



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

**School Support System Report and Support Plan
The Metropolitan Regional Career and Technical Center
(The Met)**

February 2021

SCHOOL SUPPORT SYSTEM A Collaborative System of Focused Monitoring

Introduction

The purpose of the School Support System (SSS) is to provide a means of accountability for delivery of programs and services for students with exceptionalities. The School Support System model is designed to promote the involvement of the whole school district, general educators as well as special educators and parents. It is designed to learn if the district meets the regulations and what effects programs and services have on student outcomes. Finally, the SSS develops a school support plan for training and technical assistance.

To accomplish this the SSS includes these components:

- **The Orientation Meeting:** The Rhode Island Department of Education (RIDE) staff meets the Local Education Agency (LEA) to plan the site review and identify issues or initiatives that may influence programs or service delivery.
- **Data Analysis Meeting:** The RIDE staff meets to review LEA demographic information on selected reports including: the state performance 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 20 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 by the district as well as resources and time lines to improve programs and services.

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Record Review Team Leaders

Team A – Susan Wood and Sandra Cambio Gregoire

The RIDE, Office of Student, Community & Academic Supports School Support System process was facilitated to provide a means of accountability for delivery of programs and services to improve outcomes for students with disabilities. The following pages reflect the findings of that process.

1. FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE/LRE)

Indicator	Findings		Support Plan
Result	1	<p>Least Restrictive Environment Data (State Performance Plan Indicator #5)</p> <p>Based on the FY July 1, 2017 – June 30, 2018 State Performance Plan information on The Metropolitan Regional Career and Technical Center Public Schools Placement is as follows:</p> <p>The percentage of students educated 80 to 100% of the time in general education settings is 100% (RI District Average is 71.05%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 0% (RI District Average is 12.5%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 0% (RI District Average is 5.11%)</p> <p><i>Documentation: Data Analysis State Performance Plan</i></p>	
Result	2	<p>Participation and performance of children with IEPs on statewide assessments (State performance Plan Indicator #3):</p> <p>B. Participation rate for children with IEPs 95.7%.</p> <p>C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievements standards 5.56% [Note: State has individual grade and content area targets 7.69%). State target is average target across grades and content areas. District target is average percent of students proficient across content areas (7.69%).]</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	
Result	3	<p>Multi-Tiered System of Support (MTSS) Response to Intervention (RTI)/Academics</p> <p>High School Level: The Met continues to sustain and improve the MTSS system across all campuses. The system incorporates three tiers of intervention and progress monitoring. Each small school has a Problem Solving Team (PST) composed of the Instructional Building</p>	

		<p>Leader, Student advisor, Social Worker and Learning Specialist /Teacher Assistant.</p> <p>This team uses student performance data to determine what interventions are indicated, who will implement the intervention and how progress will be monitored. Instructional staff have access to shared folders of data driven intervention strategies that are targeted to specific deficits. Data systems to record interventions and student progress have been updated.</p> <p>The MTSS process has resulted in fewer referrals for initial evaluations. Additionally, PST teams can request a consultation with the Focused Intervention Team (FIT), which includes our Consulting School Psychologist, School Psychology Intern, Director of Special Education Services and, as needed, Director of Social Work. FIT pairs with PST to review student data and develop an intervention plan. This intervention consult, which includes a second progress monitor meeting, often results in students' needs being successfully supported within the general education setting.</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	
Result	4	<p>SPP Disproportionate Representation (State Performance Plan Indicator #9 and #10)</p> <p>The Metropolitan Career and Technical Center is not disproportionate</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	
Result	5	<p>Suspension (State Performance Plan Indicator #4a): Significant discrepancy in the rate of suspensions (for students with IEPs) greater than 10 days as compared to the rate of suspensions (for students without IEPs) greater than 10 days. This was not applicable for The Metropolitan Regional Career and Technical Center Public Schools as no students with IEPs were suspended for greater than 10 days.</p> <p>State Performance Plan Indicator #4b 0% had: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to</p>	

		<p>the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	
Result	6	<p><u>Multi-tiered System of Support (MTSS)/Social Emotional Supports/Social Emotional Resources/Positive Behavioral Supports</u></p> <p>High School: The MTSS/Rtl model utilized with students presenting with social/emotional, behavior challenges or attendance issues focuses on a series of benchmarks used by the Problem Solving Teams (PST) at the small school level. Data is presented, and interventions are chosen and implemented. These are individually planned and implemented based on each student’s unique needs and circumstances. Examples of interventions may be meetings with a member of the School Social Work team, collaboration with outside agencies/service providers, referrals to community supports, development of individualized Behavior Intervention Plans (BIP), parent/student/school staff meeting(s), moving student temporarily or permanently to a different advisory/building, or other modifications to the student’s Individual Learning Plan (ILP). Additionally, consistent recognition of students’ behaviors which align with The Met’s Core Values are recognized and rewarded through Student of the Week, Student of the Month, ‘Good on Ya’ cards mailed home, and other accolades.</p> <p>School Removals/Disciplinary Policies. Throughout the district, behavioral expectations along with disciplinary action protocols and policies are comprehensively defined in a student handbook.</p> <p>Guided Discipline is a school wide system to create equitable, consistent responses to behavior that result in strengthening decision making skills in students. Professional development and training materials were provided to all staff. Guided Discipline Trainings included topics such as “<i>Classroom Management vs. Reacting to Student Misbehavior and Using Specific Behavioral Interventions/Guided Discipline</i>”. Administration and the leadership team continue to support Guided Discipline as an intentional, goal driven response to student behavior.</p> <p>The Met develops policies and utilizes tools to create teaching opportunities when there are incidents of behavior problems or conflict. Instead of a punitive approach, The Met works to build the capacity of students to consider different perspectives and proactively respond in challenging situations. Additionally, the Met partnered with Restore More, an educational consulting firm, with a focus on facilitating staff development with issues of racism and cultural awareness. All staff have the opportunity to participate in multi-session training and supports.</p>	

		<i>Documentation: Data review, Interviews</i>	
Result	7	<p>Preschool Continuum</p> <p>The Met serves high school age students so this section is not applicable. 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. This assessment information is used to shape and individualize instruction and to demonstrate progress.</p> <p>Indicator #6</p> <p>A. In this district, the percent of preschool children aged 3-4 with IEPs attending a general education early childhood program and receiving the majority of special education services in the general early childhood program was Na%.</p> <p>B. The percent of children aged 3-5 with IEPs attending a separate special education class, separate school or residential facility was Na%</p> <p>State Performance Plan Indicator #7</p> <p>Statement 1. Of the preschool children who entered the preschool program below age expectations, the percentage who substantially increased their rate of growth by the time they turned 6 years of age or exited the program:</p> <ul style="list-style-type: none"> ▪ Positive social-emotional skills (including social relationships); Na% ▪ Acquisition and use of knowledge and skills (including early language/communication and early literacy); Na% and ▪ Use of appropriate behaviors to meet their needs Na% <p>Statement 2. The percent of preschool children who were functioning within age expectations in each Outcome by the time they exited the program were:</p> <ul style="list-style-type: none"> ▪ Positive social-emotional skills (including social relationships); Na% ▪ Acquisition and use of knowledge and skills (including early language/communication and early literacy); Na% and ▪ Use of appropriate behaviors to meet their needs Na% <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	

Result	8	<p>Program Continuum Elementary Level</p> <p>The Met serves high school age students so this section is not applicable.</p> <p><i>Documentation: Data Analysis; Interviews</i></p>	
Result	9	<p>Program Continuum Middle Level</p> <p>The Met serves high school age students so this section is not applicable.</p> <p><i>Documentation: Data Analysis; Interviews</i></p>	
Result	10	<p>Program Continuum High School Level</p> <p>At the Metropolitan Regional Career and Technical Center High School there are approx. 814 students and 89 have IEPs. The program continuum is as follows: The Met is a fully integrated, public 9-12 high school program. 100% of students are educated in the general education setting 80% or more of the time. Advisories, which are cohorts of 16 students, move together through grades 9-12, with an advisor who guides their Individualized Learning Plan and Real World Learning experiences.</p> <p>Each student has an Individualized Learning Plan (ILP), which is student centered and interest based. All students have the opportunity to participate in interest based internships or community partnerships to provide Real World Learning experiences, which are the basis of the student's learning plan. Additional opportunities available to all students include taking college courses or enrolling in a certification class.</p> <p>There is a high priority on collaboration between general educators, special educators, learning specialists and related service providers. General education staff (advisors) and special education staff meet weekly to monitor student progress, consult and determine how to supplement student instruction. This allows for an alignment between identified students' IEP and Individual Learning Plan (ILP). The ILP is reviewed at the end of each trimester, allowing for frequent planning and progress monitoring with students and their family. In addition to the ILP, each special education student participates in the annual review of their IEP.</p>	

		<p>Other supports and services in each small school setting include:</p> <ul style="list-style-type: none"> • A Learning Specialist/Teacher Assistant, who provides academic support as needed for all students and specifically for students identified as needing intervention in accordance with MTSS . • Each small school staff includes a Social Worker and Master's level social work interns, working under the supervision of the Director of Social Work. This team services students with IEP counseling goals, and supports students identified through MTSS. All students at The Met can access members of the SW team. . • Literacy supports are provided through specialized programs such as morphology groups, goal focused reading groups, Keys to Literacy, Orton Gillingham, and online supports using IXL and Reading Horizons. • A full time reading specialist was hired specifically to work with boys of color who struggle with reading. She works with students individually or in pairs, setting skill development goals that are student specific as well as improving engagement with text. • Intensive QR (Quantitative Reasoning/mathematics) program with a high degree of diversification based on student strengths and needs. Instructional groups are small and concepts are reinforced through authentic application of skills. QR instructors offer office hours that students can utilize for individual support with the curriculum. Two online programs are used to reinforce content and foundational skills. • Extensive after school program with a variety of opportunities, including academic skill development. (Note: This program is currently not in effect due to covid restrictions) <p><i>Documentation: Data Analysis; Interviews; Observation</i></p>	
Result	11	<p>Adaptive Physical Education (APE)</p> <p>Adaptive physical education is provided per the IEP. No current Met students require APE.</p> <p><i>Documentation: Data Analysis; Interviews; Observation</i></p>	
Result	12	<p>Extended School Year (ESY):</p> <p>Extended School Year at the Met is typically one (1) hour per week (per ESY goal) for 6 weeks over the summer. Students are referred by special educators via the IEP</p>	

	<p>process. The Special Education Director reviews all ESY referral and compiles a list of students and goals to be addressed.</p> <p>The list is sent to providers who will divide the kids and make contacts to develop schedules. Contact attempts are documented.</p> <p>ESY Progress Form is attached to the ESY referral page and the goal pages (for identified goals) from the IEP.</p> <p>Forms are filled out following service provision to reflect attendance and progress made. Work samples are not required documentation. Forms must be completed and returned to The Special Ed Director by mid- September.</p> <p>Forms are reviewed and filed in Central Office student files. A spreadsheet of student names and goal area can be compiled with the data of what was addressed.</p> <p><u>Documentation:</u> Data Analysis; Interviews</p>	
Result	<p>13 Local Special Education Advisory Committee (LAC):</p> <p>The Met follows and adheres to the regulatory requirements for a LAC. families are an integral component for the success of the students. After the student lottery, accepted families are invited to a welcoming event, to review student and family expectations and clarify information. At this event, the student, family, and school contract is reviewed that outlines the expectations for family involvement. These include attending student exhibitions and trimester learning plan meetings three times a year, as well as attending another school-family event.</p> <p>The Met does not follow a specific, static academic curriculum, with the exception of QR. . Each students' Individual Learning Plan is developed based on their interests, goals, strengths and needs as assessed each trimester. Parents/families are integral to planning and supporting these individualized plans.</p> <p>Whole school communication, in the form of a Met newsletter is delivered to families 3-4 times per year. These celebrate student successes and inform families of events available to all students. Any information that concerns</p>	

		<p>students or families is communicated via a personal letter/email from The Met's Co-Director.</p> <p>Consistent communication between parents and school staff is an integral component of The Met culture. It is not unusual for parents and advisors, specialists, administrators and parents to exchange daily text messages, emails or phone calls. The Met intentionally practices communicating student successes to parents as well as challenges. Student challenges are addressed through a collaborative response from the student's educational team, including the student, his/her family, advisor, specialist (as appropriate) and building leader. Parents/families are valued team members in developing Individual Learning Plans as well as Individual Education Plans. Each trimester, the student's learning team reviews and revises the ILP and, for special education students, ensures the alignment of the IEP and ILP.</p> <p>The Met creates authentic opportunities for parents and families to be engaged in their student's educational experience. Consistent and frequent communication with parents and families has always been a fundamental component of developing relationships and responsive, individualized learning plans. The level of communication and parent involvement inherent to The Met community has likely hindered efforts to successfully solicit parent interest in participating in a Special Education Advisory Committee.</p> <p><i>Documentation: Data Analysis; Interviews</i></p>	
Result	14	<p>School Efforts to Partner with Parents (State Performance Plan Indicator #8)</p> <p>The public school district's rate of parent participation in the annual Special Education Statewide Parent Survey (2017-2018) is 37% of parents whose children have IEPs.</p> <p>Of parents with a child receiving special education services who participated in the last survey, the percent that reported that their school's efforts to involve parents as a means of improving services and results for children with disabilities are at or above the state standard is 26%.</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	
Result	16	<p>Drop Out / Graduation Rate (State Performance Plan Indicator #1 and #2)</p> <p>The Metropolitan Regional Career and Technical Center Public Schools graduation rate is 95.5 % for all students and 81.25% for students with disabilities. These rates are higher than the state average rates of 84% for all students and 62.4% for students with disabilities.</p>	

	<p>The Metropolitan Career and Technical Center Public Schools dropout rate is 0% for all students and 1.1% for students with disabilities. These rates are lower than the state average rates of 8.7% for all students and 16.0% for students with disabilities.</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	
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2. EVALUATION / INDIVIDUAL EDUCATION PROGRAM (IEP)

Indicator		Findings	Support Plan
Result	1	<p>The record review process did not identify any compliance issues. identified by following:</p> <p><i>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</i></p> <p><i>Documentation: Data Analysis; Interviews</i></p>	<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. No issues identified.</p>
Result	2	<p>Child Outreach:</p> <p>The Met serves high school age students so this section is not applicable.</p> <p><i>Documentation: State Performance Plan; Data Interviews</i></p>	
Result	3	<p>Child Find (State Performance Plan Indicator #11)</p> <p>The Metropolitan Regional Career and Technical Center for the 2019-2020 year was at 100% compliance for meeting evaluation timelines for initial referrals.</p> <p><i>Documentation: State Performance Plan Data</i></p>	
Result	4	<p>Student Accommodations and Modifications</p> <p>Throughout the district special educators completed an IEP Snapshot that is then sent to the general education teachers.</p> <p>When an IEP is developed, special educators draft a Snapshot IEP as part of the required documentation. One copy of the snapshot remains in the central file and a copy is provided for the advisor and other specialists as appropriate. General educators and related service providers are able to keep this documentation as reference when planning and working with students.</p> <p><i>Documentation: Data Analysis; Interviews; Document Reviews</i></p>	

Result	5	<p>Specific Learning Disabilities Determination (SLD):</p> <p>The Met Focused Intervention Team (FIT) follows a procedure guided by RI State mandates when determining if a student is eligible under the diagnosis of Specific Learning Disability (SLD). This process has been implemented consistently since 2013. Several positive impacts have improved the practice in meeting student needs:</p> <ul style="list-style-type: none"> • providing guidance for student support • reducing disproportionality in other diagnosis from previous determinations from sending districts • reducing referral for special education through MTSS <p>Comprehensive student re-evaluations include multiple sources of data, including educational and cognitive assessments, formal and informal assessments, reports from general educators and related service providers as appropriate. Achievement data is derived primarily from Woodcock –Johnson IV, and also includes STAR assessments that are given twice a year to all students for reading and math. General educators provide information about the student’s current level of performance and parents provide historical information related to their student’s academic career. Cognitive evaluations generally include a battery of assessments that provide comprehensive information about how the student processes different types of information. A standard cognitive battery at The Met includes but is not limited to measures of the student’s ability to adapt and constructively solve problems, assess memory and recall with visual and verbally presented information, and measures of executive functioning skills: (WISC-IV/WAIS-IV, WRAML-2, REY, BRIEF-SR, BRIEF-TR, Youth Self Report, Teacher Report Form).</p> <p>Initial evaluations are conducted following the implementation of tiered levels of intervention and review of the resulting data by FIT. Each small school has a Problem Solving Team (PST) made up of the school social worker, general educator, learning specialist/teacher assistant and building/instructional leader. Skill deficits are identified and the PST develops a plan of intervention which includes intensive instruction, with progress monitoring review after 6 weeks. Based on the student’s response, the level of intervention is intensified or maintained and data is collected to determine the student’s progress. If the student is not progressing, or progressing at a rate that is not commensurate to the peer group, PST makes a referral to FIT to determine if an evaluation to determine eligibility is warranted. In some cases, FIT refers back to the school team with guidance on how to implement another intervention plan. When a student is evaluated or reevaluated and found eligible for special education services under the category Specific Learning Disability, a member of the special education team conducts and documents a classroom observation to provide further information to support the diagnosis.</p> <p><i>Documentation: Interviews; Document Review</i></p>	
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Result	6	<p>Due Process Information (State Performance Plan Indicators)</p> <p>Over the past three years The Metropolitan Regional Career and Technical Center has no complaints, mediations or hearings</p> <p><u>Documentation:</u> Data Analysis, RIDE, Due Process Data Base</p>	
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3. IDEA TRANSITION

Indicator		Findings	Support Plan
Result	1	<p>Part C to Part B Transition (Indicator #12):</p> <p>The Met serves high school age students so this section is not applicable.</p> <p>The District manages the transition of children from Part C Early Intervention (EI) to preschool special education. A data base of all EL referrals is maintained, and upcoming birthdates are monitored to ensure that meetings are scheduled in a timely manner. Last year's consolidated resource plan (CRP) indicated that the district achieved Na% 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> <p><u>Documentation:</u> Data Analysis; Interviews; State Performance Plan</p>	
Result	2	<p>IDEA Transition Planning at the Middle Level:</p> <p>The Met serves high school age students so this section is not applicable.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Document Review</p>	
Result	3	<p>IDEA Transition Planning at the High School Level:</p> <p>At the Met, all students have an Individual Learning Plan (ILP), based in Person Centered Planning and driven by the individual student's goals. For students with IEPs, these plans are aligned and represent the student's personal interests and goals for postsecondary employment and/or post-secondary education.</p>	

	<p>Students at The Met are actively involved in Career Exploration, beginning in grade 9 and continuing until graduation. Students utilize resources such as WaytoGoRI, as well as activities built around the CTE standards to seek out career choices that match their interest areas. All students are required to participate in interviews with adults already working in their interest area, then complete a shadow day where they observe and learn about the work connected to that site.</p> <p>Learning through Internship (LTI) and Real World Learning (RWL) experiences are the basis of each students' ILP. Where the Consent Decree mandates 120 days of integrated trial work experiences, The Met expects all students to attend an integrated internship experience two days per week for the entirety of grades 9-12.</p> <p>All Met students have access to Post Access Counselors, (PAC) who help students find post-secondary educational settings that meet their goals. They work with students to arrange for required testing, develop essays and complete applications. PAC and special education staff work closely to help students find post high school programs that offer the appropriate supports. Special educators, PAC and the student's advisor, work with students to prepare for the ACT and apply for accommodations as appropriate.</p> <p>Each year, The Met sponsors a College Fair, where all students can attend and learn about post high school settings that match their interest area. Many students also visit colleges through Met sponsored trips.</p> <p>This year, in accordance with the standards, Career Development Plans were developed with eligible students in collaboration with ORS and BHDDH to provide support and information about their benefits. Additionally, the Special Education team modified and adopted a Transition/Independent Living Checklist, which is filled out for all identified students each year. This information is used to determine where students have shown growth, and which areas need to be addressed to help students prepare to meet their post-high school goals.</p> <p>The Met began a separate program, Transition Academy, for identified students who have met their high school graduation requirements, however require more time and support to prepare for life after high school. They develop employment and independent life skills using CASAS curriculum and the RI Transition Standards. Students and families are supported in applying for BHDDH and connecting with other agencies for needed community services.</p> <p>Special educators also prepare the Student Summary of Performance prior to graduation. This documentation helps students and families advocate for supports and services at the postsecondary level.</p>	
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		<i>Documentation: Interviews, Document Review</i>	
Result	4	<p>At the high school the case manager is the point for referrals to the Office of Rehabilitative Services (ORS) and to the Department of Behavioral Healthcare, Developmental Disabilities & Hospitals (BHDDH).</p> <p>All eligible students are referred to ORS through the Special Education Department. ORS utilizes internship and real world learning (RWL) data, as well as conducting vocational assessments as indicated to help determine each student's strengths and challenges. A number of students participate in opportunities such as the Summer Work program through ORS and continue to access ORS supports with employment and training need.</p> <p>The Special Education team at The Met has participated in professional development sessions as available through ORS and BHDDH to learn about Employment First/Consent Decree and changes to services and eligibility.</p> <p>The Met has a very small number of students meeting criteria for ID/DD. Supports for these students and their families includes creating a Career Development Plan, as mandated by the Consent Decree. Transition and Independent Living checklists to determine areas that need to be addressed through their IEP and provide information for BHDDH support planning. Students attending Transition Academy are supported in applying for and developing plans through BHDDH.</p> <p><i>Documentation: Interviews; Document Review</i></p>	
Result	5	<p>Summary of Performance (SOP) is facilitated by the case managers as appropriate.</p> <p>The Met completes a Student Summary of Performance (SSOP) for each student with an IEP as required under Individuals with Disabilities Education Act of 2004.</p> <p>The SSOP is completed for each eligible student by their special educator and is provided to them in their final year of high school. The SSOP and all accompanying documentation, including a copy of the student's IEP, formal and informal evaluations, and team reports are provided to students (and/or guardians) in their final year of high school. Students and their parent/guardian are provided with information on how to self-advocate and apply for post-secondary supports and services.</p> <p>Additional information about appropriate accommodations and modifications is provided by the student's educational team, including general educators, mentors, post-secondary counselors and school social workers.</p>	

		<u>Documentation:</u> Interviews; Document Review	
Result	6	<p>Youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, and transition services. The Metropolitan Career and Technical Center Public Schools are 100% compliant with the requirements. (State Performance Plan Indicator #13)</p> <p><u>Documentation:</u> Interviews; Document Review</p>	
Result	7	<p>95.5 % 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. The state average was 74% (State Performance Plan Indicator #14)</p> <p>The Met maintains close relationships with the alumni and their families. Each special educator attempts to contact students from their caseload. In some instances, the student's former advisor will complete the survey with the student. Obstacles to connecting with alumni include families that move often or change their phone numbers. The Met will continue to work to improve the rate of response for Indicator 14.</p> <p>Support of students and families continues after graduation. At the Met, there is a staff member who is employed as a liaison for students enrolled at CCRI and RIC to support their transition and success. This staff member also generates emails to alumni with relevant job opportunities for people with a wide variety of education and experience levels. She also highlights special educators work collaboratively with other staff members to continue to support student success. Additionally, eligible students with disabilities are referred to ORS prior to graduation and special educators collaborate with ORS representatives to promote student success. Prior to graduation, special educators develop a detailed and individualized Summary of Student Performance, which the student and family are encouraged to utilize to access support services post-Met.</p> <p><u>Documentation:</u> Interviews; Document Review</p>	