



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

School Support System Report and Support Plan

**Eleanor Briggs Schools
October 2022**

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 stratified random sample of students with IEPs are 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.

- **School Site Review:** On-site reviews to all school sites occur. The team members interview school administrators, 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/challenges 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/result or compliance. Finding areas include Free Appropriate Public Education in the Least Restrictive Environment, Evaluation /Individual Education Program (IEP) and IDEA Transition. The documentation section of the report distinguishes the source of the finding as either compliance or result. 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 timelines to improve programs and services.

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**Nonpublic School
School Support System Review**

Team Member

Team A – Susan Wood, Sandra Cambio Gregoire

The RIDE, Office of Student, Community & Academic Supports School Support System process is 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 The RIDE, Office of Students, Community & Academic Supports School Support System process is 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.	
Result	2 Program Overview The Eleanor Briggs School is a program of Thrive Behavioral Health and is one of several Youth and Family Services programs within the Center. The Briggs program and campus is a very clinically driven psychoeducational day treatment program for students in grades 1 - 12 with significant social, emotional and/or psychiatric disorders, autism spectrum disabilities and/or behavioral difficulties. The school, located on the beautiful grounds of the Shriners' Family Center in Warwick, provides comprehensive academic, pre-vocational and clinical special education services to students referred from multiple districts throughout the state who have not been successful in their home schools. The main program of the Eleanor Briggs School is currently in its 42nd year of operation. Additionally, since 2019, The Eleanor Briggs School has operated a School Partnership Program with the Cranston Public Schools serving students from grades 1-3. The program, located in Stadium Elementary School in Cranston, Rhode Island is designed to provide the Briggs program in the student's home school with the academic and behavioral supports needed to meet academic success. The Briggs Partnership Program is designed to be a therapeutic learning environment with clinical services and for students with significant clinical needs. The program has a part time social worker and a psychiatrist who meets with families to address clinical and after care services. The mission of The Eleanor Briggs School is three-fold: to provide an alternative educational environment with the structure needed to facilitate learning while maladaptive behaviors are being addressed; to	

		<p>prepare students for possible re-integration into their home schools; and to direct them to appropriate vocational resources. The school recognizes the need to create an atmosphere that will promote the growth of self-esteem, for without self-esteem the student's social and behavioral/emotional issues cannot be addressed. In this endeavor, it is essential to supply a secure environment that supports consistent limit-setting and positive reinforcement. Students must first learn to address their behaviors in their therapeutic environment as they become regulated and begin to be ready to learn, then Briggs can focus on providing support and strategies to meet their academic needs. As an essential component of student success, it is the intent to encourage family and community interaction. The small class size allows for students to receive the extra help they may need both academically as well as socially and emotionally. Eleanor Briggs fosters the development of support systems that will allow the students to become responsible for their own learning and behavior. Ultimately the intention is to direct the students toward becoming producers, achievers, contributors and problem solvers.</p> <p><u>Documentation:</u> Data Analysis, Interviews, Observation</p>	
Result	3	<p>Student Support and Interventions</p> <p>Students enter the school at varying degrees of academic skill level. Most of the students demonstrate academic needs or have not been available to successfully access the curriculum due to the significant behavioral and social/emotional concerns. All of the students at Briggs have IEPs which contain goals both in academics as well as social and emotional needs. During the first 45 days at the Eleanor Briggs School, the concentration is on determining social/emotional and academic needs and helping the student find ways to meet success in academic areas. During this evaluation period, the student typically undergoes a diagnostic process that helps to identify social/ emotional, academic needs, and best interventions. The Woodcock-Johnson IV is used with classroom assessments and observations to assess educational levels and needs. A variety of literacy assessments including STAR, Achieve3000, Reading A to Z and IXL are complements to the evaluative process. An extensive intake procedure includes a social history and careful conversations with parents and school departments to determine needs. Clinicians collect measurable data from enrollment to discharge in each of five areas every forty minutes. A daily point card is reflective of this data collection and generally includes two clinical</p>	

goals from the IEP that are tracked daily and for each period. Both the academic and clinical goals are reported to parents and school districts on a quarterly basis. A psychiatric evaluation is conducted to provide additional diagnostic data. Clinicians complete, with parent permission, Functional Behavioral Assessments, to help identify problematic behavior and formulate diagnostic impressions. This measurable data helps to inform recommendations for the sending district, for behavior plans, and for IEPs. Briggs follows the Rhode Island Social and Emotional standards and uses the SEBA rubrics.

The school has made a commitment to ensure that the curriculum aligns with the Common Core Standards. This has been the focus of professional development and conversation. Teachers use blended learning to accomplish the task of differentiating instruction for multiple grade levels, content areas, and student abilities. Teachers utilize technology and online resources as well as small groups and 1:1 instruction when needed. Elementary students complete many hands-on science and social studies projects that utilize national standards for each level, are cross curricular, utilize technology, and are highly motivating. All students receive health and physical education lessons in excess of the state recommendations. Students with significant academic needs in reading, math, or written language are provided with a highly individualized program including one to one instruction to address their needs.

Secondary students, particularly in grades 9-12 follow the graduation requirements and course work for the referring district. Teaching staff works closely with the guidance departments at each home school to ensure that students will be able to meet all requirements for capstone projects, portfolios, common tasks and community service. Coursework is directly aligned with the sending districts and each student receives a highly individualized program to ensure that they have the opportunity to succeed and obtain a diploma from the sending district. Yearly transcript reviews are conducted with guidance departments to align with the graduation requirements of their district. Teachers in the secondary level also utilize STAR Reading and Math assessment tools. Achieve 3000 Reading Lexile Leveled Reading Comprehension assessments, Ready Set Learn Go and Math IXL for math assessments. For Science and Social Sciences, teachers incorporate a mixture of online resources and textbook curriculum. All students receive instruction and support in Technology. Each student at Briggs has a Chromebook that they use to

	<p>access curriculum and utilize in the classroom to complete assignments and projects.</p> <p>Briggs implemented a credit retrieval program in the 2020-2021 school year that enrolled four students from different school districts. The program was designed for students to recover high school credits. Those students worked both independently and in small groups to retrieve a significant amount of credits missed due to attendance, non-compliance or hospitalizations. Briggs graduated two students from this program. The program was put on hold after the end of the 2021 school year after a decrease in enrollment and staffing shortages.</p> <p>Secondary students have access to a Vocational assistance. Briggs works with ORS and BUDDHA to identify workplace assistance and job training. All high school/middle school students participate in transition assessments in the area of Education/Employment and Training as well as independent living. Transition assessments include but are not limited to Student dream Sheet, learning style inventory, Career Cluster Inventory, Job related interest and preference inventory, What's My Bag?, Career Interest survey, student interviews and websites such as onetcenter.org and truity.com. Briggs 2021 worked with ORS in a summer job program in which students worked with the Briggs maintenance crew and a local fish market. Briggs has also worked with West Bay Collaborative with a job inventory and exploration. Students at Briggs also have a ½ credit elective course in Career Exploration and Education course. Briggs also offers a Financial Literacy course teaching students about finance and independent living. Two Briggs students participated in Toll Gate's Vocational program in Culinary and Automotive repair.</p> <p>Clinical Services and Supports</p> <p>Every student at The Eleanor Briggs School participates in a Token Economy System of Behavioral Reinforcement. Each student has their own, individualized Daily Behavior Point Card that allows them to earn points every period of the day for displaying and exhibiting identified positive and appropriate school behaviors. Points earned then allow each student to participate in a</p>	
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wide array of positive reinforcers ranging from daily breaks and recreation periods to more long-term reinforcers including a level system and school pay.

Briggs' staff includes 1 full-time licensed master's level clinician and one full-time social worker as well as a part-time social worker for the Cranston Partnership program for a census typically of no more than 34 students. Each student is assigned a primary clinician and will meet with that clinician weekly for Individual Therapy. The clinician and student work together to develop and work on social, emotional and behavioral treatment objectives. These objectives become part of the student's IEP and progress towards each of these objectives and is then provided in Clinical Quarterly Progress Reports.

In addition to weekly Individual Therapy, all students participate in daily Group Therapy sessions with a master's level or higher clinician or social worker. The main focus of group treatment is to work with each student to develop and maintain effective problem solving skills and appropriate peer interaction and social skills. An additional benefit of having full time clinicians on-site, all day, every day is that the clinicians are integral in working with their students on a daily basis to assist with conflict and crisis resolution. The ability to process stressors and conflict in the moment with their individual clinician is of tremendous benefit. As needed, clinicians are also able to meet with the parents of the students to provide supportive counseling, parenting training and family support. Students returning to their home districts are provided (pro bono) aftercare support and advocacy by the student's clinician for up to 8 weeks and or more if necessary. Clinicians and Social Workers work with CBT (Cognitive Behavior Therapy) and DBT skills curriculum.

Realizing that teaching assistants often spend the most time with students and are front line staff when it comes to providing students with emotional and behavioral support and interventions, The Eleanor Briggs School years ago made the decision to hire only individuals with bachelor's degrees for the Teaching Assistants at both the school and partnership program. Teachers with a bachelor's degree can fill in as substitutes when teachers are absent. The position has developed into one that blends the academic support of a teaching assistant with an additional, specialized component of a Behavioral Specialist.

The Eleanor Briggs School has long embraced the concept of Positive Behavioral Interventions and Supports (PBIS). The entire program is based on the concept that helping students address and improve challenging social behaviors needs to be addressed through the milieu or culture of the program. It is not something to be addressed by only specific and scheduled clinical

interventions. A key component of this at The Eleanor Briggs School is the daily “debrief” meetings at the end of each day. These meetings, chaired by the team’s clinician, provide the opportunity for all staff to review student progress daily and discuss and assess the social, emotional, behavioral and clinical needs and interventions of each student. Any change in student plan is a team decision and, as a result, all team members are aware of the new plan.

Child Psychiatry is provided at The Eleanor Briggs School and the child psychiatrist is on site one day per week. Each student enrolled in the school can meet with the psychiatrist and their family in order to obtain an up to date psychiatric evaluation. Students who require psychopharmacological intervention may have their medications prescribed and monitored by the school psychiatrist. While many families prefer this, families are always free to continue to use their private providers for prescriptions and monitoring. The psychiatrist is also available to clinicians for case consultation. As a program of The Kent Center, all students at Briggs have access to 24-hour crisis intervention through the Center’s Emergency Services Department.

Social Emotional Learning

A primary goal of The Eleanor Briggs School is to provide a safe and therapeutic environment for the students. The Eleanor Briggs School has a long history of developing plans, supports and interventions necessary to address issues including bullying, bigotry, racism and intolerance. Briggs has also offered staff training in LGBTQ community awareness and compassion. Students will not progress behaviorally or academically if they do not first feel safe and accepted. The philosophy of The Eleanor Briggs School is such that the key belief is the academic success of the students is first helping them develop the ability to effectively manage their behaviors and emotions and establish positive relations with others. The Eleanor Briggs School, through its culture and clinical interventions, supports and strives to incorporate the principles put forth by the Collaborative for Academic, Social and Emotional Learning (CASEL).

These include:

Self-Awareness – understanding your own feelings and beliefs

Self-Management – developing the ability to effectively manage and express your emotions and impulses

Social Awareness – developing the ability to empathize with others and accept differences

		<p>Relationship Skills – developing healthy and respectful relationships, managing peer pressure and developing conflict resolution skills Responsible decision making – making informed decisions with an awareness of possible consequences. Academic Interventions and Supports</p> <p>Disciplinary practices and policies are clearly outlined in the student parent handbook. Staff works with parents to ensure an understanding of practices and to ensure a consistent approach between school and home. Disciplinary practices, policies and authorizations are reviewed with parents during the intake process and then annually, at the beginning of each school year.</p> <p>School Removals/Disciplinary Policies</p> <p>Disciplinary policies and practices are clearly defined through the student/parent handbook. <u>Documentation:</u> Data Analysis, Interviews, Observation</p>	
Result	4	<p>Program Continuum</p> <p>The Eleanor Briggs School works with students with varying social, emotional, behavioral, psychiatric and learning issues. Diagnoses include Emotional Disturbance, Other Health Impaired, Specific Learning Disability, and autism spectrum disorder. The Eleanor Briggs School has intentionally remained a relatively small, clinically specialized school with typically no more than 34 students. The school consists of two elementary classes which address the needs of students in grades 1-3 and 3-6. There is one middle school class, typically for students in grades 6-8 depending on what the teams deem appropriate placement for student's needs both academically as well as socially and emotionally. Students in the two high school classrooms are taught according to subject and grade but are case managed according to present grade level (9-10 and 11-12).</p> <p>All classrooms are well staffed with a student to staff ratio of no more than three to one. Each classroom has a designated teacher and classroom behavioral specialist/teaching assistant. Every student has a designated clinician that they meet with at least once a day in group and at least once a week individually. There is also a full-time physical education/health teacher.</p>	

The Eleanor Briggs School has worked hard to create a work environment that fosters and promotes staff retention. The teaching staff ranges from 3 to 20 plus years, with a high average of 11 years on staff at Briggs. The low-end average is between 1 to 5 yrs. The clinical staff ranges from 2 to 20 plus years. The behavior specialist/teaching assistants range from 1 – 14 years, with an average of 4 years on staff at Briggs. The overall length of employment average for all staff at Briggs is 8- 10 years. The overall length of employment average for all professional staff (teaching & clinical) at Briggs is between 3-20 plus years. The implementation of a teaching tier salary structure and step system has assisted in retaining teachers long term and attracting new teachers. The Special education director has been on staff for 2 years and formerly was an Elementary Special Education teacher at Briggs for 8 years and served as a Lead Teacher before becoming the director. (The previous director held the position for 7 years) and the school director has been on staff for 32 years; the last 17 as director. Eleanor Briggs believes that this staff consistency is essential to the long-term success of the school. Briggs Hired a new Director this fall as well as a Clinical Supervisor to oversee Clinical Services.

The Special Educator is the lead for all curriculum and instruction. The teacher works closely with the behavioral specialist/teaching assistant to ensure that all students are exposed to appropriate and high-quality instruction. The Eleanor Briggs School utilizes a team approach to meeting the social emotional needs of the students. The Clinician generally oversees all ongoing supports to address social/emotional and behavioral needs. The team meets daily at the conclusion of the school day to debrief and discuss the progress and needs of each student and to plan appropriate interventions. All students have access to a psychiatrist, who is based at the school one day a week for evaluation and consultation.

The Eleanor Briggs School has a success rate average of 86% over the past 3 years, 86% of the students who were not discharged from Briggs for reasons beyond the school's control either returned to public school programs or graduated.

The Briggs Cranston Partnership Program has a census cap of 8 students and is for students in grades 1-3. These students are all Cranston students who require a therapeutic program that meet their

		<p>social/emotional needs as well as behavior supports. These students follow the Cranston Public School curriculum with differentiated instruction as needed. Three behavioral specialist/teaching assistants are assigned to the class. The classroom has a part-time social worker as well as access to psychiatric services and Thrive Behavioral services as needed. The Program is monitored by the Special Education Director and School Director. The program works closely with School Principal and service providers. The Special Education Director and District LEA work closely in establishing enrollment, placement and ongoing logistics for the program.</p> <p>All students in the program receive high quality and specialized instruction to address academic and social emotional needs according to their individualized plan. This is facilitated across all content areas. Students participate in all specials offered to students including PE/Health, Art, Library and work with assigned service providers to ensure IEP goals and benchmarks are being met. The Briggs PE Teacher provides once a week instruction on Fridays when students don't receive instruction at their school home site.</p> <p><u>Documentation:</u> Data Analysis, Interviews, Observation</p>	
Result	5	<p>Adaptive Physical Education (APE)</p> <p>The Eleanor Briggs School employs an Emergency certified Physical Education and Health Teacher. Adaptive physical education (APE) is provided per the IEP process. While PE classes are taught in small group sessions from 3-5 students per class, The PE teacher pulls out individual students to work on specific needs as identified in the IEP. Briggs uses an Adaptive PE assessment tool to track areas of need and progress. The PE teacher also incorporates daily to weekly social and emotional lessons for all students.</p> <p><u>Documentation:</u> Data Analysis, Interviews, Observation</p>	
Result	6	<p>Extended School Year (ESY)</p> <p>An Extended School Year program is provided to students already enrolled at Briggs and for students referred by their home district for summer programming. This is decided through the IEP process. The</p>	

		<p>focus of the ESY program is to provide services for students who have ongoing social, emotional, behavioral and/or academic needs that require continuous programming throughout the school break. The school incorporates social skill development and academic skills recoupment. The high school program is a Hybrid program in which some students can work on credit retrieval while other students can participate in work programs through ORS or job placement programs. The Briggs school also offered through a Grant a STEM camp that enrolled both Briggs student and in district students who showed interest in the program in 2020-2021. The ESY program currently is a four week program following the 4th of July holiday and runs through the first week of August.</p> <p><u>Documentation:</u> Data Analysis; Interviews, Observation</p>	
Result	7	<p>Parent Engagement</p> <p>Parent involvement is viewed as one of the keys to the success of the students. Parents participate in an in-depth intake meeting with their child prior to acceptance and attendance. During this meeting the program is explained in detail to the parents. School expectations and multiple policies are reviewed, and various consents, releases and authorizations are obtained. Parents have the opportunity to express their concerns and have all of their questions answered prior to enrolling their child in The Eleanor Briggs School or Community Partnership Program.</p> <p>Once enrolled, parents receive daily reports of their child’s behavior and progress. Clinicians at Briggs and the program coordinator at the Partnership Program take the lead in maintaining close communication with parents. Quarterly, parents receive detailed Clinical Progress Reports in addition to the Academic report card. Parents are invited to meet with the teachers and clinicians to address any concerns the quarterly reports/report cards may raise. The Eleanor Briggs School and Community Partnership Program maintains an open-door approach with parents, phone calls and parent conferences are always welcome.</p> <p>In addition to close communication daily, parents of all returning students are invited into the school and Partnership Program at the beginning of each new school year. These individual meetings with teachers and clinicians allow parents to again address any concerns they may have for the new school year. School policies and</p>	

	<p>expectations are again reviewed, and updated consents, releases and authorizations are obtained.</p> <p>Mid-term progress reports are sent home for each student halfway through each quarter. Parents can monitor their students' progress as each quarter progresses.</p> <p>A monthly "Things to be aware of" bulletin is sent home each month reminding parents of important dates, events and activities at The Eleanor Briggs School. Daily and weekly correspondence of events, updates or changes to the program schedule or program are communicated by mail to parents.</p> <p>The past two years in the midst of the Covid pandemic, Briggs has tried it's to maintain parent/school relationships to the best of our ability while following Covid protocols in attempts to keep everyone safe.</p> <p>A school newsletter was written and produced by staff and students each quarter highlighting the activities of the school. Briggs is currently in the process of reinstating the newsletter to further stay in touch with parents.</p> <p>Near the conclusion of each school year, parents and families of students at The Eleanor Briggs School are invited and encouraged to attend an Open House family cookout. At this time, students that will be graduating are honored with a recognition ceremony and presented with a school gift. Student work is presented highlighting pieces produced by students throughout the year and is displayed during the Open House Cookout.</p> <p>Parents are encouraged to be an active part of the IEP process and Briggs/Partnership Program staff makes every effort to encourage participation throughout whatever means and level that might be appropriate for the family. Parents are provided with information on their Local Advisory Committee at the time of the IEP and are encouraged to attend.</p> <p><u>Documentation:</u> Data Analysis, Interviews, Observation</p>	
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2. EVALUATION / INDIVIDUAL EDUCATION PROGRAM (IEP)

Indicator	Findings	Support Plan
Result	<p data-bbox="275 245 296 269">1</p> <p data-bbox="338 245 957 269">Student Accommodations and Modifications</p> <p data-bbox="338 310 1276 951">Accommodations and modifications are made for each student according to the IEP. The IEP team meets at the conclusion of the 45-day diagnostic period to present findings and determine requirements for the student to be successful. Placement at The Eleanor Briggs School is usually driven by needs as identified in the IEP, therefore, teachers utilize the document to help guide planning and instruction. Teachers have access to all key documents for each student; however, all confidential information is kept in a locked central location. At the start of the school year, teachers are provided with all pertinent information including home school district, IEP and re-evaluation dates. All teachers and team members that interact with students are made aware of present levels of functioning and accommodations and modifications that are required. All IEPs are carefully scrutinized prior to state testing to ensure that all needed accommodations are available. Teams meet before the start of the school year during staff orientation to discuss individual students and IEPs. The High School team meets to discuss classes and credits needed by each individual student.</p> <p data-bbox="338 1057 1266 1464">Along with a detailed review of a new student's IEP, the student's clinician holds a case presentation of the new student to the treatment team prior to entrance into the school. The case presentation includes a detailed student history and information regarding the student's social, emotional and behavioral needs. Close communication with LEA and parents ensures that a strong student profile is available, and staff is aware of all strengths, needs, accommodations and educational profile. The Briggs staff continues working on aligning goals with the Common Core Curriculum and ensuring that all goals are measurable with clearly defined present levels of performance. This work will continue with professional development and utilizing PARCC information to help</p>	

	<p>inform educational decisions. IEP writing, development and review training are done doing professional development opportunities throughout the school year. Teams meet prior to the IEP development to discuss present levels of performance, student progress and needs as well as training in various sending district IEP platforms.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Document Reviews</p>	
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3. IDEA TRANSITION

Indicator	Findings	Support Plan
Result	<p>1 IDEA Transition Planning</p> <p>Transition planning is team based. Although the case manager is responsible for ensuring that all transition planning is completed, there are many facets to student engagement in this area. The Briggs School uses a variety of resources to assess student’s needs. All students use paper-based Transition assessments as one the main vocational assessment. Briggs utilized Xello career inventory website in 2019-2021. The Transition Planning assessments include student interviews, student dream sheet, what’s my bag inventory, learning style inventory, Career interest survey, Career cluster inventory, independent living skills inventory, job related interest and preference Inventory along with career assessment websites truity.com, Onet.org and mynextmove.org. Briggs has found that a personalized 1:1 interview process when completing transition assessments makes the interaction much more productive and interactive. Both the clinician or case manager as well as well as the Special Education Director interview the student to help inform future decisions and services and to provide information for the IEP Briggs also offers a “Careers” elective which introduces and researches various careers of interest and education as well as training requirements for those jobs. Students complete a career research project when completing the class. The elective also addresses budgeting, financial education as well as cost of living topics. Briggs also offers a “financial literacy” elective in which Briggs educates students on topics such as budgets, investing and savings. Briggs School also accommodates the sending district by utilizing district required measures and assessments.</p>	

		<p>Most often, the clinician and Special Education Director will contact the Office of Rehabilitative Services or the Department of Behavioral Healthcare, Developmental Disabilities (when appropriate) to invite them to the school, complete necessary paperwork, and include them in the IEP meetings. Students at Briggs are helped with post-secondary planning to include completing college and job applications, securing employment while still in school, identifying main areas of interest, connecting with the sending district guidance department to ensure that all requirements for graduation are being met, and considering options for higher education.</p> <p>Briggs has focused on some key professional and student education in this area. Staff attended a Transition Planning Conference during the past year to look at indicators and options to meet them. This resulted in some changes to enhance the process including a plan this year to have students (when possible and appropriate) offer input into their goals and lead their IEP meeting. The staff also uses a questionnaire immediately following the IEP meeting to review practices and make improvements for the future. The school participated in the Healthy Initiatives program made available to the school as extra support and education for the students during the ESY program last year. Eleanor Briggs has continued many of the initiatives that help make students aware of healthy practices.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Record Reviews</p>	
Result	2	<p>The nonpublic special education school coordinates with the sending districts in assisting with referrals to the Office of Rehabilitative Services (ORS) and to the Department of Behavioral Healthcare, Developmental Disabilities & Hospitals (BHDDH).</p> <p><u>Documentation:</u> Interviews; Document Review, Record Reviews</p>	
Result	3	<p>Summary of Performance (SOP) is facilitated by the case managers as appropriate.</p> <p>The Eleanor Briggs School works with the sending districts in assisting with referrals to the Office of Rehabilitative Services (ORS) and to the Department of Behavioral Healthcare, Developmental Disabilities & Hospitals</p>	

	<p>(BHDDH). Additionally, when a Briggs student turns 17 or enters the 11th grade the Case Manager makes a referral to ORS. The case manager and ORS counselor schedule an initial appointment to be held at Briggs which also includes the student and parent/legal guardian. At this first meeting appropriate authorizations, releases and consents are obtained and the students' IEP and Educational Testing etc. are reviewed. Once approved for ORS services, ORS will refer the student for job evaluations at various sites. Upon completion, all parties (ORS, Case Manager, Student, Parent/Guardian) meet to review the evaluation and make appropriate recommendations.</p> <p><u>Documentation:</u> Interviews; Document Review, Record Reviews</p>	
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