

Rhode Island Department of Education
Office for Diverse Learners

School Support System Report and Support Plan for the
Jamestown Public School System

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 SSS includes these components (**Jamestown Public School specific School Support System dates are in bold below**):

The Orientation Meeting (August 21, 2008 and October 28, 2008). 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. **Note: Logistics meeting was held September 11, 2008, Record Reviews were conducted October 27, 2008**

- **Data Analysis Meeting (November 19, 2008)**. 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 Administrative and Local Advisory Committee interviews took place on December 11, 2008. The team training took place on January 7, 2009 and the on-site review occurred on January 14-15, 2009**). 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 confidential preliminary draft report was informally debriefed with the director of Students Services on January 30, 2009.**
 - The need for professional development and technical assistance that will enable the LEA to improve programs and services.
 - **The Read Out/ Support Plan. (February 23, 2009 was the initial review of the confidential draft report and the preliminary support plan development with the final review and revisions made to the confidential draft report occurring through until March 5, 2009). NOTE: All RIDE identified noncompliance until March 5, 2009 is reflected in the final SSS report document.** 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 (finalized and publicly available March 2009. See ritap.org for the report on the web)**. 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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Jamestown Public School System
School Support System Review
January 14 – 16, 2009

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1. SCHOOL IMPROVEMENT / FAMILY ENGAGEMENT

Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	1	<p>The Jamestown School Department currently provides (and or tuitions) educational services and supports for 666 students. Of that total 119 students receive specialized instruction through their individual education plans. The Melrose Elementary School provides educational services and supports for 278 students attending their preschool setting through fourth grade. The Lawn Middle School facilitates an educational setting for 199 students participating in grades five through eight. Both the Melrose and Lawn schools are High Performing schools.</p> <p>Jamestown high school students (189) attend the North Kingstown High School and receive all educational services and supports through the North Kingstown School Department.</p> <p>District Strategic Planning</p> <p>The Jamestown District Strategic Plan was developed in February 2004 which was posed as a five year plan including a mission statement along with core values and beliefs. The essentials of the plan addressed safety, responsibility, resourcefulness, respect and fiscal responsibility. The District Strategic Plan at that time envisioned the following;</p> <ul style="list-style-type: none"> ● Instructional Practices To Meet Each Child's Individual Needs ● Expanded Learning Opportunities ● Community Ownership ● Improved Health and Physical Environment ● Position of Excellence Within the Community ● Intentional, Holistic, Student Social Development ● Proactive Legislative agenda ● Systematic K-12 Articulation 	<p>District Presentation Document Faculty Interviews Classroom Observations</p>		

	<p>Currently the Jamestown School Department along with the School Committee and relevant community constituents anticipate that they will engage in a strategic planning initiative in March and April of 2009 to update their district strategic plan. The district is currently collecting and analyzing student data through the NECAP, Degrees of Reading Power, Writing and Math assessments along with the DRA with the intention to present to the School Committee and the Strategic Planning Committee to guide the future strategic focus. The initiatives currently in process are focused on:</p> <ul style="list-style-type: none"> • Rigor, Relevance and Relationships • Data Driven Decision Making and Instruction • All Student Agenda • Technology – Enhanced Learning <p>The Jamestown School Department is an active member of the Successful Practices Network, a not-for-profit membership organization created in 2003 by the International Center for Leadership in Education as a way for K – 12 educators to share strategies, practice, research, data, and experience. The current Jamestown initiative with the network is addressing rigor, relevance and relationships aligned to curriculum, lesson planning and instruction for administrators, faculty and parents. A part-time Professional Development Facilitator is assisting faculty with developing lesson plans that are relevant, rigorous, infused technology and aligned to the GSE's and GLE's.</p> <p>Leadership The Jamestown School District facilitates a Leadership Team comprised of the Superintendent (½ time), the Principals of both the elementary and middle school , the Director of Student Services, the Director of Finance along with the Director of Buildings and Grounds. The</p>		<p>The Jamestown District Strategic Planning Committee will develop their district support plan by April 2009 with action plans finalized by June 2009.</p> <p>Time Line: Immediate and ongoing</p> <p>Progress Check: October 2009</p>	<p>The Jamestown Strategic Plan has been completed, posted to the web and action plans are being implemented.</p>
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		Leadership Team meets weekly to address budgetary issues, school reform initiatives, instructional strategies and professional development needs and opportunities.			
Performance	2	<p style="text-align: center;">School Improvement Planning Melrose Elementary School and the Lawn Middle School</p> <p>The Jamestown Schools have comprehensive school improvement plans with school guiding beliefs and goals.</p> <p style="text-align: center;">Each school has an individual mission statement.</p> <p style="text-align: center;"><i>Melrose Elementary School</i> <i>To prepare each child to become a resourceful and lifelong learner by inspiring his or her natural love of learning.</i></p> <p style="text-align: center;"><i>Lawn Middle School</i> <i>To create a challenging learning environment that promotes high performing, creative, life-long learners who are responsible, engaged members of the community.</i></p> <p>Improvement Planning in the Jamestown Schools address six specific targets and directed result along with noted changes in student behavior and instruction, monitoring progress with timelines and adjustment strategies, identification of collaboration and support, identified resources for schools and district, an evaluation process and a means of reporting to families and the community at large.</p> <p>The following describe the six specific targets that both schools are currently engaged in;</p> <p>Reading – Each grade level will increase the percentage of student’s proficiency in reading on the NECAP assessment</p>	Document Faculty Interviews Classroom Observations		

		<p>by 5%.</p> <p>Writing – Grade 5 and grade 8 will increase the percentage of student proficiency in writing on the NECAP assessment by 5%.</p> <p>Mathematics – Each grade level will increase the percentage of student’s proficiency in mathematics on the NECAP assessment by 5%.</p> <p>Behavior – Students will be more respectful to self, others, and the environment.</p> <p>Professional Learning Community – We will continue to build a professional learning community where members work together to support student learning.</p> <p>Citizenship and Civic Responsibility – We will continue to promote citizenship and civic responsibility within the school and the community at large.</p> <p>Each target is supported by specific professional development strategies for educators, families and students.</p> <p>The School Improvement Team is comprised of school administrators, educators, support staff, parents and community members. The team meets monthly along with sub committee meetings held as needed.</p>			
Performance	3	<p>Professional Development Faculty in the Jamestown School District can access professional development in a number of ways. Each faculty member has an allotment of professional development funding (directed by the contract) along with job-embedded professional development and opportunities to participate in relevant professional development of</p>	<p>Document Presentation Faculty Interviews Classroom Observation</p>		

		<p>interest that may arise. Faculty are provided release time to engage in professional development to address school based initiatives. The following are examples of professional development in which faculty has engaged.</p> <ul style="list-style-type: none"> • Rigor, Relevance and Relationship • Degrees of Reading Power • Responsive Classroom • Second Step Program Training • Critical Friends Training • Everyday Mathematics/consultant grade levels • 6 + 1 Traits • Project Read / Framing Your Thoughts • Problem Solving • Autism Project Conference • Wilson / Orton Gillingham Training • Creative Curriculum / Pre School • Restraint Training • Lexia Training • Positive Behavioral Support • Reviewing Student Work • Gems Net 			
Performance	4	<p>Partnerships The Jamestown School Department has a number of partnerships supporting learning opportunities for faculty, parents and students. The following are examples of some of the partnerships with the Jamestown School Department.</p> <p>Trudeau / Pathways Newport County Mental Health Sherlock Center No. North Kingstown School Department Rogers High School Narragansett High School</p>	<p>Document Presentation Faculty Interviews Classroom Observation</p>		

		Southern RI Collaborative Jamestown Community Farm/Community Learning Project Jamestown Education Foundation Lions Club Lincoln Learning Systems			
Performance	5	<p>Instructional Strategies and Supports</p> <p>Throughout the Jamestown School District (Melrose Elementary and the Lawn Middle Schools) there was evidence of student centered, teacher facilitated instruction with, modeling, cooperative learning, student problem solving, independent self-selected reading, and posted student work along with journal writing. Instruction was standards based, differentiated and aligned to GLE's and GSE's.</p> <p>Additional instructional strategies include;</p> <ul style="list-style-type: none"> • Principals of Learning • Second Step Program • 6 + 1 Traits • Common Rubrics • Integrated Units • Balanced Approach to Literacy • Professional Learning Community • Lexia (Demonstration site for K-4 grade students supporting reading (Orton Gilligham) and writing for at risk students using academically focused diagnostics along with running records and parent reports.) In addition Lexia is utilized at the middle level. • Orton Gillingham • Community-Based Learning Project (currently at the Jamestown Community Farm – learning site for hands on experiential learning aligned to IEP goals along with the GSE / AGGES) • Faculty 3 Year Mentoring Support 	Document Presentation Faculty Interviews Classroom Observations		

	<ul style="list-style-type: none"> • After School Programs <p>Use of student assessment and performance data to inform instructional practices Jamestown administration and school faculty comprehensively review student, school and community data to evaluate and monitor student performance outcomes. Assessments along with teacher generated assessments include the NECAP, RIAA, Quarterly Writing Assessments, Math, DRP (grade 3 -8) and are maintained in a student portfolio which follows the student through the educational experience in Jamestown.</p> <p>English Language Arts Committee to look at reading and writing curriculum to address student assessment outcomes related to constructed response.</p> <p>School wide Common Planning Initiatives</p> <ul style="list-style-type: none"> • Leadership Team • Faculty Meetings once a month • Professional Development once a month • Special Education Faculty Meeting once a month • Inclusion Teams Meet monthly <p>Common Planning Time throughout the district is scheduled three to five times a week for faculty. Once for Grade Level Problem Solving (Rtl), once for grade level common planning to discuss units of study, curriculum development and other areas of instructional strategies. The additional time is utilized for teacher prep. Special educators participate in all levels of common planning as appropriate.</p> <p>A Therapist meeting is held once a month as a common planning opportunity which includes inclusion</p>			
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	<p>teachers and related service providers.</p> <p>Individual Learning Plans – Currently the Jamestown middle level administration in conjunction with the North Kingstown secondary level school administrators are reviewing best practice and research in devising a comprehensive document to support students ILPs.</p> <p>Rtl Response to Intervention discussions and Strategies at the elementary and middle level are addressed through the Grade Level Problem Solving Team. Each grade level team meets once a week. The grade level teams includes the general and special educators, the school administrators, the school social worker and others as appropriate to engage in Rtl strategies and interventions. The principal and or other team members may manage documentation and maintain student interventions records. Some of the current intervention activities include the Lexia Reading Program, Positive Behavior Supports, Behavior Intervention Planning, Tutorials, Reading Recovery, the Wilson Reading Program along with the Orton Gillingham. Faculty throughout the district noted the emerging Rtl process and the need for professional development to address Rtl management and structure, boarding instructional interventions, data analysis strategies and progress monitoring activities.</p> <ul style="list-style-type: none"> • The district is facilitating a World Language Study Group- K-8 to address the feasibility of offering a foreign language initiative. The group is currently engaged in developing a parent survey, researching funding opportunities and program structure. 		<p>The Jamestown School Administrators along with school based faculty will continue to explore and refine Rtl practices and structure.</p> <p>Time Line: Immediate and ongoing</p> <p>Progress Check: October 2009</p>	<p>In September all teachers were given a RTI binder with a process and procedures component. Teams meet weekly to discuss students. The School Psychologist has developed model RTI Plans for students. Staff have had a district wide training in November by the School Psychologist.</p>
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Performance	6	<p>Family Engagement</p> <p>The Jamestown School Department provides extensive opportunities for family and community engagement as a vital component to a successful learning community. The following are examples of current activities.</p> <p>School Governance – Parents and community members participate in public forums facilitated through the local school committee, are members of the School Improvement Teams, participate in the district PTO, and are members of the school district Facilities Committee and the Health and Wellness Committee.</p> <p>Parents and community members engage in school based activities as volunteers, mentors and afterschool enrichment program teachers and communication development. In addition but not limited to families and community members plan for and participate in school based orientations, open house activities, science night, musicals, math family night and parent teacher conferences.</p> <p>The Jamestown School Department facilitates a number of communication options for families and the community such as the Connect Ed Messaging System, weekly newsletters (the Warrior) and school based web sites, teacher parent email along with school/home notes.</p> <p>Jamestown Special Education Advisory Committee The Jamestown Special Education Local Advisory Committee is comprised of parents, school administrators, teachers, support staff, school committee member and representatives of the Jamestown community. The committee is committed to creating strong bridges between general and special education by promoting school-parent partnerships, increasing awareness, and encouraging</p>	<p>Document Presentation Faculty, SELAC and Family Interviews</p>		
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		involvement. The committee provides guidance and recommendations regarding special education services and supports to ensure that all students receive a quality education to the Jamestown School Community. The Committee maintains agendas, minutes and bylaws, structure, and meets monthly which are all posted on the SELAC web link. Additionally they facilitate informational meetings which addressed Special Needs Trust, the LEXIA program and others as relevant to parents.			
	7	<p>Due Process Information (2008)</p> <p>HEARINGS <u>2008</u> - No Hearings for this period</p> <p>MEDIATIONS <u>2008</u> - No mediations for this period</p> <p>COMPLAINTS <u>2008</u> - No complaints for this period</p>	Document Data Analysis		

2. FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE/LRE)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	1	<p>Based on the FY July 1, 2006 – June 30, 2007 State Performance Plan information on Jamestown Program Placement Data is as follows:</p> <p>The percentage of students educated 80 to 100% of the time in general education settings is 67.48%. (RI District Average is 62.85%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 3.25% (RI District Average is 18.11%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 4.07%</p>	Document Data Analysis		

		<p>(RI District Average is 4.85%)</p> <p>If a district is 1 standard deviation from the RI district average the district is considered discrepant for the target. Jamestown is <i>not</i> discrepant in any LRE area.</p> <p><i>(Data collected during the 2006-2007 school year (SPP 2006) which was submitted to the Federal Office for Special Education Programs on February 1, 2008.</i></p>			
Performance	2	<p>Program Continuum</p> <p>The Jamestown School Department currently provides (and or tuitions – high school) educational services and supports for 666 students. Of that total 119 students receive specialized instruction through their individual education plans. Jamestown high school students (189) attend the North Kingstown High School and receive all educational services and supports through the North Kingstown School Department</p> <p>Throughout the district specialized instruction for eligible students is provided through co-teaching and resource classrooms (for students with mild to moderate disabilities) and inclusion classrooms (for students with moderate to more substantial needs) with full participation in the general education setting with support as defined through students individualized education plan. Inclusion teachers may loop with special needs students as appropriate.</p> <p>Child Outreach – The Child Outreach Coordinator/Screeners is the lead liaison with the Early Intervening Agencies. The screening is facilitated at the Jamestown Early Learning Center (which is the only Early Care and Education Center in Jamestown) on a regularly scheduled basis. If families are unable to attend the regularly scheduled screenings individual appointments are provided and screening is held at the Melrose Elementary</p>	<p>Document Presentation Faculty Interviews Classroom Observations</p>		

	<p>School. All Early Intervention screening opportunities are posted in the local newspaper, library, grocery store, family centers and doctors' offices along with postings in the school district web site and school newspaper.</p> <p>Jamestown uses a number of Early Intervention screening assessments such as the Early Screening Inventory (ESI), the Developmental Screening Inventory Test (as an alternative screening tool) along with the Preschool Language Screening – 4 and the Ages and Stages Questionnaires (Social and Emotional). The Coordinator/Screeener additionally facilitates social emotional, speech and language, vision and hearing screenings.</p> <p>Special Education referrals are submitted to the special education office to facilitate the process. Notice is provided to parents along with information about the Special Education Local Advisory Committee. A meeting is scheduled with the Evaluation Team (comprised of the district special education administrator, preschool teacher, school social worker and psychologist, along with related services providers such as the OT, PT and Speech Pathologists when appropriate) and the Parent along with the Child Outreach Coordinator and the Early Intervention Team if appropriate. If further evaluations are necessary they are facilitated as appropriate along with the typical special education requirements of re-teaming along with IEP development if appropriate.</p> <p>Melrose Elementary School</p> <p>The Melrose School is a Pre K – 4 grade level elementary school (including the preschool) currently providing instruction and support to 278 students. Of that total 50 students are receiving special education and supports as defined through their IEP. Students with IEPs received their specialized instruction through a continuum providing full inclusion (which incorporates a small group intensive</p>			
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	<p>math class and teachers who may loop with their students up to the fourth grade) and co-teaching.</p> <p>Preschool There are three preschool inclusion sessions with typically developing peers (with a ratio of 7 students with IEPs and 9 typically developing peers). The preschool is currently providing instruction and support to 38 students by a classroom teacher and three teacher assistants. The sessions are held three half days a week for each age level with the three year olds attending for just two days a week. Each student's unique special educational needs are supported including early intervening services and supports for students who may arrive at the preschool prior to transition as well an extended time within the class sessions for those students needing more intense instructional support.</p> <p>Melrose Elementary Class Configuration</p> <p>For the 2008 – 2009 school year the elementary level class configuration is as follows;</p> <ul style="list-style-type: none"> • There are three Kindergarten classes providing specialized instruction supported by general educators, an intervention specialist and teacher assistants. • At the first grade level there are three classes providing specialized instruction supported by general education including co-teaching class and inclusion. • There are two second grade classes providing specialized instruction supported by general education including a co-teaching model. 			
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- At the third grade level there are three classes providing specialized instruction facilitated through general education including an inclusion and co-teaching model.
- There are three fourth grade classes providing specialized instruction provided through general education including a co-teaching model.

Lawn Middle School

The Lawn Middle School is a 5th through 8th grade educational setting currently providing instruction and support to 199 students. Of that total 32 students are receiving special education and supports as defined through their IEP. Specialized instruction is facilitated through inclusive practices including resource support in class, inclusion classes along with co-teaching.

The fifth grade classes follow an elementary model with students having one teacher a day for academic subjects. There are three 5th grade classrooms. Two of the classrooms are supported by a resource teacher providing specialized instruction both in class and as a pull out support. In addition an inclusion class is facilitated with a general educator and special educator to meet the specialized instructional needs of students on the Autism Spectrum.

The sixth grade students change classes for math, English language Arts and science. All teachers teach reading and social studies. At the sixth grade level there is a co-teaching model providing instruction in reading, social studies and English language arts. A resource teacher provides specialized instruction both in class and as a pull out support.

		Grade 7 and 8 teachers loop for all subjects except language arts and reading. The looping team consists of 5 general educators and two resource teachers. Two resource teachers provide specialized instruction both in class and as a pull out support.; one resource teacher co-teaches one section of grade 7 math; one resource teacher is certified as a reading teacher and teaches a reading class to support students both general and special education students.			
Performance	3	<p>School removals/disciplinary policies</p> <p>Both Jamestown schools support an over-arching theme of “Respect Guides Community” to address disciplinary issues and concerns. Throughout the schools there was evidence of clear and consistent expectations and interventions to promote positive behavioral decision making.</p>	<p>Document</p> <p>Faculty Interviews</p> <p>Classroom Observations</p>		
Performance	4	<p>Social Emotional Learning</p> <p>Throughout the district there was evidence of social emotional learning opportunities for students to engage in. Each school facilitates a number of activities ranging from topical groups (social skills, divorce, and bullying group) to the district Second Step Initiative.</p> <p>At Lawn Middle School a student Advisory is held once a week for ½ hour. A steering committee (comprised of the school social worker along with general and special educators) meets regularly to develop overarching themes, games and related activities to support student / adult advisory activities.</p> <p>Student Assistant Counselor provides services and supports at the middle level including a bullying initiative at the elementary.</p>	<p>Document</p> <p>Faculty and Student Interviews</p>		

Performance	5	Disproportionally The Jamestown Public Schools are <i>not</i> out of compliance for disproportionate representation due to inappropriate identification practices.	Document Data Analysis Faculty Interviews		
Performance	6	Facilities The Jamestown Schools (Melrose Elementary and Lawn Middle School) are fully accessible with appropriately posted evacuation plans throughout the school setting.	Document Faculty Interviews Classroom Observation		

3. EVALUATION/ INDIVIDUAL EDUCATION PROGRAM (IEP)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	1	Records of approximately nine students were reviewed prior to the on-site review by the visiting team. These were selected through a stratified random sampling technique to allow the team to consider a representative variety of students. The following findings illustrate the themes that emerged from the record review that will require district attention.		Assurances will be provided to the Rhode Island Department of Education, Office for Diverse Learners, that compliance issues are addressed and rectified. This Support Plan is applicable for all compliance findings in this section. Timeline: Immediately and ongoing. Progress check: October 2009	See below
Compliance	2	State Performance Plan/ Annual Performance Report measures the percent of children with parental consent for an <u>initial</u> evaluation, who were evaluated within 60 days as stated in the state and federal regulations. Per regulatory requirement adherence is set at 100% compliance. Jamestown is at 75% compliance. (RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements.)	State Performance Plan (SPP)	Jamestown will submit its support /corrective action plan to RIDE no later than March 27, 2009. Timeline: Immediately and ongoing. Progress check: October 2009	Jamestown received a letter from RIDE on August 31, 2009 indicating we had 100% compliance in this area.
Performance	3	Record Review Themes <ul style="list-style-type: none"> Central files were not formally/effectively organized. Documentation of determination outcomes for special education service and 	Document Faculty and Parent Interviews Staff Surveys Record Review	The Jamestown Office of Student Services has purchased materials and supplies to re-organize all appropriate records and will develop protocols for all data management to be completed by October 2009.	At this time all student files have been reorganized into a system that includes separate folders for IEPs,

<p>Compliance</p>	<p>delivery was not structured and difficult to follow.</p> <ul style="list-style-type: none"> • Though a new IEP forms package has been established and provided to the special education faculty in Jamestown, teachers noted that a formal overview has not been facilitated and that they remain unclear how to utilize information and documentation along with the delineation of responsibility. • The APE staff have not received training on the use of the new IEP document. • IEP Amendment documentation process unclear. • Alternate Assessment decision process and documentation unclear. • Though the special education faculty communicates with parents consistently, the provision of IEP progress reporting, aligned to report card reporting was unclear for some special educators.(old IEP to the new IEP) • Though Functional Behavioral Assessments / Analysis, are being facilitated as mandated by IDEA, faculty are unclear regarding analysis requiring parental consent. <p>There were some individual IEP items that were not documented in the IEPs. Areas included educational environments, present levels of performance, accommodations and transition documentation. (RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</p>		<p>All special education faculty have received the RIDE IEP Guide Book along with the Office of Student Services Procedural Manual. The Director of Student Service will continue to provide on going support for special educators in utilizing information and documentation. Professional Development has begun and will continue through the special education department meetings to address all IEP processes and documentation (including RIAA, progress documentation and FBAs). Attendance at the IEP Network Community of Practice will provide additional job-embedded professional development and continued support for all faculty.</p> <p>Time Line: Immediate and ongoing</p> <p>Progress Check: October 2009</p> <p>The Director of Student Services will provide professional development through the special education department meetings to address all IEP processes and documentation.</p> <p>Time Line: Immediate and ongoing</p> <p>Progress Check: October 2009</p>	<p>Meeting Minutes, Eligibility and Evaluations, Consents, Correspondences and Other. This filing system has been applied to all enrolled students in Jamestown and students attending NKHS.</p> <p>All staff participated in an IEP training provided by the Director in September. Special education meetings are used for refreshers on due process. At this time all IEP's are sent to the director for review before being sent to parents.</p>
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4. TRANSITION					
Indicator	1	Findings	Documentation	Support Plan	Follow-up Findings
Compliance		Currently at the Lawn Middle School transition assessments are not facilitated. Discussion has begun to plan for next year. (RI Regulations 300.320 (b)(1))	Document Faculty, Parent and Student Interviews Record Review	The Jamestown Director of Student Services along with the middle level administration and faculty have recently initiated the Way to Go RI for all eligible students with IEPs. Continuation of Transition Assessment Planning and community development will be explored by appropriate administration and faculty. Time Line: Immediate and ongoing Progress Check: October 2009	One staff member is responsible for students who fall in the category of transition to ensure compliance with all due process componments. The teacher uses WaytogoRI and Ten Sigma to identify areas of need and goals.
Performance	Typical activities occur for transitioning students from the fourth grade to the fifth grade including visiting for both students and parents along with special education articulation.				
	<p>The Jamestown School District has an established agreement with the North Kingstown School District as the secondary school of record for all 9th through the 12th grade students. Currently there are 189 students attending the North Kingstown High School. All services and supports for students with IEP's (37 students) are managed through the North Kingstown School District special education program continuum. Counselors from the North Kingstown High School provide Lawn Middle School eighth graders and their parents with formal presentations and information to best determine course selections for students who will be attending. Course selection is guided by students, parents, teachers and school counselors for successful educational transition. In addition the Local Special Education Advisory Committee host a meeting with the representatives from North Kingstown High School for interested parents to discuss further educational options, services and supports.</p> <p>Lawn Middle School students who are receiving specialized instruction are provided tours of the local high schools including the North Kingstown High School, Narragansett High School, the MET and Rogers Career and Technical Center.</p>				