



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

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**School Support System Report and Support Plan**

**Smithfield Public Schools  
October 2021**

## 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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**Smithfield Public Schools  
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**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, 2020 – June 30, 2021 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 85.08% (RI District Average is 71.65%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 6.67% (RI District Average is 10.87%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 1.90% (RI District Average is 5.38%)</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>  |              |  |           |      |            |      |            |      |           |      |         |      |  |
| Result     | 2  | <p><b>Participation and performance of children with IEPs on statewide assessments (State performance Plan Indicator #3):</b></p> <p>All statewide assessments are administered in the district. The following represent the percentage of students who took each assessment during the 2020-2021 school year.</p> <table border="1" data-bbox="348 1187 1381 1461"> <thead> <tr> <th data-bbox="348 1187 865 1289">Assessment</th> <th data-bbox="865 1187 1381 1289">Percentage of Students with Disabilities who Took the Assessment</th> </tr> </thead> <tbody> <tr> <td data-bbox="348 1289 865 1325">RICAS-ELA</td> <td data-bbox="865 1289 1381 1325">93.3</td> </tr> <tr> <td data-bbox="348 1325 865 1360">RICAS-Math</td> <td data-bbox="865 1325 1381 1360">91.3</td> </tr> <tr> <td data-bbox="348 1360 865 1396">PSAT - ELA</td> <td data-bbox="865 1360 1381 1396">72.7</td> </tr> <tr> <td data-bbox="348 1396 865 1432">PSAT-Math</td> <td data-bbox="865 1396 1381 1432">72.7</td> </tr> <tr> <td data-bbox="348 1432 865 1461">SAT-ELA</td> <td data-bbox="865 1432 1381 1461">91.7</td> </tr> </tbody> </table> | Assessment   | Percentage of Students with Disabilities who Took the Assessment | RICAS-ELA | 93.3 | RICAS-Math | 91.3 | PSAT - ELA | 72.7 | PSAT-Math | 72.7 | SAT-ELA | 91.7 |  |
| Assessment | Percentage of Students with Disabilities who Took the Assessment |  |              |  |           |      |            |      |            |      |           |      |         |      |  |
| RICAS-ELA  | 93.3   |  |              |  |           |      |            |      |            |      |           |      |         |      |  |
| RICAS-Math | 91.3   |  |              |  |           |      |            |      |            |      |           |      |         |      |  |
| PSAT - ELA | 72.7   |  |              |  |           |      |            |      |            |      |           |      |         |      |  |
| PSAT-Math  | 72.7   |  |              |  |           |      |            |      |            |      |           |      |         |      |  |
| SAT-ELA    | 91.7   |  |              |  |           |      |            |      |            |      |           |      |         |      |  |

|          |      |
|----------|------|
| SAT-Math | 91.7 |
| DLM-ELA  | 87.5 |
| DLM-Math | 87.5 |

Three out of the four elementary schools had 100% participation rate.

RICAS ELA and math scores show that 5% of students identified as having a disability met or exceeded the standard.

In grades 5-8 Growth scores were calculated for both the ELA and Math RICAS tests. Other grade levels were unable to be calculated due to the absence of testing in the 2020 school year.

The percentages of growth in ELA for students with disabilities in Smithfield compared to the state growth percentages for students with disabilities are as follows:

|                | Smithfield Percentage | State Percentage |
|----------------|-----------------------|------------------|
| High Growth    | 15.6                  | 14.8             |
| Typical Growth | 38.5                  | 29.7             |
| Low Growth     | 45.8                  | 55.5             |

The percentages of growth in Math for students with disabilities in Smithfield compared to the state growth percentages for students with disabilities are as follows:

|                | Smithfield Percentage | State Percentage |
|----------------|-----------------------|------------------|
| High Growth    | 16.8                  | 9.9              |
| Typical Growth | 37.9                  | 25.9             |
| Low Growth     | 45.3                  | 64.1             |

The percentage of students who participated in the PSAT, SAT, and DLM Alternate Assessment was lower than 100%.

| Test Administered | Percentage of Students with Disabilities who Met or Exceeded the Expectations |
|-------------------|---|
| PSAT-ELA          | 25  |
| SAT-ELA           | 18.2  |
| DLM-ELA           | 28.6  |
| DLM-Math          | 21.4  |

In the area of math on the PSAT and SAT, there were no students with disabilities who scored in the met or exceeded expectations range. On the Math section of the PSAT, 68.8% of students with disabilities scored in the partially met expectations range. On the SAT, 27.3% of students with disabilities scored in the partially met expectations range.

Documentation: Data Analysis; State Performance Plan

Result

3

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

**Elementary Level**

Students are screened using multiple measures in multiple areas. The following chart depicts the areas screened, measures used, and monitoring frequency,

| Area             | Tool  | Frequency   |
|------------------|---|---|
| Reading          | Early Literacy Measures (K-2)<br>STAR Reading<br>Sight Words (K-2)<br>RICAS | 3-4 times per year<br>3-4 times per year<br>3-4 times per year<br>1 time per year |
| Writing          | ReadyGen Common Writing Assessments   | Consistent with curriculum; screening analysis each trimester                     |
| Math             | Early Numeracy Measures (K)<br>STAR Math                                    | 3-4 times per year  |
| Attendance       | Attendance Nudge Tool   | Monthly   |
| Social-Emotional | Conduct data<br>Learner Behaviors<br>Connections survey                     | Monthly<br>Trimester Report Cards   |
| Physical         | Vision and Hearing Screening  | Annual  |
| Language         | MODEL   | Screening   |

An MTSS manual is used to guide teams in entrance and exit criteria in each academic area as well as attendance and social-emotional skills.

Students receiving interventions are progress monitored according to plans established by the MTSS 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, composed of the assistant principal, school counselors, school psychologist, school social worker, school nurse, and behavior specialists, meets weekly to address emerging student needs.

Screeners are a part of the early warning system used to flag students who may be in need of additional support beyond universal practices. Screeners are used as a starting point, to indicate that a student may be struggling in some way and may benefit from an intervention.

Screeners are reviewed at various levels against established benchmarks. Some, such as STAR testing are used at the classroom teacher level all the way to the building and district level. Other screeners, such as attendance and behavior referrals, are reviewed by specific teams of professionals at the building level.

The following information is used as a screener for students at Vincent J Gallagher Middle School:

- Star Reading and Math Scores
- Attendance
- Behavior Referrals
- Semi-Quarterly Grade Reports

- Request for Support Forms (submitted by teachers)
- Health- Vision and Scoliosis (as required by state law)
- Connections Screener
- Missing Assignment Reports

Grade level teams have common planning time every other day. This time is set aside for teachers to lead student-focused discussions with actionable solutions/steps. Activities include, but are not limited to, reviewing student work, analyzing student data, and planning for intervention periods which are built into the daily school schedule.

Should a team require assistance in identifying or providing additional interventions, teachers may complete a request for support form. This mechanism is in place to alert the MTSS team that further support is needed. The MTSS team meets weekly and establishes an intervention cycle in which progress will be collected and reviewed.

The Compass Program is an after school academic program designed to support sixth, seventh, and eighth grade students who need a structured environment to complete homework, projects, and research. Referrals are made by parents/guardians, teachers, school counselors, administrators, or students themselves.

### **High School Level**

Smithfield High School has an established MTSS team. The team meets weekly to discuss students flagged for academic as well as social emotional challenges.

The team reviews STAR Assessments, mid quarterly progress reports, quarterly grades, attendance, a connections survey, and behavioral data as screeners to identify struggling students. In addition, any teacher is able to refer a student to the MTSS team by completing an online referral.

The MTSS team creates a personalized intervention plan and establishes a time period to collect data and schedules a review meeting. This cycle repeats as needed.

Documentation: Data Analysis; State Performance Plan

|        |   |   |  |
|--------|---|---|--|
| Result | 4 | <p><b>SPP Disproportionate Representation (State Performance Plan Indicator #9 and #10)</b></p> <p>Smithfield Public schools are not disproportionate.</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 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><br/>Staff at each elementary school have been trained in Responsive Classroom. These practices are embedded in each classroom throughout the school day.</p> <p>The three elementary schools each employ a full time psychologist. The equivalent of 1.5 social workers cover each building. Both social workers and psychologists are available to provide individual, small group, or classroom services.</p>   |  |

The district has a 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 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 student's team in designing data collection systems and analyzing the reported data.

**Middle Level**

Vincent J Gallagher Middle School is staffed with a full time school psychologist and a .5 social worker. In addition, there are three school counselors with one counselor assigned to each grade level. The school counselor remains assigned to the same group of students for the three years that they attend GMS.

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.

All students at Vincent J. Gallagher Middle School participate in Anchor Time, which is a 30 minute scheduled period that meets one time per week. This time is set aside to create meaningful connections with the students in a supportive environment that promotes a sense of belonging, develops personal decision-making skills, fosters social and emotional growth, and connects us to the larger community. Students are assigned an Anchor Time advisor and will remain with that advisor for three years.

Vincent J. Gallagher Middle School participates in a World of Difference Peer Training Program and has been recognized as a No Place for Hate School. The goals of the Peer Training Program are to:

- Explore the meaning of community and why it's important for everyone to feel that they belong to the community.
- Examine the ways in which some school community members could feel left out and identify ways to be an ally.
- Identify what members of the school community can do to actively promote an inclusive learning environment in which cultural, racial, and other human similarities and differences are respected and valued.

Students will have the opportunity to apply to become a Peer Leader. Peer Leaders will take a leading role in facilitating activities and conversations with other students in the classrooms. Trainers from the ADL will facilitate the training of the school's peer leaders during four school days that will be scheduled over a three week period. Their training will focus on helping peer leaders develop their leadership potential and then guide them to facilitate workshops for other students later in the school year. After the initial training, peer leaders will continue to meet during school hours to hone their facilitation skills.

During advisory time, the peer leaders will lead activities and discussions with other students over the course of six sessions. Peer leaders will continue to meet regularly with their advisors to develop the workshops that they present. The overarching goal of the training and workshops is to deepen students' understanding of the importance of respecting and valuing each other's similarities and differences.

**High School**

The high school participates in the Anti-Defamation League's A World of Difference program.

Smithfield High School has an advisory program where each student is assigned to a teacher or staff member who offers personalized supports with the student's academic or personal goals.

A school wide connections survey is administered in order to determine if each and every student has a relationship with other students and staff. Data is utilized as a screener for social emotional well-being.

A full time psychologist and a half time social worker are available to students who require targeted social emotional support. Groups and individual support is available.

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|--------|---|--|
|        | <p>A behavior specialist is available throughout the day for any student.</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><u>Documentation:</u> Data analysis, interviews</p>  |  |
| Result | <p>7</p> <p><b>Preschool Continuum</b></p> <p>The preschool program is located Raymond C LaPerche Elementary School. The program consists of two AM and PM sessions, and one full day session. The classrooms are integrated with more than 51% typically developing peers. Smithfield Public Schools offer targeted supports to meet each child's specialized needs.</p> <p>Staffing consists of three special educators, five paraprofessionals, a full-time speech and language therapist, and a .3 social worker, school psychologist, occupational therapist, and physical therapist who provide services per the child's IEP.</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 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 46.34%.</p> <p>B. The percent of children aged 3-5 with IEPs attending a separate special education class, separate school or residential facility was 0%</p> <p><b>State Performance Plan Indicator #7</b></p> <p><b>Statement 1.</b> Of the preschool children who entered the preschool program below age expectations, the percentage who substantially increased their rate of growth by the time they turned 6 years of age or exited the program:</p> |  |

|        |   |  |  |
|--------|---|--|--|
|        |   | <ul style="list-style-type: none"> <li>▪ Positive social-emotional skills (including social relationships); 86.7%</li> <li>▪ Acquisition and use of knowledge and skills (including early language/communication and early literacy); 44% and</li> <li>▪ Use of appropriate behaviors to meet their needs 72.7%</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); 76%</li> <li>▪ Acquisition and use of knowledge and skills (including early language/communication and early literacy); 24% and</li> <li>▪ Use of appropriate behaviors to meet their needs 76%</li> </ul> <p><i><u>Documentation:</u> Data Analysis; State Performance Plan</i></p>  |  |
| Result | 8 | <p><b>Program Continuum Elementary Level</b></p> <p>There are approximately 1068 students at the elementary level and approximately 146 have IEPs. The special education program continuum is as follows:</p> <p>This school year, Smithfield Public Schools has consolidated four elementary schools to three elementary schools. William Winsor and Anna McCabe Elementary School have joined and become Pleasant View Elementary School. The two other elementary schools are Old County Road Elementary and Raymond LaPerche Elementary.</p> <p>All elementary schools in the district educate students in the general education classroom. Special educators work with students in the general education classroom through co-teaching and flexible grouping. Some students may be pulled out for short periods of instructional time should the IEP require small group specialized instruction. Paraprofessionals are available to support students and classrooms as needed.</p> <p>Should a student require more intensive pull out support, a program staffed with a special educator and a paraprofessional is located at LaPerche Elementary School. Students accessing this program require specialized</p> |  |

|        |   |   |  |
|--------|---|---|--|
|        |   | <p>instruction in a small group setting multiple times per day. Students also require support of the teacher or paraprofessional when in the general education classroom.</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 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>The district has two Intensive Special Education Classrooms at LaPerche Elementary. Each classroom is staffed with one teacher and three paraprofessionals. 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>Elementary physical education teachers are also certified as adaptive physical education teachers and provide services as required according to students individual IEP's.</p> <p>Each elementary school is staffed with a full-time speech and language pathologist. One Occupational therapist, 1.5 certified occupational therapists, and one physical therapist provide related services across the district.</p> <p>The district also contracts with an educational audiologist, a teacher of the hearing impaired and RI Vision Service Education Program for students requiring any of these services.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p> |  |
| Result | 9 | <p><b>Program Continuum Middle Level</b></p> <p>There are 537 students attending Gallagher Middle School, 84 are students with IEPs. The special education program continuum is as follows:</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, PE. Paraprofessionals are assigned throughout the building. They may assist and support individual students per their IEP on that team or classes as a whole as needed.

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.

Two specialized Intensive Special Education settings are 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. Teachers attend team or departmental planning time so that modifications and accommodations can be made to the assigned work, such as picture boards or other visuals.

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, Physical 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 by STAR assessments in literacy and numeracy. Literacy and numeracy classes include students with or without IEP's and placement in these classes are 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 IEP's and three times a year for students without IEP's. Literacy and

|        |    |   |  |
|--------|----|---|--|
|        |    | <p>Numeracy teachers also have the opportunity to attend team meetings during common planning time to discuss progress.</p> <p>Check in and check outs are provided by the special educators, school counselors, or school psychologist for students who require support in executive functioning skills or social emotional 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.</p> <p><u>Documentation:</u> <i>Data Analysis; Interviews; Observations</i></p>   |  |
| Result | 10 | <p><b>Program Continuum High School Level</b></p> <p>At Smithfield High School there are approx. 795 students and 85 have IEPs. The program continuum is as follows:</p> <p><b>Resource Support Service</b><br/>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><b>Intensive Special Education (Bridge Program)</b><br/>This program is designed for the students with moderate disabilities. Some of these students qualify for Alternate Assessment. Students participate in mainstream classes for science, social studies, and electives. Students receive instruction in English, Math and resource support from a special educator who instructs using essential elements as well as modified common core standards.</p> <p><b>Therapeutic Program (ASPIRE Program)</b><br/>This program is designed for students who require therapeutic services. The program is staffed with a special educator, a behavior specialist, and a consulting clinical psychologist. Students are able to access this program throughout the day as needed for therapeutic interventions as well as academic support or instruction.</p> |  |

**Intensive Secondary Education Program (ISE)**

This intensive program is designed for students with low incidence or severe cognitive 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.

**Twelve Plus Program**

This program is designed for students ages 18-21 who have completed high school coursework required for graduation, but still may require services related to transition. Students work with job coaches in community settings that focus on identified interests.

**Virtual Learning Opportunities**

Students who need to acquire course credits and/ or students who want to accelerate their credit acquisition take VL courses, through Edgenuity, during and after school with supervision provided by special educators and content teachers.

**Clinical Services**

School psychologist 5 days per week  
Social Worker 2.5 days per week  
Individual counseling and small therapeutic groups vary yearly and are designed based on student needs and disabilities.  
Behavior specialist consultant who works with the MTSS and IEP teams to develop plans that need individual student need and assists with running groups for identified students in need

**Related Services**

Speech Language Therapist 2.5 days per week  
Occupational Therapist service with Certified OT Assistant providing direct therapy as needed  
Physical Therapist contracted services as needed

Documentation: Data Analysis; Interviews; Observation

|        |    |  |  |
|--------|----|--|--|
| Result | 11 | <p><b>Adaptive Physical Education (APE)</b></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> <p><i><u>Documentation:</u> Data Analysis; Interviews; Observation</i></p>  |  |
| Result | 12 | <p><b>Extended School Year (ESY)</b></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><i><u>Documentation:</u> Data Analysis; Interviews</i></p>   |  |
| Result | 13 | <p><b>Local Special Education Advisory Committee (LAC)</b></p> <p>The Smithfield Special Education Local Advisory Committee (SSELAC) has met twice during the 2021-2022 School year. The group is led by a chair who maintains a group Facebook page with information. The district has a pamphlet printed yearly to inform parents of the group and its purpose. The group was on a pause during 2020-2021 school year due to COVID. Prior to that the mission has been to promote inclusive opportunities within the community. The group had engaged in working with local businesses to offer activities for students with disabilities. Examples include story time at Barnes and Noble, sensory friendly events such as meeting Santa and Touch a Truck. Community activities this year are again limited, but the group is planning activities for the 2022-2023 school year.</p> <p><i><u>Documentation:</u> Data Analysis; Interviews</i></p> |  |

|        |    |  |  |
|--------|----|--|--|
| Result | 14 | <p><b>School Efforts to Partner with Parents (State Performance Plan Indicator #8)</b></p> <p>The public school district's rate of parent participation in the annual Special Education Statewide Parent Survey, SurveyWorks, (2021) is 37.3% 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 25.3%.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p> |  |
| Result | 16 | <p><b>Drop Out / Graduation Rate (State Performance Plan Indicator #1 and #2)</b></p> <p>The Smithfield Public Schools graduation rate is 93.8% for all students and 76.20% for students with disabilities. These rates approximate the state average rates of 83.90% for all students and 64.40% for students with disabilities.</p> <p>The Smithfield Public Schools dropout rate is 2.60% for all students and 4.80% for students with disabilities. These rates approximate the state average rates of 8.30% for all students and 12.70% for students with disabilities.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>                  |  |

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

| Indicator |   | Findings   | Support Plan   |
|-----------|---|--|--|
| Result    | 1 | <p>Records of approximately 8 students were reviewed prior to the on-site review by the team leaders. Students' records were very accessible. The record review process identified by following:</p> <ul style="list-style-type: none"> <li>-Transition Planning not consistently checked on IEP invitation</li> </ul> | <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> |

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|        |   | <p><i>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements 300.320)</i></p> <p><u>Documentation:</u> <i>Data Analysis; Interviews; Observation</i></p>  | <p><b>Timeline:</b> Immediately and ongoing</p> <p><b>Progress Check:</b> July 2022</p> <p><b><u>FOLLOW-UP FINDINGS:</u></b> This issue was corrected and verified as corrected (individual follow up and systemic professional development/technical assistance).</p> |
| Result | 2 | <p><b>Child Outreach</b></p> <p>Smithfield child outreach screenings are available in a range of community-based early childhood programs and by appointment year round.</p> <p>In addition, the district has added a virtual screening for families who are unable to participate in any of the in person screening events. The district understands that face to face screening is best practice and make every effort to work with families so that they may access screening for their children.</p> <p>Families and others are notified in a variety of ways. These include, but are not limited to: email, phone, flyers, posters, town newsletter, district wide newsletter, 3 year old birthday cards. Smithfield works closely with childcare programs located in town. This relationship has been long established and is considered vital to the success of the program's goal. In district and out of district students are screened in these locations. Results of students who are not Smithfield residents are forwarded to their home district for follow up, as needed.</p> <p>Interpreters are obtained to screen students who are Dual Language Learners. In addition, the district has acquired developmental screening tools that can be used to assess the abilities of students who are Chinese and Spanish, as well as English. The district hopes to obtain the rights of Ages and Stages for other languages that are available for purchase.</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</p> |  |

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|        |   | <p>conducted to ensure that all Child Outreach guidelines are followed, and that screeners are interacting with young children and families appropriately.</p> <p>All screening instruments are reliable, valid measures as delineated in “Rhode Island’s Guidelines for Implementing Child Outreach Screening”. There are a variety of assessment/screening tools used. These include but are not limited to the following:</p> <ul style="list-style-type: none"> <li>• Early Screening Inventory (ESI) Third Edition for development</li> <li>• Ages and Stages Questionnaire 3 for development (English, Spanish and Chinese)</li> <li>• Preschool Language Scale (PLS5) for speech and language</li> <li>• Vision Screening- using LEA Symbols</li> <li>• Ages and Stages Social Emotional Questionnaire (ASQ SE2)- to obtain information from parents, teachers and caregivers on a child’s social and emotional development</li> <li>• Hearing-Automated Otoacoustic Emissions Test (AOAE)</li> </ul> <p>The child outreach coordinator rescreens students when additional information is needed. Students who need follow up are referred by Child Outreach to the Preschool Evaluation Team. The Coordinator acts as Case Manager for these students i.e. coordinating with parents to establish a date and time for the referral, complete paperwork, acquiring data from teachers and caregivers to complete entry level Child Outcomes data.</p> <p>The state target for screening is 80% of children ages 3, 4, and 5. The district reported the following screening percentages for the 2019-2020 year:</p> <ul style="list-style-type: none"> <li>• 3 year olds: 15.7%</li> <li>• 4 year olds: 60.8%</li> <li>• 5 year olds: 66.9%</li> </ul> <p><i><u>Documentation:</u> State Performance Plan; Data Interviews</i></p> |  |
| Result | 3 | <p><b>Child Find (State Performance Plan Indicator #11)</b></p> <p>Smithfield Public Schools for the 2019-2020 year was at 100% compliance for meeting evaluation timelines for initial referrals. As of 09/30/2021 Smithfield</p>   |  |

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|        |   | <p>Public Schools was thus far at 100% compliance for meeting evaluation timelines for initial referrals.</p> <p><i><u>Documentation:</u> State Performance Plan Data</i></p>  |  |
| Result | 4 | <p><b>Student Accommodations and Modifications</b></p> <p>Smithfield Public Schools maintains electronic database to create and access special education documentation. All staff have access to the data base.</p> <p><i><u>Documentation:</u> Data Analysis; Interviews; Document Reviews</i></p>  |  |
| Result | 5 | <p><b>Specific Learning Disabilities Determination (SLD)</b></p> <p>When a learning disability is suspected, special education evaluation teams use the documentation for a specific learning disability to guide and ensure that the process and procedures in making that determination are followed.</p> <p><i><u>Documentation:</u> Interviews; Record Review</i></p>  |  |
| Result | 6 | <p><b>Due Process Information (State Performance Plan Indicators)</b></p> <p>Over the past three years Smithfield has the following complaints, mediations or hearings:</p> <p style="text-align: center;"><b><u>COMPLAINTS</u></b></p> <p><u>FY 2019-2020</u><br/> <u># of Complaints:</u> No complaints during this period</p> <p><u>FY 2020-2021</u><br/> <u># of Complaints:</u> No complaints during this period</p> <p><u>FY 2021-2022</u><br/> <u># of Complaints:</u> No complaints during this period</p> |  |

**MEDIATIONS**

FY 2019-2020

# of Mediations: 1 mediation during this period

|              | ISSUE(S)         | RESULT    |
|--------------|------------------|-----------|
| Mediation #1 | IEP Modification | Agreement |

FY 2020-2021

# of Mediations: No mediations during this period

FY 2021-2022

# of Mediations: No mediations during this period

**HEARINGS**

FY 2019-2020

# of Hearings: 1 hearing during this period

|            | ISSUE(S) | FINDING(S)           |
|------------|----------|----------------------|
| Hearing #1 | FAPE     | Settlement Agreement |

FY 2020-2021

# of Hearings: No hearings during this period

FY 2021-2022

# of Hearings: No hearings during this period

Documentation: *Data Analysis, RIDE, Due Process Data Base*

### 3. IDEA TRANSITION

| Indicator |   | Findings  | Support Plan |
|-----------|---|---|--------------|
| Result    | 1 | <p><b>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 EL 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 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><i>Documentation: Data Analysis; Interviews; State Performance Plan</i></p>   |              |
| Result    | 2 | <p><b>IDEA Transition Planning at the Middle Level</b></p> <p>Group Guidance, a semester class provided to all 7<sup>th</sup> and 8<sup>th</sup> graders, focuses on the Individual Learning Plan and vocational studies. The class utilizes several resources related to career exploration and financial literacy.</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>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><i>Documentation: Data Analysis; Interviews; Record Reviews</i></p> |              |
| Result    | 3 | <p><b>IDEA Transition Planning at the High School Level</b></p> <p>A special educator at the high school serves as the transition coordinator. The coordinator attends all IEP meetings for students grade 9 through 12+ as well</p>  |              |

as regional and statewide transition meetings and events. The coordinator also meets regularly with middle school staff and attends meetings for 8<sup>th</sup> grade students moving up to the high school level. The coordinator is available to meet with parents who need assistance with completing applications for ORS and BHDDH.

In addition, the following is in place:

- 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 Mynextmove.org website or from Jist. These resources have updated and current information on employment, job outlook, and postsecondary education and training. In addition, MAPs and PATHs 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 IEP, 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, state agencies, supported employment, integrated day services, benefits planning, and parent information networks.
- 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.

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|        |   | <ul style="list-style-type: none"> <li>Smithfield promotes and attends the Annual Transition Night sponsored by the regional transition centers which provides for transition information to be disseminated to students and families.</li> <li>Smithfield actively participates in the Transition Advisory Council (TAC) and Teachers of Life Skills (TLS) workshops and has good working relationships with RIDE, the NRIC, other school districts, adult service providers, and local and state agencies.</li> </ul> <p><u>Documentation:</u> Interviews; Document Review</p> |  |
| Result | 4 | <p><b>Office of Rehabilitative Services (ORS) and Department of Behavioral Healthcare, Developmental Disabilities &amp; Hospitals (BHDDH)</b></p> <p>At the high school the transition coordinator is the point for referrals to the Office of Rehabilitative Services (ORS) and to the Department of Behavioral Healthcare, Developmental Disabilities &amp; Hospitals (BHDDH).</p> <p><u>Documentation:</u> Interviews; Document Review</p>  |  |
| Result | 5 | <p><b>Summary of Performance (SOP) is facilitated by the case managers as appropriate.</b></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 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. <b>(State Performance Plan Indicator #13)</b></p> <p><u>Documentation:</u> Interviews; Document Review</p>   |  |

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| Result | 7 | <p>83.33% 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 78.78% (<b>State Performance Plan Indicator #14</b>)</p> <p><u>Documentation:</u> Interviews; Document Review</p> |  |
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