



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

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**School Support System Report and Support Plan**

**Lincoln Public Schools  
May 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.

## **TABLE OF CONTENTS**

1. Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE)
2. Evaluation/Individual Education Program (IEP)
3. IDEA Transition

**Lincoln Public Schools  
School Support System Review**

**Record Review Team Leaders**

**Team A – Susan Wood, Sandra Cambio Gregoire, Emily Klein**

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 Lincoln Public Schools Placement is as follows:</p> <p>The percentage of students educated 80 to 100% of the time in general education settings is 76.26% (RI District Average is 71.15%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 9.6% (RI District Average is 11.88%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 3.98% (RI District Average is 4.53%)</p> <p><i>Documentation: Data Analysis State Performance Plan</i></p>	<p>Lincoln recognizes that a continuum of special education is needed through the district to ensure that administrators, teachers, and parents understand the process in determining the Least Restrictive Environment. The continuum needs to be followed with fidelity and highly specialized programs that reduce access to generalized education settings and must have an entrance and exit criteria. This will create an accountability system that ensures that LRE is taken into consideration and that students are moving up the continuum and down the continuum based on data. There will be a rationale developed for each program as well as each student that is in the general education setting less than 40% of the time.</p> <p><b>Timeline:</b></p> <ul style="list-style-type: none"> <li>● June 2019--Lincoln will develop a clearly defined continuum of special education that outlines the continuum.</li> <li>● By September 2019--Lincoln will create an entrance and exit criteria for highly specialized programs in middle school level.</li> <li>● By September 2019--Lincoln will create an entrance and exit criteria for highly specialized programs in the elementary level.</li> <li>● By January 2020--Lincoln will create an LRE compliance checklist for all students educated outside of Lincoln Public Schools. In this checklist, the team will determine the barriers that are making it necessary to educate the student outside of Lincoln Public Schools.</li> </ul>

- By June 2020 -- Lincoln will create an entrance and exit criteria for highly specialized programs in the high school level.
- By June 2020--Lincoln will have a systematic plan that will increase scheduling that meaningfully includes all students and reduces the amount of identified students in each room.

**Progress Check:** December 2019

**FOLLOW-UP FINDINGS:**

Classroom created for 2019-2020 school year for all elementary grades. These classrooms are using an inclusionary model with push in services. All special education students providing direct instruction will enter into the classroom. However, intensive targeted skill support will be added for students that do not qualify for alternative assessment but are struggling in a traditional resource model.

Each elementary school grade will have inclusion classrooms and not school will have less than three special education teachers and three inclusion teacher assistants to support this model. Each teacher (general education and special education) and partner paraprofessional are provided with Common planning time to support the differentiation of curriculum. Each collaborative pair was given 6 hours of professional development a month with a consultant that was well versed in integrating collaborative models in elementary schools

Increased support has had an impact on the ODP percentage. Students are being returned when appropriate and staying in their community school. In 2018, the average of ODP students was 43 and as of December the number of students out in Lincoln is 17. Lincoln teams are effectively evaluating student returning and the transition

			phase has improved with each student. In the 2019-2020 school year, Lincoln IEP teams sent out 3 students. This demonstrates an increased commitment to educate students in their own district. Capacity is increasing and staff are committing to ONE Lincoln as a Lincoln Lion and the belief that ALL students belong in their own school.
Result	2	<p><b>Participation and performance of children with IEPs on statewide assessments (State performance Plan Indicator #3):</b></p> <p>B. Participation rate for children with IEPs 94.85%.</p> <p>C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievements standards 10.11% [Note: State has individual grade and content area targets (6.36%). State target is average target across grades and content areas. District target is average percent of students proficient across content areas (10.11%).]</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> The four elementary schools have different MTSS/Rtl systems for academic. All Schools have a system in place that meets at least weekly if not twice a week to create plans. Highlighting one specific model is as follows:</p> <p>The teams consist of the following:</p> <ul style="list-style-type: none"> <li>• Two special educators (1 from early childhood grades, 1 from upper elementary grades)</li> <li>• Occupational Therapist</li> <li>• Reading Specialist</li> <li>• Two general education teachers (1 from early childhood grades, 1 from upper elementary grades)</li> </ul> <p>Each team member has a specific role which is outlined below:</p> <p><u>Rtl Team Member Roles and Responsibilities:</u></p>	<p>Lincoln recognizes there is no universal Rtl system or MTSS system in place to address the academic concerns in the building. In fact, the data would indicate that four schools have four systems, with some being more robust in academics.</p> <p><b>Timeline:</b> Ongoing</p> <p>Lincoln Public Schools will work to utilize a uniform recording system for MTSS for academics. All schools from PK-12 will have similar recording systems in the 2019/2020 school year. Lincoln Public School target teams will demonstrate proficiency in the intervention guide that was created by the curriculum director's team. Professional development will be provided to ensure all teams are using the manual and following the process in 2019/2020.</p>

	<p><b>Scheduler</b> Add students into google calendar and email team members and classroom teacher</p> <p><b>Parent Notification team member</b> Complete form letter to be mailed home to parent follow up with phone call</p> <p><b>Goal Writing Team</b></p> <ul style="list-style-type: none"> <li>● Target the area of concern (reading, writing, or math)</li> <li>● Analyze data brought to the team by the classroom teacher</li> <li>● Create measurable goal for the determined number of weeks for targeted intervention</li> <li>● Documents the Team’s agreed upon intervention that will be used</li> <li>● Completes the goal form (estimated start date, method of data collection, frequency of data collection, who will provide the intervention, frequency, service type)</li> <li>● Print out the new goal sheet for the service provider(s) and the office file change all participants to “view only” in the “shared with me tab”</li> </ul> <p><b>Meeting Facilitator</b> Calls meeting to order and reviews reason for referral, history in RTI and/or current goal. Keeps track of time and keeps team from getting off track.</p> <p>Note taker for K-2 students Notes taker for 3-5 students</p> <ul style="list-style-type: none"> <li>● Prepare Note-taking sheet prior to the beginning of the meeting.</li> <li>● Take notes as the meeting is held on the form.</li> <li>● Include specific data and observations even if work samples are attached to the hard copy of the form.</li> <li>● Print out the notes at the end of the meeting for the teacher, service provider(s), and Rtl binder.</li> <li>● Share the notes with the classroom teacher. (All team members will automatically get the new notes because it is in a shared file.) Change all of the meeting participants to a “View Only” status as soon as the meeting ends.</li> </ul> <p>Summary note taker</p>	<p>Lincoln Public Schools will establish accountability and intervention options for all levels. The schools will work to vertically align the process in the 2019/2020 school year.</p> <p>Lincoln Public Schools will increase training with MTSS teams and help develop tool boxes to ensure interventions are individualized, robust and data driven in the 2019/2020 school year.</p> <p><b>Progress Check:</b> December 2019</p> <p><b><u>FOLLOW-UP FINDINGS:</u></b></p> <p>MTSS teams have been constructed with fidelity in all schools. The teams consist of teams that can support planning in functional and academic support. An MTSS and support system guide has been updated and professional development has been provided through the community care alliance in both the middle school and the high school</p>
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	<p>Records if student has met or not met goal, records current goal and provides a brief summary of the meeting and indicates next steps and date of next meeting</p> <p>A person in charge of Cover sheet and mirror file organization</p> <ul style="list-style-type: none"> <li>• Goals will be printed at end of meeting for inclusion in mirror file</li> <li>• Meeting notes will be printed out at end of meeting and included in file</li> </ul> <p>RtI Coach</p> <ul style="list-style-type: none"> <li>• Check in at the beginning of the process to be sure they are ready to present to the team and have the correct information.</li> <li>• Check in with the child's teacher to offer assistance in collecting data, organizing graphs, etc.</li> <li>• Remind teacher of upcoming meetings through emails or in person</li> </ul> <p><b>Middle Level</b></p> <p>The middle school in the 2018/2019 school has started the process to create a robust intervention system. The Lincoln Middle Schools has a MTSS system which meets weekly. Members of the team include the following:</p> <p>Administrator  Dean of Discipline  Guidance  Special education teacher  Consultant from Community Action Alliance  Social Worker  School Psychologist  General Education Teacher</p> <p>Teachers complete referral through an electronic data management system (google and skyward) to complete the process. The team uses a copy of an intervention user guide that was created and developed through the curriculum office. This guide has helped develop the Tier I, Tier II and Tier III interventions. All students are utilizing an individualized plan that is updated and monitored frequently.</p> <p>Tier II interventions (not limited to)</p> <ul style="list-style-type: none"> <li>• Small group instruction, (<i>no more than 5 students</i>) with scientifically based practices that target most common needs</li> <li>• Increased intensity, duration and frequency of interventions</li> <li>• Frequent progress monitoring (at least monthly)</li> <li>• Primary intervention by classroom teacher</li> <li>• Often includes supplemental intervention/support by reading specialist</li> </ul> <p>Tier III</p>	
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- Increased intensity, duration and frequency of interventions
- Intensive individualized instruction or small group instruction (no more than 3 students)
- More frequent progress monitoring (at least monthly)
- Intervention by reading specialist
- May include supplemental support/intervention by special educator

**High School Level**

In year 2017-1018 RTI consisted of random meetings scheduled in response to all referrals the team received through an automated reporting system. A total of 42 students were referred and serviced through 10 minute meetings scheduled as needed with 6 week follow up meetings to support improvements through individualized Tier II supports.

In year 2018-2019 the team meets two times per month, on dates scheduled at the start of the school year, for a total of four hours per month, to service students in 10 minute meetings. This allows the team to address 16 students each month with follow up meetings at six week intervals. The original schedule had been for the team to meet two times per month for 1 hour to address four students in that time slot, however RTI referrals have been so numerous, the team has increased the meetings to accommodate the referrals. Lincoln High School has a team consisting of the consistent team members with specific roles in every meeting.

The members are invited depending on the student referrals made in terms of administrative management responsibilities, guidance case management, student emotional and behavioral supports, and classroom performances: Guidance counselor(s), social worker, psychologist, and substance abuse/crisis assistance counselor.

Currently, the high school utilizes the following tiered support systems:

- **Tier II:** There is a check-in, check-out system that relies on daily connections with students through pairings assigned at the RTI meetings. Most students connect first thing in the morning, before the first bell, to organize their day and obtain a pass to connect at the end of the day to organize their homework. When students have complied with this system, marked improvements have been made.

		<ul style="list-style-type: none"> <li>○ <b>Tier II:</b> During the 10 minute RTI meetings that invite teachers and students to attend where the RTI team facilitates conversations in building relationships for their classroom, plans may be made for the student to connect with their teacher before or after school for intervention supports. When students have maintained the established plans, marked improvements have been made.</li> <li>○ <b>Tier II:</b> A few students have been scheduled for MyPath skills interventions during Credit Recovery periods in their schedule. This is less formalized at this time and lacks personnel to support it, preventing further implementation to evaluate its success at the high school at this time.</li> <li>○ <b>Tier III:</b> None are in place at this time (see support plan for additional information)</li> </ul> <p>Currently, there is an online referral sheet that requests a reason for the referral, and allows for additional comments or concerns to be listed. The challenge was to obtain buy in from faculty and staff to utilize this process and in doing so, the team made a conscious effort to create a submission process that would be supported. The team felt this needed to grow with the acceptance of the program over time. Referral reasons include:</p> <ul style="list-style-type: none"> <li>Homework completion</li> <li>Poor assessment grades</li> <li>Many days absent</li> <li>Apathy/motivational issues</li> <li>Class avoidance</li> <li>Work/task avoidance</li> <li>Disruptive/disrespectful behavior</li> <li>Behavioral issues</li> <li>Anxieties</li> </ul> <p><i><u>Documentation:</u> Data Analysis; State Performance Plan</i></p>	
Result	4	<p><b>SPP Disproportionate Representation (State Performance Plan Indicator #9 and #10)</b></p> <p>Lincoln was not disproportionate due to statistical analysis and review of policies, procedures and practices.</p>	

		<p><u>Documentation:</u> Data Analysis; State Performance Plan</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 Lincoln Public Schools 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><u>Documentation:</u> Data Analysis; State Performance Plan</p>	<p>Lincoln recognizes the need to address out of school suspensions particularly with students struggling to meet the functional and behavioral expectations of the building. The data would indicate that Lincoln is on warning status in some key areas. The focus will be to move to a more restorative process to help students shape and develop skills to improve behavioral outcomes versus just punish and manage behaviors. The district will work to improve the SEL and behavioral supports in both the middle school and the high school with the middle school being addressed first.</p> <p><b>Timeline:</b> Ongoing</p> <p>Lincoln Middle School will develop and create a highly specialized program in behavior in the 2018-2019 school year.</p> <p>Lincoln Middle School will develop and create a highly specialized program to address students with high functioning Autism in the 2019/2020. Lincoln High School will develop and revamp a highly specialized program in behavior in 2019-2020 school year.</p> <p>Lincoln Middle School and High School administrators and Dean will receive professional development on Rhode Island Discipline Legislation by the Regional Resource Center in 2019-2020 school year.</p> <p><b>Progress Check:</b> December 2019</p> <p><b><u>FOLLOW-UP FINDINGS:</u></b></p> <p>Highly specialized programs are present in all grades and are prepared to support all students</p>

			<p>that have significant challenges in the day that would cause them to be released.</p> <p>All students regardless of disability status receives a manifestation determination by suspension day seven to ensure that behavioral interventions are in place and determine if the student needs to begin the child find process or receive additional support through the MTSS model to address the difficulties resulting in infractions to the student code of conduct.</p> <p>All students have access to SEL staff, including highly specialized consultants such as a BCBA, clinical psychologists or a neuropsychologist to assist students and/or staff to address the skill deficit that is creating challenges in the students ability to access his/her education due to behavioral/functional challenges</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><b>Elementary Level</b> All elementary schools have a positive behavioral support and intervention schools and it is clearly evident in all the elementary schools. Staff have been trained on PBIS but it is not consistently followed in all schools.</p> <p>Social and emotional supports and strategies are seen in the buildings but often are left to the SEL staff only. Consultants are entering all the schools to help support more challenging behaviors in the building and plans are in the works to have all schools and all members of the school own all the students and all the student's behavior. Social and emotional needs are addressed through lunch groups with multiple staff.</p> <p><b>Middle Level</b> Lincoln middle school has a MTSS system which meets weekly. The middle school in the 2018/2019 school has started the process to create a robust intervention system. The Lincoln Middle Schools has a MTSS system which meets weekly. Members of the team include the following: Administrator Dean of Discipline Guidance</p>	<p>Lincoln Middle School will develop and create a highly specialized program in behavior in the 2018-2019 school year.</p> <p>Lincoln will provide professional development to understand and know strategies when a student is in crisis and create policy and procedures to help student cope with his/her difficulties. Establish accountability and intervention options for all levels. Increase training with general education staff on the MTSS/RTI approach as well as the continuum of special education.</p> <p>Lincoln Middle School will develop and create a highly specialized program to address students with high functioning Autism in the 2019-2020.</p> <p>Lincoln High School will develop and revamp a highly specialized program in behavior in 2019-2020 school year</p>

	<p>Special education teacher  Consultant from Community Action Alliance  Clinical Nuero-psychologist  BCBA  Social Worker  School Psychologist  General Education Teacher</p> <p>The team will view the referral that is submitted electronically. The team will work to develop behavior intervention plans. One such intervention is the creation of highly specialized programs that will help free up social worker and school psychologist to work with tier I and tier II students.</p> <p>This highly specialized program is still developing as the year progresses but there is an established entrance and exit criteria, program protocols and practices, data collection mechanisms, professional development defining the population to be served and the eligibility criteria as well as the documentation needed to assure IDEA compliance. The students in this program are receiving evidence based, clinically support program and they are responding to the intervention.</p> <p><b>High School</b>  The Rtl team meets two times per month, on dates scheduled at the start of the school year, for a total of four hours per month, to service students in 10 minute meetings to address referrals from teacher referrals from the general education classrooms. Current work for Rtl referrals does not separate academic Rtl issues from behavioral issues. Meetings are scheduled for both types of issues in the same meetings.</p> <p>Lincoln High School has developed a Clinical Team. This team was established this school year to address behavioral issues related to students in the Connections and Fundamentals classrooms. The discussions have branched out to encompass students that access the school's support personnel or those students that are regularly addressed for disciplinary issues. These students may have IEPs, 504 plans, or no plans in place to address behaviors. This team meets two times each month for one hour intervals equating to 2 hours each month.</p> <p>The team consisting of the following members:  Administrator, team leader  Administrator  Clinical psychology consultant  Special education department chair  Psychologist  Social worker  Substance abuse counselor</p>	<p>Lincoln Middle School and High School administrators and Dean will receive professional development on Rhode Island Discipline Legislation by the Regional Resource Center in 2019-2020 school year.</p> <p>Lincoln schools will increase awareness of social emotional education and best practices in classroom management.</p> <p>Lincoln schools will work to increase the number of staff that understand and know strategies when a student is in crisis and create policy and procedures to help student cope with his/her difficulties. It is important for every student to understand their role in the process.</p> <p><b>Timeline:</b></p> <p><b>Progress Check:</b></p> <p><b><u>FOLLOW-UP FINDINGS:</u></b></p> <p>Lincoln has developed specific training plans in all schools. The Center for Psychology and Learning, Evergrow Behavior Solutions, Regional Resource Center, Community Care Alliance and Empowering educators are working together to create strong school plans that help address student needs regardless of disability status.</p> <p>All schools are a full time social worker dedicated to the school to ensure that students and families are supported through the day.</p> <p>Schools with highly specialized programs have dedicated time set in the calendar to discuss the students demonstrating the most difficulty. This team also supports the referral process and ensures interventions are in place before consideration for a highly specialized program</p> <p>Teacher assistants are being trained on programs and support systems which helps them become</p>
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	<p>Special educator, Connections Program Special educator, Fundamentals Program</p> <p><b>The clinical team created some Tier II and Tier III processes:</b></p> <p><b>Tier II:</b> The team develops individualized behavioral management plans to support students in meeting behavioral goals and academic success with consistency.</p> <p><b>Tier II:</b> The team has been conceptualizing programmatic needs and approaches to best service students with behavioral challenges that may result in new scheduling opportunities to meet students' needs in specialized, least restrictive format.</p> <p><b>Tier III:</b> In circumstances of excessive behavioral challenges from legitimate, documentable functional issues, credit recovery courses through Edgenuity have been used to supplement live classes to assist students in remaining on track to graduate and meet academic success in proficiencies that earn credits towards graduation requirements.</p> <p>The team is using multiple sources in determining referrals. They are as follows: Behavioral performance data, Discipline referrals, and Academic outcomes are reviewed for lack of performance, high disciplinary consequences, and failing grades, to make decision to implement behavior plans and supports. The Attendance Team was expanded this year to include the truancy officer in addressing truancy issues related to students. This team meets once each month to look at patterns of excessive absences and develop action plans to assist students and their families in making academic progress with positive student outcomes.</p> <p>Lincoln High Schools has an attendance team that consists of the following: Principal Assistant Principals Truancy officer School Teacher nurse School psychologist Social worker Substance abuse counselor Guidance department chair Guidance counselors</p> <p><b>There are tier II and tier III processes that are used to support improved attendance. They are as follows:</b></p> <ul style="list-style-type: none"> <li>○ <b>Tier II:</b> The school nurse follows up on excessive medical absences to obtain medical documentation of visits and treatment.</li> </ul>	<p>more involved in implementation of supports with students. All teachers and teacher assistants were trained on the hierarchy of prompting, continuum of specialized services and specifically a tier I, tier II and tier III social emotional support system.</p>
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Result	7	<p><b>Preschool Continuum</b></p> <p>The preschool program is located at Northern Lincoln Elementary School. The district collects early childhood outcomes data on all children with IEPs as required by the federal Office of Special Education Programs. Teachers collect and enter authentic assessment information using Work Sampling System. This assessment information is used to shape and individualize instruction and to demonstrate progress. There are five classrooms at Northern with five full-time teachers. The district has 10 classrooms with one being highly specialized. The purpose of the Preschool Special Education Program is to provide students with the opportunity to learn skills that will meet their individualized needs. If a student is not learning by the way Lincoln is teaching, then Lincoln must teach in a way that enables the student to learn.</p>	

	<p>The Preschool Special Education Program aims to provide students with the level of support that they need. There are two levels to the Special Education Program: self-contained classroom and the inclusion classroom. Both programs have a specific criteria and expectation. Based on the student's current standing, the team will determine which program is the right fit for the student.</p> <p>To identify the students who are eligible for the self-contained classroom, the evaluation team will assess their current school readiness skills using information obtained during the review of referral, eligibility, and/or initial Individualized Education Program (IEP) meeting.</p> <p>The students who are not eligible for the self-contained classroom will be placed in the full-inclusion classroom. The full-inclusion classroom will be provided with support to reach each student's needs based on his/her current standing.</p> <p><b>Indicator #6</b></p> <p>A. In this district, the percent of preschool children aged 3-4 with IEPs attending a general education early childhood program and receiving the majority of special education services in the general early childhood program was 12.5%.</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><b>State Performance Plan Indicator #7</b></p> <p><b>Statement 1.</b> Of the preschool children who entered the preschool program below age expectations, the percentage who substantially increased their rate of growth by the time they turned 6 years of age or exited the program:</p> <ul style="list-style-type: none"> <li>▪ Positive social-emotional skills (including social relationships); 91.2%</li> <li>▪ Acquisition and use of knowledge and skills (including early language/ communication and early literacy); 78.9% and</li> <li>▪ Use of appropriate behaviors to meet their needs 87.9%</li> </ul> <p><b>Statement 2.</b> 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"> <li>▪ Positive social-emotional skills (including social relationships); 33.3%</li> <li>▪ Acquisition and use of knowledge and skills (including early language/ communication and early literacy); 17.9% and</li> </ul>	
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		<ul style="list-style-type: none"> <li>Use of appropriate behaviors to meet their needs 43.6%</li> </ul> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	
Result	8	<p><b>Program Continuum Elementary Level</b></p> <p>There are four elementary schools in Lincoln, Saylesville Elementary, Northern Lincoln Elementary, Central Elementary and Lonsdale Elementary. All schools educate K-5 students with Northern services the PK population. There are 1464 students at the elementary level and approximately 274 have IEPs. The special education program continuum is as follows:</p> <p>Push-in: Inclusive classes. General education classes with special education services provided in speech and occupational therapy. Services in the general education setting are also being accomplished in the Behavioral Support Program (BSP).</p> <p>Pull-out: Students are pulled out into small homogeneous groups. The number of hours of support dictate the setting. There are nine self-contained class settings at the elementary, which account for 30% of the IEPs at the elementary level and as high as 47% in some schools. These students go into general education for part of the day and generally for science and social students. The 1:1 teacher assistant is utilized often in the elementary level. Many of these students remain in their self-contained setting for reading and math instruction.</p> <p>At the elementary level, collaboration among special and general educators is present through the school. Teachers utilized common planning time and their own time to consult with each other regarding the needs of their students. The general education teachers are willing to help the diverse needs of students, however, often some of the most challenging students are not present during much of their day. It is believed, this willingness is the start and can only be heightened with more professional development on differentiation and collaboration.</p> <p><i>Documentation: Data Analysis; Interviews; Observation</i></p>	<p>Create more collaboration and shared teaching opportunities between special and general educators.</p> <p>Increase in-class supports and interventions.</p> <p>Create an intensive resource model in all four elementary schools.</p> <p>Creation of Highly Specialized function/behavior classrooms at Northern Elementary.</p> <p>Creation of a highly specialized academic program at Saylesville Elementary.</p> <p>Increase differentiation in the classroom to assist in providing the most meaningful approaches possible.</p> <p>Analyze each elementary use of the self-contained model and provide more opportunities in the school system to provide students identified with disabilities access to grade level curriculum, role models and peer support.</p> <p><b>Timeline:</b> Ongoing</p> <p><b>Progress Check:</b> December 2019</p> <p><b><u>FOLLOW-UP FINDINGS:</u></b></p> <p>The teams created an intensive resource model for all four elementary schools</p> <p>Lincoln provided no less than three special education teachers per elementary school to ensure intensive inclusion</p>

			Lincoln reduced the 9 self-contained classrooms in the elementary to 5 highly specialized classrooms. The team analyzed students that are in need of higher level of direct instruction but still in the general education setting.
Result	9	<p><b>Program Continuum Middle Level</b></p> <p>The Lincoln Middle School provides a middle school model for students in grades six through eight.</p> <p>The special education program continuum is as follows: -Specialized instruction is provided through an inclusion model with special educators assigned to each grade level team. 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>-Collaborative classes are supported by both the content area general educator and a special educator often as co -teachers. The special educators may adapt instruction along with providing modifications and accommodations for student as determined by their IEP. Students receiving special education services may receive small group instruction with typical peers.</p> <p>-An Excell/Skills period is held daily providing academic support and/or enrichment activities. Students with IEPs attend their Excell/Skills period with their special education case manager. During this time students are provided content area remediation, re -teaching, time to complete test/quizzes and/or assisting students in organizational management skills as defined by their IEP. Students may engage in this opportunity once a week and/or up to daily.</p> <p>-A self-contained setting, SATS program 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 co - curricular classes with support (teacher assistant) when appropriate. Vocational exploration is provided through a school -based business. Students are currently managing and staffing the “Pride Café” which is open daily. There are currently 3 students participating in this program.</p> <p>-Highly specialized behavior program for behavior. The Behavioral Support Program/Alternative Learning Program (BSP/ALP), which is done in an inclusive setting and serves as a home base for students with social emotional and behavioral challenges. This program currently is working on an entrance and exit criteria, documented program protocols and practices, data collection mechanisms.</p>	<p>Create a meaningful intervening approach for students struggling to meet the social emotional expectations of the building.</p> <p>Create a program of social emotional learning for student identified with autism or spectrum issues.</p> <p>Provide professional development for general education teachers to understand and help provide social-emotional or behavioral interventions.</p> <p><b>Timeline:</b> Ongoing</p> <p><b>Progress Check:</b> December 2019</p> <p><b><u>FOLLOW-UP FINDINGS:</u></b></p> <p>Lincoln redesigned instruction to help support all students. This was accomplished with teachers are attached to the cluster approach and with team planning to adjust service based on the need of instruction and assignment. Currently there is a special education teacher attached to almost all teams. Lincoln also created a learning proficiency clinic both during school as well as after school.</p>

		<u>Documentation: Data Analysis; Interviews</u>	
Result	10	<p><b>Program Continuum High School Level</b></p> <p>At Lincoln High School there are approximately 925 and 110 have IEPs. The program continuum is as follows:</p> <p>There is one alternative learning program classroom (Connections) located in the high school building. This classroom has one special education teacher and one teacher assistant assigned to the program. There are ten students in the program. Students can access the program as determined by their IEP on a daily basis for emotional and behavioral supports, regulation, and self-assessment. The students who are part of this program participate in the general education setting for all core classes and elective instruction. There is a school social worker and psychologist attached to the program. Each of which interacts with the students on a daily basis.</p> <p>Students from this program run the Greenhouse as a business. This includes the purchasing of plants and seeds, maintaining the products, and selling of plants at various times during the school year.</p> <p>There is one program for students with intensive needs. This is called the Life Skills program and consists of one severe and profound certified teacher with five students and three one to one assistants and one nurse. These students are all alternately assessed. The students participate in this setting for their core classes as well as a Civics/Circles curriculum course. They participate in electives and APE outside of this classroom. These students work in the Greenhouse during school days as well.</p> <p>There is a Fundamentals program taught by one special educator and one classroom assistant. Classes vary in size from 14 students to 22. The four core classes of English Language Arts, Science, Math, and Social Studies are taught to a group of students who range in reading and math levels from Kindergarten to grade 5. Certified content area teachers co-teach these courses with the special educator attached to this program. These courses follow the same curriculum as the general education courses with necessary modifications.</p> <p>The Transition program is taught by the Transition Coordinator who also teaches a Daily Living Skills course open to students who may require such a course. This program is for students between the ages of 18 and 21. Currently, there are five students in the Transition program. There is a job coach attached to the program as well as a one to one assistant this school year. Students in the program prepare for the world of employment and the skills necessary to attain appropriate positions. Students learn daily living skills, transportation skills, independence, self-advocacy, and career exploration. The students in this program are at worksites nearly every day of the school year. The students run a catering business within the school building. Students</p>	<p>The district recognizes the need to change some programming at the high school to reflect the least restrictive environment for all students. With this in mind, the process has begun in the restructuring the Fundamentals program. These changes will ensure that all students have access to the general education setting with appropriate accommodations and modifications.</p> <p>Continue to analyze Lincoln High School's grouping and classroom make up. Provide more heterogeneous opportunities in the school system to provide students identified with disabilities role models and peer support.</p> <p>Create more collaboration and shared teaching opportunities between special and general educators.</p> <p>Increase in-class supports and interventions.</p> <p>Increase differentiation in the classroom to assist in providing the most meaningful approaches possible.</p> <p><b>Timeline:</b> Ongoing</p> <p><b>Progress Check:</b> December 2019</p> <p><b><u>FOLLOW-UP FINDINGS:</u></b></p> <p>As part of the work to align Lincoln with best practices, Lincoln made a firm commitment to increase inclusion to have flexibility with our case managers. We are finding this change in approach has shown to be the most effective approach in ensuring success and preparing students for career or college readiness.</p> <p>Lincoln made the commitment to create as many co-taught classes as possible. The rationale for</p>

		<p>assist with business mailing jobs, filing, and other administrative assistant-like work as well.</p> <p>The high school had a total of eight special educators, one school psychologist, one school social worker, one speech and language pathologist for two days per week at the high school. A physical therapist provides services two days per week as well. An Occupational Therapist provides services two days per week at the high school. Adaptive Physical Education (APE) is taught by the physical education department and determined by the IEP team. There is one period of APE with one teacher and 10 students with nine classroom assistants.</p> <p><u>Documentation:</u> <i>Data Analysis; Interviews; Observation</i></p>	<p>this decision is that Lincoln believes that inclusive education provides our students with the most rigorous curriculum while supporting as many students as possible in a general education classroom.</p> <p>This action sent a clear message that all children are part of the high school community and being present with their peers will help increase their sense of belonging and teach them to be better prepared for life in the community as adults.</p> <p>The high school administration also created an intervention session for all students called the "Lion's Block". In this block, the special education teachers are using this time to teach students self-advocacy, self-reliance and the generalization of skills with multiple adults.</p>
Result	11	<p><b>Adaptive Physical Education (APE)</b></p> <p>Adaptive physical education services are available beginning at the kindergarten level and are provided per the IEP as appropriate.</p> <p>At the elementary level adaptive physical education is provided either once or twice per week depending on student need.</p> <p>At the middle level adaptive physical education is provided either with one in the general education setting and one in a small group setting, or both in the small group setting based on the same schedule as their general education peers.</p> <p>At the high school level adaptive physical education is provided four days per week for two quarters.</p> <p><u>Documentation:</u> <i>Data Analysis; Interviews; Observation</i></p>	<p>Analyze how adaptive physical education is being utilized in the district. Establish a more comprehensive approach with progress monitoring with APE.</p> <p>Timeline: Ongoing</p> <p><b>Progress Check:</b> December 2019</p> <p><b><u>FOLLOW-UP FINDINGS:</u></b></p> <p>The APE teachers worked together to tune and collaborate the IEPs to ensure interpretation is consistent across the district.</p> <p>The middle school principal, who is APE certified, created a task force to evaluate the curriculum, service delivery and rationale for pull out versus push in service. The task force is also working to create universal documentation for the district.</p>

Result	12	<p><b>Extended School Year (ESY)</b>  Extended school year is provided per the IEP as appropriate. IEP teams generally base decisions regarding students' need for ESY on patterns of student regression data, collected by special educators following school vacations. At the elementary level there are two ESY options —a pre -scheduled class group option and/or individual therapy. At middle and secondary level there are two options, regular and extended support.</p> <p>In the 2019 ESY program, the middle school ESY is offering a bridges program where students will have extra support in introducing the 6th grade curriculum. This program will be with general education and special education teachers.</p> <p><u>Documentation:</u> <i>Data Analysis; Interviews</i></p>	
Result	13	<p><b>Local Special Education Advisory Committee (LAC)</b>  In the 2018-2019 school year, meetings are in place to help reconnect the community with the Lincoln Special Education Advisory Committee (LSEAC) program. In the past, the LSEAC met at least once per quarter, four times per school year. These meetings involved guest speakers with relevant presentations for parents and the community regarding special education issues.</p> <p><u>Documentation:</u> <i>Data Analysis; Interviews</i></p>	<p>Provide more professional development to educators and parents to demonstrate the need and importance of this type of organization  Increase enrollment in LSEC and provide information that the district feels is needed to help improve special education in the district.</p> <p><b>Timeline:</b> Ongoing</p> <p><b>Progress Check:</b> December 2019</p> <p><b><u>FOLLOW-UP FINDINGS:</u></b></p> <p>LAC has two co-presidents that have worked to support disability awareness in Lincoln. They have partnered with the Autism Project, The Center for Psychology and Learning, Regional Resource Center and Empowering Educators to support strategies to ensure parents are provided with a voice in their school and community.</p> <p>They worked together to create a disability training with Lincoln Fire Department and Lincoln Police Department to train first</p>

			<p>responders with the challenges of supporting young individuals with disabilities.</p> <p>Created sensory tool boxes for each first responder to ensure that they had what they needed to support a struggling student during crisis situations.</p> <p>Regional resource Center provided trainings in October 2019 and March 2020 to support legal forum to help parents understand their rights if they are not in agreement of the district</p> <p>The Center for Psychology and Learning provided a workshop in Jan 2020 on trauma informed practices and how to support children in crisis.</p> <p>Social workers and BCBA's provided individual workshops on understanding Katie Becket Law and how to apply for home-based therapeutic services</p>
Result	14	<p><b>School Efforts to Partner with Parents (State Performance Plan Indicator #8)</b></p> <p>The district's rate of parent participation in the annual Special Education Statewide Parent Survey (2017-2018) is 15.8% of parents whose children have IEPs. 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 80.5%.</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>The Lincoln Public Schools graduation rate is 91.7% for all students and 68% for students with disabilities. These rates approximate the state average rates of 82.8% for all students and 59.4% for students with disabilities.</p>	<p>Continue to provide students with alternatives to obtaining the coursework necessary to receive a high school diploma.</p> <p>Provide professional learning opportunities to help support options other than drop out as a way to end their high school career.</p>

	<p>The Lincoln Public Schools dropout rate is 3.9% for all students and 20% for students with disabilities. These rates approximate the state average rates of 8.4% for all students and 17.8% for students with disabilities.</p> <p>The graduation rate for the Lincoln Public Schools is currently 91.7% for all students and 68.0% for students with IEPs. This is a drop from last year. The review of the data indicates that the district had students enter Lincoln High School from other districts that decided to withdraw from school very shortly from entering Lincoln High School. Staff at Lincoln High School worked closely with them to provide interventions that would encourage them to remain in school. This was done through course offerings, study skills classes, counselling, advisory for at risk students as well as support from the building administrators, guidance and special education department chair. These students pursued their education through Job Corps or through a GED program.</p> <p><u>Documentation:</u> <i>Data Analysis; State Performance Plan</i></p>	<p><b>Timeline:</b> Ongoing</p> <p><b>Progress Check:</b> December 2019</p> <p><b><u>FOLLOW-UP FINDINGS:</u></b></p> <p>The high school created a program in the 2019-2020 school year of a “vision of a graduate” The team feels that if the school has a united front regarding the goals of graduation, the rates for special education students will naturally rise with the other students. The other key aspect is also providing multiple pathways so that students are leaving school or career ready.</p> <p>In the 2020-2021 school year, the high school created the LION’s block which helps support all students with graduation and has been extremely effective for special education students.</p>
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## 2. EVALUATION / INDIVIDUAL EDUCATION PROGRAM (IEP)

Indicator	Findings	Support Plan
Result/ Compliance	<p>1 Records of approximately seventeen students were reviewed prior to the on-site review by the team leaders. Students’ records were very accessible. The record review process identified by following:</p> <ul style="list-style-type: none"> <li>-Learning disabilities determination per regulatory requirements not consistently adhered to</li> <li>-Random IEP items not completed or partially completed.</li> <li>-Random IEP items not aligned (e.g., Student has a goal for social emotional needs, yet the considerations page indicates behavior is not a consideration etc.)</li> </ul> <p><i>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</i></p> <p><u>Documentation:</u> <i>Data Analysis</i></p>	<p>Assurances will be provided to the Rhode Island Department of Education, Office of Student, Community and Academic Supports, that compliance issues are addressed and rectified. This Support Plan is applicable for all compliance findings in this section.</p> <p><b>Timeline:</b> Ongoing</p> <p><b>Progress Check:</b> December 2019</p> <p><b><u>FOLLOW-UP FINDINGS:</u></b> Issues resolved and verified.</p>

Result	2	<p><b>Child Outreach</b></p> <p>Lincoln's child outreach screenings are available in a range of community-based early childhood programs and by appointment September through June. The child outreach coordinator provides screening opportunities at early care and education centers and at the public school setting. 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: 12.71%</li> <li>-4 year olds:53.01%</li> <li>-5 year olds 60.73%</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>Lincoln Public Schools for the 2017-2018 year was at 100% compliance for meeting evaluation timelines for initial referrals. As of 3/1/2019 the Lincoln 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>Throughout the district special education case managers provide individual student's accommodations to their general education teachers. In 2018-2019, Lincoln started creating an electronic file and all files located in the office will be available on the Lincoln Public School's special education monitoring system. All general education teachers were trained on PowerSchool on how to access the system and how to have access to students' records. This approach provides detailed information on the student as well as provide student accommodations and modifications.</p> <p><i>Documentation: Data Analysis; Interviews; Document Reviews</i></p>	<p>Lincoln will continue to work with general education teachers to ensure that accommodations be provided as prescribed by the IEP.</p> <p>Lincoln will provide professional development on universal design to ensure that all students have access to the curriculum to the greatest extent possible.</p> <p><b>Timeline:</b> Ongoing</p> <p><b>Progress Check:</b> December 2019</p> <p><b><u>FOLLOW-UP FINDINGS:</u></b></p> <p>All general education teachers were trained on TIENET and have learned how to access student accommodation and modifications.</p> <p>The special education teams also worked to break down the page by specific goal and need.</p>

Result / Compliance	5	<p><b>Specific Learning Disabilities Determination</b></p> <p>Throughout the district special educator’s awareness of the requirements around initial and reevaluation for students with specific learning disabilities varied. Some were aware that additional information and forms were now required although they were unclear as to the specifics.</p> <p>IDEA regulatory requirements for specific learning disability identification is followed at all levels. General Education teachers bring data to the meetings where eligibility is being discussed so that the team can review the student’s response to research-based interventions and instructional strategies provided. The basis for determining learning disabilities is reviewed at all eligibility meetings in which the team is considering a disability in this area with all members of the team. There were compliance findings on SLD determination in the record review, hence the support plan.</p> <p><i><u>Documentation:</u> Interviews; Record Review</i></p>	<p>The district will review SLD determination regulatory requirements with staff as appropriate.</p> <p><b>Timeline:</b> Immediately and ongoing</p> <p><b>Progress Check:</b> December 2019</p> <p><b><u>FOLLOW-UP FINDINGS:</u></b></p> <p>The coordinators have worked together to review the qualifications for SLD during Monday morning meetings. Paperwork is reviewed then scenarios are tuned to ensure all the LEAs would review the material to determine eligibility.</p> <p>Once the Coordinators were comfortable with the qualifications, the process and procedure, they worked directly with the special education teachers and MTSS teams to review the paperwork and the process.</p>
Result	6	<p><b>Due Process Information (State Performance Plan Indicators)</b></p> <p>Over the past three years Lincoln has the following complaints, mediations and/or hearings:</p> <p style="text-align: center;"><b><u>COMPLAINTS</u></b></p> <p><b><u>FY 2016-2017</u></b>  <b><u># of Complaints:</u> No complaints during this period</b></p> <p><b><u>FY 2017-2018</u></b>  <b><u># of Complaints:</u> No complaints during this period</b></p> <p><b><u>FY 2018-2019</u></b>  <b><u># of Complaints:</u> No complaints during this period</b></p> <p style="text-align: center;"><b><u>MEDIATIONS</u></b></p> <p><b><u>FY 2016-17</u></b>  <b><u># of Mediations:</u> No mediations during this period</b></p>	

	<p><b><u>FY 2017-2018</u></b>  <b><u># of Mediations:</u></b> No mediations during this period</p> <p><b><u>FY 2018-2019</u></b>  <b><u># of Mediations:</u></b> No mediations during this period</p> <p style="text-align: center;"><b><u>HEARINGS</u></b></p> <p><b><u>FY 2016-2017</u></b>  <b><u># of Hearings:</u></b> 1 hearing during this period</p> <table border="1" data-bbox="338 522 1320 711"> <thead> <tr> <th data-bbox="338 522 497 647"></th> <th data-bbox="497 522 890 647">ISSUE(S)</th> <th data-bbox="890 522 1320 647">RESULT</th> </tr> </thead> <tbody> <tr> <td data-bbox="338 647 497 711">#17-06</td> <td data-bbox="497 647 890 711">IEP</td> <td data-bbox="890 647 1320 711">Withdrawn</td> </tr> </tbody> </table> <p><b><u>FY 2017-2018</u></b>  <b><u># of Hearings:</u></b> No hearings during this period</p> <p><b><u>FY 2018-2019</u></b>  <b><u># of Hearings:</u></b> No hearings during this period</p> <p><u>Documentation:</u> Data Analysis, RIDE, Due Process Data Base</p>		ISSUE(S)	RESULT	#17-06	IEP	Withdrawn	
	ISSUE(S)	RESULT						
#17-06	IEP	Withdrawn						

### 3. IDEA TRANSITION

Indicator	Findings	Support Plan
Result	1 Part C to Part B Transition (Indicator #12)	

		<p>The District manages the transition of children from Part C Early Intervention (EI) to preschool special education. A database of all EL referrals are 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% (2017-2018 SY) compliance and that all 23 children referred from Early Intervention and 18 found eligible for preschool special education had IEPs developed and implemented by their 3rd 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>Special educators are currently revising their vocational/transition practices including engaging students in self advocacy strategies, utilizing a number of vocational/transition assessments to inform IEP's as well as exploration for eligible students.</p> <p>Some elements of transition planning have been implemented. The creation of a school career day is helpful for all students at the middle school to help utilize exposure to career clusters and experts in the field. However, a systemic approach has yet to be established.</p> <p><i>Documentation: Data Analysis; Interviews; Record Reviews</i></p>	<p>Lincoln will continue to create a transition team consisting of both Lincoln High School and Lincoln Middle School teachers to ensure that appropriate students have transition plans.</p> <p>Provide professional development to middle level teachers on developing meaningful and appropriate transitional IEPs. This will ensure proper transition will occur in all the domains.</p> <p>Provide more transitional services and collaboration with to assist in transitional movement from grade to grade specifically in the specialized classrooms.</p> <p><b>Timeline:</b> Ongoing</p> <p><b>Progress Check:</b> December 2019</p> <p><b><u>FOLLOW-UP FINDINGS:</u></b></p> <p>All middle school special education teachers have been trained on the consent decree and have adjusted IEPs to reflect the transition planning.</p> <p>The highly specialized teachers (SATS, STRIIVE, ASCEND) have been trained on MAPPS and Career Development Planning (CDP) planning.</p> <p>The high school teachers are working to support the middle school on transitional assessments.</p>

Result	3	<p><b>IDEA Transition Planning at the High School Level</b></p> <p>At the high school all students participate in transition exploration with their case manager when they can. Although some students have clear and comprehensive transitional planning with the special education teacher. Not all students identified with a disability have this option. There does not appear to be clear transition planning for some of the students identified of a disability.</p> <p>Some of the students in the ALP (Connections Program), Fundamentals, Life Skills or the Inclusion classes receive direct transition services. They meet with their case managers individually for one to one interviews, assessments, data collection, and review of post-secondary goals. In addition, there are collective transition sessions organized by case managers and the department chair. These sessions are used to explore post-secondary educational opportunities, preparedness, accessibility, goal setting and expectations. Case managers follow a scope and sequence of transition assessments and related activities for each grade level.</p> <p><u>Documentation:</u> <i>Data analysis</i></p>	
Result	4	<p>At the high school the case manager is the point for referrals to the Office of Rehabilitative Services (ORS) and to the Department of Behavioral Healthcare, Developmental Disabilities &amp; Hospitals (BHDDH).</p> <p><u>Documentation:</u> <i>Interviews; Document Review</i></p>	
Result	5	<p><b>Summary of Performance (SOP) is facilitated by the case managers as appropriate.</b></p> <p>Summary of Performance (SOP) is completed by case managers for all students with an IEP.</p> <p><u>Documentation:</u> <i>Interviews; Document Review</i></p>	
Result	6	<p>Youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, and transition services. The Lincoln Public Schools are 100% compliant with the requirements. <b>(State Performance Plan Indicator #13)</b></p> <p><u>Documentation:</u> <i>Interviews; Document Review</i></p>	
Result	7	<p>80% of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and who have been employed, enrolled in postsecondary school, or both</p>	

	<p>within 1 year of leaving high school. The state average was 79% (<b>State Performance Plan Indicator #14</b>)</p> <p><i>Documentation: Interviews; Document Review</i></p>	
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