

Rhode Island Department of Education
Office of Special Populations

School Support System Report and Support Plan for the
Smithfield Public Schools
April 2007

SCHOOL SUPPORT SYSTEM

A Collaborative System of Focused Monitoring

Introduction

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

To accomplish this the SSS includes these components:

- The Orientation Meeting The Rhode Island Department of Education (RIDE) staff meets with the Local Education Agency (LEA) to plan the site review and identify issues or initiatives that may influence programs or service delivery.
- Data Analysis Meeting the RIDE staff meets to review LEA demographic information on selected reports including: the LEA annual plan, census information, and information collected through record review, staff questionnaires and parent interviews. To ensure that the child is at the center of the study, all analyses begin with the child. Thus, a sample of approximately 30 students with exceptionalities is selected; the records of these students are reviewed; their parents, teachers and related service providers are interviewed, and their classrooms are observed. The result is an in-depth, unified examination of the actual provision of programs and services for students with exceptionalities. The RIDE staff compiles a preliminary summary of their analyses of this data.
- Presentation by the LEA and School Site Review The on-site review begins with a presentation of programs by teachers and staff. The presentation provides the review team with general and specific information on delivery of programs and services to students. Following this presentation, on-site reviews to all schools are made. The team members interview school administrators and teaching staff. Parents and central office staff are also interviewed. The team gathers sufficient information and works with the LEA personnel to generate a report, covering the following:
 - The district's compliance with the state and federal regulations, relative to the education of students with exceptionalities.
 - The quality and effectiveness of programs and services provided by the district.
 - The need for professional development and technical assistance that will enable the LEA to improve programs and services.
- The Support Plan the RIDE team, LEA central office and building administrators meet to review the data and complete a report of results. The group designs a professional development/technical assistance support plan with timelines for implementation. This plan enables the school and district to correct areas of non-compliance and to strengthen promising programs and correct areas of weakness in order to improve services and programs for all students.
- The SSS Report The report summarizes the findings from the various data sources. The format of the report uses four divisions: Indicators, Findings, Documentation, and Support Plan. Indicators describe either performance or compliance. Findings can include a variety of some six categories, from School Improvement to Free Appropriate Public Education in the Least Restrictive Environment. The documentation section of the report distinguishes the source of the finding. The support plan reflects the response to the described findings. The support plan describes the corrective action required by the district as well as resources and time lines to improve programs and services.

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Smithfield Public Schools
School Support System Review
April 2007

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1. SCHOOL IMPROVEMENT / FAMILY ENGAGEMENT					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	1	<p>The mission of the Smithfield Public Schools, a partnership of schools, families, and community, is to educate, challenge and inspire all students by setting high standards and instilling the values of integrity in order to develop effective communicators, critical thinkers, and lifelong learners who contribute to their changing local and global communities.</p> <p>The objectives are: -All students will achieve academic proficiency -All students will graduate -All students will excel in endeavors of their choice -All students will demonstrate integrity, good citizenship and good character -All students will embrace lifelong learning</p>	Document Review Data analysis meeting District presentation Interviews		
Performance	2	<p>Smithfield has approximately 2650 students. Of that number, 317 students have IEPs (about 12% of the population). There are 6 schools within the district (four elementary schools, one middle school and one high school). The Smithfield Public Schools has an active five year strategic plan. The plan identifies six strategies: (1) meeting the needs for program development and evaluation, (2) meeting the social and emotional needs of the students, (3) meeting the infrastructure needs of the school, (4) meeting the need for citizenship and charter education, (5) meeting the need to create school/community partnerships, (6) meeting the needs to enhance internal communication. In the past</p>	Document Review Data analysis meeting District presentation Interviews		

		<p>four years of the strategic plan, the Smithfield Public Schools implemented: Literacy and Alternative Education programs at the high school, additional social worker services in the school, the addition of a full-day parent/teacher conference, the addition of an English Language Learner's (ELL) teacher for the district, a new district technology plan and professional development plan, weekly common planning time (CPT) in all schools, a new evaluation process for administrators, a comprehensive balanced literacy program for K-12, two additional pre-kindergarten classes, an additional administrator for Smithfield High School, a technology director for the district, four full-time reading specialists and updated the comprehensive plan for maintaining / improving facilities.</p>			
Performance	3	<p>The elementary and middle school participated in the New England Common Assessment Program (NECAP) for the second time in October. Based on 2006 results, Gallagher Middle School, Winsor, McCabe, LaPerche and Old County Elementary Schools were ranked as High Performing Schools. The high school assessment program in RI continues to be the Grade 11 New Standard Reference Examination (NSRE) in reading, writing and mathematics. In 2007, the high school will participate in the new NECAP. The high school was ranked as making insufficient progress. Last year, it did not meet target for English and math for the subgroup special education, and this year it did not meet the target in math for the subgroup special education. See also information in FAPE/LRE:</p>	<p>Document Review Data analysis meeting District presentation Interviews</p>		

		Section 2.			
Performance	4	<p>Assessment data is reviewed on a district, school and individual student level. Teacher teams, led by district and school administrators, collaborate to analyze student performance and recalibrate instruction to address the learning needs of all students. Results and conclusions are shared in various ways including formal reports to all teachers and formal and informal collaborative sessions. Collaboration to address assessment performance of all students takes place during Common Planning Time (CPT), at monthly faculty meetings and at times specified in individual schools. There are ongoing improvements in teaching and learning through focused professional development.</p> <p>Gallagher Middle School's use of assessments to inform/drive instructional strategies in addition to improving student's performance outcomes is emerging and is not currently a school wide practice.</p> <p>The ELA and Math departments at the middle school have recently begun meeting every other week to begin examination of the NECAP scores, specifically to determine focus areas and develop plans to support student success on future assessments.</p>	<p>Document Review Data analysis meeting District presentation Interviews</p>		
Performance	5	<p>From a survey of all staff in 2006, Smithfield identified five areas for teacher in-service programs. These areas include: personalization, differentiated instruction,</p>	<p>Document Review Data analysis meeting</p>		

		<p>literacy, numeracy and science, assessment and technology. Professional training opportunities offered in 2006-2007 include: 3 professional development days for all teachers. The other opportunities were planned for small groups and specific subjects including: 4 days for secondary school writing in science, 4 days developing a physical education curriculum, 4 days reviewing /revising the secondary level mathematics curriculum, 4 days for elementary literacy and mathematics and 2 days on Response to Intervention and 2 days on mutil-culturalism. Teachers and administrators receive continuing education units (CEUs) for participation in professional development. Other school-based professional development was designed by School Improvement Teams.</p> <p>Smithfield teachers serve on several RI Department of Education committees including: K-12 mathematics, PK-12 science, PK-12 literacy and leadership on environmental council and high education boards. Smithfield administrators have served as chairs of a variety of regional state collaborative, members/ officer on the RI superintendents associations, state leadership council, higher education boards, course designer for graduation programs and writers, reviewers for national professional journals, etc.</p>	District presentation Interviews		
Performance	6	Smithfield has a variety of community-based partnerships (Rhode Island College, University of Rhode Island, Bryant University, The Groden Center, Brown University, Central	Document Review Data analysis meeting		

		Falls Credit Union, and Tri-Town, etc.). One of these is in collaboration with the Graduate School of Oceanography at UR. The Smithfield Public Schools were awarded a grant from the State of Rhode Island for a multi-media /internet link to oceanic exploration headed by University of Rhode Island Professor, Dr. Robert Ballard. The technology was installed at Smithfield High School, and the technology will be used for future explorations and for teaching. The Smithfield Public Schools is the first district and currently only public school (Smithfield High School) in the nation with this link.	District presentation Interviews		
Performance	7	The Smithfield Special Education Advisory committee (SSEAC) is open to parents of students receiving special education services, all teachers, para professionals, support staff, administrators, principals, therapists, school committee members and other concerned individuals. The focus of the SSEAC for the past few years has been on increasing membership. They have offered a myriad of activities and endeavors in order to encourage participation and membership. Low membership numbers continue to be a challenge for the SSEAC. The Chair of the SSEAC meets on a regular basis with the Special Education Director and reports this as being very beneficial. Plans are underway to offer some informal meet and greet activities/opportunities during the Extended School Year program this summer. The SSEAC has a link on the Smithfield Public School website that provides a wealth of information to parents and community	Document Review Data analysis meeting District presentation Interviews		

	<p>members. Past meeting notes are also posted on the site in addition to general information about membership and meetings.</p> <p>Parent/Family Groups/Involvement The schools are warm and welcoming; staff and families report positive relationships and interactions. Some staff express the need for more outreach, support and informal opportunities for families of students with disabilities.</p> <p>Parent Involvement Opportunities cited/evidenced:</p> <ul style="list-style-type: none"> ▪ Information-sharing and Communication <ul style="list-style-type: none"> - Newsletters - Classroom visits - Conversations for “buddy” parents at drop-off/pick-up time - Weekly phone calls - Daily notebooks ▪ Parent Education <ul style="list-style-type: none"> - Internet Safety & Security (HS, Par Council, Police) - Family Workshop on Behavior Management (Pre-K; Consultant) - Home Visits on occasion (Child Outreach, Old County) ▪ Supporting Children’s Learning <ul style="list-style-type: none"> - First Day Programs - attending school with child on first day - Family Literacy Nights - “Can We Talk” – supporting your child’s health - “About EASE” – Extended After School Enrichment Program 			
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		<p>(PTO)</p> <ul style="list-style-type: none"> ▪ School Improvement/Support <ul style="list-style-type: none"> - Active PTO - Parent on School Improvement Team - Volunteers in class, library, on newsletter ▪ Special Events <ul style="list-style-type: none"> - Family Days at all schools - Student Performances – plays, musicals, dance, chorus, band, holiday and end-of-year shows and concerts <p>Parent Teacher Organizations support the schools with fundraising efforts to provide:</p> <ul style="list-style-type: none"> - Spending money for classrooms - Audubon Program - After school programs such as Karate, Yearbook Committee, Dance - Field Trips - Audio Visual Equipment - Grade 5 Science Fair - Band and Chorus - 			
Performance	8	At Smithfield High School, their common planning time (CPT) has been used by departments to develop common tasks or professional development either by departments or subcommittees.	Document Review Interviews		
Performance	9	At the high school, the team observed literacy across the curriculum in several of the core content classes that were visited.	Document Review Interviews		
Performance	10	Response to Intervention (Rtl) is in the	Document		

	<p>emerging and ongoing stage. There are two district-wide RtI teams (elementary, secondary, middle and high) that received some professional development opportunities involving RtI (general education and special education). Plans are underway to have those individuals be part of one of three teams to facilitate the RtI process on a district-wide level (intervention team, assessment team, and problem solving process team).</p> <p>RTI is strongly supported, carefully developed, well-organized and implemented by teacher support teams at Old County Winsor, and LaPerche. With principal support, Old County volunteered as one of four state pilot RTI schools. Staff are using tools such as DRA for baseline assessment and AIMSweb for tracking and graphing student response to intervention. Professional development is still underway. Old County has offered PD to other Smithfield schools with three availing themselves of this.</p> <p>RTI at McCabe is at the awareness level. This school has participated in the PD opportunity at Old County. Staff expressed need for PD and tools. Principal mentioned that AIMS web is in next year's budget. The school is dealing with some misunderstanding that this is a "service" and is the special director's responsibility. Special educators feel that "RTI" students are being pushed onto their caseloads. General education staff perceives RTI as a "service."</p> <p>Along with monthly faculty meetings,</p>	<p>Review Interviews</p>		
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Compliance	<p>Gallagher Middle School just initiated grade level meetings to address connections between teams. Common planning time is held once a day. Grade level teams use a binder to follow meeting protocols; however, this practice varied from team to team. Common planning time is currently not structured with team leadership, documentation and strategies to address specific instructional/student/parental issues.</p> <p>Though related discussions are informally being addressed through grade level team meetings/common planning time, there currently is not a structured process to address Teacher Support Team (TST) activities. RTI has not been developed as yet at the middle level.</p> <p>Smithfield High School has the Student Support Team that is similar to a Teacher Support Team. The team meets with the referred student and parents to review strengths and challenges and assists with any interventions. After the follow-up, if there is no improvement, the team reconvenes, and the student in question could be referred to either the Response Team or Evaluation Team.</p>		<p>School-based administration in conjunction with the faculty will develop a structured TST/RTI process with collaborative consultation from central office administration.</p> <p>Timeline: Immediately and ongoing. Progress check: October 2007</p>	Corrective Action Implemented
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2. FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE/LRE)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	1	FAPE in the LRE District Data Based on the FY July 1, 2005 – June 30, 2006	SPP data Data analysis meeting		

		<p>State Performance Plan information on Smithfield Program Placement Data is as follows:</p> <p>The percentage of students educated 80 to 100% of the time in general education settings is 72%. (RI District Average is 63%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 7% (RI District Average is 15%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 0.00% (RI District Average is 3.14%)</p> <p>If a district is 1 standard deviation from the RI district average, the district is considered discrepant for the target. Smithfield is <i>not</i> discrepant on any targets regarding LRE.</p>			
Performance	2	<p>Child Outreach</p> <p>The focus of child outreach is to screen all children between the ages of 3 to 5 each year before starting kindergarten in an attempt to identify students with special needs. Smithfield parents are notified of screening in multiple ways. These include: flyers, Cox cable, internet, doctor's offices, home day care centers, car seat safety checks through our local police department. As a result, Smithfield screened 64 % of all the 3-year olds and 86 % of their 4-year olds last school year. On last report, Smithfield was one of seven communities screening more than 50% of our 3 year olds and more than 60% of its four year</p>	<p>Document Review Data analysis meeting District presentation Interviews</p>		

		<p>olds (2004-2005). The screening tools used include:</p> <ul style="list-style-type: none"> -Early Screening Inventory (ESI) for development -Preschool Language Scale (PLS4) for speech and language -Hearing-audiometry and tympanometry -Vision Screening –using the Lighthouse Chart -Ages and Stages- to get information from parents on social emotional development. <p>These tools have been in use for approximately three years.</p>			
Performance	3	<p>Preschool (housed at McCabe Elementary School)</p> <p>The pre school continuum of services includes ,but is not limited to, the following:</p> <ul style="list-style-type: none"> -Walk in speech and language therapy and groups -Integrated special needs preschool (8 typically developing peers and 5 with special needs) -Intensive preschool classroom with opportunities for peer interactions -Extended kindergarten –integrated program with 13 students (5 with special needs) <p>As needs arise, programs are created to services students. These currently include outside pre-school class that has walk-in speech and language services, and in the past there was a combination program with Head Start.</p> <p>Preschool extended school year (ESY) also offers an array of services such as:</p> <ul style="list-style-type: none"> -Walk in therapies -Integrated group settings (5 weeks for 3 days per week) 	<p>Document Review</p> <p>Data analysis meeting</p> <p>District presentation</p> <p>Interviews</p>		

		<p>-An intensive classroom (8 weeks for 4 days per week)</p> <p>Smithfield's child outreach coordinator is a consultant during the summer to act on referrals from outside agencies including screenings as a diagnostician and a member of the team.</p> <p>Smithfield's preschool program is nationally accredited by National Association (NAEYC). It was chosen as one the five public schools across the State for the outcomes pilot. In this pilot, teachers assess students with special needs twice yearly and provide parents with quarterly progress updates. The curriculum used is Creative Curriculum (recommended by NAEYC) and aligned with the RI Early Learning Standards). They also have a portfolio development aspect.</p>			
Performance	4	<p>Staff caseload and assignments are currently successful in ensuring general education efficacy in holding high expectations, and its capacity for effectively supporting, diverse learners of all resources and abilities. It has proven critical to successful on-the-job collegial consultation, day to day problem solving, differentiated instruction and groupings, and collaboration on behalf of successful student achievement. Staff overwhelmingly report its positive contribution to their motivation and morale and willingness to go above the call of duty to meet student needs.</p>	<p>Document Review Interviews</p>		
Performance	5	<p>Extended School Year (ESY) decisions are based on IEP team determinations. Last year</p>	<p>Interviews Document</p>		

		<p>the district provided ESY through various services based on student needs. The program implemented during the summer of 2006 included:</p> <p>Intensive pre school (full day) Integrated preschool (half day) Extended K (half day) Intensive elementary (full day) Intensive middle (full day) Vocational skill (high school, half day) Early Childhood Career (high school, half day) Reading, math and written language (elementary and middle school two day programs meet for approximately an hour and a half per content area.)</p>	Review		
Performance	6	<p>The elementary schools have successfully created a continuum of options for supporting students in general education settings, including co-teaching arrangements, in-class services, flexible groupings and class-assignments, shared responsibility for all students among all teachers and specialists, shared instruction, alternative workspaces, peer helping, additional staffing including paraprofessionals when necessary, assistive technology, specialized materials and equipment, and other measures as indicated by student need. Special and general education teachers cite positive interpersonal and learning opportunities for the adults and benefits for students through collaborative teaching and in-class service and supports.</p> <p>Students with disabilities are fully supported to,</p>	Document Review Interviews		

		<p>and are accessing the general education curriculum.</p> <p>The district has initiated two new programs to meet more intensive student needs to enable students with significant social-emotional challenges to attend school within their home community, a behavioral support program at Old County is staffed by a specially trained teacher and two paraprofessionals, adding supports to these students in their general education classrooms. Staff are further supported through regular meetings as a team, including student's general classroom teachers, special educator, parents, social worker, principal and paraprofessionals. Staff cited a need to prepare and introduce new programs, such as this, more systematically, with school-wide introduction of the program, its research base, rationale and expectations to establish wider understanding.</p> <p>To enable students with multiple and intensive challenges, LaPerche offers an Intensive Special Education Program (ISE). The ISE Program is staffed with a teacher, three paraprofessionals and an array of consultants. All students have opportunities to interact with peers in the general education setting.</p>			
Performance/ Compliance	7	<p>Gallagher Middle School currently has a total of 615 students. Of that number, 75 are students with IEPs.</p> <p>There are six grade level teams (two at each grade level 6, 7, 8) with an additional split team with both six and seventh grade students.</p>	Document Review Interviews Record Review	School-based administration in conjunction with the faculty will develop a plan to expand daily living skills and community experiences. This will occur with collaborative consultation	Corrective Action Implemented

	<p>Six resource teachers provide grade level services and support in the general education setting along with pull out intensive small group instruction in math and/or reading.</p> <p>Students who are eligible for alternate assessment at Gallagher Middle School have limited opportunities to explore daily living skills along with community experiences. Consultants have been brought in to initiate conversations around integrating daily living skills into the curriculum, All activities to meet the alternate assessment requirements are currently planned within the school setting.</p> <p>Students with IEPs at Gallagher Middle School who are pulled out for reading instruction have to choose between taking a science or social studies class for that grade level year. In addition, if an eighth grade student isn't participating in science or social studies courses this could affect recommendations for high school placement. (Currently, there are twenty-five students with IEPs impacted by this program design).</p> <p>Gallagher Middle School facilitates an advisory program Anchor Time to provide meaningful connections with students in a supportative environment that promotes a sense of belonging, develops personal decision-making skills, fosters social and emotional growth, and connects teachers to the larger community. Students are assigned an advisor and will loop with their advisor for three years. Each group has 12/14 students of mixed agenda and</p>		<p>from central office administration.</p> <p>Timeline: Immediately and ongoing. Progress check: October 2007</p> <p>School-based administration in conjunction with the faculty will develop a plan to ensure parity and equity so all students can access science. Social studies and reading as appropriate.</p> <p>Timeline: Immediately and ongoing. Progress check: October 2007</p>	<p>Corrective Action Implemented</p>
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	<p>teams. Anchor Time occurs on Tuesday and Thursdays from 8:38-9:09.</p> <p>The faculty have created ten monthly themes: New Beginnings, Aspirations, Vision, Involvement, Greatness, Awareness, Taking responsibility, Imagination, Opportunities and New Horizons.</p> <p>In addition the faculty have explored a number of research based/best practice programs and activities to support the advisory program along with continued professional development.</p> <p>Students currently are reading Mawi Asgedom's The Code: The 5 Secrets To Teen Success and will soon begin his Win The Inner Battle: The Ultimate Teen Leadership Journal. Mawi will be speaking to students, faculty and families in April supporting the activities students are engaging in through their Anchor Time.</p> <p>Additionally, school counselors have group guidance classes during the year. All 7/8-grade students are scheduled into a group guidance class for half-year. The curriculum provides students with information regarding bullying, conflict resolution, stress management, academic goal setting along with career exploration.</p>			<p>Corrective Action Implemented</p>
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Performance	8	<p>Smithfield High School has 873 students. Approximately 77 out of the 873 have IEPs. The program continuum is as follows:</p> <ul style="list-style-type: none"> -Four self-contained classes that include <ul style="list-style-type: none"> a.) Intensive ELA b.) Mathematics c.) Students Transitioning Equally Prepared (STEP) This is transition issues class for juniors and seniors. d.) Vocational skills class (then focus of this course is independent and basic work skills including off-campus work-site experiences where students earn a stipend). <p>Both STEP and vocational skills classes have contracted services via Goodwill Industries for career exploration and job skill experiences.</p> <ul style="list-style-type: none"> -Seven classes of resource. Resource classes are facilitated in the Learning Center. Three to four educators are in the Learning Center (a reading specialist, content area teachers and two special educators, one of whom is assigned to the Learning Center on a full-time basis). The criteria for entrance in the Learning Center are that the student have a PLP or a 504 plan requiring extended time or accommodations or an IEP per IEP team decision). Students are assigned by specific period, and students receive one credit for the class if they are there for the full year. The 	Document Review Interviews		

	<p>Learning Center class is capped at approximately 20 students.</p> <p>Some staff expressed concern that the Learning Center was not serving the needs of students with IEPs. They were frustrated and felt that the literacy aspect of the class was not effectively being utilized and that they did not have structured time to get together and share information. Every other common planning time, (CPT) all teachers assigned to the Learning Center are supposed to meet with the Learning Center reading specialist and the special educator. This has not been able to occur on a regular basis due to other CPT assignments. Plans are underway to redesign the Learning Center for the following school year.</p> <p>-Fourteen inclusive classes. This is a co-taught class with a special educator and a core content area teacher. All required classes have an inclusive class section. This includes one civics, four math, and one section of service learning classes with the rest of the co-taught classes being applied classes. The administration is currently reviewing student transcripts to ensure equity and access to the curriculum.</p> <p>At Smithfield High School, there is an Alternative Learning Program (ALP). It is staffed by a special and general educator and a para professional. This is used for a variety of alternative purposes that have entrance and exit criteria. These may include: (a.) students considered at-risk for school failure and drop</p>			
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		<p>out who need targeted intervention to get back on track, (b.) students transitioning students to Smithfield High School from an outside placement, (c.) it is the home base for some students with autism who need a check-in with a teacher in the am and pm, or (d.)Students whose medical challenges need smaller group environments while they are dealing with their medical challenges. This way students can participate in the school day as opposed to home schooling. There are two consulting psychologists as well as the school-based psychologist to provide ongoing social emotional supports and services as needed. Two consultants from the Groden Center provide consulting services in the area of social emotional supports. One facilitates a social skills group with the school social worker. Another consultant provides psychological services to the students as needed.</p>			
Performance	9	<p>At Smithfield High School administrators and teachers are reviewing student’s schedules and the overall curriculum to ensure equity for all students. Particular attention is being paid to students with special needs as they were the assessment subgroup that did not meet the target.</p>	<p>Document Review Interviews</p>		
Performance	10	<p>The special education department head at the Smithfield High School has a multitude of responsibilities. These include: facilitating the evaluation team meetings, assisting with facilitating the response team and chairing the school improvement team (and chairs the</p>	<p>Document Review Interviews</p>		

		<p>transition sub committee) as well as participation on a variety of other teams (student assistance, and crisis team, leadership team). She coordinates the logistics of the IEP meetings and completes education evaluations as needed.</p> <p>Smithfield High School has a school social worker who is on-site four days per week. The social worker facilitates small groups (social skills, conflict resolutions etc.) and one-on-one counseling per the IEP. The social worker is also the Functional Behavioral Assessment Coordinator. FBAs are facilitated for any students in need (general and /or special education). The social worker also completes social histories as appropriate. There is also a student assistance counselor on site.</p> <p>The school psychologist is at Smithfield High School three days a week. The psychologist runs small groups and one-on-one counseling as appropriate per the IEP. The psychologist manages the logistics of the evaluation team and participates in a number of school teams (response, student assistance, crisis, 504 etc.) in addition to conducting psychological evaluations as needed.</p> <p>There is no clerical support for the special education department, and this can create a situation where professional time allotment is not student focused but, rather focuses on clerical work.</p>			
Compliance	11	A special education resource class is held in the Gallagher Middle School Library. The setting has a freestanding white board to	Document Review Interviews	School-based administration will develop a plan to rectify the situation.	Plan Developed

		<p>separate the instructional space from the library. Two periods a day have from 7 to 10 students receiving Academic Support and/or Reading Support. Though every effort is made to provide this setting with as little distraction as possible, the library is still a functioning educational setting.</p>		<p>Timeline: Immediately and ongoing. Progress check: October 2007</p>	
Performance/ Compliance	12	<p>Throughout the district, space is cramped but schools are well maintained. Staff make concerted efforts to collaborate and coordinate schedules to make use of limited space for meetings, evaluations, and services. Many work in small space converted to small work areas for students and staff.</p> <p>a.) In one instance at McCabe, where five service providers share one space, evaluations or services for students are sometimes disrupted by traffic coming and going or noise interference. Further, multiple room dividers are not secure and present a potential safety hazard.</p> <p>b.) In one instance at Old County, where four service providers share one space, evaluations or services for students are disrupted when multiple groups need workspace at the same time.</p> <p>c.) At McCabe and LaPerche, physical education, music and sometimes chorus are conducted simultaneously, creating a distracting learning environment. Further, at McCabe students with disabilities receiving evaluations and services and families meeting with the psychologist are assigned to a small</p>	Document Review Interviews	<p>a.) Central office administration will work with the Facilities Director to secure/stabilize room dividers. School-based administrators will review scheduling needs to minimize disruptions.</p> <p>Timeline: Immediately and ongoing. Progress check: October 2007</p> <p>b.) School-based administrators will review scheduling needs to minimize disruptions.</p> <p>Timeline: Immediately and ongoing. Progress check: October 2007</p> <p>c.) School-based administrators will review scheduling needs to minimize disruptions.</p> <p>Timeline: Immediately and</p>	<p>Plan developed</p> <p>Plan developed to minimize disruptions</p>

		adjoining room experience disruption.		ongoing. Progress check: October 2007	Plan developed to minimize disruptions Plan developed to minimize disruptions
Performance	13	Preschool children in the intensive and integrated classrooms at McCabe do not have access to a safe, developmentally appropriate playground space within the school yard. There is no designated area to ensure containment of groups of very young children with disabilities to a reasonable area for	Document Review Interviews	A fence for the playground is in the process of being erected around the playground. Timeline: October 2007	

		supervision and to provide protection from active older children using the schoolyard simultaneously.			
Performance	14	<p>Assistive Technology: Assistive technology is promptly available to students who require this support for successful learning.</p> <p>Staff report that, during the last school year, students and their teachers greatly benefited from the services of an assistive technology consultant who was readily accessible for ongoing assessment of students' needs, identifying technological advances available for unique needs, accessing needed equipment and software, training, consultation, and trouble-shooting with staff, and recommending adjustments and alternatives as student's progress. Staff cite the need for continuation of this level of support to ensure continued access to important learning tools for individual students.</p> <p>Teachers find that students in general education classes with different learning needs have also incidentally benefited from some of these tools. Some hope to pursue outside resources to expand the acquisition of these tools.</p> <p>Systems accessed include: -Writing with Symbols -AlphaSmart -Chat PC -Kurzweil System (demo disk only)</p>	Document Review Interviews		

3. EVALUATION/ INDIVIDUAL EDUCATION PROGRAM (IEP)

Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance/ Compliance	1	Records of approximately twenty students were reviewed by the visiting team. These were selected through a stratified random sampling technique to allow the team to consider a representative variety of student. Student's records were accessible and generally well organized. The following themes emerged from the record review that will require district attention.	Document Review Interviews Record Reviews	Assurances will be provided to the RI Department of Education, Office of Special Populations that compliance issues are addressed and rectified. Timeline: Immediately and ongoing. Progress check April 2008	Compliance issues have been addressed and rectified
Performance	2	Smithfield is in the process of developing a web-based special education data management system (Case-e). This system will facilitate electronic record keeping, report generation and overall data management in order to continue to track and ensure timely reporting. Implementation of this system will begin in September 2007.	Document Review Interviews		
Performance	3	Progress Reporting: Staff report student progress on IEP goals to parents by noting progress on IEP goal sheet copies and	Document Review Interviews		

		<p>sending home with report cards at each reporting period.</p> <p>Progress is jointly discussed between special and general educators, reading and math teachers, itinerants, and related service providers.</p>			
Performance	4	<p>Staff are concerned that the district's traditional report card using the "A" "B" "C" grading system precludes the opportunity to accurately reflect standards-based classroom performance for students, particularly those with disabilities. Plans are underway to investigate data systems.</p>	<p>Document Review Interviews</p>		
Performance	5	<p>Functional behavioral assessment for some students with behavioral challenges are variable. At the elementary and middle school level, staff who conduct FBAs varies. Some staff cite a consultant as having this role; some cite the social worker, behavioral specialist, or psychologist as responsible. Awareness of the FBA process and its application to generating positive behavioral support plans and interventions are emerging across staff.</p> <p>Teacher Support Team (TST) members are beginning to understand the nature of positive behavioral interventions as being parallel to the problem-solving process of Response to Intervention.</p> <p>At Smithfield High School, Functional</p>	<p>Document Review Interviews</p>	<p>Review and clarification of roles and responsibilities regarding the FBA process will occur via professional development opportunities.</p> <p>Timeline: Progress check April 2008</p>	

	Behavioral Assessment is frequently conducted for any student who experiencing social-emotional challenges. At the preschool level FBAs are also conducted as needed.			
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4. TRANSITION					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	1	<p>A systematic process is implemented to smooth the transition for students with disabilities moving from one level to another in the district.</p> <p>For students with more significant challenges, there is an individual Transition Day for the student and family to plan with teachers. This is facilitated either in district or at Bryant University. The transition plans outline visitation and other transition related activities.</p> <p>For preschool children with disabilities progressing from the preschool to kindergarten or from intensive kindergarten to first grade, a checklist is used to invite the receiving staff to meet, observe, and plan ahead for each student's IEP in the subsequent placement. Snapshots of each student's IEP are also provided to general education teachers at the start of the school year.</p> <p>For elementary students with disabilities progressing to the middle school, a checklist is provided by elementary staff to the middle school to prompt meetings, observation in the</p>	Document Review Interviews		

		spring prior, and IEP planning while students are still in fifth grade.			
Performance	2	<p>Students with disabilities at most elementary schools benefit from a very well defined and organized process for transitioning to the middle schools.</p> <p>Individual transition plans for students with disabilities are created as needed to meet student's needs based on joint meetings between the 6th grade middle school special educators and the elementary school, observations at students in the 5th grade classes and IEP meetings.</p>	Document Review Interviews		
Performance/ Compliance	3	<p>Middle school teachers and teachers from Smithfield High School meet in early February to review student's strengths and challenges. All incoming 9th graders have IEP meetings at Smithfield High School to assist with the transition process.</p> <p>If, however, an eighth grade student isn't participating in a science or social studies course due to participation in reading, this could affect recommendations for high school placement (See also: Section 2, item #7)</p> <p>Eighth grade students participate in a financial fair sponsored by the Central Falls Credit Union that involves selecting a career, finding housing, getting credit and other financial related events. This event is facilitated in conjunction with career exploration that is initiated in the seventh grade.</p>	Document Review Interviews	<p>School-based administration in conjunction with the faculty will develop a plan to ensure parity and equity so all students can access science. Social studies and reading as appropriate.</p> <p>Timeline: Immediately and ongoing. Progress check: October 2007</p>	Corrective Action Implemented

		<p>Students at the middle school, who are 14 years or older with IEPs, are given an interest inventory: however, information gathered in this process is not embedded in student IEP's for current and/or future planning.</p> <p>Furthermore, special education teachers were unclear regarding transition requirements and activities for the middle school population. Currently, there are 16 students with IEPs who are/or will be 14 years of age within this school year.</p>		<p>Clarification of transition roles and responsibilities will occur via professional development opportunities.</p> <p>Timeline: Progress check April 2008</p>	
Performance	4	<p>All students at Smithfield High School receive the Career O'Net via guidance. School counselors go into civics class to facilitate the assessment. It is a paper/pencil interest inventory although follow up for career exploration can be done on the computer. Interpretation of these results are reviewed in class and then in individual student counseling session the school counselors review the individual results. These results are used for the students Individual Learning Plan (ILP). Students can also access Choices via the Media Center or with their school counselors.</p> <p>Copies of the results are placed in the student's transition folder and are housed in the resource office so special educators can access these on an as needed basis.</p>	Document Review Interviews		
Performance	5	<p>At the high school there is a special educator who coordinates transition related activities for students with special needs. She is also the point for the transition outreach survey as well as student summary of performance.</p>	Document Review Data analysis meeting District presentation		

	<p>Some of the recent transition related activities include but are not limited to the following students attend the Career Fair at Twelve Acres restaurant in November. Students received information from community members working in various career. Other activities include: the Transition Fair held at New England Tech, a tour of Pizzeria Uno, a shopping excursion at Smithfield Crossing, and shopping at Stop and Shop where a unit of pricing lesson was completed by the students. Transition related information is also posted on the Smithfield High School website as well as a transition related manual that is given to students as a grade-by-grade guideline for transition activities.</p>	Interviews		
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