



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

School Support System Report and Support Plan

**Rhode Island Department of Corrections
June 2017**

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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**Rhode Island Department of Corrections
School Support System 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>This is <i>not applicable</i> to the RI Department of Corrections Education Unit</p>	
Result	2	<p>Participation and performance of children with IEPs on statewide assessments (State performance Plan Indicator #3):</p> <p>This is <i>not applicable</i> to the RI Department of Corrections Education Unit per the information below as all students under the age of 21 at the Department of Corrections were convicted as adults.</p> <p>State Educational Agency (SEAs) must ensure that all students with disabilities, including those in correctional facilities, are appropriately included in all general State and districtwide assessment programs, including assessments described in section 1111 of the ESEA, to the extent that the ESEA requires that students in correctional facilities be included in those assessments. The exception is under 34 CFR §300.324(d), for otherwise eligible students with disabilities who have been convicted as adults under State law and incarcerated in adult prisons: (1) States and LEAs are <u>not</u> required to include such students in State and districtwide assessments under section 612(a)(16) of the IDEA.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	
Result	3	<p>Multi-Tiered System of Support (MTSS) Response to Intervention (RTI)/Academics</p> <p>Secondary level (18-21 years of age) Special Education Teachers have paraprofessional support to provide additional student support. Teachers may solicit additional support through the “Petey Greene Program” which allows college students to volunteer in class to provide additional support. Remedial software such as Lexia and</p>	

		<p>My Reading Coach has been in place. Computer labs in each facility have been created with Aztec Publishing remedial software in place for additional remediation.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	
Result	4	<p>SPP Disproportionate Representation (State Performance Plan Indicator #9 and #10)</p> <p>This is <i>not applicable</i> to the RI Department of Corrections Education Unit.</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p>	
Result	5	<p>Suspension (State Performance Plan Indicator #4a):</p> <p>This is <i>not applicable</i> to the RI Department of Corrections Education Unit as “suspension” is not applicable.</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>Secondary level (18-21 years of age): School Social Worker (SSW) visits all facilities on a regular basis to monitor attendance and progress of special education students. When a student poses a problem in class that does rise to the level of an institutional violation of the discipline policy, SSW will work with teacher and student to address issue. Assigned adult counselors are informed for additional support. Faculty received training in “Core Correctional Practices” which encompassed motivational interviewing techniques to further enhance the skill repertoire of faculty in keeping students engaged.</p>	

		<p><u>Documentation</u>: Policy 11.01-6 DOC, "Inmate Discipline" addresses behavioral expectations along with disciplinary action protocols.</p>	
Result	7	<p>Preschool Continuum/Middle Level</p> <p>This is <i>not applicable</i> to the RI Department of Corrections Education Unit.</p> <p><u>Documentation</u>: Data Analysis; State Performance Plan</p>	
Result	10	<p>Program Continuum High School Level</p> <p>At the Adult Correctional Institution, there are approximately between 30 and 60 inmates with IEPs. Numbers vary monthly.</p> <p>When new inmates enter the Department of Corrections status is reviewed for the following:</p> <ul style="list-style-type: none"> • Age appropriate inmates are interviewed about any relevant special education history • Inmates who received special education sign consent for evaluation(s) • Sending school records received • Evaluation completed • IEP held; services defined <p>There are a myriad of programs and services that inmates, as appropriate, may avail themselves of. These include the following:</p> <p>General Equivalent Development (GED) Test Program: The Education Unit is a free standing GED Test Center recognized and approved by the American Council on Education and the Rhode Island Department of Education enabling all students within the institutions the opportunity to sit for the GED Examination and acquire the credential. Candidates for GED testing must complete the GED class and receive the recommendation of the teacher to participate. (Ongoing days, all facilities)</p> <p>High School Equivalency Program (GED): This class is geared for students that have demonstrated competencies in fundamental academics (literacy, mathematics, and written expression) to begin preparation to take the GED Examination. Instruction focuses on preparation for the five parts of the GED Examination: Written Expression,</p>	

Science, Social Studies, Literature and the Arts, and Mathematics. (Ongoing, days and evenings, all facilities).

Adult Basic Education Program (ABE) Classroom instruction geared at improving word attack skills, reading comprehension, mathematic computation and application, and written expression. The primary objective of this class is for participants to acquire academic skills to enable them to enter a GED class. (Ongoing, days and evenings, all facilities)

Special Education/Title I Program: This program provides legally required support services for all inmates 21 years of age or younger including those that have received special education services while enrolled in public school, have a learning disability, or have any other need that requires specially designed instruction for the student to benefit from classroom participation. Services include assessment, case management, transition planning, and the development of an individual education program when appropriate. (Ongoing, days and evenings, all facilities)

English as a Second Language (ESL): Instruction in English is provided for those whose native language is other than English. Content includes speaking, reading, writing, and listening. At the conclusion of the course participants should be able to communicate effectively with native English speakers. (Ongoing, days and evenings)

Vocational Education Programs

Carpentry/Cabinet Making (Levels I, II and III): Students are trained in using tools, working with wood, cabinet making, and construction basics. Students are exposed to shop drawing and blueprint reading techniques. Emphasis placed on ability to work with others, take direction and shop safety. (Ongoing, days at Moran)

Post-Secondary Education Programs, Academic

Community College of Rhode Island: Participants have the opportunity to earn college credits for various liberal arts and / or business offerings in classes offered by the community college. Course offerings vary by semester. Academic requirements of the AA degrees are followed to enable students to attain the AA degree while incarcerated or allow them to continue to pursue the AA degree upon release. (Ongoing, all facilities, days and evenings, lecture and telecourses)

Law Clerk Training: A ten hour course training participants in basic legal research consistent with the U. S. Supreme Court rulings / local consent decree settlement. This program is conducted by the RIDOC Law Library Services. (Ongoing all facilities, one week program)

Post Secondary Education Programs, Vocational Offerings vary by semester

Computer Literacy (30 hours): Instruction in the Windows Operating System and Microsoft Office applications including Word, Excel, and Access. (Ongoing, offered simultaneously in several facilities, eight week program in total)

Construction Technology (100 hours): A series of modular training programs that includes Introduction to Construction Technology, Reinforcement Materials, ICF Concrete Systems, Flooring, Ceilings, Door Installation, Wall Systems, OSHA, and Roofing Systems. (Offered at various times, Minimum Security)

Culinary Arts Assistant Certificate Program: This program consists of classroom, laboratory, and internship training in Food Sanitation, Restaurant Operations, and Food Production. Program includes approximately 100 hours of instruction and successful completers are also awarded the National Restaurant Association "ServSafe" certificate. (Offered at various times, Minimum Security and the Dix Facility)

Food Manager's Certification Program (18 hours): This state approved program includes the following highlights of the RI Food Code: food safety practices, food handling policies and procedures, food premises and equipment, and subjects such as waste management, accident prevention, pest management, and food safety systems. Successful completers are awarded the National Restaurant Association "ServSafe" certificate. (Ongoing, offered to all facilities' kitchen crews on an as-needed basis and to the Minimum population)

Introduction to HVAC (25 hours): This course is for people who want to learn to design heating, ventilation, and air conditioning systems for large commercial and institutional buildings. Topics covered include heat transmission of buildings, hot water and steam boilers, chimney design, ventilation air analysis, duct design, automatic controls and cost estimating.

Introduction to Plastering and Drywall (30 hours): This course will expose students to the history of plaster and dry wall – ceiling wall finish, tool usage and pricing, how to properly hang blue board and sheetrock, preparation of various plasters and compounds, textures and finishes, and how to fix and repair plaster and drywall.

OSHA Workplace Safety (10 hours): Basic safety requirements for working on large construction work sites in New England. OSHA 10-hour card awarded upon completion.

		<p style="text-align: center;">Institutional Library Services</p> <p>Law Library: This system has undergone dramatic changes over the past several years as a result of the Department seeking and achieving a settlement with the ACLU and First District Federal Court regarding access to the courts as defined by the U.S. Supreme decision: Lewis v. Casey. The law library provides inmates with required access to legal material.</p> <p>General Reading Library: This system continues to provide recreational reading materials throughout the facilities. Sources of free, new library quality books have been approached as donations have been received. The Education Unit adheres to all Office of Library Information Services (OLIS) standards that do not conflict with Institutions and Operations policies.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p>	
Result	13	<p>Local Special Education Advisory Committee (LAC) The RISEAC serves in the capacity of the LAC per statute. Historically, there has been a member of staff that participates in all RI Special Education Advisory Committee meetings and brings information back to the DOC as appropriate. The special education director continues to be on the RISEAC list serve and forwards information as appropriate.</p> <p><u>Documentation:</u> Data Analysis; Interviews</p>	
Result	14	<p>School Efforts to Partner with Parents (State Performance Plan Indicator #8)</p> <p>This is <i>not applicable</i> to the RI Department of Corrections Education Unit as all students with IEPs are 18 years of age or older.</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>This is <i>not applicable</i> to the RI Department of Corrections Education Unit.</p>	

2. EVALUATION / INDIVIDUAL EDUCATION PROGRAM (IEP)

Indicator		Findings	Support Plan
Result	1	<p>Records of approximately three (3) 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"> - A few random IEP items not measurable or information missing. Overall record review yielded few compliance issues. <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 2018</p> <p>Progress Check: March 2018</p> <p><u>FOLLOW-UP FINDINGS:</u></p> <p>Issues resolved and verified.</p>
Result	2	<p>Child Outreach</p> <p>This is <i>not applicable</i> to the RI Department of Corrections Education Unit</p> <p><u>Documentation</u>: Data Analysis</p>	
Result	3	<p>Child Find (State Performance Plan Indicator #11)</p> <p><i>Child Find and Evaluation (Federal DOE Dear Colleague Letter Dec.5, 2014)</i></p> <p>States and their public agencies must have child find policies and procedures in place to identify, locate, and evaluate students who are in correctional facilities who may have a disability under the IDEA and are in need of special education and related services, regardless of the severity of their disability and consistent with the State's child find and eligibility standards. This responsibility includes students who have never been identified as a student with a disability prior to their entry into the facility.</p> <p>Students suspected of having a disability who need special education and related services must be evaluated, subject to applicable parental consent requirements, in a timely manner, even if the student will not be in the facility long enough to complete the evaluation. If a student transfers from an LEA to a correctional facility in the same school year after the evaluation has begun, and the responsibility for FAPE transfers as well, both agencies must coordinate assessments to ensure that a timely evaluation occurs.</p>	

		<u>Documentation:</u> Data Analysis	
Result	4	<p>Student Accommodations and Modifications</p> <p>Throughout the district special educators receive a monthly “Special Education Active File Report” that lists all students, IEP placement recommendations, and modifications such as request for glasses or preferential seating.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Document Reviews</p>	
Result/ Compliance	5	<p>Specific Learning Disabilities Determination</p> <p>Age appropriate inmates are interviewed to determine educational histories. Evaluation results in conjunction with classroom performance are reviewed at the IEP meeting to determine eligibility for services. The SLD determination forms are in the process of being reviewed and implemented as appropriate.</p> <p><u>Documentation:</u> Interviews; Record Review</p>	<p>The district will review and implement the SLD determination process for evaluations / reevaluations as appropriate.</p> <p>Timeline: Immediately and ongoing</p> <p>Progress Check: March 2018</p> <p>FOLLOW-UP FINDINGS: Professional Development/Technical Assistance was provided to all staff. Implementation is now ongoing.</p>
Result	6	<p>Due Process Information (State Performance Plan Indicators)</p> <p>Over the past three years the Adult Correctional Institution has no (zero) complaints, mediations or hearings</p> <p><u>Documentation:</u> Data Analysis, RIDE, Due Process Data Base</p>	

3. IDEA TRANSITION

Indicator		Findings	Support Plan
Result	1	Part C to Part B Transition (Indicator #12)	

		This is <i>not applicable</i> to the RI Department of Corrections Education Unit	
Result	2	IDEA Transition Planning at the Middle Level NA This is <i>not applicable</i> to the RI Department of Corrections Education Unit	
Result	3	IDEA Transition Planning at the High School Level All youth with IEPs meet regularly with school social worker and are interviewed and assessed to determine interest and knowledge of careers, job search, interview skills, and soft skills for employment. They are assisted and encouraged to formulate and clarify goals and needs in the areas of education, employment and independent living. Opportunities for programming and advanced education differ depending on the facility. In some facilities school social worker conducts group programs in social/emotional learning, transitioning to employment, etc. In other facilities work has to be done on a one-to-one basis. Some materials utilized are Transition Planning Inventory, Holland Self Directed Search, Jist Job search Knowledge and Attitude Inventories, Carey Group BITS, and RI DOC Pre-Release Resources Handbook. Direct referrals are made to LEA's, Office of Rehabilitative Services (ORS) and Department of Behavioral Healthcare, Developmental Disabilities & Hospitals (BHDDH), community Action Programs and GED programs as appropriate. Parole and probation are also direct contacts for follow-up. Referrals for mental and behavioral health services post-release are made through representatives on-site.	
Result	4	Office of Rehabilitative Services (ORS) and Department of Behavioral Healthcare, Developmental Disabilities & Hospitals (BHDDH). At the Adult Correctional Institution, the school social worker will collaborate with the assigned adult counselor to make referrals to the Office of Rehabilitative Services (ORS) and to the Department of Behavioral Healthcare, Developmental Disabilities & Hospitals (BHDDH). Additionally, the RIDOC employs a full time substance abuse coordinator and had an interagency agreement with the Providence Center to provide on-site intervention and support. Health Care Services policies (the 1800 series) establish guidelines for the basis of services provided to the inmate population.	

		<u>Documentation</u> : Data Analysis, Interviews; Document Review	
Result/ Compliance	5	<p>Summary of Performance (SOP) is facilitated by the case managers as appropriate.</p> <p>Not completed at the current time as release dates change on a monthly basis. An approvable process developed to address this issue within the context of the Adult Correctional Institution operating procedures.</p> <p><u>Documentation</u>: Data Analysis, Interviews; Document Review</p>	<p>The district will develop a SOP process and procedure to be implemented according to regulatory requirements.</p> <p>Timeline: Immediately and ongoing</p> <p>Progress Check: March 2018</p> <p><u>FOLLOW-UP FINDINGS:</u> Professional Development/Technical Assistance was provided to all staff. Implementation is now ongoing. Issue resolved.</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 Department of Corrections are 100% compliant with the requirements. (State Performance Plan Indicator #13)</p> <p><u>Documentation</u>: Data Analysis, Interviews; Document Review</p>	
Result	7	<p>74% 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>	