



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

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**School Support System Report and Support Plan**

**Jamestown Public Schools  
2018 - 2019**

**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, Sandra Cambio Gregoire and Alice Woods**

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><b>Least Restrictive Environment Data (State Performance Plan Indicator #5)</b></p> <p>Based on the FY July 1, 2017 – June 30, 2018 State Performance Plan information on Jamestown Public Schools Placement is as follows:</p> <p>The percentage of students educated 80 to 100% of the time in general education settings is 76.92% (RI District Average is 71.05%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 1.27% (RI District Average is 12.5%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 7.59% (RI District Average is 5.11%)</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	
Result	2	<p><b>Participation and performance of children with IEPs on statewide assessments (State performance Plan Indicator #3):</b></p> <p>B. According to the RI District Report Card 2016-2017, participation rate for children with IEPs 100% at both Melrose Avenue Elementary School and at Lawn Avenue Middle School.</p> <p>C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievements standards 25.84% [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 (28%).]</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	
Result	3	<p><b>Multi-Tiered System of Support (MTSS) Response to Intervention (RTI)/Academics</b></p> <p><b>Elementary Level</b> - At Melrose Avenue Elementary School there is a systematic, data-driven Multi-Tiered System of Support for all students. The academic team is referred to as the Rtl Team.</p>	<p>Staff will continue to review and refine the MTSS process.</p> <p><b>Timeline:</b> December 2019</p> <p><b>Progress Check:</b> April 2019</p>

The initial Rtl conversation is held at the Grade Level meeting with a focus on determining the need for Tier I supports. If the student needs additional supports then the case is referred to the Rtl team. The Rtl team meets for a full school day every 8 weeks; additional meetings may be scheduled if needed. The Rtl team includes: the Building Principal, Math Interventionist, and/or Reading Interventionist, Classroom Teacher, and other professionals on an individual case basis. The Rtl team reviews EasyCBM data, report card data, RICAS data, classroom work, classroom assessments, and other academic data as needed to determine the level of student need. A specific intervention plan is created for the student that details the concept(s) that will be addressed, the person providing the intervention instruction, and the progress monitoring that will be done to assess student performance. All Intervention Report plans and progress monitoring data are maintained in a shared Google folder. Parents are informed of their child's need for academic interventions via a paper or electronic letter. They are provided with ongoing progress updates on their child's progress towards the goal. At Melrose Avenue Elementary School there is a .6 Math Interventionist, a 1.0 Reading Recovery Teacher, a .5 Literacy Interventionist, and a Reading Specialist who is shared with the Lawn Avenue Middle School. All students who are in need of intervention instruction are provided the needed instruction.

**Middle Level** - At Lawn Avenue Middle School there is a systematic, data driven Multi-Tiered System of Support for all students. The academic focused team is referred to at the Rtl Team.

The Rtl team meets for a full school day every 8 weeks; additional meetings may be scheduled if needed. The initial Rtl conversation is held at the Grade Level meeting with a focus on determining the need for Tier I supports. The Rtl team includes: the Building Principal, Math Interventionist and/or Reading Specialist, Classroom teacher, and other professionals on an individual case basis. The Rtl team reviews EasyCBM data, report card data, RICAS data, classroom work, classroom assessments, and other academic data as needed to determine the level of student need. A specific intervention plan is created for the student that details the concept(s) that will be addressed, the person providing the intervention instruction, and the progress monitoring that will be done to assess student performance. All Intervention Report plans and progress monitoring data are maintained in a shared Google folder. Parents are informed of their child's need for academic interventions via a paper or electronic letter. They are provided with ongoing progress updates on their child's progress towards the goal. At Lawn Avenue Middle School there is a Reading Specialist who is shared with Melrose Avenue Middle School and a .5 math interventionist. . All students who require invention instruction receive it.

**High School Level** Jamestown High School students attend North Kingstown High School, Narragansett High School or the High School of their choice.

**FOLLOW-UP FINDINGS:**

Special Education, Regular Education Teachers, Related Service Provider(s) and Building Administration continue to meet a minimum of every 8 weeks with a specific focus on students in need of Intervention. This school year professional development on Math Running Records is being provided to select teachers to increase the Jamestown School Department's use of meaningful math data. Additionally, utilized The Title II grant, one Melrose special educator and one Lawn special educator are completing coursework to be certified to deliver the Wilson Reading Program.

		<i>Documentation: Data Analysis; State Performance Plan</i>	
Result	4	<p><b>SPP Disproportionate Representation (State Performance Plan Indicator #9 and #10)</b></p> <p>The Jamestown School Department was not found to be disproportionate in any areas of special education identification.</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	
Result	5	<p><b>Suspension (State Performance Plan Indicator #4a):</b> 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 Jamestown Public School Department as no students with IEPs were suspended for greater than 10 days.</p> <p><b>State Performance Plan Indicator #4b</b> 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 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><b><u>Multi-tiered System of Support (MTSS)/Social Emotional Supports/Social Emotional Resources/Positive Behavioral Supports</u></b></p> <p>During the 2017-2018 school year, the Jamestown School Department provided professional development on the Rhode Island Department of Education Social Emotional Learning Standards for all teachers and teacher assistants.</p> <p>The Jamestown School Department began the use of the Panorama Social Emotional Learning skills survey during the 2018-2019 school year. The survey topics are aligned with the RI Department of Education SEL Standards. For grades k-2, the teacher completes the survey based on their observation of each student's SEL skills. In grades</p>	<p>Staff will continue to review and refine the MTSS process utilizing the Conscious Discipline Model to support students.</p> <p><b>Timeline:</b> December 2019</p> <p><b>Progress Check:</b> April 2019</p> <p><b><u>FOLLOW-UP FINDINGS:</u></b></p>

3-8, the students complete the survey independently. The results of this beginning of the year survey are being collected now and will be utilized at each building in combination with teacher reports, parent reports, and office discipline data to guide the development of Tier II and Tier III interventions based on student need.

**Elementary Level**

Melrose Avenue Elementary School is a PBIS school and has school-wide behavioral expectations.

All elementary school students receive instruction in Kelso’s Choice, which is provided by the School Social Worker or the School Psychologist. The determination on which classes require this instruction first is made by the Building Principal, classroom teachers, and the School Psychologist or Social Worker and is dependent on the needs demonstrated by the students in the classroom.

Melrose Avenue Elementary Schools has a “360 Team” consisting of: the Building Principal, School Psychologist, Classroom Teacher, and other professionals as needed. A classroom teacher, building principal or other school professional may refer the student to the 360 Team. The team meets to review classroom behavior data, School Wide Information System (SWIS) data, teacher reports and parent reports. The team will determine what behavioral supports are needed and how the progress will be documented. Supports include, but are not limited to: Check-In/Check-Out, individual behavior plans, scheduled and planned movement breaks, modification of classroom environment, mentoring with an adult, small social group instruction, and/or referral for outside supports.

**Middle Level**

Lawn Avenue Middle School is a PBIS school with consistent school-wide behavioral expectations.

All middle school students receive instruction by the School Social Worker or School Psychologist in Tier I positive behavioral and social skills. The Chose to Defuse program is utilized in grades five and six, an individualized instruction plan is developed based on demonstrated student need(s) for grades seven and eight based on the RI Department of Education Social Emotional Learning Standards.

The Lawn Avenue Middle School has a Student Support Team that meets weekly. Team members include: The Building Principal, Guidance Counselor, School Nurse, School Social Worker, School Student Assistance Counselor, and additional school professionals as needed. Students are referred to the Student Support team by their teacher, Building Principal, or other school professionals. The team reviews discipline

All Melrose Elementary School and Lawn Middle School Staff (administration, teachers, teacher assistants) will participate in a 10 week Conscious Discipline e-learning series. All participants will receive the Conscious Discipline textbook and the workbook to support the e-learning series. The 10 sessions will be watch during mandatory monthly professional development sessions with continuing educational opportunities provided in following years. A district level Conscious Discipline Leadership Team will be comprised of volunteer teachers. This team will visit a classroom in a RI district to where Conscious Discipline is being practiced. The purpose of the work with Conscious Discipline is to strengthen Tier I MTSS work in the areas of social/emotional learning. Grant monies will partially fund the work in Conscious Discipline.

		<p>data, previous interventions, and additional information provided by team members to create a support plan for the child. Supports may include: individual behavior plans, scheduled and planned movement breaks, modification of classroom environment, mentoring with an adult, small social group instruction, and/or referral for outside supports. The School Psychologist is working this school year to bring a Check-In/Check-Out program to the middle school. Lawn Avenue Middle School also has a part time Student Assistance Counselor (SAC). The SAC provides instruction for students to decrease the likelihood of engagement in negative risk-taking behaviors such as; alcohol use, drug use, smoking and vaping. The SAC is available to support individual students.</p> <p><b>High School</b> Jamestown High School students attend North Kingstown High School, Narragansett High School, or the High School of their choice. The Director of Student Services maintains working relationships with administrative teams at Narragansett High School and North Kingston High School. Information about older siblings who are struggling with substance abuse, police involvement or other critical issues is shared with the appropriate professional in Jamestown Schools to ensure supports are provided for younger siblings as warranted.</p> <p><b>School Removals/Disciplinary Policies.</b> Throughout Melrose Avenue Elementary School and Lawn Avenue Middle School, behavioral expectations along with disciplinary action protocols and policies are comprehensively defined in a student handbook.</p> <p><i>Documentation: Data Analysis</i></p>	
Result	7	<p><b>Preschool Continuum</b></p> <p>The integrated preschool program is located at Melrose Avenue Elementary School. There is the capacity for 15 students in each program with one dual certified in regular and special education preschool teacher and two (2) teacher assistants. There is an AM Preschool program for three (3) and (4) year olds and a PM Preschool program for four (4) and five (5) year olds. Both the AM and PM programs are offered five days per week. Specially designed instruction and related services are provided in the preschool classroom per the child's IEP. Additionally, related services are provided to individual students who are not currently enrolled in the preschool program. Related services for these students are provided on a walk-in basis or at The Early Learning Center located in town.</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 student work and uses The Work Sample System to management student work data. Analysis of student performance is conducted and outcomes are utilized to design instruction.</p>	

In the 2016-2017 school year Bright Stars conducted an evaluation of the Jamestown School Department Preschool Program. The program was awarded 4 stars. The program has continued to follow the Bright Star program requirements to ensure a high quality, developmentally appropriate educational experience for preschool students.

**Indicator #6**

Data based on December 2016 data received by RIDE.

- 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 87.5%.
- B. The percent of children aged 3-5 with IEPs attending a separate special education class, separate school or residential facility was 0%.

**State Performance Plan Indicator #7**

Data based on the 2017-2018 School Year

**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:

- Positive social-emotional skills (including social relationships); 100%
- Acquisition and use of knowledge and skills (including early language/communication and early literacy); 100% and
- Use of appropriate behaviors to meet their needs 100%

**Statement 2.** The percent of preschool children who were functioning within age expectations in each Outcome by the time they exited the program were:

- Positive social-emotional skills (including social relationships); 43% (3/7)
- Acquisition and use of knowledge and skills (including early language/communication and early literacy); 57% (4/7) and
- Use of appropriate behaviors to meet their needs 71% (5/7)

These results were based on the performance of seven (7) students exiting the preschool program.

Documentation: Data Analysis; State Performance Plan

Result	8	<p><b>Program Continuum Elementary Level</b></p> <p>There are 275 students at Melrose Avenue Elementary level and approximately 39 have IEPs. Melrose Avenue Elementary School educates students in grades pre-kindergarten to fourth grade. The special education program continuum is as follows:</p> <p>Specialized instruction is provided by 2.5 special educators and one preschool special educator. The specialized instruction is provided predominantly in an inclusive setting. A push-in/pull-out model is provided for students in small groups or individually both within the regular education classroom and as pull-out instruction for more intensive learning needs.</p> <p>Students with more extensive special education needs have a dedicated classroom where they can receive direct instruction from a special educator in an intensive, small group, quiet environment to focus on content area skills. All students with this level of need are additionally educated in the regular education classroom. The special educator works with these students in both the regular education classrooms and the smaller classroom. Additionally, there is teacher assistant support for students with this level of need.</p> <p>All students are in itinerant classes (physical education, music, art, and library) with supports as detailed in the IEP.</p> <p><i>Documentation: Data Analysis; Interviews; Observation</i></p>	
Result	9	<p><b>Program Continuum Middle Level</b></p> <p>There are 229 students attending Lawn Avenue Middle School, 33 are students with IEPs. Lawn Avenue Middle School educates students in grades fifth through eighth grades. The special education program continuum is as follows:</p> <p>The middle school is organized by grade level teams which are composed of content area teachers. Special Educators are assigned annually based on student need.</p> <p>The structure of the fifth grade educational setting provides students three (3) classes which follows an elementary model to support a gradual transition to the middle school educational setting. Students in fifth grade move within their content area classrooms to support this gradual transition. All classrooms are located in a pod which allows students to transition between their content classes without utilizing the main school hallway. There is one special education teacher assigned to provide specially designed instruction in the fifth grade.</p>	

		<p>Currently, there is one special education teacher in grade 6. Grade six is designed to continue the transition to the middle school model. Students switch classes with an increased frequency and the classrooms are located on one hallway.</p> <p>The 7th and 8th grade teams share teachers and classrooms that are located on one hallway. Students transition for all content area classes at these grades. The 7th and 8th grades are shared by two special educators who provide specially designed instruction in the standards addressed in content specific classes. One special educator provides specially designed instruction for students in English Language Arts in both 7th and 8th grade and one provides specially designed instruction in Mathematics in both grades 7th and 8th.</p> <p>Specially designed instruction at the Middle School is designed to be an inclusive model with services and supports provided in both a push-in and pull-out model based on student need. Special educators provide instruction and support as directed by the individual education program in the general education classrooms.</p> <p>A self-contained special education setting is provided for students with more significant educational needs that require individualized direct instruction in academic areas and in life skills. Students in this program are included in core classes with support as deemed appropriate by the IEP. Additionally, these students are included in all special areas, recess, and lunch with their typically developing peers. Students in this program are provided the opportunity to be in the community to support their development of life skills as detailed in the IEP.</p> <p><i>Documentation: Data Analysis; Interviews; Observations</i></p>	
Result	10	<p><b>Program Continuum High School Level</b></p> <p>Jamestown High School students attend North Kingstown High School, Narragansett High School, or the high school of their choice. Please refer to the North Kingstown or Narragansett School Support System for further details on the high school program continuums. The Director of Student Services attends IEP meetings at Narragansett High School and North Kingstown High School and works collaboratively with high school professionals to ensure the appropriate levels of support, specially designed instruction, and/or related services are provided for students from Jamestown.</p> <p><i>Documentation: Data Analysis; Interviews; Observation</i></p>	:

Result	11	<p><b>Adaptive Physical Education (APE)</b></p> <p>Adaptive Physical Education is provided as required in the IEP. All Jamestown Physical Education Teachers are certified to provide APE. The students are exposed to the same content that will be instructed in upcoming PE classes. Any needed modification or accommodations are provided and shared to maximize student's successful participation in PE. Currently, there is one PE teacher responsible for providing APE for students at Melrose Avenue Elementary School and Lawn Avenue Middle School. At Lawn Avenue Middle School, when appropriate the APE teacher works with individual students in an inclusive physical education setting.</p> <p><i><u>Documentation:</u> Data Analysis; Interviews; Observation</i></p>	
Result	12	<p><b>Extended School Year (ESY)</b></p> <p>Extended School Year needs are determined for individual students at the IEP meeting. The ESY program for the majority of Jamestown students is provided at Melrose Avenue Elementary School. If the IEP team determines the students requires more intensive extended school year services, then individual ESY plans are created by the IEP team to meet these needs. Programs may include out of district placements, longer ESY school days, or additional plans based on student need.</p> <p><i><u>Documentation:</u> Data Analysis; Interviews</i></p>	
Result	13	<p><b>Local Special Education Advisory Committee (LAC)</b></p> <p>Jamestown School Department has and supports a local advisory committee with membership, operation, and scheduled meetings that are consistent with the requirements set forth by the RI Department of Education.</p> <p>The Jamestown Special Education Local Advisory Committee (SELAC) has established leadership, and membership including parents, teachers, and representation from the Jamestown School Committee. The SELAC has established by-laws, scheduled meetings, documented meeting minutes, and presentations based on expressed parent interest.</p> <p>Relevant information is shared via: a SELAC specific email address, posted publications in the weekly district electronic newsletter, The Howl, a dedicated page on the School Department website and a presence on social media by utilizing the Facebook and Twitter social media platforms.</p> <p><i><u>Documentation:</u> Data Analysis; Interviews; Observation</i></p>	

Result	14	<p><b>School Efforts to Partner with Parents (State Performance Plan Indicator #8)</b></p> <p>The public school district's rate of parent participation in the annual Special Education Statewide Parent Survey (2017-2018) is 44.7% 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 30% (RI State average 19%).</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	
Result	16	<p><b>Drop Out / Graduation Rate (State Performance Plan Indicator #1 and #2)</b></p> <p>All Jamestown High School Students attend North Kingstown High School, Narragansett High School, or the high school of their choice. Please refer to the School Support Visit report for North Kingstown or Narragansett.</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	

## 2. EVALUATION / INDIVIDUAL EDUCATION PROGRAM (IEP)

Indicator		Findings	Support Plan
Result	1	<p>Records of approximately eight students were reviewed prior to the on-site review by the team leaders. Students' records were very accessible. All compliance items have been resolved and verified as such.</p> <p><i>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</i></p> <p><i>Documentation: Data Analysis; Interviews; Observation</i></p>	All compliance items have been resolved and verified as such.
Result	2	<p><b>Child Outreach</b></p> <p>Jamestown child outreach screenings are available in a range of community-based early childhood programs and by appointment September through June; additional appointments are provided in the summer months as needed.</p> <p>The Child Outreach Coordinator provides the opportunity for all Jamestown children ages 3, 4, and 5 to be screened at the location of the parent's choice. Screenings are conducted at the Melrose Avenue Elementary School, The Jamestown Early Learning</p>	

		<p>Center, or at the home. Outreach to parents of children in the age group is done throughout the year by mailings, visits to the pediatrician's office, and visits to the community library. Additionally, advertisements are posted in the local paper, The Jamestown Press, and sent in the Jamestown School Department electronic newsletter, The Howl. The Child Outreach Coordinator attends all state early childhood leadership meetings and bi-monthly meetings for child outreach coordinators. The Jamestown Early Childhood Coordinator meets with the Student Services Director on a monthly basis or more often as needed.</p> <p>The state target for screening is 80% of children ages 3, 4, and 5. The district reported the following screening percentages for the 2017-2018 year:</p> <ul style="list-style-type: none"> <li>● 3 year olds: 30%</li> <li>● 4 year olds: 75%</li> <li>● 5 year olds: 85%</li> </ul> <p><i>Documentation: State Performance Plan; Data Interviews</i></p>	
Result	3	<p><b>Child Find (State Performance Plan Indicator #11)</b></p> <p>Jamestown Public Schools for the 2017-2018 year was at 100% compliance for meeting evaluation timelines for initial referrals. As of 10/19/2018 to Jamestown Public Schools was thus far at 100% compliance for meeting evaluation timelines for initial referrals for the 2018-2019 school year.</p> <p><i>Documentation: State Performance Plan Data</i></p>	
Result	4	<p><b>Student Accommodations and Modifications</b></p> <p>General educators access student's accommodations via Aspen, the electronic database. Many special education teachers prepare a "cheat sheet", or brief description of the child's IEP for regular education teachers. Additionally, special education teachers meet with general education teachers to share information about individual student needs.</p> <p>The Jamestown School Department utilizes Aspen as the electronic database of the school department. The Office of Student Services has contracted with Aspen to maximize the use of Aspen to increase the accuracy and efficiency of special education record keeping. During the 2018-2019 school year, The Office of Special Education began utilizing the Aspen program to: create meeting invitations, create the prior written notice, document the initiation and completion of evaluations, complete quarterly progress reports. The IEP will continue to be developed in Aspen.</p>	

		<p>The Director of Student Services attends meetings throughout the school year with Directors from RI school departments that use Aspen and with Aspen representatives. This group worked during the 2017-2018 school year to create a new Prior Written Notice that eliminates the need for multiple forms. Additionally, the Director of Student Services participated in weekly Aspen live-online training sessions with Aspen technical support to ensure the efficiency of the use of Aspen in The Jamestown School Department.</p> <p><i>Documentation: Data Analysis; Interviews; Document Reviews</i></p>	
Result	5	<p><b>Specific Learning Disabilities Determination</b></p> <p>IDEA regulatory requirements for specific learning disability identification are followed at the elementary and middle school levels. The Special Education Evaluation Teams use data provided from regular education teachers, teachers who provide interventions, and special educators to make a data-based determination. Teams follow the RIDE Learning Disability Identification form to guide and document decision making that analyzes data showing where students are performing in relation to a specific area, what their rate of progress is in this area, and how this compares to peers. At the elementary and middle school, special education staff members have a good understanding of the requirements of Specific Learning Disability determination.</p> <p><i>Documentation: Interviews; Record Review</i></p>	
Result	6	<p><b>Due Process Information (State Performance Plan Indicators)</b></p> <p>Over the past three years Jamestown School Department has no (zero) RIDE complaints, mediations or hearings</p> <p><i>Documentation: Data Analysis, RIDE, Due Process Database</i></p>	

### 3. IDEA TRANSITION

Indicator		Findings	Support Plan
Result	1	<p><b>Part C to Part B Transition (Indicator #12)</b></p> <p>The District manages the transition of children from Part C Early Intervention (EI) to preschool special education. A database of all EL referrals is maintained, and</p>	

		<p>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 Early Intervention and found eligible for preschool special education had IEPs developed and implemented by their 3<sup>rd</sup> birthday.</p> <p>During the 2017-2018 school year there were eight (8) students referred to the Jamestown Student Services Department from Early Intervening (EI). Six (6) of the eight (8) children qualified for special education services. One child did not qualify for special education services and the family of one child withdrew their referral prior to completion of the process. All children residing in Jamestown and deemed eligible began receiving special education services by their third birthday.</p> <p><i>Documentation: Data Analysis; Interviews; State Performance Plan</i></p>	
Result	2	<p><b>IDEA Transition Planning at the Middle Level</b></p> <p>At Lawn Avenue Middle School, information for transition planning is gathered using student interviews, Ten Sigma, and Way to Go RI for students who will turn 14 during the timeframe of the IEP. Students have community-based experiences within the school department and surrounding community. All Lawn students participate in an annual event titled, “Island Treasures”, which provides students the opportunity to experience a variety of career opportunities present in Jamestown.</p> <p><i>Documentation: Data Analysis; Interviews; Record Reviews</i></p>	
Result	3	<p><b>IDEA Transition Planning at the High School Level</b></p> <p>Jamestown High School students attend North Kingstown High School, Narragansett High School.</p> <p><i>Documentation: Data Analysis</i></p>	
Result	4	<p>At the high school the case manager is the point person for referrals to the <b>Office of Rehabilitative Services (ORS)</b> and to the <b>Department of Behavioral Healthcare, Developmental Disabilities &amp; Hospitals (BHDDH)</b>.</p> <p>Jamestown High School students attend North Kingstown High School, Narragansett High School or the high school of their choice.</p>	

		<i>Documentation: Interviews; Document Review</i>	
Result	5	<p><b>Summary of Performance (SOP) is facilitated by the case managers as appropriate.</b></p> <p>Jamestown High School students attend North Kingstown High School or Narragansett High School, thus, SOP's are completed at their respective high schools.</p> <p><i>Documentation: Interviews; Document Review</i></p>	
Result	6	<p>100% of 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. <b>(State Performance Plan Indicator #13)</b></p> <p>Jamestown High School students attend North Kingstown High School or Narragansett High School.</p> <p><i>Documentation: Interviews; Document Review</i></p>	
Result	7	<p>Not applicable for 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 68% <b>(State Performance Plan Indicator #14)</b></p> <p>Jamestown High School students attend North Kingstown High School or Narragansett High School.</p> <p><i>Documentation: Interviews; Document Review</i></p>	