



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

School Support System Report and Support Plan

**Cumberland School Department
June 9, 2016**

SCHOOL SUPPORT SYSTEM

A Collaborative System of Focused Monitoring

Introduction

The purpose of the School Support System (SSS) is to provide a means of accountability for delivery of programs and services for students with exceptionalities. The School Support System model is designed to promote the involvement of the whole school district, general educators as well as special educators and parents. It is designed to learn if the district meets the regulations and what effects programs and services have on student outcomes. Finally, the SSS develops a school support plan for training and technical assistance.

To accomplish this the SSS includes these components:

- **The Orientation Meeting:** The Rhode Island Department of Education (RIDE) staff meets the Local Education Agency (LEA) to plan the site review and identify issues or initiatives that may influence programs or service delivery.
- **Data Analysis Meeting:** The RIDE staff meets to review LEA demographic information on selected reports including: the 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 by the district as well as resources and time lines to improve programs and services.

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1. Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE)
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**Cumberland School Department
School Support System Review**

Record Review Team Leaders

Team A – Susan Wood, Jane Slade, Sandra Cambio Gregoire, Denise Achin

The RIDE, Office of Student, Community & Academic Supports School Support System process was facilitated to provide a means of accountability for delivery of programs and services to improve outcomes for students with disabilities. The following pages reflect the findings of that process.

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

Indicator	Findings	Support Plan
Result	<p>1</p> <p>Least Restrictive Environment Data (State Performance Plan Indicator #5)</p> <p>Based on the FY July 1, 2015 – June 30, 2016 State Performance Plan information on Cumberland School Department Placement is as follows:</p> <p>The percentage of students educated 80 to 100% of the time in general education settings is 75.08% (RI District Average is 71.75%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 9.66% (RI District Average is 13.25%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 2.65% (RI District Average is 4.35%)</p> <p><u>Documentation:</u> Data Analysis State Performance Plan</p>	
Result	<p>2</p> <p>Participation and performance of children with IEPs on statewide assessments (State performance Plan Indicator #3):</p> <p>A. The district (disability subgroup that meets the State’s minimum “n” size) did not meet the state’s AYP targets for the disability subgroup.</p> <p>B. Participation rate for children with IEPs 98.04%.</p> <p>C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievements standards 32.10% [Note: State has individual grade and content area targets (28%). State target is average target across grades and content areas. District target is average percent of students proficient across content areas (32.10%).]</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	
Result	<p>3</p> <p><u>Multi-Tiered System of Support (MTSS) Response to Intervention (RTI)/Academics</u></p> <ul style="list-style-type: none"> Across the district, Tier I supports are provided as part of the common core curriculum with differentiated instruction. Universal screening tools, STAR, Easy CBM, and Mobymax are consistently utilized to identify areas of reading and math weakness. Tier II/III supports are provided within the classroom as well as by reading and math interventionists in a predominantly pull-out 	

		<p>model. Students must meet specific benchmark cut off scores in at least 2 data points in order to be discontinued from intervention services.</p> <ul style="list-style-type: none"> District is in the process of mapping the curriculum and have identified several gaps in Tier I instruction which will lead to a redesign of formative and summative assessments and a restructuring of intervention services. <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>																																																																									
Result	4	<p>SPP Disproportionate Representation (State Performance Plan Indicator #9 and #10)</p> <table border="1" data-bbox="352 508 1033 745"> <thead> <tr> <th></th> <th colspan="5">ASD</th> </tr> <tr> <th>White</th> <th>2011</th> <th>2012</th> <th>2013</th> <th>2014</th> <th>2015</th> </tr> </thead> <tbody> <tr> <td>Students with Disability</td> <td>71</td> <td>75</td> <td>72</td> <td>60</td> <td>65</td> </tr> <tr> <td>Total Students</td> <td>3992</td> <td>3914</td> <td>3780</td> <td>3763</td> <td>3720</td> </tr> <tr> <td>District Risk</td> <td>1.78</td> <td>1.92</td> <td>1.90</td> <td>1.59</td> <td>1.75</td> </tr> <tr> <td>District Risk Ratio</td> <td>4.0</td> <td>3.2</td> <td>3.2</td> <td>2.6</td> <td>2.5</td> </tr> </tbody> </table> <table border="1" data-bbox="352 846 1033 1094"> <thead> <tr> <th>Hispanic</th> <th colspan="5">S&L</th> </tr> <tr> <th></th> <th>2011</th> <th>2012</th> <th>2013</th> <th>2014</th> <th>2015</th> </tr> </thead> <tbody> <tr> <td>Students with Disability</td> <td>14</td> <td>18</td> <td>21</td> <td>18</td> <td>16</td> </tr> <tr> <td>Total Students</td> <td>353</td> <td>392</td> <td>403</td> <td>418</td> <td>445</td> </tr> <tr> <td>District Risk</td> <td>3.97</td> <td>4.59</td> <td>5.21</td> <td>4.31</td> <td>3.60</td> </tr> <tr> <td>District Risk Ratio</td> <td>2.3</td> <td>2.9</td> <td>3.3</td> <td>2.9</td> <td>2.3</td> </tr> </tbody> </table> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p> <p>The data trend show positive downward movement and the hope is that the trend continues. Record reviews showed no inappropriate identification of Autism Spectrum Disorders (white) or speech and language (Hispanic) due to inappropriate policies, procedures or practices.</p>		ASD					White	2011	2012	2013	2014	2015	Students with Disability	71	75	72	60	65	Total Students	3992	3914	3780	3763	3720	District Risk	1.78	1.92	1.90	1.59	1.75	District Risk Ratio	4.0	3.2	3.2	2.6	2.5	Hispanic	S&L						2011	2012	2013	2014	2015	Students with Disability	14	18	21	18	16	Total Students	353	392	403	418	445	District Risk	3.97	4.59	5.21	4.31	3.60	District Risk Ratio	2.3	2.9	3.3	2.9	2.3	<p>Cumberland Public Schools will empower service providers through professional development to refine and revise procedures, protocols and practices as necessary to encourage a continued positive downward movement in disproportionality data.</p> <p>Timeline: Immediately and ongoing</p> <p>Progress Check: June 2017</p> <p><u>FOLLOW-UP FINDINGS:</u> District continued special education coordinator meetings every Tuesday from 8:30-10:00. Eligibility was consistently reviewed and case studies brought for discussion. Coordinators or director attended the majority of referral meetings to model eligibility and provide district-wide consistency.</p>
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Result	5	<p>Suspension (State Performance Plan Indicator #4a): Significant discrepancy in the rate of suspensions (for students with IEPs) greater than 10 days as compared to the rate of suspensions (for students without IEPs) greater than 10 days. This was not</p>																																																																									

		<p>applicable for the Cumberland Public Schools as no students with IEPs were suspended for greater than 10 days.</p> <p>State Performance Plan Indicator #4b Zero (0) had: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	
Result	6	<p><u>Multi-Tiered System of Support (MTSS)/Social Emotional Supports/Social Emotional Resources/Positive Behavioral Supports</u></p> <ul style="list-style-type: none"> • A Universal (Tier 1) team has been established in each building to monitor, implement and oversee an annual action plan for improving culture, climate, safety, and learning. This will be accomplished by identifying school-wide systems that include: building connections and relationships with all students, clearly defining and teaching expectations in all area, establishing an acknowledgement system for encouraging expected behaviors, and establishing consistent procedures for responding to unexpected behaviors. This team meets monthly. • A Targeted/Problem Solving (Tier II and Tier III) Team has been established in each building. This team meets weekly to review data and discuss students that fall into at risk categories for conduct, attendance, and academics. This team is responsible for working with all adults to implement interventions and supports that will help close gaps. Student data is monitored monthly to determine if students are responding/not responding to interventions. Additional supports are provided when students are not responding to current interventions. <p>School Removals/Disciplinary Policies. Throughout the district behavioral expectations along with disciplinary action protocols and policies are comprehensively defined in a student handbook.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	

Result	7	<p>Preschool Continuum</p> <ul style="list-style-type: none"> • There are 107 students at the Preschool Center located within Ashton Elementary School and approximately 63 have IEPs. The special education program continuum is as follows: <ul style="list-style-type: none"> • Community preschool programs with walk-in related services • Small group related services • Integrated preschool classrooms with community peers • Direct Instruction- Intensive services • 1 Preschool Coordinator, 5 Preschool Teachers, 5.2 Paraprofessional <p>The district collects early childhood outcomes data on all children with IEPs as required by the federal Office of Special Education Programs. Teachers collect and enter authentic assessment information into an on-line child portfolio. This assessment information is used to shape and individualize instruction and to demonstrate progress.</p> <p>Indicator #6</p> <p>A. In this district, the percent of preschool children aged 3-4 with IEPs attending a general education early childhood program and receiving the majority of special education services in the general early childhood program was 60.27%.</p> <p>B. The percent of children aged 3-5 with IEPs attending a separate special education class, separate school or residential facility was 5.48%</p> <p>State Performance Plan Indicator #7</p> <p>Statement 1. Of the preschool children who entered the preschool program below age expectations, the percentage who demonstrated substantial improvements by the time they turned 6 years of age or exited the program:</p> <ul style="list-style-type: none"> ▪ Positive social-emotional skills (including social relationships); 64.30% ▪ Acquisition and use of knowledge and skills (including early language/ communication and early literacy); 58.3% and ▪ Use of appropriate behaviors to meet their needs 42.9% <p>Statement 2. The percent of preschool children who were functioning within age expectations in each Outcome by the time they exited the program were:</p> <ul style="list-style-type: none"> ▪ Positive social-emotional skills (including social relationships); 21.4% ▪ Acquisition and use of knowledge and skills (including early language/ communication and early literacy); 42.9% and ▪ Use of appropriate behaviors to meet their needs 35.7% 	
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		<u>Documentation:</u> Data Analysis; State Performance Plan	
Result	8	<p>Program Continuum Elementary Level</p> <ul style="list-style-type: none"> • There are 1,990 students at the elementary level and approximately 285 have IEPs (14.32%). The special education program continuum is as follows: <ul style="list-style-type: none"> • Related Services • Co-Taught Instruction • Instructional Support • Specialized Programs <ul style="list-style-type: none"> ▪ 2 Support Programs for Students with Intellectual Disabilities ▪ 4 Developmental Delay Support Programs (Add 1 next year) ▪ 2 Social-Emotional Support Programs • 1 Elementary Coordinator, 22 Teachers, 31 Paraprofessionals <p><u>Documentation:</u> Data Analysis; Interviews</p>	
Result	9	<p>Program Continuum Middle Level</p> <ul style="list-style-type: none"> • There are 1,144 students attending North Cumberland Middle and JL McCourt Schools, 139 are students with IEPs' (12.15%). The special education program continuum is as follows: <ul style="list-style-type: none"> • Related Services • Co-Taught Instruction • Instructional Support • Specialized Programs <ul style="list-style-type: none"> ▪ 1 Program for Students with intellectual Challenges ▪ 2 Developmental Delay Support Program (add one next year) ▪ 1 Social-Emotional Support Program • 1 Middle School Coordinator, 14 Teachers, 13.6 Paraprofessionals <p><u>Documentation:</u> Data Analysis; Interviews</p>	
Result	10	<p>Program Continuum High School Level</p> <ul style="list-style-type: none"> • At Cumberland High School there are approx. 1,285 and 188 have IEPs (14.63%). The program continuum is as follows: 	

		<ul style="list-style-type: none"> • Related Services • Co-Taught Instruction • Instructional Support • Specialized Programs <ul style="list-style-type: none"> ▪ 3 Severe-Profound Support Programs ▪ 1 Transition Program ▪ 1 Developmental Delay Program ▪ 1 Social-Emotional Support Program ▪ 1 Positive Alternative to School Suspension Program ▪ Add flexible social-emotional support program next year <ul style="list-style-type: none"> • 1 High School Coordinator, 18 Teachers, 15 Paraprofessionals, 2 Job Coaches <p><u>Documentation:</u> Data Analysis; Interviews</p>	
Result	11	<p>Adaptive Physical Education (APE)</p> <ul style="list-style-type: none"> • There are 93 students out of the 731 students in special education who receive adaptive physical education (PE) services (12.72%). The service continuum is as follows: <ul style="list-style-type: none"> • Co-teaching within a general PE class • Small group or individual instruction within the general PE class • Small group or individual instruction in a separate location <p>Services typically include pre-teaching and re-teaching of foundational skills for implementation in the general PE class and generalization in school and community activities.</p> <p><u>Documentation:</u> Data Analysis; Interviews</p>	
Result	12	<p>Extended School Year (ESY)</p> <p>The district currently has 175 students of the 731 total special education population (23.93%) participating in extended school year services. The program continuum is as follows:</p> <ul style="list-style-type: none"> • Related Services by appointment • Academic support in reading, writing, and or math • Continuation of a Specialized Program of Services • Transition Services, including community work experiences <p><u>Documentation:</u> Data Analysis; Interviews</p>	

Result	13	<p>Local Special Education Advisory Committee (LAC)</p> <p>A local advisory committee with membership, operation, and scheduled meetings, consistent with Regents' requirements is in place and is supported by the district.</p> <p><u>Documentation:</u> Data Analysis; Interviews</p>	
Result	14	<p>School Efforts to Partner with Parents (State Performance Plan Indicator #8)</p> <p>The public school district's rate of parent participation in the annual Special Education Statewide Parent Survey (2015-2016) is 26% of parents whose children have IEPs.</p> <p>Of parents with a child receiving special education services who participated in the last survey, the percent that reported that their school's efforts to involve parents as a means of improving services and results for children with disabilities are at or above the state standard is 77%.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	
Result	16	<p>Drop Out / Graduation Rate (State Performance Plan Indicator #1 and #2)</p> <p>The Cumberland School Department's graduation rate is 88.3% for all students and 65.2% for students with disabilities. These rates approximate the state average rates of 83.2% for all students and 67.6% for students with disabilities.</p> <p>The Cumberland School Department's dropout rate is 4.2% for all students and 9% for students with disabilities. These rates approximate the state average rates of 6.7% for all students and 11.9% for students with disabilities.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	

2. EVALUATION / INDIVIDUAL EDUCATION PROGRAM (IEP)

Indicator		Findings	Support Plan
Result	1	<p>Records of approximately 17 students were reviewed by the team leaders. Students' records were very accessible. The record review process identified by following:</p> <ul style="list-style-type: none"> - Educational environment boxes not consistently accurate - Random boxes on the IEP left blank 	<p>Assurances will be provided to the Rhode Island Department of Education, Office of Student, Community and Academic Supports, that compliance issues are addressed and rectified. This Support Plan is applicable for all compliance findings in this section.</p>

		<ul style="list-style-type: none"> - Learning disabilities form not seen in file - Date of parental consent to reevaluate not consistently seen in files - Short-term objectives not consistently different on some IEPs <p><i>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</i></p> <p><u>Documentation:</u> Data Analysis; Interviews</p>	<p>Timeline: Immediately and ongoing</p> <p>Progress Check: June 2017</p> <p><u>FOLLOW-UP FINDINGS:</u> Areas of deficit have been addressed by special education coordinators reviewing draft IEPs prior to team meetings. Coordinators focused on completion of all appropriate documentation, completed forms, measurable base-line data matching how data is collected and how progress is measured.</p>
Result	2	<p>Child Outreach</p> <p>In 2015, the school year from September through June, the district had 39 child outreach screening sessions in 11 community-based early childhood programs as well as by appointment.</p> <p>The preschool coordinator provides:</p> <ul style="list-style-type: none"> • Child Outreach screenings • Transition meetings from early intervention • IDEA eligibility • Supervision of preschool programs • Training and implementation of RI Early Learning Standards <p>The state target for screening is 80% of children ages 3, 4, and 5. In the Cumberland Public School the district reports the following screening percentages:</p> <ul style="list-style-type: none"> • 3 year olds: 8.12% • 4 year olds: 41.04% • 5 year olds: 45.89% <p><u>Documentation:</u> State Performance Plan; Screening Data</p>	
Result	3	<p>Child Find (State Performance Plan Indicator #11)</p> <p>Cumberland Public Schools for the 2015-2016 year was at 100% compliance for meeting evaluation timelines for initial referrals.</p> <p><u>Documentation:</u> State Performance Plan Data</p>	

Result	4	<p>Student Accommodations and Modifications</p> <p>Case managers provide a copy of a student's accommodations and modifications to each teacher, including itinerants, that provides a service to the student. This information is shared via a photocopy of the IEP page, a typed list, or through a shared Google document. All teachers are instructed to follow the team recommendations and encouraged to request an IEP team review if an accommodation and/or modification is not being used or no longer appears to be applicable.</p> <p><u>Documentation:</u> Data Analysis; Document Reviews</p>													
Result	5	<p>Specific Learning Disabilities Determination</p> <p>District consistently utilizes response to intervention data as a significant part of a comprehensive evaluation in determining a specific learning disability. Achievement gap and rate of educational progress is reviewed by the team and compared to same-age peers. Other factors such as school attendance, participating in appropriate instruction, English language learner supports, as well as health factors are considered as part of the team decision.</p> <p><u>Documentation:</u> Data analysis; Record Review</p>													
Result	6	<p><u>COMPLAINTS</u> <u>2014</u> <u># of Complaints: 1 complaint during this period</u></p> <table border="1" data-bbox="338 927 1308 1031"> <thead> <tr> <th></th> <th>ISSUE(S)</th> <th>RESULT</th> </tr> </thead> <tbody> <tr> <td>Complaint #1</td> <td>Other</td> <td>Withdrawn</td> </tr> </tbody> </table> <p><u>2015</u> <u># of Complaints: No complaints during this period</u></p> <p><u>2016</u> <u># of Complaints: 1 complaint during this period</u></p> <table border="1" data-bbox="338 1243 1308 1369"> <thead> <tr> <th></th> <th>ISSUE(S)</th> <th>RESULT</th> </tr> </thead> <tbody> <tr> <td>Complaint #1</td> <td>Request for Initial Evaluation</td> <td>Pending</td> </tr> </tbody> </table>		ISSUE(S)	RESULT	Complaint #1	Other	Withdrawn		ISSUE(S)	RESULT	Complaint #1	Request for Initial Evaluation	Pending	
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MEDIATIONS

2014

of Mediations: 1 mediation during this period

	<i>ISSUE(S)</i>	<i>RESULT</i>
<i>Mediation #1</i>	Placement	No Agreement Reached

2015

of Mediations: 1 mediation during this period

	<i>ISSUE(S)</i>	<i>RESULT</i>
<i>Mediation #1</i>	IEP	Agreement Reached

2016

of Mediations: No mediations during this period

HEARINGS

2014

of Hearings: 4 hearings during this period

	<i>ISSUE(S)</i>	<i>FINDING(S)</i>
<i>Hearing #1</i>	Placement	Resolution Session Agreement
<i>Hearing #2</i>	Placement	Decision Parent
<i>Hearing #3</i>	Other	Withdrawn
<i>Hearing #4</i>	Evaluation	Decision

2015

of Hearings: No hearings during this period

2016

of Hearings: No hearings during this period

Documentation: Data Analysis; RIDE Due Process Data Base

3. IDEA TRANSITION

Indicator	Findings	Support Plan
Result	<p>1 Part C to Part B Transition (Indicator #12)</p> <p>The District manages the transition of children from Part C Early Intervention (EI) to preschool special education. A database of all EL referrals is maintained and upcoming birthdates are monitored to ensure that meetings are scheduled in a timely manner.</p> <p>Last year's consolidated resource plan (CRP) indicated that the district received 26 referrals from Early Intervention. The team found 3 not eligible for services and found 19 eligible for preschool special education and had IEPs developed and implemented by their 3rd birthday. The remaining 4 were found eligible but did not have IEPs implemented due to summer vacation. This is an 82.61% compliance rate.</p> <p><u>Documentation:</u> Data Analysis; Interviews; State Performance Plan</p>	
Result	<p>2 IDEA Transition Planning at the Middle Level</p> <ul style="list-style-type: none"> • The district participated in a middle school file review for OSEP Indicator #13 compliance which led to providing middle school teams professional development in transition assessments, MAPS, transition goals and services. • Middle school students participated in the Dare to Dream Conference and 14 year-old students are expected to participate in their IEP meetings. • Students have an opportunity to identify high school classes they would like to take and have at least one opportunity to visit the school prior to 9th grade. <p><u>Documentation:</u> Data Analysis; Interviews; Record Reviews</p>	
Result	<p>3 IDEA Transition Planning at the High School Level</p> <ul style="list-style-type: none"> • The high school participated in a file review for OSEP Indicator #13 which identified some weaknesses and additional training was provided in: <ul style="list-style-type: none"> • Embedding transition assessments into the present level of performance • Administering at least 2 transition assessments • Writing measurable transition goals • Formally inviting students to their IEP meetings 	

		<ul style="list-style-type: none"> All students that are potentially eligible for BDDDH services have a completed MAPS assessment and Career Development Plan. In summer of 2015, the district participated in a joint project with ORS to provide vocational assessments and paid work opportunities for a small group of students. <p><u>Documentation:</u> Data Analysis; Interviews; Record Reviews</p>	
Result	4	<p>At the high school the case manager is the point for referrals to the Office of Rehabilitative Services (ORS) and to the Department of Behavioral Healthcare, Developmental Disabilities & Hospitals (BHDDH).</p> <ul style="list-style-type: none"> The district consistently invites ORS and BDDDH to IEP meetings. BDDDH participation is minimal; however, ORS attendance in meetings and follow-up with families is consistent. District had one student who attended classes at CCRI and received organizational support and coaching from his case manager. <p><u>Documentation:</u> Interviews; Document Review</p>	
Result	5	<p>Summary of Performance (SOP)</p> <p>Case managers complete a summary of performance for all students who are graduating.</p> <p><u>Documentation:</u> Interviews; Document Review</p>	
Result	6	<p>Youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment and transition services. The Cumberland Public Schools are 100% compliant with the requirements. (State Performance Plan Indicator #13)</p> <p><u>Documentation:</u> Interviews; Document Review</p>	
Result	7	<p>80% of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and who have been employed, enrolled in postsecondary school, or both</p>	

	<p>within 1 year of leaving high school. The state average was 81.51% (State Performance Plan Indicator #14)</p> <p><u>Documentation:</u> Interviews; Document Review</p>	
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