



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

School Support System Report and Support Plan

**The Metropolitan Regional Career and Technical Center
June 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:
 - o The district's compliance with the state and federal regulations, relative to the education of students with exceptionalities.
 - o The quality and effectiveness of programs and services provided by the district.
 - o 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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**The Metropolitan Regional Career and Technical Center
School Support System Review**

Record Review Team Leaders

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

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	1	<p>Least Restrictive Environment Data (State Performance Plan Indicator #5)</p> <p>Based on the FY July 1, 2013 – June 30, 2014 State Performance Plan information on The Met Placement is as follows:</p> <p>The percentage of students educated 80 to 100% of the time in general education settings is 100% (RI District Average is 71.75%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 0% (RI District Average is 13.25%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 0% (RI District Average is 4.35%)</p> <p><i>Documentation: Data Analysis State Performance Plan</i></p>	
Result	2	<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 meet the state’s AYP targets for the disability subgroup.</p> <p>B. Participation rate for children with IEPs 100%.</p> <p>C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievements standards 22.73% [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 (28%).]</p>	

		<u>Documentation:</u> Data Analysis; State Performance Plan																									
Result	3	<p>Multi-Tiered System of Support (MTSS) Response to Intervention (RTI)/Academics</p> <p>High School Level: The Met continues to sustain and improve the MTSS/Rtl system across all campuses. Over the past year, implementation of the process has been improved based on data and outcomes. The system incorporates three tiers of intervention and progress monitoring. Each small school has a Problem Solving Team (PST) comprised of the Instructional Building Leader, Student advisor, Social Worker and Learning Specialist /Teacher Assistant. This team uses student performance data to determine what interventions are indicated, who will implement the intervention and how progress will be monitored. Data systems to record interventions and student progress are being updated in the summer of 2015-16. The PST/Rtl process has resulted in fewer referrals for initial evaluations. Additionally, the program structure of the Met allowed some previously identified students to be appropriately supported within the general education curriculum. Upon re-evaluation, these students were found to no longer require specialized instruction to successfully access the general education curriculum and make progress. Student needs were able to be addressed within the general education curriculum with varying levels of support.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	<p>Professional development will occur with building leaders over the summer on quantifying information and utilizing data.</p> <p>Timeline: Summer and ongoing</p> <p>Progress Check: October 2016</p> <p><u>FOLLOW-UP FINDINGS:</u></p> <p>Professional development provided.</p>																								
Result/ Compliance	4	<p>SPP Disproportionate Representation (State Performance Plan Indicator #9 and #10)</p> <table border="1" data-bbox="338 1143 1037 1292"> <thead> <tr> <th></th> <th colspan="5">LD</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>25</td> <td>24</td> <td>19</td> <td>43</td> <td>36</td> </tr> <tr> <td>Total Students</td> <td>253</td> <td>303</td> <td>283</td> <td>305</td> <td>296</td> </tr> </tbody> </table>		LD					White	2011	2012	2013	2014	2015	Students with Disability	25	24	19	43	36	Total Students	253	303	283	305	296	<p>Administration will refine and revise the LD identification form to better align with regulatory requirements. Staff will receive professional development on this revised form.</p> <p>Timeline: Immediately and ongoing</p>
	LD																										
White	2011	2012	2013	2014	2015																						
Students with Disability	25	24	19	43	36																						
Total Students	253	303	283	305	296																						

District Risk	9.88	7.92	6.71	14.10	12.16
District Risk Ratio	2.9	2.3	2.1	4.3	3.5

	LD				
Black	2011	2012	2013	2014	2015
Students with Disability	15	11	6	13	13
Total Students	141	126	105	106	106
District Risk	10.64	8.73	N/A	12.26	12.26
District Risk Ratio	3.1	2.5	N/A	3.8	3.6

	OHI				
White	2011	2012	2013	2014	2015
Students with Disability	24	41	51	19	11
Total Students	253	303	283	305	296
District Risk	9.49	13.53	18.02	6.23	3.72
District Risk Ratio	9.3	12.6	16.8	5.8	3.1

Documentation: Data Analysis; State Performance Plan

Progress Check: October 2016

FOLLOW-UP FINDINGS:

Professional development provided and form has been revised.

Result **5** **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 applicable for the Met as no students with IEPs were suspended for greater than 10 days.

State Performance Plan Indicator #4b 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><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> <p>High School: The MTSS/Rtl model utilized with students presenting with social/emotional, behavior challenges or attendance issues focuses on a series of benchmarks used by the Problem Solving Teams (PST) at the small school level. Data is presented, and interventions are chosen and implemented. These are individually planned and implemented based on each student’s unique needs and circumstances. Examples of interventions may be meetings with a member of the Community Wellness Team (school social worker), collaboration with outside agencies/service providers, referrals to community supports, development of individualized Behavior Intervention Plans (BIP), parent/student/school staff meeting(s), moving student, temporarily or permanently to a different advisory/building, or other modifications to the student’s Individual Learning Plan (ILP) Additionally, consistent recognition of student’s behavior which align with The Met’s Core Values are recognized and rewarded through Student of the Week, Student of the Month, as well as other accolades.</p> <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>Guided discipline is a school wide system to create equitable, consistent responses to behavior that result in strengthening decision making skills in students. Professional development and training materials were provided to all staff. Guided Discipline Trainings included topics such as “<i>Classroom Management vs. Reacting to Student Misbehavior and Using Specific Behavioral Interventions/Guided Discipline</i>” The Met develops policies and utilizes tools create teaching opportunities when there are incidents of behavior problems or conflict. Instead of a punitive approach, The Met works to build the capacity of students to consider different perspectives and proactively address challenging situations.</p> <p><u>Documentation:</u> Data analysis meeting, documents</p>	

Result	7	<p>Preschool Continuum- N/A</p> <p>The Met serves high school age students so this section is not applicable.</p>	
Result	8	<p>Program Continuum Elementary Level</p> <p>The Met serves high school age students so this section is not applicable.</p>	
Result	9	<p>Program Continuum Middle Level</p> <p>The Met serves high school age students so this section is not applicable.</p>	
Result	10	<p>Program Continuum High School Level</p> <p>At The Met High School there are approximately 821 students and 107 students have IEPs. The program continuum is as follows:</p> <p>The Met is a fully integrated, public school program. All students are educated in the general education setting 80% or more of the time. Advisories, which are cohorts of 16 students, move together through grades 9-12, with an advisor who guides their Individualized Learning Plan and Real World Learning experiences.</p> <p>Each student has an Individualized Learning Plan (ILP), which is student centered and interest based. All students have the opportunity to participate in interest based internships or community partnerships to provide Real World Learning experiences, which are the basis of the student's learning plan.</p> <p>There is a high priority on collaboration between general educators, special educators, learning specialists and related service providers. General education staff (advisors) and special education staff meet weekly to monitor student progress, consult and determine how to supplement student instruction. This allows for an alignment between identified student's IEP and ILP. The ILP is reviewed at the end of each trimester, allowing for frequent planning and progress monitoring with</p>	

		<p>students and their family. In addition to the ILP, each special education student participates in the annual review of their IEP.</p> <p>Other supports and services in each small school setting include:</p> <ul style="list-style-type: none"> • A Learning Specialist/Teacher Assistant, who provides academic support as needed for all students and specifically in students identified in accordance with Response to Intervention. • Community Wellness Team (CWT/Social Worker staff) and Masters level interns, working under the supervision of the CWT, provide supports for students. All students at The Met can access members of the CWT. • Literacy supports are provided through specialized programs such as morphology groups, goal focused reading groups, Keys to Literacy and Orton Gillingham. • Intensive Quantitative reasoning (mathematics) program with a high degree of diversification based on student strengths and needs, including two online programs that are used to reinforce content and foundational skills • Extensive after school program with a variety of opportunities, including academic skill development. <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p>	
Result	11	<p>Adaptive Physical Education (APE)</p> <p>Presently, one (1) student at The Met requires APE. In order to meet this need, The Met collaborated with the student's outside physical therapy provider to align goals and strategies.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p>	
Result	12	<p>Extended School Year (ESY):</p> <p>Extended School Year at the Met is typically one (1) hour per week (per ESY goal) for 6 weeks over the summer. Students are referred by special educators via the IEP process. The Special Education Director reviews all ESY referral and compiles a list</p>	

		<p>of students and goals to be addressed, by goal.</p> <p>The list is sent to providers who will divide the kids and make contacts to develop schedules. Contact attempts need to be documented.</p> <p>ESY Progress Form is attached to the ESY referral page and the goal pages (for identified goal) from the IEP.</p> <p>Forms are filled out in following service to reflect attendance and progress made. Work samples are not necessary. Forms must be completed and returned by mid-September.</p> <p>Forms are reviewed and filed in Central Office student files. A spreadsheet of student names and goal area can be compiled with the data of what was addressed. Approximately 13 students will participate in ESY during the summer.</p> <p><u>Documentation:</u> Data Analysis; Interviews</p> <p><u>ESY Data Sheet 2014-15</u></p>	
Result/ Compliance	13	<p>Local Special Education Advisory Committee (LAC)</p> <p>Met families are an integral component for the success of the students. After the student lottery, accepted families are invited to a welcoming event, to review student and family expectations and clarify information. At this event, the student, family, and school contract is reviewed that outlines the expectations for family involvement. These include attending student exhibitions and trimester learning plan meetings three times a year, as well as, attending another school-family event. Additionally, The Met sponsors after school and weekend community events for families, such as Halloween parties, English classes and a Bike-Fest.</p> <p>Consistent communication between parents and school staff is an integral</p>	<p>The Met will continue to engage families in the LAC as well as continue to elicit a LAC chair.</p> <p>Timeline: Immediately and ongoing</p> <p>Progress Check: December 2016</p> <p><u>FOLLOW-UP FINDINGS:</u></p> <p>The Met continues to engage families and has formal LAC meetings while still trying to establish a formal chair.</p>

		<p>component of The Met culture. It is not unusual for parents and advisors, specialists, administrators and parents to exchange daily text messages, emails or phone calls. The Met practices communicating student successes to parents, as well as challenges. Student challenges are addressed through a collaborative response from the student's educational team, including the student, his/her family, advisor, specialist (as appropriate) and building leader. Parents/families are valued team members in developing Individual Learning Plans as well as Individual Education Plans.</p> <p>The Met creates authentic opportunities for parents and families to be engaged in their student's educational experience. In addition to these opportunities, the Met holds the required four LAC meetings each year. Thus far, the Met has struggled with attendance and in eliciting a LAC parent Chair but will continue to ramp up endeavors for the 2016-2017 school year. Families of incoming students will be informed of the opportunity to join the Parent Advisory Board. Parents already participating will contact new parents to inform them of meeting dates/times and encourage their involvement. All parents will receive flyers, mailings and email reminders of meeting dates. This is an ongoing effort for The Met.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Parent Advisory Board News 2015-16</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 (2014-2015) is 15.13% 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</p>	

		the state standard is 26.4%. <u>Documentation:</u> Data Analysis; State Performance Plan	
Result	16	<p>Drop Out / Graduation Rate (State Performance Plan Indicator #1 and #2)</p> <p>The Met Public Schools graduation rate is 86.7% for all students and 79.6% for students with disabilities. These rates are higher than the state average rates of 80.7% for all students and 60.00% for students with disabilities.</p> <p>The Met Public Schools dropout rate is 4.6% for all students and 7.4% for students with disabilities. These rates are lower than the state average rates of 8.0% for all students and 15.7% for students with disabilities.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan, Met Drop out/Graduation Plan</p> <p>The Met is a small, individualized learning community that utilizes many resources to retain all students and move them toward successful completion of their graduation requirements. Educators, administrators and support staff are familiar and engaged with the students and families on their caseloads. This relationship allows school personnel to be cognizant of and responsive to the needs of their students and families, reducing the risk of dropout.</p>	

2. EVALUATION / INDIVIDUAL EDUCATION PROGRAM (IEP)

Indicator		Findings	Support Plan
Result	1	<p>Records of approximately three (3) students were reviewed prior to the on-site review by the team leaders. Students' records were very accessible. The record review process identified by following:</p> <ul style="list-style-type: none"> - Short-term objectives not consistently measurable - transition assessments were not consistently transition related assessments - Specific learning disabilities identification form in need of refinement to better align with the regulatory requirements 	<p>Assurances will be provided to the Rhode Island Department of Education, Office of Student, Community and Academic Supports, that compliance issues are addressed and rectified. This Support Plan is applicable for all compliance findings in this section.</p> <p>Timeline: Immediately and ongoing</p>

		<p><i>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</i></p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p>	<p>Progress Check: December 2016</p> <p><u>FOLLOW-UP FINDINGS:</u></p> <p>Issues resolved and verified.</p>
Result	2	<p>Child Outreach</p> <p>The MET serves high school age students so this section is not applicable.</p>	
Result	3	<p>Child Find (State Performance Plan Indicator #11)</p> <p>The Met, for the 2014-2016 year was at 100% compliance for meeting evaluation timelines for initial referrals. As of 3/25/16, the Met was thus far at 100% compliance for meeting evaluation timelines for initial referrals for the 2015-2016 school year.</p> <p><u>Documentation:</u> State Performance Plan Data</p>	
Result	4	<p>Student Accommodations and Modifications</p> <p>When an IEP is developed, special educators draft a digital Snapshot IEP as part of the required documentation. One snapshot remains in the central file and a copy is provided for the advisor and specialists as appropriate. General educators and related service providers are able to keep this documentation as reference when planning and working with students.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Document Reviews; IEP Snapshot Template</p>	
Result/ Compliance	5	<p>Specific Learning Disabilities Determination</p> <p>The Met Focused Intervention Team (FIT) follows a procedure guided by RI State mandates when determining if a student is eligible under the diagnosis of Specific Learning Disability (SLD). This process was reviewed in detail in professional development in 2013, and has been implemented consistently since. This practice has had several positive impacts that have improved our practice appropriately meeting</p>	<p>The Met will refine and revise their SLD identification form to better align with current regulations. Staff will receive professional development on the new form. Additionally, staff will receive technical assistance on quantifying data and interventions.</p>

	<p>student needs:</p> <ul style="list-style-type: none"> • providing guidance for student support • reducing disproportionality in OHI diagnosis from sending districts • reducing referral for special education through Rtl <p>Comprehensive student re-evaluations include multiple sources of data, including educational and cognitive assessments, formal and informal assessments, reports from general educators and related service providers as appropriate. Achievement data is derived primarily from Woodcock –Johnson IV, but also includes assessments that are given twice a year to all students for reading and math. General educators provide information about the student’s current level of performance and parents provide historical information related to their student’s academic career.</p> <p>Cognitive evaluations generally include a battery of assessments that provide comprehensive information about how the student processes different types of information. A standard cognitive battery at The Met includes but is not limited to measures of the student’s ability to adapt and constructively solve problems, assess memory and recall with visual and verbally presented information, and measures of executive functioning skills: (WISC-IV/WAIS-IV, WRAML-2, REY, BRIEF-SR, BRIEF-TR, Youth Self Report, Teacher Report Form).</p> <p>Initial evaluations are conducted following the implementation of the Response to Intervention (Rtl) and review of the resulting data by FIT. Each small school has a Problem Solving Team (PST) made up of the school social worker, general educator, learning specialist/teacher assistant and building/instructional leader. Skill deficits are identified and the PST develops a plan of intervention which includes intensive instruction, with progress monitoring review after 6 weeks. Based on the student’s response, the level of intervention is intensified or maintained and data is collected to determine the student’s progress. If the student is not progressing, or progressing at a rate that is not commensurate to the peer group, PST makes a referral to FIT to determine if an evaluation to determine eligibility is warranted. In some cases, FIT refers back to the school team when more evidence is needed. When a student is evaluated or re-evaluated and found eligible for special education services under the category specific learning disability, a member of the special education team conducts and documents a classroom observation to provide further information to support the diagnosis.</p> <p><u>Documentation:</u> Interviews; Record Review; SLD Determination; PD Handout; SLD Observation Form; SLD Determination Process</p>	<p>Timeline: Immediately and ongoing</p> <p>Progress Check: October 2016</p> <p><u>FOLLOW-UP FINDINGS:</u></p> <p>Issue resolved.</p>
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Result	6	<p>Due Process Information (State Performance Plan Indicators)</p> <p>Over the past three years there has been no (zero) complaints, mediations or hearings</p> <p><u>Documentation:</u> Data Analysis, RIDE, Due Process Data Base</p>	
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3. IDEA TRANSITION

Indicator		Findings	Support Plan
Result	1	<p>Part C to Part B Transition (Indicator #12)</p> <p>The Met serves high school age students so this section is not applicable.</p>	
Result	2	<p>IDEA Transition Planning at the Middle Level</p> <p>The Met serves high school age students so this section is not applicable.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Record Reviews</p>	
Result/ Compliance	3	<p>IDEA Transition Planning at the High School Level</p> <p>At The Met, all students have an Individual Learning Plan (ILP), based in Person Centered Planning and driven by the individual student's goals. For students with IEPs, these plans are aligned and represent the student's personal interests and goals for postsecondary employment and/or post-secondary education.</p> <p>Students at The Met are actively involved in Career Exploration, beginning in grade 9 and continuing until graduation. Students utilize resources such as WaytoGoRI, as well as activities built around the CTE standards to seek out career choices that match their interest areas. All students are required to participate in interviews with adults already working in their interest area, then complete a shadow day where they observe and</p>	<p>Staff will consistently facilitate a transition and/or vocational related assessment for students engaging in the transition planning process.</p> <p>Timeline: Immediately and ongoing</p> <p>Progress Check: October 2016</p> <p><u>FOLLOW-UP FINDINGS:</u></p>

	<p>learn about the work connected to that site.</p> <p>Learning through Internship (LTI) and Real World Learning (RWL) experiences are the basis of each students ILP. Where the Consent Decree mandates 120 days of integrated trial work experiences, The Met expects all students to attend an integrated internship experience two days per week for the entirety of grades 9-12.</p> <p>All Met students have access to Post Access Counselors, (PAC) who help students find post-secondary educational settings that meet their goals. They work with students to arrange for required testing, develop essays and complete applications. PAC and special education staff work closely to help students find post high school programs that offer the appropriate supports. Special educators, PAC and the student's advisor, work with students to prepare for the ACT and apply for accommodations as appropriate.</p> <p>Each year, The Met sponsors a College Fair, where all students can attend and learn about post high school settings that match their interest area. Many students also visit colleges through Met sponsored trips.</p> <p>This year, in accordance with the standards, Career Development Plans were developed with eligible students in collaboration with ORS and BHDDH to provide support and information about their benefits.</p> <p>Special educators also prepare the Student Summary of Performance prior to graduation. This documentation helps students and families advocate for supports and services at the postsecondary level.</p> <p><u>Documentation:</u> Data Analysis; Record Reviews; Transition Planning at The Met Transition Checklist; RWL Rubric; RWL/ Mentor Assessment; SSOP Template</p>	Issue resolved and verified.
Result	<p>4 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> <p>All eligible students are referred to ORS through the Special Education Department. ORS utilizes internship and real world learning (RWL) data, as well as conducting vocational assessments as indicated to help determine each student's strengths and</p>	

		<p>challenges. A number of students participate in opportunities such as the Summer Work program through ORS and continue to access ORS supports with employment and training needs.</p> <p>In school year 2015-16, the Special Education team at The Met participated in two professional development sessions to learn about Employment First/Consent Decree mandates. The Office of Rehabilitation Services provided information and answered questions regarding their role in meeting these mandates. Additionally, RIDE personnel answered questions and provided information and feedback about our program and alignment to the new mandates.</p> <p>The Met has a very small number of students meeting criteria for ID/DD. Supports for these students and their families includes creating a Career Development Plan, as mandated by the Consent Decree.</p> <p><u>Documentation:</u> Interviews; Document Review; Employment First/Consent Decree PD</p>	
Result	5	<p>Summary of Performance (SOP) is facilitated by the case managers as appropriate.</p> <p>The Met completes a Student Summary of Performance (SSOP) for each student with an IEP as required under Individuals with Disabilities Education Act of 2004.</p> <p>The SSOP and all accompanying documentation, including a copy of the student's IEP, formal and informal evaluations, and team reports are provided to students (and/or guardians) in their final year of high school. Students and their parent/guardian are provided with information in how to advocate for post-secondary supports and services, utilizing this information.</p> <p>The SSOP is completed for each eligible student by their special educator and is provided to them in their final year of high school. Additional information about appropriate accommodations and modifications is provided by the student's educational team, including general educators, mentors, post-secondary counselors and school social workers.</p> <p><u>Documentation:</u> Interviews; Document Review; SSOP Template</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 Met is 100% compliant with the requirements. (State Performance Plan Indicator #13)</p> <p><u>Documentation:</u> Interviews; Document Review</p>	
Result	7	<p>87% 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 within 1 year of leaving high school. The state average was 81.51% (State Performance Plan Indicator #14).</p> <p>The Met's rate of response for Indicator 14 (64%) is better than the state rate (57%). As a small school, the Met maintains close relationships with our alumni and their families. Each special educator attempts to contact students from their caseload. In some instances, the student's former advisor will complete the survey with the student. According to our survey results, the percentage of students who graduated with IEPs and are meaningfully engaged one year post graduation is at 87%.</p> <p>Obstacles to connecting with alumni include families that move often or change their phone numbers. The Met will continue to work to improve our rate of response for Indicator 14.</p> <p>Support of students and families continues after graduation. At The Met, there is a staff member who is employed as a liaison for students enrolled at CCRI and RIC to support their transition and success. Special educators work collaboratively with other staff members to continue to support student success. Additionally, eligible students with disabilities are referred to ORS prior to graduation and special educators collaborate with ORS representatives to promote student success. Prior to graduation, special educators develop a detailed and individualized Summary of Student Performance, which the student and family are encouraged to utilize to access support services post-Met.</p> <p><u>Documentation:</u> Data analysis; Document Review</p>	

