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
March 2023

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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 stratified random sample of students with IEPs 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 embers 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 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: Indictors, Findings, Documentation, and Support Plan. Indicators describe either performance/result or compliance in the topical areas of Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE), Evaluation/Individual Educational Program (IEP) and IDEA Transition. The documentation section of the report distinguishes the source of the finding as compliance or result. 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 timelines to improve programs and services.

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Record Review Team Leaders

Team A – Susan Wood, 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	**Least Restrictive Environment Data (State Performance Plan Indicator #5)** The RIDE, Office of Students, Community & Academic Supports School Support System process is 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. The percentage of students educated 80 to 100% of the time in the general education setting is 0% (RI District average 71.05) The percentage of students educated for less than 40% of the time in the general education setting per the state performance report indicates 0% (RI District average 12.5%) Percentage of students educated in private separate schools etc.100%. (RI District average 5.11%). All of the students are coded as attending a special education day school, however 17% of the high school students attended the East Providence Career Technical program that year spending 40% or less time in the general education setting. Rhode Island School for the Deaf (RISDeaf) is a state public special education school that makes efforts in several ways to connect students with peers outside the school environment and in general education settings where it is individually appropriate. Students in the high school may attend classes both academic and vocational at East Providence High School or at their district's high school. This year RISDeaf currently has 17% of our high school students attending the East Providence Career and Technical Center 8 hours per week. Juniors and seniors have the opportunity to participate in a co-op work experiences with supported job placements in the community. RISDeaf has a number of interscholastic sports teams including soccer, track and basketball in which students compete against other schools in the area. Additionally, the middle and high school students participate in Unified teams in basketball and volleyball. This is a program sponsored by RI Special Olympics. We also have	

		youth basketball and soccer teams that play against schools across the region. When appropriate RISDeaf has hearing siblings and CODAs (children of deaf adults) attend the preschool to provide for more integration and to be peer models. Least Restrictive Environment (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. It 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."	
Result	2	**Participation and performance of children with IEPs on statewide assessments (State performance Plan Indicator #3):** **Program Overview** 2021-2022 RICAS TESTING **(Note:** Students are taking the test in second language not primary) **State Performance** RICAS ELA - 25.8% did not meet expectations, 41% partially met expectations, 28.3% met expectations and 4.8% exceeded expectations. The participation rate for all students on the ELA assessment was 97.5%. RICAS Math - 27.8% did not meet expectations, 45.6% partially met expectations, 23.7% met expectations and 2.9% exceeded expectations. The participation rate for all students on the Math assessment was 97%. RICAS Science - 23.1% did not meet expectations, 46.2% partially met expectations, 18.2% met expectations and 2.9 exceeded expectations. The participation rate for all students on the Science assessment was 94.7%. **RISDeaf results 2021-2022** One hundred percent of the students at RI School for the Deaf receive special education services through an IEP.	

		RICAS ELA 72.7% did not meet expectations, 24.2% partially met expectations, 3% met expectations and 0% exceeded expectations. The participation rate for all students on the ELA assessment was 97.5%. RICAS MATH 65.6% did not meet expectations, 34.4% partially met expectations, 0% met expectations or exceeded expectations. The participation rate for all students on the MATH assessment was 91.4%. RICAS Science 38.9% did not meet expectations, 50% partially met expectations, 11.1 % met expectations and 0% exceeded expectations. The participation rate for all students on the Science assessment was 100%. Of the 10 students eligible for Alternate Assessment in ELA and Math 90% participated 9/10. Of the six eligible for science 83% participated 5/6. (One student was out of school for an extended period of time due to medical reasons.) In ELA 44% were emerging 56% were approaching the target and 0% were at the target or advanced. In Math 100% were emerging and 0% were approaching the target, at the target or advanced. In Science 40% were emerging 40% were approaching the target 20% were at the target and 0% were advanced. **PSAT SAT** Five students participated in SAT testing. All scored in the not meeting expectations range in both ELA and Math. Four students participated in PSAT testing three students scored not meeting in ELA and one student scored meeting. In math all four students scored not meeting but two were just point away from partially meeting. The strategies and goals listed below are identified in the school's reform plan, a plan that is required to develop as a priority school. These strategies and goals are in place to help close the achievement gaps for the students.	

		Goal 1: Parents will show a gain of at least 300 words in American Sign Language (ASL). Goal 2: 100% of teachers will use higher order questions. 100% of teachers will do their own data analysis individually and/ or in teams at professional learning community (PLC). Goal 3: Grade 9/10 Summative scores in ESL, ASL, reading, writing rubric, and math will indicate 1 year's growth in Reading for at least 70% of these MLL identified students. Goal 4 At least 2 identified multi - diagnosed students will complete job experiences/ exposure using a job coach. Goal 5: 1-2 students will pass entrance test and enroll at Davies for Fall 2023, while others will enroll at EPCTC. This will double RISD's Career and Tech (CTE) options. The following will continue to be offered: • Home based partnership with parents of youngsters identified as deaf/ hard of hearing. • Professional development (PD) to be provided to staff on collecting & understanding data. Purchase of a centralized data platform. • Hire a Work Experience Coach for high school students with multiple challenges in addition to deafness. Collaboration with speech language pathologist in using AAC device on-the-job site. • Negotiating a joint agreement with Davies Vocational Technical High School to provide increased CTE options to RISD students. • Newer teaching staff will have the data training, "deep dive" PD that older staff completed 6-8 years ago. • RISD will provide professional development in collecting and using data and will implement a data platform with easy access to teachers, so that teachers can feel more confident mining data for next steps in the classroom, and children can achieve, based upon better classroom planning and strategies taught based on data in real time. • RISDeaf will provide dedicated intervention in Reading and ASL through the reassignment of a strong educator to serve as a Bilingual Literacy Coach in the Secondary grades for this school year. • In the last 3 years the school has adopted a number of RIDE approved and evidences bases curricula and approaches including;	

		Preschool/Kindergarten/Grade one – Boston Public Schools curriculum **Kindergarten/Elementary** – Bridges, Touch Math, National Geographic Science, Foundations for Reading (Deaf/HH specific), Bedrock Literacy (Deaf/HH specific), Bilingual Grammar Curriculum (Deaf/HH specific), Thinking Maps, FOSS science kits, WONDERS ELA, Edmark, Fingerspelling Our Way (Deaf/HH specific), PROJECT READ: Framing Your Thoughts, Fairview Literacy (Deaf/HH specific), GrammarShapes (MVL) (Deaf/HH specific), Accelerated Reader, IXL, Reading A-Z, MYON online library, Thinking Maps, ASL immersion as needed **Middle School** – REVEAL, TouchMath, Study Sync, National Geographic Science, FOSS science kits, News To You, N2Y Unique Curriculum, Fairview Literacy (Deaf/HH specific), Bedrock Literacy (Deaf/HH specific), PROJECT READ: Framing Your Thoughts, IXL, Grammar shapes as needed, No Red Ink, ASL immersion as needed **High School –** Study Sync, The Write Source, REVEAL (Math), News To You, N2Y Unique Curriculum, Edmark, Fairview Literacy (Deaf/HH specific), PROJECT READ: Framing Your Thoughts, Thinking Maps, IXL, Grammar shapes as needed, Discovery Science, ASL immersion as needed *Documentation: Data Analysis; State Performance Plan*	
Result	3	**Multi-Tiered System of Support (MTSS) Response to Intervention (RTI)/Academics** **Student Support and Interventions** **Elementary Level, Middle Level, High School Level** RISDeaf teams meet to problem solve around student need in an effort to develop evidence-based interventions to respond to student needs. The school has developed and revised its school reform plan annually. The plan identifies multilayered school wide initiatives and interventions designed to improve the achievement of all students. Each school level, early childhood, elementary, middle and high meet weekly. When necessary other support staff is invited to work with teachers to identify strategies and develop academic interventions for students at risk for academic failure. These team members work closely with staff to design and provide evidence-based interventions. Individual student data from STAR reading and math benchmark assessments, ASL	

		assessments, readability and writing data, classroom formative and summative data and documentation is often used along with other evaluations and assessments to identify students at risk and gather diagnostic information to inform intervention development. As described above each level, early childhood, elementary, middle and high also conduct weekly Team meetings with teachers and support staff. Topics at these meetings vary but the focus is often around looking at student data and problem solving at the group and individual level. Since formal and meaningful language acquisition is the key and most relevant factor determining student success at this school, language planning occurs formally by the Language Team along with input from team members. This group, which meets weekly, is composed of three speech-language pathologists, two ASL Specialists, one Reading Specialist, and an administrator. Language samples, formal language testing in both ASL and English, and student and parent surveys about language use outside of school are analyzed to design a language plan to move individual students forward to a goal of independent and successful language use that is strong enough for learning. Many students develop BICS (Basic Interpersonal Communication Skills) more easily, but intentional language planning is essential to help deaf students develop CALP (Cognitive Academic Language Proficiency). This is guided by the Language Plan. Language plans are intentional journeys for each child guided by speech-language pathologists and ASL specialists from acquisition to fluency. There is a targeted school wide behavior support team called the Well Being Team. Students can be referred to the Well Being Team through teacher or staff referral or based on student referral data that is collected and tracked by the Special Education Director. The team provides support to teachers and their students who are not responding sufficiently to the 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. **Clinical Services and Supports –** RISDeaf has a full time School Social worker and a full time School counselor. Currently the school psychologist position is vacant. The school is actively recruiting to fill the position. The social worker and counselor provide direct school related counseling to students. They also have office hours so that students can access their support on an as needed basis. The social worker works with families to secure wrap around services. Currently for triennial evaluations, when	

		necessary, the school works with districts to use their psychologists or have students referred to Boston Children's Hospital. **Social Emotional Learning –** The preschool, elementary and middle schools follow the Responsive Classroom model and the secondary school follows the Developmental Designs model. The classroom teachers in the elementary school also provide the Second Step curriculum to their students. The Early Childhood team is currently participating in Conscious Discipline professional development. The school uses Safety Care for its Crisis Management Protocol. All teacher assistants (TA's) and a number of support staff including two administrators and the afterschool coordinator are trained in the strategies and techniques of Safety Care and are dispatched to support classroom teachers during critical behavior incidents. **Academic Interventions and Supports -** Each school level team meets weekly to monitor individual student academic data and determine additional supports that might be needed beyond the specially designed instruction and related services provided to the student through their IEP. The school has two reading interventionists who provide additional academic support for students at risk. Students in the elementary school are grouped across grade levels based on ability level. Students in these small instructional groups receive individually targeted instruction to improve achievement. At the high school level classes are also small in instruction is individually tailored with both typical high school math courses offered as well as financial literacy and functional math. Tutoring is also offered to students after school and for high school during study period. **School Removals/Disciplinary Policies** Behavioral expectations along with disciplinary action protocols and policies are comprehensively defined in a student handbook and in the parent handbook. *Documentation: Data Analysis; State Performance Plan*	
Result	4	**SPP Disproportionate Representation (State Performance Plan Indicator #9 and #10)** Rhode Island School for the Deaf was not found to be disproportionate.	

		<u>Documentation</u>: Data Analysis; State Performance Plan	
Result	5	**Suspension (State Performance Plan Indicator #4a):** Significant discrepancy in the rate of suspensions (for students with IEPs) greater than 10 days as compared to the rate of suspensions (for students without IEPs) greater than 10 days. **This was not applicable for the RI School for the Deaf as no students with IEPs were suspended for greater than 10 days.** **State Performance Plan Indicator #4b** 0% had: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. **RI School for the Deaf had no students with IEPs that were suspended for greater than 10 days.** *<u>Documentation</u>: Data Analysis; State Performance Plan*	
Result	6	**Multi-tiered System of Support (MTSS)/Social Emotional Supports/<u>Social Emotional Resources/Positive Behavioral Supports</u>** RISDeaf teams meet to problem solve around student need in an effort to develop evidence-based interventions to respond to student needs. The school has developed and revised its school reform plan annually. The plan identifies multilayered school wide initiatives and interventions designed to improve the achievement of all students. Each school level, early childhood, elementary, middle and high meet weekly. When necessary other support staff is invited to work with teachers to identify strategies and develop academic interventions for students at risk for academic failure. These team members work closely with staff to design and provide evidence-based interventions. Individual student data from STAR reading and math benchmark assessments, ASL assessments, readability and writing data, classroom formative and summative data and documentation is often used along with other evaluations and	

		assessments to identify students at risk and gather diagnostic information to inform intervention development. As described above each level, early childhood, elementary, middle and high also conduct weekly Team meetings with teachers and support staff. Topics at these meetings vary but the focus is often around looking at student data and problem solving at the group and individual level. Since formal and meaningful language acquisition is the key and most relevant factor determining student success at this school, language planning occurs formally by the Language Team along with input from team members. This group, which meets weekly, is composed of three Speech-Language Pathologists, two ASL Specialists, one Reading Specialist, and an administrator. Language samples, formal language testing in both ASL and English, and student and parent surveys about language use outside of school are analyzed to design a language plan to move individual students forward to a goal of independent and successful language use that is strong enough for learning. Many students develop BICS (Basic Interpersonal Communication Skills) more easily, but intentional language planning is essential to help deaf students develop CALP (Cognitive Academic Language Proficiency). This is guided by the Language Plan. Language plans are intentional journeys for each child guided by SLPs and ASL specialists from acquisition to fluency. There is a targeted school wide behavior support team called the Well Being Team. Students can be referred to the Well Being Team through teacher or staff referral or based on student referral data that is collected and tracked by the Special Education Director. The team provides support to teachers and their students who are not responding sufficiently to the 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. **School Removals/Disciplinary Policies**. Throughout the district behavioral expectations along with disciplinary action protocols and policies are comprehensively defined in a student handbook. *Documentation: Data Analysis; State Performance Plan*	

Result	7	**Preschool Continuum** The preschool program is located at the RI School for the Deaf. The program received 4.7 stars through the RI Bright Stars accreditation process. The district collects early childhood outcomes data on all children with IEPs as required by the federal Office of Special Education Programs. Teachers collect and enter authentic assessment information into an on-line child portfolio. This assessment information is used to shape and individualize instruction and to demonstrate progress. Language acquisition and development is monitored through various assessments including, The Kendall Communication Competency scale developed by Martha French, and the Gallaudet University VL2 ASL Checklist. The preschool uses a bilingual bimodal approach exposing students to both ASL and spoken English. There are two preschool classrooms currently consisting of 8 students. It adheres to a modified 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. Learning is guided by the RIELDS. They also incorporate aspects of the Boston Public Schools early childhood curriculum. Students receive any services that might be identified in their IEP including: • Specialized instruction – Physical health and motor development social and emotional development, language development, literacy, numeracy cognitive development, ADLs, science, social studies and creative arts • Audiology • Assistive Technology • Speech and Language • Occupational Therapy • Physical Therapy • Counseling • Behavior Support • Health Services • Vision (as needed per IEP) • Orientation and Mobility (as needed per IEP)	

		In this school 0 percent of preschool children 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). **State Performance Plan Indicator #6** The Office of Special Education Programs (OSEP) requires districts to collect Early Childhood Environments data for all preschool children with IEPs. The EC Environments data provides a look at the preschool LRE in the district. A. The percent of preschool children with IEPs attending and receiving the majority of their special education and related services within a regular early childhood program. Note: Cell size is too small for public reporting. B. The percent of preschool children with IEPs attending a separate special education class, separate school, or residential facility. Note: Cell size is too small for public reporting. **State Performance Plan Indicator #7** C. The Office of Special Education Programs (OSEP) requires districts to collect Child Outcomes data for all preschool children with IEPs. Note: Cell size is too small for public reporting. D. **Statement 1.** Of the preschool children who entered the preschool program below age expectations, the percentage who substantially increased their rate of growth by the time they turned 6 years of age or exited the program: 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 **Statement 2.** The percentage of preschool children who were functioning within age expectations in by the time they exited the program: ▪ 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 *<u>Documentation</u>: Data Analysis; State Performance Plan, Interviews, Observations*	
Result	8	**Program Continuum Elementary Level** **<u>Elementary Continuum</u>** There are 28 students at the elementary level and all have IEPs. The special education program continuum is as follows: The program continuum at elementary consists of a focus on language acquisition for deaf children. The school uses a bilingual bimodal approach to language and communication. This requires the separation of languages for clarity, correct grammar, syntax and transition to written language. Hence, **t**he primary language of instruction: American Sign Language, is most often used in the classroom but also Spoken English or Sign supported English (occasionally), are used depending on the language plan for individual students. AAC dev ices may be explored for functional communication for those for whom sign clarity and/or spoken language are unclear. At all school levels the following is offered: • Specialized instruction – Language Acquisition, Academic Skill Development, Functional Academics, Work Habits, Activities of Daily Living (ADLs) and Social Emotional • Audiology • Assistive Technology • Speech and Language • Occupational Therapy • Physical Therapy • Adapted Physical Education • Counseling • Behavior Support • Health Service • Vision (as needed per IEP)	

		• Orientation and Mobility (as needed per IEP) *<u>Documentation</u>: Data Analysis; Interviews; Observation*	
Result	9	**Program Continuum Middle Level** **<u>Middle School Continuum</u>** There are 10 students attending RI School for the Deaf Middle School. All 10 are students with IEPs. The special education program continuum is as follows: The program continuum at the middle school consists of a focus on language acquisition for deaf children. The school uses a bilingual bimodal approach to language and communication. This requires the separation of languages for clarity, correct grammar, syntax and transition to written language. Hence, **t**he primary language of instruction: American Sign Language, is most often used in the classroom but also Spoken English or Sign supported English(occasionally) are used depending on the language plan for individual students. • Specialized instruction – Language Acquisition, Academic Skill Development, Functional Academics, Work Habits, ADLs and Social Emotional • Transition services focusing on beginning transition assessments, interest inventories, job exploration, postsecondary exploration and other college and career readiness activities • Audiology • Assistive Technology • Speech and Language • Occupational Therapy • Physical Therapy • Adapted Physical Education • Counseling • Behavior Support • Health Service • Life Skills training • Functional academics • Vision (as needed per IEP) • Orientation and Mobility (as needed per IEP)	

		At RI School for the Deaf High School there are approximately 34 students and all 34 have IEPs. The program continuum is as follows: The program continuum at the high school consists of a focus on language acquisition for deaf children. The school uses a bilingual bimodal approach to language and communication. This requires the separation of languages for clarity, correct grammar, syntax and transition to written language. Hence, **t**he primary language of instruction: American Sign Language, is most often used in the classroom but also Spoken English or Sign supported English are used depending on the language plan for individual students. High school students seeking a diploma must complete Carnegie Credits, Community Service, PBGRs and a Capstone Senior Project. *<u>Documentation</u>: Data Analysis; Interviews; Observations*	
Result	10	**Program Continuum High School Level** At the high school levels the following is offered: • Specialized instruction – Language Acquisition, Academic Skill Development, Functional Academics, Work Habits, ADLs and Social Emotional • Transition services focusing on on-going transition assessments, interest inventories, work exploration and experiences including summer work and coop, postsecondary exploration in college and career readiness activities, the transition academy and the independence academy • Audiology • Assistive Technology • Speech and Language • Occupational Therapy • Physical Therapy • Adapted Physical Education • Counseling • Behavior Support • Health Service • Life Skills training	

		• Functional academics including financial literacy • Vision (as needed per IEP) • Orientation and Mobility (as needed per IEP) *Documentation: Data Analysis; Interviews; Observation*	
Result	11	**Adapted Physical Education (APE)** Adapted physical education is provided per the IEP. The physical education teacher is also certified in adapted physical education and teacher of the deaf and hard of hearing. *Documentation: Data Analysis; Interviews; Observation*	
Result	12	**Extended School Year (ESY)** Extended school year is provided to students who are deemed eligible by their IEP team. The program generally runs through the month of July for up to 4.5 hours per day and up to 5 days per week. Older high school students may participate in a summer work program focusing on transition goals and language and communication in the community. Younger students work on IEP goals identified by the team with a strong emphasis on language, literacy and math. *Documentation: Data Analysis; Interviews*	
Result	13	**Local Special Education Advisory Committee (LAC)** The RI School for the Deaf maintains a Local Special Education Advisory Committee (LAC) although it should be noted that parents can choose to participate in the LAC in their district as well. Since all of the students are on IEPs RISDeaf tries to combine parental functions so as not to burden parents with too many responsibilities that require them to attend an unreasonable number of meetings. Prior to COVID the LAC leadership worked with other interested parents to reactivate the Parent Teacher Organization (PTO). The	

		Special Education Administrator or the Director attend all meetings. The LAC has active members and identified co-chairs. Accomplishments to date include: Meeting in person again, increasing the number of parent leaders, providing ASL classes in Spanish, to Spanish speaking families, participating in strategic planning. Goals for the LAC include increasing parent engagement and involvement in all school activities. Providing input to the Administration on policy revisions and development. *Documentation: Data Analysis; Interviews; Observation*	
Result	14	**School Efforts to Partner with Parents (State Performance Plan Indicator #8)** Rhode Island School for the Deaf public-school district's rate of parent participation (for parents whose children have IEPs) in the annual Special Education Statewide Parent Survey (2021-2022) is not applicable as the cell size is too small for public reporting. Percent of the responding parents (with a child receiving special education services) who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities is not applicable as the cell size is too small for public reporting. *Documentation: Data Analysis; State Performance Plan*	
Result	16	**Drop Out / Graduation Rate (State Performance Plan Indicator #1 and #2)** Rhode Island School for the Deaf graduation rate is "na" for students with disabilities. These rates approximate the state average rates of "na" for all students with disabilities. Cell size too small to report School graduation and dropout rates. Rhode Island School for the Deaf dropout rate is "na" for students with disabilities. These rates approximate the state average rates of "na" for all	.

		students with disabilities. Cell size too small to report School graduation and dropout rates. *<u>Documentation</u>: Data Analysis; State Performance Plan*	

2. EVALUATION / INDIVIDUAL EDUCATION PROGRAM (IEP)

Indicator		Findings	Support Plan
Result	1	Records of approximately six 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: -Unclear who the LEA was on one record and if that person was present at the IEP meeting. *(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)* *<u>Documentation</u>: Data Analysis; Interviews; Observation*	Timely verification 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. **Timeline**: Immediately **Progress Check:** December 2023 **<u>FOLLOW-UP FINDINGS</u>:**
Result	2	**Child Outreach Screening** IDEA requires states to identify, locate, and evaluate all children with disabilities, aged birth to 21, who need of early intervention or special education services. In Rhode Island, the Child Outreach Screening Program serves as the vehicle for screening children ages 3- 5, prior to kindergarten entry. Screening serves as a first step in identifying children who may have a disability or developmental delay and require intervention. Note that the RI School for the Deaf does not screen for Child Outreach. The local districts screen and refer to the RI School for the Deaf	

		Documentation: State Performance Plan; Data Interviews	
Result	3	**Child Find (State Performance Plan Indicator #11)** The local districts complete initial evaluations and then refer student to the RI School for the Deaf *Documentation: Data analysis, State Performance Plan Data*	
Result	4	**Student Accommodations and Modifications** The IEP team determines the accommodations and modifications that the student needs at the student's IEP meeting. The student's parents, teachers, LEA and related service providers attend the meeting and contribute to the discussion regarding accommodations and modifications. The school uses a web-based IEP program so all the staff who work with a student have access to the students IEP through the program and can access the list of accommodations and modifications at any time. School level teams meet regularly to discuss student need and review progress. The Special Education Director and the Director attend these meetings regularly and provide guidance as needed. *Documentation: Data Analysis; Interviews; Document Reviews*	
Result	5	**Specific Learning Disabilities Determination (SLD)** Students who attend the RI school for the Deaf have a Primary Disability of Deaf or Hard of hearing. Once primary disability is determined if additional disabilities are suspected RISDeaf conducts evaluations per RI Regulations including those related to SLD determinations. *Documentation: Interviews; Record Reviews, Special Education Census*	

Result	6	**Due Process Information (State Performance Plan Indicators)** Over the past three years RI School for the Deaf has the following complaints, mediations, or hearings **COMPLAINTS** FY 2020-2021 # of Complaints: No complaints during this period FY 2021-2022 # of Complaints: No complaints during this period FY 2022-2023 # of Complaints: No complaints during this period **MEDIATIONS** FY 2020-2021 # of Mediations: No mediations during this period FY 2021-2022 # of Mediations: 1 mediation during this period FY 2022-2023 # of Mediations: 1 mediation during this period	

	ISSUE(S)	RESULT
Mediation #1	FAPE/IEP Services 1:1 supports	Agreement

	ISSUE(S)	RESULT
Mediation #1	IEP speech language services not being honored by school / out of district placement	Agreement

HEARINGS

FY 2020-2021
# of Hearings: No hearings during this period

FY 2021-2022
# of Hearings: No hearings during this period

FY 2022-2023
# of Hearings: 1 hearing during this period

	ISSUE(S)	RESULT
Hearing #1	Placement	Dismissed (settlement agreement)

Documentation: Data Analysis, RIDE, Due Process Data Base

3. IDEA TRANSITION

Indicator		Findings	Support Plan
Result	1	**Part C (Earl Intervention) to Part B Transition (State Performance Plan Indicator #12)** The Office of Special Education Programs (OSEP) requires districts to collect Part C to Part B Transition data for all children transitioning to special education from Early Intervention. Indicator 12 is a compliance indicator requiring districts to have 100% of children referred from Part C Early Intervention and found eligible for special education to be in service by their 3rd birthdays. Students transfer from Part C to Part B within their districts and if warranted are then referred to the RI School for the Deaf. The school has no resident students. *Documentation: Data Analysis; Interviews; State Performance Plan*	

Result	2	**IDEA Transition Planning at the Middle Level** **IDEA Transition Planning** **Middle Level** The school has a transition coordinator who meets individually with each student the first year they move to the transition IEP (8th grade most often), and every year thereafter. The transition coordinator conducts transition assessments and begins to work with the student to think about post school goals and postsecondary hopes and dreams. The focus during middle school is to determine general areas of interest and provide exposure to various careers and opportunities in education and training. The transition coordinator also reaches out to the student's parent to begin the discussion of what are their future goals for their child after they finish high school. For students who may require significant support throughout life the transition coordinator may also begin to discuss with the parents future planning and outreach to other agencies that might be involved as the child gets older (i.e. ORS, BHDDH). The school also follows the Comprehensive School Counseling model. The transition coordinator, school guidance counselor, school social worker and school psychologist all conduct short lessons throughout the year, with students at all levels on academic responsibility and organizational skills, career exploration and social emotional skill development. The school guidance counselor also begins the process of developing the Individual Learning Plan with all middle school students. *Documentation:* *Data Analysis; Interviews; Record Reviews*	
Result	3	**IDEA Transition Planning at the High School Level** **High School Level** The school has a transition coordinator who meets individually with each student annually. The transition coordinator conducts transition assessments and continues to work with the student to think about post school goals and postsecondary hopes and dreams. The focus during high school is about determining areas of interest and providing more concrete work experiences	

		and exploring and visiting institutions for higher education and training. The transition coordinator also reaches out to the student's parent/s annually to continue the discussion of future goals for their child after high school. For students who may require significant support throughout life the transition coordinator will support the parents in applying to other agencies for services that will be required in providing support to the student as they exit school. The transition coordinator conducts vocational evaluations with students in their junior year. During the summer between their junior and senior year many students participate in a summer work program. The summer work program is a 5-6 week paid work experience. A significant component of transitioning programming at the RI School for the Deaf incorporates orientation on how to "live as a Deaf person." This can include understanding one rights and responsibilities, understanding audism, navigating deafness in the work place and in other community settings. Students who will most likely pursue employment and training after high school can attend the Transition Academy. At the Transition Academy students generally participate in internships for part of the day and take classes in life skills and financial literacy and practice other skills to develop independence. Students who have more significant disabilities participate in the Independence Academy after finishing grade 12. This is similar to the Transition Academy but students generally require more support and staffing to participate in internships and there is a strong emphasis on life skills training. The school also follows the Comprehensive School Counseling model. The transition coordinator, school guidance counselor, school social worker and school psychologist all conduct short lessons with students at all levels on academic responsibility and organizational skills, career exploration and social emotional skill development. The school guidance counselor also continues the process of monitoring ad further developing Individual Learning Plan with high school students. The school has a collaborative agreement with the East Providence Career and Technical Center. Many of the students attend the program, choosing a vocational area of interest. The administration in East Providence has been flexible with scheduling so that the students can attend for 2 hours in the morning and be able to complete the vocational program in 2-3 years while still attending RISDeaf for academic content. Students who plan to attend the East	

		Providence program spend 5 years in high school so that they can complete all the required course work in both settings. The school is currently in negotiation to develop an memorandum of understanding (MOU) with Davies so that the students can take advantage of the many Career Tech offerings they provide. *<u>Documentation</u>: Data Analysis; Interviews; Record Reviews*	
Result	4	The Transition Coordinator is the point for referrals to the **Office of Rehabilitative Services (ORS)** and to the Department of **Behavioral Healthcare, Developmental Disabilities & Hospitals (BHDDH)**. The school social worker who speaks Spanish is available to assist families in with the referral and application process as well. The school support staff sends IEP invitation notices to representatives from ORS and BHDDH (when appropriate). *<u>Documentation</u>: Interviews; Document Review*	
Result	5	The case managers facilitate **Summary of Performance (SOP)** as appropriate. **Summary of Performance (SOP)** is facilitated by the case managers as appropriate. The guidance counselor with assistance from the student's case manager completes the summary of performance prior to graduating or exiting school at the age of 22. A summary of performance was completed for two students who were in the program last year through the age of 22 who did not have traditional transcripts as they were part of the Life Skills Program and both participated in Alternate Assessment. The Transition Outcome Survey was information from the 2022 CRP special education report was absent of information due to the low number of participants the "n" size was not large enough to report. *<u>Documentation</u>: 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 transition assessment, and transition services. The Rhod Island School for the Deaf are 100% compliant with the requirements. **(State Performance Plan Indicator #13)** *Documentation: Interviews; Document Review*	
Result	7	Na 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. **(**State Performance Plan Indicator #14). This is N/A as the cell size is too small to report on post school outcomes. *Documentation: Interviews; Document Review*	