

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

School Support System Report and Support Plan

METropolitan Regional Career and Technical Center
October 2011

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.

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**THE METROPOLITAN REGIONAL CAREER AND TECHNICAL CENTER
SCHOOL SUPPORT SYSTEM REVIEW
OCTOBER 17TH & 18TH, 2011**

TEAM MEMBERS

Jane Keane, Jane Slade and Susan Wood

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, 2009 – June 30, 2010 State Performance Plan information on The MET Center Placement Data 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 70.86%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 0% (RI District Average is 14.55%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 0% (RI District Average is 5.14%)</p> <p>All students with disabilities at the METropolitan Regional Career and Technical Center (MET Center) are fully included in the general teaching and learning process and advisory groups with all students. Students with disabilities at the MET Center clearly are members of their school community. Among students and faculty across all schools, there is very little distinction between students with and without disabilities regarding expectations, individualization, or added supports. Special education teachers, learning specialists, and other faculty providing support services are available to students beyond those with identified disabilities.</p>	Data Analysis State Performance Plan		
Result	2	<p>General Overview</p> <p>The MET Center is a state wide, state-funded public alternative school district operated by the Big Picture Company, a non-profit organization. Big Picture's stated mission is to catalyze vital changes in American education by generating and sustaining small, innovative, personalized schools and by leading a national movement to impact policy decisions and educational systems across the country. Supported by a five million dollar grant received in 2004 from the Gates Foundation and other private resources, the Big Picture Company has generated and sustains a network of alternative schools in various</p>	Data Analysis Interviews Observation		

		<p>states.</p> <p>In the sixteen years since its opening with 56 students in 1996, the MET has grown from its original single site located in the Shepard Building in downtown Providence to a district of approximately 683 students attending six high schools sites located in Providence (five sites) and Newport (one site). All sites are located near the Community College of Rhode Island (CCRI) satellite campuses. The East Bay campus also utilizes Salve Regina University.</p> <p>Students seeking to attend high school at the MET can apply directly, with assistance from their guidance counselors, and are chosen by lottery, with approximately 75% of the student body representing Providence residents and the remainder representing communities across the state. The East Bay student body represents primarily East Bay residents. Most MET Center students enter in 9th grade and continue at the MET Center for their high school experience.</p>			
Result	3	<p>Statewide Assessment (State Performance Plan Indicator #3)</p> <p>Participation and performance of children with IEPs on statewide assessments:</p> <ul style="list-style-type: none"> A. The district (MET) disability subgroup (that meets the State’s minimum “n” size) <u>did not</u> meet the State’s AYP targets for the disability subgroup. B. The participation rate for children with IEPs was 96% C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards . This was 16.82 % (as measured against the State target of 26%). Note: State has individual grade and content area targets. State target is average target across grades and content areas. District target is average percent of students proficient across content areas. 	Data Analysis State Performance Plan		
Result	4	<p>Instructional Strategies and Supports</p> <p>Each school individualizes their school learning plan by developing school-based strategies to address the overall MET objectives. Literacy and Numeracy are a common focus of the school learning plans. Plans are developed in the summer by faculty and are continually reviewed throughout the school year to acknowledge accomplishments and address needed improvements.</p> <p>The MET Center bases its learning goals on the expressed belief that high school graduates must know how to reason, problem-solve, and be cooperative members of the</p>	Data Analysis Interviews Observation		

	<p>community. The instructional intent is to assure that students learn how to learn.</p> <p>The following list delineates the MET Center’s stated learning goals:</p> <ul style="list-style-type: none"> - Learning Goal 1: Communication – write, speak, listen, use technology, artistic expression, to communicate and be exposed to a different language - Learning Goal 2: Empirical Reasoning – science, empirical evidence, logical processes, decision making, evaluate - Learning Goal 3: Personal Qualities – respect, organization, leadership reflect and strive for improvement - Learning Goal 4: Quantitative Reasoning – critical thinking, logical sequences, problem solving, math operations/functions - Learning Goal 5: Social Reasoning – anthropology, sociology, social studies cultural perspectives/competencies - The Met also utilizes the National CTE Skills and Competencies to direct learning goals for internship and related project works. <p>A “Gateway” exhibition has been established to mark students’ passage from the MET’s “Junior Institute” (Grades 9-10) to its “Senior Institute” (Grades 11-12). At the 2nd or 4th trimester of each student’s 10th grade year, the student accomplishes the Gateway exhibition by presenting his or her entire cumulative work to date to a panel of faculty, students, and parents. A panel of peers assesses performance and decides the student’s passage, using tools such as the Relationship, Relevance and Rigor Rubric, the Real World Learning Rubric, the Project Rubric, and the 6+1 Trait Writing Rubric.</p> <p>The intent of the MET Center instructional strategy is to ensure real world learning that engages each student in meaningful learning pursuits aligned with his or her individual learning plan, and directly related to accomplishing and exhibiting independent learning projects, based on internships.</p> <p>Most traditional academic classes with subject area teachers who meet Rhode Island certification and NCLB “Highly Qualified” requirements and offer direct instruction in science, English and social studies, are not a component of the MET Center. Mathematics is taught in a traditional way with subject-based classes. Title Ila is in the process of facilitating a review regarding certification. Students do not accumulate credits or Carnegie Units in academic subject areas.</p> <p>Some school based leaders are certified principals while two others are instructional leaders (not certified as principals). The instructional leaders receive supervision from the co-director as well as others in administration (such as the Director of Curriculum and Instruction) who are certified as a principal.</p>			
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	<p>Upon enrollment, each student is assigned to an advisory group of approximately 16 peers and one advisor with whom s/he interacts for all primary group instructional experiences throughout his or her four-year high school program. Instruction is offered primarily through the advisory group, which meets twice daily for 45 minutes. All other instruction has a highly individualized focus from student to student and is conducted through internships, independent work, projects, individual assistance, and interest-based learning groups such as literacy circles or book groups.</p> <p>Student Progress</p> <p>The MET uses Scantron, a standardized, computerized education performance assessment in reading and mathematics. The students take the assessment online (a four-part reading test: vocabulary, fiction, nonfiction informational, and long passage), and the results are instantaneous. Pretesting is done in September, mid January, and post testing in May, with the Learning Specialists responsible for this assessment. The Scantron Assessment supports the literacy initiatives at the schools. Activities include book groups, silent reading periods and literacy research groups. Activities are designed for each quarter for all students and more specifically focused for students below grade level and are incorporated in the student's individual learning plan. Authentic Assessment – students demonstrate proficiency by developing portfolios and presenting trimester exhibitions. Exhibitions involve one-hour oral presentations of the student's work to a panel of peers, mentors, parents and advisors. Advisors assess student progress in detailed narratives.</p> <p>Students at the MET must demonstrate they have acquired certain skills through a capstone project and or a portfolio of work, as well as through their trimester exhibitions.</p> <p>At the time of student's trimester exhibitions, advisors are responsible for generating narrative progress reports for all students, with and without disabilities, in their advisory group. Advisors routinely confer with other faculty connected to students for input in capturing student progress accurately. Progress reports are aligned with goals in the students' learning plans, distinct from goals delineated in students' IEPs. The exceptions to this are East Bay and Unity where IEPs are purposefully linked to the student's learning plans (see also IEP/Evaluation section). Student progress toward IEP goals and objectives is assessed following trimester learning plan meetings that follow exhibitions. In preparation for trimester progress reviews, special education teachers usually meet informally with advisors to discuss student progress toward IEP goals and objectives and then record progress on the IEP goal pages for reporting to parents. The degree to which this procedure is consistently implemented varies, in that not all staff appears</p>			
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		<p>aware of this requirement. Some advisors indicate that they are not aware of whether there is a separate progress report regarding special education goals.</p> <p>Also a centerpiece of the MET learning strategy is <i>Learning through Interests</i> (internships/LTI)</p> <ul style="list-style-type: none"> - 9th graders have the same curriculum as the other grades. However, as a transition, they spend a portion of their first year exploring vocational interests and conducting their LTI search through “shadow days”, informational interviews, short-term internship experiences, and outside presenters offering presentations at the schools, referred to as “Pick Me Ups”, regarding a wide variety of vocations and professional careers. -10th-12th grade students continuously engage in a wide variety of community-based internships in businesses, human service agencies, law firms, schools, and hospitals. Internship selection is based on individual student interests. Students spend approximately two days per week at their internship site, where they seek or apply academic knowledge related to authentic projects, supported by a mentor at the internship site. <p>Students are required to reflect the following five major MET learning goals areas in trimester projects and exhibitions, which showcase their learning to panels of peers, faculty, mentors, and parents:</p> <ul style="list-style-type: none"> -Social Reasoning (Social Studies) -Empirical Reasoning (Science) -Quantitative Reasoning (Mathematics) -Personal Qualities (Self-Reflection) -Communication (English Language Arts) -CTE area as outlined in the CTE Skills and Competencies particular to Internship focus. <p>Another instructional resource developed is the use of Community College of Rhode Island (CCRI) courses or other advanced training as an extended learning opportunity for students needing or interested in pursuing specific skills or exploring areas related to their individual projects or interests. Most MET students complete at least one CCRI course during their high school experience at the MET. Each student is required to have summer opportunities in a written plan. This plan could be engagement in part-time work, math camp, other enrichment camps etc.</p>			
Result	5	<p>MET Center faculty engage in instructional planning through a wide range of formats and have ongoing opportunity and time for shared planning and teaming. Faculty generally consult with each other daily and often exchange resources or share teaching responsibilities for students. For example, cross-school grade level meetings are convened monthly.</p> <p>There is a variety of staff and other school related meetings, in addition to staff and</p>	Data Analysis Interviews Observation		

		<p>individual meetings. The following list portrays several examples.</p> <ul style="list-style-type: none"> -All advisors meet weekly for 2 hours (in their buildings). - All staff meets for monthly professional development for 6 hours. -Learning specialists meet weekly across schools with all learning specialists -Internship coordinators meet weekly for three hours -Post secondary access counselors meet weekly for three hours. -Special educators and the advisors meet as needed -Grade level advisors meet within their schools weekly. -School-based grade level advisors meet weekly. -Principals meet with advisors, learning specialists and special educators -The social worker team meets 90 minutes per week -The special education team meets monthly 			
Result	6	<p>Response to Intervention (Rtl)</p> <p>The social workers/licensed mental health counselor are the chairs for the response to intervention team process. Each August there is a refresher orientation on Rtl for all staff. At each campus the instructional leader meets with the advisors on a weekly basis to review student needs. This is where the Tier I interventions are reviewed and addressed. If based on the data that the advisor and instructional leader review it is determined that a student needs Tier II then they are referred to the Rtl team which meets weekly. Throughout the Met Center schools, Google docs are utilized to capture student information and data (behavioral, MET benchmarks etc.). MET benchmarks are reviewed on an ongoing basis as well as student assessments to review their own progress. The Tier II Rtl team is comprised of the chairs, instructional leader, interns as appropriate and learning specialists. At the Tier II level special educators use to be active members but due to staffing reductions they are not able to participate on a weekly basis. The learning specialists are the point for keeping the special educators updated as to the students' interventions and progress. Interventions may include the learning specialists providing direct intensive support to students as determined by the team. Special educators in the Providence sites, reported not being connected to the Rtl conversation nor do most receive any RTI meeting notes or information from learning specialists. Examples were provided of special educators not being invited or included into conversations or meetings, but only receiving information after the fact (i.e., a student they worked with was moved into a different advisory and they were not aware of this until after it occurred). Tier III Rtl was reported as a referral to the Evaluation Team rather than intensive interventions as outlined in the RIDE Rtl guidance. At this point the special educators did report being brought into the conversation.</p>	Data Analysis Interviews	<p>The Met will continue to review, refine and modify its Rtl process. Staff is looking to improve the alignment of the Met Rtl process to more comprehensively align with the RIDE Rtl guidance. Ongoing professional development is planned throughout the 2011-2012 school year.</p> <p>Timeline: Progress check: August 2012</p>	
Result	7	SPP Disproportionate Representation (State Performance Plan Indicators #9 and			

#10)

White	LD		OHI	
	2010	file review	2010	file review
Students with Disability	27	25	22	24
Total Students	236	236	236	236
District Risk	11.44	10.59	9.32	10.1694915
Nat'l Risk	3.82	3.82	0.98	0.98
District Risk Ratio	2.99	2.77	9.51	10.38

Black	LD	
	2010	file review
Students with Disability	21	16
Total Students	150	150
District Risk	14.00	10.67
Nat'l Risk	3.82	3.82
District Risk Ratio	3.66	2.79

Hispanic	LD		OHI	
	2010	file review	2010	file review
Students with Disability	21	30	11	15
Total Students	236	236	236	236
District Risk	8.90	12.71	4.66	6.3559322
Nat'l Risk	3.82	3.82	0.98	0.98
District Risk Ratio	2.33	3.33	4.76	6.49

While the MET continues to have areas of significant disproportionality, an onsite verification of policies, procedures, and practices as reported in the CRP process plus a district and visiting team file review demonstrated no areas of inappropriate identification practices nor individual cases of inappropriate identification as causal factors of disproportionate representation. Continued implementation of individualized education strategies and social emotional supports are encouraged to support a downward trend in the areas of disproportionality. Recent participation in regional trainings on RTI as part of

		the full and individual evaluation process demonstrates commitment to ongoing review of policies, procedures, and practices related to identification of students with Specific Learning Disabilities. Continued review and revision of policies, procedures and practices in the area of re-evaluation and implementation of RTI will be necessary to support improvement in this area.			
Result	8	<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>The MET had zero (0) students with IEPs suspended more than 10 days (2009-2010). The total of all students suspended more than 10 days was less than zero (0). There is no significant discrepancy.</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>	Data Analysis Interviews Observation		
Result	9	<p>Overview Special Education Program Continuum</p> <p>Throughout the MET school sites special educators and learning specialists work directly with students within and outside of advisory periods, with variations among schools. A variety of MET teaching arrangements exists in the schools (e.g., learning specialist/advisor, special educator/advisor). Staff routinely consults with colleagues to assist with effective strategies for students with unique learning needs. Many special education staff members routinely work with students both with and without disabilities. Adaptive materials and equipment needed to support unique learning and organizational needs of students with disabilities are accessed by staff discussion with the special education director.</p> <p>Accommodations in General Education Advisors' awareness of students' IEPs and assessment information is variable, with some being provided a one-page "snapshot" of excerpts from each student's record, which includes IEP goals and accommodations, which most cite as helpful.</p> <p><u>Overview of Special Education and Related Support Staffing:</u> Special Educators</p>	Data Analysis Interviews Observation		

	<p>The MET employs 4.5 special educators, with each assigned to provide academic support to their assigned school (s). The roles of the special educators are variable, with some primarily overseeing student support services with limited direct service to students while others focus on direct services to students. One of the special educators is also the special education director and dedicates two days per week to this endeavor. There is a one day per week contracted special education director that provides consulting support as needed at the Providence school sites and one consulting special education director that provides part-time support to the East Bay campus. It is unclear how the three administrators communicate to ensure consistency across procedures, protocols and practices (see record review findings).</p> <p>Special education teachers provide direct service to students with disabilities in a variety of formats, such as individually, in small groups and in some schools, within advisory periods, either supporting a student directly or working with an advisor. Arrangements vary from school to school. Special educators are responsible for all paperwork related to the special education process. The MET Center has recently hired a full time educational diagnostician who facilitates testing as well as special education service.</p> <p>Learning Specialists (teacher assistant) The MET Center learning specialist position is parallel to that of a special education teacher assistant, in that learning specialists do not hold certification as a special educator. There are six learning specialist at the MET Center. Job descriptions describe this role as facilitating learning. Learning specialists provide direct service to students with disabilities in a variety of formats, such as individually, in small groups and in some schools, within advisory periods. Learning specialists in some instances carry primary responsibility for planning and implementing specialized instruction, accommodations, and interventions. Individual guidance and oversight from special education teachers varies from school-to-school and individual-to-individual. At East Bay the learning specialist uses Google doc's to chart his work/progress with students and then shares that information with the special educators and advisor. It is unclear how other learning specialists formally share their work to support students with IEPs with the respective special educator and advisor.</p> <p>Social Workers There are five social workers in MET Center schools. There are a number of social worker interns at any given time at the MET, averaging two social worker interns per building. The social worker interns also connect with learning specialists and advisors to discuss current and future needs. There are several groups facilitated by the social workers. The social workers attend student case management, the evaluation, and IEP team meetings. Social workers are available via cell phones, pagers, and email to assist</p>			
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	<p>students and staff as needed. Social workers also provide individual counseling as needed or as per students' IEPs.</p> <p>Psychological Supports A part-time clinical psychologist supports faculty and students and supervises three psychologist interns at the MET Center. The psychologist currently meets with staff for up to four hours once weekly to consult on individual students, participate in case management, and provide job embedded professional development. The psychologist interns, under supervision of the psychologist, conduct and interpret psycho-educational evaluations.</p> <p>Physical Education/Health <u>Providence campus sites</u> For physical education, students go to the on campus Fitness Center one hour (60 minutes) weekly. They self select activities such as weight training, free weights, machines, or rock climbing supervised by a certified rock climbing instructor, or participate in an organized team activity such as floor hockey or basketball. A physical education teacher facilitates the organized activity. Although various health related entities provide programs in the schools these are not currently connected to a formalized health course(s) provided by a certified health/physical education teacher. At the East Bay campus physical education is provided by various staff members.</p>			
Compliance			<p>The Met will review and address to ensure compliance with the regulations regarding physical education and health at all school sites. Documentation will be provided.</p>	
Compliance	<p><u>East Bay site</u> There is one certified physical education/health teacher on the East Bay staff and this trimester he is providing physical education for 20 out of 115 students. The remainder of the students receive physical education from staff who are not certified in physical education. Beginning in the 2012-2013 school year all 9th and 10th graders will rotate into a health class (taught by the certified health teacher) to ensure they are receiving health. Juniors and seniors at East Bay do not receive health. Title IIa is facilitating a review with regard to certification.</p> <p>RIGL 16-22-4. "All children in grades one through twelve (12) attending public schools or any other schools managed and controlled by the state shall receive in thus schools health and physical education during period which shall average at least twenty (20) minutes in each school day." The MET Center does not meet this regulatory requirement.</p> <p>There is one full time speech and language pathologist who covers the Providence school site and one part-time speech pathologist that covers the Newport school site. In addition, there is one full-time, two part-time and three volunteer Orton Gillingham reading specialists.</p>		<p>Timeline: Immediately and ongoing. Progress check : August 2012</p>	

Result	10	Extended School Year (ESY) is offered per the IEP. It is typically housed at both the Providence and East Bay locations.	Data Analysis Interviews Observation		
Result	11	School Efforts to Partner with Parents (State Performance Plan Indicator #8) The district's rate of parent participation in the annual Special Education Statewide Parent Survey for (2009-2010) was 23% of parents whose children have IEP's. Of those parents with a child receiving special education services who participated in the last survey, the percent of parents reporting their school's efforts to involve parents, as a means of improving services and results for children with disabilities at or above the state standard was 41%.	Data Analysis State Performance Plan		
Result/ Compliance	12	Local Special Education Advisory Committee (LAC) A local advisory committee with membership, operation, and scheduled meetings, is partially consistent with Regents' requirements. While the MET Center offers activities and workshops via the Local Special Education Advisory Committee (LAC), and has six members who are parents of students with IEPs, there is no parent chair so the LAC is run and managed by the MET Center administrators of special education. RI Regulations 300.900	Data Analysis Interviews Observation	The Met will continue to formalize a Local Advisory Committee. Special education administration has contacted the RI Parent Information Network (RIPIN) to provide technical assistance with this State regulatory requirement. Timeline: Immediately and ongoing. Progress check: October 2012	

2. EVALUATION/ INDIVIDUAL EDUCATION PROGRAM (IEP)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Result/ Compliance	1	Records of approximately seven students were reviewed prior to the on-site review by the team leaders. Students' records were very accessible. The record review process identified the following:	Data Analysis Interviews Observation	Assurances will be provided to the Rhode Island Department of Education, Office of	

		<p>-Evaluation/reevaluation processes and protocols unclear in regards to paper work (e.g.,consents for evaluation not seen in files)</p> <p>- No evidence of transition assessments and/or interest inventories addressing students post school goals in central file (Woodcock-Johnson and the Psychological evaluations series is listed as a transition tool.)</p> <p>- Parent invitation did not have transition planning checked (only annual review checked)</p> <p>-Overall baseline goals and short term objectives were not consistently measureable</p> <p>- Present Levels of Academic and or Functional Performance are not described as quantitative baseline data</p> <p>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</p>		<p>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. Progress check: August 2012</p>	
Result	2	<p>Across all faculty and schools, there is widely variable awareness or implementation of consistent processes and protocols for ensuring that provisions for student entitlements and parental rights under the Individuals with Disabilities Education Act (IDEA) are consistently implemented. Although the MET Center is clearly committed to the success of students with and without disabilities, the lack of consistent procedures and faculty-wide awareness impedes effectiveness of referral, evaluation, IEP, IEP review, progress monitoring, and transition processes for students with disabilities.</p> <p>Although special education teachers and learning specialists are clearly dedicated to supporting students to succeed, a clear alignment between ongoing instruction and supports and IEP goals and objectives is not apparent. There is limited apparent understanding of the complementary and supplementary relationship between students' learning plans and IEPs. The exception to this appears to be the East Bay and Unity campus where the special educators work with the advisors to purposefully have the IEP and learning plan inform each other.</p>	Record Reviews Interviews	The support plan in Section 2: Evaluation/IEP, Item #1 (above) is applicable to this finding.	
Result	3	<p>Child Find (State Performance Plan Indicator #11)</p> <p>The MET for the 2010-2011 year was at 100% compliance for meeting evaluation timelines for initial referrals. As of 9/ 22/11 the MET was thus far at 100% compliance for meeting evaluation timelines for initial referrals for the 2011-2012 school year.</p>	State Performance Plan data		
Result	4	<p>Specific Learning Disability Determination Process (initial and reevaluation)</p> <p>Throughout the MET Center sites, special education staff were unclear with regard to the new SLD eligibility and reevaluation criteria as to how the determination process</p>	Interviews Record Review	Plans are underway to provide ongoing professional development (starting in	

		was evolving and its alignment to the regulations. While the MET Center has a waiver for the 2011-2012 school year the expectation is that all criteria will be in place for full implementation as of September 1, 2012.		February 2012) to ensure that all criteria are in place and appropriately utilized by September 2012. Timeline: September 2012	
Compliance	5	<p>Specific Student Compliance Issues</p> <p>a.) At the East Bay campus there is a small group functional math class offered for students with and without IEPs. It is taught by a special educator and not a certified math teacher. RI Regulations 300.18</p> <p>b.) Peace Street campus. One IEP reviewed (SW1) states that either the “advisor/ special educator” will provide special education services/specialized instruction yet the advisor is not a certified special educator. RI Regulations 300.18</p> <p>c.) Providence campus sites. Due to the high case load (48-50) students per special educator at the Providence campus sites and the current MET schedule, special educators are unable to provide any services per the IEP to all students on their case load (specific names were provided to MET administration). The above was further complicated by the MET school site facilitating NECAP prep intensively for the past month or so. Students with IEPs who were in the NECAP prep also did not receive their special education services during the NECAP prep timeframe. Students interviewed reported being glad to be able to get back to their “school work” and stop NECAP prep. RI Regulations 300.101</p>	Interviews Observation Record/Document Review	<p>a.) Met administration will rectify this compliance issue and work with administrators to ensure that it does not occur again.</p> <p>b.) IEP (SW1) will be reviewed and this will be rectified. Administration will provide technical assistance to staff with regard to IEP components/writing.</p> <p>c.) Met administration will review the current schedule and revise it to ensure that all students are appropriately serviced per their IEPs. In addition, schedules will be reviewed and refined on an ongoing basis to ensure continued compliance. Compensatory services will be provided and documented.</p>	

				Timeline (a,b,c): Immediately and ongoing. Progress check August 2012	
Result	6	<p>Due Process Summary (State Performance Plan Indicators #16,#17,#18,and #19)</p> <p>In the past three-year period, there have been no formal special education complaints, mediation requests, or due process hearing requests filed by parents or staff of the MET Center with the Office of Student, Community and Academic Supports at the Rhode Island Department of Education.</p>	Data Analysis Interviews Observation		

3. IDEA TRANSITION					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Result	1	<p>Completion of the college preparation and application process is one of the graduation requirements at the Met Center. A special educator and the post secondary access counselor (PAC) collaborate to inform students with disabilities about accessing specialized services in college. Assistance to parents in completing financial aid forms is also provided. Parents are encouraged to participate in sessions at the Met schools during their students' senior year to complete their financial aid forms (FAFSAs).</p> <p>The post secondary access counselor (PAC) follows up on students in their first and second years after graduation, contacting students four weeks into the fall semester of each year to check in. As alumni, students can continue to access follow-up assistance from the MET Center with matters such as job searches, financial forms or social/emotional support.</p>	Data Analysis Interviews Observation		
Result	2	<p>IDEA Transition Planning at the High School Level</p> <p>The special education staff is beginning to use transition assessment tools to inform the IEP process although what specific tool special educators use is left up to them. Staff reported wanting a formalized array of scope and sequence of transition tools that could be used for grades 9-12 (see also specific record reviews findings).</p>	Record Reviews Interviews	Plans are underway to develop a formalized scope and sequence for transition.	Timeline: Progress check: October 2012

Result	3	<p>Drop Out /Graduation Rate (State Performance Plan Indicators #1 and #2)</p> <p>The MET Center graduation rate is 81.90% for all students and 79.10% for students with disabilities. These rates are notably higher than the state average rates of 75.80% for all students and 57.20% for students with disabilities.</p> <p>The MET Center dropout rate is 5.90% for all students and 4.70% for students with disabilities. These rates are notably lower than the state average rates of 14.10% for all students and 23.60% for students with disabilities.</p>	Data Analysis State Performance Plan		
Result	4	Typically, special educators throughout the MET Center sites are the point for the Office of Rehabilitative Services (ORS) referrals at the school. One site reported the post secondary access counselor (PAC) as being the lead for this endeavor.	Interviews Document Review		
Result	5	Summary of Performance (SOP) is facilitated by the special educator throughout the MET Center sites as appropriate.	Interviews Document Review		
Result	7	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 was 100% compliant with this requirement. (State Performance Plan Indicator #13)	Interviews Document Review		
Result	8	87.5% 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. (State Performance Plan Indicator #14)	Interviews Document Review		