

Rhode Island Department of Education  
Office for Diverse Learners

School Support System Report and Support Plan for the  
Northern Rhode Island Community Services  
Viola M. Berard School  
October 6-7, 2008

# **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. School Improvement /Family Engagement
2. Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE)
3. Evaluation/ Individual Education Plan (IEP)
4. Transition

Northern Rhode Island Community Services  
Viola Berard School  
School Support System Review  
October 6-7, 2008

Team – Jane Keane, Margaret Deslaurie and Jeffery Brusini

1. SCHOOL IMPROVEMENT / FAMILY ENGAGEMENT					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	1	<p>Northern Rhode Island Community Services, Inc. (NRI Community Services), a non-profit, licensed behavioral healthcare agency was founded in 1966. The NRI Community Services is a comprehensive behavioral healthcare organization that offers services and supports for emotional, mental health and substance abuse issues that may interfere with daily living. The agency programs are accredited by the Commission on Accreditation of Rehabilitation Facilities (CARF) and the United Neighborhood Centers of America (UNCA) and is a member of the Fund for Community Progress.</p> <p>The NRI Community Services programs include:</p> <ul style="list-style-type: none"> <li>• Acute services</li> <li>• Supportive Housing and Sober Housing</li> <li>• Adult, Adolescent, Child and Family Out-Patient Behavioral Health Services</li> <li>• Early Childhood Day Treatment</li> <li>• Community Based Services to Adults Children and Families</li> <li>• Psychiatric and Nursing Services</li> <li>• Recovery and Psychological Services</li> <li>• The Viola M. Berard School</li> </ul> <p>Since 1985, NRI Community Services has worked with school districts in northern Rhode Island. Services and supports included intensive psychoeducational and clinical assessment services to at-risk children ages 6 to 21, whose behavior and/or psychological challenges significantly impaired their performance in traditional school settings. In 1999, the program was renamed the Viola M. Berard School as an independent non-public special education certified school. The Viola Berard School</p>	Presentation, Documentation, Faculty Interviews		

provides students ages six to twenty-one who are experiencing behavioral and or psychological challenges which impair their academic performance in the public educational setting a clinically supported learning environment. All referrals come from Local Education Agencies for both the day school as well as a step-down transition setting to assist and plan for students returning to school after a lengthy hospital, residential and or other out of home/school setting.

***The Viola M. Berard School Philosophy***

*Students deserve to be taught in the least restrictive environment that will meet their educational and developmental needs. Students individual and life goals, along with family's goals, form the basis for their educational program. The school recognizes the impact of the social/emotional/behavioral concerns of each student and provides support and interventions to address these needs.*

**Program Objectives**

- Development of positive interpersonal communication skills
- Development of internal motivation and ability to use information in assigning and resolving problems
- Development of ability to appropriately initiate and maintain relationships
- Developing in students the knowledge and skills to effectively cope with a changing environment.

Identified through the Northern Rhode Island Community Services Strategic Plan, under the Child and Family Services Program, four specific goals have been identified for the Viola Berard School. The strategic plan addresses individual goal rationale, planned activities and action

planning, along with measurement of achievement and targets to assure success.

**School Improvement**

**Viola Berard Strategic Planning Goals 2007-2008**

**Goal 1 – Promote Family-Focused Services**

- **Rationale** – Increasing caregiver involvement improves student commitment to educational goals.
- **Planned Activities and Action Planning** – Increase opportunities for face to face contacts to six meetings per year, including an IEP meeting, quarterly meetings, and an end of the year meeting.
- **Measurement of Achievement** – To have 100% of caregivers attend at least three meetings per year along with sign in sheets to be utilized for each meeting.

**Status:** Goal met with ongoing improvement.

**Goal 2 – Improve Academic Performance**

**Activity 1 - Implement kinesthetic learning opportunities.**

- **Rationale** – The learning process is achieved through differentiated instruction. Viola Berard staff will meet students' learning needs through endeavoring to offer 100% of enrolled students a variety of learning opportunities to address different learning styles.
- **Planned Activities and Action Planning** – Offer kinesthetic learning through use of Outdoor Activities Program along with physical education activities. Offer hands on experiential learning in the classroom (e.g. use of building models. "K Nex", and other manipulatives) Improve technology in the classroom, providing at least two computers

	<p>and one printer to run educational software.</p> <ul style="list-style-type: none"> <li>• <b>Measurement of Achievement</b> – Quarterly reports will reflect progress toward achieving Individual Education Plan goals. 100% of students.</li> </ul> <p><b>Status:</b> Activity met with on going improvement.</p> <p><b>Activity 2 – Address Absenteeism.</b></p> <ul style="list-style-type: none"> <li>• <b>Rationale</b> – Attendance rates generally predict academic success rates. School districts require that students’ attendance in out of district placement match their districts’ attendance rates of 90%.</li> <li>• <b>Planned Activities</b> – Daily, staff contact will occur with caregivers of absent students. Document “excused” absences. Inform sending school districts’ of students’ attendance. Initiate truancy officer / court when appropriate. Improve caregiver/school communication regarding the students’ absenteeism policy.</li> <li>• <b>Measurement of Achievement</b> – Track students’ attendance. Maintain and document communication with caregivers regarding students’ absences. Inform sending school districts’ of attendance records on a quarterly basis. With 90% attendance by 100% of enrolled Viola Berard students.</li> </ul> <p><b>Status:</b> Activity still in process.</p> <p><b>Activity 3 – Increase compliance with Grade Level Expectations Standards.</b></p> <ul style="list-style-type: none"> <li>• <b>Rationale</b> – Students placed in out of district schools need to comply with grade level standards as directed by No Child Left Behind. Viola Berard seniors will be expected to reach academic proficiency in order to graduate with a standard</li> </ul>			
--	---	--	--	--

		<p>diploma.</p> <ul style="list-style-type: none"> <li>• <b>Planned Activities</b> – Include Grade Level Expectations and Grade Span Expectations in students IEP’s. Develop a Viola Berard High School senior proficiency measurement tool to assess graduating senior students. In collaboration with the sending school districts, coordinate a senior project that is necessary for graduation.</li> <li>• <b>Measurement of Achievement</b> – Monitor grades and offer tutorials to ensure students need the sufficient number of credits to graduate. Assess students’ GLE proficiency and offer individualized curricula to address academic deficits. 80% of eligible seniors to graduate with standard diplomas.</li> </ul> <p><b>Status:</b> Activity is in process and on going.</p> <p><b>(see finding #4 within this section)</b></p> <p><b>Goal 3 – Decrease Violence Risk</b></p> <ul style="list-style-type: none"> <li>• <b>Rationale</b> – Quiet rooms/low stimulation rooms are necessary to allow behaviorally challenged students to deescalate and master self-control and extinguish opportunities of harm to other while maximizing learning time in the classroom.</li> <li>• <b>Planned Activities</b> – Create a new floor plan for the 3<sup>rd</sup> floor of 181 Cumberland street to maximize the use of all available space.</li> <li>• <b>Measurement of Achievement</b> – Complete any new construction by December 30, 2007.</li> </ul> <p><b>Status:</b> Goal met.</p>			
--	--	--	--	--	--

	<p><b>Goal 4 – Expand Diversity of Services</b></p> <p><b>Activity 1 – Implement a forty-five day diagnostic day-school.</b></p> <ul style="list-style-type: none"> <li>• <b>Rationale</b> – Viola Berard plans to develop a forty-five day diagnostic day-school for students from grades 3 through 12<sup>th</sup> grade. There is a need to provide a non-medical diagnostic day school service for students experiencing academic problems due to mental health issues. This program may be the student’s first entry point into the IEP process.</li> <li>• <b>Planned Activities</b> – Utilize the professional services of a psychologist, pediatric psychiatrist, school social worker and a behavior management specialist to provide evaluation and consultation. Coordinate evaluations and data collection with sending school, caregivers and service providers to develop a behavior management plan to return the student to the sending school. Provide appropriate referrals for students needing ongoing mental health services.</li> <li>• <b>Measurement of Achievement</b> – At least four students enrolled in forty-five diagnostic day school at all times during the 180 day academic year. Students will successfully re-enter the sending school with Viola Berard Support.</li> </ul> <p><b>Status:</b> Activity has been established and opportunity available for LEA referral.</p> <p><b>Activity 2 – Provide consultation to area school districts.</b></p> <ul style="list-style-type: none"> <li>• <b>Rationale</b> – As per-student spending is decreased in school budgets, support staff for behaviorally challenged students has also decreased. The Viola Berard Senior Behavior Specialists will serve as a consultant to area schools districts on a full time basis in order to assist schools to address the</li> </ul>			
--	--	--	--	--

		<p>needs of students with emerging behavioral needs on a contract basis.</p> <ul style="list-style-type: none"> <li>• <b>Planned Activities</b> – Attend meetings to offer consultation in the area of behavior management and case management. Observe students in any setting during school hours and consult with teachers, administration and or support staff regarding student or classroom behavior management. Consult with administration and or teachers regarding parental involvement. Be a resource for administration, teachers and parents regarding outside services. Be able to provide individual or group training in the area of behavioral management with could include Crisis Management. Interview and motivate the student to buy into a behavior management plan.</li> <li>• <b>Measurement of Achievement</b> – At least four area schools districts to contract for services. Feedback survey will be completed by all participating school districts.</li> </ul> <p><b>Status:</b> Activity met with on going improvement.</p> <p><b>Activity 3</b> – <i>Research the possibility of implementing an Extended School Year Program.</i></p> <ul style="list-style-type: none"> <li>• <b>Rationale</b> – Research opportunities to develop a summer “Extended School Year” program. This program is needed for Viola Berard students as well as area school students seeking behavioral management and or social skill development ESY program as outlined in the students IEP.</li> <li>• <b>Planned Activities</b> – Hire appropriate personnel to implement a summer educational program. Create a five week summer school behavioral/social skill curriculum. Identify students to attend the program through their local educational authority.</li> </ul>			
--	--	--	--	--	--

		<ul style="list-style-type: none"> <li>• <b>Measurement of Achievement</b> - At least six students to be registered in the ESY program for the Summer of 2008. Students will successfully complete the ESY program as evidenced by certificate of completion provided by Viola Berard.</li> </ul> <p><b>Status:</b> Activity in process and on going.</p>			
Performance	2	<p><b>Professional Development</b>  The Viola Berard School provides ongoing job embedded, training and or topical discussions regarding pertinent issues on a weekly basis. Northern Rhode Island Community Services requires all faculty to attend a one week orientation prior to commencement of the school year. In addition the agency provides faculty and staff a 40% reimbursement for continued education.</p> <p>The following are examples of the training and or topical discussions that were offered:</p> <ul style="list-style-type: none"> <li>Therapeutic Crisis Intervention</li> <li>Making Moral Judgments</li> <li>Changes/New IEP</li> <li>Pervasive Developmental Disorder</li> <li>Working with PCP's and Psychiatrists</li> <li>Behavioral and Pharmaceutical Interventions</li> <li>Positive Behavioral Interventions and Management Practices</li> <li>Cultural Diversity in the Workplace</li> <li>Confidentiality / Ethics</li> <li>Affect Regulations</li> <li>Universal Precautions</li> <li>Behavior Management for Psychiatrically Involved Students</li> </ul>	Presentation, Documentation, Faculty Interviews	Viola Berard School will create a professional development plan incorporating a teacher mentoring initiative.  Time Line: Immediate and ongoing  Progress Check: June 2009	VMB School has begun a mentoring program with an experienced special Education instructor from the Smithfield School Dept. who has agreed to meet with VMB School teachers on a monthly basis.
Performance	3	<p><b>Partnerships</b>  Viola Berard School has a number of partnerships with both Institutes of Higher Education and Local Community</p>	Presentation, Documentation, Faculty Interviews		

		<p>Agencies including but not limited to the following;</p> <ul style="list-style-type: none"> <li>• Rhode Island College</li> <li>• Providence College</li> <li>• Northern RI Collaborative</li> <li>• Feinstein Learning Academy</li> <li>• Mount St. Charles Academy</li> <li>• RI Food Bank</li> </ul> <p>Connecting for Children and Families</p>			
Performance	4	<p><b>Instructional Strategies and Supports</b>          Individual teaches at Viola Berard aligned and design instruction based on the GLE's and GSE's through internet research and purchases materials based on individual student need. The school has limited current text and resources to establish a systemic structured documented frame work for a K-12 core content area curriculum including reading.</p> <p>Instructional Strategies and Supports were noted as follows:</p> <ul style="list-style-type: none"> <li>• Positive Behavioral Interventions and Supports</li> <li>• One on One Instruction</li> <li>• Experiential Education (hands on assignments along with field trips)</li> <li>• Team/group work</li> <li>• Project based instruction</li> <li>• Stevenson Reading Program</li> <li>• High interest low level reading</li> <li>• Integrated instruction that combines subject areas</li> <li>• Use of graphics, posters, and other visuals</li> <li>• Positive Behavioral Modification system</li> <li>• Therapeutic Crisis Intervention</li> <li>• Student Portfolio</li> </ul>	<p>Presentation,          Documentation,          Faculty, Parent          and Student          Interviews          Class          Observation</p>	<p>Viola Berard School will create a Curriculum Development Team to design and implement a comprehensive 2<sup>nd</sup> – 12 grade curriculum aligned to the Grade Level Expectations and Grade Span Expectations.</p> <p>Timeline: Immediate and ongoing.</p> <p>Progress Check: June 2009</p>	<p>VMB School has reviewed curriculum options and has agreed to utilize the Reading Street curriculum grades K through 12 as this program is aligned to the GLEs and GSEs.</p>

Performance	5	<p><b>Assessment Performance</b> Use of student assessment and performance data to inform instructional practices at Viola Berard is based on teacher generated assessments, individual projects and presentations, homework, classroom participation and writing assignments, Way to Go RI, Transition Planning Inventory (Interest Inventories) along with the NECAP.</p>	Presentation, Documentation, Faculty Interviews		
Performance	6	<p><b>Common Planning</b> Scheduled common planning, training and professional development and consultation for faculty at Viola Berard is facilitated weekly. Staff meet every morning (and afternoon when time permits) to address student and or family concerns, scheduling, instructional strategies and problem solving activities for the up coming day. Every Wednesday staff attend a two hour topical discussion to address areas of professional development identified by faculty and or administration. Every other week faculty meet with the consulting psychologist for one hour to address student issues of social emotional and or behavioral learning strategies. Consultation with the contracted special educational administrator is held weekly and on going.</p>	Presentation, Documentation, Faculty Interviews		
Performance	7	<p><b>Family Engagement</b> Staff at Viola Berard School make frequent contact with families on a weekly basis via phone conversations and or email.</p> <p>Teachers provide parents with daily logs of student achievement and challenges along with quarterly IEP progress reports. Parents are encouraged to share concerns, events and/or problems in the home that might affect student's school performance.</p> <p>Parents are invited and encouraged to attend all meetings regarding their child along with social events such as the annual Thanksgiving Luncheon, a May Breakfast and the</p>	Presentation, Documentation, Faculty and Parent Interviews		

	<p>end of the year picnic at Camp Ker-Anna.</p> <p>As appropriate all families have access to services and supports provided through the Northern Rhode Island Community Services Agency. (noted above)</p> <p>Families reported having confidence in the program.</p>			
--	--	--	--	--

<b>2. FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE/LRE)</b>					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	1	<p><b>Program Continuum</b></p> <p>The academic program at Viola Berard School is designed to meet the individual special educational needs of each student. The school is currently providing a therapeutic learning environment for 18 students and has the capacity for up to 30. Each classroom (3) is facilitated by a certified special education teacher (with one teacher of the three holding emergency certification and currently working to achieve special education certification by 2010) and a teaching assistant. Instruction is facilitated in three multi level classrooms maintained with low class size (10 or below) to provide a more individualized approach to learning.</p> <p>The current multi grade level classes are as follows:</p> <ul style="list-style-type: none"> <li>• Elementary - 3<sup>rd</sup> through 6<sup>th</sup> grade</li> <li>• Middle – 7<sup>th</sup> and 8<sup>th</sup> grade</li> <li>• High – 9<sup>th</sup> through 12<sup>th</sup> grade</li> </ul> <p>Additional faculty and staff include the Vice President of Child and Family Services, the Program Director, the Dean of Students, a certified full time Physical Education Teacher along with support staff which includes a school nurse, a consulting special education director, a consulting school psychologist and a behavior specialist.</p>	<p>Presentation, Documentation, Faculty, Parent and Student Interviews Class Observation</p>	<p>Viola Berard School will create a Curriculum Development Team to design and implement a comprehensive 2<sup>nd</sup> – 12 grade curriculum aligned to the Grade Level Expectations and Grade Span Expectations.</p> <p>Timeline: Immediate and ongoing.</p> <p>Progress Check: June 2009</p>	<p>Curriculum Development Team consisted of VMB school teachers and administrative staff, Consulting Special Educational Director, and NRICS Director of Evaluation and Performance Improvement.</p> <p>Curriculum aligned to GLEs and GSEs was developed. E.g. Language Arts curriculum will be implemented using Reading Street curriculum grades K through High School.</p>

		<p>Sending Local Education Agencies provide speech and language therapists, occupational therapists along with sensory therapists. All compensatory services and supports are additionally provided through the sending district.</p> <p>Currently alignment of curriculum of sending districts (for students) is emerging. (see section 1 indicator 4) Students will receive individual academic support as credit needs are identified. For students attending the high school program credit retrieval is managed by both the special education teacher and the dean of students.</p>			
Performance	2	<p><b>Access to Peer Activities</b> All students at the Viola Berard School have access to peer activities (sports, social events, field trips etc.,) through their Local Education Agency/home school community. Staff at Viola Berard School will coordinate all necessary logistics for students to participate.</p>	<p>Presentation, Documentation, Faculty and Student Interviews</p>		
Performance	3	<p><b>Disciplinary Policies and Practices</b> Viola Berard School has clear policies and protocols in managing disciplinary actions as noted through their student handbook.</p>	<p>Presentation, Documentation, Faculty Interviews</p>		
Performance	4	<p><b>Social Emotional Learning Supports</b></p> <p>The overall culture of the school is to provide students experiencing behavioral and/or mental health challenges with strategies to enable them to take personal responsibility for their behavior through the employment of evidence based Therapeutic Crisis Intervention.</p> <p>A major curriculum component of the school is the teaching of life long affective management strategies through self-awareness of natural consequences of any behavior that is</p>	<p>Presentation, Documentation, Faculty, Parent and Student Interviews Record Reviews</p>	<p>Viola Berard School will create and implement individual student behavior intervention plans determined by the team to monitor data and to determine progress.</p> <p>Time Line: Immediate and ongoing.</p> <p>Progress Check: June 2009</p>	<p>VMB School has implemented a process to create behavior plans for all students using the following: Direct Observations, FBAs, IEP Behavioral Goals, Parent input, and incorporation of any</p>

	<p>normally found in society utilizing a point system that provides immediate written and verbal feedback based upon individualized behavior goals as written in interventions for behavior and is designed to respond in a proactive and supportive manner.</p> <p>Though Viola Berard School engages in a behavior management point system, it was unclear how individual student behavior plans were developed, reviewed and monitored for improvement of student social emotional and or behavioral outcomes. JK – 1 and JK 2</p>			and all evaluations performed in the past 24 months.
--	---	--	--	--

3. EVALUATION/ INDIVIDUAL EDUCATION PROGRAM (IEP)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance		<p>The Viola M. Berard School will continue to assist the respective LEAs, that they work with in providing a free and appropriate public education (FAPE) to the students they serve in accordance and adherence to the RI Regulations.</p> <p><i>This is applicable to all items in this section in addition to the record review addendum.</i></p>	Data Review	<p>Assurances will be provided to the RI Department of Education, Office For Diverse Learners that compliance issues are addressed and rectified.</p> <p><i>This Support Plan is applicable for all compliance findings noted through the record review process.</i></p>	
Performance	1	<p><b>Program Criteria</b> Viola Berard School has clearly defined entrance and exit criteria and plans to expand documentation to support all aspects of a students academic and behavioral health needs.</p> <p>Viola Berard School accepts referrals from Local Education Agencies throughout Rhode Island, and nearby Massachusetts and Connecticut at any time throughout the year. All referrals include the following documentation:</p> <ul style="list-style-type: none"> <li>• Current IEP the includes reason for placement</li> <li>• Recent Psychiatric Assessment</li> </ul>	<p>Presentation, Documentation, Faculty, Parent and Student Interviews, Record Reviews</p>	<p>Viola Berard School will expand required referral documentation and communication with Local Education Agencies to develop comprehensive student planning.</p> <p>Time Check: Immediate and ongoing.</p> <p>Progress Check: June 2009</p>	<p>VMB has created a checklist for referring districts (LEAs) to provide a comprehensive referral packet, asking for all pertinent information BEFORE a student is accepted to VMB School.</p>

		<ul style="list-style-type: none"> <li>• Recent Psychological Assessment</li> <li>• Current Educational Assessments</li> <li>• Student Health Records</li> </ul> <p>A treatment/education team (Program Director, Dean of Students, and the special education teacher and when appropriate the consulting school psychologist and the special education administrator) reviews all referrals. The Program Director assesses referral documentation along with the treatment/education team recommendations to determine appropriateness of placement for students referred. As students are accepted in to the program, parents and students are scheduled for a school tour and provided with information to assist them with the overall program expectations and protocols.</p> <p>On or about 30 days after students are placed at Viola Berard School, the LEA, parents and faculty engage in an IEP review to assure accurate goals and objectives are identified including therapeutic interventions to assist the student reintegration into their home school community.</p>			
Compliance	2	<p><b>Record Reviews</b></p> <ul style="list-style-type: none"> <li>• Various IEP items not consistently documented and or completed.</li> <li>• IEP goals not consistently posed as measurable.</li> </ul> <p>(RIGL Section 300.320-324)</p>		<p>Viola Berard School will create a professional development plan incorporating a teacher mentoring initiative and provide professional development regarding IEP writing.</p> <p>Time Line: Immediate and ongoing</p> <p>Progress Check: June 2009</p>	<p>VMB School is currently working with an experienced special educator as mentor for our staff. She, as well as other special education consultants and directors, are assisting our teachers in writing IEPs. We are currently awaiting enrollment in “Easy IEP” software. Issue</p>

					addressed and resolved.
--	--	--	--	--	-------------------------

4. TRANSITION					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	1	<p><b>Vocational Assessments – Procedures, Linkages To Transition Planning</b></p> <p>Vocational and Transition planning for identified students is emerging at Viola Berard School.</p> <p>Students work with the Outcome/Skill checklist for transition planning, Transition Planning Inventory, a self-directed Career Planning guide and the utilization of Waytogori.org source for college and career planning helping students explore educational options. JK – 1,</p> <p>Additionally, students will participate in Service Learning Projects, Work-Study and or ORS.</p>	<p>Presentation, Documentation, Faculty, Parent and Student Interviews Record Review</p>	<p>Viola Berard School will create a systemic approach to Transition Assessment and Planning.</p> <p>Time Line: Immediate and ongoing.</p> <p>Progress Check: June 2009</p>	<p>VMB School has implemented at systemic approach to Transitional Planning &amp; Assessment utilizing the support of the sending districts' guidance counselors, Way-TO-Go RI, parents and students input into the process. Our transitional planning and assessment include our middle school as well as our high school students.</p>
Performance	2	<p><b>Secondary Post Secondary Planning And Outcomes</b></p> <p>Faculty at Viola Berard School communicates with districts regarding graduation requirements/PBGR to assure students are able to capture required credits.</p> <p>(currently Viola Berard does not have students eligible for graduation and/or at the appropriate grade level)</p>	<p>Presentation, Documentation, Faculty and Student Interviews</p>		

