specific educators in the Hub (resource support). The focus of this support is specific and explicit instruction that addresses IEP goals and benchmarks as well as proficiency based graduation requirements. IEP progress is monitored through individually administered skill probes that are administered on at least a biweekly basis.</p> <p>-One class for students with significant autism spectrum disorders (ASD) and developmental disabilities. Students in this classroom follow the alternate grade span expectations and qualify for the RI alternate assessment program. Programming emphasizes transition planning, functional academic skills, vocational skills, social-communication skills, and daily living skills. Several of the students in this classroom are involved in part academic/part community vocational programs. These students are provided supported employment activities and experiences in an effort to establish gainful employment that is appropriate to their needs, abilities, and interests. Students in this classroom have the opportunity to participate in all extra-curricular activities and are involved in a Peer Buddies program that has been established at the high school. Students in this class take adaptive physical education and health taught by the adaptive physical education teachers in a self-contained setting.</p> <p>There is an adaptive daily living (ADL) class that targets students with multiple disabilities who follow the alternate grade span expectation and who qualify for Rhode Island's alternate assessment program. Students in this program require intensive programming in order to obtain functional academic, social, vocational and communication skills. All but one student takes physical education in a general education setting. Students within this classroom also have opportunities to work with job coaches in the community and to participate in all extra-curricular activities as well as elective classes.</p> <p>Currently, the elective classes for both the ASD and ADL classes are, for the most part, facilitated in self-contained settings integrated with students from those two self-contained classes. One elective class, Basic Cooking, is taught by the two special educators. The other elective, Integrated Art is taught by</p>			
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		<p>an art teacher. One student each from the above mentioned classes also attends music electives.</p> <p>Related services (speech and language therapist, occupational therapy, physical therapy, etc.) are provided per the IEP (both in-class and out of classes services as appropriate).</p>			
Result	8	<p>Chariho Career and Technical Center has a variety of programs. These include:</p> <ul style="list-style-type: none"> -Automotive and Diesel Technology -Carpentry -Computer Technology -Cosmetology -Culinary Arts -Drafting and Design -Advertising and Design and Digital Print Technology -Health Occupations -Hospitality, Travel and Tourism -Marine Technology -Business Management and Technology <p>Students with and without IEPs can apply and participate. Resource support is provided via Chariho High School as per the students IEPs. In addition, the The Office of Career Education and Planning is located within the Career and Technical Center. This office connects the world of the classroom with the world of post high school opportunities and experiences. Career Advisors working in this office facilitate career-based services tailored to the specific needs of the student. Services include career exploration and guidance, career assessment, job development, placements, and specialized transition services, including connections to community service opportunities, recreational activities and adult service providers.</p>	Interviews		
Result	9	<p>RYSE School – The RYSE School has two programs – an Alternative Learning Program (ALP), grades 7-12, and a Clinical Day Program (CDP), grades 1-12. The ALP has about 27 students, with a capacity of 30. This is open to all students, but none of the students happen</p>	District Documents Interviews		

		<p>to have IEPs at this time. The CDP has about 22 students, with a capacity of 29. About ¼ of the students at RYSE participate in classes in the middle or high school settings.</p> <p>Students at the RYSE school must meet the same graduation requirements as students at the high school. Teachers at the RYSE school are forming relationships with the high school content area teachers and join them during their common planning time. They follow the same curriculum as the high school. Relationships are not as strong at the middle level but are developing.</p> <p>Students and their families also have access to a clinician, 24 hours/day, and seven days/week. Services are generally provided outside school time and clinicians work with parents as well as students.</p> <p>There is a point system in place where students work to get to different levels based on academic achievement and appropriate social interactions. Families of students at the RYSE school have access to clinical services from Behavioral Health Solutions. A clinician works with each family, primarily parents, at home rather than with students at school, so they do not miss academics</p>			
Result	10	<p>Social Emotional Supports/Behavioral Interventions</p> <p>There are a variety of social emotional supports and behavioral interventions available through the school district. These include but are not limited to the following:</p> <ul style="list-style-type: none"> -School psychologists and school social workers are available and assigned to each building and to each building intervention team. At all levels, the school social workers conduct group and class work focusing on social and emotional health. -Responsive classroom structures are in place at each elementary school. In addition, Ashaway has some Positive Behavioral Interventions and Support (PBIS) initiatives in place. -There is Student Support Program at both Chariho Middle School and Chariho High School facilitated by a social workers and behavioral specialist 	Interviews/ District Documentation		

		<ul style="list-style-type: none"> -Individual and small-group school-based counseling services in each building -Skills based groups offered in each building -Weekly clinical psychological consultation available in each building -Diagnostic placements and clinical psychological evaluations are available on-site and integrated within the school setting -Home-based supports to families of at-risk elementary students and developmentally disabled students -Pyramids of tiered social-emotional supports developed by each building's school intervention team. 			
Result	11	<p>Related Services</p> <p>A physical therapist and physical therapist assistant cover the district. A speech and language therapist covers Hope Valley (3 days), Ashaway (2 days) and walk-ins. An occupational therapist resigned in December and despite efforts to fill the position, a replacement has not been found at the time of the report writing. Occupational therapy services are not being delivered, but the district has offered to pay for outside occupational therapy services if parents desire to seek outside services. If not, make up services are being provided per the law.</p> <p>Update: An occupational therapist has been hired and is currently working to address compensatory services.</p>	Interviews		
Result	12	<p>Extended School Year Program (ESY)</p> <p>The districts extended school year program varies from year to year based on student's needs, referrals and eligibility. Student data is collected from November through April.</p>	Interviews		

3. EVALUATION/ INDIVIDUAL EDUCATION PROGRAM (IEP)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Compliance	1	<p>Record review–</p> <p>Records of approximately 25 students were reviewed prior to the on-site review by the visiting team. These were selected through a stratified random selection technique to allow the team to consider a representative variety of students. Students' records reviewed were accessible and generally well organized. The following findings illustrate the themes that emerged from</p>	Record reviews	Assurances will be provided to the Rhode Island Department of Education, Office for Diverse Learners, that compliance issues are addressed and rectified. This Support Plan is applicable for all compliance findings in this section.	The district corrected all compliance issues and forwarded documentation to the RIDE within two weeks of the Support

	<p>the record review that will require district attention:</p> <ul style="list-style-type: none"> - Students of secondary transition age (14 years of age and older) should be included on the meeting invitation. - Not all details are completed on each IEP; some items are left blank -Some information on the IEP was incorrect (student who was nonverbal being listed as an English language learner) - Baseline performance, goals, objectives, and progress monitoring are not consistently written in measurable and quantifiable terms. <p>RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements</p>		<p>Special Education administration will provide faculty and staff with training related to IEP development, including secondary transition.</p> <p>Timeline: Immediately and ongoing. Progress check: December 2010.</p>	<p>Plan.</p> <p>The Special Education Administration provided staff training on IEP development during the professional development day scheduled on August 30, 2010.</p>
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4. TRANSITION															
Indicator		Findings	Documentation	Support Plan	Follow-up Findings										
Result	1	<p>Chariho has an integrated pre-school program at Hope Valley School. Children are identified through Child Outreach screenings and the Early Intervention program. There is a transition process, which includes sharing information, and obtaining any additional evaluation information as required, an eligibility meeting, and finally an IEP meeting.</p> <p>When students transition to kindergarten, a meeting is held, usually attended by school principal, to share information on the students and their needs. Teachers may also communicate via phone or e-mail.</p>	Interviews												
Result	2	<table border="1"> <tr> <td colspan="2"><i>Graduation Rate Chariho</i></td> </tr> <tr> <td>Students with IEPs is 62.30%</td> <td>All student graduation rate is 84.20%</td> </tr> <tr> <td colspan="2"><i>Graduation Rate State</i></td> </tr> <tr> <td>Students with IEPs 55.90%</td> <td>All student graduation rate is 73.9%</td> </tr> <tr> <td colspan="2"><i>Drop Out Rate Chariho</i></td> </tr> </table>	<i>Graduation Rate Chariho</i>		Students with IEPs is 62.30%	All student graduation rate is 84.20%	<i>Graduation Rate State</i>		Students with IEPs 55.90%	All student graduation rate is 73.9%	<i>Drop Out Rate Chariho</i>		Consolidated Resource Plan (CRP) State Performance Plan (SPP)		
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<i>Dropout Rate State</i>												
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	<p>The Chariho Regional School District has the following plans/programs in place for students in order to reduce the dropout rate and increase the graduation rate:</p> <ul style="list-style-type: none"> -An Alternative Learning Program (ALP) for grades 7-12 -Summer school to recoup lost credits/complete graduation portfolios -Evening school to recoup lost credits/complete graduation portfolios -Individual mentors and after school assistance for students struggling with PBGR requirements -Mentoring program for grades 6-12 -Peer Tutoring Program for grades 9-12 -Student Support Program grades 9-12 -Advisory Program grades 5-12 -Student Watch Teams in each building to develop individual learning plans for struggling students -Work Study Program grades 11-12 -Independent Study Courses grades 10-12 -PLATO computerized learning/instruction -Tiered reading program for all students reading below grade level grades 5-12. The district will track student grades, attendance, behavior, PBGR progress, and credit status through its computerized data collection program. <p>Students struggling in any area are brought to the attention of the Student Watch Teams who meet weekly in order to develop specific plans for struggling students. Data is reviewed on an ongoing basis for students who have individual learning plans in place.</p>											
Result	<p>Middle Level Transition</p> <p>Some students who have IEP's and are 14 years of age are encouraged to attend their IEP meetings. However there was limited evidence of student discussions and/or planning for the</p>	Interviews, Record Review										

		<p>development of IEP for students 13-21 years of age. Special education case managers are responsible to facilitate vocational assessments for students turning 14 within the IEP year. Special educators at the middle school use a vocational interest inventory developed by the district. This tool provides a snap shot of the possible vocational interests students may like to engage in. Though this instrument is provided for all students with IEP's that are 14 years of age, it is unclear how this information is linked to the IEP as well as further focused within the content areas as a learning experience.</p> <p>Special education faculty were unclear regarding options available for vocational assessments such as WaytogoRI, Choices and/or Ten Sigma. School Counselors were familiar with vocational assessments, but unsure how to use them in relationship to IEP development. Additionally, as evidenced by the record review process, professional development along with exploration of vocational transition assessment tools would be beneficial.</p>		<p>Special Education administration will provide faculty and staff with training related to IEP development, including secondary transition.</p> <p>Timeline: Immediately and ongoing. Progress check: December 2010.</p>	<p>The Special Education Administration provided staff training on IEP development during the professional development day scheduled on August 30, 2010.</p>
Result	4	<p>High School Transition</p> <p>WayToGoRI is for all students and is part of their PBGR portfolio via the Individual Learning Plan (ILP) process. A handout is given to parents that explains the assessment and its purpose. This begins in the 9th grade and in the 10th grade when students begin looking at careers and occupations. In the 11th and 12th grade students explore internships and post secondary experiences. The office of Career Advisors coordinates internships. Guidance counselors attend IEP meetings regularly and case managers have access to the students WayToGoRI assessment. Teachers of students with more significant needs are the lead of their students' transition assessment and planning process. This includes a range of prevocational in-house tasks in conjunction with the Career and Technical Center.</p>	<p>Interviews Record Reviews</p>		
Result	5	<p>Summary of Performance (SOP) is completed by the respective case managers prior to the end of the student's exit year.</p>	<p>Interviews</p>		

Result	6	No one at the high school currently attends the Transition Advisory Committee (TAC). Meetings are held once a month on Friday mornings. TAC information sent via email to the department chair is shared with special education staff.	Interviews	<p>Special Education administration will identify a representative to participate in the Transition Advisory Committee.</p> <p>Timeline: May 2011 Progress Check: December 2010</p>	The district identified Jen Durkin (Assistant Director of Special Education) and Margaret Arsenault (HS Dept. Head) as representatives to attend the TAC meetings.
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