

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

School Support System Report and Support Plan

Cumberland Public Schools
November 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 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 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 performance or compliance. Findings can include a variety of some six categories, from School Improvement to Free Appropriate Public Education in the Least Restrictive Environment. The documentation section of the report distinguishes the source of the finding. The support plan reflects the response to the described findings. The support plan describes the corrective action required by the district as well as resources and time lines to improve programs and services.

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***Cumberland Public Schools
SCHOOL SUPPORT SYSTEM REVIEW***

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1. FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE/LRE)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
		The RIDE, Office of Students, 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.	Data Analysis State Performance Plan		
Result	1	<p>Least Restrictive Environment Data</p> <p>Based on the FY July 1, 2008 – June 30, 2009 State Performance Plan information on Cumberland Placement Data is as follows:</p> <p>The percentage of students educated 80 to 100% of the time in general education settings is 76.09%. (RI District Average is 70.86%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 8.60% (RI District Average is 14.55%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 1.88% (RI District Average is 5.14%)</p>	Data Analysis State Performance Plan		
Result	2	<p>Instructional Strategies and Supports</p> <p>Throughout the schools there were some examples of student centered, teacher facilitated differentiated instruction, with posted rubrics, modeling, cooperative learning, student lead projects and problem solving, posted agendas and student work along with homework assignments, independent self-selected reading and journal writing all aligned to the Early Learning Standards, GLE's and GSE's.</p> <p>Use of student assessment and performance data to inform instructional practices was evident throughout the district. School faculty are engaged in analyzing student data such as the SWISS, GRADE, DRA, NECAP, teacher generated assessments, student work and performance along with classroom observations to discuss student placement (reading and math), instructional strategies and cross content area planning.</p>	Data Analysis Interviews Observation		
Result	3	<p>Response to Intervention (RtI)</p> <p>RtI throughout the district is emerging as schools are at varying stages of implementation. However all elementary and middle level schools have established, and/or are in the process of developing RtI teams as well as clear universal/core (Tier 1) screening tools, data collection and progress monitoring strategies. Targeted and</p>	Data Analysis Interviews Observation		

		<p>intensive (Tier 2 and 3) research based interventions and progress monitoring tools are needed. Response to Intervention (Rtl) at the high school is in the very beginning stages as there is currently not an Rtl team but discussions are underway as to how to proceed with Rtl. The high school does have a student support plan that can be developed with guidance, parents and administrators. This plan can provide accommodations and/or supports to students as appropriate.</p> <p>Throughout the district staff reported wanting continued professional development on Rtl. Rtl team membership and roles vary across buildings, and many teams must work to shift towards a more balanced representation of general education staff. While there are some pockets of strength, overall staff perception was that the Rtl framework lacks district level general education direction/guidance.</p>			
Result	4	<p>Social emotional resources / positive behavioral interventions and supports (PBIS)</p> <p>Cumberland has invested in a district-wide PBIS initiative. This program is supported by district staff and an outside consultant that are available to provide professional development and consultation to all schools for behavior consultation, de-escalation strategies and universal and targeted team functioning. Due to a pre-designed implementation plan that was aligned with the district strategic plan, overall PBIS implementation throughout the district was staggered. The high school was the last school to begin implementation and that is occurring during the current school year. The PBIS model used is a problem solving approach that utilizes data to make decisions for individual and group supports at the universal/core level (Tier 1) or targeted levels (Tiers II and III). There are universal teams and targeted teams in each building.</p> <p>In addition to the PBIS initiative, schools are engaged in a plethora of activities that support whole school community climate along with individual student supports. All schools have team approaches to support students academically as well as those students experiencing social emotional and/or behavioral challenges. School social workers, psychologists, school counselors and others as appropriate provide topical groups, training and individual counseling.</p>	Data Analysis Interviews Observation		

Result	5	<p>SPP Disproportionate Representation</p> <p>Over the last five years, the role of the school psychologist has shifted from assessment and evaluation to functional behavior assessments and behavior intervention plans for students with and without disabilities. The district continues to implement PBIS and RtI development with a focus on developing continuity across schools K-12. Data trends over 4 years show that the district has made progress in reducing significant disproportionality in Other Health Impairments (OHI). The risk ratios for Emotional Disturbance (ED) continue to fall below the 2.5 threshold for significant disproportionality. The improvements have been made despite declining enrollment numbers which pose a challenge to reduction of risk levels. Review of policies, procedures, and practices did not find evidence of inappropriate identification practices in these disability categories. With continuation of comprehensive social emotional supports, PBIS, and RtI development, it is expected that the district will continue to see a reduction in significant disproportionality and will also continue to remain in compliance with SPP Indicators 9 and 10 on disproportionate representation.</p> <table border="1" data-bbox="338 651 1276 971"> <thead> <tr> <th rowspan="2">White</th> <th colspan="4">ED</th> <th colspan="4">OHI</th> </tr> <tr> <th>2006</th> <th>2007</th> <th>2008</th> <th>2009</th> <th>2006</th> <th>2007</th> <th>2008</th> <th>2009</th> </tr> </thead> <tbody> <tr> <td>Students with Disability</td> <td>88</td> <td>73</td> <td>64</td> <td>73</td> <td>268</td> <td>236</td> <td>194</td> <td>169</td> </tr> <tr> <td>Total Students</td> <td>4768</td> <td>4600</td> <td>4511</td> <td>4398</td> <td>4768</td> <td>4600</td> <td>4511</td> <td>4398</td> </tr> <tr> <td>District Risk</td> <td>1.85</td> <td>1.59</td> <td>1.42</td> <td>1.66</td> <td>5.62</td> <td>5.13</td> <td>4.30</td> <td>3.84</td> </tr> <tr> <td>Nat'l Risk</td> <td>0.69</td> <td>0.72</td> <td>0.72</td> <td>0.72</td> <td>0.90</td> <td>0.85</td> <td>0.85</td> <td>0.85</td> </tr> <tr> <td>District Risk Ratio</td> <td>2.67</td> <td>2.20</td> <td>1.97</td> <td>2.31</td> <td>6.25</td> <td>6.04</td> <td>5.06</td> <td>4.52</td> </tr> </tbody> </table>	White	ED				OHI				2006	2007	2008	2009	2006	2007	2008	2009	Students with Disability	88	73	64	73	268	236	194	169	Total Students	4768	4600	4511	4398	4768	4600	4511	4398	District Risk	1.85	1.59	1.42	1.66	5.62	5.13	4.30	3.84	Nat'l Risk	0.69	0.72	0.72	0.72	0.90	0.85	0.85	0.85	District Risk Ratio	2.67	2.20	1.97	2.31	6.25	6.04	5.06	4.52	Data Analysis State Performance Plan		
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Result	6	<p>The preschool program is located at B.F Norton Elementary School. Currently, there are 64 children receiving preschool special education services in four classroom settings. Three classrooms are integrated classrooms limited to 15 children; seven with IEPs and eight (8) without disabilities and one classroom is self-contained. Children without disabilities are charged tuition to attend if they attend 3 days a week. Speech and Language services and other supplementary services are also provided on a walk-in basis. The district does not provide services on-site in community-based early childhood programs.</p> <p>The district collects early childhood outcomes data on all children with IEPs as required by the federal Office of Special Education Programs. Teachers collect and enter authentic assessment information into an on-line child portfolio. This assessment information is used to shape and individualize instruction and to demonstrate progress. The Preschool Director is responsible for implementing process, procedures, and</p>	Data Analysis State Performance Plan																																																																

		monitoring strategies to ensure the fidelity of the data collection.			
Result	7	<p>There are 2,112 students at the elementary level and approximately 344 have IEPs. The special education program continuum is as follows:</p> <ul style="list-style-type: none"> -Inclusive classroom settings. Special educators are assigned to general education classes and provide in-class services and supports. Specialized instruction may also be provided as a pull-out resource support. -Two specialized settings are provided for children with autism spectrum disorder (ASD) at Community Elementary School. Students participate with their typically developing peers in elective classes along with some core content classes as appropriate. 	Data Analysis Interviews Observation		
Result	8	<p>There are 635 students attending North Cumberland Middle School, 79 are students with IEPs'. There are 520 students attending McCourt Middle School and approximately 90 are students with IEP's. Specialized instruction for students with IEP's at the middle level is facilitated by special educators assigned to each grade level team. Each team is comprised of four highly qualified content area teachers along with a special educator and a teacher assistant. Some teams share the teacher assistant.</p> <p>At McCourt Middle School students with IEPs who were formerly in separate classes have a special education teacher supporting them in general education classes. This special educator has separate room space that can be used to pull the students together for specialized instruction as needed.</p> <p>Instructional strategies are provided through inclusionary practices including co-teaching, in-class support and an academic enrichment /resource period. At North Cumberland the sixth grade teams (2) share one special educator and teacher assistant (IEP students (20) are placed on one of the two teams).</p> <p>Common planning time at the middle level is scheduled every other day for each grade level team and includes the special educator. Currently faculty are/or will be reviewing progress reports and report cards to identify students who may be failing academically to identify interventions and data collection methods to improve student performance on the grade level team. If students do not make progress with core interventions, the team will refer the student to the Rtl team for more targeted interventions. This initiative is emerging at North Cumberland Middle School. Additionally during common planning time grade level teams will meet with families, discuss student's progress/concerns, and plan for cross content area instruction and scheduling.</p>	Data Analysis Interviews Observation		

		<p>-Academic enrichment/resource support is offered every other day. Students with IEP's may participate in both and/or just resource. Academic enrichment /resource for some students are offered daily (six grade teams at North Cumberland Middle School). This time is facilitated by grade level teachers to provide academic support for students. Students can seek out an individual teacher for a specific academic need. Some grade level teams have more structured academic enrichment activities addressing improving student performance or preparing students for upcoming assessments. Some academic enrichment opportunities are basic study periods. Special educators additionally offer students on their case load a resource opportunity to facilitate specialized instruction and or small group support. With continued Rtl development and universal screening data, intervention delivery will become a component of this period.</p> <p>-A specialized self-contained setting is provided for students with autism spectrum disorder (ASD) at North Cumberland Middle School that provides a wide range of accommodations necessary for individual learning along with highly visual structured activities. Students participate with their typically developing peers in elective classes along with some core content classes as appropriate. Additionally students participate in a social thinking group facilitated by the speech language pathologists.</p> <p>- Alternative Learning Program (ALP) at McCourt Middle School began fall 2010 to address the unique academic needs of students with significant behavioral and emotional difficulties. Students have a daily behavior chart with explicit goals and expectations for on task behavior, respect, and appropriate language use. Students attend content classes with their general education peers but have the option to return to the program room during the class period as needed. Students do homeroom, advisory, and academic enrichment in the ALP class but attend regular lunch if points are earned. The special educator attends content classes when all students are out in classes and has common planning time with both general education teams. The program goal is for every student to attend the content class for at least 15 minutes daily. General education teacher reports and data summaries show that students are attending their general education classes successfully with no office referrals so far this year. Once a week there is an ALP meeting to review student growth and progress (ALP teachers, psychologist, special education director, general education teachers). Most recently, they drafted entry and exit criteria for the ALP at these meetings.</p>			
Compliance	9	At McCourt Middle school a class was observed on multiple occasions to not be clearly structured with learning stations or visual schedules/supports. Certain areas of the classroom environment present safety concerns such as a large laminating machine in the middle of the space. Magazines are left on the floor creating a tripping and sliding hazard for students with mobility impairments. Art and music are provided in self-	Data Analysis Interviews Observation	Special Education administration in collaboration with the school-based leadership will direct and implement	

		<p>contained settings. During morning announcements and homeroom, the room door is left ajar with a neighboring general education class to allow for peer visiting. Students in the separate class are not scheduled for an advisory as they dismiss early at 1:55pm while their typical peers are dismissed at 2:10pm. (RI Regulations 200.114)</p>		<p>appropriate changes along with providing professional development in continued support of the special education setting.</p> <p>Timeline: Immediate and ongoing</p> <p>Progress Check: October 2011</p>	
Result	10	<p>At Cumberland High School there are approx.1560 students and 230 have IEPs. The program continuum is as follows:</p> <p>-Co-taught classes across subject areas by various teachers. In addition, this year one special educator works with a targeted special group of students who are at risk and is in all of their content areas. Once a month there is common planning time set aside for co-teachers to meet.</p> <p>-Two Life Skills classes (divided by grades). One class is comprised of 9th graders and the second class is comprised of 15-20 year olds. Students in the older class maintain a student cafe to support their use of consumables and other school activities. There are two (2) students in this class who are 20 years old and spend their day in school with very minimal community-based/ transition opportunities. Although teachers state that discussions are underway the students have not to date had any opportunities. They hope to have the two older students in the community one day a week starting in January of 2011. Elective choice and overall options has dwindled in the past few years for all students (currently no vocal music or family and consumer science elective options are offered). There is, however, a specific concern for students in this class around elective equity of access. For instance, typical peers may take a music class as an elective (piano, electronic music, music theory, etc) and as such they have their music class every day for a semester. Students in the Life Skills classes are not able to access any of these classes due to currently determined appropriateness by the IEP team. The students do participate once every two weeks in a clef singers class (typical peers audition for this class and membership is based on musical abilities which meets once every other day). That was the only elective they were minimally able to access for the fall semester and it was due to the generosity of the music teacher. Although next semester the students are participating in the elective art, once again, their options are</p>	Data Analysis Interviews Observation		
Compliance				<p>Leadership will review and refine the elective opportunities so that equity of access is available for all students.</p> <p>Timeline: Immediate and ongoing</p> <p>Progress Check: October</p>	

Result		<p>very limited based on the overall offerings. (RI Regulations 300.114)</p> <p>-ASD program (this year it happens to be 9th graders who make up the program). The teacher co-teachers in general education classes and the teacher assistants provide support in general education classes. The students travel, for the most part, in a group to all classes.</p> <p>-Alternative Learning Program (grades 9-12). This program consists of two classroom teachers and two teacher assistants who work with a consulting psychologist. One special educator is the home base teacher who provides academic enrichment/resource to students. The other teacher primarily is a co-teacher across all four disciplines. Two teacher assistants also provide support to students in general education settings. The program goal is for every student to attend the content class for at least 15 minutes daily. Once a week there is an ALP meeting to review student growth and progress (ALP teachers, consulting psychologist, special education director, general education teachers are also invited to attend).</p> <p>Some students (approx. 4-5) with IEPs (18-21 years of age) participate in the TRADE program (training responsible adults in diverse environments). Three days a week students go to work experiences. The Transition Coordinator and a full-time job coach work with the students in their work experiences (Walgreens, daycare, Davies, Sodexo Foods, etc.). The remaining two days the group is also community-based. One day is focused on local community activities (banking, lunch, groceries etc), and the other day is community leisure activities (Planet Fitness).</p> <p>The school psychologist is at the high school five days a week. The social worker is at the high school three days a week. They provide individual counseling per the student's IEPs. District-wide psychologist and social workers meet on a weekly basis as part of a district-wide clinical team.</p>		2011	
Result	11	Adaptive Physical Education is provided throughout the district per the IEP.	Data Analysis Interviews Observation		
Result	12	Extended School Year (ESY) is offered in the district per the IEP. It is typically housed at Community and Garvin Schools for all levels.	Data Analysis Interviews Observation		
Result	13	<p>School Removals/Disciplinary Policies (secondary level)</p> <p>Throughout the district behavioral expectations along with disciplinary action protocols and policies are comprehensively defined in a student handbook.</p>			

		<p>The high school has a PASS Program which serves as a transition spot for students returning from out-of-school suspension as needed. In addition, students who receive an in-school penalty may also go to the PASS Program for a period of time during the day. This program is facilitated by a special education teacher who works with the students to get caught up on their work as needed.</p>			
Result	14	<p>Local Special Education Advisory Committee (LAC): A local advisory committee with membership, operation, and scheduled meetings, consistent with Regents' requirements is in place and is supported by the district.</p> <p>The Cumberland School District maintains an active Local Special Education Advisory Committee (LAC). The Special Education Administrator attends all meetings. The LAC has active members and an identified chair.</p> <p>Accomplishments to date include: October 2010 presentation on Trust and Guardianship; meeting announcements sent to each school for distribution prior to scheduled meetings; development of outreach plan designed to increase membership.</p> <p>Goals for the LAC include the following. Increasing membership and raising awareness of the LAC. Several activities were identified as strategies to meet these goals, including; adding an informational component to the meetings, submitting notices and an article to the local paper, updating the LAC website, following up with schools to ensure notices are posted/sent home and presenting to/meeting with newly elected school committee members.</p>	Data Analysis Interviews Observation		
Result	15	<p>School Efforts to Partner with Parents: The district's rate of parent participation in the annual Special Education Statewide Parent Survey (2009-2010) is 20% 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 30%.</p>	Data Analysis State Performance Plan		
Result	16	<p>Drop Out /Graduation Rate The Cumberland graduation rate is 83.20% for all students and 73.60% for students with disabilities. These rates are notably higher than the state average rates of 75.50% for all students and 58.70% for students with disabilities.</p>	Data Analysis State Performance Plan		

		The Cumberland dropout rate is 10% for all students and 12.60% for students with disabilities. These rates are notably lower than the state average rates of 13.90% for all students and 22.80% for students with disabilities.			
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2. EVALUATION/ INDIVIDUAL EDUCATION PROGRAM (IEP)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Result/ Compliance	1	<p>Records of approximately 31 students were reviewed prior to the on-site review by the team leaders. Students' records were very accessible. The record review process identified a number of areas with emerging accuracy. Some paperwork documentation was missing from student files (i.e., parent consent, evaluation reports were not found/evident in the student's files. Information posed on the IEP's addressing performance, goals, objectives and progress monitoring were emerging in measurable and quantifiable terms. Some items on the IEP were left blank (i.e., Explanation of nonparticipation in regular class, extracurricular and nonacademic areas, measurements of student's progress does not include how often data will be collected). In addition, some IEP's addressing transition planning including vocational assessment outcomes were incomplete.</p> <p>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements) (RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</p>	Data Analysis Interviews Observation	<p>Assurances will be provided to the Rhode Island Department of Education, Office of Student, Community and Academic Supports, that compliance issues are addressed and rectified. This Support Plan is applicable for all compliance findings in this section.</p> <p>Timeline: Immediate and ongoing</p>	
Result	2	<p>Cumberland's preschool director also serves as the child outreach coordinator for the district. Child outreach screenings are available in a range of community-based early childhood programs and by appointment September through June. The child outreach coordinator provides refresher training for screeners at the start of the school year and once again in the spring to ensure continued implementation of appropriate screening techniques. Observations are also conducted to ensure appropriate screening techniques. All screening instruments are reliable, valid measures as delineated in "Best Practice Guidelines for Child Outreach Screening Programs in Rhode Island".</p> <p>The state target for screening is 80% of children ages 3, 4, and 5. In Cumberland's most recent Consolidated Resource Plan, the district reports the following screening percentages:</p> <ul style="list-style-type: none"> • 3 year olds: 44% • 4 year olds: 65% • 5 year olds: 41% 	State Performance Plan data Interviews		

		These percentages reflect a decrease from the percentages reported the previous year. This decrease is attributed to decreased enrollment at area early childhood programs and a large number of parent cancellations and no-shows for scheduled appointments. The child outreach coordinator identified several strategies the district plans to use to increase its screening percentages, including developing collaborative relationships with area pediatricians.			
Result/ Compliance	3	Cumberland for the 2009-2010 year was at 90.32% compliance for meeting evaluation timelines for initial referrals. As of 12/14/2010 Cumberland was thus far at 100% compliance for meeting evaluation timelines for initial referrals for the 2010-2011 school year. (RI Regulations 300.301)	State Performance Plan data		
Result	4	Throughout the district special educators completed an accommodation sheet that is then sent to the general education teachers.	Data Analysis Interviews Observation		
Compliance	5	<p>Specific Student Compliance Issues</p> <p>A student in a separate class has no communication. The speech and language pathologist has recently learned that a communication board was in place during prior school years and is investigating what was in place and why it is no longer in place.</p> <p>Students who have IEPs that specify “a highly structured learning environment”, “schedules posted within the classroom,” “daily schedule and visual directions,” “schedule board” are in a separate classroom environment without such supports in place. Individual, visual daily schedules were not available for students. EK6, EK7, EK8. (RI Regulations 300.114)</p>	Interviews Observation Record Review	<p>Special Education administration in collaboration with the school based leadership will direct and implement appropriate changes along with providing professional development in continued support of the special education setting.</p> <p>Timeline: Immediate and ongoing</p> <p>Progress Check: October 2011</p>	

3. TRANSITION					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Result	1	The preschool Director/child outreach coordinator manages the transition of children from Part C Early Intervention (EI) to preschool special education. A data base of all	Data Analysis Interviews		

		<p>IE referrals is maintained and upcoming birthdates are monitored to ensure that meetings are scheduled in a timely manner. Last year's consolidated resource plan (CRP) indicated that the district achieved 100% compliance and that all 24 children referred from Early Intervention and found eligible for preschool special education had IEPs developed and implemented by their 3rd birthday.</p>	State Performance Plan		
Result/ Compliance	2	<p>Transition Planning at the Middle Level At the North Cumberland and Mc Court Middle Schools transition planning for students who are 14 years of age with IEP's has not been fully explored and/or established. At North Cumberland Middle School some special educators use Way to Go RI and others Ten Sigma. Teachers noted that they discuss vocational ideas with students prior to the development of an IEP, but information is not based on a vocational assessment tool. Eighth grade students at McCourt Middle School in the ALP participate in informal interest inventories and Way to Go RI. Interest surveys are completed with the guidance counselor through Way To Go RI for students with IEPs. In addition, at McCourt, vocational assessments were not evident in the records or on-site. (RI Regulations 300.43 and 300.114)</p>	Data Analysis Interviews Observation	<p>Special Education administration will coordinate a systemic approach to transition planning and provide faculty and staff with professional development addressing assessment tools and IEP documentation.</p> <p>Timeline: Immediate and ongoing</p> <p>Progress Check: October 2011</p>	
Result	3	<p>High School Level The case managers are point for the vocational assessment process. Transition tools include Ten Sigma and the Transition Planning Inventory (TPI). In addition, academic enrichment classes also integrate transition related lessons/activities into their class instructional time.</p> <p>Guidance counselors do an interest inventory via Way to Go RI via a variety of classes. This is in the 2nd year of implementation. Each year the students will use Way to Go RI and expand their career exploration process.</p>	Data Analysis Interviews Observation		
Result	4	<p>At the high school the Transition Coordinator is the point for the Office of Rehabilitative Services (ORS) referrals at the school.</p>	Interviews Document Review		
Result	5	<p>Summary of Performance (SOP) is facilitated by the case manager as appropriate.</p>	Interviews Document Review		