



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

School Support System Report and Support Plan

**Smithfield Public Schools
May 2017**

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 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 by the district as well as resources and time lines to improve programs and services.

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**Smithfield Public Schools
School Support System Review**

Record Review Team Leaders

Team A – Susan Wood, Sandra Cambio Gregoire, Kerri Sorensen, Elizabeth Pinto

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>Least Restrictive Environment Data (State Performance Plan Indicator #5)</p> <p>Based on the FY July 1, 2015 – June 30, 2016 State Performance Plan information on 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 85.04% (RI District Average is 71.05%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 7.09% (RI District Average is 12.5%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 1.97% (RI District Average is 5.11%)</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	
Result	2	<p>Participation and performance of children with IEPs on statewide assessments (State performance Plan Indicator #3)</p> <p>A. The district (disability subgroup that meets the State’s minimum “n” size) did meet the state’s AYP targets for the disability subgroup. NA.</p> <p>B. Participation rate for children with IEPs is 90.28% for 2016-2017.</p> <p>C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievements standards is 7.29% for 2016-2017.</p>	

[Note: State has individual grade and content area targets (28%). State target is average target across grades and content areas. District target is average percent of students proficient across content areas (28%).]

Documentation: Data Analysis; State Performance Plan

Result

3

Multi-Tiered System of Support (MTSS) Response to Intervention (RTI)/Academics

Elementary Level

All students are screened at the beginning of the year. Screening tools including but not limited to DRA's, Fountas and Pinnell, STAR and district assessments are used for baseline assessment, tracking and graphing student response to intervention. Along with individual progress monitoring, data of all students is reviewed three times a year on scheduled data days.

Students not performing at grade level

■ Did Not Yet Meet
 ■ Partially Met
 ■ Approached
 ■ Met
 ■ Exceeded
 * Too few students

Name	Grade	Algebra I	Students Tested	Average Score	Percent Met and Exceeded

receive interventions from an appropriate provider that could include the classroom teacher, the reading or literacy teacher, or a special educator. Student progress is monitored and those students requiring additional supports are referred to the schools regularly scheduled RTI team.

Middle Level

Vincent J. Gallagher Middle School (GMS) has established and is continually seeking to refine structures to identify and support students that struggle with academic, social emotional and behavioral issues. Through a collaborative, multi-year effort, GMS established a formal Response to Intervention (Rtl) process, as described in the GMS Response to Intervention manual. Administration, teachers and support staff review and refine assessment tools, intervention and progress monitoring strategies along with management practices and protocols on an ongoing basis. Special Educators are often called in to share expertise in learning styles, interpreting data, and support that could be provided.

The Rtl team, comprised of the assistant principal, school counselors, school psychologist, school social worker, school nurse, support center educator and

		<p>behavior specialists, meets weekly to address emerging student needs. Students are identified through multiple pathways, including universal screening (such as reading/math assessments, behavior referral reports, attendance reports, and STAR assessments) and referrals made by a teacher or team of teachers. When issues are identified, a problem solving team approach is used to apply research based interventions, monitor their effectiveness and find solutions to support student success.</p> <p>High School Level Through a process of review, collaboration, and training, MTSS functions at Smithfield High School have been updated to provide additional formality and efficiency. Forms and referral systems have been streamlined to increase the utilization of data-tracking, the efficacy of interventions, and necessary communications to meet student needs. Utilizing a teaming model, the Freshmen Focus, an initiative to provide MTSS common planning time within the high school schedule, has been extremely successful in its focused and data-driven efforts to provide academic and social-emotional supports.</p> <p>Continued updates to screening processes serve to strengthen the academic “safety net”, with direct data correlations between scores and continued high school success and graduation. The frequent analysis of school-wide data indicators, both behavioral and academic, will aid in the examination of best practice implementation. This year’s ten-percent drop in the school-wide quarterly failure rate can be correlated to the added focus on MTSS services and data analysis. Future examination of the Connections survey data will help provide a single, of multiple, measure baseline to examine social-emotional well-being throughout SHS.</p> <p><u>Documentation</u>: Data Analysis; State Performance Plan</p>	
Result	4	<p>SPP Disproportionate Representation (State Performance Plan Indicator #9 and #10)</p> <p>Smithfield was not identified as having any disproportionality nor being disproportionate due to inappropriate policies, procedures or practices.</p> <p><u>Documentation</u>: Data Analysis; State Performance Plan</p>	

Result	5	<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. This was not applicable for the Smithfield Public Schools as no students with IEPs were suspended for greater than 10 days.</p> <p>State Performance Plan Indicator #4b 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><u>Multi-tiered System of Support (MTSS)/Social Emotional Supports/Social Emotional Resources/Positive Behavioral Supports</u></p> <p>Elementary Level Each elementary school has a PBIS (Positive Behavioral Support) system in place.</p> <p>The four elementary schools receive an average of 2.5 days of support from both a psychologist and social worker. Social workers and psychologists design their schedules so that they work opposite each other in each building, thus allowing a clinician to be available at the building on a daily basis.</p> <p>Social workers and school psychologists provide individual or group counseling to students requiring supports that are more intensive.</p> <p>The district has an elementary consultation team, which includes consultation from a clinical psychologist and a specially trained teacher. The team meets with the student's school based team (RTI, 504, Evaluation or IEP). The consultation team is available to work with any elementary school in the district, thus allowing students to remain in their home school. Schools are able to request the consultation team and the team meets as often as necessary to develop programs to meet the needs of the students. The teacher is able to provide support throughout the week to teachers and students while strategies are implemented and programs are designed. The teacher also supports the</p>	

student's team in designing data collection systems and analyzing the reported data.

Middle Level

A psychologist and social worker divide their time in order to each provide 2.5 days of support. Schedules are designed so that the building has daily access.

Mindfulness strategies are also implemented at each grade level in academic and/or itinerants and used to increase focus and reduce anxiety. These strategies are led by either the general or special educator.

As a resource to both students in the RTI process and special education students, Gallagher Middle School offers a support center. This support center educator and space is for students needing social, emotional, and behavioral supports. The support center educator develops and utilizes therapeutic strategies to assist these students throughout their day at school, and provides an alternative space to learn as necessary. Whereas the goal is to keep students in the regular classroom as much as possible, the support center staff also work with teachers to implement specific strategies and interventions to support students. A clinical psychologist is available to assist the student's team (RTI, 504, Evaluation, or IEP) in designing interventions and analyzing data collection.

A behavioral specialist is available throughout the day to any student.

Students identified as requiring targeted social emotional support receive support in groups according to the targeted area of need. Groups are run by the school psychologist or the school social worker. Consultative support is provided to the staff by contracted agencies who specialize in working with students with Autism and agencies who specialize in working with students with social emotional needs.

High School

A psychologist and social worker divide their time in order to each provide 2.5 days of support. Schedules are designed so that the building has daily access.

A behavioral specialist is also available throughout the day to any student.

Students identified as requiring targeted social emotional support receive support in groups according to the targeted area of need. Groups are run by the school psychologist or the school social worker. Consultative support is

		<p>provided to the staff by contracted agencies who specialize in working with students with Autism and agencies who specialize in working with students with social emotional needs.</p> <p>As this year continues, the addition of a school-wide “Connections” survey, to determine if each and every student has a strong relationship with students and staff, will be utilized to provide holistic data related to social-emotional well-being. Furthermore, adjustments to the schedule and advisory curriculum will create an added focus on peer and student-staff relationships. The goal is to facilitate greater social-emotional support mechanisms to allow the success of all students.</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> <p><u>Documentation:</u> Data Analysis Meeting</p>	
Result	7	<p>Preschool Continuum</p> <p>Smithfield’s preschool program is nationally accredited by the National Association for the Education of Young Children (NAEYC) since 2007. The preschool program currently went through the reaccreditation process this fall and continues to meet NAEYC standards.</p> <p>In February 2016, the district program became affiliated with BrightStars as a four star program.</p> <p>The district-wide preschool program is located at Anna McCabe Elementary School. The program consists of a full day Preschool classroom and two AM and two PM integrated preschool classrooms which offer targeted supports to meet each child’s specialized needs.</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 authentic assessment information. This assessment information is used to shape and individualize instruction and to demonstrate progress. The Early Childhood Coordinator is responsible for implementing processes, procedures and monitoring strategies to ensure fidelity of the data collection.</p>	

Teachers and therapists are transitioning from the Teaching Strategies Gold online assessment system to the newly created Child Outcomes Measurement System created by RIDE.

The Early Childhood Coordinator also functions as the LEA representative for the preschool program and a consultant during the summer to act on any referrals received from outside agencies, complete any requested screening, and acts as the early childhood diagnostician as well as member of the evaluation team.

As needs arise, programs are created to service students such as language groups and walk in speech and language services

Indicator #6

- 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 60.38%.
- B. The percent of children aged 3-5 with IEPs attending a separate special education class, separate school or residential facility was 1.89%

State Performance Plan Indicator #7

Statement 1. Of the preschool children who entered the preschool program below age expectations, the percentage who demonstrated substantial improvements by the time they turned 6 years of age or exited the program:

- Positive social-emotional skills (including social relationships); 66.7%
- Acquisition and use of knowledge and skills (including early language/communication and early literacy); 84.2% and
- Use of appropriate behaviors to meet their needs 62.5%

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

- Positive social-emotional skills (including social relationships); 80%
- Acquisition and use of knowledge and skills (including early language/communication and early literacy); 80% and
- Use of appropriate behaviors to meet their needs 84%

		<u>Documentation:</u> Data Analysis; State Performance Plan	
Result	8	<p>Program Continuum Elementary Level</p> <p>There are 1,108 students at the elementary level and approximately 153 have IEPs. The special education program continuum is as follows:</p> <p>The majority of students receive specialized instruction in an inclusive setting with their peers. Special Educators work alongside general educators in the classroom and support students through co-teaching and flexible grouping. As appropriate, special educators provide small group instruction within the classroom. Students who need more intensive instruction may be pulled out of the general education classroom when appropriate. Building paraprofessionals support students and classrooms as needed.</p> <p>Data days are held throughout the year. At these times grade level general and special educators analyze progress and regroup students as necessary. Intervention times for reading and math are built in to the daily schedule. Teachers also have consistent common planning time.</p> <p>The district has two Intensive Special Education Classrooms at LaPerche Elementary. Each classroom is staffed with one teacher and three paraprofessionals. The classroom staff engages in weekly consultation with an assistive technology specialist, and Specialists in the area of Autism. All students have opportunities to interact with their peers during itinerant classes as well as during core content areas in the general education classroom.</p> <p>For students who require more support than pull out resource, but not as much as an ISE classroom, LaPerche dedicates a teacher and a paraprofessional to work between grade levels. Students are able to be supported in the general education classroom with support and have opportunities to receive pull out instruction when needed.</p> <p>Old County Road School has a therapeutic program designed to meet the social emotional needs of students. The classroom consists of one teacher and two behavior specialists. Students receive therapeutic programming throughout the day. Once programming has been established students are included in the general education setting as appropriate. This classroom</p>	

		<p>receives weekly support from the district consultation team, which includes consultation from a clinical psychologist and a specially trained teacher.</p> <p>The consultation team is available to work with any school in the district, thus allowing students to remain in their home school. Schools are able to request the consultation team and the team meets as often as necessary to develop programs to meet the needs of the students.</p> <p><u>Documentation</u>: Data Analysis; Interviews; Observation</p>	
Result	9	<p>Program Continuum Middle Level</p> <p>There are 558 students attending Gallagher Middle School, 69 are students with IEPs. The special education program continuum is as follows:</p> <p>Sixth, seventh and eighth grade students attend Gallagher Middle School. There are two teams at each grade level. Special educators are assigned to teams to provide specialized instruction to students within inclusive Language Arts and Math classes. Support as needed is also provided during science and social studies. Special Educators are also available to support itinerant teachers, such as art, music, physical education.</p> <p>Students at the middle school level receive special education instruction anywhere from 2-5 days per week depending on the level and area of need.</p> <p>A specialized Intensive Special Education setting is provided for students who are globally delayed needing individualized direct instruction in academics and life skills. Students participate with their typically developing peers for some academics and itinerant subjects as appropriate. The teacher attends team or departmental planning time so that modifications and accommodations can be made to the assigned work, such as picture boards or other visuals. In addition, the teacher is able to align the curriculum of what's being taught in the general education. Frequent communication also occurs between general educators and special educators via email and the paraprofessionals that support students in the classrooms.</p> <p>Students requiring social/emotional support through their IEP have access the student support center special educator. As needed, support by this special educator also includes academic help, when that is the area of frustration for the student. In addition, the school social worker and school psychologist run targeted groups for students requiring social/emotional support per the IEP.</p>	

All Special Educators attend common planning time with their team two days a week and then by academic content three days per week. Team common planning includes a teacher from each academic discipline and is a time where teams can discuss struggling students, devise academic support plans as well as behavior plans. During departmental time, special educators plan with the academic content teachers in making accommodations and modifications to upcoming assignments. All Special Educators also plan and coordinate strategies with the related service providers including, School Psychologist, School Social Worker, Occupational Therapist and Speech and Language Pathologist.

The middle school schedule includes a 50 minute daily intervention block that is available for all students. For students at or above grade level, enrichment opportunities exist. Students who are not performing at grade expectations may be scheduled for a literacy or numeracy class twice a week. Students are placed according to the universal screening data obtained from STAR assessments in literacy and numeracy. Literacy and numeracy classes include students with or without IEP's and placement in these classes is fluid. Decisions on which students attend or exit the literacy or numeracy block is based on progress monitoring that occurs every 6 weeks for students with IEPs and three times a year for students without IEPs. Literacy and Numeracy teachers also have the opportunity to attend team meetings during common planning time to discuss progress.

Check in and check outs are provided by the special educators for students who require support in executive functioning skills. These time periods can occur first thing in the morning during homeroom on a daily basis and at the end of the day during a 10 minute organization period. Activities that occur during this time can include checking planners, ensuring appropriate materials are brought home. A variety of checklists are utilized. In addition, the student information system includes a component that allows both students and parents to keep track of assignments.

Gallagher Middle School is truly inclusive. Examples can be seen through Club Unify, Unified Sports and Unified intramurals that exist within the school. These opportunities involve more than 60 students. Club Unify activities exist during intervention blocks during the Unified Sports season. Students become involved in making banners, promoting home game attendance and decorating shirts. This block exists where typically developing peers meet two to three times per week during intervention time periods. It also should be noted that

		<p>the school's dance team attends the Unified Sports competitions, and students sing national anthem. Reverse integration activities exist for students as well and can include activities such as cooking.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Observations</p>	
Result	10	<p>Program Continuum High School Level</p> <p>At Smithfield High School there are approx. 738 students and 70 have IEPs. The program continuum is as follows:</p> <p>Resource Support Service Provides small group and one-to-one support to students per the IEP service time in the resource classrooms. Special Education teachers also provide resource support in regular education classes.</p> <p>Alternative Learning Program (ALP) This program serves as a ramp up program for students in crisis and/or with intensive/chronic needs. The ALP serves both general education students as well as Special Education students. It is staffed by two special educators who are dual certified in social studies and English. Students with IEPs access resource support through the ALP.</p> <p>Transitional Life Skills/Vocational Classroom (TLC) This intensive program serves students with mild/moderate intellectual disabilities who require RIDE Alternate Assessments and Career Development Plans. Curriculum emphasis is on academic skills with life skills and job readiness skills embedded into daily activities. Work experiences are provided in a variety of settings. Students are integrated into regular education classes and high school activities.</p> <p>Intensive Secondary Education Program (ISE) This intensive program is designed for students with moderate/severe intellectual, behavioral and physical disabilities. Students participate in RIDE Alternative Assessments. The curriculum comprises functional academics, daily living skills, and trial work experiences. Career Development Plans are developed for each student. Students have opportunities to participate in regular education classes and high school activities.</p> <p>Twelve Plus Program This program is designed for students ages 18-21 who need a combination of high school academics/activities and assistance transitioning to adult</p>	

		<p>community-based programs. The Twelve Plus program is designed to meet individual life/work goals and address specific needs. Currently, the district contracts with Goodwill and Resources for Human Development to meet student's specific needs and interests.</p> <p>Online Coursework Students who need to acquire course credits and/ or students who want to accelerate their credit acquisition take online courses though Edgenuity during and after school with supervision provided by special educators and content teachers.</p> <p>Greenville House Program Students who are residents of the Smithfield Family Service group homes, where Smithfield High School is not the LRE, attend classes in the Greenville House classroom. A Special Education teacher and behavior specialist staff the classroom and a clinical psychologist for available for consultation services. Weekly meetings occur between Greenville House staff, guidance, special education department chair, and high school special educators and general educators as appropriate. Students are able to transition to the high school setting as social emotional needs dictate.</p> <p>Clinical Services All students have access to the School psychologist and the Social Worker which are each their 2.5 days per week. Individual counseling and small therapeutic groups vary yearly and are designed based on student needs and disabilities.</p> <p>Related Services Related services are provided per the student's IEP.</p> <p><u>Documentation</u>: Data Analysis; Interviews; Observation</p>	
Result	11	<p>Adaptive Physical Education (APE)</p> <p>Adaptive Physical Education services are provided across the district, at the elementary, middle and high school level per the IEP. Students who receive adaptive physical education, also have opportunities to participate with their grade level peers.</p>	

		<u>Documentation</u> : Data Analysis; Interviews; Observation	
Result	12	<p>Extended School Year (ESY)</p> <p>Extended School Year decisions are made by the IEP team. Programs are developed according to student need at the preschool, elementary, middle, and high school level.</p> <p><u>Documentation</u>: Data Analysis; Interviews</p>	
Result	13	<p>Local Special Education Advisory Committee (LAC)</p> <p>Smithfield has co-chairs for the LAC. Meetings are held quarterly, November, January, March and May.</p> <p>In addition, the LAC held a “Special Education Open House” event where families were invited to come and meet community agencies as well as district staff. Other planned community events include sensory friendly events, such as story time at the local Barnes and Noble.</p> <p><u>Documentation</u>: Data Analysis; Interviews; Observation</p>	
Result	14	<p>School Efforts to Partner with Parents (State Performance Plan Indicator #8)</p> <p>The public school district’s rate of parent participation in the annual Special Education Statewide Parent Survey (2016-2017) is 28.5% of parents whose children have IEPs.</p> <p>Of parents with a child receiving special education services who participated in the last survey, the percent that reported that their school’s efforts to involve parents as a means of improving services and results for children with disabilities are at or above the state standard is 81%.</p> <p><u>Documentation</u>: Data Analysis; State Performance Plan</p>	
Result	16	<p>Drop Out / Graduation Rate (State Performance Plan Indicator #1 and #2)</p> <p>The Smithfield Public Schools graduation rate is 95.6% for all students and 90.9% for students with disabilities. The state average rates of 83.2% for all students and 67.6% for students with disabilities.</p>	

	<p>The Smithfield Public Schools dropout rate is 2.5% for all students and 4.5% for students with disabilities. The state average rates of 6.7% for all students and 11.9% for students with disabilities.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	
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2. EVALUATION / INDIVIDUAL EDUCATION PROGRAM (IEP)

Indicator		Findings	Support Plan
Result	1	<p>Records of approximately four students were reviewed prior to the on-site review by the team leaders. Students' records were very accessible and overall most items of documentation were present and appropriate. The record review process identified by following</p> <ul style="list-style-type: none"> - A few random IEP items were missing or incomplete <p><i>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</i></p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</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>Timeline: Immediately and ongoing</p> <p>Progress Check: December 2017</p> <p><u>FOLLOW-UP FINDINGS:</u> Issues have been corrected and verified.</p>
Result	2	<p>Child Outreach</p> <p>Smithfield child outreach screenings are available in a range of community-based early childhood programs and year round by appointment.</p> <p>The district also schedules three mass screenings (November, January and March)</p> <p>The Child Outreach Coordinator provides refresher training for screeners at the start of the school year and once again in the spring to ensure continued implementation of appropriate screening techniques. Observations are also conducted to ensure appropriate screening techniques. All screening</p>	

		<p>instruments are reliable, valid measures as delineated in “Best Practice Guidelines for Child Outreach Screening Programs in Rhode Island”.</p> <p>The child outreach coordinator provides notification to the community in multiple ways. These include flyers, Cox Cable, internet, doctor’s offices, home day care center, car seat safety check through the local police department. In addition, birthday cards are mailed home to families with children turning three according to the KidsNet database. The district also uses their phone alert system to call families of Smithfield and notify them of screening dates and the procedure for making an appointment.</p> <p>Information, including screening dates and other early childhood resources, can also be found on the Early Childhood page of the Smithfield School Department’s website.</p> <p>There is a variety of assessment/screening tools used. These include but are not limited to the following:</p> <ul style="list-style-type: none"> -Early Screening Inventory (ESI) for development -Preschool Language Scale (PLS5) for speech and language -Vision Screening- using Vision Chart -Ages and Stages Social Emotional (ASQ SE2)- to get information from parents and social emotional development -Hearing-Automated Otoacoustic Emissions Test (AOAE) <p>The state target for screening is 80% of children ages 3, 4, and 5. The district reports the following screening percentages:</p> <ul style="list-style-type: none"> • 3 year olds: 27.01% • 4 year olds: 67.95% • 5 year olds: 78.57% <p>Total screened (3-5yr olds) 59.06</p> <p><u>Documentation:</u> State Performance Plan; Data Interviews</p>	
Result/ Compliance	3	Child Find (State Performance Plan Indicator #11)	Timeline: The district will review and refine its practices around timelines to ensure compliance with regulatory requires. All notices will be communicated in a timely manner.

		<p>Smithfield Public Schools as of 6/5/17 was thus far at 96.43% compliance for meeting evaluation timelines for initial referrals for the 2016-2017 school year. Out of 27 students one was not evaluated within regulatory timelines.</p> <p><u>Documentation:</u> State Performance Plan Data</p>	<p>Progress Check: December 2017</p> <p><u>FOLLOW-UP FINDINGS:</u> Issue resolved and verified.</p>						
Result	4	<p>Student Accommodations and Modifications</p> <p>General educators access student’s accommodations via Infinite Campus, an electronic data base used as the district student information system.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Document Reviews</p>							
Result	5	<p>Specific Learning Disabilities Determination</p> <p>While the district has an established RTI process and had been using the RTI process and data when making eligibility decisions since 2012, the district transitioned over to using the RIDE model paperwork documenting these decisions in September 2016.</p> <p><u>Documentation:</u> Interviews; Record Review</p>							
Result	6	<p>Due Process Information (State Performance Plan Indicators)</p> <p>Over the past three years Smithfield has the following:</p> <p><u>COMPLAINTS:</u> No Complaints for FY 2014-2015; FY 2015-2016</p> <p><u>FY 2016-2017</u> <u># of Complaints: 1 complaint during this period</u></p> <table border="1"> <thead> <tr> <th></th> <th>ISSUE(S)</th> <th>RESULT</th> </tr> </thead> <tbody> <tr> <td>Complaint #1</td> <td>Not a Valid Complaint</td> <td></td> </tr> </tbody> </table>		ISSUE(S)	RESULT	Complaint #1	Not a Valid Complaint		
	ISSUE(S)	RESULT							
Complaint #1	Not a Valid Complaint								

	<p><u>MEDIATIONS:</u> No Mediations for FY 2014-2015; FY 2015-2016</p> <p><u>FY 2016 - 2017</u> <u># of Mediations: 2 mediations during this period</u></p> <table border="1"> <thead> <tr> <th></th> <th>ISSUE(S)</th> <th>RESULT</th> </tr> </thead> <tbody> <tr> <td>Mediation #1</td> <td>Placement</td> <td>Agreement</td> </tr> <tr> <td>Mediation #2</td> <td>FAPE/Placement/Speech Related Eval.</td> <td>Unresolved</td> </tr> </tbody> </table> <p><u>HEARINGS</u> No Hearings for FY 2014-2015; FY 2015-2016</p> <p><u>FY 2016 - 2017</u> <u># of Hearings: 1 hearing during this period</u></p> <table border="1"> <thead> <tr> <th></th> <th>ISSUE(S)</th> <th>FINDING(S)</th> </tr> </thead> <tbody> <tr> <td>Hearing #1</td> <td>IEP/FAPE</td> <td>Pending</td> </tr> </tbody> </table> <p><u>Documentation:</u> Data Analysis, RIDE Due Process Data Base</p>		ISSUE(S)	RESULT	Mediation #1	Placement	Agreement	Mediation #2	FAPE/Placement/Speech Related Eval.	Unresolved		ISSUE(S)	FINDING(S)	Hearing #1	IEP/FAPE	Pending	
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3. IDEA TRANSITION

Indicator	Findings	Support Plan
Result	<p>1 Part C to Part B Transition (Indicator #12) The Early Childhood Coordinator manages the transition of children from Part C Early Intervention (EI) to preschool special education.</p> <p>A database of all EI referrals is maintained and upcoming birthdates are monitored to ensure that meetings are scheduled in a timely manner. All transition meetings are held in the home of the family. Families receive a folder of information related to community resources and school related information.</p>	

		<p>The referral process is reviewed and the continuum of services is explained. Next steps and referral date are determined at the end of the meeting.</p> <p>All EI referrals are listed on a tracking sheet and monitored frequently to ensure that all eligible children have an IEP in place on or before their third birthday.</p> <p>During the 2014-15 school year the district achieved 88% compliance and all children referred from Early Intervention and found eligible for preschool special education had IEPs developed and implemented by their 3rd birthday. The district developed and implemented a corrective action plan to improve district percentages. Last year, 100% of the students were transitioned in a timely manner.</p> <p>A systemic process is implemented to smooth the transition for students with disabilities moving from one level to another in the district. For preschool children with disabilities progressing from the preschool to kindergarten, a checklist is used to invite the receiving staff to meet, observe, and plan ahead for each student's IEP in the subsequent placement.</p> <p>Preschool and receiving special educators collaborate to develop a plan that will meet the needs of the student in this new setting and aligns with the Common Core standards. Students with significant needs are often accompanied to the first day in their new setting with a familiar staff member.</p> <p>Last year's consolidated resource plan (CRP) indicated that the district achieved 100% compliance in that children referred from Early Intervention and found eligible for preschool special education had IEPs developed and implemented by their 3rd birthday.</p> <p><u>Documentation:</u> Data Analysis; Interviews; State Performance Plan</p>	
Result	2	<p>IDEA Transition Planning at the Middle Level</p> <p>Group Guidance, which is a semester class provided to all 7th and 8th graders, focuses on the Individual Learning Plan, ILP and vocational studies. The class culminates in a school sponsored career fair.</p> <p>A teacher from the middle school has been assigned to the Middle Level Transition Cadre. The teacher attends meetings and shares the information with all middle level special educators during common planning time.</p>	

		<p>Middle School students attended Dare to Dream – Middle Level Conference this school year.</p> <p>The district has middle level IEP’s, of students 14 or older, reviewed by the transition representative for technical assistance using the Indicator 13 quality rubric. Overall, the district scored in the accomplished range.</p> <p>Technical assistance for this current school year includes continued training on the Indicator 13 rubric and its components. In addition, middle school special educators will be involved in writing the district strategic plan for transition.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Record Reviews</p>	
Result	3	<p>IDEA Transition Planning at the High School Level</p> <p>The following is evident at Smithfield High School and complies with IDEA Transition Planning:</p> <ul style="list-style-type: none"> • IEPs are updated annually or earlier if necessary. • Re-evaluations and team Eligibility Reports are conducted in a timely manner (within 3 years). • Transition coordinator facilitates transition assessments for all students. Case managers have access to a new assessment tool every year. Commonly used assessment tools are found on the Waytogori.org & Mynextmove.org websites. These websites have updated and current information on employment, job outlook, and postsecondary education and training. In addition, MAPs are created by some students and are used in person-centered planning and the development of Career Development Plans (CDPs). • Career Development Plans are person-centered and the CDP informs the employment-related goals and recommendations of the youth’s ISP, IEP, IPE, ILP, and SOP. • A Transition Fact Sheet specific to grade levels and possible needs through the high school grades is distributed to parents at the IEP meetings. • A Transition Information Parent Packet (TIPP) is given to parents whose children have more significant needs and may be applying for BHDDH services. This packet is specific to Smithfield High School and contains a bulleted list and more detailed information about community supports, 	

		<p>state agencies, supported employment, integrated day services, benefits planning, and parent information networks.</p> <ul style="list-style-type: none"> • Participation in Annual Transition Institute - District set goals around increasing self-advocacy skills and self-determination. • Instruction incorporates SDLMI (Self-Determination Learning Model of Instruction) • Parents and students are given information about state agencies when appropriate, and referrals to ORS and BHDDH are completed in a timely manner. • Students with Intellectual Disabilities have CDPs, and they are assessed in several different integrated employment settings. These students have appropriate accommodations, services and supports in the educational and work settings. • Teachers, parents, and students are aware of RIDE’s Employment First Policy, and the district has established a systemic process and collaborative framework which allows for supporting youth in transition. • Smithfield coordinates and participates in the Annual Transition Night sponsored by the NRIC and school districts which provides for transition information to be disseminated to students and families. • Smithfield actively participates in the Transition Advisory Council (TAC) and has good working relationships with RIDE, the NRIC, other school districts, adult service providers, and local and state agencies. 	
Result	4	<p>Office of Rehabilitative Services (ORS) and Department of Behavioral Healthcare, Developmental Disabilities & Hospitals (BHDDH).</p> <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 & Hospitals (BHDDH).</p> <p><u>Documentation:</u> Interviews; Document Review</p>	
Result	5	<p>Summary of Performance (SOP) is facilitated by the case managers as appropriate.</p> <p>Student Summary of Performances (SSOPs) are written for each student. They are written by the Transition Coordinator and usually mailed home to seniors or</p>	

		<p>students who are 21 years old. These documents are supplied to students earlier if needed.</p> <p><u>Documentation:</u> Interviews; Document Review</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 Smithfield Public Schools are 100% compliant with the requirements. (State Performance Plan Indicator #13)</p> <p><u>Documentation:</u> Interviews; Document Review</p>	
Result	7	<p>91% 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 84.73% (State Performance Plan Indicator #14)</p> <p><u>Documentation:</u> Interviews; Document Review</p>	