



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

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**School Support System Report and Support Plan**

**North Smithfield Public Schools  
March 2019**

## **SCHOOL SUPPORT SYSTEM**

### **A Collaborative System of Focused Monitoring**

#### **Introduction**

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

To accomplish this the SSS includes these components:

- **The Orientation Meeting:** The Rhode Island Department of Education (RIDE) staff meets the Local Education Agency (LEA) to plan the site review and identify issues or initiatives that may influence programs or service delivery.
- **Data Analysis Meeting:** The RIDE staff meets to review LEA demographic information on selected reports including: the state performance plan, census information, and information collected through record review, staff questionnaires and parent interviews. To ensure that the child is at the center of the study, all analyses begin with the child. Thus, a sample of approximately 20 students with exceptionalities is selected; the records of these students are reviewed; their parents, teachers and related service providers are interviewed, and their classrooms are observed. The result is an in-depth, unified examination of the actual provision of programs and services for students with exceptionalities. The RIDE staff compiles a preliminary summary of their analyses of this data.
- **Presentation by the LEA and School Site Review:** The on-site review begins with a presentation of programs by teachers and staff. The presentation provides the review team with general and specific information on delivery of programs and services to students. Following this presentation, on-site reviews to all schools are made. The team members interview school administrators and teaching staff. Parents and central office staff are also interviewed. The team gathers sufficient information and works with the LEA personnel to generate a report, covering the following:
  - The district's compliance with the state and federal regulations, relative to the education of students with exceptionalities.
  - The quality and effectiveness of programs and services provided by the district.
  - The need for professional development and technical assistance that will enable the LEA to improve programs and services.
- **The Support Plan:** The Ride team, LEA central office and building administrators meet to review the data and complete a report of results. The group designs a professional development/technical assistance support plan with timelines for implementation. This plan enables the school and district to correct areas of non-compliance and to strengthen promising programs and correct areas of weakness in order to improve services and programs for all students.
- **The SSS Report:** The report summarizes the findings from the various data sources. The format of the report uses four divisions: Indicators, Findings, Documentation, and Support Plan. Indicators describe either performance or compliance. Findings can include a variety of some six categories, from School Improvement to Free Appropriate Public Education in the Least Restrictive Environment. The documentation section of the report distinguishes the source of the finding. The support plan reflects the response to the described findings. The support plan describes the corrective action by the district as well as resources and time lines to improve programs and services.

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**North Smithfield Public Schools  
School Support System Review**

**Record Review Team Leaders**

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

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 North Smithfield Public Schools Placement is as follows:</p> <p>The percentage of students educated 80 to 100% of the time in general education settings is 73.76% (RI District Average is 71.05%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 7.56% (RI District Average is 12.5%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 5.78% (RI District Average is 5.11%) North Smithfield currently has 3 students placed residentially by DCYF as well the overall impact of ESSA. Since the performance report, North Smithfield numbers have decreased by 4 students.</p> <p><i>Documentation: Data Analysis State Performance Plan</i></p>	
Result 2	<p><b>Participation and performance of children with IEPs on statewide assessments (State performance Plan Indicator #3):</b></p> <p>B. Participation rate for children with IEPs 100%. C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievements standards 93.2% [Note: State has individual grade and content area targets (28%). State target is average target across grades and content areas. District target is average percent of students proficient across content areas (16.81%).</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)/<u>Academics</u></b></p> <p><b>Elementary Level:</b></p>	

**Math: In North Smithfield** there are three math interventionists for grades two through five. Students are identified as needing math intervention through grade level unit assessments, i-Ready results, RICAS (as age appropriate) results.

**Reading:** Reading intervention is offered to students in grades kindergarten through five. Students are identified as needing reading intervention through a variety of data sources including: PALS assessment, Fountas and Pinnell letter and sound assessment, Sight Word Reading and Writing assessments, informal running records, RICAS (as grade appropriate) DRA assessments, i-Ready scores.

**Other interventions:** The RTI process is a Tier III process. Tier I students are receiving strategies within the classroom and may have the teacher support team provide additional suggestions for interventions. Tier II students may receive more intensive intervention, recommendations for possible screenings are provided along with additional TST supports.

**Middle Level:**

**Reading and Math:** In North Smithfield the middle school students are placed on grade level teams. Teams meet two times per week in order to discuss concerns in regards to student progress and develop Tier I and Tier II interventions. These teams are led by Team leaders representing each grade level. There is one reading specialist and one math interventionist at the middle school level.

**Social Emotional:** The clinical school psychologist administers a screening to all seventh grade students to identify those who are at risk. Students are then divided into three categories: Tier I (no risk), Tier II (minimal risk) and Tier III (at risk). Parents of Tier II students are contacted and referrals to outside counseling are made. With parental permission, Tier III students are grouped appropriately and receive in school counseling and monitoring. The clinical school psychologist has developed an app called POP-IT which she utilizes in group sessions for identifying how students are feeling.

**High School Level:**

**Math: North Smithfield High School** offers math support classes, available to all students in addition to students' regularly scheduled math class, in order for students to receive extra support, re-teaching and further clarification of Common Core standards. The classes are taught by certified math teachers. Students are recommended for the support class by their math teachers, guidance counselors and/or parents based on data from unit assessments, quizzes and problem solving applications.

**Reading:** North Smithfield has a full time reading specialist. Students who test three grades below or more are scheduled into a literacy class, other students can be placed in a literacy class based on the recommendations from testing. New and current students are tested by the reading specialist when requested by regular education teachers, guidance counselors and/or parents. The reading specialist uses the Qualitative Reading Inventory, Bader reading assessment, and the MAZE reading assessment to assess students and will make recommendations based on the data.

		<p><b>Other interventions:</b> For concerns about students other than reading or math, content area teachers have departmental meetings one time per month. These meetings are led by Department Chairs for each content area. Department Chairs also attend monthly Leadership Team meetings after school as well as during the day, All Department Chairs share the same non-teaching period in order to collaborate inter-departmentally, meet to discuss concerns, and plan for instruction and interventions. Concerns are discussed and then communicated to other content area teachers who share the same students. Teachers will collaborate on Tier I and Tier II interventions and decide who will implement such interventions and a timeline in order to review the data. When requested, the clinical school psychologist, school social worker, and/or guidance counselors will meet with departments and/or individual teachers in order to discuss social emotional supports for students.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	
Result	4	<p><b>SPP Disproportionate Representation (State Performance Plan Indicator #9 and #10)</b></p> <p>The North Smithfield school department has not been identified as disproportionate in 3 consecutive years in any disability category.</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 North Smithfield 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>	

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> In North Smithfield the elementary schools have a variety of strategies they implement to support students. Teams meet regularly at either the TST (Teacher Support Team) or RTI team. Both the clinical school psychologist and social worker are active members of the teams. Teachers work with clinical staff to develop plans and strategies to meet the students' individual needs. The district also employs MOMENTUM a consultative agency versed in autism and behavioral dysregulation. They work along with the clinical staff to develop and implement meaningful plans. The teachers are trained in the CIRCLES program which is utilized across classrooms. The elementary level has a full time guidance counselor who provides supports both in and out of the classroom. The guidance counselor works collaboratively with teachers, staff and administrators to support students and communicate with families.</p> <p><b>Middle Level:</b> North Smithfield Middle School provides clinical supports by employing a full time social worker and full time clinical school psychologist, as well as two full time guidance counselors. The clinical staff is equally shared at both secondary schools. Students with IEPs are receiving both individual and group counseling. They can participate in "lunch bunch" which is an opportunity to practice social interaction in a safe place. The clinical school psychologist also screens all incoming 7<sup>th</sup> graders for at risk behavior. She will identify those students needing in school services and communicate with parents. She has developed a program and an APP called POP-IT to work with students in small groups helping them to better understand how they are feeling and how that may translate to their behaviors and responses in and out of school.</p> <p><b>High School:</b> At the high school level there are two full time guidance counselors. Additionally, a full time clinical psychologist and a full time social worker is shared between the two secondary buildings. High school teachers communicate concerns to both guidance counselors and clinical staff; they work collaboratively to support students both in and out of the classroom. The social worker and clinical psychologist provide group counseling when needed as well as individual counseling for students. The social worker will push into classrooms for group activities when needed. The guidance counselors, clinical school psychologist and social worker are available to attend and have consulted with staff during monthly departmental meetings as well provided information at faculty meetings to share strategies and insight to support students.</p> <p>The high school has a "Buddy Group" club created by the reading specialist at the high school. The reading specialist and a math teacher voluntarily co-advise the group whose purpose is to create social opportunities for students, combat loneliness, and develop acts of kindness to spread throughout the school. The two advisors work with the art teacher for after school activities art activities. As a Tier I intervention, teachers</p>	
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		<p>will send referrals for students, to the two Buddy Group advisors, who may be good candidates to join the group.</p> <p><b>School Removals/Disciplinary Policies.</b> Throughout the district behavioral expectations along with disciplinary action protocols and policies are comprehensively defined in a student handbook.</p> <p><i>Documentation: Data analysis</i></p>	
Result	7	<p><b>Preschool Continuum</b></p> <p>The preschool program is located at North Smithfield Elementary School. There are 3 half day integrated settings and 1 half day self- contained setting. The students with IEPs receive a continuum of services based upon the IEP team decision. North Smithfield also provides supports to the daycare in the area through consultation. North Smithfield provides walk-in services for those students where it has been identified as being the least restrictive environment. The district also provides the option of all day programming for the students in the half day self-contained setting. These students begin in a self-contained setting where they can develop skills in isolation. As these skills progress the students have the opportunity to extend their day and practice those skills in an integrated setting.</p> <p>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 into an on-line child portfolio. This assessment information is used to shape and individualize instruction and to demonstrate progress.</p> <p><b>Indicator #6</b></p> <p>A. In North Smithfield , 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 83%.</p> <p>B. The percent of children aged 3-5 with IEPs attending a separate special education class, separate school or residential facility was .16%.</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); 100%</li> <li>▪ Acquisition and use of knowledge and skills (including early language/ communication and early literacy); 100% and</li> <li>▪ Use of appropriate behaviors to meet their needs 100%</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); 100%</li> <li>▪ Acquisition and use of knowledge and skills (including early language/ communication and early literacy); 100% and</li> <li>▪ Use of appropriate behaviors to meet their needs 100%</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 750 students at the elementary level in North Smithfield and approximately 123 have IEPs. The special education program continuum is as follows:</p> <p>Push-In classes: General education classes with special education services provided primarily within the general education setting. This service is typically provided by a special educator.</p> <p>Pull Out: Students receiving pull-out are generally grouped within one or two general education classrooms at each grade level to enable the special educator the ability to effectively meet all students' needs.</p> <p>There are several IAs assigned to assist in classrooms, as well as assigned as 1:1 personal care attendants. Currently there are IAs assigned part-time to all K classrooms for EIS/RTI services and supports.</p> <p>There are 2 language based classrooms which are self-contained with most of the services provided in the separate setting. These students are integrated for all non-academic classes as well as regular education classes, as appropriate.</p> <p>Collaboration between special educators and regular education teachers is frequent and daily as time permits. Common planning times assist with collaboration.</p> <p><i>Documentation: Data Analysis; Interviews; Observation</i></p>	
Result	9	<p><b>Program Continuum Middle Level</b></p> <p>There are 431 students attending North Smithfield Middle School, 60 are students with IEPs'. The special education program continuum is as follows:</p> <p>The service delivery at North Smithfield Middle School consists of both push in and pull out models. Students receive specialized instruction and support from a special educator within their content area classroom based on their IEP goals. Students</p>	

		<p>participate in all academic classes and receive a majority of their specialized instruction within the regular education setting. Students are also pulled out of electives, so as to not miss core content area instruction, for 1:1 and small group re-teaching and reviewing of concepts. Special Education teachers provide specialized instruction for both academic and functional goals within the regular education setting and in a 1:1 or small group setting in the resource rooms. Regular education teachers collaborate with special education teachers to identify when major concepts are being taught; ie formal writing assignments, real world problem solving applications in math, etc. in order to plan ahead for when students may require more support within the regular education setting.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Observations</p>	
Result	10	<p><b>Program Continuum High School Level</b></p> <p>At North Smithfield High School there are approx. 499 students and 74 have IEPs. The program continuum is as follows:  The service delivery at NSHS consists of both push in and pull out models. Students receive specialized instruction and support from a special educator within their content area classroom based on their IEP goals. Students who are on a diploma path participate in all academic classes and receive a majority of their specialized instruction within the regular education setting. Students are also pulled out of electives, so as to not miss core content area instruction, for 1:1 and small group re-teaching and reviewing of concepts. Special Education teachers provide specialized instruction for both academic and functional goals within the regular education setting and, when in a 1:1 or small group setting in the resource rooms. Regular education teachers collaborate with special education teachers to identify when major concepts are being taught; ie formal writing assignments, real world problem solving applications in math, etc. in order to plan ahead for when students may require more support within the regular education setting.</p> <p>The ninth grade has leveled classes for the four core content areas: Math, English, science and social studies. science, English and social studies are co-taught by a special educator and regular education teacher who collaborate to teach the Common Core curriculum at reading level and pace that best supports the students within the class. The ninth grade leveled social studies class is co-taught by a certified social studies teacher and a dual certifiedsSocial studies/special education teacher. There are two classroom instructional assistants utilized to support students with IEPs across academic settings.</p> <p>There is a life skills/transition classroom staffed by one special educator and two job coaches. Students participate in a variety of electives outside of the program and receive reading, writing, and math instruction along with work readiness and independent living skills within the class.</p> <p>At the high school there are six special educators, two classroom instructional assistants, and two job coaches.</p>	

		<p>The high school was named a National Unified Champion School in 2017 for meeting ten standards of excellence for inclusion set forth by Special Olympics International.</p> <p><i>Documentation: Data Analysis; Interviews; Observation</i></p>	
Result	11	<p><b>Adaptive Physical Education (APE)</b></p> <p>Throughout the district APE is provided as a service as determined by the IEP. This service is in addition to PE classes provided weekly. The high school implemented a Unified PE class. The class is comprised of students who qualify for adaptive PE and students who do not. The class aligns to the Unified PE curriculum as outlined by the Special Olympics Unified Champion Schools program.</p> <p><i>Documentation: Data Analysis; Interviews; Observation</i></p>	
Result	12	<p><b>Extended School Year (ESY)</b></p> <p>ESY is provided per the student's IEP as appropriate. There is a process in place for the IEP teams to determine eligibility. This process is reviewed annually to ensure students are accessing FAPE.</p> <p>There are a variety of programs each summer to meet the changing needs of students. North Smithfield provides small group sessions for five week periods to address reading, writing, math and any related services. North Smithfield offers a five week life skills transition program with job related activities built into the model. North Smithfield also offers research based reading programs i.e. WILSON, as well as credit recovery in math for IEP students at the high school. This class is co-taught by a special educator and math teacher. It focuses on math goals and credit recovery for Algebra or Geometry. North Smithfield offers walk-in services for speech and/or OT.</p> <p>The district also offers basketball camp to the UNIFIED athletes, to provide additional social interaction opportunities in a fully mainstreamed program/camp.</p> <p>All programming including transportation is closely monitored by an ESY Coordinator working as a liaison to the PPS Director.</p> <p><i>Documentation: Data Analysis; Interviews</i></p>	
Result	13	<p><b>Local Special Education Advisory Committee (LAC)</b></p> <p>Currently North Smithfield has an active but small SELAC group. The group meets 4 times a year. The leader of the parent group reaches out to speakers and chooses topics based on a survey which was developed for parents. The leader of the SELAC has been instrumental in promoting SELAC through social media.</p> <p><i>Documentation: Data Analysis; Interviews; Observation</i></p>	

Result	14	<p><b>School Efforts to Partner with Parents (State Performance Plan Indicator #8)</b> 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 75.7%.</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 North Smithfield Public Schools graduation rate is 92.6% for all students and 71.4% 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>The North Smithfield Public Schools dropout rate is 4.4% for all students and 23.8% 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><i>Documentation: Data Analysis; State Performance Plan</i></p>	

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

Indicator		Findings	Support Plan
Result	1	<p>Records of approximately 10 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: SLD determination requirements not consistently adhered.</p> <p><i>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</i></p> <p><i>Documentation: Data Analysis; Interviews; Observation</i></p>	<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> Immediately and ongoing</p> <p><b>Progress Check:</b> May 2020</p> <p><b>FOLLOW-UP FINDINGS:</b> Issues resolved and verified.</p>
Result	2	<b>Child Outreach</b>	

North Smithfield 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 for families in a range of community based early learning programs and by appointment September through June as well as at the K registration. Information is not only posted on the school department website but also in various locations throughout the community. All screening instruments are valid and reliable and training is provided to the screeners.

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:

AGE	Number Eligible for Screening	Percentage of Children Screened	State Percentage
K-3	90	17.78	16.24
K-2	98	55.1	45.9
K-1	109	70.64	57.7
<b>TOTAL</b>	297	49.9	39.87

- Child Outreach was unable to locate or received no response from 75 families. Multiple attempts are made through out each school year to contact families by phone and mail.

10 families refuse Child Outreach screening for their child.  
6 children did not show for the scheduled screening appointments and families did not respond to attempts by Child Outreach to reschedule.

The screening percentages for North Smithfield are higher than the state average for all age groups. It is North Smithfield's goal to make sure that all eligible children are screened. The following has been done in an attempt to reach all children:  
North Smithfield has more scheduled screening dates with extended hours for families

There are multiple screening dates at local early childhood settings and Head Start programs. This allows North Smithfield to screen children that may have been absent the day of the first scheduled screening or to screen children that were not three years old at the time Child Outreach was first at the site.

Letters are mailed to families prior to their child's third birthday explaining Child Outreach and providing contact information for them to schedule a screening  
Families are now able to book screening appointments by email as well

Result	3	<b>Child Find (State Performance Plan Indicator #11)</b>
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		<p>North Smithfield Public Schools for the 2017-2018 school year was at 100% compliance for meeting evaluation timelines for initial referrals. As of 5/22/19 North Smithfield 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>North Smithfield public schools consistently reviews the accommodations and modifications present on the IEP. Team meetings are an opportunity to review with the regular education teachers how the present accommodations are assisting the student in the classroom. The accommodations/modification page is shared with all regular education teachers prior to the students entering the classroom. This sharing is done both in hard copy form and via electronic version.</p> <p><i>Documentation: Data Analysis; Interviews; Document Reviews</i></p>	
Result / Compliance	5	<p><b>Specific Learning Disabilities Determination</b></p> <p>Teams complete the learning disabilities identification forms for all students that qualify initially as SLD or qualify as a result of the three year re-evaluation. Teams are also utilizing data from RTI teams and classroom performance to determine eligibility as SLD, when appropriate.</p>	<p>Professional development will be provided in the area of SLD determination and corresponding form completion.</p> <p><b>Timeline:</b> Immediately and ongoing</p> <p><b>Progress Check:</b> May 2020</p> <p><b>FOLLOW-UP FINDINGS:</b> The district has adopted updated SLD guidance documents and trained the evaluation teams on the completion of the paperwork.</p>
Result	6	<p>Due Process Information (State Performance Plan Indicators)</p> <p>Over the past three years North Smithfield has had the following complaints, mediations and/or hearings</p> <p style="text-align: center;"><b><u>COMPLAINTS</u></b></p> <p><u>FY 2016-2017</u></p>	

# of Complaints: No complaints during this period

FY 2017-2018

# of Complaints: 1 complaints during this period

	ISSUE(S)	RESULT
17-12	FBA/IEP	Not a valid complaint

FY 2018-2019

# of Complaints: No complaints during this period

### **MEDIATIONS**

FY 2016-2017

# of Mediations: No mediations during this period

FY 2017-2018

# of Mediations: No mediations during this period

FY 2018-2019

# of Mediations: 1 mediation during this period

	ISSUE(S)	RESULT
M18-34	IEP Services	Withdrawn

### **HEARINGS**

FY 2016-2017

# of Hearings: No hearings during this period

FY 2017-2018

# of Hearings: 1 hearing during this period

	ISSUE(S)	FINDING(S)
18-11	Independent Education Evaluation	Withdrawn

FY 2018-2019

# of Hearings: No hearings during this period

Documentation: Data Analysis, RIDE, Due Process Data Base

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### 3. IDEA TRANSITION

Indicator	Findings	Support Plan
Result	<p><b>1 Part C to Part B Transition (Indicator #12)</b></p> <p>The District manages the transition of children from Part C Early Intervention (EI) to preschool special education. A data base of all EI referrals is maintained and upcoming birthdates are monitored to ensure that meetings are scheduled in a timely manner. Last year's consolidated resource plan (CRP) indicated that the district achieved 100% compliance and that all 10 children referred from Early Intervention and found eligible for preschool special education had IEPs developed and implemented by their 3<sup>rd</sup> birthday.</p> <p>The district works tirelessly to expedite the process of eligibility and IEP provision. Teams meet when they receive referrals, many prior to the 3<sup>rd</sup> birthday. Evaluations are conducted and eligibility is determined. The IEP is written and implemented on the day the child turns three.</p> <p><i>Documentation: Data Analysis; Interviews; State Performance Plan</i></p>	
Result	<p><b>2 IDEA Transition Planning at the Middle Level</b></p> <p>The North Smithfield public schools has employed a part time transition coordinator to facilitate the CDP process and work with teachers on transition activities and assessments. This has allowed for further understanding of the referral process and allowed teachers to feel comfortable sharing needed information with parents at IEP meetings to promote awareness of the purpose of transition services that will assist students.</p> <p>All staff are trained in self-advocacy and self-determination skill development, person centered planning, MAPS, transition assessments, CDP, agency involvement/ORS and BHDDH, alternatives to guardianship, employment first policies, state services packet, consent decree and Indicator 13. This training is done through monthly department meetings, BHDD/ORS/RTC meeting with staff.</p> <p>At the middle school there exists a life skills program as well as the special education service delivery model which includes pushing into regular education classrooms to provide support and pulling students out of electives to work in small group and 1:1 settings. Each of these students has a transition portfolio that follows them through graduation. A list of transition assessments are characterized by grade level, which are</p>	

		<p>available to all case managers through Google docs. Assessments include job preferences, work values/personality and MAPS (updated yearly), only to name a few. Life skills instruction includes Conflict Resolution, Be Cool Management Program and CIRCLES.</p> <p>Students are actively involved in both the IEP and CDP process with student participation in meetings. Students present a 'personal pitch' and/or a presentation during the IEP meetings.</p> <p>There is a documented formal notice/invitation for the student to attend the IEP meeting. All eighth grade IEP students participate in an informational meeting with the high school department chair, a tour of the high school, and some students, identified by their case managers, spend two half days shadowing a 9<sup>th</sup> grader. At both North Smithfield Middle school and North Smithfield High school there are a variety of student run businesses.</p> <p><i>Documentation: Data Analysis; Interviews; Record Reviews</i></p>	
Result	3	<p><b>IDEA Transition Planning at the High School Level</b></p> <p>The North Smithfield public schools has employed a part time transition coordinator to facilitate the CDP process and work with teachers on transition activities and assessments. This has allowed for further understanding of the referral process and allowed teachers to feel comfortable sharing needed information with parents at IEP meetings to promote awareness of the purpose of transition services that will assist students.</p> <p>The high school department chair attends Transition Advisory Council meetings and disseminates all updated information to staff via monthly department meetings. The department chair and Pupil Personnel Director coordinate monthly department meetings to include training in self-advocacy and self- determination skill development, person centered planning, MAPS, transition assessments, Career Development Plan (CDP), agency involvement/ Office of Rehabilitative Services (ORS) and the Department of Behavioral Healthcare, Developmental Disabilities &amp; Hospitals (BHDDH) alternatives to guardianship, employment first policies, state services packet, the consent decree of 2014 and Indicator 13. This training is done through monthly department meetings. BHDDH, ORS, and the RTC meets with staff at the start of each school year for an "Introduction to State Services" meeting.</p> <p><i>Documentation: Data Analysis; Interviews; Record Reviews</i></p>	
Result	4	<p>At the high school the special education department head/ case manager is the point person for referrals to the <b>Office of Rehabilitative Services (ORS)</b> and to the <b>Department of Behavioral Healthcare, Developmental Disabilities &amp; Hospitals (BHDDH)</b>. The high school department chair for special education is instrumental in planning and organizing the ORS and BHDDH referral meetings. Informational transition</p>	

		<p>days take place at the high school to include these agencies. Students are invited to attend and listen to the variety of services provided. Once a year the SELAC group also provides a workshop for parents to include information on ORS and BHDDH as well as guardianship information.</p> <p>All ninth grade students participate in a yearly transition fair which covers such topics as self-advocacy, mindfulness, and personal testimonies from high school students about their experiences with transition and post-secondary life.</p> <p>North Smithfield has a district membership to Transition Advisory Committee (TAC), Teacher of Life Skills Network (TLS), Self-determination Initiative/Sherlock center, job coach training, and TLS trainings.</p> <p>In the ORS referral protocol, the special education department chair is the responsible point person along with the individual case managers. Representatives of the state agencies regularly attend IEP meetings to further explain services and complete the referral packet. The sophomores are provided with an informational session every spring as the initial introduction to state services. In school youth are engaged in ORS services with work site assessments and/or summer work experiences, once the referral has been processed.</p> <p>The CDP is easily accessible through the google doc system. It is consistent across the secondary level. There is always documentation of ongoing collaboration with the state agencies as evidenced in the student files.</p> <p>There is an established protocol in regards to coordinating the BHDDH applications. The representative attends all IEP meetings in North Smithfield and has been instrumental in developing student centered work experiences for these youth involved. For the life skills population in particular, North Smithfield staff discuss informed choice with regards to adult vendors. A provider list is also given to all families.</p> <p>At North Smithfield High School there exists a transition based class offered twice yearly. This is to assist students in developing self-advocacy, work readiness, career exploration, self-determination, and soft skills as well as an understanding their IEP. At both the middle and high school there exist student run businesses such as: school store, greeting cards, sewing blankets for the cat shelter and various fundraisers.</p> <p><i>Documentation: Interviews; Document Review</i></p>	
Result	5	<p><b>Summary of Performance (SOP) is facilitated by the case managers as appropriate.</b></p> <p>The high school case managers have been trained in developing the SOP. They complete this using the RI model form. Information is reflective of student's strengths and needs. The IEP team includes appropriate measurable secondary goals and pertinent information for post -secondary outcomes.</p> <p><i>Documentation: 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 North Smithfield Public Schools are 100% compliant with the requirements. <b>(State Performance Plan Indicator #13)</b> North Smithfield Schools provide a variety of transition assessments geared towards student's individual needs. Assessments are administered yearly and transition pages and goals are continually updated.</p> <p><i>Documentation: Interviews; Document Review</i></p>	
Result	7	<p>100% 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 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>	