

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

School Support System Report and Support Plan

Rhode Island School for the Deaf
April 2013

SCHOOL SUPPORT SYSTEM

A Collaborative System of Focused Monitoring

Introduction

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

To accomplish this the SSS includes these components:

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

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***Providence Public Schools
SCHOOL SUPPORT SYSTEM REVIEW***

TEAM MEMBERS

Team A – Susan Wood and Sally Arsenault

1. FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE/LRE)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
		The RIDE Office of Students, 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.	Data Analysis State Performance Plan		
Result	1	The Rhode Island School for the Deaf's (RISDeaf's) mission is to ensure that all Rhode Island children who are Deaf or hard of hearing become literate, independent, and productive citizens who set and achieve life goals	Data Analysis State Performance Plan		
Result	2	Least Restrictive Environment Data (State Performance Plan Indicator #5) "LRE for a deaf or hard of hearing child is one that supports the child's strengths and meets the child's need for meaningful language and communication access, social interaction, and educational achievement. Includes quality ongoing and interactive participation in planned and incidental learning opportunities with a variety of peer and adult role models. Research informs us that young students are particularly motivated by the need to belong and older students are motivated by the need to make connections. RISDeaf is committed to planning for its students in a manner that ensures the best chance of belonging and for making clear and coherent connections to the world around us." (RISDeaf 2013)	Data Analysis State Performance Plan		
Result	3	Participation and performance of children with IEPs on statewide assessments (State Performance Plan Indicator #3): A. The district (disability subgroup that meets the State's minimum "n" size) did not meet the State's AYP targets for the disability subgroup. Data cannot be reported because the cell size is smaller than the State's minimum for reporting. B. Participation rate for children with IEPs 93.1% C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards 20.37% [Note: State has individual grade and content area targets (27%). State target is average target	Data Analysis State Performance Plan		

		across grades and content areas. District target is average percent of students proficient across content areas (20.37%).]			
Result	4	<p>Instructional Strategies and Supports</p> <p>As part of the school reform plan process the leadership team analyzed student performance and assessment data to identify priority areas. Additional assessments were identified and are being used this year that will give us better information about improving instructional practices for students who are deaf and hard of hearing. The school is participating in the Data Use initiative through Race to the Top. As a result the faculty is more regularly engaged the practice of using data to inform instruction. The faculty is doing ongoing work to ensure that the curriculum is aligned to the Common Core standards so that students have access to a curriculum that is aligned to general education standards. RISDeaf has a history of collaboration with other schools, districts and programs to provide access to general education and or inclusive settings.</p>	Data Analysis Interviews Observation		
Result	5	<p>Multi-Tiered System of Support (MTSS)/ Response to Intervention (Rtl)</p> <p>RISDeaf has two teams that problem solve around student need in an effort to develop evidence based interventions to respond to student needs. The school has developed a school reform plan that conforms with the transformation model. The plan identifies multi-layered school wide initiatives and interventions designed to improve the achievement of all students. There is a Student Success Team (SST) that meets weekly to work with teachers to identify strategies and develop academic interventions for students at risk for academic failure. The SST team works closely with staff to design and provide evidence based interventions. Individual student data and documentation is often used along with other evaluations and assessments. There is also a targeted team (Behavior Support Team) to support students who are not responding sufficiently to our school-wide approaches to social emotional growth and development. This team meets weekly to monitor student data, make recommendations to classroom teachers, and when necessary conduct functional behavior assessments and develop positive behavior intervention plans. The two teams are currently in the process of merging into one team (Prevention and Intervention Response Services, PIRS).</p>	Data Analysis Interviews Observation		
Result	6	<p>SPP Disproportionate Representation (State Performance Plan Indicators #9 and #10)</p> <p>RI School for the Deaf is not disproportionate due to inappropriate identification or due to policies, procedures and practices.</p>	Data Analysis State Performance Plan		

Result	7	<p>Suspension (State Performance Plan Indicator #4): 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.</p> <p>In 2011-2012, RI School for the Deaf had 0 students with IEPs suspended more than 10 days. The total of all students suspended more than 10 days was 0. In 2012-2013, RI School for the Deaf had 0 students with IEPs suspended more than 10 days. The total of all students suspended more than 10 days was 0.</p> <p>Multi Tiered System of Support (MTSS)/ Social Emotional Resources/Positive Behavioral Interventions and Supports (PBIS) (see above description of the Multi-Tiered System of Support (MTSS/Response to Intervention)</p> <p>School Removals/Disciplinary Policies. The school has a student handbook outlining discipline policies.</p>			
Result	7	<p>At all levels (elementary, middle and high school) of the program continuum competent language acquisition for deaf children requires the separation of languages for clarity, correct grammar, syntax and transition to written language. Hence, The primary language of instruction: American Sign Language and the primary language of instruction: Spoken English. Sign supported English often used in classrooms after first language is established.</p> <p>There are 65 students at RISDeaf from Rhode Island and several students from neighboring Massachusetts. The current student population consists of the following:</p> <ul style="list-style-type: none"> • 62% Deaf • 26% Hard of Hearing • 10% Multiple Disabilities • 2% students with emotional disabilities • Additional disabilities – 55% (29% multiple needs, 26% additional emotional) • Needing services beyond the core – 58% • Assessment with accommodations – 94% • Alternate Assessment – 16% <p>At all school levels the following is offered:</p> <ul style="list-style-type: none"> • Specialized instruction – Language Acquisition, Academic Skill Development, Work Habits and Social Emotional • Audiology • Assistive Technology 	Data Analysis State Performance Plan		

		<ul style="list-style-type: none"> • Speech and Language • Occupational Therapy • Physical Therapy • Adaptive physical education • Counseling • Behavior Support • Health Service 			
Result	7	<p>Preschool Continuum</p> <p>There is a preschool class consisting of eight students. It adheres to the Reggio Emilia philosophy which is based on the principles of respect, responsibility, and community through exploration and discovery in a supportive and enriching environment based on the interests of the children through the use of learning centers.</p> <p>In this school, the percent of preschool children who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings is not applicable (State Performance Plan Indicator #6). At RI School for the Deaf this is currently not available but the school is exploring the possibility of an integrated preschool experience.</p> <p>State Performance Plan Indicator #7</p> <p>At RI School for the Deaf this is currently not applicable in this setting.</p> <p>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); -Acquisition and use of knowledge and skills (including early language/ communication and early literacy); and -Use of appropriate behaviors to meet their needs. 	Data Analysis State Performance Plan		

Result	8	<p>Elementary, middle and high school levels</p> <p>There are 22 students at the elementary level, 37 students at the middle and high school level and two students in the post grad program.</p> <p>The high school has two classes of students who are on alternate assessment. Students rotate between these two classes for ELA, math, life skills, and community learning. The student's in those two classes go to general education teachers for science, social studies, physical education, art, and library (all are self-contained settings). Opportunities for inclusive practices in elective classes are an area for future exploration. These students have life skills goals in their IEPs. Staff reported that they frequently buy materials and consumable supplies (i.e., coking supplies/food stuffs etc.) using their own monies. Teachers were unclear if there was a budget for consumable supplies needed to achieve the student's functional life skills goals.</p> <p>-The remaining middle and high school students are grouped by grade level language needs.</p> <p>-There is a new program at the high school level called the "post grad program" which targets students 18-21 of age that need additional transitional supports to promote independent citizenship skills. In the morning, the students go to their internship for work, return for lunch and then engage in individual transition planning and life skills based on the Life Centered Career Education (LCCE).</p>	Data Analysis Interviews Observation	Administration will review policies and protocols for materials and supplies that support student's functional life skill goals. Timeline: Immediately and ongoing. Progress check : December 2013	The Administration reviewed the budget and identified funds to purchase materials and supplies. They also worked with the Friends of RISD to identify funds to purchase supplies and materials for the functional life skills program. The Unique transition curriculum was also purchased to support programming for the secondary -21 life skills program. Students in the high school received a self advocacy course in the spring of 2014 and the 14-15 school schedule will have four courses built in for students grades 9-12 to address functional
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					transition skills.
Result	9	Adaptive Physical Education is provided per the IEP.	Data Analysis Interviews Observation		
Result	10	Extended School Year (ESY) is offered in the district per the IEP.	Data Analysis Interviews Observation		
Result	11	<p>Local Special Education Advisory Committee (LAC)</p> <p>A local advisory committee (LAC) with a Chair, three-parent leadership team and four school faculty members is in place and meets regularly, consistent with Regents' requirements. It is well-supported by the school, and the Special Education Director assists with organizing events and maintaining the committee's momentum.</p> <p>The LAC chair participated in the process of selecting RISDeaf 's new Director and in the school's strategic planning committee.</p> <p>This year the LAC has engaged with the RI Parent Information Network in hosting the MegaSkills training series. Five sessions are being held from October to April. This series provides multiple ways and encouragement for parents to support their children's learning. Five parents have consistently participated and an additional five parents have attended some sessions.</p> <p>Along with four RISDeaf faculty, the LAC chair participated in the April statewide Transition Conference at Roger Williams University.</p> <p>The LAC is continually seeking to expand its membership in face of the challenge of the diverse statewide population of students and differences in families' access to transportation.</p>	Data Analysis Interviews Observation		
Result	12	<p>School Efforts to Partner with Parents (State Performance Plan Indicator #8): The district's rate of parent participation in the annual Special Education Statewide Parent Survey (2011-2012) is 12.9% 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 not applicable. Data cannot be reported because the cell size is smaller than the State's minimum for reporting.</p>	Data Analysis State Performance Plan		

		The School hosted a meeting to promote parents' completion of the Parent Survey.			
Result	13	<p>Drop Out /Graduation Rate (State Performance Plan Indicators #1 and #2)</p> <p>The RI School for the Deaf graduation rate is not applicable for students with disabilities. Data cannot be reported because the cell size is smaller than the State's minimum for reporting.</p> <p>The RI School for the Deaf dropout rate is not applicable for all students and not applicable for students with disabilities. Data cannot be reported because the cell size is smaller than the State's minimum for reporting.</p>	Data Analysis State Performance Plan		

2. EVALUATION/ INDIVIDUAL EDUCATION PROGRAM (IEP)

Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Result/ Compliance	1	<p>Records of approximately nine (9) students were reviewed prior to the on-site review by the team leaders. Students' records were very accessible. The record review process identified the following IEP issues:</p> <ul style="list-style-type: none"> -Present levels of functional performance and academic achievement were not always described based on quantitative baseline data that will be used to develop measurable goals in the areas needing specialized instruction. (§300.320) -Baselines were not always documented as a brief, specific, quantitative, measurable statement that defines what the student can currently do in the area of need. (§300.320) -Some IEPs did not specify how progress will be measured; omits type of data to be considered; criteria to determine successful performance; and frequency of progress monitoring. - Re-evaluation documentation responsibilities between LEA and RISDeaf are unclear. Re-evaluation protocols and practice are not consistently evident in the central file. (§300.303)(2) 	Data Analysis Interviews Observation	<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. Progress check: December 2013</p>	<p>The Special Education Director provided IEP training to all case managers and other staff responsible for completing portions of the IEP in the fall of 2013 and throughout the year during common planning team meetings (see power point). Training is</p>

		(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)			ongoing in the 14-15 school year as well. The Special Education Director trained staff in re-evaluation protocols with case managers and school evaluators and continued to have discussions with districts on the RISDeaf protocols for re-evaluation.
Result	2	<p>Child Find (State Performance Plan Indicator #11)</p> <p>a. # of children for whom parental consent to evaluate was received. 0</p> <p>a1) minus allowable exceptions 0</p> <p>b. # of children whose evaluations were completed within 60 days. 0</p> <p>Percent = [(b) divided by (a)] times 100 Not applicable</p>	State Performance Plan data		
Result	3	<p>Due Process Information (State Performance Plan Indicators #16, #17,#18 & #19)</p> <p>Over the past three years there have been no (zero) complaints, mediations or hearings.</p>	Data analysis		

Result	4	<p>Student Specific Issues</p> <p>One student is entering the high school setting with mobility issues (SW4). This individual will not be able to access internships or other transition related activities because there is not a wheelchair accessible vehicle. Although this is not an issue at the moment it will become an issue, as he ages, if not remedied.</p>	Interviews Observations	<p>Administration will investigate accessible transportation options to be sure that this student has equal access to activities and opportunities.</p> <p>Timeline: Immediately and ongoing. Progress check: December 2013</p>	<p>The administration is still in discussion with districts and RIDE to identify solutions to transportation challenges that limit access. As a short term solution RISDeaf paid their driver overtime to provide late transportation to some of the students participating in after school activities.</p>
Result	5	<p>IEP Facilitation and Communication</p> <p>a.) Some staff reported that facilitation of the IEP meeting process is variable based on the skills of the chair and the consistency of the framework.</p> <p>b.) Some staff reported that communication access during IEP meetings is not optimal given the communication needs of the meetings and the availability of only one interpreter.</p>	Interviews Observations	<p>a.) Administration will review the IEP meeting framework to encourage consistency and to maximize facilitation skills.</p> <p>b.) Administration will review communication protocols and procedures to ensure full access for all staff during IEP meetings.</p> <p>Timeline: Immediately and ongoing. Progress check: December 2013</p>	<p>The Special Education Director provided IEP training to all case managers and other staff responsible for completing portions of the IEP in the fall of 2013 and throughout the year during common planning team meetings (see IEP case</p>

					<p>manager training documents). Training is ongoing in the 14-15 school year as well.</p> <p>The Special Education Director and the Director attended IEP meetings and modeled meeting facilitation for case managers who were less experienced.</p>
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3. TRANSITION					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Result	1	<p>Part C to Part B Transition (Indicator #12)</p> <p>Preschool students are referred to the RISDeaf by their sending districts and, as such, enter RISDeaf with established IEPs.</p>	<p>Data Analysis Interviews State Performance Plan</p>		
Result	2	<p>IDEA Transition Planning at the Middle and High School Level</p> <ul style="list-style-type: none"> • All students at or near age 14 participate in a functional vocational assessment process which includes transition assessments. • RI School for the Deaf use the Enderele Severson Transition rating (ESTR) as a baseline and ongoing assessment tool. • The Transition Coordinator attends all IEP planning and IEP team meetings • The Transition Coordinator meets with the students and sends surveys home to the parents. • 	<p>Data Analysis Interviews Observation</p>		

Result	3	<p>Additional IDEA Transition Endeavors at the High School Level</p> <ul style="list-style-type: none"> • At age 16 students receive a comprehensive vocational evaluation with community based work experience exposure funded through the Office of Rehabilitative Services (ORS). • Some students participate in a summer work program funded through ORS • Older students participate in a cooperative work program off site for 2-3 hours per day • Life skills program on-site for students with more significant disabilities to work on goals for education and training, employment and independent living • Internal Work Experiences (school café, school store, recycling). • Related Work – Arts and Crafts sold in community and school store • School Garden – crops used in life skills cooking class • Community Based Work Experiences – Savers, Meals on Wheels, Little Sisters of the Poor <p>Recent vocational placements have included the following:</p> <ul style="list-style-type: none"> • Department of Administration Cafeteria • Local Deli • Staples • Providence Bicycle • Walgreens • Children’s Workshop • Dave’s Market • Burlington Coat Factory <p>Staff repeatedly referenced the Transition Coordinator as the lead for transition planning. They were unclear about the need for embedding the vocational assessments and other transition based endeavors into the IEP writing process across goals and objectives.</p> <p>In March 2013, a core group of teachers are going to a transition workshop to develop a viable transition program for students who are on alternate assessment.</p>	Data Analysis Interviews Observation		
Result	4	At the high school the Transition Coordinator is the point for the Office of Rehabilitative Services (ORS) referrals at the school.	Interviews Document Review		
Result	5	Summary of Performance (SOP) is facilitated by the guidance as appropriate.	Interviews Document Review		
Result	6	Youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate	Interviews Document Review		

		transition assessment, and transition services. The RI School for the Deaf is 100% compliant with the requirement. (State Performance Plan Indicator #13)			
Result	7	66.67 % of youth who are no longer in secondary school, have 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 62.36%. (State Performance Plan Indicator #14)	Interviews Document Review		