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**Rhode Island Department of Education
Office of Special Populations**

**School Support System Draft Report
Metropolitan Regional Career and Technical
Center**

June 2006

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 whether the district meets regulations and the effects that its 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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Metropolitan Regional Career and Technical Center

School Support System Review

June 2006

Team:

Sally Arsenault, RI Department of Education, Office of Special Populations

Susan Wood, RI Department of Education, Office of Special Populations

Jane Keane, West Bay Collaborative

1. SCHOOL IMPROVEMENT/FAMILY ENGAGEMENT					
Indicator		Findings	Documentation	Support Plan	Follow-Finding
Performance	1	<p>Overview</p> <p>The Metropolitan (Met) Regional Career and Technical Center is a state wide, state-funded public alternative school district operated by the Big Picture Company, a non-profit organization. Big Picture's stated mission is to catalyze vital changes in American education by generating and sustaining small, innovative, personalized schools and by leading a national movement to impact policy decisions and educational systems across the country. Supported by a five million dollar grant received in 2004 from</p>	<p>District</p> <p>Presentation</p> <p>Document</p> <p>Review</p> <p>Interviews</p>		

	<p>the Gates Foundation and other private resources, the Big Picture Company has generated and sustains a network of 41 alternative schools in thirteen states and is in the process of expanding by another 13 schools across the country by the year 2010.</p> <p>In the ten years since its opening with 56 students in 1996, the Met has grown from its original single site located in the Shepard Building in downtown Providence to a district of 683 students attending six high schools in 2006. Its second site, Peace Street School, is located in Providence's West End, and four schools—Liberty, Unity, Equality, and Justice Schools—are situated on a new 10-acre campus near the Community College of Rhode Island (CCRI) Providence campus. In September 2006, the Met Center plans to expand to a seventh school, the first outside of Providence, in Newport, Rhode Island.</p> <p>Students seeking to attend high school at the Met can apply directly, with assistance from their guidance counselors, and are chosen by lottery, with 75% of the student body representing Providence residents and the remainder representing communities across the state. Most Met students enter in 9th grade and continue at the Met Center for their high school experience. School districts of residence are responsible for the cost of transporting students to and from Met Center schools, although some students elect to arrange their own transportation.</p> <p>Students at the Met represent a rich</p>			
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	<p>diversity of culture, race, and ethnicity. 40% are Hispanic, 30% are black, and 30% represent white, Asian, and other groups.</p> <p>The Met Center's annual poverty data reported under the Title I Program in the Met's 2006-2007 Consolidated Resource Plan indicates that 61.9% of its students are from low income families. Approximately 80% of Met students are eligible for free or reduced lunch.</p>			
Performance 2	<p>School Improvement</p> <p>All Met Center schools have active school improvement teams and processes with a focus on school learning plans.</p> <p>School-based learning plans across all six schools are based on a framework of objectives, school-wide strategies, campus specific action plans and possible data points. All schools plans align with the following objectives:</p> <ol style="list-style-type: none"> 1. Increase the variety and depth of real worlds learning experiences students pursue and the adult relationships students are engaged in. 2. Accurately assess each student's literacy and numeric levels at the beginning of the year and make concrete plans for improving skills throughout the year. 3. Continue to provide broad 	<p>District Presentation</p> <p>Document Review</p> <p>Interviews</p>		

		<p>and diversified health and wellness services that support students and maintain high levels of achievement, attendance, retention, and graduation.</p> <p>4. Develop an Ethic of Excellence where students are proud to demonstrate evidence of learning and participate in a culture of critique.</p> <p>5. Infuse post-high school planning and preparation through all grade levels-with a particular focus on a transition plan for 11th and 12th grade students. Continue to follow up with and stay connected to our alumni after graduation.</p> <p>6. Diversify and deepen the means by which we involve parents and other adult volunteers in students' education.</p>			
Performance	3	<p>School Learning Plans</p> <p>Each school individualizes their school learning plan by developing school-based strategies to address the six Met objectives. Literacy and Numeracy are a common focus of the school learning plans. Plans are developed in the summer by faculty and are continually reviewed throughout the school year to acknowledge accomplishments and</p>	Document	Faculty Interviews	

		address needed improvements.		
Performance	4	<p>Leadership</p> <p>The Met Center leadership has effectively created a district-wide team that shares an educational belief system and philosophy about authentic relationships between educators and students, authentic engagement of students and parents in the learning process, individual learning plans, internship and project-based learning, an advisory approach to teaching, and supported transition to higher education. Principals, advisors, and other faculty members speak passionately about empowering students to take charge of their learning and to become responsible citizens who are life-long learners. Central administrators, principals, and advisors demonstrate deep ownership of the Met Center philosophy and are persistent in their efforts to mentor students toward high self-expectations.</p> <p>Staff cite the expertise and support of the part-time special education director and Director of Special Services as being helpful in addressing students needs, accessing needed materials and equipment for students with disabilities, and creating awareness of student entitlements and required processes under the Individuals with Disabilities Education Act (IDEA).</p>	<p>District</p> <p>Presentation</p> <p>Document</p> <p>Review</p> <p>Interviews</p>	
Performance	5	Some Met Center staff who work individually or in small groups with students on specific skill-building in academic areas, as well as some parents, express concern about the literacy, mathematics, science, social studies, and other academic	<p>Staff interviews</p> <p>Parent Interviews</p>	During the 2006-2007 school year the Reading Specialist will expand her services to all

	<p>competencies that students acquire at the Met and take with them as they leave high school. Several staff report that students who fare best and are most ready for college are those who enter the Met with a relatively solid foundation of academic skills, since students and staff at the Met do not have as a reliable, consistent reference point a standards-based scope and sequence of learning in any academic area. Staff expressed a concern about breadth versus depth; their uncertainty in instructional content; and potential unknown skill gaps that students may be experiencing. They point to their concern that students who enter the Met with very low reading or math levels may continue to carry these same gaps with them when they leave the Met.</p>		<p>schools with a special emphasis on students who are reading at low levels.</p> <p>In addition, the Network has hired a mathematics consultant to work with teachers in the area of mathematics.</p> <p>Timeline: Ongoing.</p>	
<p>Performance/ 6 Compliance</p>	<p>Educator Quality</p> <p>Rhode Island Department of Education (RIDE) Certification data indicates that of 39 Met Center teachers, administrators, and support personnel reported as currently assigned, 23 hold valid Rhode Island certification. Five hold emergency certification. Certification for eleven faculty members reported has expired.</p> <p>RIDE data indicates that 14 of 29 Met Center teachers, or 48% of assigned teachers, are Highly Qualified under NCLB requirements. This data is consistent with findings of the on-site School Support System visit.</p>	<p>Document Review Interviews</p>	<p>MET administration will continue to work collaboratively with RIDE certification staff to appropriately report teacher certification data in a timely fashion.</p> <p>Timeline: Immediately and ongoing. Progress check: March 2007</p>	<p>Issue corrected and continued to be addressed on an ongoing basis</p>

	<p>However, In its FY 06 Consolidated Resource Plan (CRP), the Met Center reported that 64% of its teachers met requirements for being Highly Qualified. In its current FY 07 CRP, the Met Center reports 100% of its teachers as Highly Qualified.</p> <p>The data reports are inconsistent with information gained in the on-site visit in that some staff interviewed do not appear on the Met Center's current staff assignments reported to RIDE; likewise, the current RIDE data, as last reported by the Met Center, includes staff no longer employed at the Met Center.</p> <p>Advisors, who are primarily responsible for all academic needs of their assigned students, with and without disabilities, bring a variety of backgrounds to their teaching role, such as art degrees or psychology training. Several are pursuing teaching certificates.</p>			
Performance 7	<p>Professional Development</p> <p>Each school starts the week with a Monday staff meeting for approximately 45 minutes, covering announcements, absences, staffing, and updates. One afternoon per week, each school convenes a 1 and ½ hour staff meeting with a more substantive focus, including appreciations, pedagogy, themes for exhibition, case studies, family alerts, addressing issues raised in morning meetings, and—in the last ½ hour, philosophical issues such as future direction, school learning plans, race and diversity, and others. Principals meet for two hours every Tuesday</p>	<p>District Presentation Document Review Interviews</p>		

		<p>afternoon to address issues related to school leadership and management. At the same time, advisors meet for interdisciplinary exchanges, best practice swaps, case studies, critiquing student work, student needs, project development, upcoming staff meetings, and other work.</p>		
Performance	8	<p>On the SALT Survey, teachers' <u>top</u> ranking professional development needs or interests from a list of 41 items, include the following topics, cited as areas of "much" need or interest:</p> <ol style="list-style-type: none"> 7. reading skill development 8. strategies for teaching broad range ability levels in the same classroom 9. involving community resources and settings in education 10. alternative/authentic assessment practices 11. development of exploratory opportunities and experiences 12. working with "at risk" students 13. integration of mathematical reasoning and concepts 	SALT Surveys	<p>Over the summer there were a variety of literacy workshops offered to all staff. In addition, the Director of Literacy went to each of the schools and provided professional development regarding school-specific literacy needs and issues.</p> <p>Timeline: Ongoing.</p> <p>Progress check: March 2007</p>

		<p>throughout the curriculum</p> <p>14. inclusion of special education students into regular classes</p> <p>From the same list of 41 items, teachers' <u>lowest</u> ranking professional development needs or interests include the following topics, cited as areas of "little" need or interest:</p> <p>15. standards-based curricula and assessment</p> <p>16. criterion referenced lesson plan development</p> <p>17. teaching to new national standards in your subject area (eg. NCTM Standards)</p>			
Performance	9	<p>During the on-site visit, teacher indicated the following professional development needs or interests:</p> <ul style="list-style-type: none"> ▪ a clearer understanding of the professional development opportunities that are available both within and beyond the Met ▪ support for professional development opportunities that explore approaches beyond those considered within the Met philosophy ▪ 	Interviews	<p>The consulting Director of Special Education in conjunction with the Director of Special Services.</p> <p>will provide teachers with ongoing technical assistance and professional development</p>	

		<p>developing IEPs aligned with GLEs/Standards</p> <ul style="list-style-type: none"> ▪ inclusion program design ▪ Secondary Transition process and procedures for students with disabilities ▪ how to pursue/maintain teacher certification ▪ new provisions of the Individuals with Disabilities Act of 2004 ▪ special education requirements 		<p>in the area of IDEA, 2004. A teacher handbook will be developed to reflect guidance materials, forms and MET polices/procedures.</p> <p>Timeline: Ongoing.</p> <p>Progress check: March 2007</p>	
Performance	10	<p>A two-week professional development session is convened each summer for all teachers focusing partly on Met-wide issues, such as school philosophy, organizational planning, social services, special education, or Medicaid procedures, and partly on school-specific issues. All new Met teachers attend an additional two-week summer professional development experience.</p> <p>Further professional development for Met staff occurs in a three-day event, referred to as the Big Bang, held at Bryant College for all Big Picture Company schools across the country. (This summer will host the first divisional version, with East Coast and West Coast gatherings.) This event focuses on the school transformation movement and network-wide team building. It</p>	<p>District Presentation Document Review Interviews</p>		

	<p>typically invites a well-known keynote speaker and offers workshops on topics such as “Survivors’ Guide to Advisory”, mental health, grade-specific issues, college transition, and others.</p> <p>The school year also includes ten professional development days, in the format of monthly, all-day, all-school retreats with the focus usually determined by school principals with input from faculty. Generally, the morning portion focuses on topical areas Center-wide (all schools), with the afternoon reserved for school-based teams to focus on ongoing development and review of individual schools’ Learning Plans.</p> <p>Sample topics this year included:</p> <ul style="list-style-type: none">▪ race and diversity issues▪ addressing gaps in performance among racial subgroups, and expectations▪ new MET school in Newport▪ Infusing “Pick Me Up” sessions with student leadership and learning▪ Advisor Meeting (planning and use)▪ Athletic and Academic Intramurals (emphasis on participation and			
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		<p>sportsmanship)</p> <ul style="list-style-type: none"> ▪ “Norm Effect” (creating a culture of community) ▪ Literacy Plan/Library (literacy team review and engagement) ▪ Once-a-month lesson plan techniques for incorporating literacy ▪ School Attune training (five staff members attend this training and more will be attending in summer 2006) 			
Performance	11	<p>Another professional development opportunity was created through a Met Center contract with Teachers College to provide consultation in the practice of read-alouds. The consultant trained two Met staff, who subsequently trained all 150 Met Center staff regarding this practice.</p>	<p>District Presentation Interviews</p>		
Performance	12	<p>Collaboration with Institutes of Higher Education</p> <p>The Met Center has a number of working relationships with institutes of higher education. Most Met students enroll in at least one course at the Community College of Rhode Island during high school. Vermont College operates a satellite program at the Met Center, which offers Met graduates a stipend and a non-traditional on-site advisor preparatory program to facilitate alumni to earn a teaching credential in Vermont and Rhode Island. The Met has built a number of relationships with small,</p>	<p>District Presentation Document Review Interviews</p>		

		non-traditional colleges around the country, such as Dean College, Pine Manor, Curry College, and Albertus Magnus College, as well as with state and private colleges and universities both within and outside of Rhode Island.		
Performance	13	<p>Parent Engagement</p> <p>Families are engaged with their students' learning and with the school in a variety of ways. Upon enrollment, they sign a parent agreement. Parents participate in the development and quarterly review of their student's learning plans; attend their student's quarterly exhibitions; attend some required evening events such as grade level parent nights; and receive information via newsletters, the web, and other communication vehicles. Parents are involved in a variety of additional options, including serving as a volunteer among 2 or 3 key parents assigned to each advisory; offering skills by speaking to students at "Pick Me Up" sessions; mentoring students; chaperoning student trips; and providing the Met Center with political support and advocacy. Parents occasionally return to support the Met Center after their students have graduated.</p>	<p>District</p> <p>Presentation</p> <p>Document</p> <p>Review</p> <p>Interviews</p>	
Performance	14	<p>On the Parental Involvement SALT Survey Indicator for school year 2004-2005, the Met Center was one of the top two ranking high schools in the state. Examples: 51% of Met parents participated in the SALT Survey, as compared to 12% of high school students' parents statewide. 77% of Met Center parents, compared to 26% of parents of high school students statewide, report that the Met school contacts them if</p>	SALT Surveys	

		<p>their child does something well. 80% of Met parents, compared to 51% of high school students' parents statewide, report that the Met school responds to their concerns within a reasonable time.</p> <p>The Met encourages parental participation in the SALT Survey. The Met sets aside time and space at the Met for parents to complete the survey and encourages their input.</p>			
Performance	15	<p>Met Center teachers echo parent reports on the 2004-2005 SALT Survey. Examples: 94% of Met teachers, as compared to 31% of high school teacher's statewide, report that parents are supportive of their school. 73% of Met teachers, as compared to 49% of high school teachers statewide, report that parent involvement in school government is essential. 100% of Met teachers, as compared to 75% of high school teachers statewide, report that they have maintained a positive relationship with their students' parents.</p>	SALT Surveys		
Performance	16	<p>Faculty describe frequent and ongoing communication between families and teachers through telephone, email, student activities, and home visits, as a means of supporting student learning.</p> <p>Family-focused events and learning opportunities have included a Summer Opportunity Fair which offers summer activities for students and families; Financial Aid nights; Gateway Night; Preparation for Exhibitions and Individual Learning Plans; 9th and 10th grade extended day Showcase Nights.</p>	<p>Document</p> <p>Faculty Interviews</p> <p>Parent Interviews</p>		

2. INSTRUCTIONAL STRATEGIES AND SUPPORTS					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	1	<p>Student Performance</p> <p>Having made significant progress toward its AYP targets for two years, the Met Center was a 2005 Regents Commended School. It is currently classified as Moderately Performing/Safe Harbor.</p>	<p>District</p> <p>Presentation</p> <p>Document</p> <p>Review</p> <p>Interviews</p>		
Performance	2	<p>99.2% of Met Center students participated in state assessment during the three-year period 2003-2005. The graduation rate for 2005 was 98%, as compared to the state average of 85%, placing the Met Center's graduation rate among the top eight high schools in the state.</p>	<p>Data Analysis</p> <p>Document</p> <p>Review</p>		
Performance	3	<p>For 2003-2005, Index Proficiency Scores for English Language Arts was 76.1, compared to the state index of 81.5. For Mathematics, the score was 56.5, compared to the state index of 70.</p>	<p>Data Analysis</p> <p>Document</p> <p>Review</p>		
Performance	4	<p>Graduation by proficiency at the MET typically includes a completed senior thesis project, college application process, seventy-five page autobiography, scholarship search, post-MET plan, and valedictorian speech. Throughout the Met, plans are underway to review and refine the senior assessment process to objectively and collectively validate graduation proficiency. The draft outline for proficiency includes guiding questions and</p>	<p>District</p> <p>Presentation</p> <p>Document</p> <p>Review</p> <p>Interviews</p>		

		<p>timelines for implementation.</p> <p>A “Gateway” exhibition has been established to mark students’ passage from the Met’s “Junior Institute” (Grades 9-10) to its “Senior Institute” (Grades 11-12). At the 2nd or 4th quarter of each student’s 10th grade year, the student accomplishes the Gateway exhibition by presenting his or her entire cumulative work to date to a panel of faculty, students, and parents.</p> <p>A panel of peers assesses performance and decides the student’s passage, using tools such as the Relationship, Relevance and Rigor Rubric.</p>			
Performance	5	<p>Data-Driven decision-making</p> <p>Met administrators indicate that receiving 11th grade state assessment results not until the fall semester of the senior year hampers the use of this data during faculty’s summer planning.</p>	<p>District</p> <p>Presentation</p> <p>Document</p> <p>Review</p> <p>Interviews</p>		
Performance	6	<p>The Met utilizes a number of information/data sources to assess student performance and outcomes. Scantron, using national norms, for diagnostic assessment in numeracy and literacy in the grades 9,10, and 11.</p> <p>Some other examples of data sources utilized include but are not limited to the following:</p> <ul style="list-style-type: none"> - Scantron -National norms for diagnostic assessment in numeracy and 	<p>Document</p> <p>Review</p> <p>Interviews</p>		

		<p>literacy in the grades 9,10, and 11</p> <ul style="list-style-type: none"> -Pre ACT scores -ACT scores -Attendance /dropout rates -Transfer data -Teen pregnancy data -Mental health referral data -College class data <p>Faculty have the opportunity to look at student performance and other data sources as part of faculty, common planning, and professional development meetings. Some Met School faculty acknowledge the need to be more data-driven.</p>			
Performance	7	Evidence of extensive use of SALT Survey data in program planning was not mentioned during the on-site visit, although participation of faculty, student, and parent participation rates in the survey are high.	SALT Surveys Interviews		
Performance	8	To improve systematic data collection, use, and reporting, the Met is in the process of implementing School MAX, with the support of a grant.	District Presentation Interviews		
Performance	9	Academic Expectations On the SALT Survey, using a 5-	SALT Surveys Interviews		

		point scale from “very low” to “very high”, students overall report that both their own, as well as their parents’ and teachers’ academic expectations for them, both now and for the long term, are “intermediate”. Disaggregated reports from students with disabilities are not available.			
Performance	10	<p>Met Center Learning Goals</p> <p>The Met Center bases its Learning Goals on the expressed belief that high school graduates must know how to reason, problem-solve, and be cooperative members of the community. The instructional intent is to assure that students learn <u>how</u> to learn.</p> <p>The following list delineates the Met Center’s stated learning goals:</p> <ul style="list-style-type: none"> • Learning Goal 1: Communication – write, speak, listen use technology, artistic expression, to communicate and be exposed to a different language • Learning Goal 2: Empirical Reasoning – science, empirical evidence, logical processes, decision making, evaluate • Learning Goal 3: Personal Qualities – respect, organization, leadership reflect and strive for improvement • Learning Goal 4: Quantitative Reasoning – 	District		
			Presentation		
			Document		
			Review		
			Interviews		

		<p>critical thinking. Logical sequences, problem solving, math operations/functions</p> <ul style="list-style-type: none"> Learning Goal 5: Social Reasoning – anthropology, sociology, social studies cultural perspectives/competencies 			
Performance	11	<p>Met Center Instructional Strategy</p> <p>The intent of the Met Center instructional strategy is to ensure real-world learning that engages each student in meaningful learning pursuits aligned with his or her individual learning plan, and directly related to accomplishing and exhibiting independent learning projects, based on internships.</p> <p>Traditional academic classes with subject area teachers who meet Rhode Island certification and NCLB “Highly Qualified” requirements and offer direct instruction in Mathematics, Science and Science Laboratory, and Social Studies, are not a component of the Met Center. Students do not accumulate credits or Carnegie Units in academic subject areas. Physical education classes are offered.</p> <p>Upon enrollment, each student is assigned to an advisory group of 15 peers and one advisor with whom s/he interacts for all primary group instructional experiences throughout his or her four-year high school program.</p>	<p>District</p> <p>Presentation</p> <p>Document</p> <p>Review</p> <p>Interviews</p>		

		<p>Instruction is offered primarily through the advisory group, which meets twice daily for 45 minutes. All other instruction has a highly individualized focused from student to student and is conducted through internships, independent work, projects, individual assistance, and interest-based learning groups such as literacy circles or book groups.</p>		
Performance	12	<p>Met faculty engage in common planning through a wide range of formats and have ongoing opportunity and time for shared planning and teaming. Faculty generally consult with each other daily and often exchange resources or share teaching responsibilities for students. For example, cross-school grade level meetings are convened monthly.</p> <p>There is a variety of staff and other school related staff meetings, in addition to staff and individual meetings. The following list portrays several examples.</p> <ul style="list-style-type: none"> -All advisors meet monthly for 2 hours -Learning Specialists meet weekly within school for one hour with special educator -Learning Specialists meet weekly across schools with all Learning Specialists -Internship Coordinators meet weekly for three hours -College Transition advisors meet 	<p>District Presentation Document Review Interviews</p>	

	<p>weekly for three hours.</p> <ul style="list-style-type: none">-Special educators and the advisors meet as needed- Special educators meet weekly-Grade level advisors meetings across schools are held monthly-School-based grade level advisors meet weekly.-Principals meet with Advisors, Learning Specialists and the Evaluation Team (ET)-The Learning Specialists for reading meet with the Reading Director/Literacy Coordinator-School Principals meet weekly-The Social Worker team meets 90 minutes per week-The Special Education Team meets weekly <p>Examples of school-specific meetings include, for example:</p> <ul style="list-style-type: none">-At Equality High School, the special educator and learning specialist meet together every Friday morning and then they meet with the principal to review any needs and issues.-At Justice High School, the special educator and learning specialist meet together every Weds. The special educator and the principal meet on a weekly basis.			
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		Please refer to professional development descriptions in the first section of this report for more information regarding common planning time.			
Performance	13	<p>Also a centerpiece of the Met Learning strategy is Learning through Interests (internships/LTI)</p> <p>- 9th graders spend their first year exploring vocational interests and conducting their LTI search through “shadow days”, informational interviews, short-term internship experiences, and outside presenters offering presentations at the schools, referred to as “Pick Me Ups”, regarding a wide variety of vocations and professional careers.</p> <p>-10th-12th grade students continuously engage in a wide variety of community-based internships in businesses, human service agencies, law firms, schools, and hospitals. Internship selection is based on individual student interests. Students spend approximately two days per week at their internship site, where they seek or apply academic knowledge related to authentic projects,</p> <p>supported by a mentor at the internship site.</p> <p>Students are required to reflect the following five major MET learning goals areas in quarterly projects and exhibitions, which showcase their learning to panels of peers, faculty, mentors, and</p>	<p>District</p> <p>Presentation</p> <p>Document</p> <p>Review</p> <p>Interviews</p>		

	<p>parents:</p> <ul style="list-style-type: none"> -Social Reasoning (Social Studies) -Empirical Reasoning (Science) -Quantitative Reasoning (Mathematics) -Personal Qualities(Self-Reflection) <p>Communication (English Language Arts)</p>			
Performance	<p>14 Personal Learning Plans (PLPs)</p> <p>Every student has an individual Learning Plan (LP) that incorporates consistent components. Examples of Senior level LP components include: LTI Project, LTI daily work, Autobiography, Senior Thesis Project, Reading, and a Personal Quality that the student is developing. Examples of 9th grade level LP components include: Independent Research project and paper; LTI Search Process; LTI Project; MET 101 (Super Calendar, Journal, etc.); Algebra; Autobiography; Reading; Extended Day programs; Workshops/Committees; Personal Qualities (which frequently address organizational and other self-management skills).</p> <p>There is variable awareness among faculty of the state requirement for Personal Literacy Plans (PLPs) for students reading significantly below grade level,</p>	<p>District Presentation Document Review Interviews</p>	<p>In August of 2006 staff received professional development on how to infuse PLPs with the MET's individual Learning Plan (LP). In addition, during the 2006-2007 school year there will quarterly follow up meetings between the Director of Literacy and the Advisors regarding PLPs.</p> <p>Timeline: Ongoing. Progress check : March 2006</p>	

		<p>although literacy activities are often incorporated in students' Learning Plans or school day. The Met School faces the challenge of clarifying and aligning learning plans with the requirement for PLPs.</p>		
Performance	15	<p>Supported by a 21st Century grant, more than 54 after-school programs are available over the school year for MET students. A few examples include but are not limited to the following: Cooking, rock climbing, Show Music 1, men-to-men discussion groups and Connecting the Dots, which supports social and emotional learning through self awareness, social awareness and value of education. Connecting the Dots culminates in a fashion show celebration.</p> <p>Participation in the after school program is mandatory for all 9th graders, meeting twice per week from 3:30-5:00, either on Monday and Wednesday or on Tuesday and Thursday.</p> <p>Each student is required to participate in a summer opportunity to support continuous learning, ranging from employment experience to academic growth.</p> <p>Summer High School at Brown University is available for Social Studies and Science enrichment. Summer Academies are organized by Met schools in pairs.</p> <p>Field Trips/Community</p>	<p>District Presentation Document Review Interviews</p>	

	<p>Experiences:</p> <p>At Peace High School, all 9th graders went to the Boston Museum of Science monthly throughout the year as a learning series. Students are connected to</p> <p>School, community, of higher education leagues, associations, and clubs.</p> <p>Examples: Brown soccer club and Central High School soccer team</p> <p>Travel Opportunities are provided to support student learning and boost desire to learn more. Students report travel opportunities to Egypt, Switzerland, South America, and Washington, DC, for example.</p>			
Performance	<p>16 Another instructional resource developed is the use of Community College of Rhode Island (CCRI) courses or other advanced training as an extended learning opportunity for students needing or interested in pursuing specific skills or exploring areas related to their individual projects or interests. Most Met students complete at least one CCRI course during their high school experience at the Met. Examples of CCRI courses in which students were enrolled this year include Sociology, Criminal Justice, Abnormal Psychology, Accounting, Computer Software, Introduction to Cellular Biology, and Introduction to Business. Previously, the Met Center arranged for most students to</p>	<p>District Presentation Document Review Interviews</p>		

		<p>enroll in a CCRI course for basic mathematics; CCRI has since limited the availability of this coursework to CCRI students and suggested that basic math be addressed by the Met Center.</p> <p>Another example of an advanced learning arrangement was a Certified Nursing Assistant (CAN) class offered through an interagency agreement with the Office of Rehabilitative Services.</p>			
Performance	17	<p>The Met schools employ or utilize volunteer mentors to encourage, coach, and assist students in their independent work and projects. For example, one mentor—an alumnus of the Met in a work-study arrangement with her college—assists a student with project organization and management, raising self-expectations, finding a quiet place to work, encouragement and check-ins, proofing written products, preparing for exhibitions, boosting motivation, and cheering successes.</p>	<p>District Presentation Document Review Interviews</p>		
Performance	18	<p>Curriculum and Instruction</p> <p>For the school year 2004-2005, SALT Survey results indicate that, of all high schools statewide, the Met Center has the highest percentage of teachers who report that, at least weekly, they examine students' work to guide instruction, students receive instruction in writing skills, that instructional materials relate to students' interests, and that students revise their reports and papers. The Met Center is among three high schools with the highest percentage in the state of</p>	<p>SALT Surveys</p>		

		teachers reporting that students are taught problem solving and decision-making and provide feedback to each other at least weekly.			
Performance	19	<p>In their self-reporting on the SALT Survey regarding attitudes toward educational practices, teachers indicate that they strongly agree that reading and mathematics skill development and integration across the curriculum, as well as standards-based instruction, are important.</p> <p>However, in their indication of classroom practices, teachers indicate on the SALT Survey that they employ practices for enhancing students' mathematical reasoning/skills and reading skills only once per week. Also reported as occurring only weekly is the availability and integration of literacy resources.</p> <p>On the SALT Survey, student reports of classroom practices are similar, with students reporting standards-based practices for applied literacy analysis and interpretation occurring less than weekly; and standards-based practices for literacy instruction and numeracy occurring slightly more than weekly.</p> <p>As a primary way of accessing needed academic content, or to help students access needed academic expertise, advisors often consult with or connect students with other advisors. The faculty are increasingly utilizing literacy circles and book groups</p>	SALT Surveys		

	<p>with students outside of advisory periods.</p> <p>Some Advisors report creating workgroups using information from the Discovery Channel and National Geographic, as well as information from other colleagues.</p>			
Performance	<p>20 The Met employs a full time Reading Specialist, referred to as the Director of Literacy. Last year, Met faculty made a commitment to participate in book groups for one hour, three times a week (Monday, Wednesday and Friday) and to provide some staff development regarding book groups within staff meetings. The books group practice is currently being evaluated. The Reading Specialist participates in monthly meetings (Literacy Coach Meetings) with the learning specialists. Participants review reading strategies to take back to their schools to utilize with the students they support. The learning specialists were asked to maintain a log or notebook of the work that they are doing with the targeted students regarding reading literacy strategies. The Reading Specialist also attempted to meet with each Advisor one-on-one to review literary needs and strategies. This is ongoing.</p> <p>The Met uses Scantron, a standardized, computerized education performance assessment in reading and mathematics. The students take the assessment online (a four-part reading test: vocabulary,</p>	<p>District Presentation Document Review Interviews</p>		

		<p>fiction, nonfiction informational, and long passage), and the results are instantaneous. Pretesting is done in September and post testing in May, with Learning Specialists responsible for this assessment. Preliminary results were mixed (some scores improved, some maintained, and some went down). Some students will take the posttest again, and then all tests (pre, post 1 and post 2) will be reviewed. Plans are underway to review Scantron results over the summer and to provide the outcomes to all staff during the August staff meeting. The ACT college entrance exam outcomes and State Assessment data will also be reviewed during this time.</p>			
Performance	21	<p>Instructional Support Approaches</p> <p>To assist with project management and appointment scheduling, all Met students are provided with Super Calendars. Student use of this tool varies.</p> <p>Teaching and learning materials consist of staff's personal collections that individual staff members have brought with them to the Met or independently selected and purchased using both advisors' or other Met budgeted funds as well as personal contributions.</p>	<p>District</p> <p>Presentation</p> <p>Document</p> <p>Review</p> <p>Interviews</p>		
Performance	22	<p>Additional instructional resources are accessed through word-of-mouth, on-line storehouses, a Met data base of resources categorized by academic areas, Big Picture on-line bookshelves, Internship sites and internship</p>	<p>District</p> <p>Presentation</p> <p>Document</p>		

		mentors, the Providence Public Library, Pro Quest articles, subscriptions, and magazines, a small collection of academic materials at the Met Center, and other means. For example, each advisor has an allotted budget by which s/he purchases instructional materials needed such as the Writers, Inc. program.	Review Interviews		
Performance	23	In some schools, students can sign up for individual work with Learning Specialists, who work with students with and without disabilities. Learning Specialists work with students in a variety of ways, individually and in small groups, both within advisory group meetings and during other times of the day when students are working independently on projects. Support ranges from additional practice in academic skills to helping students develop organizational skills and habits for effectively managing their projects and time. Some Learning Specialists and advisors provide students with weekly Excel sheets indicating upcoming due dates for assignments and projects.	District Presentation Document Review Interviews		
Performance/ Compliance	24	Learning Supports for Diverse Learners Personal Literacy Plan (PLP) forms exist, although they contain limited information (biographical information, some 8 th grade information). Several faculty members seem unaware of the PLP requirement or the process within the Met Center. This year, students' Scantron pretest scores were stapled to PLPs. The	Interviews	In August of 2006 staff received professional development on how to infuse PLPs with the MET's individual Learning Plan (LP). In addition, during the 2006-2007 school year there will quarterly follow up meetings between	Issue addressed

		<p>learning specialists maintain the PLPs in each building, and copies are also maintained by the Reading Specialist. The other PLP information (current academic, social/behavioral needs etc.) has not been completed or included to date. Clarification and communication of roles/responsibilities of the PLP is warranted.</p>	<p>the Director of Literacy and the Advisors regarding PLPs.</p> <p>In addition the Director of Literacy will be meeting with the advisors, learning specialists and principals on an ongoing basis.</p> <p>Timeline: Ongoing. Progress check : March 2006</p>	
Performance	25	<p>The Scantron Assessment supports the literacy initiatives at the schools. Activities include book groups, silent reading periods and literacy research groups. Activities are designed for each quarter for all students and more specifically focused for students below grade level and are incorporated in the student's individual learning plan.</p> <p>The Research group is facilitated by the special education teacher, the learning specialists and the reading specialist to provide students who are significantly below grade level in reading specific skills determined by the Scantron assessment for each individual student.</p>	Interviews	
Performance	26	<p>Special educators and learning specialists work directly with students within and outside of advisory periods, with variations among schools. A variety of co-teaching arrangements exists in the schools (eg. learning</p>	<p>District Presentation Document Review</p>	

	specialist/advisor, special educator/advisor). Staff routinely consult with colleagues to assist with effective strategies for students with unique learning needs. Many special education staff members routinely work with students both with and without disabilities.	Interviews		
Performance 27	<p>Adaptive materials and equipment, such as an Alpha Smart, SRA books, books on tape, graphic organizers, or even a palm pilot, for example, needed to support unique learning and organizational needs of students with disabilities are accessed by staff discussion with the consulting Director of Special Education, with expenditures approved by the Director of Special Services.</p> <p>Staff seek out ways to accommodate known special needs of students with and without disabilities. Examples: Increasing frequency of check-ins with advisors; locating quiet places for a student to work; adjusting focus of skill-building instruction with Learning Support Specialists; pairing with an appropriate peer; adjusting student groupings; adding focused academic skill-building groups; connecting students to other staff with needed expertise; shifting learning focus to individual high-interest topics; or encouraging students to learn by tutoring others & serving as a role model. Alternate ways of demonstrating work and communicating with an advisor, such as increasing the use of on-</p>	<p>District</p> <p>Presentation</p> <p>Document</p> <p>Review</p> <p>Interviews</p>		

		<p>line work and communication, if necessary, are utilized.</p> <p>In instances where a student may need services not available or possible to create within a Met high school, the Met Center has collaborated with outside agencies supporting the student with specialized services. To facilitate potential transitions back to the Met, staff maintain communication with the family and agency providers.</p> <p>Plans are underway to convene a special education “articulation” day in August as part of professional development, to heighten awareness of the special education process and availability of student ‘snapshots’ regarding IEP goals and accommodations (a protocol implemented this year.)</p>			
Performance	28	<p>A full service, on-site adolescent health center is available through collaboration with the Providence Community Health Center. The health center is staffed by a nurse practitioner who is available daily from 8:00a.m. to 4:30 p.m. and addresses a wide range of adolescent health care needs. Psychiatric consultation is available for 2 hours per week, as well as pediatric consultation for assistance with managing special health issues such as Attention Deficit Hyperactivity Disorder and other diagnoses.</p>	<p>District Presentation Document Review Interviews</p>		
Performance	29	<p>Student ownership</p> <p>Most students interviewed clearly evidence ownership of their individual learning plans and are</p>	<p>Interviews</p>		

		readily conversant with their goals, learning experiences, successes, and challenges.			
Performance/ Compliance	30	<p>Student Progress</p> <p>Authentic Assessment – students demonstrate proficiency by developing portfolios and presenting quarterly exhibitions. Exhibitions involve one-hour oral presentations of the student’s work to a panel of peers, mentors, parents and advisors. Advisors assess student progress in detailed narratives.</p> <p>Students at the MET must demonstrate they have acquired certain skills through a capstone project and or a portfolio of work, as well as through their quarterly exhibitions.</p> <p>At the time of student’s quarterly exhibitions, advisors are responsible for generating narrative progress reports each quarter for all students, with and without disabilities, in their advisory group. Advisors routinely confer with other faculty connected to students for input in capturing student progress accurately. Progress reports are aligned with goals in students’ Learning Plans, distinct from goals delineated in students’ IEPs. Student progress toward IEP goals and objectives is assessed following quarterly Learning Plan meetings that follow exhibitions. In preparation for quarterly progress reviews, special education teachers usually meet with advisors to discuss student progress toward</p>	<p>District</p> <p>Presentation</p> <p>Document</p> <p>Review</p> <p>Interviews</p>	<p>The consulting Director of Special Education in conjunction with the Director of Special Services</p> <p>will meet with special education teachers to review progress policies/procedures. This guidance will be included in the new policy /procedure handbook. In addition, an administrative checkpoint will be implemented prior to the school’s progress mailing.</p> <p>Timeline: Ongoing. Progress check : March 2007</p>	Finding fully addressed

		IEP goals and objectives and then record progress on the IEP goal pages for reporting to parents. The degree to which this procedure is consistently implemented varies, in that not all staff appear aware of this requirement. Some advisors indicate that they are not aware of whether there is a separate progress report regarding special education goals. The contracted special and language therapist conducts ongoing communication and progress reporting with families via email.			
Performance	31	School climate The Met Center ranks highest among all high schools in the state on the SALT Survey School Climate Indicator. For the reporting year 2004-2005, School Climate ratings on this indicator for all Rhode Island high schools ranged from a lowest score of 61 to the highest of 84, with a state average score 68 for this indicator. The Met School received the highest score of 84. The school climate indicator is derived via reports from each school's students, parents, and faculty on several survey items.	SALT Surveys Interviews		
Performance	32	Most students speak emphatically about the social emotional supports and positive relationships they experience at the Met in terms of caring. Example: "At my old school, no one cared if you come to school. My friends there don't do work and still pass, so they drop out. At this school, they call my mother. Here, they care about you. They're very helpful." And:	Interviews		

		<p>“We did team-building exercises with trust drops, the ropes, notes-in-a-hat, and other things.”</p> <p>Advisories are considered very important for building team relationships and positive learning experiences throughout the student’s MET experience. Advisories balance academic pursuits with social-emotional supports.</p> <p>The Met takes a mediation approach to discipline and actively engages students in their own behavioral goal-setting and self-management plans, with support from a variety of adults.</p>			
Performance	33	In a few instances, students spoke of distress or discouragement when staff such as a learning support specialist, special education teacher, or advisor relationship was disrupted due to staff changes or other issues.	<p>Student Interview</p> <p>Faculty Interview</p>		
Performance	34	<p>Examples of supports utilized at Met schools to support students’ social emotional learning, positive relationships, mental health and wellness include:</p> <ul style="list-style-type: none"> • Groups for students, e.g., relationships and gender groups, leadership, resiliency and hardiness, book groups. • Call list for crisis intervention, coordinated with the Met Health Center. • The school social worker is responsible for crisis intervention supports for all students, classroom 	<p>District Presentation Document</p> <p>Review Interviews</p>		

		<p>consultation, mediation, groups, and individual/group counseling and assisting with family linkages with community agencies.</p> <ul style="list-style-type: none"> • Linkages made with community agencies for social service supports, including help with immigration status. • The Director of Special Services has obtained a professional development consultant to utilize functional behavioral assessment and implement positive behavioral support plans to support students' social and emotional learning and growth (Inspired discipline). 			
Performance	35	<p>Teacher Support Team:</p> <p>Student Case Management (SCM) meetings serve the function of Teacher Support Teams required by the RI Student Investment Initiative (Article 31). Case management meetings involving principals, advisors, special educators, social workers, and other faculty connected to students occur weekly or biweekly, and sometimes as an agenda item of staff meetings.</p> <p>SCM meetings occur typically on a bi-weekly basis to review and discuss and generate support ideas for any student that is experiencing difficulties or is at risk for failure or drop out.</p>	<p>District Presentation</p> <p>Document Review</p> <p>Interviews</p>		

		Student Case Management discussions typically involve the case manager and social worker along with the advisor or other involved staff. A plan is developed, implemented, and reviewed in two weeks at a staff meeting. In instances where the intervention or supports are not successful, the student's case is referred to the evaluation team.			
Performance	36	Every Thursday morning, all special educators, learning specialists, the Special Education Director and, as needed, the Literacy Specialist, meet to discuss special education programmatic concerns and issues. Following this meeting, the special educators, Special Education Director, and the Director of Special Services convene a special education meeting.	Interviews		

3. FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE/LRE)

Indicator	Findings	Documentation	Support Plan	Follow-up Findings
Performance/ Compliance	1 Program Continuum/Least Restrictive Environment Virtually all students with disabilities at the Met Center are fully included in the general teaching and learning process and regular advisory groups with all students. No self-contained classes are operating. Although participation in general education classes is accurately reflected as 100% in InfoWorks for 2004-2005, Met Center reporting on the state	Data analysis Document Review	The Met census point person will work with the RIDE census point person to ensure accurate data reporting. Timeline: Ongoing. Progress	Issue corrected

		special education census reflects inconsistent data, indicating that only 1.7 % of students with disabilities are fully included, 60 % participating part-time in regular classes, and 25% placed in self-contained classes. This appears to be a data reporting issue.		check: March 2007	
Performance	2	Students with disabilities at the Met Center clearly are members of their school community. Among students and faculty across all schools, there is very little distinction between students with and without disabilities regarding expectations, individualization, or added supports. Special education teachers, Learning Specialists, and other faculty providing support services are available to students beyond those with identified disabilities. Students with disabilities themselves appear to view their IEPs as just another component of “getting help with their skills”. Given the individualized nature of the Met Center and the variety of adult-student interactions and teaming, a culture of inclusion and belonging is clearly apparent.	Observation Student interview Faculty Interview Parent interview		
Performance	3	Accommodations in General Education Advisors’ awareness of students’ IEPs and assessment information is variable, with some advisors reporting that they have copies of their students’ IEPs and others less conversant with their students’ IEPs. All are provided with a one-page “snapshot” of excerpts from each student’s record, which includes IEP goals and accommodations, which most cite as helpful. Although advisors	Interviews	During the 2006-2007 school year there will be one full-time special education and two learning specialists in each school. The special educators will ensure that all advisors are conversant	

	<p>clearly extend themselves to individualize their approaches for every student as a matter of practice, there is limited awareness within advisories of specialized methodologies and adaptations related to disability-related needs. Ownership for these understandings falls primarily to the learning specialists or special education teachers, with some reporting the need for more infusion of this information in advisories.</p>		<p>with their students IEPs and will consult with the advisors regarding special methodologies and adaptations for students with diverse learning needs.</p> <p>Timeline: Ongoing. Progress check : March 2006</p>	
Performance/ 4 Compliance	<p>Staffing</p> <p>Special Educators:</p> <p>The ratio of students with disabilities to special education teachers exceeds caseloads allowable under the Rhode Island Board of Regents Regulations Governing the Education of Children with Disabilities. The number of students with disabilities in their charge exceeds the maximum allowable caseload of 30 students.</p> <p>The Met employs three special educators, with each assigned to provide academic support to two schools. The roles of the special educators are variable, with some primarily overseeing student support services with limited direct service to students. In some schools, special educators focus more on direct services to students.</p>	Document Review Interviews	<p>During the 2006-2007 school year there will be one full-time special educator per school. This will ensure that the special educator's caseload will not exceed 30 students.</p> <p>The special educators will assume more responsibility for teaching students (direct instruction) and will supervise the</p>	Finding fully addressed

	<p>Special education teachers provide direct service to students with disabilities in a variety of formats, such as individually, in small groups and in some schools, within advisory periods, either supporting a student directly or co-teaching with an advisor. Arrangements vary from school to school.</p> <p>Special educators are responsible for all paperwork related to the special education process. They also conduct all social histories as part of special education evaluations.</p> <p>Special educators across all schools meet weekly for 1 ½ hours with the Special Education and Special Services directors and other support staff.</p>		<p>learning specialists.</p> <p>Timeline: Completed and ongoing. Progress check: Marhc 2007</p>	
Performance/5 Compliance	<p>Learning Specialists: Responsibility for providing special education and related services to students with disabilities is, in some cases, assigned primarily to Learning Specialists. The Met Center Learning Specialist position is parallel to that of a special education teacher assistant, in that Learning Specialists do not hold certification as a special educator. Job descriptions describe this role as facilitating learning. Learning Specialists in some instances carry primary responsibility for planning and implementing specialized instruction, accommodations, and interventions for an assigned caseload of ten to fifteen students with disabilities. Individual supervision from special education</p>	<p>District Presentation Document Review Interviews</p>	<p>During the 2006-2007 school year there will be one special educator per school. This will ensure that the special educators caseload will not exceed 30 students.</p> <p>The special educators will assume more responsibility for teaching students (direct</p>	Issue corrected

	<p>teachers varies from school-to-school and individual-to-individual.</p> <p>Learning Specialists provide direct service to students with disabilities in a variety of formats, such as individually, in small groups and in some schools, within advisory periods, either supporting a student directly or co-teaching with an advisor. Learning Specialists and the Special Education teacher responsible for their school meet weekly to review work and discuss students' needs.</p> <p>The Met Center employs some Learning Specialists who do not meet teacher assistant standards, which require either a bachelor's degree or successful completion of the teacher assistant test. Some Learning Support Specialists do meet this requirement, and others have training in specialized methodology such as Orton-Gillingham reading intervention. To support Learning Specialists' work with students, the Met Center does provide cross-school meetings and ongoing job-embedded professional development. Learning Specialists across all schools meet with the Special Education and Special Services Directors weekly for one hour. Student case management meetings are held every two weeks within each building and include Learning Specialists, Special Educator, Advisor, social worker and others as appropriate as an ongoing support to specialized instruction. Learning specialists and special education teachers</p>		<p>instruction) and will supervise the learning specialists.</p> <p>Timeline: Completed and ongoing. Progress check: Marhc 2007</p>	
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		meet weekly regarding instructional needs, best practices, creation of instructional groups, and other job-embedded professional development topics.			
Performance	6	<p>There are four social workers in Met Center schools, one of whom is part-time. The part-time individual supervises the Master of Social Work (MSW) interns. There are approximately 14 social worker interns at any given time at the Met, averaging two social worker interns per building. The social worker interns also connect with Learning Specialists and advisors to discuss current and future needs. There are several groups facilitated by the social workers such as girls' groups, boys' groups, a Hardiness Group, art therapy group, stress management, family addiction groups, senior college transition group, and an evening parent group conducted in English and Spanish for parents of students leaving for college. Child care is provided for this parent group. The social workers attend Student Case Management, the Evaluation, and IEP team meetings. Social workers are available via cell phones, pagers, and email to assist students and a staff as needed. Social workers also provide individual counseling as needed or as per students' IEPs. There are also outside psychologists (Delta Consultants) who provide ongoing counseling.</p> <p>In an instance where the social worker or psychologist intern provides private therapy, she/he arranges consultation and contacts on site or off-campus, based on</p>	<p>District Presentation</p> <p>Document Review</p> <p>Interviews</p>		

		<p>student preference. Family therapy is provided where appropriate.</p> <p>Social services at Met Center schools reach out to parents to ensure school attendance and address absences and connect students with social service agencies, for example— International Institute--for a variety of personal-social-economic-citizenship supports.</p>			
Performance	7	<p>For ten years, a consulting clinical psychologist has supported faculty and students and supervised psychologist interns at the Met Center. He currently meets with staff for up to four hours twice weekly to consult on individual students, participate in case management, and provide job-embedded professional development.</p> <p>The psychologist interns, under supervision of the consulting psychologist, conduct and interpret psycho-educational evaluations. Supervision includes weekly two hour meetings.</p>	<p>District Presentation</p> <p>Document Review</p> <p>Interviews</p>		
Performance	8	<p>For physical education, students go to the on campus Fitness Center one hour weekly. They self-select activities such as weight training, free weights, machines, or rock climbing supervised by a certified rock climbing instructor, for example, or participate in an organized team activity such as floor hockey or basketball. A physical education teacher facilitates the organized activity. In addition, the Fitness Center is also open for independent student and staff use every morning at 6:00 am and in the afternoon until 6:00pm.</p>	<p>Interviews</p>		

		<p>Health education opportunities have grown out of partnerships in some instances. One example this year involved a partnership among Justice High School, Rhode Island Hospital, and Project Start, which focuses on HIV and sexual choice. Project staff facilitated an 11-week curriculum with four of the advisories at Justice. Student response was enthusiastic.</p>		
Performance/9 Compliance	<p>Culturally Appropriate Instructional Practice</p> <p>a.) There is little use of language interpreters or language translation of special education notices, forms, and IEPs for families whose primary language is other than English. The Met Center does employ some staff who are bilingual (primarily English and Spanish speaking), and these staff are usually linked with students and families whose primary language is Spanish. For example, students for whom English is a second language are assigned to a bilingual advisor.</p> <p>b.) A systematic process for language dominance screening for incoming Met Center students is not in evidence. Students needing evaluation in Spanish are evaluated by an individual who is bilingual, but it is unclear whether all assessment tools or procedures are culturally unbiased and how a determination of disability is made. The Met has purchased and utilizes tools for cognitive assessment of students whose primary language is not English. These tools consist of Spanish versions of</p>	<p>Staff Interview</p> <p>Student Interview</p> <p>Record Review</p>	<p>a.) A systemic procedure for identifying the need for interpreters and language translations will be developed and disseminated to all staff.</p> <p>b.) Met administration in conjunction with RIDE staff will review language dominance screening policies and practices. The MET will develop a systemic policy to address concerns in this area.</p>	<p>Issue is corrected and continues to be addressed on an ongoing basis.</p>

	<p>standardized tests and are administered by bilingual individuals.)</p> <p>c.) Services of a teacher who has expertise or an endorsement in English as a Second Language or certification as a bilingual teacher are not utilized. The Met has occasionally facilitated student access to outside resources such as CCRI ESL classes. Although staff are highly sensitive to and respectful of students speaking any language, they evidence limited awareness of the impact of second language acquisition on learning process and determination of disability.</p>		<p>c.) Met administration in conjunction with RIDE staff will review language dominance screening policies and practices. The MET will develop a systemic policy to address concerns in this area.</p> <p>Timeline: Immediately and ongoing.</p> <p>Progress check: Marhc 2007</p>	
Performance	10 In the past two-year period, there have been no formal special education complaints, mediation requests, or due process hearing requests filed by parents or staff of the Met Center with the Office of Special Populations at the Rhode Island Department of Education.	Data analysis Document Review		

4. EVALUATION/ INDIVIDUAL EDUCATION PROGRAM (IEP)				
Indicator	Findings	Documentation	Support Plan	Follow-up Findings
Performance	1 At the time of this review, approximately 18% of Met Center students are identified as having disabilities. This is comparable to statewide incidence.	Document Review Interview	The Met will provide assurances to the Rhode Island Department	

	<p>The most recent Office of Special Populations census data indicates that among students with disabilities at the Met Center, 90% are identified as having learning disabilities, 3% as experiencing emotional disturbance, 3% as having other health impairments, and a small fraction having other disabilities.</p> <p>Percentages reported are considered with caution in that each student's category of eligibility is not always clearly researched by the Met or known to students' schools, teachers, and teams. Some students' special education eligibility has not been delineated or mismatches findings in existing evaluation reports.</p>	<p>Record Review SA 1, 2, 3, 4, 6, 10, 12</p>	<p>of Education that they will adhere to the Rhode Island Regulations Governing the Education of Children with Disabilities. This is applicable to all record review items in this section.</p> <p>Timeline: Immediately and ongoing</p> <p>In the upcoming year, the Met will develop a tracking system that will include a monthly responsibility list. This system will be reviewed and disseminated to all staff. In addition, a policy/procedure guidebook will be developed to address systemic needs and</p>	
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			<p>issues. This is applicable to all record review items in this section.</p> <p>Timeline: Immediately and ongoing. Progress check: March 2006</p>	
Performance/ Compliance	2	There is not always a clear understanding among all staff regarding students' eligibility for services under IDEA. There are instances where staff proceed with developing an initial IEP just prior to graduation for the expressed purpose of enabling the student to have extended time on the ACT college entrance examination or to use the IEP to obtain accommodations in higher education.	Interviews Record Review SA 12	See Support Plan for Item #1 of this section. Issue corrected
Performance/ Compliance	3	The evaluation team meets twice weekly for three hours each, including the special education director, special education teachers, consulting psychologist, psychologist interns, social workers, and other faculty as needed. It is unclear how or whether parents are invited to evaluation team meetings.	Interviews Record Reviews	See Support Plan for Item #1 of this section. Issue corrected
Performance/ Compliance	4	Across all faculty and schools, there is widely variable awareness or implementation of consistent processes and protocols for ensuring that provisions for student entitlements and parental rights under the Individuals with Disabilities Education Act (IDEA) are consistently implemented. Although the Met Center is clearly committed to the success of students with and without disabilities,	Administrator Interview Faculty Interview Record Review SA 1-12	See Support Plan for Item #1 of this section. Issue addressed

		<p>the lack of consistent procedures and faculty-wide awareness impedes timeliness and effectiveness of referral, evaluation, IEP, IEP review, progress monitoring, and transition processes for students with disabilities.</p> <p>Administrators are seeking ways to align special education requirements and Met Center alternative educational approaches to make best use of resources, align Learning Plans and IEPs in instructionally useful ways, and meet compliance within a highly responsive, alternative educational environment. It is noted that recently, required procedures, timelines, and due process practices are beginning to emerge.</p>			
Performance/ Compliance	5	<p>Although special education teachers and Learning Specialists are clearly dedicated to supporting students to succeed, a clear alignment between ongoing instruction and supports and IEP goals and objectives is not apparent. There is limited apparent understanding of the complementary and supplementary relationship between student's Learning Plans and IEPs. It is not clear how progress on IEP goals and objectives is measured.</p>	<p>Faculty Interviews</p> <p>Document Reviews</p>	See Support Plan for Item #1 of this section.	Issue addressed
		Referral/Evaluation/Reevaluation			
Compliance	6	<p>Student's record contains references to other students or includes passages erroneously cut & pasted into the record from another student's report.</p> <p>Evaluation history (existing evaluations) from students' resident district is absent from the record.</p> <p>Evaluation history is absent, and MET attempt to secure records is not</p>	<p>SA 1, 7, 8, 12</p> <p>SA 1, 4, 10</p> <p>SA 4,10</p> <p>SA 1,2,3,4,6,7,8,11</p>	See Support Plan for Item #1 of this section.	Issue addressed

	<p>evidenced.</p> <p>No evidence that reevaluation conducted was discussed, considered, or determined by the IEP team as required.</p> <p>No evidence that reevaluation was conducted within timelines. Some indicate dates not honored, many have blanket statement "team will meet and discuss whether and when..." All but two IEPs reviewed (SA1,7) are blank for the reevaluation date.</p> <p>Statements in students' IEPs regarding reevaluation date, most recent Team Report, and Data needed for determination of eligibility are not addressed as required. Further, a 'cookie cutter' statement is often cut & pasted in, indicating that the "team will discuss & determine whether and when to reevaluate".</p> <p>Reevaluations omitted apparently essential components.</p> <p>No evidence of an evaluation team meeting or report as required.</p> <p>There may be some misunderstanding of reevaluation requirements as evidenced by statements in student evaluation reports, eg. "Referral...in order to meet legal requirements of her 3-year reevaluation".</p> <p>There is some evidence in students' records of recently emerging implementation of procedural requirements.</p>	<p>SA1, 2 due 5/05</p> <p>SA3 due 4/06 (no discussion underway)</p> <p>SA4 due 2/06</p> <p>SA7 due 1/06</p> <p>SA10: blanket statement</p> <p>SA 2, 3, 4,10</p> <p>SA3, 11, 12</p> <p>SA 6, 8,10</p> <p>SA 11</p> <p>SA 11,12</p> <p>SA 4, 6, 11</p>		
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		<p><u>Functional Behavioral Assessment (FBA):</u></p> <p>In some cases, an FBA is clearly warranted but was not conducted.</p>			
		Procedural Safeguards			
Compliance	7	<p><u>Procedural Safeguards and Parent Communication</u></p> <p>Confidential student records do not contain a log of access or otherwise fulfill the requirement to maintain a record of parties accessing each record, including the party's name, date of access, and purpose for which the party is authorized to use the record.</p> <p>In many records, there is no evidence that parents received proper written notice inviting them to an evaluation team meeting or IEP review meeting to discuss the IEP or reevaluation.</p> <p>In some cases, there is no evidence that parents receive written notice in their primary language as required or that interpreters are provided for meetings. In one case, it was noted that the mother brought a "friend".</p> <p>It is unclear whether students who are English language learners are accessing required language testing and ESL services.</p> <p>There is no evidence that the MET convenes a Local Advisory Committee (LAC) for Special Education; Parental notice does not, accordingly, inform</p>	<p>SA 1-12</p> <p>SA12: eval notice</p> <p>SA 3, 4, 10: reeval not</p> <p>SA10, 8, 11 (blank), 12: IEP notice</p> <p>SA 2, 4 (none for last 2 IEP mtgs)</p> <p>SA 5, 6, 12</p> <p>(SA5's indication of Eng as home lang appears erroneous.)</p> <p>SA 10, 12</p> <p>SA1-12</p> <p>SA 1, 3, 4, 5, 6, 7, 8, 9</p>	See Support Plan for Item #1 of this section.	Issue addressed

		<p>parents about a LAC.</p> <p>Most records contain no evidence that parents were informed about parental rights within special education or received a copy of the procedural safeguards.</p> <p>Many of the written IEP notices sent to parents are not fully completed and do not clearly indicate who will be attending the IEP meeting by full name and role. In other instances, the notice documents improper IEP team composition.</p> <p>Some records contain no documentation that parental consent for evaluation or reevaluation was sought or obtained.</p> <p>IEPs are often not completed, leaving blank the parent signature item indicating agreement with the IEP on the last page.</p> <p>Some IEPs indicate that students aged 16 or older have not participated in the IEP meeting.</p> <p>There is not always documentation in the record that students have received notice of their changing rights as they approach the age of majority.</p>	<p>SA 1, 3, 5, 6, 7, 8, 9, 11</p> <p>(eg. SA8 & 9: some first names only</p> <p>SA4: roles only</p> <p>SA 1, 3, 5, 6, 7, 8: two staff—advisor & sp ed</p> <p>SA12 initial eval</p> <p>(under 18)</p> <p>SA 8, 9, 10, 11</p> <p>SA 1, 2, 3, 4, 5, 6, 8, 11</p> <p>SA 9, 10 (both 17 yrs old</p> <p>SA11 (age 17-8)</p> <p>SA12 (age18-4)</p>		
		IEP General Requirements			
Performance	8	Speech and language therapy services are acquired as needed through contracted services.	Interview Record Review 1-12		
Performance/	9	IEP development		See Support	Issue

Compliance	<p>IEPs are typically developed or reviewed following quarterly Learning Plan meetings. The practice of issuing written IEP notices at least 10 days in advance to parents, as required under IDEA, is not in place. Some staff report that they are aware of the notice requirement but seldom have the necessary lead-time. Most appear unaware of the requirement.</p> <p>IEP meetings typically involve all faculty involved with students.</p> <p>Advisors attend IEP meetings.</p> <p>Families whose primary language is other than English do not receive special education notices, forms, written copies of parents' rights in special education (procedural safeguards), or their student's IEP in their native language. To facilitate parents' participation in IEP meetings, a Met staff member who is bilingual usually serves as language interpreter.</p>	<p>Staff interview</p> <p>Parent interview</p> <p>Record Reviews 1-12</p> <p>SA 1-12</p> <p>Record Review</p> <p>SA 2, 4, 8, 10, 11</p>	Plan for Item #1 of this section.	addressed
Performance/ Compliance	<p>10 The Met Center has created a one-page "IEP Snapshot" completed by students' advisors and contained at the front of each record. The snapshot appears to be a clear and useful summary.</p> <p>Students' IEPs are not consistently reviewed at least annually as required. There are cases where students' IEP reviews are delayed by several weeks or months after the required due date.</p> <p>The heading information on students' IEPs is frequently not completed as required, omitting a phone #, DOB, address, parent name, or resident community; or including inaccurate information regarding resident</p>	<p>SA1-12</p> <p>SA 1, 3, 6, 10</p> <p>SA 1, 2, 3, 4, 5, 6, 8, 9, 11, 12</p> <p>SA 1, 3, 5, 6-no LEA</p> <p>SA7-no gen ed teacher</p>	See Support Plan for Item #1 of this section.	Issue addressed

<p>Performance/ Compliance</p>	<p>community or language spoken in the home.</p> <p>IEP team composition does not always include required IEP team members.</p> <p>Signature of LEA representative is missing (left blank) on several IEPs.</p> <p>The LEA representative's signature often differs from the LEA representative who participated in the IEP meeting.</p> <p>Indication of student strengths and needs does not consistently address all major domains and sometimes erroneously lists goals or accommodations in this section. This may impede the identification of areas in which present levels and goals need to be developed.</p> <p>There is some evidence of appropriate delineation of student</p>	<p>SA11-no participants-blank on front/back</p> <p>SA 2, 8, 10,11, 12</p> <p>SA 1, 3, 5, 6, 7, 9</p> <p>SA 2, 3, 4, 10, 11, 12</p> <p>SA5</p> <p>SA12 "immature behavior"</p> <p>SA1-12</p>		<p>Issue addressed</p>
<p>Performance/ Compliance</p>	<p>strengths and needs on IEPs.</p> <p>Statements regarding a student's present level of functioning in a need area are not always descriptive of performance against which to measure progress.</p> <p>Required transition plans, the centerpiece of IEPs for all students with disabilities beginning at age 16 (or younger if determined by IEP team) are not in place for MET students. There is very little discernable alignment between students' Transition goals and subsequent IEP goals and</p>	<p>SA 7, 10 (mismatched course of study)</p> <p>SA 1, 2, 3,4, 5, 6, 10, 11,12</p> <p>SA6</p>		<p>Issue addressed</p>

<p>Performance/ Compliance</p>	<p>objectives, accommodations, or services, nor a record of field experiences related to Transition goals.</p> <p>In some cases, the statement in a student's course of study directly mismatches the transition goals, suggesting erroneous insertion of statements from other students' IEPs.</p> <p>The construction of IEP goals on students' IEP indicate need for understanding of how to create standards-based, annual targets, measurable against the baseline described in present levels of performance and aligned with Transition goals.</p> <p>Some examples of standards-based, measurable annual goals are emerging. For example: "...will complete writing with greater length, sophistication of word choice, and improved grammar and structure each quarter."</p> <p>Many IEPs contain objectives that describe observable, measurable targets.</p> <p>Providers/Services indicated on students' IEPs do not delineate a special education provider nor a special education service. IEPs list for this item all staff with whom the student interacts in his or her school day/week, eg. "Advisor, special education teacher, PCA, case manager, aide, mentor, parent, volunteer"</p> <p>Time delineated at bottom of service page showing time of special education services does not accurately</p>	<p>SA 1-9, 11, 12</p> <p>SA 1, 2, 3, 6-12</p> <p>SA1-12</p> <p>SA 1, 2, 3, 7 (rdg), 12</p> <p>SA 1, 2, 5, 6, 7, 8, 12</p> <p>SA 2, 4, 9, 10, 11</p> <p>SA 1, 2, 3, 8, 9, 11</p> <p>SA12: problematic</p> <p>SA 1, 2, 3, 5, 8-12</p> <p>SA 1-5, 9-12</p> <p>SA1-12</p>		<p>Issue addressed</p>
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	<p>reflect time actually spent, and instead appears to match advisor's contact hours. [This is also evidenced in the IEP snapshot document, which appears to claim time spent in the regular advisory period (2 hours, 2 x/week), which is the time spent by all students in advisory. [Remaining time during the school day and week is spent in internships, working independently on projects, or participating in small topic-focused learning groups.]</p> <p>Time that students actually receive special education services while they are in advisory is not documented in the record.</p> <p>Services specific to address areas of need related to the student's disability are not evidenced.</p> <p>Progress on IEP objectives for the most recent semester has begun to be documented on many IEPs. It is not clear how progress is reported to parents.</p> <p>Progress on IEP objectives is not documented for some students.</p> <p>Accommodations for students are not always addressed in their IEPs. Some appear to be blanket statements inserted across many students' IEPs.</p> <p>Statements regarding supplementary aids and services appear to be blanket statements.</p> <p>Statements regarding support to personnel appear to be blanket statements.</p> <p>Rationale for placement outside of the</p>	<p>SA1-12</p> <p>SA 10, 11, 12</p> <p>SA 9-12</p>		
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	<p>general education setting is addressed with a blanket statement. Further, it is not clear whether this even applies and should indicate “zero” time outside of general education.</p> <p>% time—Indicates full time regular ed at top of sheet but bottom indicates 2 hours out...</p> <p>Notice of graduation and change of placement is in place for eligible students in records reviewed.</p> <p>Notice of student reaching majority warranted but not evidenced.</p>			
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5. TRANSITION				
Indicator	Findings	Documentation	Support Plan	Follow-up Findings
Performance 1	<p>In reporting successful student outcomes regarding graduation and college admission rates, the Met Center cites the following national statistics for students with income levels comparable to Met students: Comparable groups show rates of 11% for high school graduation rate and 6% for college entrance.</p> <p>The 2000-2005 data reported in the Met Alumni Report indicates that, for the graduating classes of 2000-2005, 75% of MET students entered college in their first year out of the Met, with 56% of college entrants continuing or completing and 44% dropping out. As of the Spring 2006 semester, of 274 students, 25 have completed a post-high school program yielding certifications, 14 have completed a two-year associates' degree, 17 have earned a bachelor's degree, and one has earned a masters level degree.</p>	<p>District Presentation Document Review Interviews</p>		
Performance 2	Completion of the college preparation	District		

		<p>and application process is one of the graduation requirements at the Met Center.</p> <p>One advisor at each Met school serves in the role of College Transition Counselor to provide support and guidance to 11th and 12th grade students in pursuing post secondary opportunities. The Transition Counselor coordinates college representative presentations, student visits to area colleges, student application to at least 5 higher educational programs, including support for writing essays, and pursuit of college scholarships.</p> <p>Aside from working individually and in groups with juniors and seniors in college preparatory activities, the College Transition counselor also coordinates infusion of college information into the learning process for 9th and 10th grade students. Met advisors serving as College Transition Counselors meet weekly regarding college preparatory needs of students and of the Met Center's college transition supports system.</p> <p>A special educator and the College Transition Counselor collaborate to inform students with disabilities about accessing specialized services in college. Assistance to parents in completing financial aid forms is also provided. Parents are encouraged to participate in sessions at the Met schools during their students' senior year to complete their financial aid forms (FAFSAs).</p>	<p>Presentation</p> <p>Document</p> <p>Review</p> <p>Interviews</p>		
Performance	3	A new provision under the Individuals with Disabilities Education Act replaces the previous requirement for re-evaluation prior to graduation and	Interviews	By the end of the 2005-2006 school year the	

		introduces a requirement for schools to generate for each student with a disability a written Summary of Performance (SOP) prior to graduation from high school. The written Summary of Performance is intended for students' use in accessing special supports and accommodations at colleges or other post-secondary programs. Met administrators report that they are just becoming familiar with the SOP format created by the Rhode Island Department of Education for districts' use in providing and SOP for their graduates with disabilities.		Summary of Performance (SOP) was in place for graduating student. The Met utilizes the state format. Timeline: Completed and ongoing.	
Performance	4	All seniors must compile a college portfolio containing all information required for college application. Prior to mailing, each student's college application is reviewed by the College Transition Counselor, the student's advisor, and one other person. On or about December 15 th , the Met holds an annual "application day" to support this process.	District Presentation Document Review Interviews		
Performance	5	Students participate in a number of activities designed to smooth their transition to college. For example, "Transition U" at Pine Manor in Massachusetts, an independent 4-year college for women, offers up to 12 female students per year an opportunity to have a practice experience, in cohorts of four, in navigating the college campus utilizing a campus map. By the time of graduation from a Met school, many Met students have had some experience on a campus and college experience through coursework at the Community College of Rhode Island. The Met College Transition Counselor also escorts students on a variety of trips to visit area colleges.	District Presentation Document Review Interviews		

		Activities to prepare for high school to college transition begin prior to students' senior year. In May of their junior year, students present a portfolio of their resume, senior thesis proposal, and essay and receive feedback from their peers and faculty. As one of many ways to establish college aspirations, all 9 th grade students visit at least one college in their freshman year.			
Performance	6	<p>The College Transition coordinator now follows up on students in their first and second years after graduation, contacting students four weeks into the fall semester of each year to check in. As alumni, students can continue to access follow-up assistance from the Met Center with matters such as financial forms or social/emotional support.</p> <p>The Met reports that among its first graduating class of 56 students, who are now six years post-graduation, between 20-30% of the group, or 11-16 students, completed a degree program.</p> <p>The Met is considering adding a new staff position to establish a Director of Alumni Relations.</p>	District Presentation Document Review Interviews	<p>The Met has hired an individual to be the Director of Alumni Relations. This individual will follow students for two plus years after graduation. Additionally, plans are underway to hire a transition advisor who will work with students who have not met graduation requirements within the expected timeline.</p> <p>Timeline: Ongoing. Progress check: December 2006</p>	
Performance	7	There is much emphasis in students'	District		

		<p>senior year on preparation for the ACT college entrance examination. The Met has created a binder with ACT college entrance exam information for advisors and others to use as an academic review. Advisors can use this information to create math and English workshops to assist their students in boosting math and English skills, incorporating these into their projects, and being prepared for the ACTs.</p>	<p>Presentation Document Review Interviews</p>		
Performance	8	<p>In preparation for career/vocational goal setting and continued education after high school, Met students explore career and vocational interests by participating in a multitude of community connections and internship experiences throughout their four years of high school. Internships, referred to at the Met as LTI (Learning Through Interests), play a central role in students' project development, learning, vocational assessment, mentorship, and quarterly exhibitions. A Met Center Internship Coordinator assists with the logistics of procuring internships, with a remarkably wide range of internship opportunities developed and accessed by students. Advisors supervise each student throughout his or her internship experiences.</p> <p>LTI exploration begins from the start of the 9th grade year, with student internships usually beginning in the latter part of the 9th grade or first quarter of the 10th grade year. Each quarter, throughout high school, students engage in a continuous process of designing new internships to address their emerging interests. New directions are reflected in students' learning plans.</p> <p>To ensure student access to LTI sites,</p>	<p>District Presentation Document Review Interviews</p>		

		the Met Center operates nine mini buses and vans for this use as well for use in field trips and site visits.			
Performance	9	<p>The Shepard site is one of six Rhode Island schools engaged with the Rhode Island State Improvement Grant (RISIG). Met administrators report that, through this connection, the Met Center is exploring the idea of modeling its vocational assessment process after the state portfolio model. This model involves a continuous and cumulative student vocational portfolio (“blue folder”) that begins with an interest inventory and includes unfolding vocational exploration and discovery.</p> <p>Presently, the Met contracts with a private agency to conduct vocational assessments via an interest inventory, beginning with personal explorations into questions such as “Who am I? What are my interests/passions?” In some cases, the Met Center has referred students with disabilities to the state Office of Rehabilitative Services (ORS) for individualized vocational assessment.</p>	<p>District Presentation Document Review Interviews</p>		
Performance/ Compliance	10	<p>There is limited understanding at the Met Center of how the individualized, special transitional needs and entitlements of students with disabilities align with the Met’s comprehensive career development, internship, and college preparatory system.</p> <p>IDEA and Rhode Island regulatory requirements include an individualized vocational/career assessment process for each student with a disability as well as an IEP-driven, individualized plan for transition from school to post-secondary learning. Transition plans must address long-term student goals across career, residence, recreational,</p>	<p>Faculty Interview Parent Interview Student Interview Record Review SA 1-12</p>	<p>Met administration will work with RIDE staff to discuss transition issues and questions. Met administration will continue to develop systemic improvement plans for transition issues.</p>	<p>Issue addressed</p>

	<p>and social/citizenship areas. Much of the Met Center's vocational assessment and post-secondary transition preparation and support practices are commendable vehicles for best practice in these requirements. However, there is no evidence in student records or in conversations with faculty that IEP teams in the course of IEP meetings are considering for students with disabilities the unique instructional path or strategies, specialized services and supports, or interagency involvement that might be needed, beyond what is considered for all Met students, to address a student's unique disability-related needs either during or beyond high school.</p> <p>For example, although the Met contracts for a vocational assessment service, records of students with disabilities contain no evidence of the required individualized vocational/career process or a vocational assessment report. As another example, all student learning plans at the Met include an internship component, while IEPs reviewed contained no transition plan components beyond a career goal statement.</p> <p>Transition plans within students' IEPs do contain student-generated statements regarding their long-term goal(s) beyond high school, with some including a statement regarding a course of study (eg. finishing high school). In many cases, the goal statement is copied unchanged into the student's subsequent IEPs upon annual review, rather than reflecting an evolving career exploration and refining of the student's goals. In some cases, the stated course of study appears to</p>		<p>Timeline: Immediately and ongoing. Progress check: March 2007.</p>	
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		<p>be erroneously copied in, mismatching the goal statement.</p> <p>However, all transition plans end there, failing to address (leaving blank) students' individual needs related to achieving Transitional goals. No IEPs evidence interagency participants or agencies, such as the Office of Rehabilitative Services (ORS) or rehabilitation counselors that might be needed to support the unique transition process for some students with disabilities. Further, there is very little discernable alignment between students' Transition goals and subsequent IEP goals and objectives, accommodations, or services, nor a record of internship experiences or LTIs related to individualized Transition goals.</p> <p>Met school administrators and some faculty recognize the need for the Met Center to reconcile and align the two systems of the Met's extensive career/vocational development and internship process and related secondary transition provisions for students with disabilities, to ensure that students are fully accessing all entitlements and necessary services as part of their transition experiences at Met high schools.</p>			
Performance	11	For all 9 th grade students entering the Met Center for the first time, there is a two-week summer program referred to as "Summer Infusion" that provides an overview and orientation of the Met and assists students in acclimating to their new environment.	District Presentation Document Review Interviews		
Performance	12	In February, principals and faculty begin the process of considering	District		

	<p>summer as a fifth quarter of the year and how students can make positive connections during that time. A variety of summer options are available for students, including Brown Summer High School, Outward Bound, Semester at Sea, Internships, Summer Search, and City Arts, for example. Advisors and other staff assist students in accessing these opportunities.</p>	<p>Presentation</p> <p>Document</p> <p>Review</p> <p>Interviews</p>		
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