

Rhode Island Department of Education
Office of Special Populations

School Support System Report and Support Plan for the
The Bradley Schools
November 14 – 15, 2007

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/educational setting, general educators as well as special educators and parents. It is designed to learn if the school/ educational setting meets the regulations and what effects programs and services have on student outcomes. Finally, the SSS develops a school support plan for training and technical assistance.

To accomplish this the SSS includes these components:

- **The Orientation Meeting** The Rhode Island Department of Education (RIDE) staff meets with the school/educational setting 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 school/educational setting demographic information on selected data areas: 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 School/Educational Setting 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 school/educational setting personnel to generate a report, covering the following:
 - The schools/educational settings 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 school/educational setting.
 - The need for professional development and technical assistance that will enable the school/educational setting to improve programs and services.
- **The Support Plan** The RIDE team, School/Educational Setting 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/educational setting 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 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 school/educational setting as well as resources and time lines to improve programs and services.

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Bradley Schools
School Support System Review
November 14 – 15, 2007

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1. SCHOOL IMPROVEMENT/ FAMILY ENGAGEMENT					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	1	<p>The Bradley School is a psychiatric institution offering a myriad of inpatient; outpatient and community-based clinical and educational services, to children and adolescents with psychiatric illness, behavioral disorders, learning difficulties, and developmental disabilities.</p> <p>The Bradley Schools are a private school- funded day treatment program, day treatment program for children and adolescents whose psychiatric and behavioral needs cannot be met in a public school setting. There are three Bradley Schools: East Providence (Center for Autism and Developmental Disabilities Day School Program and Bradley School East Providence), Portsmouth, and South Kingstown (See Section 2: FAPE/LRE for school specifics).</p>	Document Review Interviews		
Performance	2	<p>Mission The mission of the Bradley Schools is to provide family-focused, high quality mental health care and specialized educational service to infants, children, adolescents and young g adults with psychiatric illness, behavioral disorders, and/or development disabilities so that they may reach their full potential.</p> <p>Actions that Bradley is undertaking to pro-actively lead in this changing environments include but are not limited to:</p> <ul style="list-style-type: none"> -Provide improved and more varied range of service settings—inpatient , residential, school and outpatient for children and adolescents with psychiatric illnesses, behavioral disorders, learning difficulties and development disabilities -Increase attention and investment in research initiatives of clinical activities and models of care to improve patient 	Document Review Interviews		

		<p>care and to significantly contribute to child mental health.</p> <p>-Implement a comprehensive , integrated Quality management Program built upon continuous improvement and benchmarking</p> <p>Strategies to achieve the actions include but are not limited to the following:</p> <p>-Establish the Bradley School as a national models and expand strategically placing new schools to serve regional needs and developing new programs tailored to different community needs</p> <p>-Develop in every program a clinical education component for the different skills of staffing. Exploring the creation of a training center that will serve as an intuitional, local a, regional and national resource.</p>			
Performance	3	<p>Teacher Support and Supervision/Mentoring</p> <p>All teachers meet on a weekly basis with their respective site Senior Teachers. The Senior Teachers then meet monthly with the Director of Education to review strengths and challenges and to proactively address any challenges. New teachers meet with Senior teachers on a daily basis. The mentor/mentees experience last approximately six months and then the daily meeting becomes weekly meetings.</p> <p>Administrative Support</p> <p>The Education Director meets bi weekly with the management group (education and clinical directors) to review initiatives and resources.</p> <p>The Upper Program Directors (Bradley CEO, Medical Directors and Program Directors) also meet on a bi-weekly basis to review initiatives and resources.</p>	<p>Document review</p> <p>Faculty Interviews</p>		

Performance	4	<p>At all school sites there has been an effort to enhance phonology and literacy skills. Staff worked with an outside consultant to frame the research and create the groundwork for a comprehensive system. Teacher and staff continues to meet on a regular basis to review reading/literacy data and proactive plans strategies and steps. The team in conjunction with the Educational Coordinator and Education Director developed a Bradley Personal Literacy Plan (PLP) that guides teachers in their teaching of reading/literacy.</p> <p>Evidence of phonology and literacy skills are being practiced at the elementary level and emerging at the middle and secondary level at the South Kingstown and East Providence Schools. Currently the Stevensen, Linda Mood-Bell, Wilson Reading programs are offered to students along with simple math. This discussion is just emerging at the South Kingstown and East Providence School for students with social/emotional challenges. Plans are underway to bring the assessments and implementation strategies to both South Kingstown and East Providence School sites.</p>	Document Review Interviews		
Performance	5	<p>Professional Development</p> <p>One day a year staff from the respective core areas (psychologist, social workers, teachers etc.) get together for specialized professional development. The remainder of the 4 days are site specific. Faculty throughout the school sites reported significant support for continuing education, certification maintenance along with job embedded professional development addressing school wide academic and clinical training needs (examples include – Bipolar Disorder, oppositional defiant disorder, obsessive compulsive disorder, attention deficient hyperactivity disorder, behavior management strategies, and</p>	Document Review Interviews		

		differentiated instruction).			
Performance	6	<p>Communication within School Sites There are a myriad of scheduled communication meetings. Staff report feeling very well informed and supported in all endeavors. This includes but are not limited to the following:</p> <ul style="list-style-type: none"> -Collaborative Problem Solving Rounds—all staff meet monthly to review problem solving strategies and student need -Med Rounds—meeting with medical personnel and clinicians -Team Leader’s Meeting—weekly clinical meeting with the clinicians -Milieu meeting-educational, clinical and overall programming review -Staff meetings-once a month -All teachers meet once a month— to review and collaborative on cross content work across level -Classroom behavior specialists –meet once a month basis <p>Morning Faculty Meetings setting the stage for the day addressing individual students needs, activities and initiatives</p> <p>Treatment Team—the core group of individuals that work with each students meets class by class on a weekly basis (teachers, speech and language, occupational therapist, clinicians and behavioral specialists). This meeting assists to inform student’s work and behavior management strategies.</p>	Document Review Interviews		
Performance	7	<p>Admissions There are structured protocols and forms for students who are referred to the program. Students are given a tour and staff speak with the parents and LEA liaison to review program policies and practices. Parents typically drive students in on the first day and meet with the clinical to provide a detailed in-take history. There is a 6-8 week</p>	Document Review Interviews		

		assessment process where information is gathered and a draft IEP is collaborative written up. At the end of that time an IEP meetings held with the parents and the LEA to formalize the entry into the program.			
Performance	8	Staff ride the bus to assist with behavior management and voiced that this has been a helpful component of the program	Document Review Interviews		
Performance	9	Collaborations include but are not limited to: - Monthly meetings with Newport County Mental Health providers - A variety of contracted service providers (i.e., Perspectives, Goodwill Industries etc.) - Aquidneck Collaborative (Newport County schools meet on a monthly basis) - Clinical interns from a variety of institutes of higher education - YMCA, - South Shore Mental Health Center and Family Services.	Document Reviews Interviews		
Performance	10	Parent Engagement The Bradley Schools have established a continuum of options for parent involvement focusing on maintaining open channels of communication. Families are involved via parent communication logs which sent home on a daily basis typically for younger students. Older students use their planners. There is a clinical check in with parents on either a daily or monthly basis depending on the need in addition to the more traditional meetings and conferences. - Meeting and conferences etc. Some examples of events that parents participate in include but are not limited to the following: Various fairs (Harvest, International, Science, etc.). The clinicians are the main conduct for contact with the parents/families. Younger students also have daily communication book and older students have planners.	Document Review Interviews		

		<p>Parent Support/Technical Assistance Bradley Hospital has a family Liaison Office that coordinates information on parenting matters and information. This information is shared with the school sites, and the public schools. There are also a variety of parent groups that parent can access across all the school sites and the Hospital. Typically, these groups are managed out of Bradley Hospital. These groups are based on students/parent and sibling needs. These groups are facilitated by social workers and other clinicians. There is a monthly newsletter, the Bradley Buzz, that is sent home to all parents/families. This newsletter is written and put together by the students.</p>			
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2. FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE/LRE)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	1	<p>At all school sites during a student's first several weeks at the school, a multidisciplinary diagnostic evaluation is completed. Since this evaluation is conducted within an educational environments, it allows the team to assess the impact of a student's mental health needs on academic, behavioral and social functioning levels at school. Information is also gathered from families, community agencies and previous school placements to understand the student as a whole person. This then leads to the development of an individualized treatment plans to address the needs of the students. The goal is to assist students to manage their psychiatric and behavioral symptoms so that they can become active and successful participants in school. Upon admittance to the school an effort is made to prepare the students to return to a less restrictive environment as soon as is appropriate. There is also a full-time staff psychiatrist who rotates between all the sites, does school consultations, evaluations as</p>	<p>Document Faculty Interviews</p>		

		needed, some medication maintenance and so forth.			
Performance	2	<p>East Providence. There are two programs coexisting at the East Providence School site. One is a program for students with social/emotional challenges and the other is the Center for Autism and Developmental Disabilities (CADD) Day School Program</p> <p><u>School Program 1</u> There are 77 students attending the East Providence School which supports students with social emotional challenges from the 1st-12th grade within twelve classroom settings. Special Education services and supports are provided through co-teaching / intensive instruction in math, ELA, reading and writing with self contained science and social studies at the elementary and middle level classrooms. Some co – teaching is being structured for middle and high school for ELA and current events. For the middle and high school levels special education instruction is facilitated in a more self contained classroom setting, assuring content specific credit acquisition required for graduation with individual and small group work. The occupational therapy and speech and language therapist currently provide consultation, instruction and support in class/collaboratives along with pull out activities directed through student IEP's. Each class has a classroom behavioral specialist (CBS) along with an individualized classroom behavior management strategy/program supporting positive social emotional learning and behavior techniques. A behavioral specialist coordinator additionally provides support and guidance to the CBS, students and classroom behavioral management strategies.</p> <p>Physical education is once a week during the school year with swimming and walking during the summer ESY program.</p>	Document Review Interviews		

	<p><u>School Program 2</u> The Center for Autism and Developmental Disabilities (CADD) Day School Program</p> <p>The CADD is a therapeutic day school for students who have autism or a developmental disabilities. In addition, to a psychiatric diagnosis which presents a variety of behavioral and emotional challenges. The primary reason for referral to the CADD School is difficult to manage behaviors usually in the form of severe acting out behaviors and aggressive behaviors</p> <p>The CADD program has approximately 55-58 students (8 classrooms). Currently there are 19-21 inpatients (from 7 states) 18 residential students and 21-22 day students.</p> <p>The staff includes the following: -Multi-disciplinary team (2.5 psychiatrists, 2 clinical psychologists, several nurses, 5 social workers, 8 special educators, 4 speech/language therapists, a part-time physical therapists and a dog (animal-assisted therapy).</p> <p>-All students receive the same school services regardless of the level of care. The school program is located within the clinical hospital setting. This integrated mode allows students to transfer from one level of care to another while keeping their school program and service providers consistent.</p> <p>-Daily access to psychiatric, nursing and family social worker</p> <p>-High staff to students ratio</p> <p>-All classrooms provide a highly structured environment with clear, concise, expectations, firm limit setting and predictable routines</p> <p>Behavior Management -Staff are trained to safely manage behaviors (CPI, CPR,</p>			
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		<p>OSHA, HIPPA, feeding and swallowing issues, overall safety, WIAT assessment, etc).</p> <ul style="list-style-type: none"> -Emergency response system for crisis situations -Individual behavior management plans for each students -Data collection on targeted behaviors -Students are never suspended or expelled. Parents are not contacted to pick-up their child. This paragraph on "Behavior Management" is applicable to all school sites. <p>Instruction and IEPs</p> <ul style="list-style-type: none"> -The primary goal is to teach functional life skills, independent-living skills and social skills. -The majority of IEP are aligned to the AGSE's; some to the GLEs/GSEs. For students with significant cognitive challenges a variety of commercial and teacher-made manipulative as well as current technology assistance is utilized as appropriate. -Task analysis, data collections anecdotal records are used to document progress. -Teachers and clinical collaborate and integrate services within the classroom settings -Educational evaluations utilized: WIAT, WJ-III, Brigance, DASH, Educational Summary -Integration with typically developing peers: Best Buddies, RISD collaboration (Arts as a Source of Healing), --Community experiences 			
Compliance	3	<p>Students in the CADD program who receive adaptive physical education (APE) do not have written APE goals in their IEPs.</p> <p>In terms of APE at the CADD program, there is a request (approved by education/denied by administration) for pulse monitors to aid students who require a visual way to review</p>		Bradley is in the process of re-grouping classroom populations to make them clinically/educationally appropriate. This should be done by mid March. For any classroom where the age span exceeds state regulatory guidelines, a letter will be	

		<p>their target pulse and make the connections to independently monitor and connect to their general health targets.</p>		<p>sent to the parents explaining our rationale for the grouping and offer them an opportunity to call me with any questions or concerns. If no concerns are received within an appropriate period of time, a waiver request will be submitted to your office at the Department of Education, Office for Diverse Learners.</p> <p>Timeline: Immediately and ongoing. Progress check October 2008</p>	
Performance	4	<p>Space is at a premium for the programs at East Providence. The CADD program will not be the receipt of any more space after the planned construction is completed. Staff recognize this as a concern. Currently it appears that student numbers with regard to space are at capacity. This can create issues when inpatients receiving "tutoring" are placed within the school setting.</p>	<p>Document Review Interviews</p>		
Performance	5	<p>Portsmouth The Bradley School targets students who have social/emotional challenges. There are seven classrooms with some of the students participating in a program called West Bay Works and East Bay Works. Fourteen students in East Bay Works, Seven students in East Bay Works and 9 students at the Portsmouth school site. East Bay Works has a Bradley a classroom located at Rogers High School at the Career and Technical High Center) and a class at Gaudet Middle School. Students at the Career Tech have the opportunity to participate in the Career and Tech programs. Students in East Bay Works (South Kingstown campus) can also participate as appropriate in the Career and Technology Classes include: -a lower elementary class (including one preschool</p>	<p>Document Review Interviews</p>		

	<p>student)</p> <ul style="list-style-type: none"> - a middle elementary class -an upper elementary class -one mixed upper elementary level (for students with academic and social/emotional challenges) - two middle level classes (one for students who are approximate grade level academically but have behavioral challenges and one for students who have academic and social/emotional challenges) -a high school class <p>-Gaudet Middle School—middle level class (all students can transition into that class as appropriate from all participating school district)</p> <p>-East Bay Works (in the Career and Tech program).</p> <p>Each class has a behavioral specialist. There is also a behavioral specialist supervisor and assistant supervisor. These individuals float and assist in the classroom as needed.</p> <p>There is also a full-time nurse who facilitates the health class (typically 2nd and 3rd quarter) as well as a full-time speech and language teacher, and an occupational therapy and assistant who are at the site three days a week. All related service providers do both in-class small group and individual pull-out depending on the needs of the students. Other related services are facilitated per their respective IEPs.</p> <p>At the Portsmouth, South Kingstown and East Providence Schools students' access art through art instruction via the Newport Art Museum. Physical education is facilitated via a school-based physical education teacher.</p>			
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Compliance		At East Bay Works physical education is done via their special education teacher at the YMCA. Bradley needs to provide physical education through a certified physical education teacher for all students attending the East Bay Works Program.		Physical Education services for the students in East Bay Works/West Bay Works program have been implemented. Issue resolved.	
Performance	6	The South Kingstown School currently has a Pre-K through the 12 th grade self-contained special education program for students with social /emotional challenges. Fifty six students currently attend the program. Special education services and supports are facilitated through seven developmental self contained classrooms settings. Each classroom has a special educator facilitating instruction and a behavior specialists managing data analysis addressing social emotional learning and behavior management. The overall curriculum supports students safety, social emotional learning and the core content area academics. Two classrooms have recently been identified to support students with more significant developmental needs. These programs provide students with a more functional daily living life skills oriented curriculum. The OT and SLP currently provide consultation, instruction and support in class/collaboratives along with pull out activities directed through student IEP's. Each class has a classroom behavioral specialist (CBS) along with an individualized classroom behavior management strategy/program supporting positive social emotional learning and behavior techniques. A behavioral specialist coordinator additionally provides support and guidance to the CBS, students and classroom behavioral management strategies.	Document Review Interviews		
Performance	7	All school sites contact the sending LEAs to review student's transcripts and curriculum needs. This communication includes a review of the respective sending school's Proficiency Based Gradation Requirements	Document Review Interviews		

		(PBGR) for graduation (see also Transition section for additional information)			
Performance	8	Extended School Year Bradley School facilitates extended school year (ESY) is provided on-site as per the IEP.	Document Review Interviews		
Performance	9	Functional Behavioral Assessments The Treatment Team for specific students is the point for that student's FBA process as appropriate. Teachers are an active part of this team.	Document Review Interviews		
Performance	10	Behavioral Supports At the Bradley Schools Portsmouth, South Kingstown and East Providence if a student is in need of behavioral refocusing student can take what is called a "Quick and Safe" (with differing names but the same purpose within each school). This is an in-class quiet moment where the students refocuses and takes 3 minutes to stop and think. If a students can take some time outside of the classroom in the hallway but not in the Quiet Room then they can do that. If this is not enough students can go to the Quiet Room for a time-out. After each refocusing time the Behavior Specialist Coordinator and/or Assistant Coordinator processes with the students and/or the teacher as appropriate. Anytime a student is unsafe to themselves or others verbal redirection is provided. If the student does not respond support is requested. The vast majority off the time the students will get up and walk out of the room. If not and the threatening behavior continues a restraint may be done. If a student is threatening harm to others in the time out a magnetic lock may utilize. Any time there is a hands on instance with a youngster, the clinical director and	Document Faculty Interviews		

		<p>school nurse are involves and there is an immediate, notification of the staff psychiatrist.</p> <p>There are also a structured process and forms and behavioral data monitoring and progress graphing. This is part of the students IEP process and is also reflected in their report cards.</p> <p>The Coordinator meets on a monthly basis and provides supervision to the behavioral specialist. The Assistant Coordinator also works with the class at Gaudet Middle School and Rogers High School. The Assistant Coordinator also assists in the facilitation of the job- site experiences.</p> <p>All behavioral specialists can assesses professional via the Life Span (Breeze Network) that I reflective of their need. The breeze network offers on-line courses that all staff participate in. Life Span Institute of Learning also provides half day to full-time training opportunities.</p>			
Performance	11	<p>There is an animal Assisted Therapy committee has been recently established at Bradley. This committee will review and assess pet therapy needs. Thus far, two pet therapy dogs participate in Bradley programs. One dog assists with occupational therapy and with team goals. The other dog works in the children's unit with a social worker. National Education for Assisted Dog Services (NEADS) is the national entity that trains the dogs.</p>	Document Review Interviews		

3. EVALUATION/ INDIVIDUAL EDUCATION PROGRAM (IEP)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Compliance	1	<p>Individual Education Record Reviews</p> <p>The visiting team reviewed approximately 15 records as part of the School Support Visit. These were selected through a stratified random sampling technique to allow the team to consider a representative variety of students. Additional students came to the attention of the team during the review. The records were relatively well organized and the majority of compliance issues arose in the following areas:</p> <ul style="list-style-type: none"> - Adaptive education goals not reflected on the IEPs (CADD Program) - Formal consent for evaluation and/or re evaluation (a structured protocol system across sites was not seen) - Vocational assessment were not seen in the files 	Record Review	<p>Assurances will be provided to the RI Department of Education, Office of Special Populations that compliance issues are addressed and rectified. <i>This Support Plan is applicable for all compliance findings in this section.</i></p> <p>Timeline: Immediately and ongoing. Progress check September, 2008.</p> <p><u>Notes:</u></p> <ol style="list-style-type: none"> 1. Adaptive physical education goals are currently in the process of being developed and written into students' IEPs as appropriate. 2. A structured protocol for consent for evaluation and/or re-evaluation is now being used across all school sites. Issue resolved. 3. Bradley has submitted purchase requisitions for new vocational assessments/vocational interest inventories and transition planning documents. All programs will be 	

				<p>using these in a manner consistent with the regulations/guidelines issued by the Department of Education.</p> <p>Timeline: Immediately and ongoing. Progress check : October 2008</p>	
Performance	2	Weset is a computer-based IEP system that is used throughout all of the Bradley School sites. There are some technical glitches that are currently in the process of being worked out with the program.	Document Review Interviews		
Compliance	3	Age and grade range in the South Kingstown middle/high program for students with development disabilities is beyond the regulated four year span. There are also class age range concerns at the CADD program. To date waivers have not been submitted.	Document Review Interviews Record Reviews Observation	<p>Bradley is in the process of re-grouping classroom populations to make them clinically/educationally appropriate. This should be done by mid March. For any classroom where the age span exceeds state regulatory guidelines, a letter will be sent to the parents explaining our rationale for the grouping and offer them an opportunity to call me with any questions or concerns. If no concerns are received within an appropriate period of time, a waiver request will be submitted to your office at the Department of Education, Office for Diverse Learners.</p> <p>Timeline: Immediately and ongoing. Progress check October 2008</p>	

Performance	3	Progress monitoring. Throughout all school sites staff maintain student portfolios representing individual student work and classroom behavior levels. This information is reviewed for progress reporting along with informing instruction.	Document Review Interviews		
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4. TRANSITION					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	1	<p>East Bay and West Bay Works (see also FAPE/LRE Portsmouth section for additional specifics)</p> <p>There is one Vocational Director manages both East and West Bay Works and the students in the Portsmouth adolescent classroom. There are two job coaches (one East Bay and one West Bay) who assist students with community-based vocational opportunities.</p> <ul style="list-style-type: none"> -Vocational assessments are completed as needed -Summary of Performance is completed as needed. <p>Students are given the opportunity to work in the community one to two days a week and earn credits toward graduation.</p> <p>Students work with a school-to career specialist to develop skills in filling out job applications, interviewing and self-advocacy</p> <ul style="list-style-type: none"> -In the classroom, students are provided with individualizing instruction on portfolios development, resume writing and strategies for career exploration and goal setting. The goal is to prepare them as they begin to apply for jobs. -Students have been placed successfully in many different worksite including businesses that provide automotive repair, elderly care, shelter for animals, peer grooming, child day care, secretarial services, and opportunities in the areas of building and grounds maintenance, retail inventor and supply warehousing 	Document Review Interviews		

		-Students in work placements receive continued support and supervision from job coaches to assist development and work place proficiency.			
Compliance	2	<p>Vocational Assessments (Portsmouth)</p> <p>Portsmouth. Currently this is not done at Bradley Schools Portsmouth for students who turn 14 years of age. Students typically receive a vocational assessment via the Office of Rehabilitative Services (ORS) in their junior year.</p> <p>West Bay Works and East Bay Works. Both entities provide vocational assessments and on-the job situational assessments for students who need further evaluation of their career interest, aptitude, and specific job related skills.</p> <p>Transition at the CADD Program</p> <p>-The vocational training program, offered to student beginning at age 14, provides both on-grounds and off-grounds work opportunities (both paid and volunteer experiences)</p> <p>-Vocational assessments are completed as appropriate: CDM inventory, Reading Free Inventory and/or informal assessments inform the progress.</p>	Document Review Interviews		
Performance/ Compliance	2	<p>At the South Kingstown School most (not all) eligible students are receiving vocational assessments/interest inventories along with career exploration experiences such as job internships and community service. A high school level classroom splits academics with a Life Centered Career Education program (West Bay Works) that links students with employment skills, career exploration and job placement opportunities. (Marshall's, local boat repair, Highland Farms and Flood Ford).</p> <p>The East Providence School currently provides most (not all) eligible students with some level of interest inventory</p>	Document Review Interviews Record Review		

		<p>(Harrington O'Shea) or other vocational assessment either in school or through Office of Rehabilitative Services (ORS) and/or Goodwill. There are varying approaches to life skills instruction within the core content area subjects, however a comprehensive approaches to vocational / career instruction, training and experiences is not evident at the school. Additionally there are no in school and or community placements for students to experience career and or job related opportunities.</p> <p>Across all school sites staff contact sending districts /LEA's to identify and align curriculum and graduation requirements to assure individual student planning for potential transition back to a students home school community and or assuring a student is engage in a curriculum which supports individualized graduation criteria. Additionally teachers, behavioral specialists along with the team leader draft the summery of performance for students eligible for graduation.</p>			
Performance	3	<p>Summary of Performance (SOP) Transition planning is supplemented by the Summary of Performance (SOP) goal setting sessions with students to help determine their post secondary education, employment and community involvement goals and to identify the agencies that will assist students in reaching these goals. This is completed at each site per the student need. At Bradley Schools the Treatment Team Leader is typically the point for completing the SOP.</p>	Document Review Interviews		
Performance	4	<p>The Team Leader makes the contact/referrals to the Office of Rehabilitative Services (ORS).</p>	Document Review Interviews		
Performance	5	<p>Students who are in the process of transitioning to their respective LEAs or another Bradley classroom have a coordinated transition plan in place that assists in the process.</p>	Document Review Interviews		

