

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

School Support System Report and Support Plan

North Smithfield Public Schools
October 21 – 24, 2013

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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***North Smithfield Public Schools
SCHOOL SUPPORT SYSTEM REVIEW***

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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, 2009 – June 30, 2010 State Performance Plan information on North Smithfield 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 68.28%. (RI District Average is 63.12%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 9.70% (RI District Average is 16.60%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 4.47% (RI District Average is 6.76%)</p>	Data Analysis State Performance Plan		
Result	2	<p>Participation and performance of children with IEPs on statewide assessments (State Performance Plan Indicator #3):</p> <ul style="list-style-type: none"> A. The district (disability subgroup that meets the State’s minimum “n” size) did meet the State’s AYP targets for the disability subgroup B. Participation rate for children with IEPs. 99.25% C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards 37.01% [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 (37.01%).] 	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 differentiated instruction, with posted rubrics, modeling, cooperative learning, student lead 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, NECAP, teacher generated assessments, student work and performance along with classroom observations to discuss student placement (reading, ELA and math), instructional strategies and cross content area planning.</p>	Data Analysis Interviews Observation		
Result	4	<p>Multi-Tiered System of Support (MTSS) Response to Intervention (Rtl)/Academics</p> <p>Elementary Level At the elementary level, implementation of Rtl varies but is emerging and becoming systemic. Rtl teams meet before school weekly. Faculty has a varied understanding, and a few have independently participated in Rtl training sessions. Schools schedule interventions before or after school which are delivered as tutoring by certified staff. Many teachers are unsure of an appropriate duration for interventions and what they should be documenting.</p> <p>Middle Level Rtl at the middle school is in the beginning stages. A school-based Rtl team has been established comprised of the evaluation team chair, the school psychologist, social worker, speech pathologists (when needed) school counselors along with the referring team representative. Each grade level team utilizes common planning time to address student's Tier 1 academic needs (Mc Rel Strategies). Interventions such as diagnostic assessment on specified targeted areas, before and after school tutoring, check-in/check-out, counseling, social skills program, peer tutoring, behavior intervention plans, language support and others do not include data collection and progress monitoring strategies. Tier II and Tier III interventions are a work in progress.</p>	Data Analysis State Performance Plan		

		<p>High School Level At the high school level there is an Rtl team that meets weekly for one hour. Infinite campus is the electronic student information system. Teachers can refer students to Rtl via a form and documentation of prior interventions. Data is reviewed and tracked on a regular basis (individual and systemic grades, attendance, assessments, etc).</p> <p>This year there is a 9th grade team (Northmen Academy team) that meets once a week to plan and discuss student's strengths and challenges. Interventions are developed and implemented as appropriate. Some teachers, including a special educator have lunch duty during the Northmen common planning time so are not able to meet with the team. This lunch duty is a yearlong duty, thus, precluding the special educator from all future meetings.</p> <p>Other interventions include "Check and Connect "(grades 9-11) students who are struggling academically or behaviorally are provided a mentor. The mentor meets with them on a weekly basis to review behavior, attendance and grades. Weekly progress is documented via a spread sheet. The Rtl team reviews this data periodically and makes recommendations as appropriate. The 12th graders that may be struggling are provided individualized interventions through guidance.</p>																																	
Result/ Compliance	5	<p>SPP Disproportionate Representation (State Performance Plan Indicators #9 and #10) The district has been identified as having significant disproportionality in its identification of students with disabilities as shown by the data in the following tables.</p> <table border="1" data-bbox="302 1021 680 1248"> <thead> <tr> <th colspan="4">All Disabilities Risk</th> <th></th> </tr> <tr> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> <th></th> </tr> </thead> <tbody> <tr> <td>18</td> <td>19</td> <td>23</td> <td></td> <td></td> </tr> <tr> <td>76</td> <td>83</td> <td>100</td> <td></td> <td></td> </tr> <tr> <td>23.68</td> <td>22.89</td> <td>23.00</td> <td></td> <td></td> </tr> <tr> <td>2.66</td> <td>2.71</td> <td>2.73</td> <td></td> <td></td> </tr> </tbody> </table> <p>A review of policies, procedures, and practices submitted through the CRP provided evidence of some revisions to policies and procedures. However, additional probes in the form of further data analysis, record reviews, and interviews reveal the revised policies and procedures are not implemented with consistent practice. See also Section 2: item #5 and item #6.</p>	All Disabilities Risk					2010	2011	2012	2013		18	19	23			76	83	100			23.68	22.89	23.00			2.66	2.71	2.73			Data Analysis State Performance Plan	<p>Administrative staff will review, refine and revise policies, procedures and practices as appropriate with regard to adherence to regulatory requirements. See also the Support Plans for Section 2: items #5 and #6 for further support plan information.</p> <p>Timeline: Immediately and ongoing. Progress check : March 2014</p>	<p>Training and in-service was provided on 2/14/14 and 2/25/14. New forms provided to staff for immediate implementation. Training will continue through the current school year through faculty meetings.</p> <p>We have also</p>
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					<p>begun to clearly delineate the type of meetings scheduled in an effort to better utilize staff and efficiently use their time.</p>
Result	6	<p>Suspension (State Performance Plan Indicator #4): 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>Multi-tiered system of Support (MTSS)/ Response to Intervention(Social emotional resources and supports)</p> <p>Elementary Level The elementary schools had varying levels of support for social, emotional and behavioral development including principal led data collection to individual teacher classroom management approaches. The school social worker and school psychologist work together to create social, emotional and behavioral supports for students and to problem-solve with teachers and families to design behavior interventions.</p> <p>Middle Level At the middle school the home room period has been identified as the advisory. This time is utilized for students to organize class work and prepare for the day. Students with IEP's may work with a special educator to address remediation, organization and/or completion of class work.</p> <p>Additional activities include but not limited to Rachel's Challenge, the school mission statement, the Principals Recognition Award for Citizenship, SADD (Students Against Destructive Decisions), unified basketball, the school wide bullying initiatives and after school clubs. Topical groups such as social skills and conflict resolution are facilitated by the school psychologist and social worker.</p> <p>High School At the high school the school social worker facilitates lunch groups and a girls group. Guidance facilitates "Peer Pals". Eighth graders are matched with a peer mentor from</p>			

		<p>the high school to assist in the transition to the high school. Additional activities include but not limited to Rachel's Challenge, anti-bullying, unified sports, etc.</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>			
Result	8	<p>Preschool Continuum</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. The preschool teachers are responsible for implementing process procedures and monitoring strategies to ensure the fidelity of the data collection.</p> <p>The district has two preschool classes located at North Smithfield Elementary School (NSES). The District reported 42 children ages 3-5 years of age have IEPs. There is a full continuum of services for preschool students with disabilities. Preschool programs include extended day and half day integrated preschool programs. North Smithfield also provides services for students with disabilities in community preschool programs. Decisions about placement and amount of special education and related services are determined by the IEP team for each individual child.</p> <p>Indicator 6</p> <p>a.) In this district, the percent of preschool children aged 3-5 with IEPs attending a general education early childhood program and receiving the majority of special education and related services in the general early childhood program was 61.90%.</p> <p>b.) The percent of children aged 3-5 with IEPs attending a separate special education class, separate school or residential facility was 4.76%.</p> <p>State Performance Plan Indicator #7</p> <p>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:</p> <ul style="list-style-type: none"> -Positive social-emotional skills (including social relationships); 33% -Acquisition and use of knowledge and skills (including early language/communication 	Data Analysis State Performance Plan		

		<p>and early literacy); 63% and</p> <p>-Use of appropriate behaviors to meet their needs 75%</p> <p>Statement 2. The percent of preschool children who were functioning within age expectations in each Outcome by the time they exited the program were:</p> <p>-Positive social-emotional skills (including social relationships); 46%</p> <p>-Acquisition and use of knowledge and skills (including early language/communication and early literacy); 73% and</p> <p>-Use of appropriate behaviors to meet their needs 82%</p>			
Result	9	<p>Program Continuum Elementary Level</p> <p>There are two elementary schools in North Smithfield: Dr. Harry L. Halliwell houses grades 3-5 and North Smithfield Elementary School (NSES) houses grades prek-3. There are 418 students at NSES and 54 of them have IEPs. There are 355 students at Halliwell Elementary School and approximately 55 students have IEPs. The total elementary enrollment of 773 of which 109 have IEPs</p> <p>The special education continuum is as follows:</p> <p>-Push In: Inclusive classes. General education classes with special education services provided primarily within the general education setting. This service is typically provided by a special educator assigned to the role of “push in teacher,” and assigned to a limited number of classrooms (one or two).</p> <p>-Pull Out: Students receiving “pull out services” are generally grouped within one or two general education classrooms at each grade level to enable the “pull out teacher” to work with children from the assigned classes.</p> <p>-Special education teachers can also be a “push in and pull out teacher” for one or two grades. Teacher assistants are assigned to assist with in-class supports with one or more students. Currently, there are five special educators at NSES and five special educators at Halliwell Elementary School.</p> <p>-There is language-based classroom (LBC) at each elementary school which are self contained special education classrooms for primary or intermediate grades, with most or all services provided within the separate setting. The five students in this program occasionally participate in general education classes for science, social studies, special events, art, music and/or physical education. Most students placed in this setting are</p>	Data Analysis Interviews Observation		

		<p>identified primarily as students with autism spectrum disorder, emotional disturbance or multiple disabilities.</p> <p>At the elementary level, collaboration among special and general educators is clearly evident though there is no common planning time. General educators consult routinely on their own time. General educators are well informed at the start of each year regarding students in their classes who have IEPs. They are receptive to accommodating the diverse needs of students and welcomes diverse range of learners in their classrooms.</p> <p>Collaboration among educators and therapists is customary at the elementary level, with much incidental consultation occurring between sessions and before/after school. Speech pathologist, occupational therapists and physical therapists attempt to align activities with classroom curriculum and collaborate with teachers and other related service providers for co-treatment ad classroom carryover.</p>			
Result	10	<p>Program Continuum Middle Level</p> <p>North Smithfield Middle School provides both an elementary and middle level model for students participating in the 6th through the 8th grade. There are currently 409 students attending North Smithfield Middle School, of that total 37 are students with IEPs'.</p> <p>At the 6th grade level the model of instruction follows an elementary structure with continuity of ELA and math classes with rotating science and social studies classes in preparation for transition to the middle level 7th grade schedule. Specialized instruction is provided through an inclusive model which includes co-teaching. Skills classes are offered in math and/or writing based on students NECAP scores, teacher recommendations and classroom performance.</p> <p>Specialized instruction at the 7th and 8th grade is done through an emerging inclusive model. Special educators provide in-class support, modification and accommodations throughout content area classes. Students additionally receive their specialized instruction through a pull out opportunity held at least once a week. 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. A reading specialist, in consultation with the special educator, provides instruction for students with personal literacy plans (PLPs) and IEP reading goals,</p>	Data Analysis Interviews Observation		

Compliance		<p>A self-contained class 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. Students participate in community service projects, community exploration, transportation training along with the operation and management of the school store. Social thinking exploration is provided by the speech language pathologists.</p> <p>Skills classes in math and/or English are facilitated by a special education teacher. These classes target students with IEPs who have math or reading goals. These students attend their content area math, English language arts, literature and/or English general education classes facilitated by a highly qualified teacher.</p> <p>There are four students (JK6, JK7, JK8, JK9) who do not attend core content area classes in English but attend an English skills class instructed by a special educator who is not highly qualified. It is unclear how the four students in this class, who are on a diploma path, are afforded a free and appropriate public education (FAPE) in the least restrictive environment (LRE) with regard to accessing the general education curriculum taught by highly qualified teachers (RIGL 300.18).</p>		<p>Students who are on a diploma path will be afforded a free and appropriate public education (FAPE) in the least restrictive environment (LRE) with regard to accessing the general education curriculum taught by highly qualified teachers (e.g., special educators who are also certified in a core content area and can be the teacher of record, co-teaching, etc).</p> <p>Timeline: Immediately and ongoing. Progress check : March 2014</p>	<p>Students were assigned to virtual core courses that were monitored and graded by the highly qualified content teacher.</p>
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Result	11	<p>Program Continuum High School Level</p> <p>At North Smithfield High School there are approximately 550 students with 75 having IEPs. The program continuum is as follows:</p> <p>-Co-taught classes in ELA, math, and social studies (9th-12th)- Specific classes are chosen over the summer depending on the overall student need. Classes are either college prep or honors classes. Some students who may need additional support in math have a “ramp up” period with a mathematics teacher or a reading intervention block. Students with IEP’s that have PLP’s (targeted) are serviced via the ELA teachers and others. Students who have PLPs (intensive) are serviced via the reading skills teachers.</p> <p>-Resource- Every day or every other day students, per the IEP may have resource class.</p>	Data Analysis Interviews Observation		
Compliance		<p>-a.) Life Skills. There is one functional life skills class for students with significant intellectual disabilities. These students are on alternate assessment with the exception of two students. These two students in the class are on a diploma path. They receive their math and ELA via virtual learning in the Life Skills classroom. They take a co-taught social studies classes and electives with their general education peers. It is unclear how the two students in this class who are on a diploma path are afforded a free and appropriate public education (FAPE) in the least restrictive environment (LRE) with regard to accessing the general education curriculum taught by highly qualified teachers (RIGL 300.18).</p>		<p>a.)Students who are on a diploma path will be afforded a free and appropriate public education (FAPE) in the least restrictive environment (LRE) with regard to accessing the general education curriculum taught by highly qualified teachers. (e.g., special educators who are also certified in a core content area and can be the teacher of record, co-teaching, etc).</p>	<p>a.) Students have been enrolled in online Virtual Classes that are graded and monitored by the class/ subject teacher who is highly qualified in that area.</p>
Result		<p>Student’s 18-21 participate in community-based work experiences. These include Wright’s Dairy Farm, Village Paints, Smithfield Public Library, animal shelter, local nursing homes, car dealers, supermarkets, etc.</p> <p>- There is a psychologist and social worker at the high school for approximately 2.5 days per week. Students are seen for counseling per the IEP, risk assessments, and testing purposes.</p>			
Result		<p>-b.)The district-wide Evaluation Team (ET) Coordinator attends the high school department chair/leadership meetings. As the ET Coordinator she is only at the high school one day a week for ET meetings so it is unclear what input she would have in the leadership meetings. This year the ET Coordinator will write up a summary of what was discussed at the leadership meetings and electronically share it with the special educators although as of the on-site review that had <i>not</i> occurred. Staff seemed to have</p>		<p>Timeline: Immediately and ongoing. Progress check : March 2014</p> <p>b.) Administrative staff will</p>	<p>b. and c.) The job description of the ET chair is currently being revised. Regular meetings are occurring in an</p>

Result		<p>a large lack of clarity about the role of the ET Coordinator versus the role of a high school department chair. It is unclear why these two roles are somewhat combined.</p> <p>-c.)Special educators reported that they feel not having a department chair is a detriment as there is no daily school-based person to lead the department. They send the principal dates for annual IEP meetings. He then approves the date and puts them in the school's calendar. Once a month there is a department meeting where teachers meet as a department. Special educators typically meet on their own in a resource room but reported feeling an "island to themselves" as no Coordinator or other leadership attends the meeting.</p>		<p>review roles and responsibilities of the ET Coordinator versus a high school department chair. Structures will be revised as appropriate with regard to adherence to regulatory requirements.</p> <p>Timeline: Immediately and ongoing. Progress check : March 2014</p> <p>c.) Administrative staff will review roles and responsibilities of the ET Coordinator versus a secondary level department chair. Structures will be revised as appropriate with regard to adherence to regulatory requirements.</p> <p>Timeline: Immediately and ongoing. Progress check : March 2014</p>	<p>effort to better understand the current position and what role she plays at each school and team. It is the hope of the district that we will be able to have a separate Department Head of Special Education at the secondary level to cover both the middle school and high school. This particular position will assist in handling compliance issues around IEPs, the scheduling of meetings and would also assist in having a contact person day-to-day and a liaison to the Pupil Personnel Services Director.</p>
Result	12	<p>Adaptive Physical Education (APE)</p> <p>Throughout the district APE is provided as service as determined by IEP teams. This</p>	Data Analysis Interviews Observation		A department head for special education has

		service time is in additional to the weekly physical education.			been hired. This person will oversee the middle and high schools. The department head at the middle and high school has been reviewing IEPs and paperwork prior to finalizing documents to insure all paperwork is completed accurately. The early childhood coordinator has been assigned to attend all preschool IEPs to again insure the integrity of the paperwork.
Result	13	<p>Extended School Year (ESY)</p> <p>Throughout the district ESY is provided per the student's IEP as appropriate. There is a process in place for IEP teams to make recommendations and complete paperwork for ESY programming each spring. At the middle level staff understanding of ESY service delivery options were unclear.</p>	Data Analysis Interviews	<p>Professional development will be provided to middle level staff regarding ESY service delivery options.</p> <p>Timeline: Immediately and ongoing. Progress check : June 2014</p>	<p>A meeting is scheduled for March 18th to review the procedures for ESY. All new forms have been developed and will be distributed and explained on that date.</p>

Result	14	<p>Local Special Education Advisory Committee (LAC)</p> <p>A local advisory committee with membership, operation, and scheduled meetings, consistent with RIGL requirements is in place and is supported by the district. The LAC has had the same chair for 14 years beginning when her child was in preschool and resigning in June when her child exited school. Agendas include speakers and hot topics including, “how to talk to your child about suicide and how to talk to your child about substance abuse”. The LAC also consulted with Rhode Island Parent Information Network to facilitate a Mega-skills training for parents. Other agenda topics include anti-bullying and social emotional learning. Despite advertising on the district website, robocalls to announce meetings and personal outreach; the LAC is struggling to find a new chair as well as increase turnout at meetings.</p>	Data Analysis Interviews Observation		
Result	15	<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 (2012-2013) is 24% 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 40%.</p>	Data Analysis State Performance Plan		
Result	16	<p>Drop Out /Graduation Rate (State Performance Plan Indicators #1 and #2)</p> <p>The North Smithfield Public Schools graduation rate is 78.3% for all students and 58.3% for students with disabilities. These rates approximate the state average rates of 77.1% for all students and 58.5% for students with disabilities.</p> <p>The North Smithfield Public Schools dropout rate is 11.6% for all students and 20.8% for students with disabilities. These rates approximate the state average rates of 11.9% for all students and 20.1% for students with disabilities.</p>	Data Analysis State Performance Plan		

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 very accessible. The record review process identified the following:</p> <ul style="list-style-type: none"> - No documentation of interventions, support, and/or educational progress, progress monitoring, and/or other considerations in determining eligibility. There is very limited evidence that specific learning disability determination is conducted consistently with (in relationship to) the State Criteria aligned with the RtI process. -Various documents were missing from files (evaluations, invitations, consents) - Regulatory time frames not consistently adhered to -IEP present levels of performance, annual goals, short term objectives and benchmarks are not written in a measurable manner -Transition services to reach post school goals written in a limited manner -The majority of the vocational assessments were not seen in file nor produced at the schools <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)</p>	<p>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. Progress check: June 2014</p>	<p>During the staff meeting on 2/14 a process was explained on the importance of sending appropriate documents to Pupil Personnel Services. The staff was given their roles and responsibilities packet. In the packet they were told that when an IEP is done the packet needs to be sent to Pupil Personnel Services in entirety i.e. IEP(original), prior notice, Medicaid form, an educational conference form, any excusal form if it applies as well as the essay determination sheet and the alternate assessment documentation if it applies. There is training scheduled for May and July through RIPIN to</p>

					address writing goals and progress. There is also a training scheduled for April to address transition.
Result	2	<p>North Smithfield reports child outreach screenings percentages are as follows: 84% of 3 year olds; 114 %* of 4 year olds; 63% of 5 year olds. * Screening rates exceeding 100% occur when screening exceed census estimates.</p> <p>The LEA met its goal of screening 80% of children ages 3-5 in the community of residence. North Smithfield's child outreach screenings are available in a range of community-based early childhood programs and by appointment September through June as well as at Kindergarten registration. Information is posted on the school system website. Child outreach screeners are provided training and screenings and observed to ensure appropriate screening techniques are utilized. All screening instruments are reliable, valid measures as delineated in <i>"Best Practice Guidelines for Child Outreach Screening Programs in Rhode Island"</i>.</p>	State Performance Plan data Interviews		<p>A sample packet has been provided to RIDE of all updated forms that I have required the special education teachers to complete. They have been informed of the need to finalize on the 10th day and to send a complete packet to special services. An educational conference form has been introduced to be used for all meetings except ET meetings. Teachers are able to document conversations with parents, amendments, and all review meetings to name a few types.</p>
Result	3	<p>Child Find (State Performance Plan Indicator #11)</p> <p>North Smithfield Public Schools for the 2012-2013 year was at 100% compliance for meeting evaluation timelines for initial referrals. As of 10/24/13 North Smithfield Public Schools was thus far at 100% compliance for meeting evaluation timelines for initial</p>	State Performance Plan data		

		referrals for the 2013-2014 school year.			
Result	4	<p>At the elementary and high school level special educators completed an IEP “snap shot sheet” that is then sent to the general education teachers.</p> <p>At the middle level general educators are required to review students with IEP’s files to become familiar with required classroom modification and or accommodations. The practice of special educators providing general educators information regarding accommodations and or modifications varied.</p> <p>a.) Special educators, throughout the district, reported being told that if they have a meeting outside of their planning or administrative planning that no coverage would be provided. This has been challenging for many special educators who may want a particular general education teacher to attend a meeting and that person does not have the same planning or administrative period off.</p>	Data Analysis Interviews Document Review	<p>a.)Staff will be provided professional development on the policy, process and procedures for procuring substitute coverage for IEP meetings as appropriate.</p> <p>Timeline: Immediately and ongoing. Progress check: March 2014</p>	<p>Building administrators have developed options such as providing a sub one full day a week to provide coverage for teachers attending IEP meetings, to allowing general education teachers to attend meetings for the beginning to address specific concerns. It continues to be challenging and will continue to be monitored.</p>
Compliance	5	As stated in the Section1 there is an Evaluation Team (ET) Coordinator K-12 who facilitates the ET meetings at all levels. The school psychologist and social worker attend all Evaluation Team (ET) meetings (initial and reevaluation) regardless of their involvement in a case. The ET convenes to determine reevaluations and invites parents and IEP case manager to the meeting. The IEP team does not meet to determine reevaluations. The IEP team does not convene after evaluations are reviewed to reflect reevaluation results.	Interviews Record Reviews	<p>Administrative staff will review roles and responsibilities of the ET Coordinator. Structures will be revised as appropriate with regard to adherence to regulatory requirements.</p> <p>Timeline: Immediately and ongoing.</p>	<p>The job description is being revisited to address the role of the ET chair. Our weekly meetings are also addressing the need to be specific on the agenda as to the individuals required to attend the meeting. Agendas have been changed</p>

				Progress check : March 2014	and specify who needs to attend each meeting through the type of meeting it is. During the staff meeting on 2/14 the importance of case managers being responsible for re-evaluation meetings was discussed.
Compliance	6	<p>Specific Learning Disabilities Determination</p> <p>Staff are unclear with regard to the regulatory requirements for the Specific Learning Disabilities Determination nor were any elements of these requirements seen in the file reviews. Progress monitoring data was not a part of the three year reevaluation process for students with learning disabilities.</p>	Interviews Record Review	<p>Professional development will be provided to staff on the regulatory requirements of specific learning disabilities determination.</p> <p>Timeline: Immediately and ongoing.</p> <p>Progress check : June 2014</p>	During the summer professional development will be provided through RIPIN. Following that workshop I will be reviewing the goals and objectives that they are able to develop and will gear my fall staff meetings in the direction of data collection and how that correlates to the re evaluation process. This will be an ongoing process next year.
Result	7	<p>Due Process Information (State Performance Plan Indicators #16, #17,#18 & #19)</p> <p>Over the past three years North Smithfield has no (zero) mediation, complaints or hearings.</p>	Data analysis		
Compliance	8	<p>Specific Compliance Issues</p> <p>At the high school (SW6) IEP states that he has academic support (resource) four</p>	Interviews Record Review	Staff at the high school (including guidance) will receive	An amendment process has been explained at both

		days a week. As of the on-site review week his schedule had been changed to exclude resource so he can participate in virtual learning for math credit retrieval. It is unclear if this was done via an IEP meeting.		professional development on the regulatory requirements regarding the IEP amendment process. Verification documents of this specific compliance issue will be provided to RIDE within the mandated timeframe. Timeline: Immediately and ongoing. Progress check: March 2014	the 2/14 and 2/25 meetings. The teachers were given the form to utilize.
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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 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 3rd birthday.</p> <p>There were no delays reported for transition from Part C to B, The district was 100% compliant for Indicator 12.</p>	Data Analysis Interviews State Performance Plan		

Result/ Compliance	2	<p>IDEA Transition Planning at the Middle Level</p> <p>Although interest inventories/vocational, transition assessments (components of Ten Sigma, WayToGoRI and the Transition Planning Inventory) are utilized for eligible students with an IEP at the middle school, a systemic practice has not been established. Findings from the variety of inventories and assessments are not consistently imbedded within the IEP. Some educators were not familiar with the required secondary transition responsibilities. In addition, the practice of providing eligible students documented/formal notice/invitation to attend their IEP meeting has not been established.</p>	Data Analysis Interviews Record Reviews	<p>Professional development/technical assistance will be provided to special education teachers to ensure compliance on transition regulatory requirements.</p> <p>Timeline: Immediately and ongoing. Progress check: June 2014</p>	Professional development will take place in April and binders will be provided.
Result/ Compliance	3	<p>IDEA Transition Planning at the High School Level</p> <p>At the high school the case managers are responsible for facilitating the vocational assessment process. Although there is a suggested scope and sequence of potential vocational assessments on the North Smithfield website teachers choose their own vocational assessments. Some of these include, WayToGo RI, ONet, Life Centered Education and the Career Clusters. Some case managers reported not facilitating vocational assessments as they are done by Office of Rehabilitative Services (ORS) in the 11th grade. The high school has targeted transition for ongoing improvement this year. There is recently appointed a .2 FTE Transition Coordinator who is in the process of taking inventory of transition assessments at the high school. She is also point for transition assessments as related to students on 504 plans. The role, responsibilities, overall job duties and time allotment of the Transition Coordinator were unclear.</p>	Data Analysis Interviews Record Reviews	Professional development/technical assistance will be provided to special education teachers to ensure compliance on transition regulatory requirements. Clarity regarding the role, responsibilities, overall job duties and time allotment of the Transition Coordinator will be reviewed, refined and revised as appropriate.	The transition coordinator attended a two day transition workshop with a team to include myself, the Assistant Principal of the High School and the head of guidance. At this workshop we reported out our data and developed our transition plan moving forward.

				Timeline: Immediately and ongoing. Progress check: June 2014	Again this will be an ongoing process. Working with our contacts at Rhode Island Parent Information Network will also be advised.
Result	4	At the 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.	Interviews Document Review		
Result	5	Summary of Performance (SOP) is facilitated by the case managers as appropriate.	Interviews Document Review		
Result	6	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 requirement. (State Performance Plan Indicator #13)	Interviews Document Review		
Result	7	89% of youth who are no longer in secondary school, have 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%. (State Performance Plan Indicator #14)	Interviews Document Review		