

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

School Support System Report and Support Plan

East Greenwich Public Schools
October 2012

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 with the Local Education Agency (LEA) to plan the site review and identify issues or initiatives that may influence programs or service delivery.
- Data Analysis Meeting The RIDE staff meets to review LEA demographic information on selected reports including: the LEA annual plan, census information, and information collected through record review, staff questionnaires and parent interviews. To ensure that the child is at the center of the study, all analyses begin with the child. Thus, a sample of approximately 30 students with exceptionalities is selected; the records of these students are reviewed; their parents, teachers and related service providers are interviewed, and their classrooms are observed. The result is an in-depth, unified examination of the actual provision of programs and services for students with exceptionalities. The RIDE staff compiles a preliminary summary of their analyses of this data.
- Presentation by the LEA and School Site Review The on-site review begins with a presentation of programs by teachers and staff. The presentation provides the review team with general and specific information on delivery of programs and services to students. Following this presentation, on-site reviews to all schools are made. The team members interview school administrators and teaching staff. Parents and central office staff are also interviewed. The team gathers sufficient information and works with the LEA personnel to generate a report, covering the following:
 - The district's compliance with the state and federal regulations, relative to the education of students with exceptionalities.
 - The quality and effectiveness of programs and services provided by the district.
 - The need for professional development and technical assistance that will enable the LEA to improve programs and services.
- The Support Plan The RIDE team, LEA central office and building administrators meet to review the data and complete a report of results. The group designs a professional development/technical assistance support plan with timelines for implementation. This plan enables the school and district to correct areas of non-compliance and to strengthen promising programs and correct areas of weakness in order to improve services and programs for all students.
- The SSS Report The report summarizes the findings from the various data sources. The format of the report uses four divisions: Indicators, Findings, Documentation, and Support Plan. Indicators describe either performance or compliance. Findings can include a variety of some six categories, from School Improvement to Free Appropriate Public Education in the Least Restrictive Environment. The documentation section of the report distinguishes the source of the finding. The support plan reflects the response to the described findings. The support plan describes the corrective action required by the district as well as resources and time lines to improve programs and services.

TABLE OF CONTENTS

1. Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE)
2. Evaluation/ Individual Education Plan (IEP)
3. Transition

***EAST GREENWICH PUBLIC SCHOOLS
SCHOOL SUPPORT SYSTEM REVIEW
OCTOBER 1 – 4, 2012***

TEAM MEMBERS

***Team A* – Barrie Grossi, Christine Levy, Courtney Blood**

***Team B* – Jane Keane, Laurel Dudley-Pappas, Lisa Ottone**

***Team C* – Susan Wood, Joe Walejko**

1. FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE/LRE)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
		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.	Data Analysis State Performance Plan		
Result	1	<p>Least Restrictive Environment Data (State Performance Plan Indicator #5)</p> <p>Based on the FY July 1, 2010 – June 30, 2011 State Performance Plan information on East Greenwich Public Schools Placement Data is as follows:</p> <p>The percentage of students educated 80 to 100% of the time in general education settings is 72.61%. (RI District Average is 71.75%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 6.27% (RI District Average is 13.25%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 3.63% (RI District Average is 5.14%)</p>	Data Analysis State Performance Plan		
Result	2	<p>Participation and performance of children with IEPs on statewide assessments (State Performance Plan Indicator #3):</p> <p>A. Data cannot be reported because the cell size is smaller than the State's minimum (Participation and performance of children with IEPs on statewide assessments: Percent of the districts with a disability subgroup that meets the State's minimum "n" size that 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 achievement standards 71.43% [Note: State has individual grade and content area targets (27%). State target is average target across grades and content areas. District target is average percent of students proficient across content areas (71.43%).]</p>	Data Analysis State Performance Plan		
Result	3	<p>Instructional Strategies and Supports</p> <p>Throughout the schools there were examples of student centered, teacher facilitated</p>	Data Analysis Interviews Observation		

		<p>differentiated instruction, with posted rubrics, modeling, cooperative learning, student lead projects and problem solving, posted agendas and student work along with homework assignments, independent self-selected reading and journal writing all aligned to the early learning standards and common core.</p> <p>Use of student assessment and performance data to inform instructional practices was evident throughout the district. School faculty are engaged in analyzing student data such as the NWEA, NECAP, teacher generated assessments, student work and performance along with classroom observations to discuss student placement (reading and math), instructional strategies and cross content area planning.</p>			
Result	4	<p>Response to Intervention (Rtl)</p> <p>Overall, in East Greenwich there is not a systemic Rtl process with consistent protocols, structures and/or intervention language in place K-12. Each school is at varied places of implementation as outlined below.</p> <p>Elementary Level</p> <p>At the elementary level Rtl teams are led by the building principal and grade level coordinators and the team meets weekly at most schools. The staff is utilizing screening tools such as NWEA, NECAP, and Fountas and Pinnell. Progress monitoring tools to measure Rtl goals are inconsistent across the elementary level and vary by school and grade level. The inconsistency of the use of clear and consistent progress monitoring tools across the district elementary schools questions the validity of the data utilized for determining a Specific Learning Disability (see also finding in Evaluation section, item # 5). Eldredge School had well defined intervention blocks and data to drive the instruction and interventions. At Meadowbrook School the intervention strategies and the data used to guide those interventions are in the emerging stages, and the use of data to drive instruction for comprehensive interventions is not yet well defined. Throughout the elementary level there are schools that have been engaged in the PBIS initiative and others that are just beginning this process. At Eldredge School the Rtl process uses PBIS data to guide interventions and supports for social and emotional goals, however, the entry and exit criteria for these interventions are unclear and not yet well defined and documented.</p> <p>Middle Level</p> <p>Cole Middle School has an established Rtl team that meets weekly comprised of school administrators, school counselors, reading specialists, school psychologists, occupational therapists when available and/or appropriate, along with a grade level team representative as the liaison representing the educators of the specific team. Faculty</p>	Data Analysis Interviews Observation	Administration will review and develop a plan to implement a systemic Rtl system K-12.	Timeline: Immediately and ongoing. Progress check: August 2013

		<p>has actively participated in professional development in an effort to establish a comprehensive RtI initiative supporting both academic and social emotional and behavioral challenges of the student population. Currently the RtI initiative at Cole Middle School has established clear protocols, practices, along with progress monitoring strategies supporting each tier of need. The understanding of utilizing the process for determining specific learning disabilities is emerging (see finding in Evaluation section, Item # 5). Additional initiatives that support the RtI process include the leadership team and the school support team processes.</p> <p>High Level There is a RtI team that meets when there is a RtI referral. This team is chaired by the school psychologist. Preliminary documentation is entered electronically using Google docs. After this preliminary data gathering, a formalized RtI meeting occurs with the parent(s) and teachers. Further information is reviewed and a plan is developed. One example of an intervention is the development of resource periods for students who are considered at-risk for school failure or dropout due to social emotional challenges. Another plan in development will be a twice a week after school program (Check and Connect) for incoming 9th and 10th graders who are at-risk. There is also a Check and Connect program during the school day (facilitated between the school psychologist and guidance counselors) where students at-risk meet with someone once a week for supports. In addition, there is a student support services team that meets on a weekly basis to review students who are at-risk or in need of additional supports.</p>			
Result	5	<p>SPP Disproportionate Representation (State Performance Plan Indicators #9 and #10)</p> <p>East Greenwich Public Schools are not disproportionate due to inappropriate identification or due to policies, procedures and practices.</p>	Data Analysis State Performance Plan		
Result	6	<p>Suspension (State Performance Plan Indicator #4): 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.</p> <p>In 2010-2011 and 2011-2012 East Greenwich had less than 10 students with IEPs suspended more than 10 days. The total of all students suspended more than 10 days was also lower than 10.</p> <p>Social Emotional Resources/Positive Behavioral Interventions and Supports Throughout the district there was evidence of social emotional character education and positive behavioral supports and interventions (PBIS) activities.</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. At the middle and high school, in school suspension is done on an as needed basis. Students with IEPs with in school suspension are allowed to leave suspension for all services per their IEP.</p>			
Result	7	<p>Preschool Continuum</p> <p>The district's integrated preschool program is located at the Meadowbrook Farm Elementary School. There are two preschool integrated classrooms with both a morning and afternoon session. In addition, there is one preschool setting that provides opportunities for students to be in the integrated preschool with nondisabled peers for a portion of their activities, but the primary instruction for these students is in the other setting. There are students in this model, who are only there a half day and some students who have services for the full day. Decisions for placement and amount of special education and related services are determined by the IEP team for each individual child. Service provision for students with "speech only" needs at the preschool level takes place at Meadowbrook Farms Elementary School.</p> <p>The district collects early childhood outcomes data on all children with IEPs as required by the federal Office of Special Education Programs. Teachers collect and enter authentic assessment information into an on-line child portfolio for Teaching Strategies Gold. This assessment information is used to shape and individualize instruction and to demonstrate progress. The district Administrator of Special Education is responsible for implementing processes, procedures, and monitoring strategies to ensure the fidelity of the data collection</p> <p>In East Greenwich, the percent of preschool children who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings) is at 100% (State Performance Plan Indicator #6).</p> <p>State Performance Plan Indicator #7</p> <p>Of the children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited:</p> <ul style="list-style-type: none"> -Positive social emotional skills (including social relationships): 67% -Acquisition and use of knowledge and skills (including early language/ communication 	Data Analysis State Performance Plan		

		<p>and early literacy): 88%</p> <p>-Use of appropriate behaviors to meet their needs: 100%</p> <p>The percent of children who were functioning within age expectations by the time they exited the program</p> <p>-Positive social emotional skills (including social relationships): 79%</p> <p>-Acquisition and use of knowledge and skills (including early language/ communication and early literacy): 86%</p> <p>-Use of appropriate behaviors to meet their needs: 86%</p>			
Result	8	<p>Special Education Program Continuum Elementary Level</p> <p>There are 1,047 students at the elementary level and approximately 167 students have IEPs. The special education elementary program continuum is as follows:</p> <p>The program continuum at the elementary level provides specialized instruction for students with IEPs predominately in inclusive settings with most students receiving supports and services within the general education classroom. At Meadowbrook Farms, instruction is also provided in a special class integrated within the school building. This class provides highly structured work systems and communication systems for the students. At Eldredge Elementary School there are co-taught inclusive classrooms at both the fourth and fifth grade.</p>	Data Analysis Interviews Observation		
Result	9	<p>Special Education Program Continuum Middle Level</p> <p>Cole Middle School provides a middle level technology supported educational experience for sixth, seventh and eighth grade students. There are 570 students attending Cole Middle School, and of that total 54 students have IEPs. There are two teams at each grade level with learning specialists (special educators) assigned to each team along with a paraprofessional.</p> <p>Specialized instruction is facilitated through a push in/pull out model. Push in: Learning specialists along with paraprofessionals, as appropriate, provide instructional support and student specific accommodations and modifications for all content area classes. Some evidence of co-teaching was observed where educators shared instructional responsibility. Pull-out: Students' IEP specific goals are addressed through their participation in an academic skills class which is held 4 days a week for 45 minutes. Special educators provide specialized instruction in addition to content area remediation,</p>	Data Analysis Interviews Observation		

<p>Compliance</p>	<p>re-teaching, time to complete tests/quizzes and/or assisting students in organizational management skills. Students who participate in academic skills classes receive elective credits.</p> <p>A self-contained setting is provided for students with significant intellectual challenges needing individualized direct instruction. Students participate with their typically developing peers in co-curricular classes with support from teacher assistants when appropriate. There are currently six students participating in this instructional setting all requiring an alternate assessment. The classroom environment offers students an opportunity to experience hands on daily living skills aligned to academic and social emotional learning activities. Students additionally experience vocational and school community activities through the management of the school store.</p> <p>A Student Support Program provides students identified through the Rtl and/or IEP process a setting to receive additional academic and/or social emotional behavioral support. This setting is additionally utilized to support students returning to the district due to behavioral health issues and/or illness. Students participate fully in the general education setting including elective classes with support as appropriate. All students have a specific plan to address their individual needs supported by a management strategy which includes incentives for success. There are currently seven students participating in this program. Three of the students are students with IEPs.</p> <p>“Cole Time” is scheduled daily for 25 minutes to provide all students with academic support in math, content remediation, silent reading, enrichment activities and the advisory program. All students engage in Monday math weekly. Each grade level team determines how “Cole Time” will be utilized in addressing content area remediation, silent reading and/or enrichment activities specific to student needs. The Advisory program is scheduled weekly.</p> <p>Common Planning Time (CPT) is a structured scheduled opportunity for grade level teams including the special educator assigned to the team and others as appropriate to meet up to three times per week. Grade level content area teachers meet to discuss instructional strategies, common assessments and planning for the alignment and implementation of the common core. Grade level special educators additionally meet.</p> <p>Room 150 was established as a sensory integration therapy setting with equipment for students requiring this level of support. However, this setting is additionally utilized as the environment to facilitate occupational therapy and speech services including evaluations and groups sensitive to noise. Though a space divider has been placed to separate practices, confidentiality of service delivery is compromised, and instruction is being interrupted due to students along with adults entering and exiting the setting.</p>		<p>Special education administration in conjunction with school-based administration will review and resolve this issue.</p>	
-------------------	---	--	---	--

		RIGL, FAPE 300.301		Timeline: Immediately and ongoing. Progress check: August 2013	
Result	10	<p>Special Education High School Program Continuum</p> <p>At East Greenwich High School (9th-12th grade) there are approximately 769 students and 83 students have IEPs. The program continuum is as follows:</p> <p>Co-taught /collaborative classes (9th-10th)- Specific classes (ELA, math and science) are developed in the spring and are based on overall student need. Special educators who co-teach attend subject matter common planning time once every seven days.</p> <p>Specialized support (resource) is offered five out of the seven days for students as appropriate. There is a content focus for resource (math, ELA, organizational skills, etc.) as students are grouped according to content need with a consistent special educator.</p> <p>“At-Risk” Program (resource). These classes target students (with and without IEPs) who are at-risk for school failure and dropout due to social emotional challenges.</p>	Data Analysis Interviews Observation		
Compliance		-Alternative Learning Program (ALP) services students with social emotional challenges. This program includes collaborative ELA, math, science and social studies (social studies instruction utilizing an on-line platform is used as part of a blended program). Students attend co-taught core content area classes (general and special educator). Students also receive a second block of math depending on need. The ALP teacher also teaches ALP resource for credit recovery (ELA, math) although she is not highly qualified in those subject areas (RIGL 300.18). Title IIa will also review this issue.		Special education administration in conjunction with school-based administration will review and resolve these issues.	
Result		-Multi Age Program. This program targets students who are not eligible for RI Alternate Assessment (RIAA) but are considerably below grade level. These students take co-taught general education classes with appropriate support including additional math and reading labs as needed. The vast majority of the multi-age classes are comprised of all students with IEPs.		Timeline: Immediately and ongoing. Progress check: August 2013	
		-There is a program for students with significant intellectual disabilities (one class). In addition to the academic program, the older students in the class (19-21 years of age) participate in community-based experiences and vocational experiences while the younger students focus on academics and engage in some community-based experiences. All students participate in school-based vocational experiences. Perspectives is the contracted provider for some of the vocational/community-based			

		<p>experiences.</p> <p>-Autism Spectrum Disorder (ASD) program. Students who are in this program receive resource support in the ASD program but participate in general education classes. Some students may also participate in Life Skills classes as appropriate.</p> <p>There is a full-time psychologist at the high school and a student assistance counselor. The social worker is at the high school approximately one day per week.</p>			
Result	11	Adaptive Physical Education is provided twice a week per the student IEP.	Data Analysis Interviews Observation		
Result	12	Extended School Year (ESY) is offered in the district per the IEP and is housed at the middle school.	Data Analysis Interviews Observation		
Compliance	13	<p>Local Special Education Advisory Committee (LAC)</p> <p>The East Greenwich School district does not currently have an active Local Special Education Advisory Committee (LAC). The Special Education Administrator is working to reinvigorate the LAC and held meetings last year to solicit interested parents. RIGL 300.900</p>	Data Analysis Interviews Observation	<p>Special education administration will review and resolve this issue.</p> <p>Timeline: Immediately and ongoing. Progress check: August 2013</p>	
Result	14	<p>School Efforts to Partner with Parents (State Performance Plan Indicator #8):</p> <p>Schools' efforts to partner with parents as a means of improving special education services are annually measured by the <i>School's Efforts to Partner with Parents Scale</i> (SEPPS). The most recent survey results for all schools statewide showed that 39% of parent respondents reported school partnership efforts that met or exceeded the state standard. Of all parents statewide having a child receiving special education services through an IEP, 13.35% participated in the 2011-2012 statewide survey.</p> <p>The most recent survey results for the district showed that 9% of parent respondents reported school partnership efforts that met or exceeded the state standard. Of all parents in the district having a child with an IEP, 31% participated in the 2011-2012 statewide survey.</p>	Data Analysis State Performance Plan		
Result	15	<p>Dropout /Graduation Rate (State Performance Plan Indicators #1 and #2)</p> <p>The East Greenwich Public Schools graduation rate is 94.57% for all students and 64%</p>	Data Analysis State Performance Plan		

	<p>for students with disabilities. These rates are notably higher than the state average rates of 77.25% for all students and 58.07% for students with disabilities.</p> <p>The East Greenwich Public Schools dropout rate is 1.63% for all students and 8% for students with disabilities. These rates are notably lower than the state average rates of 12.47% for all students and 22.09% for students with disabilities.</p>			
--	--	--	--	--

2. EVALUATION/ INDIVIDUAL EDUCATION PROGRAM (IEP)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Result/ Compliance	1	<p>Records of approximately sixteen students were reviewed prior to the on-site review by the team leaders. Students' records were very accessible. The record review process identified some information on the IEPs addressing present levels of performance, goals, objectives and progress monitoring which were not documented as measurable and/or quantifiable. Process documents and forms were inconsistent with regard to regulatory requirements.</p> <p>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</p>	Data Analysis Interviews Observation	<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: August 2013</p>	
Result	2	<p>East Greenwich's child outreach screenings are available in a range of community-based early childhood programs and by appointment September through June. All screening instruments are reliable, valid measures as delineated in the "Best Practice Guidelines for Child Outreach Screening Programs in Rhode Island".</p> <p>The state target for screening is 80% of children ages 3, 4, and 5. In East Greenwich's most recent Consolidated Resource Plan, the district reports the following screening percentages:</p> <ul style="list-style-type: none"> • 3 year olds: 83% • 4 year olds: 85% • 5 year olds: 100% 	State Performance Plan data Interviews		
Result	3	Child Find (State Performance Plan Indicator #11)	State Performance		

		East Greenwich Public Schools for the 2011-2012 year was at 100% compliance for meeting evaluation timelines for initial referrals. As of 10/22/12 East Greenwich Public Schools was thus far at 100% compliance for meeting evaluation timelines for initial referrals for the 2012-2013 school year.	Plan data		
Result	4	Throughout the district special education case managers complete an accommodation sheet that is then sent to the general education teachers.	Data Analysis Interviews Observation		
Compliance	5	Throughout the district special education staff were unclear with regard to the specific learning disabilities eligibility and reevaluation criteria as to how the determination process aligns to the regulations. They were also unsure as to how they would begin to capture progress monitoring using intervention data for students with specific learning disabilities as the district does not have a systemic RtI system with consistent protocols, structures and/or intervention language in place K-12. RI Regulation 300.307- Specific Learning Disability Requirements	Interviews Observation Record Review	Administration will review and develop a plan to implement a systemic RtI system K-12. Special education administration will provide professional development and technical assistance to special educators on the specific learning disabilities eligibility and reevaluation criteria and ensure that compliance with the regulations is adhered to. Timeline: Immediately and going: Progress check: August 2013	
Result	6	Due Process Information (State Performance Plan Indicators #16, #17,#18 & #19) <u>COMPLAINTS</u> <u>2010-2012</u> <u># of Complaints:</u> There were no complaints during this period <u>MEDIATIONS</u> <u>2010-2012</u> <u># of Mediations:</u> There were no mediations during this period <u>HEARINGS</u>	Data analysis		

		<u>2010-2012</u> <u># of Hearings:</u> <i>There were no hearings during this period</i>			
--	--	--	--	--	--

3. TRANSITION

Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Result	1	<p>Part C to Part B Transition (Indicator #12)</p> <p>The Special Education Director manages the transition of children from Part C Early Intervention (EI) to preschool special education. A database of all EI referrals is maintained and upcoming birthdates are monitored to ensure that meetings are scheduled in a timely manner. Last year's consolidated State Performance Plan data indicated that the district achieved 100% compliance and that all 10 children referred from Early Intervention and found eligible for preschool special education had IEPs developed and implemented by their 3rd birthday.</p>	Data Analysis Interviews State Performance Plan		
Compliance	2	<p>IDEA Transition Planning at the Middle Level</p> <p>Students turning 14 years of age during the time frame of the IEP and/or thereafter are not consistently provided vocational assessments which are required to inform a student's individual education plan. School counselors engage students in an interest inventory through Way to Go RI, however findings from this opportunity are not shared with the students' special education case manager. A comprehensive approach to transition planning (formal documentation of invitation, purpose of IEP meeting documentation, an identified vocational assessment tool, IEP development based on findings related to interest) for eligible students is not currently in place (JK1,4). RI Regulations 300.320(b)(i)</p>	Data Analysis Interviews Observation	<p>Special education administration will provide professional development/ technical assistance on transition planning (vocational assessments, scope and sequence of transition activities) and its connectivity to the IEP process.</p> <p>Timeline: Immediately and ongoing. Progress check: August 2013</p>	
Compliance	3	<p>IDEA Transition Planning at the High School Level</p> <p>Transition Coordinator duties are shared between the department head and a special educator. The department chair attends the Transition Advisory Committee meetings and the teacher sends out a monthly email memo that goes to special educators and guidance counselors outlining updates, reminders and activities. Updates, as</p>	Data Analysis Interviews Observation	<p>Special education administration will provide professional development/ technical</p>	

		<p>appropriate, from these meetings are also sent to the local advisory committee list serve. There is a transition bulletin board in the ALP class where transition information, flyers and Office of Rehabilitative Services (ORS) referral packets are located. Transition related speakers also attend the special education common planning time to provide refreshers and technical assistance as appropriate.</p> <p>Case managers facilitate the vocational assessment and transition planning process for students on their case load. The assessment used is left up to the teacher. Some use the Transition Planning Inventory while others use Way to Go RI. No vocational/transition assessments were seen in the students' records. When we asked for copies at the school only one was produced. This year there has been some discussion on using the RI Youth Transition Workbook as a transition guide. There is also a document that outlines transition activities for each grade level however; it is also new this year. RI Regulations 300.320(b)(i)</p>		<p>assistance on transition planning (vocational assessments, scope and sequence of transition activities) and its connectivity to the IEP process.</p> <p>Timeline: Immediately and ongoing. Progress check: August 2013</p>	
Result	4	At the high school the case manager is the point for the Office of Rehabilitative Services (ORS) referrals at the school. Technical assistance regarding students with disabilities who may be eligible for ORS services is an area for a future ORS in-service.	Interviews Document Review		
Result	5	Summary of Performance (SOP) is facilitated by the case managers as appropriate.	Interviews Document Review		
Result	6	Youth with IEPs aged 16 and above with an IEP that includes appropriate measureable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, and transition services. The East Greenwich Public Schools are 98.43% compliant with this requirement (State performance Plan Indicator #13)			
Result	7	81.25% of youth who are no longer in secondary school, that 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 62.36%. (State Performance Plan Indicator #14)	Interviews Document Review		