

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

School Support System Report and Support Plan

Jamestown Public Schools
October 2013

SCHOOL SUPPORT SYSTEM

A Collaborative System of Focused Monitoring

Introduction

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

To accomplish this the SSS includes these components:

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

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***Jamestown Public Schools
SCHOOL SUPPORT SYSTEM REVIEW***

TEAM MEMBERS

Team A* – *Susan Wood, Kristen Greene

Team B* – *Jane Keane

1. FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE/LRE)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
		The RIDE, Office of Students, Community & Academic Supports School Support System process was facilitated to provide a means of accountability for delivery of programs and services to improve outcomes for students with disabilities. The following pages reflect the findings of that process.	Data Analysis State Performance Plan		
Result	1	<p>Least Restrictive Environment Data (State Performance Plan Indicator #5)</p> <p>Based on the FY July 1, 2010 – June 30, 2011 State Performance Plan information on Jamestown Public Schools Placement Data is as follows:</p> <p>The percentage of students educated 80 to 100% of the time in general education settings is 86.52%. (RI District Average is 71.75%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 0% (RI District Average is 13.25%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 6.74% (RI District Average is 5.14%)</p>	Data Analysis State Performance Plan		
Result	2	<p>Participation and performance of children with IEPs on statewide assessments (State Performance Plan Indicator #3):</p> <ul style="list-style-type: none"> A. The district (disability subgroup that meets the State's minimum "n" size) did meet the State's AYP targets for the disability subgroup B. Participation rate for children with IEPs. 100% C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards 48.96% [Note: State has individual grade and content area targets (28%). State target is average target across grades and content areas. District target is average percent of students proficient across content areas (48.96%).] 	Data Analysis State Performance Plan		

Result	3	<p>Instructional Strategies and Supports</p> <p>Throughout the schools there were examples of student-centered teacher facilitated technology, supported differentiated instruction, with posted rubrics, modeling, cooperative learning, student lead projects and problem solving, posted agendas and student work along with homework assignments, independent self-selected reading and journal writing all aligned to the early learning standards and the common core.</p> <p>Use of student assessment and performance data to inform instructional practices was evident throughout the district. School faculty are engaged in analyzing student data such as the SWISS, Developmental Reading Assessment, Degrees of Reading Power, Scholastic Reading Inventory, Scholastic Math Inventory, Peer Assisted Learning Strategies, New England Common Assessment Program (NECAP), Fountas & Pinell, Great Books, Being a Writer, teacher generated assessments, student work and performance along with classroom observations to discuss instructional strategies and cross content area planning. Analysis of data will often happen during grade level common planning activities along with school-wide initiatives.</p>	Data Analysis Interviews Observation		
Result	4	<p>Multi Tiered System of Support (MTSS)/Response to Intervention (Rtl)/Academic</p> <p><u>Elementary and Middle Level</u></p> <p>Through structured common planning at both the elementary and middle level faculty are engaged in exploring curriculum alignment to the common core, student data, evidence based interventions, practices and supports to improve student academic and behavioral outcomes. School-wide committees have been established to address Rtl, curriculum and professional learning. The overall Rtl committee meets once a month to discuss and review the overall process for consistency.</p> <p>Response to Intervention (Rtl) at both the elementary and middle level is an established school-wide initiative with clear policies and practices to address students needing academic and/or behavioral supports and intervention. Every week there is a grade level problem solving team meeting. Students may be targeted through these grade level meetings for the Rtl process (academic and/or behavioral). An Rtl team then meets and structures interventions as appropriate. Follow-up meetings to review the Rtl data occurs on a regular basis.</p> <p>This time is utilized to review student's current academic and/or behavioral instruction and support. Through this process determination of evidence based interventions are identified which includes</p>	Data Analysis Interviews Observation		

		<p>universal, targeted and more intensive instruction and support. Follow-up activities are additionally discussed to address new instructional strategies with methods of data collection and progress monitoring.</p> <p>At the middle level clarity regarding multi-tier system of supports, evidence based practices and interventions are emerging. Professional development on MTSS policies, procedures and practices is occurring on an ongoing basis. Each school has a school-level MTSS team that meets bi-weekly to review, refine and revise the overall MTSS as needed. Further, at each grade level (elementary and middle) there is a grade level team lead who runs the grade level MTSS meetings.</p>																																																															
Result	5	<p>SPP Disproportionate Representation (State Performance Plan Indicators #9 and #10) The district has been identified as disproportionate in its identification of students with disabilities as shown by the data in the following tables:</p> <table border="1"> <thead> <tr> <th></th> <th colspan="5">OHI</th> <th colspan="4">ASD</th> </tr> <tr> <th>White</th> <th>2010</th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td>Students with Disability</td> <td>1</td> <td>20</td> <td>31</td> <td>21</td> <td></td> <td>12</td> <td>11</td> <td>11</td> <td></td> </tr> <tr> <td>Total Students</td> <td>467</td> <td>467</td> <td>466</td> <td>463</td> <td></td> <td>467</td> <td>466</td> <td>463</td> <td></td> </tr> <tr> <td>District Risk</td> <td>NA</td> <td>4.28</td> <td>6.65</td> <td>4.54</td> <td></td> <td>2.57</td> <td>2.36</td> <td>2.38</td> <td></td> </tr> <tr> <td>District Risk Ratio</td> <td>NA</td> <td>4.37</td> <td>6.52</td> <td>4.24</td> <td></td> <td>5.84</td> <td>4.37</td> <td>4.03</td> <td></td> </tr> </tbody> </table> <p>A review of policies, procedures, and practices conducted onsite and electronically, including individual student case reviews, found no disproportionate representation due to inappropriate identification practices.</p>		OHI					ASD				White	2010	2010	2011	2012	2013	2010	2011	2012	2013	Students with Disability	1	20	31	21		12	11	11		Total Students	467	467	466	463		467	466	463		District Risk	NA	4.28	6.65	4.54		2.57	2.36	2.38		District Risk Ratio	NA	4.37	6.52	4.24		5.84	4.37	4.03		Data Analysis State Performance Plan		
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Result	6	<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.</p> <p>Suspension (State Performance Plan Indicator #4b): Significant discrepancy in the rate of suspensions (for students with IEPs, by race/ethnicity) greater than 10 days as compared to the rate of suspensions (for students without IEPs) greater than 10 days.</p> <p>In 2010-2011 Jamestown had 0 students with IEPs suspended more than 10 days. The total of all students suspended more than 10 days was 0. In 2010-2011, the district had 0 students with IEPs suspended more than 10 days. The total of all students suspended more than 10 days was 0.</p> <p>Multi Tiered System of Support (MTSS)/ Social Emotional Resources/Positive Behavioral Interventions and Supports (PBIS)</p>																																																															

		<p>The Melrose Elementary School is a positive behavioral interventions and supports (PBIS) school and engages in a myriad of social/emotional initiatives and supports. These include but are not limited to lunch bunch and social think, parent coffee hours and topical discussions, etc. There is a PBIS committee that meets monthly and reviews the overall PBIS structures and endeavors.</p> <p>Lawn Middle School provides a number of opportunities for social emotional learning along with character education supporting a whole school community climate. Student social emotional and behavioral expectations are clearly modeled through the “ROCK It” (We Respect It, We Own It, We Rise to the Challenges and We are Kind) school wide theme. Activities that formally and informally support both students and faculty are implemented daily which are positively reinforced informally as well as structurally. They include but are not limited to social thinking, Destination Kind, Second Step and the school-wide advisory initiative.</p> <p>At both the elementary and middle level additional opportunities are facilitated by the school psychologist, social worker, student assistance counselor and the district behavior specialist. They include but not limited to collaboration with educators, Rtl consultation, direct interventions and services (counseling, crisis intervention/management) topical groups, social lessons/character building (social skills, anti-bullying etc.) substance abuse prevention, along with community support.</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>			
Result	7	<p>Preschool Continuum</p> <p>The preschool program is located at the elementary school. Currently, there are five students with IEPs and 34 typical peers over three sessions. Three year old students attend two days a week, young four year old students attend three mornings a week and older 4 year old students attend four afternoons per week. Students with IPS may attend four days a week as determined by the IEP team. Friday is currently utilized as an instructional planning and paperwork day.</p> <p>The district collects early childhood outcomes data on all children with IEPs as required by the Federal Office of Special Education Programs. The teacher collects and enters authentic assessment information into an on-line child portfolio. This assessment information is used to shape and individualize instruction and to demonstrate progress. The special education director is responsible for implementing process, procedures and monitoring strategies to ensure the fidelity of the data collection.</p>	Data Analysis State Performance Plan		

		<p>Indicator 6 a.) In this district, the percent of preschool children aged 3-5 with IEPs attending a general education early childhood program and receiving the majority of special education and related services in the general early childhood program was 100%.</p> <p>b.) The percent of children aged 3-5 with IEPs attending a separate special education class, separate school or residential facility was 0%.</p> <p>State Performance Plan Indicator #7. <i>Jamestown has no data to report for Indicator 7</i></p> <p>Statement 1. Of the preschool children who entered the preschool program below age expectations, the percentage who demonstrated substantial improvements 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); -Acquisition and use of knowledge and skills (including early language/ communication and early literacy); and -Use of appropriate behaviors to meet their needs <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); -Acquisition and use of knowledge and skills (including early language/ communication and early literacy); and -Use of appropriate behaviors to meet their needs 			
Result	8	<p>Elementary Level</p> <p>There are 284 students at the elementary level and approximately 29 have IEPs. The special education program continuum is as follows:</p> <ul style="list-style-type: none"> -Specialized instruction and supports for students with IEPs predominately in inclusive settings. Delivery of specialized instruction and encouragement of student participation was enhanced by the use of technology for all students. -Established co-taught classrooms are comprised of a general educator and a special education teacher with the goal of providing all day support to students with IEPs in the elementary setting. -Push in/Pull out. As appropriate small group instruction is provided for students both within the general education setting (push in) and as pull out instruction for more intensive service delivery. 	Data Analysis Interviews Observation		

		<p>Students with more significant needs go to the “Quiet Room” for morning meeting and then go to their general education classroom. In this setting, students may also participate in “teacher-time” during the day. This is a 45 minute block where small group specialized math, reading and writing instruction happens.</p>			
Result	9	<p>Program Continuum Middle Level</p> <p>Lawn Middle School provides an elementary/middle level educational experience for students participating in the 5th through 8th grade. There are currently 218 students attending Lawn Middle School, of that total 31 are students with IEPs’.</p> <p>The structure of the educational setting offers three 5th grade classes facilitated as an elementary model. Students move within their content area classes preparing them for participation within the middle school model. At the middle level, there is one grade level team per grade composed of content area teachers. Special educators are assigned per grade level.</p> <p>Specialized instruction is facilitated through an inclusive model with services and supports that may be noted as a push in/pull out. Special educators provide instructional support along with student specific accommodations and modifications as directed by their student’s individual education plans in the general education setting.</p> <p>A self-contained setting is provided for students with more significant intellectual challenges needing individualized direct instruction along with life skills development. Students participate with their typically developing peers in some content area classes along with co-curricular classes with support (teacher assistant) when appropriate.</p> <p>At both the elementary and middle level the occupational therapist and speech pathologist provide push in/pull out services per the IEP as well as co-treatment opportunities.</p>	Data Analysis Interviews Observation		
Result	10	<p><u>High School Program Continuum</u></p> <p>Jamestown high school students attend North Kingstown High School. Please refer to the North Kingstown School Support System report for further details on the high school program continuum.</p>	Data Analysis Interviews Observation		
Result	11	<p>Adaptive Physical Education is provided per the IEP as appropriate.</p>	Data Analysis Interviews Observation		

Result	12	Extended School Year (ESY) is offered in the district per the IEP. It is typically housed at Melrose School for all levels.	Data Analysis Interviews Observation		
Result	13	<p>Local Special Education Advisory Committee (LAC)</p> <p>A local advisory committee with membership, operation and scheduled meetings, consistent with Regents' requirements is in place and is supported by the district.</p> <p>The Jamestown School District maintains an active Special Education Local Advisory Committee. The Special Education Advisory Committee has established leadership along with active members representing parents, educators and interested individuals. The committee is established with by-laws, scheduled meetings, documented meeting minutes, presentations of topical parental interest, publications, posted announcements along with an active website.</p> <p>The Special Education Local Advisory Committee has already planned for its upcoming presentations and will continue to update and maintain all relevant activities.</p>	Data Analysis Interviews Observation		
Result	14	<p>School Efforts to Partner with Parents (State Performance Plan Indicator #8):</p> <p>The district's rate of parent participation in the annual Special Education Statewide Parent Survey (2011-2012) is 25% 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 65%.</p>	Data Analysis State Performance Plan		
Result	15	<p>Drop Out /Graduation Rate (State Performance Plan Indicators #1 and #2)</p> <p>The Jamestown Public Schools graduation rate is n/a% for all students and n/a% for students with disabilities.</p> <p>The Jamestown Public Schools dropout rate is n/a% for all students and n/a% for students with disabilities.</p>	Data Analysis State Performance Plan		

2. EVALUATION/ INDIVIDUAL EDUCATION PROGRAM (IEP)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Result	1	<p>Records of approximately seven students were reviewed prior to the on-site review by the team leaders. Students' records were very accessible and well organized. All compliance items have been resolved and verified as such.</p> <p>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</p>	Data Analysis Interviews Observation		
Result	2	<p>Jamestown Public School's child outreach screenings are available in the community-based early childhood program and by appointment. All screening instruments are reliable, valid measures as delineated in "<i>Best Practice Guidelines for Child Outreach Screening Programs in Rhode Island</i>".</p> <p>The state target for screening is 80% of children ages 3, 4, and 5. In Jamestown's most recent Consolidated Resource Plan, the district reports the following screening percentages:</p> <ul style="list-style-type: none"> • 3 year olds: 85% • 4 year olds: 90% • 5 year olds: 92% <p>These percentages reflect an increase from the percentages reported the previous year for 3 and 4 and 5 year olds.</p>	State Performance Plan data Interviews		
Result	3	<p>Child Find (State Performance Plan Indicator #11)</p> <p>Jamestown Public Schools for the 2011-2012 year was at 100 % compliance for meeting evaluation timelines for initial referrals. As of 10/3/13 the Jamestown Public Schools was thus far at 100% compliance for meeting evaluation timelines for initial referrals for the 2012-2013 school year.</p>	State Performance Plan data		
Result	4	Throughout the district, special educators completed an accommodation sheet that is then sent to the general education teachers.	Data Analysis Interviews Observation		

Result	5	Specific Learning Disability (SLD) identification determination Administrators and most special educators were familiar with the SLD determination process throughout the district. However, special educators have had limited practice within the process.	Data analysis		
Result	6	Due Process Information (State Performance Plan Indicators #16, #17,#18 & #19) There have been zero (0) mediations, hearings, resolution sessions or due process hearings for the past three-year period.	Data analysis		

3. IDEA TRANSITION					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Result	1	Part C to Part B Transition (Indicator #12) The Child Outreach Coordinator manages the transition of children from Part C Early Intervention (EI) to preschool special education. A data base of all EI referrals is maintained and upcoming birthdates are monitored to ensure that meetings are scheduled in a timely manner. Last year's consolidated resource plan (CRP) indicated that the district achieved 100% compliance and that all children referred from EI , and found eligible for preschool special education, had IEPs developed and implemented by their 3 rd birthday.	Data Analysis Interviews State Performance Plan		
Result	2	IDEA Transition Planning at the Middle Level A formalized process has been developed and reviewed with staff. Professional development in this area will continue as appropriate.	Data Analysis Interviews Observation		
Result	3	IDEA Transition Planning at the High School Level Jamestown high school students attend North Kingstown High School and receive all their transition services via North Kingstown. Please refer to the North Kingstown School Support System report for further details on transition planning.	Data Analysis Interviews Observation		

Result	4	Jamestown high school students attend North Kingstown High School. Please refer to the North Kingstown School Support System report for further details on Office of Rehabilitative Services (ORS) referrals at the school.	Interviews Document Review		
	5	Jamestown high school students attend North Kingstown High School. Please refer to the North Kingstown School Support System report for further details on facilitation of Summary of Performance (SOP).	Interviews Document Review		
Result	6	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 Jamestown Public Schools are 98.43% compliant with the requirement. (State Performance Plan Indicator #13)	Interviews Document Review		
Result	7	66.20 %* of youth who are no longer in secondary school, have 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 78%. (State Performance Plan Indicator #14) *Note: This percentage is based on two students.	Interviews Document Review		