



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

School Support System Report and Support Plan

**North Smithfield Public Schools
May 2025**

SCHOOL SUPPORT SYSTEM

A Collaborative System of Cyclical Monitoring

Introduction: The School Support System (SSS) provides accountability for delivery of programs and services for students with disabilities. 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 stratified random selection of students with IEPs is selected; the records of these students are reviewed; their parents/guardians, teachers and related service providers are interviewed, and their classes 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 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 of schools are made. The team members interview school administrators and teaching staff. Parents and central office staff are also interviewed. The team gathers data-based information and works with the LEA personnel to generate a report, covering the following:
 - o The district's compliance with the state and federal regulations, relative to the education of students with exceptionalities.
 - o The quality and effectiveness of programs and services provided by the district.
 - o The need for professional development and technical assistance that will enable the LEA to improve programs and services.
- **The Corrective Action/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 and correction of any noncompliance. All findings of noncompliance must be corrected as soon as possible but no later than one year from the State's written notification of noncompliance. This plan enables the district to correct areas of non-compliance and to strengthen promising programs and correct areas of weakness to improve services and programs for all students.
- **The SSS Report:** The report summarizes the findings from various data sources. The format of the report uses five divisions: Indicators, Findings, Noncompliance, and Corrective Action/Support Plan. Indicators describe either result or compliance in the topical areas of Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE), Evaluation/Individual Educational Program (IEP) and IDEA Transition. The documentation is listed in both the Findings and Noncompliance sections of the report. The corrective action/support plan reflects the response to the described finding and actions by the district as well as resources and timelines to improve programs and services. All findings of noncompliance must be corrected as soon as possible but no later than one year from the State's written notification of noncompliance.
- **Subsequent & Timely Follow / Verification Process & Reporting:** RIDE, IDEA Quality Assurance personnel and the School Support System Liaison work with the LEA to verify correction, including reviewing subsequent data to ensure correction of noncompliance. Also, within the one-year monitoring timeframe RIDE personnel will return to the district and follow up to ensure ongoing compliance is maintained. This will include, as applicable, program spot checks/reviews and record reviews. Our baseline number of records will not go below six. Pending subsequent and timely verification, a letter closing the SSS monitoring process will be issued.

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North Smithfield Public Schools School Support System Review

RIDE Team Leaders

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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)

Item #	Review Information	Noncompliance Finding (if applicable) & Corrective Action/Support Plan (if applicable)
1	Least Restrictive Environment Data (State Performance Plan Indicator #5 (20 U.S.C. 1416(a)(3)(A)) Based on the FY July 1, 2022-June 30, 2023, State Performance Plan information on North Smithfield Public Schools Placement is as follows: The percentage of students educated 80% or more of the time in general education settings is 74.36% (RI District Average is 77.50%) Percentage of students educated for 39% or less of the time in general education settings is 6.84% (RI District Average is 10%) Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 2.99% (RI District Average is 2.5%) North Smithfield currently has three students placed residentially by DCYF. <i>Documentation: Data Analysis; State Performance Plan</i>	<u>Noncompliance Finding (if applicable):</u> No finding. Regulatory Citation: N/a <u>Corrective Action / Support Plan:</u> N/a Timeline: N/a Progress Check: N/a <u>Follow Up Information:</u> N/a
2	Participation and performance of children with IEPs on statewide assessments (State performance Plan Indicator #3 (20 U.S.C. 1416 (a)(3)(A)) A. Participation rate for children with IEPs. ELA grade 4 100% Math grade 4 100% ELA grade 8 97.3% Math grade 8 97.22% ELA HS 96.67%	<u>Noncompliance Finding (if applicable):</u> No finding. Regulatory Citation: N/a <u>Corrective Action / Support Plan:</u> N/a

	Math HS 96.67% B. Proficiency rate for children with IEPs against grade level academic achievement standards. ELA grade 4 0% Math grade 4 0% ELA grade 8 16.22% Math grade 8 0% ELA HS 7.14% Math HS 0% C. Proficiency rate for children with IEPs against alternate academic achievement standards. ELA grade 4 * (Not enough to report a score) Math grade 4 * (Not enough to report a score) ELA grade 8 * (Not enough to report a score) Math grade 8 * (Not enough to report a score) ELA HS N/A Math HS N/A D. Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards. ELA grade 4 47.46% Math grade 4 % ELA grade 8 45.10% Math grade 8 54.74% ELA HS 57.86% Math HS 42.50% <i><u>Documentation:</u> Data Analysis; State Performance Plan</i>	Timeline: N/a Progress Check: N/a Follow Up Information: N/a
3	SPP Disproportionate Representation (State Performance Plan Indicator #9 (20 U.S.C. 1416(a)(3)(C)) and #10 (20 U.S.C. 1416(a)(3)(C)) The North Smithfield School Department has not been identified as disproportionate for Indicator 9 or Indicator 10.	Noncompliance Finding (if applicable): No finding. Regulatory Citation: N/a

	<u>Documentation:</u> Data Analysis; State Performance Plan	<u>Corrective Action / Support Plan:</u> N/a Timeline: N/a Progress Check: N/a <u>Follow Up Information:</u> N/a
4	Suspension (State Performance Plan Indicator 4a and 4b (20 U.S.C. 1416(a)(3)(A); 1412(a)(22)) #4a): Significant discrepancy in the rate of suspensions (for students with IEPs) greater than 10 days as compared to the rate of suspensions (for students without IEPs) greater than 10 days. This was not applicable for the North Smithfield Public Schools as no students with IEPs were suspended for greater than 10 days. State Performance Plan Indicator #4b 0% had: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. School Removals/Disciplinary Policies. Throughout the district behavioral expectations along with disciplinary action protocols and policies are comprehensively defined in a student handbook. <u>Documentation:</u> Data Analysis; State Performance Plan	<u>Noncompliance Finding (if applicable):</u> No finding. Regulatory Citation: N/a <u>Corrective Action / Support Plan:</u> N/a Timeline: N/a Progress Check: N/a <u>Follow Up Information:</u> N/a

5	Multi-tiered System of Support (MTSS) <u>Tier I</u> <u>Academic & Social Emotional Learning/Supports</u> Elementary Level: Academic: The first MTSS meeting is held in October and then the team meets regularly every 5 to 6 weeks to review data and make decisions on interventions for each student. Teachers in each grade level complete a color coded "Map" for ELA and Math which identifies the support needed for each student. The Map includes entrance decision rules, the targets of the interventions, Tier 1, Tier 2, and Tier 3 instruction and the progress monitoring tools that are used. The social services department which includes the school psychologist, school social worker and guidance counselor has weekly meetings with the three administrators to discuss teacher concerns over identified students. The elementary school has 1 math interventionist for grades 2, 3, and 4 and 4.5 reading interventionists for grades K-4. Grades 1 through 4 complete iReady diagnostic testing three times per year. Kindergarteners complete iReady testing in January and at the end of the year. Social emotional: The elementary school has a Universal Behavior Team, the "B" Team, that meets monthly to discuss classroom management and school-wide expectations. All teachers and staff are invited to attend each month to listen to ideas, ask questions, and offer suggestions. When needed, a behavior referral is filled out by the referring teacher which documents the specific behavior and logistics, including if there is or is not a tracked pattern. Students then write a reflection as a means of repair and the student, guardian, teacher and administrator sign the document. NSES uses the Kelso's Choice curriculum for teaching conflict management skills and emotional regulation strategies. The Dean of Students and the guidance counselor teach three consecutive lessons to all classrooms from September to December. The goal of the lessons is for students to differentiate between small versus big problems. The students learn the	<u>Noncompliance Finding (if applicable):</u> No finding. Regulatory Citation: N/a <u>Corrective Action / Support Plan:</u> N/a Timeline: N/a Progress Check: N/a <u>Follow Up Information:</u> N/a

choices they have to respond to the problem at hand which include: ignore, talk it out, share/take turns, walk away, wait, and cool off.

Middle Level:

Academic: The middle school has 2.5 reading interventionists and 2 math interventionists. The middle school is split up into grade level teams led by a team leader for each grade. The team leaders meet regularly with their teachers to collaborate on curriculum-based assessments and review student data. The iReady diagnostic testing is completed three times per year and reviewed to determine needed interventions in ELA and Math. The MTSS team meets monthly to address student attendance and every six weeks to discuss student data for those who have been referred to the MTSS team.

Social emotional: Health teachers teach the Signs of Suicide/SOS curriculum which is an evidence-based suicide prevention program. Students learn the warning signs of suicide and depression. The middle school had an all-school initiative in 2022 to determine the qualities that best represent North Smithfield students. The students voted on "PRIDE" – Perseverance, Respect, Integrity, Dependability and Empathy. Grade level teachers worked with their students to discuss what each of these qualities look like in real life and students are recognized monthly throughout the year for displaying them. The middle school has two guidance counselors and a full-time social worker.

High School:

Academic: The high school has been working with a consultant from RIDE, Ellen Reinhardt, who has partnered with the MTSS team to implement Tier 2 and, in the future, Tier 3 interventions for academics and social emotional learning. The high school MTSS team meets to complete a yearly comprehensive needs assessment in order to develop a plan for gathering information and implementing interventions. The Star assessment is administered three times per year, September, January and May, for all students in Math and ELA. There is a department chair person for all core subject areas as well as special education, cultural arts, business, and health and physical education. Department chairpersons hold monthly meetings with their departments. The meetings include discussions about curriculum, calibrating assessments, discussing student data, and reviewing iReady data.

Social emotional: Health teachers, along with the school psychologist, teach the Signs of Suicide/SOS curriculum which is an evidence-based suicide prevention program. Students learn the warning signs of suicide and depression. A unit about healthy relationships is taught in health class. Mental Health Awareness week occurs two times a year. Students are able to sign up for various activities throughout the week including yoga classes, spending time with animals, and the "Zen Den" which is a quiet space for students to relax and/or meditate. Mental health awareness shirts are worn by the faculty to support this initiative. A Connections survey is given to all students three times per year in October, November, and May. The students who respond to the survey that they do not have a trusted adult in the building will become part of the Check and Connect program with the goal that they can identify a person they trust before the end of the school year.

Tier II

Academic & Social Emotional Learning/Supports

Elementary Level

Academic: Students who are identified as one grade level below in math can receive targeted intervention support such as small group instruction, working with a math interventionist, and can + be assigned additional lessons through the Zearn digital learning platform. Students identified as one grade level below in ELA can receive targeted intervention support such as small group instruction, additional ELA work with instructional assistant support, and working with a reading interventionist.

Social emotional: Students can participate in a lunch bunch with the school social worker, as identified through weekly social services meetings and/or referrals from parents and teachers. Additional Tier II supports include scheduled breaks, participating in social skills groups with the social services staff, utilizing the "Reset Space" (a quiet area for calming, sensory breaks, and emotional regulation), and participating in "Hellos and Goodbyes" which can include a check in at the start of the day and/or a check out time at the end of the day with a teacher or one of the social services staff. Administration will also schedule collaborative family meetings with students who may be having difficulty in and out of the classroom in order to share ideas and develop plans to support the student. Students can also participate

in the running club, led by the assistant principal who will take the students for a run in the gym to utilize movement at the start of the day.

Middle Level:

Academic: Students identified as needing additional support via iReady data are supported through a daily MTSS Advisory period where the students work in small groups with teachers and/or math interventionists. MyPath, part of iReady, is also used for students in order to provide a personalized learning path to close gaps or accelerate learning based on the beginning of the year assessment data. There is time built into the schedule for the reteaching of Math and ELA curriculum.

Social emotional: Students can participate in a lunch group with the school social worker for a "Lunch Bunch." Students are identified by teachers, parents, or may be included in a 504 plan. Social skills groups also take place with the social worker. They eat lunch together once per week to socialize, develop peer relationships, and hone their problem-solving skills. There is a check in/check out system for students who may need to start or end their day connecting with an adult.

High School:

Academic: Literacy and Math support classes were developed to provide targeted Tier II support to students based on evaluation data. The literacy class entry criteria included results of recent neuropsychological testing that include scores for working memory and processing, diagnostic educational testing and the Qualitative Reading Inventory. Star progress monitoring takes place every three weeks and is continually reviewed by the MTSS team in order to adjust the interventions if needed. Math support classes in the areas of Algebra I, Geometry, and Algebra II were developed. Some of the entry criteria includes the beginning of the year Star assessment scores, as well as teacher recommendations from the previous year, 8th grade RICAS scores (for Algebra I students), and final grade averages in their previous year's math class.

Social emotional: The results of the initial Connections survey, are reviewed by the MTSS team and students are identified for the Check and Connect program. The entry criteria for the program are students whose

responses to the survey included that they do not have an adult or peer connection at school, or, students who are failing three or more classes, or any combination of failing grades combined with their attendance and behavior. The Check and Connect program is a research based, evidenced based intervention. Students are matched with adults in the building and they meet every week to review grades, attendance, and an overall check in.

Tier III
Academic & Social Emotional Learning/Supports

Elementary Level

Academic: Tier III intervention in math can include additional iReady lessons which is progress monitored with module assessments in between iReady diagnostics. iReady Growth monitoring is reviewed and a Universal Number Sense Screener may be administered. Tier III intervention in ELA includes students receiving instruction in Orton Gillingham Phonics First.

Social emotional: Individual counseling is provided by a member of the social services team. Schedules are individualized for students who need additional social emotional support throughout the school day. The social services team partners with community-based agencies, such as Community Care Alliance and TIDES, in order to provide parents and guardians with information about wrap-around services that are available to them.

Middle Level:

Academic: Students who have not responded to Tier II interventions, may be referred to the evaluation team in order to discuss the need for diagnostic testing and a special education referral.

Social emotional: Students participate in social skills groups with their peers to increase their social awareness and problem-solving skills. Students also receive individual counseling per IEP and 504 plans. Parents are provided with community-based agencies, such as Community Care Alliance and TIDES, as well as an updated list of counselors for families who are seeking therapy for students outside of the school day.

	High School: Academic: The high school has been partnering with a consultant from RIDE, Ellen Reinhardt, in order to develop a working MTSS model. Tier II interventions in Literacy and Math were developed and executed, and Tier III interventions will be developed in the future. Entry and exit criteria continues to be monitored and developed for the Tier II intervention classes in Math and Literacy. When creating interventions, the MTSS team completes a three hour module, and meets to develop a work plan and then a product of that plan. The high school employs a full time reading specialist who is certified in Orton Gillingham. She provides Tier III literacy intervention to students based on the results of various literacy assessments including the Qualitative Reading Inventory, WIAT-IV, Bader and iReady data. Social emotional: Individualized counseling with the school psychologist is provided to students through IEP or 504 plans. Some students have an accommodation in their 504 or IEPs that they are able to access the school counseling center when needed. Parents are provided with information about community-based agencies, such as Community Care Alliance, for additional support beyond the school day. A list of available counselors is kept updated by the school psychologist. <i><u>Documentation:</u> Data Analysis; Document Review, Record Reviews</i>	
6	Preschool Continuum Friends Learning Together Preschool, North Smithfield School District's integrated preschool program, is housed within North Smithfield Elementary School. The program includes three half-day integrated classrooms and one half-day self-contained classroom. Each classroom is led by a full-time teacher dually certified in Early Childhood and Early Childhood Special Education, supported by full-time instructional assistants. North Smithfield maintains strong partnerships with Early Intervention, Child Outreach, and other local community agencies to identify young children who may benefit from special education services. The preschool evaluation team	<u>Noncompliance Finding (if applicable):</u> No finding. Regulatory Citation: N/a <u>Corrective Action / Support Plan:</u> N/a Timeline: N/a

collaborates closely with families and service providers to support a smooth transition into the public school system. When comprehensive evaluations are warranted, the district conducts developmentally appropriate assessments using Arena Screenings. If speech-language evaluations are needed, families transport their child to the school, where staff ensure the child is comfortable before beginning the assessment. The team meets to review evaluation results and determine eligibility. Eligible students receive services along a continuum based on the recommendations of the IEP team. In alignment with least restrictive environment practices, the district also offers consultation to local daycare providers and walk-in related services when appropriate. As required by the federal Office of Special Education Programs (OSEP), the district collects Early Childhood Outcomes (ECO) data on all children referred for special education between the ages of three and five. Teachers use authentic assessment strategies to collect data, which is entered into an online portfolio system. This information is used to individualize instruction, monitor progress, and support data-driven decision-making. State Performance Plan Indicator #6 (20 U.S.C. 1416(a)(3)(A)) The Office of Special Education Programs (OSEP) requires districts to collect Early Childhood Environments data for all preschool children with IEPs. The EC Environments data provides a look at the preschool LRE in the district. Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a: A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program: 36.67%. B. Separate special education class, separate school or residential facility: 3.33% C. Receiving special education and related services in the home: 0%	Progress Check: N/a <u>Follow Up Information:</u> N/a
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	State Performance Plan Indicator #7 (20 U.S.C. 1416 (a)(3)(A)) Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved: A. Positive social-emotional skills (including social relationships): 62.50% B. Acquisition and use of knowledge and skills (including early language/communication and early literacy): 58.33% and C. Use of appropriate behaviors to meet their needs: 87.50% <i>Documentation: Data Analysis; State Performance Plan, Interviews, Observations</i>	
7	Program Continuum Elementary Level There are 596 students at the elementary level and approximately 146 have IEPs. The special education program continuum is as follows: Special educators push into the general education classrooms to deliver services and support the students on their case management. Services in academic areas are provided within the regular education setting which can consist of whole and small group instruction. Additionally, students who are identified as needing additional math and reading support, are pulled from their classes in small groups for math and reading services. All special educators exhibit proficiency in the science of reading since completing the Orton Gillingham/Brainspring training. Students identified as needing phonics instruction through evaluations and data review, receive small group instruction with a special educator. Instructional assistants are assigned to classrooms, as needed, to support students in the regular education setting. 1:1 Personal care assistants are provided to students	<u>Noncompliance Finding (if applicable):</u> No finding. Regulatory Citation: N/a <u>Corrective Action / Support Plan:</u> N/a Timeline: N/a Progress Check: N/a <u>Follow Up Information:</u> N/a

	<i>Documentation: Data Analysis; Record Reviews, Interviews; Observation</i>	
8	Program Continuum Middle Level There are 502 students at the middle school level and approximately 76 have IEPs. The special education program continuum is as follows: There is a life skills classroom at the middle school level. Students receive instruction in their core academics as well as independent living skills within a setting that has a full classroom outfitted with updated technology as well as a kitchen. The class hosts a "Mobile Café" for teachers and staff. Students who do not qualify for alternate assessment receive specialized instruction and support from a special educator within their content area classroom based on their IEP goals. Students attend all core classes with their peers and receive a majority of their specialized instruction within the regular education setting. Students identified as needing additional reading or math support will be provided with reading instruction in a small group with a special educator. Case managers are able to work with their students during an advisory block in order to re-teach and review newly learned concepts and received their specially designed instruction to make progress toward their IEP goals. <i>Documentation: Data Analysis; Record Reviews Interviews; Observation</i>	<u>Noncompliance Finding (if applicable):</u> No finding. Regulatory Citation: N/a <u>Corrective Action / Support Plan:</u> N/a Timeline: N/a Progress Check: N/a <u>Follow Up Information:</u> N/a
9	Program Continuum High School Level At North Smithfield High School there are 524 students and 77 have Individualized Education Programs. The program continuum is as follows: Students who do not participate in Alternate Assessment are scheduled in classes with their peers, 80% or more of the time, within the regular education setting. The service delivery at NSHS consists of both push in and pull-out models. Students receive specialized instruction and support from a special educator within their content area classroom based on their IEP goals. Students are scheduled in Student Academic Assistance classes every other day opposite	<u>Noncompliance Finding (if applicable):</u> No finding. Regulatory Citation: N/a <u>Corrective Action / Support Plan:</u> N/a Timeline: N/a

their Physical Education class to receive additional service outside of their core classes for 1:1 and small group instruction to reteach and review concepts per their IEP. Special Education teachers provide specialized instruction for both academic and functional goals within the regular education setting and, when in a 1:1 or small group setting in the separate rooms. Special educators have flexible scheduling to collaborate with regular education teachers to provide support to students within the regular education setting. Special educators have access to Google Classrooms set up by the regular education teachers to identify when major concepts are being taught; i.e. formal writing assignments, real world problem-solving applications in math, etc. in order to plan ahead for when students may require more support in their regular education classes. There are classes for three of the core content areas which are co-taught by a special educator and a content certified general education teacher. Fundamentals of English, Fundamentals of Science and Fundamentals of Social Studies are classes which are Common Core aligned but embed research, professional learning and presentation skills. Students are identified as needing additional support in reading and writing, as evidenced by data from norm referenced achievement tests, such as the WIAT-IV, which is used to inform educational planning and intervention. These classes aim to provide a supportive and inclusive learning environment where students can access the general education curriculum while receiving individualized support to meet their diverse learning needs. The co-teaching model allows for differentiated instruction, targeted interventions, and a focus on both academic content and essential learning skills necessary for future success. There are two classroom instructional assistants who are scheduled in college prep classes in order to support students receiving special education services across academic settings. North Smithfield High School has a Life Skills classroom for grades 9-12 who participate in the Alternate Assessment. This specialized learning environment is designed to address the unique needs of students with the most significant cognitive disabilities, focusing on the development of essential skills for increased independence, community participation, and activities of daily living. The lessons focus on practical skills necessary for ADLs, including self-care, communication, community participation, vocational skills, domestic skills, and social skills. Instruction is typically	Progress Check: N/a <u>Follow Up Information:</u> N/a
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	delivered through hands-on activities, visual supports, and repetition. The curriculum is aligned with the Essential Elements and is IEP driven. North Smithfield High School also has a transition program for students aged 18-22 which is staffed by a full-time teacher and a job coach. The program is individualized and based on the student's unique needs, preferences, and interests, as documented in their Individualized Education Program (IEP) and Career Development Plans. The program has a full kitchen, washer and dryer, and updated technology. Transition services are delivered in a variety of settings, including school-based classrooms, community locations (e.g., worksites in the interest area of the students such as Wright's Dairy Farm, the local cat shelter, the local movie theater, and CVS), and through partnerships with West Bay. These locations are determined based on the individual student's goals and needs. The Career Development Plans of the students in the program are reviewed annually in conjunction with the Pre-Employment Transition Services funded by ORS. The program continues to evolve with based on student outcomes and best practices. <i><u>Documentation:</u> Data Analysis; Record Reviews; Interviews; Observation</i>	
10	Adapted Physical Education (APE) APE is provided as a service in all three buildings based on the evaluation data reviewed by the evaluation team and as determined by the IEP of each student who qualifies. This service is in addition to PE classes provided weekly. The high school continues to have a Unified PE class. The class is comprised of students who qualify for adaptive PE and students (the "partners") who do not. The class aligns to the Unified PE curriculum as outlined by the Special Olympics Unified Champion Schools program. <i><u>Documentation:</u> Data Analysis; Record Reviews; Interviews; Observation</i>	<u>Noncompliance Finding (if applicable):</u> No finding. Regulatory Citation: N/a <u>Corrective Action / Support Plan:</u> N/a Timeline: N/a Progress Check: N/a

		<u>Follow Up Information:</u> N/a
11	Extended School Year (ESY) ESY is provided per the student's IEP as appropriate. The IEP team discusses the eligibility criteria, utilizing collected data, to determine eligibility. This process is reviewed annually to ensure students are accessing FAPE. There are a variety of programs each summer to meet the changing needs of students. North Smithfield provides small group sessions for five week periods to address reading, writing, math, physical education, social emotional learning, and related services. North Smithfield offers a five week life skills transition program with job related activities built into the model. North Smithfield offers phonics-based reading programs for IEP students across all grade levels. North Smithfield also provides walk-in services for speech, occupational therapy, and physical therapy. All programming including transportation is closely monitored by an ESY Coordinator who serves as the program's supervisor during the hours of operation and works as a liaison to the PPS Director. An ESY consultant, in the three months prior to the start of ESY, must review legal requirements, identify eligible students through data analysis, develop program structure with appropriate staffing, recruit qualified educators, plan individualized curriculum focusing on skill maintenance, and coordinate logistics. The process requires close collaboration with IEP teams and careful documentation to ensure services effectively address regression/recoupment concerns and maintain critical skills during extended breaks. The consultant provides student and parent information to the ESY staff, who in turn contact the parents prior to the start of ESY. <i><u>Documentation:</u> Data Analysis; Record Reviews; Interviews; Observation</i>	<u>Noncompliance Finding (if applicable):</u> No finding. Regulatory Citation: N/a <u>Corrective Action / Support Plan:</u> N/a Timeline: N/a Progress Check: N/a <u>Follow Up Information:</u> N/a
12	Local Special Education Advisory Committee (LAC)	<u>Noncompliance Finding (if applicable):</u> No finding.

	The North Smithfield Special Education Local Advisory Committee holds quarterly meetings. The SELAC group has a Facebook page and a website for parents and families to access their information including meeting minutes and agendas. The SELAC creates a digital flyer with the information about the quarterly meetings. The flyer is disseminated by case managers to all families in the district via email. The principals of each school also include the flyer in their parent newsletter prior to the meeting. The SELAC group also hosts social events for students such as a sensory friendly holiday event in December. <i>Documentation: Data Analysis; Record Reviews Interviews; Observation</i>	Regulatory Citation: N/a <u>Corrective Action / Support Plan:</u> N/a Timeline: N/a Progress Check: N/a <u>Follow Up Information:</u> N/a :
13	School Efforts to Partner with Parents (State Performance Plan Indicator #8 (20 U.S.C. 1416(a)(3)(A)) The North Smithfield public-school district's rate of parent participation (for parents whose children have IEPs) in the annual Special Education Statewide Parent Survey (2022-2023) is 54% Percent of the responding parents (with a child receiving special education services) who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities which is 81% higher than the State average of 72%. <i>Documentation: Data Analysis; State Performance Plan, Parent/Guardian Interviews</i>	<u>Noncompliance Finding (if applicable):</u> No finding. Regulatory Citation: N/a <u>Corrective Action / Support Plan:</u> N/a Timeline: N/a Progress Check: N/a <u>Follow Up Information:</u> N/a
14	Drop Out / Graduation Rate (State Performance Plan Indicator #1 and #2 (20 U.S.C. 1416 (a)(3)(A))	<u>Noncompliance Finding (if applicable):</u> No finding.

	The North Smithfield Public Schools graduation rate is 89.47% for students with disabilities. These rates approximate the state average rates of 80.64% for all students with disabilities. The North Smithfield Public Schools dropout rate is 05.26%% for students with disabilities. These rates approximate the state average rates of 13.70% for all students with disabilities. <i><u>Documentation:</u> Data Analysis; State Performance Plan</i>	Regulatory Citation: N/a <u>Corrective Action / Support Plan:</u> N/a Timeline: N/a Progress Check: N/a <u>Follow Up Information:</u> N/a
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2. EVALUATION / INDIVIDUAL EDUCATION PROGRAM (IEP)

Item #	Review Information	Noncompliance Finding (if applicable) & Corrective Action/Support Plan (if applicable)
1	Records of approximately 13 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: -IEP invitation did not include all regulatory elements § 300.322 (b)(ii)(a)(6)(c), §300.321 -Specific learning disabilities regulatory requirements not consistently facilitated §300.307- §300.311. See also item #5 of this section. -PRE-ETs were not consistently listed on IEP invitation §300.320(b)(2) <i>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</i>	<u>Noncompliance Finding (if applicable):</u> <u>Noncompliance Finding:</u> Please note that the detailed list of any record review noncompliance including student names is shared with the LEA at the data analysis meeting. The overview of those findings without student names is shared in this report. Regulatory Citation: §300.307- §300.311, §300.322 (b)(ii)(a)(6)(c) This finding must be corrected as soon as possible but no later than one year from the State's written notification of noncompliance.

	<u>Documentation:</u> Data Analysis; Record Reviews; Interviews; Observation	<u>Documentation:</u> Data Analysis; Record Reviews; Interviews; Observation <u>Corrective Action / Support Plan:</u> Verification (including reviewing subsequent data) will be facilitated by the Rhode Island Department of Education, Office of Student, Community and Academic Supports, that compliance issues are addressed and rectified. Timeline: These findings must be corrected as soon as possible but no later than one year from the State's written notification of noncompliance. June 2026. Progress Check: January 2026 <u>Follow Up Information:</u> A review of subsequent data verified that individual and systemic correction was done within the one year mandated time frame.
2	Child Outreach Screening IDEA requires states to identify, locate, and evaluate all children with disabilities, aged birth to 21, who need early intervention or special education services. In Rhode Island, the Child Outreach Screening Program serves as the vehicle for screening children ages 3- 5, prior to kindergarten entry. Screening serves as a first step in identifying children who may have a disability or developmental delay and require intervention. Child Outreach (CO) screenings are available at local community-based programs and by appointment. The North Smithfield Schools website has a page dedicated to Child Outreach. The contact information for the coordinator is listed. Screens are completed in the areas of development, speech, vision, hearing and social	<u>Noncompliance Finding (if applicable):</u> No finding. Regulatory Citation: N/a <u>Corrective Action / Support Plan:</u> N/a Timeline: N/a

	emotional. The screening percentages for North Smithfield are higher than the state average for all age groups. Last year the district screened: • 3-year-olds: 19.08% • 4-year-olds: 41.84% • 5-year-olds: 62.71% • Total 3-5-year-olds: 40.35% <i>Documentation: Data Analysis; Record Reviews Interviews</i>	Progress Check: N/a Follow Up Information: N/a
3	Child Find (State Performance Plan Indicator #11 (20 U.S.C. 1416(a)(3)(B)) North Smithfield Public Schools for the year 2022-2023 was at 100% compliance for meeting evaluation timelines for initial referrals. As of 05/30/25 North Smithfield Public Schools was thus far at 100% compliance for meeting evaluation timelines for initial referrals. <i>Documentation: State Performance Plan Data; Data Analysis; Record Reviews; Interviews</i>	Noncompliance Finding (if applicable): No finding. Regulatory Citation: N/a Corrective Action / Support Plan: N/a Timeline: N/a Progress Check: N/a Follow Up Information: N/a
4	Student Accommodations and Modifications Throughout the district special educators and case managers complete IEP summaries and share the "IEP at a Glance" with general education teachers. The	Noncompliance Finding (if applicable): No finding. Regulatory Citation: N/a

	"IEP at a Glance" provides the present levels, goals, and supplementary aids and modifications. General educators at the high school are also able to access individual student's accommodations via an electronic spreadsheet that was created by the department chair. <i><u>Documentation:</u> State Performance Plan Data</i>	<u>Corrective Action / Support Plan:</u> N/a Timeline: N/a Progress Check: N/a <u>Follow Up Information:</u> N/a
5	Specific Learning Disabilities Determination (SLD) The evaluation team meetings at all three levels are attended by a general education teacher, LEA, and a member of the social services staff, school psychologist and/or social worker, who review student data, evaluation results, and results of any interventions. When appropriate, the math interventionist, reading interventionist and the MLL teacher is also invited. The team uses the information presented by each member of the team to make a data-based determination. Record reviews showed that Rhode Island specific learning disabilities regulatory requirements were not consistently facilitated. See also Item #1 in this section. <i><u>Documentation:</u> Data Analysis; Record Reviews Interviews; Observation</i>	<u>Noncompliance Finding (if applicable):</u> Regulatory Citation: §300.307- §300.311 This finding must be corrected as soon as possible but no later than one year from the State's written notification of noncompliance. <i><u>Documentation:</u> Data Analysis; Record Reviews; Interviews; Observation</i> <u>Corrective Action / Support Plan:</u> Verification (including reviewing subsequent data) will be facilitated by the Rhode Island Department of Education, Office of Student, Community and Academic Supports, that compliance issues are addressed and rectified. North Smithfield will review RIDE's guidance document on SLD determination. Technical assistance will be provided to staff to review

		the changes in district practices. This will ensure that all IEP team members are aware of the district's responsibility when conducting an initial or re-evaluation for a student who may continue to be eligible under SLD. Timeline: July 2026 Progress Check: December 2025 Follow Up Information: The Pupil Personnel Services Director held department meetings across all three buildings at the start of the 25-26 school year in order to review the LD identification form and providing quantitative data in baselines and progress notes. The high school met 08/25, the elementary school met 09/15 and the middle school met 09/30. Agendas can be found in tab #8 of the verification binder.
6	Dispute Resolution Information (State Performance Plan Indicators #15: Resolution Sessions (20 U.S.C. 1416(a)(3)(B)), #16: Mediation (20 U.S.C. 1416(a)(3)(B)), Hearings and Complaints) Over the past three years North Smithfield has the following complaints, mediations, or hearings: <u>COMPLAINTS</u> <u>FY 2022-2023</u> <u># of Complaints:</u> No complaints during this period <u>FY 2023-2024</u> <u># of Complaints:</u> No complaints during this period	<u>Noncompliance Finding (if applicable):</u> No finding. Regulatory citation: N/a Dispute Resolution personnel are responsible for all dispute resolution verification and any related follow up. (Contact number 401-222-8999) <u>Corrective Action / Support Plan:</u> N/a Timeline: N/a

FY 2024-2025**# of Complaints: 1 complaint during this period**

Complaint #1	Denial of FAPE (ESY instructor not certified)	Closed
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MEDIATIONS**FY 2022-2023****# of Mediations: 1 mediation during this period**

	ISSUE(S)	RESULT
Mediation #1	Support/ Accommodations Disagreement	Disagreement

FY 2023-2024**# of Mediations: No mediations during this period****FY 2024-2025****# of Mediations: No mediations during this period****HEARINGS****FY 2022-2023****# of Hearings: 1 hearing during this period**

	ISSUE(S)	FINDING(S)
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Progress Check: N/a

N/a

[Follow Up Information:](#)

	Hearing #1	District's violation of Part B of IDEA/Regulations	Withdrawn	
	<u>FY 2023-2024</u> <u># of Hearings:</u> No hearings during this period <u>FY 2024-2025</u> <u># of Hearings:</u> No hearings during this period <i><u>Documentation:</u> Data Analysis, RIDE, Dispute Resolution Data Base</i>			

3. IDEA TRANSITION

Item #	Review Information	Noncompliance Finding (if applicable) & Corrective Action/Support Plan (if applicable)
1	Part C (Early Intervention) to Part B Transition (State Performance Plan Indicator #12 (20 U.S.C. 1416(a)(3)(B)) The Office of Special Education Programs (OSEP) requires districts to collect Part C to Part B Transition data for all children transitioning to special education from Early Intervention. Indicator 12 is a compliance indicator requiring districts to have 100% of children referred from Part C Early Intervention and found eligible for special education to be in service by their 3rd birthdays. The district manages the transition of children from Part C Early Intervention (EI) to preschool special education by updating a shared data base of all EI referrals. The preschool team, led by the Early Childhood Coordinator, meets regularly to ensure that the records in the database are accurate.	<u>Noncompliance Finding (if applicable):</u> No finding. Regulatory Citation: N/a <u>Corrective Action / Support Plan:</u> N/a Timeline: N/a Progress Check: N/a

	All birthdates and referral dates are monitored by the Early Childhood Coordinator to ensure that meetings are scheduled in a timely manner. The preschool team meets when they receive referrals, prior to the child's 3rd birthday. Evaluations are conducted and eligibility is determined. The IEP is written by the child's third birthday. Last year's consolidated resource plan (CRP) indicated that the district achieved 100% compliance. <i><u>Documentation:</u> Data Analysis; Interviews; State Performance Plan, Record Reviews</i>	N/a <u>Follow Up Information:</u>
2	IDEA Transition Planning at the Middle Level The PPS Director holds monthly department meetings with the staff at the middle school. A scope and sequence of age-appropriate transition assessments has been created for middle school students. Each case manager works individually with their students to write appropriate transition goals based on the results of the transition assessments the students have completed. Throughout the 8th grade year, students have the opportunity to tour the high school, shadow a high school student for part or all of the day, and spend time in different elective classes at the high school in order to determine their interests make choices about their freshman year schedule. At the end of each school year, 8th grade students also participate in a transition session with special educators and students from the high school. The students from the high school have a question-and-answer session in order to share their experiences as ninth-grade students transitioning to the high school level. The special educators from the high school host a Kahoot game which also provides more insight to the high school experience. <i><u>Documentation:</u> Data Analysis; Interviews; Record Reviews</i>	<u>Noncompliance Finding (if applicable):</u> No finding. Regulatory Citation: N/a <u>Corrective Action / Support Plan:</u> N/a Timeline: N/a Progress Check: N/a <u>Follow Up Information:</u> N/a

3	IDEA Transition Planning at the High School Level The high school department chair is a member of the Transition Advisory Council (TAC) and attends the monthly meetings. The chair holds monthly department meetings and disseminates all information via email and in person. The life skills teacher and transition program teacher are both members of the Teacher of Life Skills (TLS) Network. North Smithfield has partnered with ORS to provide a Work Readiness Training class to students during the school day. Two classes have taken place. One WRT class was specifically designed for the students who take the alternate assessment. The case managers at the middle school and high school complete the yearly "Intro to State Services" training provided by the Regional Transition Coordinator and the representative from BHDDH. The high school department chair schedules the College Panel to be a guest speaker for students with IEPs and 504 plans. The 18-22 Transition program at the high school has a full kitchen and washer and dryer. Students work on their independent living skills as well as their vocational goals with support from a full-time job coach. Transition services are delivered in a variety of settings, including school-based classrooms, community locations (e.g., worksites in the interest area of the students such as Wright's Dairy Farm, the local cat shelter, the local movie theater, and CVS), and through partnerships with West Bay. The middle school and high school have a scope and sequence of transition assessments that are both paper based and digital in order to develop individualized transition goals for each student. Career Development Plans are updated yearly and include up to date information from the students' Community Based Work Experiences. <i><u>Documentation:</u> Data Analysis; Interviews; Record Reviews</i>	<u>Noncompliance Finding (if applicable):</u> No finding. Regulatory Citation: N/a <u>Corrective Action / Support Plan:</u> N/a Timeline: N/a Progress Check: N/a <u>Follow Up Information:</u> N/a
4	At the high school, the case manager is the point for referrals to the Office of Rehabilitative Services (ORS) and to the Department of Behavioral Healthcare, Developmental Disabilities & Hospitals (BHDDH).	<u>Noncompliance Finding (if applicable):</u> No finding. Regulatory Citation: N/a

	The high school department chair plans an informational meeting for all 9th grade students during the fourth quarter of the school year. The ORS vocational rehabilitation counselor presents to students and holds an informal question and answer session after the presentation. Case managers will meet with students during their sophomore year to discuss moving forward with the referral process. Case managers invite ORS to annual IEP meetings to review Pre-Employment Transition Services with students and families. BHDDH is discussed at annual IEP/CDP meetings. Parents are informed, starting at the age of 14, that they are able to apply for BHDDH services when students are 16 and 10 months of age. Case managers utilize the electronic invitation process as required by BHDDH and ORS to insure attendance at meetings. <i><u>Documentation:</u> Data Analysis; Interviews; Record Reviews</i>	<u>Corrective Action / Support Plan:</u> N/a Timeline: N/a Progress Check: N/a <u>Follow Up Information:</u> N/a
5	The case managers facilitate Summary of Performance (SOP) as appropriate. The case managers at the high school level complete their SOPs using the RI form within PowerSchool. Information about transition assessments and services, such as job explorations and informational interviews facilitated by ORS, are included with the SOP. At the annual IEP meeting, the case managers explain that the students will receive their SOP shortly after receiving their diploma, upon completion of their programs. Yearly trainings are provided by the Pupil Personnel Services Director during one of the monthly high school department meetings. <i><u>Documentation:</u> Data Analysis; Interviews; Record Reviews</i>	<u>Noncompliance Finding (if applicable):</u> No finding. Regulatory Citation: N/a <u>Corrective Action / Support Plan:</u> N/a Timeline: N/a Progress Check: N/a <u>Follow Up Information:</u> N/a

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 requirements. (State Performance Plan Indicator #13 (20 U.S.C. 1416(a)(3)(B)) <i>Documentation: Data Analysis; Interviews; State Performance Plan, Record Reviews</i>	<u>Noncompliance Finding (if applicable):</u> No finding. Regulatory Citation: N/a <u>Corrective Action / Support Plan:</u> N/a Timeline: N/a Progress Check: N/a <u>Follow Up Information:</u> N/a
7	95.24% of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and who have been employed, enrolled in postsecondary school, or both within 1 year of leaving high school. The state average was 79.20% (State Performance Plan Indicator #14 (20 U.S.C. 1416(a)(3)(B)) <i>Documentation: Data Analysis; Interviews; State Performance Plan, Record Reviews</i>	<u>Noncompliance Finding (if applicable):</u> No finding. Regulatory Citation: N/a <u>Corrective Action / Support Plan:</u> N/a Timeline: N/a Progress Check: N/a <u>Follow Up Information:</u> N/a