



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

School Support System Report and Support Plan

**Portsmouth School Department
May 9-12, 2016**

SCHOOL SUPPORT SYSTEM

A Collaborative System of Focused Monitoring

Introduction

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

To accomplish this the SSS includes these components:

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

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Portsmouth Public Schools School Support System Review

Record Review 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)

Indicator		Findings	Support Plan
Result	1	<p>Least Restrictive Environment Data (State Performance Plan Indicator #5)</p> <p>Based on the FY July 1, 2013 – June 30, 2014 State Performance Plan information on Portsmouth School Department’s Placement is as follows:</p> <p>The percentage of students educated 80 to 100% of the time in general education settings is 78.7% (RI District Average is 71.75%)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 4.6% (RI District Average is 13.25%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 6.5% (RI District Average is 4.35%)</p> <p><u>Documentation:</u> Data Analysis State Performance Plan</p>	
Result	2	<p>Participation and performance of children with IEPs on statewide assessments (State performance Plan Indicator #3):</p> <p>A. The district (disability subgroup that meets the State’s minimum “n” size) did meet the state’s AYP targets for the disability subgroup.</p> <p>B. Participation rate for children with IEPs 97.37%.</p> <p>C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievements standards 39.46% [Note: State has individual grade and content area targets (28%). State target is average target across grades and content areas. District target is average percent of students proficient across content areas (28%).]</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	

Result	3	<p>Multi-Tiered System of Support (MTSS) Response to Intervention (Rtl)/Academics</p> <p>The following is reflective of the individual school efforts in the area of MTSS/Academics and not of a K-12 aligned MTSS systemic structure.</p> <p style="text-align: center;">Elementary Level</p> <p><u>Melville:</u> This year is Melville's 1st year using the MTSS model. The focus this year has been developing school wide behavioral expectations, lesson plans that support the development of these expectations, team building, and beginning the data analysis process. As a first step in analyzing Melville's data, the effectiveness of the core curriculum, and the number of students achieving proficiency, focusing on school wide along with special populations was studied.</p> <p>There is no discernable difference between Tier 2 and Tier 3 interventions in math and reading. The teachers reported a lack of evidence based programs in math and reading to use with students identified as Tier 3. The interventionists are former classroom teachers without explicit training in interventions. All classroom teachers implement Foundations and special education teachers received Wilson Language training and Math Advantage training. Melville uses STAR data as a universal screening tool. There is also an after school support program called "Ramp Up" that is offered.</p> <p><u>Hathaway School: Academic Rtl</u></p> <ul style="list-style-type: none"> • At the beginning of the school year universal screenings are administered to all students in reading, writing, and math. This includes STAR, mCLASS TRC, and Lucy Calkins Units of Study assessments. STAR provides information on which students are meeting benchmarks and mCLASS TRC provides information on student reading level as well as fluency, decoding and comprehension. Lucy Calkins writing assessments are scored using a rubric aligned to grade level expectations. • Classroom teachers, interventionists, and sometimes coaches meet to analyze data, discuss classroom performance, identify students qualifying for an Rtl plan and create the plan accordingly. • Intervention plans are implemented by classroom teacher and intervention team for anywhere from 6-8 weeks. Progress monitoring data is collected during this interval. When data indicates a need or at the end of the time frame, the team reconvenes to revise accordingly. • Hathaway offers a "Before the Bell" intervention time and requires parents to transport students to access this intervention block. <p>Portsmouth's elementary schools are currently at different places in their MTSS</p>	<p>Review and refine the overall MTSS systemic structure with a focus on K-12 alignment.</p> <p>Timeline: Ongoing</p> <p>Progress Check: April 2017</p> <p><u>FOLLOW-UP FINDINGS:</u></p>
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practices though they share the desire to be consistent across schools. Melville's inclusion in the MTSS model may be considered a valuable source for Hathaway and build the consistent practices as the desired outcome. Hathaway's practice of "Before the Bell" may be a useful practice for Melville to consider increasing consistency of practice. Interventionists at both elementary schools may benefit from consistent professional development activities and coaching.

Middle Level

At Portsmouth Middle School STAR assessment data is currently used to identify students below proficiency, whereas in previous years Scantron was the assessment tool used. Students on Rtl plans are progress monitored through STAR monthly to assess growth and/or goal attainment. Students receive direct small group instruction with an Interventionist if they are on a Tier 3 Rtl, in addition to support from the classroom teacher. Half of the 6 day rotation is devoted to reading intervention in groups of 4-7 while the other half addresses math. STAR data drives student grouping by skill needs for Tier 3. Students in Tier 2 Rtl receive interventions from classroom teachers in flexible groups which may involve re-teaching or pre-teaching. Teachers manage the Rtl plans with support from the interventionists. STAR data is collected every 4-5 weeks for students in interventions. The intervention team, guidance team and administration meet weekly to review data and discuss student progress. The intervention team also meets with classroom teachers to discuss progress with monitoring data. Every eight to ten weeks Rtl plans are adjusted according to student progress as indicated by STAR data and classroom performance. The school has limited resources to address students who are not responding to Tier 3 interventions but the team has begun to explore the addition of Wilson reading. The Rtl team includes representation from both academics and behavior/social/emotional learning.

High School Level

The high school is in its first year of a three year MTSS grant with the Sherlock Center. As part of year one of the MTSS grant, the high school Building Leadership Team (BLT) was trained in the School Wide Data Based Decision Making (SWDBDM) process. At each of the three annual (STAR) screening windows, the Building Leadership Team will evaluate school wide STAR scores in Literacy and Math. This is done to evaluate the effectiveness of the high school's core curriculum and instruction. During this process, the team reviews STAR scores for each grade as well as for the subgroups of students (ELL, IEP). From there, a data "drill down" is conducted to identify areas of need and to problem solve. This includes evaluating other data points and their potential influence and impact (attendance, conduct, other learning factors). As the team becomes more familiar and comfortable with this process, the team will be able to review the screening data (within a two week window after testing) and then make changes as necessary.

As this is a work in process there is currently an Rtl and MTSS team at the high school. The Rtl team focused on facilitating the Rtl parent/family night. The MTSS building leadership team has worked on the formal MTSS system through the grant. Teachers expressed the need for a structured and aligned MTSS (academic and behavior) system with expanded Tier 2 and Tier 3 interventions and data use.

Beyond MTSS, guidance counselors and interventionists use screening data, Aspen data, and other anecdotal evidence provided by the classroom teacher to determine student placement in interventions. When classroom teachers feel that Tier 1 interventions (best practices) are not producing results, they submit an Rtl referral form to the Rtl coordinator. The coordinator meets with guidance counselors and/or other support staff in order to determine next steps. The student then participates in an 8 week intervention process (Rtl contract, Structured Learning Centers, Organizational Advisory, Check and Connect, Math Lab, Literacy Lab, etc.). At the end of the eight week window, the interventionist asks for feedback from the student's teachers and invites the parents/guardians to attend an Rtl review meeting. At this meeting, the team evaluates the outcomes and determines next steps (change intervention, modify student schedule, provide action steps for those present, exit the student).

Documentation: Data Analysis; State Performance Plan

Result

4

SPP Disproportionate Representation (State Performance Plan Indicator #9 and #10)

Applying exceptions for students placed in the district by social service agencies reduces the areas of significant disproportionality in Portsmouth. Applying these exceptions excludes White ED and Black ADR as disproportionate. White OHI, however, remains disproportionate after applying exceptions. Additional records are being reviewed to determine if appropriate identification practices are in use.

	OHI				
White	2011	2012	2013	2014	2015
Students with Disability	68	70	65	77	84
Total Students	2445	2411	2406	2329	2238
District Risk	2.78	2.90	2.70	3.31	3.75
District Risk Ratio	2.7	2.7	2.5	3.1	3.1

Note: White OHI: Remove 3, get 3.6 with risk ratio of 2.9 still maintaining over representation of White students with OHI.

		<p>This year, the social worker is full-time at the middle school. Staff reported that this additional support was very helpful. Thus, it may improve disproportionality in the area of OHI by affording more core social emotional supports earlier to students. Based on records reviewed identification was not due to inappropriate policies, procedures or practices.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	
Result	5	<p>Suspension (State Performance Plan Indicator #4a): Significant discrepancy in the rate of suspensions (for students with IEPs) greater than 10 days as compared to the rate of suspensions (for students without IEPs) greater than 10 days. This was not applicable for the Portsmouth Public Schools as no students with IEPs were suspended for greater than 10 days.</p> <p>State Performance Plan Indicator #4b 0% had: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	
Result	6	<p><u>Multi-tiered System of Support (MTSS)/Social Emotional Supports/Social Emotional Resources/Positive Behavioral Supports</u></p> <p>The following is reflective of the individual school efforts in the area of MTSS/social/Emotional Supports and not of a K-12 aligned MTSS systemic structure.</p> <p style="text-align: center;">Elementary Level</p> <p>Melville: The focus during the 2015-2016 year has been to strengthen the school wide expectations and behavioral supports. The development of school wide expectations and reward systems has supported the process. There are 2 academic interventionists who support tier 2 and tier 3 students. Currently there are 63 students being serviced through RtI. The RtI grade level teams meet every 6-8 weeks to review data, discuss progress, revise and/or exit goals, along with determining next steps in the process.</p> <p>There is a shared common language for the school wide behavioral expectations. Major infractions are tracked and there is a google doc system in place to track minor</p>	<p>Review and refine the overall MTSS systemic structure with a focus on K-12 alignment.</p> <p>Timeline: Ongoing</p> <p>Progress Check: April 2017</p>

infractions to use as behavioral data. There are currently no universal screening tools for social emotional support. Tier 2 and Tier 3 behavioral interventions do not exist. There are teams trained in crisis intervention. The district CPI trainer is on staff. "Open Circle" has mini lessons to address some targeted behaviors. These lessons have been designed as a toolbox for teacher use. There is no designated time in the school day to implement these lessons.

Hathaway:

- School wide expectations are reviewed on a regular basis - Be Safe, Be Responsible, Be Respectful, Be Ready to Learn. Color coded behavioral charts are displayed in every classroom. If a student moves his/her clip there is always the opportunity to move it back up to "ready to learn", which is where all students start at the beginning of each day. Students also have the opportunity to receive a Golden Apple for outstanding behaviors.
- When a student is having difficulty in the classroom over a period of time despite best practice classroom behavior management techniques, a meeting with the school social worker and/or school psychologist and the classroom teacher takes place. At this meeting a Tier II Rtl is created.
- Rtl plans are implemented by classroom teacher and support staff for anywhere from 6-8 weeks. Progress monitoring data is collected during this interval. When data indicates a need or at the end of the time frame, the team reconvenes to revise accordingly.

At the elementary level there is no system in place to examine behavioral data to implement interventions. Building principals plan to collaborate over the summer to build a system to address the use of behavioral data to inform social emotional interventions. See also Section 2: Evaluation/Individual Education Program, item #5-last paragraph.

Middle Level

At Portsmouth Middle School no core social/emotional learning curriculum is used/embraced by all members of the school community. Progress monitoring of students in therapeutic groups does not happen in the current implementation structures. See also Section 2: Evaluation/Individual Education Program, item #5-last paragraph.

Students are identified for behavior Rtl based on the challenges they face in carrying out classroom expectations, routines and procedures. The same Rtl team reviews both academic and behavior information. Students on behavior Rtl plans are progress monitored through individually tailored behavior and/or work completion charts, some of which include an incentive for improvement. The school support team, consisting of classroom teachers, guidance, administration, school psychologist and/or social worker meet every six to eight weeks to determine if the progress monitoring tools are effective and meeting the needs of the students. Adjustments are then made accordingly. Some teams provide opportunities to check in at beginning and end of day with the special

		<p>educator to support organization and planning of projects and homework. Minor infractions of school code are handled by the house leaders while more serious infractions are referred to the assistant principal. Citizen of the month and anti-bullying materials are posted throughout the school. In physical education, a student of the quarter is identified from grades 4-5 and also from grades 6-8 according to clearly posted criteria. Traditional behavior and discipline codes are outlined in detail in the student handbook within the student planners. Many support groups are offered by school counselors, social worker, and school psychologist with student participation based on teacher referral. Students brought to Rtl with a behavior intervention plan in place for concerns such as on-task behavior or homework completion do have daily or weekly progress monitoring of the plan.</p> <p style="text-align: center;">High School</p> <p>A significant motivator for Portsmouth High School (PHS) joining the MTSS project is the limited number of behavioral supports available. Over the course of the current school year, the Building Leadership Team has received training on the importance of a strong behavioral core. In the fall, they surveyed all faculty/staff and students on behavioral expectations and what they thought was important for the school. They used the results of this survey as well as the PHS Core Values and Beliefs to create a behavioral matrix. This matrix will be the foundation of the Positive Behavioral Interventions and Supports (PBIS) program as it will provide the basis for teaching students about proper behavior. Due to a need for more behavioral support at the Tier 2 level, the high school started piloting a Check and Connect intervention for the 2015-2016 school year. This is designed to be a quick check in for students requiring academic as well as behavioral support. While Check and Connect follows a similar approach to Organizational Advisory (more academic focused), this intervention is designed to foster a mentoring relationship between a student and an adult. In addition to fostering academic success, this intervention is a more holistic approach. Attendance, conduct incidents, organizational resources, and goal setting are all addressed.</p> <p>At the Tier 3 level, the high school currently utilizes the Alternative Learning Program (ALP). The Portsmouth High School ALP is a program that services for students who are at-risk academically due to social, emotional, behavioral and/or learning problems. As the high school move into year two of the MTSS grant, they hope to expand their Tier 2 behavioral interventions.</p> <p>Removals/Disciplinary Policies. Throughout the district behavioral expectations along with disciplinary action protocols and policies are defined in a student handbook.</p> <p><u>Documentation:</u> Data analysis, interviews</p>	
Result/ Compliance	7	Preschool Continuum	Staff will continue to work on maintaining the mandated ratio's.

	<p>The preschool program is located at the Melville Elementary School where there are two half day sessions for students with disabilities that is an integrated classroom and one multi-age classroom that is utilized for preschool aged children needing more intensive services.</p> <p>The district also provides occupational therapy, speech/language therapy and physical therapy services are provided as prescribed.</p> <p>Walk-in therapy services are also provided at Melville Elementary School. Extended school year programs are offered to preschool students with disabilities during the summer months as decided by the IEP team. Students from the community found eligible for speech and language typically are scheduled for walk in speech services.</p> <p>In the integrated preschool, the ratio of children with IEPs and without IEPs is less than 51% (§300.115) (B) (2). This is because some of the typical peers in the class were identified throughout the year as needing speech services, thus, changing the overall count of typical peers. The plan is to add an additional ½ day for students with IEPs needing additional preschool instruction.</p> <p>The district collects early childhood outcomes data on all children with IEPs as required by the federal Office of Special Education Programs. Teachers collect and enter authentic assessment information into an on-line child portfolio. This assessment information is used to shape and individualize instruction and to demonstrate progress.</p> <p>Indicator #6</p> <p>A. In this district, the percent of preschool children aged 3-4 with IEPs attending a general education early childhood program and receiving the majority of special education services in the general early childhood program was 58.97%.</p> <p>B. The percent of children aged 3-5 with IEPs attending a separate special education class, separate school or residential facility was 2.56%</p> <p>State Performance Plan Indicator #7</p> <p>Statement 1. Of the preschool children who entered the preschool program below age expectations, the percentage who demonstrated substantial improvements by the time they turned 6 years of age or exited the program:</p> <ul style="list-style-type: none"> ▪ Positive social-emotional skills (including social relationships); 57.7% ▪ Acquisition and use of knowledge and skills (including early language/ communication and early literacy); 64% and ▪ Use of appropriate behaviors to meet their needs 44% <p>Statement 2. The percent of preschool children who were functioning within age</p>	<p>Timeline: Immediately and ongoing</p> <p>Progress Check: April 2017</p> <p><u>FOLLOW-UP FINDINGS:</u></p>
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	<p>expectations in each Outcome by the time they exited the program were:</p> <ul style="list-style-type: none"> ▪ Positive social-emotional skills (including social relationships); 10.7% ▪ Acquisition and use of knowledge and skills (including early language/ communication and early literacy); 32.1% and ▪ Use of appropriate behaviors to meet their needs 28.6% <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	
<p>Result/ Compliance</p>	<p>8 Program Continuum Elementary Level</p> <p>There are 1,011 students at the Melville and Hathaway Elementary Schools and Portsmouth Middle School (Grades k-3, Grades 4-5) and approximately 148 have IEPs. The special education program continuum is as follows:</p> <ul style="list-style-type: none"> -General education with in class special education support (i.e. co-taught), small group pull out as needed per student progress), with regular co-planning opportunities through the week; co-taught classes include math and ELA in grades 4-5 -Behavior Support Program (with inclusive opportunities), -Self-contained (with inclusive opportunities), students will attend general education social studies with teacher assistants and instructional modifications. -Integrated pre-school, and self-contained pre-school. <p>In addition speech & language, occupational therapy, physical therapy, and adaptive physical education are available.</p> <p>Melville Elementary School - There are 307 students enrolled in the school of which 63 have IEPs which includes students who walk in for speech and language therapy PK-3. Melville has (2) half day preschool sessions, (1) multiage classroom PK-1, (1) behavior support program K-3 and (2) co-teachers – one works with Kindergarten and grade 2, and one works with grade 1 and grade 3.</p> <p><u>Multi-Age Class</u></p> <p>It was reported during the interview process that the schedule, staff and contractual language dictate the limited access and opportunity in general education which also severely limited any opportunity to transition to a least restrictive environment. Due to contractual language about class size limits and required payment of overage fees, the remaining 4 kindergarten students have sporadic access to Unified Arts. a.) The remaining 2 students in grade 1 also have sporadic access to the full range of unified arts classes, homeroom or lunch/recess with their grade level typical peers. (§300.114,</p>	<p>a.) Students in the multi-age class will be on class rosters for the range of Unified Arts classes just as their grade level typical peers.</p> <p>(Note: See APE for APE support plan. This section, item #11)</p> <p>b.) At both elementary schools the height of the padding in the Reflection room will be adjusted immediately so as not to obscure visibility nor pose a safety issue.</p> <p>c.) Access to the playground will be made so students with mobility issues can appropriately access the playground with their typical peers.</p> <p>d.) The Reflections Room will address cited concerns.</p> <p>e.) Special education teachers will not be reassigned to cover general education teacher duties if there are no substitutes available.</p> <p>Timeline: Immediately and ongoing</p> <p>Progress Check: September 2016</p> <p><u>FOLLOW-UP FINDINGS:</u></p>

300.117). All students in the multi-age class attend what is offered as a self-contained group for physical education (§300.320). See also the adaptive physical education (APE) finding in item #11 of this section.

The criteria for entering and exiting the multi-age program is unclear and there was no evidence of a formal process or protocol to access this program.

The Behavior Support Program (BSP)

There are 3 students in this K-3 classroom of which 2 students are in grade 2 and 1 student is in grade 3. All students are afforded the opportunities to participate with general education peers in homeroom, all unified arts, and lunch/recess. The program staff consists of 1 special teacher, 2 paraprofessionals and a consulting clinical psychologist for 10 hours a week. The program design has begun to shift to a positive token economy system with levels and multiple opportunities to earn rewards. The criteria for entering and exiting the BSP is unclear and there was no evidence of a formal process or protocol to access this program. Students attend academic classes in their homeroom for math, reading and/or writing as long as they are demonstrating safe behavior. At times academic instruction is delivered by the BSP special education teacher in the self-contained setting.

The Reflection Room

Melville has a designated quiet room for all students to access when the safety of themselves and/or others becomes a concern. Numerous staff are trained in Crisis Prevention Intervention (CPI) and there are multiple crisis teams identified throughout the building as well as the CPI trainer on staff. Students may be directed or self-select time in the quiet room. **b.)** Through observation and the interview process safety concerns became apparent which include the height of the padding on the door obscuring visibility of students by all staff. The children cannot see out of the door and it was reported that children climb the door to try and gain a visual of staff which prolongs the time they are restricted from their general education setting and hinders their ability to communicate safely with staff (§300.114).

Co-Teaching

For grades 1 and 3 there is one special education teacher assigned and 1.5 paraprofessionals. For grades K and 2 there is one special education teacher assigned and one paraprofessional. When the co-teachers are not in the grade level class the paraprofessionals are present to support students with IEPs. At times students will be pulled to a separate setting for explicit instruction in an area with reduced stimuli and

distractions.

Due to a staffing shortage of a school psychologist at the elementary level, staff reported concerns about students' social emotional needs being met within the school day. There is a substitute guidance counselor who provides general social/emotional supports as needed. There is also a social worker who works at the two elementary schools and a full-time speech and language pathologist assigned to Melville. The Early Childhood Coordinator (who is also a speech and language pathologist) provides speech and language services to students who have walk in services. There are no students that have been determined to be eligible for alternate assessment. All teachers have access to IEPs, including accommodations and modifications.

c.) At Melville there is new accessible playground equipment though there is no accessibility to the equipment at this time from the school to the playground. There are 3 students (BP1, BP2, BP3) with mobility issues without a clear path of access to the playground. (§300.114 and ADA mandates).

Hathaway Elementary School

Hathaway houses grades K-3 and has approximately 361 students of which 52 students have IEPs. Hathaway has two special education teachers that provide push in and pull out services and a special education teacher that provides services to children with IEPs that have more significant developmental delays that are integrated in their general education homerooms for part of their academics, lunch/recess and unified arts. There are paraprofessionals who support students in all three of these programs. It was clear that all students regardless of their disability are included on general education rosters. There are some special education teachers who share common planning time with their grade level colleagues though some special education teachers reported having challenges taking lunch and planning time.

Due to a staffing shortage of a school psychologist at the elementary level staff reported concerns about meeting students' social emotional needs being met within the school day. There is a substitute guidance counselor who provides general social /emotional supports as needed. There is also a social worker who works at the two elementary schools and a full time speech and language pathologist assigned to Hathaway.

The Reflection Room

Hathaway has a designated quiet room for all students to access when the safety of themselves and/or others becomes a concern. Numerous staff is trained in CPI and there is a crisis team in the building. Students may be directed or self-select time in the

		<p>quiet room. Through staff interview it became clear that staff accompany the child in the blue room.</p> <p>Through observation and the interview process safety concerns became apparent about the height of the padding on the door obscuring visibility of students by all staff as well as the height of the light switch in the hall. d.) The children cannot see out of the door and it was reported that children climb the door to try and gain a visual of staff which prolongs the time they are restricted from their general education setting and hinders their ability to communicate safely with staff (§300.114).</p> <p>There is a room on the second floor that is targeted to be used next year for a special education services which in its current condition would not be appropriate due to the acoustics. Hathaway principal is aware that the room needs attention to be serviceable and appropriate.</p> <p>At the elementary level substitutes are not always available for special education teachers for IEP or Evaluation Team meetings. Special education teachers and principals at Hathaway and Melville reported that substitutes are not always available for special education teachers. All interviews yielded that it is protocol to try and fill all substitute needs which at times is difficult most thought due to district substitute rate compared to neighboring districts' rates.</p> <p>e.) At times when the buildings are short substitutes, special education teachers are pulled from providing special education services and reassigned to cover general education classrooms (300.320).</p> <p>There is a plan to hire an Elementary Special Education Coordinator for the 16-17 school year to act as LEA Representative.</p> <p>The related services for occupational and physical therapy are provided through a contracted service and all staff reported ease of collaboration and communication.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p>	
Result/ Compliance	9	<p>Program Continuum Middle Level</p> <p>There are 570 students attending Portsmouth Middle School in grades 6-8, 73 are students with IEPs. The special education program continuum is as follows:</p> <p>Most students with IEPs receive special education support within the general education setting through a co-teaching model. At each grade level, multiple ELA and math</p>	<p>The student in the 7th grade who receives ELA from a special educator will, moving forward, receive his core content from core content teachers.</p>

	<p>classes have the support of a co-teacher. Some students may have the support of a teacher assistant in social studies or science. Social studies and science classes are not co-taught. Co-taught math classes in 8th grade use the same curriculum and materials across the difficulty levels, but the foundations class does so over a more slowly paced course structure.</p> <p>Within the middle school schedule, “literacy blocks” at each grade level allow time for students to receive more direct interventions/specialized instruction in small groups without missing core content.</p> <p>A very small number of students (4) receive instruction in ELA and math outside of the general education curriculum. These students attend science and social studies classes in the general education setting with the support of a teacher assistant. a.) One 7th grade student (EK3) receives ELA from a special educator as opposed to an ELA teacher (§300.17, 300.18).</p> <p>Students in grades 7 and 8 who have IEP goals in reading, writing, and math and who score significantly below the standard on district assessments spend one period per day in an “academic lab” class which addresses individual goals and objectives in their IEPs. In grade 7 this is in place of a computer/half year math class. In grade 8 this is in place of foreign language. IEP progress is monitored on data sheets from goals and objectives for notes and scores; quarterly assessments; weekly checkups – teacher made tasks aligned to IEP goals.</p> <p>Four students participate in alternate assessment and receive most of their instruction in a small group setting focusing on functional life skills. These students attend science and social studies classes with their peers with the support of a teacher assistant.</p> <p>Portsmouth Middle School also has a Behavior Support Program (BSP). Students in grades 6, 7, and 8 attend general education for their core classes with access to the behavior support class when needed. Students in grades 4 and 5 attend science and social studies with their peers and receive ELA and math instruction in the small group (BSP) setting.</p> <p>All students eat lunch, participate in recess (grades 4 and 5), and attend unified arts classes with their peers.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Observations</p>	<p>Timeline: Immediately and ongoing</p> <p>Progress Check: September 2016</p> <p><u>FOLLOW-UP FINDINGS:</u></p>
Result	<p>10 Program Continuum High School Level</p> <p>At Portsmouth High School there are approximately 868 students and 95 have IEPs. The program continuum is as follows:</p>	

	<p>Most students with IEP's receive special education support within the general education setting through a co-teaching model. There are currently 26 co-taught sections, 23 of which are in the English and math departments.</p> <p>The high school has three clusters of classes: -AP classes -Academic classes (co-taught classes are also available on the academic level) -Skills (skills classes are all co-taught classes)- This is intended to be the same curriculum but facilitated at a slower pace than academic classes. Skills classes target students who are three or more years below in grade level in reading. These students typically all have IEPs. General and special education teachers expressed concern that students in these classes did not receive the same equity in assessing the general education curriculum as the academic classes. Some teachers were under the impression that Skills classes would not be part of the schedule next school year and they were happy about that.</p> <p>There are two social studies skills level classes that are co-taught, one is only for freshmen. There is also a skills level science class. The social studies and science classes rotate each year to cover each of the three main courses in those content areas.</p> <p>There are three writing lab classes for students with writing goals. Two of these are for students in grades 9 - 11 and the third is specifically for seniors. These classes are taught by a special educator.</p> <p>Students who have organization, self-advocacy or self-determination goals are serviced in one of three academic support classes taught by special educators. Teachers work on organization and other executive functions issues in addition to providing support with class work issues and gaps.</p> <p>-The Behavior Support Program (BSP) is designed for students who have significant social emotional learning needs. This program has two teachers, three teacher assistants and a consulting clinical psychologist as part of the team. Students attend classes in the general education setting and receive supports from Behavior Support Program staff while there. They are able to access the BSP room when dysregulated or for a quiet location for assessments.</p> <p>-Alternative Learning Program (serves both students with and without IEPs). Students can use this space as a place to "cool down" and organize themselves. They attend general education classes and use the ALP as place to start/end for the day and/or to regroup if the general education setting proves to be too much. In addition, every effort is made to provide each student with an internship or work experience related to his/her interests.</p> <p>-Life Skills. Students with significant learning needs and functioning have access to the</p>	
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		<p>life skills program. This program has one teacher and two teacher assistants. The class is supported by the speech pathologist and school psychologist. Students attend general elective classes with teacher assistant support based upon their interests. Access to the community is part of the program with plans to further develop opportunities during the new school year. There is a strong emphasis on career readiness and independent living skills and IEP goals are written to support progress in these areas.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p>	
<p>Compliance</p> <p>Result</p> <p>Compliance</p>	11	<p>Adaptive Physical Education (APE)</p> <p>Approximately 33 students receive APE in the district. APE services are offered as prescribed in the student's IEP.</p> <p>a.) At Mellville Elementary School only two out of the seven children in the multi-age classroom have APE in their IEPs yet all students in the multi-age class receive physical education in a self-contained setting. Some staff referred to this as APE while other staff called it alternative physical education. Either way is unclear why the students who do not have APE in their IEPs take physical education in a self-contained setting. (§300.320).</p> <p>At the middle level, students in physical education attend general education physical education as appropriate in addition to APE. The APE teacher co-teaches the general education physical education class.</p> <p>b.) At the high school, there are six students who participate in APE. APE and general education physical education classes every other day for approximately 80 minutes. APE is held for one semester so for the remainder of the year the three students in life skills were placed in a general education physical education classes. If these students qualify for specially designed physical education instruction it is unclear why they are then put in a general physical education class for the remainder of the year without specialized physical education services. The other three students with IEPs who qualified and took APE did not receive any physical education/health classes for the remainder of the school year due to scheduling issues.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p>	<p>a.) At the elementary level APE versus alternative physical education will be reviewed and discussed with staff. Students will be educated in the least restrictive environment feasible and their IEPs will reflect their appropriate level of need and placement.</p> <p>b.)The high school will ensure that students receive the appropriate amount of physical education and health per the regulations. Student schedules will be submitted throughout the 2016-2017 school year documenting that this has been met.</p> <p>Timeline: Immediately and ongoing</p> <p>Progress Check: September 2016</p> <p><u>FOLLOW-UP FINDINGS</u></p>
Result	12	<p>Extended School Year (ESY)</p> <p>The Portsmouth School Department considers the eligibility of ESY for all students who received special education and related services on an annual basis. ESY is offered per the IEP. At the elementary level all staff report clarity about the process for determining Extended School Year eligibility. Special educators are familiar with the process for</p>	:

		determining ESY for their students based upon data demonstrating regression. <u>Documentation:</u> Data Analysis; Interviews	
Result	13	<p>Local Special Education Advisory Committee (LAC)</p> <p>The Portsmouth School Department developed its own Local Special Education Advisory Committee as a result of divesting from the Regional Special Education Program. The Director of Pupil Personnel Services attends all meetings. The LAC has two co-chairpersons who maintain a listserv.</p> <p>The LAC meets every other month. During this time of development, the LAC has had meetings with business agenda items along with presentations that may be of interest to families and other members. Advertising of meetings is done via the LAC brochure, local newspaper, and principal list serves.</p> <p>A culminating event for this year is a continued tradition of a Special Education Awards Recognition Night. Students or their families nominate an individual for recognition of the contribution that person made toward student success.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p>	
Result	14	<p>School Efforts to Partner with Parents (State Performance Plan Indicator #8)</p> <p>The public school district's rate of parent participation in the annual Special Education Statewide Parent Survey (2014-2015) is 12.3% of parents whose children have IEPs.</p> <p>Of parents with a child receiving special education services who participated in the last survey, the percent that reported that their school's efforts to involve parents as a means of improving services and results for children with disabilities are at or above the state standard is 41%.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	
Result	16	<p>Drop Out / Graduation Rate (State Performance Plan Indicator #1 and #2)</p> <p>The Portsmouth School Department's graduation rate is 95.5% for all students and 82.5% for students with disabilities. These rates exceed the state average rates of 80.7% for all students and 60% for students with disabilities.</p>	

		<p>The Portsmouth School Department's dropout rate is ■ 7% for all students and 3.5% for students with disabilities. These rates exceed the state average rates of 8% for all students and 15.7% for students with disabilities.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	
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2. EVALUATION / INDIVIDUAL EDUCATION PROGRAM (IEP)

Indicator		Findings	Support Plan
Result	1	<p>Records of approximately 12 students were reviewed prior to the on-site review by the team leaders. Students' records were very accessible. The record review process identified by following:</p> <ul style="list-style-type: none"> -Some of the files were very disorganized and out of order making it challenging to see the student's education sequence. -Specific learning disabilities determination (SLD) information was missing educational progress pieces -Not all present levels of academic support were based on quantitative data -Benchmarks are not intermediate steps that will assist the student -Random IEP items were not always checked and completed <p><i>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</i></p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p>	<p>Assurances will be provided to the Rhode Island Department of Education, Office of Student, Community and Academic Supports, that compliance issues are addressed and rectified. This Support Plan is applicable for all compliance findings in this section.</p> <p>Timeline: Immediately and ongoing.</p> <p>Progress Check: Progress check April 2017</p> <p><u>FOLLOW-UP FINDINGS:</u></p>
Result	2	<p>Child Outreach</p> <p>The Portsmouth School District's (PSD) child outreach screenings are available in a range of community-based early childhood programs and by appointment September through June. The district works collaboratively with the town's early childcare and education centers to encourage and facilitate parental participation in the child outreach</p>	

		<p>process by sending parents literature and contact information about the program and conducting the screenings both during and after-school hours. Portsmouth School Department visits some centers two to three times annually to ensure they are reaching the new three-year olds and children who may have moved into town. For children not enrolled in a center, PSD solicits parental participation through the website which has a direct link for parents to schedule appointments online, direct mailings and phone calls. Portsmouth School Department also works with the military liaison who helps connect military families, many of whom are new to the town, to this resource.</p> <p>The child outreach coordinator provides some direct on-site supervision to the trained screeners as well as ongoing consultation and feedback throughout the process to ensure reliability, overall best practices for working with young children and compliance with state recommended practices for the screening process. The Coordinator meets with staff on a regular basis to share relevant information from statewide network meetings, to discuss district practices and policies and to review and adjust the district's process as necessary.</p> <p>The Coordinator acts a liaison between the child outreach program and families, early childcare and education coordinators, medical professionals, various town's school departments, and Portsmouth's preschool special education evaluation team. The Coordinator personally reviews each child's results before this information is sent to families, and calls each parent of a child who has not met expectations for any of the five areas that were screened prior to mailing results. For children who attend early childcare and education centers in Portsmouth but live in other districts, the Coordinator ensures that files are shared with the child outreach coordinator in the district of residence in a timely manner, and makes immediate email contact with her colleague when a child does not meet expectations for a domain. When given parental consent, the coordinator ensures that results of the child's screenings are shared with the child's medical provider and/or early childcare or education center. When appropriate, the Coordinator refers a child to the special education evaluation team and explains the referral process to families. The coordinator maintains and secures each child's paper records, and manages the Kidsnet database for all children screened by Portsmouth as well as Portsmouth residents screened by other district.</p> <p>The state target for screening is 80% of children ages 3, 4, and 5. Portsmouth was previously in Newport County Regional Special Education. The 2016-2017 school year will be the first year the data is reported as its own district.</p> <p><u>Documentation:</u> State Performance Plan; Data Interviews</p>	
Result	3	<p>Child Find (State Performance Plan Indicator #11)</p> <p>As of 5/2/16 the Portsmouth Public Schools was thus far at 100% compliance for meeting evaluation timelines for initial referrals for the 2015-2016 school year.</p>	

		<u>Documentation:</u> State Performance Plan Data	
Result	4	<p>Student Accommodations and Modifications</p> <p>Elementary: ASPEN, the district’s special education management system has an icon indicator next to the student’s name noting that the student receives special education/related services. The ICON offers a snapshot of the IEP: services, service time, and modifications. Classroom co-teachers, review students and services at the transition meetings. Then, at the start of the school year the special educator and general educator review goals, and accommodations. This is ongoing throughout the year.</p> <p>At the beginning of the year case managers contact co-curricular teachers to notify them of special educator case management, to give them a hard copy of accommodations and offer support as needed. (Visual supports, explanation of behavior plans, body breaks etc.) Case managers encourage co-curricular teachers to contact them if they encounter problems and try to resolve issues as a team.</p> <p>ASPEN currently only allows case managers and two additional service providers to work on IEPs concurrently which was reported to cause extensive inefficiencies with required paperwork denying access to all team members as well as the loss of data. There is no notification if another IEP Team member is working on the same case.</p> <p>Middle: ASPEN, the district’s special education management system has an icon indicator next to the student’s name noting that the student receives special education/related services. The ICON offers a snapshot of the IEP: services, service time, and modifications. Classroom co-teachers, review students and services at the transition meetings. Then, at the start of the school year the special educator and general educator review goals, and accommodations. This is ongoing throughout the year.</p> <p>The school social worker and psychologist attend grade level meetings each week (one grade per week) to update and/or hear from teachers about students who may have social/emotional concerns. They also facilitate groups as appropriate (grief and loss, social skills, anxiety, etc.)</p> <p>Case managers email their team, Unified Arts teachers, and guidance counselors when an IEP has been reviewed. Any changes to goals, accommodations, etc. are spelled out in this email.</p> <p>High School: ASPEN, the district’s special education management system has an icon indicator next</p>	
Result			

		<p>to the student's name noting that the student receives special education/related services. The ICON offers a snapshot of the IEP: services, service time, and modifications. Classroom co-teachers, review students and services at the transition meetings. Then, at the start of the school year the Special Educator and General Educator review goals, and accommodations. This is ongoing throughout the year.</p> <p>Documentation: Data Analysis; Interviews; Document Reviews</p>	
Result	5	<p>Specific Learning Disabilities Determination</p> <p>Elementary: Students with Rtl plans are monitored by the classroom teacher, interventionist, and principal. When the team determines that adequate progress is not being made after intensive Rtl intervention the student is referred to the evaluation team. Parents are invited and the team reviews the results of intervention data and any other informal and district assessments as well as classroom performance. At evaluation team, data is reviewed with the lens of looking at the achievement gap, and educational progress with Rtl support. If the team proceeds with evaluations, consent forms are signed to evaluate. Within 60 days the team reconvenes to review the results of the evaluations, the RTI performance based Evaluation, and Observations to determine eligibility. The final step is to go through the SLD determination form.</p> <p>Middle: The Intervention Team (Interventionists, guidance counselors, principals) meets weekly to discuss progress of students receiving Rtl interventions (this includes some students with IEPs). In the event that a student is not making adequate progress based on multiple data points, the intervention team recommends that the student be brought to the Evaluation Team. The parent is invited to attend the Evaluation Team meeting. The referral is considered by the evaluation team, looking at level and fidelity of interventions, achievement gap, and student progress. The team may recommend further testing to gather more data or if appropriate or use existing data to determine that the student has a learning disability and requires specialized instruction.</p> <p>High School: Students receiving Rtl are monitored by the classroom teachers, interventionist and the Rtl Coordinator. Based on student educational progress and achievement gap, a referral to evaluation team may be made. At evaluation team, data is reviewed with the lens of looking at the achievement gap, and educational progress with Rtl support. If the team proceeds with evaluations, consent to evaluate and include Rtl data is obtained. Then the team reconvenes to review the results of the evaluations, the Rtl performance based evaluation, and observations. The final step is to go through the Learning disabilities identification form. Some teachers were unclear about the collection and use of progress monitoring data to inform the reevaluation process of</p>	<p>Staff will receive professional development/ technical assistance in the area of SLD identification. This is connected with the review and refinement of the MTSS systemic and its K-12 alignment. This support plan is applicable to all elements of the SLD finding.</p> <p>Progress Check: April 2017</p> <p><u>FOLLOW-UP FINDINGS:</u></p>

Compliance	<p>students with SLD.</p> <p>Throughout the Portsmouth schools visited, frequent progress monitoring for intensive intervention was not evident in records or on-site. This was also evident in the overall MTSS structure set up throughout the individual schools for both academic and social/emotional supports. Collection of data for the educational progress portion of the criteria would be hindered for SLD determination. To facilitate review of data with sufficient data points for setting a baseline and monitoring progress against a goal line (4 points above or below), progress monitoring would need to occur more often than monthly for intensive intervention and within a re-evaluation process (§300.307)</p> <p><u>Documentation:</u> Interviews; Record Review</p>	
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Result	<p>6</p> <p>Due Process Information (State Performance Plan Indicators)</p> <p><u>COMPLAINTS</u> <u>2014</u> <u># of Complaints: 2 complaints during this period</u></p> <table border="1" data-bbox="323 740 1283 966"> <thead> <tr> <th></th> <th><i>ISSUE(S)</i></th> <th><i>RESULT</i></th> </tr> </thead> <tbody> <tr> <td><i>Complaint #1</i></td> <td>Other</td> <td>Finding of Non-Compliance</td> </tr> <tr> <td><i>Complaint #2</i></td> <td>Failure to Provide FAPE</td> <td>Finding of Non-Compliance</td> </tr> </tbody> </table> <p><u>2015</u> <u># of Complaints: 2 complaints during this period</u></p> <table border="1" data-bbox="323 1089 1283 1344"> <thead> <tr> <th></th> <th><i>ISSUE(S)</i></th> <th><i>RESULT</i></th> </tr> </thead> <tbody> <tr> <td><i>Complaint #1</i></td> <td>Other</td> <td>Finding of Non-Compliance</td> </tr> <tr> <td><i>Complaint #2</i></td> <td>IEP</td> <td>Withdrawn</td> </tr> </tbody> </table>		<i>ISSUE(S)</i>	<i>RESULT</i>	<i>Complaint #1</i>	Other	Finding of Non-Compliance	<i>Complaint #2</i>	Failure to Provide FAPE	Finding of Non-Compliance		<i>ISSUE(S)</i>	<i>RESULT</i>	<i>Complaint #1</i>	Other	Finding of Non-Compliance	<i>Complaint #2</i>	IEP	Withdrawn	
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	<i>ISSUE(S)</i>	<i>RESULT</i>																		
<i>Complaint #1</i>	Other	Finding of Non-Compliance																		
<i>Complaint #2</i>	IEP	Withdrawn																		

2016

of Complaints: No complaints during this period

MEDIATIONS

2014

of Mediations: No mediations during this period

2015

of Mediations: 1 mediations during this period

	ISSUE(S)	RESULT
Mediation #1	IEP	No Agreement Reached

2016

of Mediations: 1 mediations during this period

	ISSUE(S)	RESULT
Mediation #1	Other	Withdrawn

HEARINGS

2014

of Hearings: No hearings during this period

2015

of Hearings: 2 hearings during this period

	ISSUE(S)	FINDING(S)
Hearing #1	Placement	Resolution Session Agreement
Hearing #2	IEP	Withdrawn

	<p><u>2016</u> <u># of Hearings: No hearings during this period</u></p> <p><u>Documentation:</u> Data Analysis, RIDE, Due Process Data Base</p>	
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3. IDEA TRANSITION

Indicator		Findings	Support Plan
Result	1	<p>Part C to Part B Transition (Indicator #12)</p> <p>The District manages the transition of children from Part C Early Intervention (EI) to preschool special education. A data base of all EI referrals is maintained and upcoming birthdates are monitored to ensure that meetings are scheduled in a timely manner. Last year's consolidated resource plan (CRP) indicated that the district achieved 100% compliance and that all 10 children referred from Early Intervention and found eligible for preschool special education had IEPs developed and implemented by their 3rd birthday.</p> <p><u>Documentation:</u> Data Analysis; Interviews; State Performance Plan</p>	
Result	2	<p>IDEA Transition Planning at the Middle Level</p> <p>The following transition surveys are administered to students with IEPs when they reach 14 years of age. Typically they are completed at the beginning of the year and then revisited when the student meets with their case manager before the IEP meeting:</p> <ul style="list-style-type: none"> - Things that are Difficult for Me - General Interest Survey - Ten Sigma- Targeting Transition Survey - Student Interview <p>Some students also complete the Self Determination Rubric and/or the Being Organized Rubric. Students are educated about secondary transition planning through their work with their case manager and at the IEP meeting. The IEP meeting is started with an explanation of the secondary transition IEP. The results of the transition assessments are reviewed with the team.</p> <p>Educators describe the use of self-determination model rating scales for an 8th grader who worked largely independently on their completion as well as participating in the mapping process to put a career development plan in place. The team has set goals for him related to transition and communication.</p>	

		<p><u>Documentation:</u> Data Analysis; Interviews; Record Reviews</p>	
Result	3	<p>IDEA Transition Planning at the High School Level</p> <p>There is a scope and sequence of suggested transition assessments for each grade in addition to copies of blank transition assessments that teachers can print and use for students. Teachers expressed concern that they have “duty” during their cases management time so are not able to facilitate transition planning and assessment during that time frame so they end up pulling students of other classes. Some special education teachers expressed concern about not being informed of the TAC meeting information in a timely manner or that transition services are not starting early enough. They also expressed concern that they are not part of the student’s school-based ORS meetings which informs IEP goals.</p> <p>Case managers meet with each student prior to their IEP meeting to complete at least three transition assessments. The results of these assessments are what drive the IEP and the post- high school transition planning. Results are shared at the IEP meeting but then case managers meet with the student alone to review the results and help them explore both educational training and/or work readiness options that are in line with the assessments. All students participate in their IEP meeting. Many students are encouraged and work to lead their own IEP meeting at PHS.</p> <p>Students are placed in classes that will help provide background knowledge or skills that will assist them meet their post-secondary goals. This includes both academic and elective classes. Students with a disability of intellectual disability have participated in the Career Development Plan Process using the MAP process.</p> <p><u>Documentation:</u> Internal website review, data analysis meeting</p>	
Result	4	<p>Office of Rehabilitative Services (ORS) and to the Department of Behavioral Healthcare, Developmental Disabilities & Hospitals (BHDDH)</p> <p>At the high school the Transition Coordinator is the point for referrals to the Office of Rehabilitative Services (ORS) and to the Department of Behavioral Healthcare, Developmental Disabilities & Hospitals (BHDDH).</p> <p>Initial discussion regarding ORS begins at age 14 and continues annually as appropriate. Students are referred to ORS at their 10th grade IEP meeting. The Transition Coordinator completes the referral form and schedules intake meetings in conjunction with the ORS counselor. ORS is on site at PHS twice each month. For Students who will be eligible for BHDDH services, case workers are invited to annual IEP meetings and for Career Develop Plan reviews.</p>	

		<u>Documentation:</u> Interviews; Document Review	
Result	5	<p>Summary of Performance (SOP).</p> <p>Case managers who are assigned to graduating seniors or students who are exiting from special education services facilitate the SOP. These documents are given to and reviewed with each student and then are filed at the Special Education Office in each student's confidential special education file. Students and families often use the SOP to communicate with adult services agencies and post- secondary education as a tool to bridge the gap of information from school services to post school services. There were 22 SOP's completed in the 14-15 school year.</p> <p><u>Documentation:</u> Interviews; Document Review</p>	
Result	6	<p>Youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, and transition services. The Portsmouth School Department are 100% compliant with the requirements. (State Performance Plan Indicator #13)</p> <p><u>Documentation:</u> Interviews; Document Review</p>	
Result	7	<p>97% 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% (State Performance Plan Indicator #14)</p> <p><u>Documentation:</u> Interviews; Document Review</p>	