



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

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**School Support System Report and Support Plan**

**Portsmouth Public Schools  
2020-2021**

## SCHOOL SUPPORT SYSTEM A Collaborative System of Focused Monitoring

### Introduction

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

To accomplish this the SSS includes these components:

- **The Orientation Meeting:** The Rhode Island Department of Education (RIDE) staff meets the Local Education Agency (LEA) to plan the site review and identify issues or initiatives that may influence programs or service delivery.
- **Data Analysis Meeting:** The RIDE staff meets to review LEA demographic information on selected reports including: the state performance plan, census information, and information collected through record review, staff questionnaires and parent interviews. To ensure that the child is at the center of the study, all analyses begin with the child. Thus, a sample of approximately 20 students with exceptionalities is selected; the records of these students are reviewed; their parents, teachers and related service providers are interviewed, and their classrooms are observed. The result is an in-depth, unified examination of the actual provision of programs and services for students with exceptionalities. The RIDE staff compiles a preliminary summary of their analyses of this data.
- **Presentation by the LEA and School Site Review:** The on-site review begins with a presentation of programs by teachers and staff. The presentation provides the review team with general and specific information on delivery of programs and services to students. Following this presentation, on-site reviews to all schools are made. The team members interview school administrators and teaching staff. Parents and central office staff are also interviewed. The team gathers sufficient information and works with the LEA personnel to generate a report, covering the following:
  - The district's compliance with the state and federal regulations, relative to the education of students with exceptionalities.
  - The quality and effectiveness of programs and services provided by the district.
  - The need for professional development and technical assistance that will enable the LEA to improve programs and services.
- **The Support Plan:** The Ride team, LEA central office and building administrators meet to review the data and complete a report of results. The group designs a professional development/technical assistance support plan with timelines for implementation. This plan enables the school and district to correct areas of non-compliance and to strengthen promising programs and correct areas of weakness in order to improve services and programs for all students.
- **The SSS Report:** The report summarizes the findings from the various data sources. The format of the report uses four divisions: Indicators, Findings, Documentation, and Support Plan. Indicators describe either performance or compliance. Findings can include a variety of some six categories, from School Improvement to Free Appropriate Public Education in the Least Restrictive Environment. The documentation section of the report distinguishes the source of the finding. The support plan reflects the response to the described findings. The support plan describes the corrective action by the district as well as resources and time lines to improve programs and services.

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**Portsmouth Public Schools  
School Support System Review**

**Record Review Team Leaders**

**Team A – Susan Wood and Sandra Cambio Gregoire**

The RIDE, Office of Student, Community & Academic Supports School Support System process was facilitated to provide a means of accountability for delivery of programs and services to improve outcomes for students with disabilities. The following pages reflect the findings of that process.

**1. FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE/LRE)**

Indicator		Findings	Support Plan
Result	1	<p><b>Least Restrictive Environment Data (State Performance Plan Indicator #5)</b></p> <p>Based on the FY July 1, 2019 – June 30, 2020 State Performance Plan information on Portsmouth Public Schools Placement is as follows:</p> <p>The percentage of students educated 80 to 100% of the time in general education settings is <b>80.7%</b> (RI District Average is <b>71.03%</b>)</p> <p>Percentage of students educated for less than 40% of the time in general education settings is <b>3.16%</b> (RI District Average is <b>11.44%</b>)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is <b>5.26%</b> (RI District Average is <b>5.66%</b>)</p> <p><i><u>Documentation:</u> Data Analysis State Performance Plan</i></p>	
Result	2	<p><b>Participation and performance of children with IEPs on statewide assessments (State performance Plan Indicator #3):</b></p> <p>B. Participation rate for children with IEPs 99.10%.</p>	

		<p>C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievements standards <b>11.21%</b> [Note: State has individual grade and content area targets. State target is average target across grades and content areas (<b>6.36%</b>)</p> <p><u>Documentation:</u> <i>Data Analysis; State Performance Plan</i></p>	
Result	3	<p><b>Multi-Tiered System of Support (MTSS) Response to Intervention (RTI)/Academics</b></p> <p>The Portsmouth School Department has made significant progress in its MTSS framework development. The district has established a structure that includes a <a href="#">Teaming Flowchart</a> outlining various stakeholder roles in the district and their connection to MTSS. Since the PSD's last SSS visit in 2016, the district has partnered with NRIC MTSS Project to access and participate in professional development. A <a href="#">district MTSS website</a> was developed to share the vision of MTSS and the structures that support all students. A priority in the district is that "The Portsmouth School Department believes that high-quality instruction is the foundation of an exemplary education to prepare students for post-secondary education and a career. In support of this priority area, the district will emphasize growth for all students and work to reduce any achievement and opportunity gaps to provide students with an equitable education."</p> <p><b>Elementary Level:</b> Both Melville and Hathaway Elementary Schools have Target Teams to review school-wide academic data and continuously build a comprehensive tier 2 and 3 system for supporting all students in academic areas. At three benchmarking points each school year, Beginning of Year (BOY), Middle of Year (MOY) and End of Year (EOY) student data (STAR, Text Reading and Comprehension-TRC, Educational Software for Guiding Instruction-ESGI) is collected and reviewed. Data is compared to a decision making criteria to determine what level of general education intervention a student may need. This team reviews academic screening data, common assessments and other measures of academic performance. This team also uses decision rules and progress monitoring data to make recommendations regarding which students need intervention and match them to evidence-based interventions. Recommendations on core academic structures are also reviewed for implementation.</p>	<p>The district will review and refine its MTSS procedures and practices for both academic and social emotional interventions as warranted.</p> <p>Timeline: Ongoing</p> <p>Progress Check: April 2022</p> <p><b>FOLLOW-UP FINDINGS:</b></p> <p><b>Elementary Level:</b> Both elementary schools have sustained systems. As we work through adopting the WONDERS Literacy curriculum, in addition to using STAR reading, math and Early Literacy screener we will have a WONDERS Literacy screener.</p> <p>In addition, based on the Science of Reading, we are working with Interventionists and coaches to revamp our criteria for Intervention support</p> <p><b>Middle Level:</b> An updated Data Spreadsheet with specific categories for the entire year has been implemented that includes Student Services, RICAS Scores, Star Scores, Quarterly Averages, Data Specific to StudySync, Freckle,</p>

		<p><b>Middle Level:</b> Portsmouth Middle School utilizes the MTSS framework for all students. PMS has a Target Team to review school-wide academic data and continuously build a comprehensive tier 2 and 3 system for supporting all students in academic areas. At three benchmarking points each school year, Beginning of Year (BOY), Middle of Year (MOY) and End of Year (EOY) student data using STAR is collected and reviewed. Multiple points of data are used to drive decision-making of teacher teams to determine placement in interventions for all students, and to determine goals to meet specific student needs. Students who are alternately assessed are regularly progress-monitored by their special education teacher.</p> <p><b>High School Level:</b> Portsmouth High School administers STAR three times during the school year: Beginning of Year (BOY), Middle of Year (MOY) and End of Year (EOY) to students in grades 9-11 in the areas of reading and math. STAR provides academic data in the areas of reading and math regarding student performance in meeting benchmarks. The MTSS Academic Target team reviews that data with the interventionists in order to determine which students meet criteria for reading and/or math intervention. These interventions are implemented within the block schedule of a student's schedule.</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	<p>and similar programs to try and create a more comprehensive view of academic progress for our students. This specific data has been helpful in order that teachers and interventionists can best determine specific, targeted areas of need and monitor student progress effectively and efficiently.</p> <p><b>High School Level:</b> In addition to continuing practices related to STAR and the Academic Target team, PHS has formulated a "BLT" (Building Leadership Team) which consists of department chairs, administrators, and the MTSS Coaches. The team meets every other week to review school-level data and make decisions about Tier 1 instruction. This year, PHS also assembled a stakeholder committee of teachers from each department to review and analyze the current schedule and propose suggestions to adjust the schedule in order to provide more opportunities for student access to intervention.</p>
Result	4	<p><b>SPP Disproportionate Representation (State Performance Plan Indicator #9 and #10)</b></p> <p>Portsmouth is not disproportionate.</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	
Result	5	<p><b>Suspension (State Performance Plan Indicator #4a):</b> Significant discrepancy in the rate of suspensions (for students with IEPs) greater than 10 days as compared to the rate of suspensions (for students without IEPs) greater than 10 days. <b>This was</b></p>	

		<p><b>not applicable for the Portsmouth School Department as no students with IEPs were suspended for greater than 10 days.</b></p> <p><b>State Performance Plan Indicator #4b</b> 0% had: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	
Result	6	<p><b><u>Multi-tiered System of Support (MTSS)/Social Emotional Supports/Social Emotional Resources/Positive Behavioral Supports</u></b></p> <p>The Portsmouth School Department has made significant progress in its MTSS framework development. The district has established a structure that includes a <a href="#">teaming flowchart</a> outlining various stakeholder roles in the district and their connection to MTSS. Since the PSD's last SSS visit in 2016, the district has collaborated with NRIC MTSS Project to access and participate in professional development. A <a href="#">district MTSS website</a> was developed to share the vision of MTSS and the structures that support all students. A priority in the district is that "The Portsmouth School Department believes that high-quality instruction is the foundation of an exemplary education to prepare students for post-secondary education and a career. In support of this priority area, the district will emphasize growth for all students and work to reduce any achievement and opportunity gaps to provide students with an equitable education."</p> <p><b>Elementary Level:</b></p> <p>Both Melville and Hathaway Elementary Schools have been using the MTSS framework for approximately 6 years. At two benchmarking points MOY and EOY student data in the areas of minor, major, attendance, SEL screening data is collected and reviewed. Data is compared to a decision-making criteria to determine what level</p>	<p>The district will review and refine its MTSS procedures and practices for both academic and social emotional interventions as warranted.</p> <p>Timeline: Ongoing</p> <p>Progress Check: April 2022</p> <p><b>FOLLOW-UP FINDINGS:</b></p> <p><b>Elementary Level:</b> This year multiple grade levels piloted Fastbridge SEL online screener. We are in our second year of the Choose Love curriculum.</p> <p><b>Middle Level:</b> At Portsmouth Middle School we continue to build on the development of social emotional learning using the MTSS framework for all students in</p>



	<p>of support a student may require intervention. In addition, the behavior target team meets biweekly to review school-wide behavioral data and build a comprehensive tier 2 and Tier 3 system for supporting students in the area of social-emotional learning. This team uses decision rules and progress monitoring data to make recommendations on which students need intervention and match them to evidence-based interventions. This team will also make recommendations on core social-emotional structures.</p> <p><b>Middle Level:</b> Portsmouth Middle School has been working on continual development of intervention for social emotional learning using the MTSS framework for all students. PMS uses middle of year and end of year student data (minor behavior reporting, major behavior reporting and attendance reporting) is reviewed using a team approach to determine support and intervention. Additionally the Director of Student services works continually with staff to address minor and major behavior behaviors, and the behavior target team meets monthly to review and respond at a macro level to review the data.</p> <p><b>High School:</b> In Grade 9, the PHS Freshman Academy completed its 3rd year of implementation. Freshman Academy was developed to support students in the transition to High School. A designated administrator and School Counselor lead teacher teams in Core Content areas that share students. Twice weekly meetings occur to discuss student academic progress, coordinate resources, create SEL specific intervention plans, meet with parents, collect and analyze data for progress monitoring and document the process.</p> <p>PHS developed a protocol to track major/minor behaviors and developed a process to meet this goal. This will assist Target Teams tremendously for the upcoming school year. The MTSS coaches, in conjunction with the Student Assistance Coordinator, School Psychologist and School Social worker, created a comprehensive Google classroom with opportunities to connect with all students through reflection, meditation and drop-in sessions. A weekly, 30-minute “Extended Advisory,” period is dedicated to lesson plans around the RI SEL Competencies. Underclassmen are paired with an upperclassman mentor for Extended Advisory.</p> <p><b>School Removals/Disciplinary Policies.</b> Throughout the district, behavioral expectations along with disciplinary action protocols and policies are comprehensively defined in a student handbook.</p>	<p>grades 5-8. A behavior target team meets monthly to discuss the minor and major behaviors of students and determine next steps in conjunction with teachers and administration to develop Response to Intervention Behavior Plans for specific students. Also, the student support team meets weekly to discuss student needs and to create action steps to support students. PMS has increased the number of RTI behavior plans this year. We use the PMS Behavior RTI Criteria chart when identifying the appropriate RTI behavior tier.</p> <p><b>High School:</b> The Freshman Academy and the Extended Advisory peer mentoring program at PHS continues to grow. The Behavior Target Team piloted an SEL Screener which will be used to identify students in need of social emotional and/or behavioral intervention. In collaboration with the Portsmouth Prevention Coalition, PHS was able to secure funding to train 15 faculty members to become “Check and Connect” mentors. Check and Connect is an evidenced-based intervention for students who feel disconnected from school and may be at risk for dropping out. Part of the aforementioned scheduling committee’s work involved developing a plan to make at least one Check and Connect mentor available for all 8 periods of the PHS block schedule and the program will officially be rolled out in 2022-2023.</p>
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		<u>Documentation:</u> School Handbooks, MTSS information on Portsmouth Public School Website, Individual building School-Wide Expectations documentation	
Result	7	<p><b>Preschool Continuum</b></p> <p>Currently there are 49 preschool students receiving special education through a continuum of services. The preschool program is located at the Melville Elementary School and offers an integrated preschool model that includes community partners and students with disabilities. The program operates 4.5 days per week and each session is 2.5 hour in length. The district also provides occupational therapy, speech/language therapy and physical therapy services as prescribed in IEPs. Walk-in therapy services are also provided at Melville Elementary School.</p> <p>Extended School Year programs are offered to preschool students with disabilities during the summer months as determined by the IEP team. Students from the community who are determined eligible for speech and language are scheduled for walk-in speech services or when possible, services in the general education setting at their early care and education center in accordance with the Itinerant Early Childhood Special Education Service Delivery Model. The district early childhood coordinator regularly notifies community programs about professional development opportunities for general educators related to the IECSE Service Delivery Model. Portsmouth staff have participated in professional development related to this model.</p> <p>The district strives to maintain the ratio of children with IEPs and without IEPs consistent with regulations. The district collects early childhood outcomes data for all children with IEPs as required by the federal Office of Special Education Programs (OSEP). 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. In addition, the preschool special education evaluation team considers functional performance gathered through the Child Outcome Summary (COS) process for ECSE entry, and IEP teams complete COS exit data for all students as required.</p> <p><b>Indicator #6 (2018-2019)</b></p>	

- A. In this district, the percentage 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 26.67%.
- B. The percent of children aged 3-5 with IEPs attending a separate special education class, separate school or residential facility was 0%.

**State Performance Plan Indicator #7 (2018-2019)**

**Statement A1:** Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive social-emotional skills (including social relationships); Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **80%**

**Statement A2:** Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive social-emotional skills (including social relationships); The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program. **70.60%**

**Statement B1:** Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved and use of knowledge and skills (including early language/ communication and early literacy); Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **50%**

**Statement B1:** Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved and use of knowledge and skills (including early language/ communication and early literacy); The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program. **29.40%**

**Statement C1:** Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs; Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **81.80%**

**Statement C2:** Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs; The percent

		<p>of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program. <b>76.50%</b></p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	
Result	8	<p><b>Program Continuum Elementary Level</b></p> <p>There are 749 (as of June 2021) students at the elementary level and approximately 112 or 14.9% have IEPs. The special education program continuum is as follows:</p> <ul style="list-style-type: none"> <li>• Most students with IEPs receive special education services within the general education setting through a co-taught model. Small group pull out is used as needed (per student progress), and regular co-planning opportunities for teachers through the week are available.</li> <li>• Co-teaching has evolved and expanded at each elementary school. There are currently 7 special educators at Melville ES and one PK Teacher. There are 4 special educators at Hathaway ES.</li> <li>• Melville ES has a specialized program for students with Intensive Needs (with inclusive opportunities), where students attend general education as determined by the IEP Team with RBT Paraprofessionals and instructional modifications as needed.</li> <li>• Melville ES also hosts the districts Integrated Preschool</li> <li>• Students with IEPs received services from support professionals as prescribed in IEPs. A school psychologist and school social worker are assigned across both elementary schools. Each building has a full time school counselor and speech pathologist. There is also a part-time speech pathologist to service students in PK.</li> </ul> <p><i>Documentation: Data Analysis; Interviews; Observation</i></p>	
Result	9	<p><b>Program Continuum Middle Level</b></p> <p>There are 644 students (as of June 2021) attending the middle school, 104 or 16.1% are students with IEPs. The special education program continuum is as follows:</p>	

	<ul style="list-style-type: none"><li>• Most students with IEPs receive special education services within the general education setting through a co-teaching model where each grade level is assigned two special educators for a total of 8 special educators. Co-teaching occurs at each grade level in ELA, Math, Science and Social Studies where teachers have opportunities to co-plan. Small group pull out is used as needed (per student progress). Some students also have the support of a RBT Paraprofessional in unified arts classes as prescribed in the IEP.</li><li>• Portsmouth Middle School also has a Life Skills classroom for students who received most of their instruction in a small group setting focusing on functional life skills. This classroom has one special educator. Students attend general education classes as determined by the IEP team and with support of a RBT Paraprofessional.</li><li>• A Planning Center with one special educator is available to students with IEPs who have social emotional learning needs and may require a separate setting on an as needed basis or more consistent schedule.</li><li>• Students with IEPs receive services from support professionals as prescribed in IEPs. A full-time school psychologist and school social worker are assigned to PMS. There is a part-time Student Assistance Counselor. There are 2.5 school counselors and 1 part-time speech pathologist.</li></ul> <p><i><u>Documentation:</u> Data Analysis; Interviews</i></p>	
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Result	10	<p><b>Program Continuum High School Level</b></p> <p>At Portsmouth High School, there are 844 students (as of June 2021) and 86 or 10.1% of students have IEPs. The program continuum is as follows:</p> <ul style="list-style-type: none"> <li>• Most students with IEPs receive special education services within the general education setting through a co-teaching model. Co-planning is available to co-teaching teams. There are currently 6.6 special educators. Academic support (pull out) is offered as determined by the IEP Team. Some students also have the support of a RBT Paraprofessional in elective classes as prescribed in the IEP.</li> <li>• Students with IEPs have the same access to course offerings that all students at PHS have available. PHS has expanded its CTE pathways and there are many Advanced Placement (AP) class options.</li> <li>• Portsmouth High School also has a Life Skills program for students who received most of their instruction in a small group setting focusing on functional life skills. There is one special educator for this classroom and RBT paraprofessional support. Students attend general education classes as determined by the IEP team and with support of a RBT Paraprofessional. Students also have opportunities to go into the community for work trial placements and prior to COVID had a school store that they operated at PHS. Students who are post grade 12 and still receiving special education services participate in a transition program that focuses on skills in employment and training, independent living and recreation.</li> <li>• Transition planning for all students with IEPs is on going throughout each grade. PHS collaborates with the Office of Rehabilitative Services (ORS) and Behavioral Health, Developmental Disabilities and Hospitals (BHDDH) to plan for post-school needs of students.</li> <li>• Students with IEPs receive services from support professionals as prescribed in IEPs. A full-time school psychologist, school social worker and student assistance counselor are assigned to PHS. There are four school counselors and one part-time speech pathologist.</li> </ul> <p><i><u>Documentation:</u> Data Analysis; Interviews</i></p>	
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Result	11	<p><b>Adaptive Physical Education (APE)</b></p> <p>Approximately 30 students receive APE in the district. APE services are offered as prescribed in the students' IEPs.</p> <p>APE services are provided across the district by the Physical Education Teachers in each building who are also certified to teach APE. Building Administrators schedule time for services to occur based upon what is prescribed in each student's IEP. The APE teacher conducts integrated APE classes, small group classes and 1:1 sessions, as needed. Each APE Teacher conducts all APE evaluations and reevaluations and develops goals for consideration by the IEP team.</p> <p><i>Documentation: Data Analysis; Interviews</i></p>	
Result	12	<p><b>Extended School Year (ESY)</b></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. The District utilizes the "ESY Decision Making Form" to assist IEP Teams with ESY eligibility. Special educators and Support Professionals are familiar with the process for determining ESY eligibility for their students based upon the criteria set forth in the decision making form. Based upon student need, the program continuum may be as follows:</p> <ul style="list-style-type: none"> <li>• Academic Instruction and Related Services by appointment</li> <li>• Academic support in reading, writing, and or math</li> <li>• Extension of Pre-School or Life Skills Program (including community work experiences)</li> </ul> <p><i>Documentation: Data Analysis; Interviews</i></p>	
Result	13	<p><b>Paraprofessional Professional Development:</b></p> <p>The Portsmouth School Department increased the capacity of the special education paraprofessionals in the district by requiring all certified paraprofessionals to obtain the Registered Behavior Technician (RBT) credential. This credential required</p>	

		<p>substantial training, demonstration of competency, passing a credentialing exam and on-going participation in monthly supervision. RBT paraprofessionals demonstrate competencies in areas as Measurement, Assessment, Skills Acquisition and Behavior Reduction and Professionalism.</p> <p><i>Documentation: Data Analysis</i></p>	
Result	14	<p><b>Local Special Education Advisory Committee (SEAC)</b></p> <p>The Portsmouth School Department has a Special Education Local Advisory Committee. The Director of Pupil Personnel Services attends all meetings. The LAC has two co-chairpersons who maintain a listserv and membership and set agendas.</p> <p>Meetings of the LAC have varied from year to year with meetings every other month to meeting four times per school year. LAC meetings have focused on presentation topics that may be of interest to families and other members of the community. Examples of presentations include: Homework Strategies for the Reluctant Reader, Community Safety and Engagement for Students with Disabilities, Transition Fair, ABC's of Special Education, Social Emotional Learning, Supporting the Home School Connection, and Career Pathways and Disability Services</p> <p>Advertising of meetings is done via the LAC brochure, which is updated annually, local newspaper, and principal and PPS list-serve through the student information system.</p> <p>A culminating event is an annual 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 of a student with a disability.</p> <p><i>Documentation: Data Analysis; Interviews</i></p>	
Result	15	<p><b>School Efforts to Partner with Parents (State Performance Plan Indicator #8)</b></p> <p>The Portsmouth Public School district's rate of parent participation in the annual Special Education Statewide Parent Survey (2019-2020) is 27% of parents whose children have IEPs.</p>	



		<p>Of parents with a child receiving special education services who participated in the last survey, the percentage 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 24%.</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	
Result	16	<p><b>Drop Out / Graduation Rate (State Performance Plan Indicator #1 and #2)</b></p> <p>This data reflects the youth that graduated or dropped out in the 2019-2020 SY.</p> <p>The Portsmouth School Department graduation rate is 96% for all students and 85% for students with disabilities. These rates are higher than the state average rates of 84% for all students and 62.4% for students with disabilities.</p> <p>The Portsmouth Public Schools dropout rate is 2.5% for all students and 15% for students with disabilities. These rates are lower than the state average rates of 8.7% for all students and 16% for students with disabilities.</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	

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

Indicator		Findings	Support Plan
Result	1	<p>Records of approximately 7 students were reviewed prior to the on-site review by the team leaders. Students' records were very accessible. The record review process did not identify any outstanding compliance issues.</p> <p><i>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</i></p> <p><i>Documentation: Data Analysis; Interviews</i></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. No compliance issues identified.</p>

Result	2	<p><b>Child Outreach</b></p> <p>Child Outreach Screenings are offered monthly and conducted through community based daycares and private preschools and on-site in the district. The Early Childhood Coordinator /Child Outreach Coordinator utilizes KIDSNET to send postcards to families and local pediatrician offices regarding the availability of Child Outreach Screenings. Availability of Child Outreach Screenings is sent home through elementary building administrator announcements and the district website. The district has also offered evening and summer screenings in order to screen more children</p> <p>During the 2020-2021 school year, the district was offered the opportunity to offer Child Outreach Screenings virtually because of the RIDE providing each district with access to the Ages and Stages Questionnaire-3 (ASQ-3). The goal was to reach out to more families with a virtual option and increase screenings.</p> <p>The state target for screening is 80% of children ages 3, 4, and 5. RI Child Outreach Screening Rates for SY 2019-2020 show the following screening percentages for Portsmouth:</p> <p>To be completed by the LEA</p> <ul style="list-style-type: none"> <li>● 3 year olds: 18.1%</li> <li>● 4 year olds: 51%</li> <li>● 5 year olds: 50.9%</li> </ul> <p>Portsmouth exceeds the state average overall.</p> <p><i>Documentation: State Performance Plan; Data Interviews</i></p>	
Result	3	<p><b>Child Find (State Performance Plan Indicator #11)</b></p> <p>The Portsmouth Public Schools for the 2019-2020 year was at 100% compliance for meeting evaluation timelines for initial referrals. For the 2020-2021 school year, the district maintained its compliance at 100%</p> <p><i>Documentation: State Performance Plan Data</i></p>	

Result	4	<p><b>Student Accommodations and Modifications</b></p> <p>Aspen is the district's student information system. It also serves as the district's special education management system. Aspen allows all students with IEPs to be flagged in each general education teachers' class list. The IEP icon provides all teachers who have students with IEPs on their class list to access accommodations and modifications on the Supplementary Services and Program Modifications page of the most active IEP. General Education teachers are instructed to be sure that accommodation and/or modifications be offered to students in their classes. At annual IEP team review meetings, accommodations and modifications are reviewed and if a particular accommodation or modification is not being accessed or no longer appears to be applicable then the team discusses eliminating it from the IEP.</p> <p><i>Documentation: Data Analysis; Interviews; Document Reviews</i></p>	
Result	5	<p><b>Specific Learning Disabilities Determination (SLD)</b></p> <p>The district consistently utilizes intervention data as a significant part of a comprehensive evaluation in determining a specific learning disability. The district utilizes a form for conducting "RtI Based Educational Evaluations" for students suspected of having a Learning Disability. Achievement gap and rate of educational progress is reviewed by the team and compared to peers of the same age. Other factors such as school attendance, participation in appropriate instruction, Multi-Language Learning supports, as well as health factors are considered as part of the team decision. A supplemental LDID form is used for eligibility determination. The PSD has 80 students (22.9%) of students eligible for special education who are identified as Learning Disabled under the IDEA.</p> <p><i>Documentation: Interviews; Record Review</i></p>	
Result	6	<p><b>Due Process Information (State Performance Plan Indicators)</b></p> <p>Over the past three years Portsmouth has the following complaints, mediations, resolution session or hearings:</p>	

**COMPLAINTS**

FY 2018-2019

# of Complaints: No complaints during this period

FY 2019-2020

# of Complaints: No complaints during this period

FY 2020-2021

# of Complaints: No complaints during this period

***MEDIATIONS***

**FY 2018-2019**

# of Mediations: No mediations during this period

FY 2019-2020

# of Mediations: 1 mediation during this period

	ISSUE(S)	RESULT
Mediation #1 M19-41	Request for Teacher Assistant	"Partial" Agreement – (Agreement that SEL goal will be added to IEP – disagree on how to achieve goal)

FY 2020-2021

# of Mediations: 2 mediations during this period

	ISSUE(S)	RESULT
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Mediation #1M 20-22	Out-of-District Placement  (Educational)	Agreement
Mediation #2M 20-25	IEP Services	Withdrawn by Parent

**HEARINGS**

FY 2018-2019

# of Hearings: No hearing during this period

FY 2019-2020

# of Hearings: No hearings during this period

FY 2020-2021

# of Hearings: 2 hearings during this period

	ISSUE(S)	FINDING(S)
Hearing #1 LL 20-13	Placement (Educational)	Resolution Session Agreement (RSA)
Hearing #2 LL 21-04	Placement	Resolution Session Agreement (RSA)

### 3. IDEA TRANSITION

Indicator	Findings	Support Plan
Result	<p><b>1 Part C to Part B Transition (Indicator #12)</b></p> <p>Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays. Portsmouth is at 100% for 2018-2019.</p> <p>The District manages the transition of children from Part C Early Intervention (EI) to preschool special education. A database of all EI referrals is maintained and upcoming birthdates are monitored to ensure that meetings are scheduled in a timely manner.</p> <p><i>Documentation: Data Analysis; Interviews; State Performance Plan</i></p>	
Result	<p><b>2 IDEA Transition Planning at the Middle Level</b></p> <p>Special Educators engage their students in transition planning at age 14 or in anticipation of each student's 14th birthday if within the year of the annual IEP. Age-appropriate transition assessments are administered, and individual discussions occur between the students and their case managers prior to the annual IEP meeting. The district has several Transition Assessments/ Screeners for staff to utilize with students. They are easily accessible in a shared Google Drive. Students begin to participate in their IEP meeting whereby case managers prepare each student for this meeting ahead of time. Students identified with intellectual disability and all students in the life skills program begin the process of developing an annual Career Development Plan. Students have had opportunities to attend Dare to Dream for Middle School Students. The PMS Life Skills Teacher is a member of the middle level Teacher of Life Skills (TLS) cohort and part of a middle level cohort for transition through East Bay Collaborative to collect knowledge for middle level transition planning. The group had focused sessions on Transition Planning and CDP development. The district also utilizes Naviance for Individualized Learning Plan (ILP) development for all students. This information is also available to assist with transition planning.</p> <p><i>Documentation: Data Analysis; Interviews; Record Reviews</i></p>	

Result	3	<p><b>IDEA Transition Planning at the High School Level</b></p> <p>Special Educators engage their students in transition planning activities from grades 9 to 12+ (age 22) on an on-going basis. School counselors work with students to choose courses that not only meet graduation requirements, but also allows them to explore courses that may result in careers or post-secondary study. Age-appropriate transition assessments are administered and individual discussions occur between the students and their case managers prior to the annual IEP meeting. The district has several Transition Assessments/ Screeners for staff to utilize with students. They are easily accessible in a shared Google Drive. All students participate in their annual IEP meeting where they are encouraged to lead as much as they are able. Case managers prepare each student for this meeting ahead of time. The Office of Rehabilitative Services (ORS) and the Department of Behavioral Health, Developmental Disabilities and Hospitals (BHDDH) representatives are regular participants at IEP meetings for high school students with disabilities. IEP Teams work with ORS to incorporate Pre-Employment Transition services to assist in student planning. The district also utilizes Naviance for Individualized Learning Plan (ILP) development for all students. This information is also available to assist with transition planning.</p> <p>Portsmouth High School participates in varied professional development and learning in the area of Transition. Some examples are participation in the Transition Advisory Council (TAC) and TLS Teacher of Life Skills (TLS) Network, attendance at the annual Dare to Dream Conference, Transition Cadre, Connect2Careers, and Annual College Planning Forum. Community based work experiences and trial work experiences are offered to students in the Life Skills program. All students who have an intellectual disability or other developmental disability have participated in the Career Development Process using the student centered planning MAP's process. Each student has completed both MAP and a CDP.</p> <p><u>Documentation:</u> <i>Data Analysis; Interviews; Record Reviews</i></p>	
Result	4	<p><b>Office of Rehabilitative Services (ORS) and to the Department of Behavioral Healthcare, Developmental Disabilities &amp; Hospitals (BHDDH) referrals</b> are facilitated by the Transition Coordinator at PHS as a point person. 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, with parent/guardian authorization and schedules intake meetings in</p>	

		<p>conjunction with the ORS counselor. Once eligible ORS is available to work with youth on Pre-Employment Transition Skills in areas of Job Exploration, Work based learning, Workplace Readiness and Self-Advocacy. ORS is on site at PHS twice each month. The district has also collaborated with ORS to offer the Tri-Employment Program for students to learn work readiness training skills that are designed to engage and expose students to the interpersonal, supervisory and performance expectations of work.</p> <p>For students who are anticipated to be eligible for BHDDH services, a representative from BHDDH is invited to annual IEP meetings and for Career Develop Plan reviews until a social worker from BHDDH has been appointed.</p> <p><u>Documentation:</u> Data Analysis; Document Review</p>	
Result	5	<p><b>Summary of Performance (SOP)</b> is facilitated by the case managers as appropriate.</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 21 SOP's completed in the 2020-2021 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 Public Schools are 100% compliant with the requirements. <b>(State Performance Plan Indicator #13)</b></p> <p><u>Documentation:</u> Interviews; Document Review</p>	



Result	7	<p>In the 2019-2020 school year, 100% 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 77.19% (State Performance Plan Indicator #14)</p> <p><i><u>Documentation:</u> Interviews; Document Review</i></p>	
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