

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

School Support System Report and Support Plan

Lincoln Public Schools
February 3 - 6, 2014

SCHOOL SUPPORT SYSTEM

A Collaborative System of Focused Monitoring

Introduction

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

To accomplish this the SSS includes these components:

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

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***Lincoln Public Schools
SCHOOL SUPPORT SYSTEM REVIEW***

TEAM MEMBERS

Team A – Sally Arsenault, Lisa Ann Carter, Kelly McCorkle, Cynthia Robles

Team B – Jane Keane, Gina Gateman, Michele Pelletier

Team C – Susan Wood, Carolyn Aspinwall, Paula Faria, Shane McConnell

1. FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE/LRE)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
		The RIDE, Office of Students, Community & Academic Supports School Support System process was facilitated to provide a means of accountability for delivery of programs and services to improve outcomes for students with disabilities. The following pages reflect the findings of that process.	Data Analysis State Performance Plan		
Result	1	<p>Least Restrictive Environment Data (State Performance Plan Indicator #5)</p> <p>Based on the FY July 1, 2010 – June 30, 2011 State Performance Plan information on Lincoln Public Schools Placement Data is as follows:</p> <p>The percentage of students educated 80 to 100% of the time in general education settings is 68.22%. (RI District Average is 71.75%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 9.58% (RI District Average is 13.25%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 4.21% (RI District Average is 4.35%)</p>	Data Analysis State Performance Plan		
Result	2	<p>Statewide Assessment (State Performance Plan Indicator #3)</p> <p>Participation and performance of children with IEPs on statewide assessments:</p> <ul style="list-style-type: none"> A. The district's disability subgroup (did meet the State's minimum "n" size) met the State's AYP targets for the disability subgroup. B. Participation rate for children with IEPs. 98.07% C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards 35.51% (state target 28%) 	Data Analysis State Performance Plan		

Result	3	<p>Instructional Strategies and Supports</p> <p>Throughout the schools there were varying examples of student centered, teacher facilitated technology supported differentiated instruction, with posted rubrics, modeling, cooperative learning, student lead student-led projects and problem solving, posted agendas and student work along with homework assignments, independent self-selected reading and journal writing all aligned to the Early Learning Standards, GLE's/GSE's and Common Core.</p> <p>Use of student assessment and performance data to inform instructional practices was evident throughout the district. School faculty are engaged in analyzing student data such as the DRA, SWIS, NECAP, teacher generated assessments, student work and performance along with classroom observations .</p>	Data Analysis Interviews Observation																																																									
Result	4	<p>SPP Disproportionate Representation (State Performance Plan Indicators #9 and #10)</p> <table border="1" data-bbox="323 883 930 1068"> <tr> <td>White</td> <td>2010</td> <td>2011</td> <td>2012</td> <td>2013</td> </tr> <tr> <td>Students with Disability</td> <td>70</td> <td>56</td> <td>52</td> <td>64</td> </tr> <tr> <td>Total Students</td> <td>3025</td> <td>2989</td> <td>2919</td> <td>2850</td> </tr> <tr> <td>District Risk</td> <td>2.31</td> <td>1.87</td> <td>1.78</td> <td>2.25</td> </tr> <tr> <td>District Risk Ratio</td> <td>2.4</td> <td>1.8</td> <td>1.7</td> <td>2.1</td> </tr> </table> <table border="1" data-bbox="323 1138 930 1360"> <tr> <td>Native</td> <td>ADR</td> <td></td> <td></td> <td></td> </tr> <tr> <td>American</td> <td>2010</td> <td>2011</td> <td>2012</td> <td>2013</td> </tr> <tr> <td>Students with Disability</td> <td>2</td> <td>2</td> <td>3</td> <td>1</td> </tr> <tr> <td>Total Students</td> <td>6</td> <td>6</td> <td>6</td> <td>7</td> </tr> <tr> <td>District Risk</td> <td>NA</td> <td>NA</td> <td>NA</td> <td>NA</td> </tr> <tr> <td>District Risk Ratio</td> <td>NA</td> <td>NA</td> <td>NA</td> <td>NA</td> </tr> </table> <p>Lincoln Public Schools is not disproportionate.</p>	White	2010	2011	2012	2013	Students with Disability	70	56	52	64	Total Students	3025	2989	2919	2850	District Risk	2.31	1.87	1.78	2.25	District Risk Ratio	2.4	1.8	1.7	2.1	Native	ADR				American	2010	2011	2012	2013	Students with Disability	2	2	3	1	Total Students	6	6	6	7	District Risk	NA	NA	NA	NA	District Risk Ratio	NA	NA	NA	NA	Data Analysis State Performance Plan		
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Result	5	<p>Multi-Tiered System of Support (MTSS) Response to Intervention (RtI)/Academics</p> <p>Elementary Level Elementary schools in Lincoln are actively engaged implementing RtI. RtI teams are established, meeting weekly for 25-30 minutes. Interventions may involve academic or behavioral supports. For reading benchmark assessments, they are using Fountas & Pinell, a tool designed for determining student levels and groupings. For charting student progress, they use AIMS Web supplemented by teacher-designed tools. Teachers cite the need for further evidence-based interventions and tools for tracking student progress data.</p> <p>Grade level common planning time among general and special educators is built into elementary school schedules. Staff use this time to plan and align instruction among groups, coordinate learning activities, discuss interventions, and adjust accommodations for students with disabilities.</p> <p>At the elementary level, understanding and operation of the RtI process varies among schools. In some schools, the process is operating smoothly, with defined cycles for interventions and areas of concern addressed through the process. When a learning gap is evident after two or three intervention cycles, and other factors are ruled out, the RtI team refers the student for evaluation to determine the existence of a disability.</p> <p>Middle Level The Lincoln Middle School faculty collectively addressed academic and social emotional learning through their school wide Professional Learning Community Initiative focusing on improving student achievement. The Professional Learning Community team meets once a week with various school subcommittees.</p> <p>As a subcommittee of the Professional Learning Community, the RtI team is in the process of re-structuring their multi-tiered system of support/RtI initiative. Though an RtI process is emerging, continued discussions are needed to review and revise all related documents, practices and protocols. In addition exploration and establishment of a comprehensive systemic approach and understanding of universal targeted and intensive instruction and supports that are evidenced based, along with assessment tools, intervention and progress monitoring strategies, management practices and protocols need to be identified and implemented.</p>	Data Analysis State Performance Plan Interviews Document Review Observation		
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		<p>Common planning time is scheduled every other day for 45 minutes. Grade level leaders facilitate and manage common planning time. This time is utilized for parent meetings, student intervention updates, cross content along with whole school planning.</p> <p>High School Level At the high school the Rtl team has focused on reviewing systemic issues (drop out) and how to support student's at-risk for school failure and developing student specific interventions. Currently, the team is reviewing how to revise the schedule to provide more interventions to students during the school day.</p>			
Result	6	<p>Suspension (State Performance Plan Indicator #4a): Significant discrepancy in the rate of suspensions (for students with IEPs) greater than 10 days as compared to the rate of suspensions (for students without IEPs) greater than 10 days.</p> <p>The total of all students suspended more than 10 days was less than ten students. In both 2011-2012 Lincoln had less than ten students with IEPs suspended more than 10 days.</p> <p>Suspension (State Performance Plan Indicator #4b): Significant discrepancy in the rate of suspensions (for students with IEPs, by race /ethnicity) greater than 10 days as compared to the rate of suspensions (for students without IEPs) greater than 10 days.</p> <p>The total of all students suspended more than 10 days was less than ten students. In 2011-2012, Lincoln had less than ten students with IEPs, by race/ethnicity suspended more than 10 days.</p> <p>Multi-Tiered System of Support (MTSS) Response to Intervention (Rtl)/Social /Emotional Supports</p> <p>Elementary Level Social/emotional learning is generally supported through schools' implementation of the Positive Behavioral Intervention and Supports (PBIS) model. There is a social/emotional curriculum, Second Step which is implemented in all elementary schools. PBIS is led by a team of PBIS district-level coaches representing each school. Elementary school-wide</p>	Observation Interview		

	<p>systems are active, establishing positive expectations of students and recognizing behavioral successes through tokens, celebrations, and social rewards. The program is evaluated by periodically reviewing data regarding office referrals (“pink slips”) via the SWIS system. An anti-bullying component encourages students to “stop, walk, and talk” as a strategy.</p> <p>Beyond school-wide PBIS and anti-bullying strategies, the system of support for students experiencing or posing behavioral challenges includes: (a) targeted or intensive interventions supported through the RtI process; (b) classroom observation and consultation from the school social worker or school psychologist; (c) a functional behavioral assessment (FBA) and, based on that, a behavioral intervention plan, typically led by the school psychologist, who works with the classroom teacher; (d) in-class social skills groups, led by a school social worker, school psychologist, or other specialists; (e) individual and small-group counseling sessions. The elementary anti-bullying program encourages students to practice “stop, walk and talk.” Lunch bunch (lunch social group) is also implemented on the elementary level.</p> <p>Middle Level The Lincoln Middle School is a positive behavioral intervention and supports (PBIS) school offering students a variety of social emotional supports in addition to related activities for learning. These include but are not limited to the following: A Professional Learning Community, school-wide positive behavioral supports and interventions activities, supports and student recognition, the Second Step/School Curriculum (facilitated by the school psychologist and social worker during health class/all grade levels), student lead conferencing, lunch social groups, video supported curriculum, activities and lesson planning along with an advisory program.</p> <p>High School Level The high school is also a positive behavioral intervention and supports (PBIS) school. There are a variety of supports in place such as RISE UP (respect, integrity, safety, engagement, unity and pride). Students are provided reward tickets on regular basis for myriad of endeavors. Best buddies and unified sports have also been very positive activities for students. Advisories and watch advisories for students at-risk occur every day.</p> <p>School Removals/Disciplinary Policies. Throughout the district behavioral expectations along with disciplinary action protocols and policies are comprehensively defined in a student handbook.</p>			
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Result	7	<p>Program Continuum Preschool Level</p> <p>The district preschool programs are located at Lonsdale and Lincoln Northern Elementary Schools, with Lonsdale serving children residing within the Saylesville and Lonsdale neighborhoods and Lincoln Northern serving those from the Central and Northern areas. Eight half-day sessions are operating in four integrated preschool classrooms—two at Northern and two at Lonsdale. Each session enrolls up to 15 children, each designed to group 8 community peers with seven children with disabilities. Services are typically provided within a transdisciplinary team approach. As actual enrollment has grown, the program at Northern is full, with the number of children with disabilities beginning to exceed that of community peers. This presents a dilemma as additional children are identified during the school year in need of special education. However, the programs at Lonsdale are not yet full. There is scheduled time to allow a day for community outreach which includes home visit, parent education and play groups.</p> <p>Approximately 45 preschool children whose IEP requires only speech/language therapy receive this service by regularly scheduled appointments at Lonsdale and Lincoln Northern Elementary Schools.</p> <p>The preschool program monitors students' performance outcomes through a data-based system (Teaching Strategies Gold) and is fully compliant with requirements of the state's early childhood outcomes work.</p>	<p>Data Analysis State Performance Plan Observation Interview Document Review</p>		
Result	8	<p>Program Continuum Elementary Level</p> <p>There are 1,441 students at the preschool and elementary level, with approximately 273 receiving special education and related services through IEPs. The elementary level special education program continuum currently includes the following options:</p> <ul style="list-style-type: none"> • General education class with speech/language therapy provided in a separate setting or in a small group within the class. • General education classes, with special education services provided in the general education setting. This option is referred to a “resource” service, with children receiving this service grouped within the same class at each grade level. Each special educator is typically assigned to two grade levels and provides specialized instruction to assigned students as a subgroup within two general education classes. In rare instances, larger groups of students at one grade level are split between two classes and the assigned special educator works solely with one 	<p>Data Analysis Interviews Observation</p>		

		<p>grade level. In one instance, a teacher works full-time with all assigned students at one grade level within one classroom.</p> <ul style="list-style-type: none"> • Special education class, with participation in general education classes for itinerant subjects and, as appropriate, for selected academics. This option is referred to as “self-contained,” with all students receiving this service assigned to one general education classroom at each grade level for their itinerant subjects. 			
Result	9	<p>Program Continuum Middle Level</p> <p>There are 741 students attending Lincoln Middle School, 101 are students with IEPs. The Lincoln Middle School provides a middle school model for students in grades six through eight. The special education program continuum is as follows:</p> <p>-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 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 11 students participating in this program. Eight of the students are on alternate assessment. Three students participate</p>	Data Analysis Interviews Observation		

		in all general education content area classes with the support of a special educator. Students not alternately assessed receive all their content area instruction by a highly qualified general educator. Students additionally receive instructional supports through the self contained teacher.			
Result	10	<p>Program Continuum High School Level</p> <p>At Lincoln High School there are approximately 1,012 and 104 have IEPs. The program continuum is as follows:</p> <ul style="list-style-type: none"> -Co-taught classes (a special educator and a general education teacher and potentially a reading specialist). At the high school there are AP/honors, college prep, general and fundamental leveled courses. The co-taught classes target students in the general and fundamental class level although there are some co-taught college prep classes. All students in fundamental classes are students with IEPs. Co- teachers reported wanting common planning time for class planning. Discussions are occurring to see what options may be available for the following school year. -Tuesday's and Thursday's after school a few special educators volunteer to stay after school and provide individualized assistance as needed. Special educators expressed concern about students retaking classes two and three times and not meeting with success. Discussions are underway to explore credit recovery options. -Study skills (resource). The focus of student skills is self-advocacy coupled with working on student specific IEP goals and transition related skills. -Connections Program for students who have social emotional challenges (both with and without IEPs). Students can come to the Connections class for support as appropriate. - Self-contained setting. A group of students who need a smaller class academic setting. Core content teachers go into this setting and co-teach with the special educator. -Life Skills class for students on alternate assessment. Students also take a daily living skills class that begins the pre vocational experience. -Transition class (18-21 years of age). Students work from 9:00-12:00 (Marshalls, Five Below, Dollar Tree, Pizza, Dave's Market, DePaul's Hardware, CVS, Amica, local public libraries, etc.). Two current students are in paid employment at Amica. Another student 	Data Analysis Interviews Observation		

		<p>has recently been hired in the school cafeteria for paid employment. A job coach works with the students in the field. There are also a variety of jobs in the school (greenhouse, copy center, shopping for family consumer science class and First Class café catering). There is also state-wide annual Transition Night held at the high school. This was started in 1998 and continues (in collaboration with the Northern Rhode Island Collaborative) to this day.</p> <p>The speech and language pathologist is at the high school two days a week. The school social worker and school psychologist are at the high school every day and a half-time school social worker. There are approx. 20 students with IEPs that receive direct service from the social worker. Others are seen as needed. A social skills group is held during advisory for students who have been identified as needing additional support. There is also a school adjustment counselor who provides assistance and support to students as appropriate.</p> <p>There is yearlong Exhibition course that students with IEPs can take if needed. This allows them the opportunity to work on their exhibition presentation at a slower pace. There is also a semester long class Exhibition class for students who do not need the year long process.</p>			
Result	11	<p>Adaptive Physical Education (APE)</p> <p>Adaptive physical education services are available beginning at the kindergarten level and are provided per the IEP as appropriate.</p>	Data Analysis Interviews Observation Record Review		
Result	12	<p>Extended School Year (ESY)</p> <p>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.</p>	Data Analysis Interviews		
Result	13	<p>Local Special Education Advisory Committee (LAC):</p> <p>A special education local advisory committee, required by Board of Education regulations, operates in the district with the support of the Director of Students Services. The Lincoln Special Education Advisory Committee (LSEAC) is comprised of four parent leaders serving as LSEAC board members. The LSEAC meets approximately four times</p>	Data Analysis Interview Document Review		

		<p>per year. The Special Services Director attends LAC meetings, along with a special educator from Saylesville Elementary School and the High School Transition Coordinator. The board requires that participants seeking membership on the committee attend at least four meetings per year.</p> <p>In 2011, the district supported the board members to attend training on the operation of local advisory committees, offered by the Rhode Island Parent Information Network (RIPIN). The LSEAC has since established by-laws, which are posted on the Lincoln School Department website. The group also participates in the Statewide Special Education Network (SEAN), where ideas can be exchanged with other districts' committees. The LSEAC has published a marketing brochure, which expresses its mission as follows:</p> <p>The Lincoln Special Education Advisory Committee (LSEAC) provides education and information to parents and the broader community on Special Education issues and services. We serve as advocates, in partnership with parents of students with disabilities, to ensure an appropriate education for all children with special needs in our community and to ensure that student needs are being met.</p> <p><u>Recent and upcoming LAC-organized activities include:</u></p> <ul style="list-style-type: none"> • Speaker: A young adult/Lincoln student speaker sharing his perspective and experiences in school as a student with a disability • Speaker: A Groden Center specialist providing information about the use of assistive technology, particularly for students with autism • March 2014: The Lincoln High School Assistant Principal will explain the Unified Sports Program <p><u>The LAC's current goals are to:</u></p> <ul style="list-style-type: none"> • Boost recruitment of LAC members • Work with the schools' PTOs regarding accommodating all students, including those with disabilities, in PTO/school-sponsored events 			
Result	14	<p>School Efforts to Partner with Parents (State Performance Plan Indicator #8):</p> <p>The district's rate of parent participation in the annual Special Education Statewide Parent Survey is 46% of parents whose children have IEPs.</p> <p>Of parents with a child receiving special education services who participated in the last</p>	Data Analysis State Performance Plan		

		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 of 30%.			
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2. EVALUATION/ INDIVIDUAL EDUCATION PROGRAM (IEP)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Result/ Compliance	1	<p>Records of approximately 19 students were reviewed prior to the on-site review by the team leaders. Students' records were organized, accessible, and contained logs to document reviewer access. The record review process identified the following IEP issues:</p> <ul style="list-style-type: none"> -Though the baseline for writing and inferential and pragmatic language is significantly documented, a brief, specific, quantitative, measurable statement that defines what the student can currently do in the area of need is not clear. -In stating how the student's progress will be measured, the IEP does not specify the type of data to be collected over a quantifiable number of trials and performance period (in one day? Over one week?). Criteria for judging successful performance of objectives or progress toward goals is not delineated. -Present levels of functional performance and academic achievement are significantly detailed. Documentation is not based on quantitative baseline data that will be used to develop measurable goals in the areas needing specialized instruction. Information presented did not provide how statements were justified through a collection of data. -Short-term objectives/benchmarks though detailed for writing, social skills/behavior /abstract /inferential language are not measurable. <p>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements) (RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements) (§300.320)</p>	Record Review	<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>Timeline: Immediately and ongoing; Progress check: December 2014</p>	<p>Records were forwarded to the RI Department of Education indicating compliance issues were addressed and rectified.</p> <p>Professional Development was provided to all special education staff in these areas.</p> <p>Check-ins as well as technical assistance remains ongoing.</p>

Result	2	<p>Child Outreach</p> <p>The district's Child Outreach program and screening facility is comfortably housed in a full-sized classroom at Lincoln Northern Elementary School. The program employs six part-time screeners. Lincoln's child outreach screenings are available by parent appointment from Monday through Thursday throughout the school year. The program also provides on-site screening at each private early care and education center located in the town.</p> <p>The screening program operates with staffing supervision and screening instruments consistent with "Best Practice Guidelines for Child Outreach Screening Programs in Rhode Island".</p> <p>The state target for screening is 80% of children ages 3, 4 and 5. In Lincoln's most recent Preschool Special Education Performance Report, the district reports the following screening</p> <ul style="list-style-type: none"> • 3 year olds: 85.71% • 4 year olds: 84.38% • 5 year olds: 60.44% <p>These percentages reflect increases from the previous year percentages.</p>	State Performance Plan data Interviews		
Result	3	<p>Child Find (State Performance Plan Indicator #11)</p> <p>Lincoln Public Schools for the 2011-2012 year was at 100% compliance for meeting evaluation timelines for initial referrals. As of 2/5/14 the Lincoln Public Schools was thus far at 100% compliance for meeting evaluation timelines for initial referrals for the 2011-2012 school year.</p>	State Performance Plan data		
Result	4	<p>Accessing accommodation information</p> <p>Elementary Level</p> <p>Special educators share students' IEPs with general educators to whom they are assigned. One special educator prepares a binder for the general educators, with the students' past RtI data, a chart of accommodations required, etc. and also provides to all itinerants a chart of students' needed accommodations.</p>	Data Analysis Interviews Document Review		

		<p>Middle Level General educators are provided with a hard copy of students IEP for review and planning. In addition they receive a snapshot of functional and academic strengths and needs. Co curricular educators receive a snapshot of strengths and needs along with specific areas addressing modifications and accommodations as determined by a student IEP. All teachers have access to Tienet for accessing student IEPs.</p> <p>High School Level Special educators send strengths/needs and accommodations. In addition, general education teachers can log onto Tienet to see their students IEPs.</p>			
Result/ Compliance	5	<p>Specific Learning Disability (SLD) Determination</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>	Interviews Record Review SA3,6 SW4	The Lincoln Public School will continue to provide ongoing professional developmental /technical assistance in this area.	Professional Development and Technical Assistance was provided to all special educators and building administrators.
Result	6	<p>Due Process Information (State Performance Plan Indicators #16, #17,#18 & #19)</p> <p><u>COMPLAINTS</u></p> <p>2011 - No complaints during this period. 2012 - No complaints during this period. 2013 - No complaints during this period.</p> <p><u>MEDIATIONS</u></p> <p>2011 - No medications during this period.</p>	Data analysis		Ongoing check-ins and follow-up is provided as needed.

2012 - No medications during this period.

2013

of Mediations: 4 mediations during this period

	<i>ISSUE(S)</i>	<i>RESULT</i>
<i>Mediation #1</i>	Other	Agreement Reached
<i>Mediation #2</i>	Other	Agreement Reached
<i>Mediation #3</i>	Discipline	Agreement Reached
<i>Mediation #4</i>	Other	Withdrawn

HEARINGS

2011 – No Hearings during this period.

2012

of Hearings: 2 hearings during this period

	<i>ISSUE(S)</i>	<i>FINDING(S)</i>
<i>Hearing #1</i>	Placement	Resolution Session Agreement
<i>Hearing #2</i>	Other	Withdrawn

2013

of Hearings: 2 hearings during this period

	<i>ISSUE(S)</i>	<i>FINDING(S)</i>
<i>Hearing #1</i>	Identification	Withdrawn/Settlement Agreement
<i>Hearing #2</i>	Placement	Withdrawn

3. IDEA TRANSITION					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Result	1	<p>Part C to Part B Transition (Indicator #12)</p> <p>The Child Outreach Coordinator/Preschool Diagnostic-Prescriptive Teacher manages the transition of eligible children from Part C Early Intervention (EI) to the district's preschool special education program. Most EI referrals are received in a timely manner and the 30-month transition meetings are convened in a timely manner as a home visit among the family, EI provider and Lincoln's Child Outreach Coordinator. The district's annual Preschool Special Education Performance Report shows that the district achieved 100% compliance with EI-to-preschool transitions and that all children referred from Early Intervention and found eligible for preschool special education had IEPs developed and implemented by their 3rd birthday.</p>	<p>Data Analysis Interviews State Performance Plan District's Annual Performance Report</p>		
Result	2	<p>Transition Project</p> <p>Secondary (middle and high school) special educators and administrators are currently participating in a pilot project hosted by the RIDE Transition Teach and the NSTACC (National Secondary Transition Technical Assistance Center) to review and revise articulation of transition service planning from the middle school to the high school and beyond. This would include incorporating all elements of self advocacy, student led IEPs, notice assessment, opportunity and exploration, employment, independent living and post secondary education.</p>	<p>Data Analysis Interviews Record Reviews</p>		
Result	3	<p>IDEA Transition Planning at the Middle Level</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. Assessment tools include WayToGoRI, the Reading Free Interest Inventory and MAP's along with developing transition portfolio.</p> <p>Some elements of transition planning have been implemented. However, a systemic approach has yet to be established.</p>	<p>Data Analysis Interviews Record Reviews</p>		

Result	4	<p>Drop Out /Graduation Rate (State Performance Plan Indicators #1 and #2)</p> <p>The Lincoln Public Schools graduation rate (2011-2012) is 83.1% for all students and 64.6% for students with disabilities. These rates are higher than the state average rates of 77.1% for all students and 58.70% for students with disabilities.</p> <p>The Lincoln Public Schools dropout rate (2011-2012) is 7.5% for all students and 12.5% for students with disabilities. These rates are lower than the state average rates of 11.9% for all students and 20.1% for students with disabilities.</p>	Data Analysis State Performance Plan		
Result	5	<p>IDEA Transition Planning at the High School Level</p> <p>Case managers are responsible for the vocational assessment. They can chose from a variety of options (Career Planning Inventory, Way to Go RI, Transition Planning Inventory, informal interest inventories etc.). Depending on student need case managers have requested that the 8th grade vocational assessment be sent to the high school but thus far that has not occurred.</p>	Data Analysis Interviews Record Reviews		
Result	5	<p>At Lincoln High School the case manager is the point for the Office of Rehabilitative Services (ORS) and Division of Developmental Disabilities (DDD) referrals at the school. The respective case manager facilitates the referral to the Behavioral Health Developmental Disabilities and Hospitals.</p>	Interviews Document Review		
Result	6	<p>Summary of Performance (SOP) is completed by the case managers as appropriate.</p>	Interviews Document Review		
Result	7	<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. (State Performance Plan Indicator #13)</p>	Interviews Document Review		
Result	8	<p>79% of youth who are no longer in secondary school, has 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. (State Performance Plan Indicator #14)</p>			