



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

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**School Support System Report and Support Plan**

**Rhode Island Department of Corrections  
August 2022**

# 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 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 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/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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**Rhode Island Department of Corrections  
School Support System Review**

**Record Review Team Leaders**

**Team A – Susan Wood, Sandra Cambio Gregoire, Jane Slade**

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

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

Indicator		Findings	Support Plan
Result	1	<p><b>Least Restrictive Environment Data (State Performance Plan Indicator #5)</b></p> <p>This is not applicable to the RI Department of Corrections Education Unit.</p>	
Result	2	<p><b>Participation and performance of children with IEPs on statewide assessments (State performance Plan Indicator #3):</b></p> <p>This is not applicable to the RI Department of Corrections Education Unit per the information below as all students under the age of 22 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><b>Multi-Tiered System of Support (MTSS) Response to Intervention (RTI)/Academics</b></p> <p><b>Secondary level (18-22 years of age)</b> Special Education Teachers have paraprofessional support to provide additional student support. Remedial software such as MindPlay and Wilson reading in computer labs in each facility has been created for additional support. In addition, on all our Correctional Educational Sites we purchased Study Buddies electronic tutor software on cartridges (no Internet). These can be used for Self-Paced, Special Education, English as a Second Language (ESL)/English Learner (EL) Program and Language Arts differentiated instruction on Common Core and state standards.</p> <p><b>Additional Supports</b></p> <p><b>RIDOC Mentoring Program.</b> The RIDOC Mentoring Program was designed to guide young offenders by helping them to: stay in school; improve self-esteem; and improve their attitude and behavior towards incarceration. The primary objective of the mentoring program is to provide both the mentee and mentors with the skills necessary for a successful future both behind bars and within their communities.</p> <p>Mentors need to demonstrate the following attributes: commitment, teamwork, reliability, dependability, punctuality, honesty, and community (sense of belonging). Some benefits to the mentors are sense of fulfillment, happiness, better understanding of education, appreciation of the cultural differences and similarities, and increased self-esteem.</p> <p>Mentors will be required to meet with their assigned mentee(s) at least 1 hour per week. Either one session of an hour or two ½ hour sessions, whichever works best for both. They will be required to document their meetings and submit the documentation to the Mentor Program Coordinator monthly.</p> <p>Mentors can earn up to 2 days of good time per month for their participation.</p> <p>Some benefits to the mentees are improved self-esteem, academic improvement, increased participation in classes and programs, better behavior and adherence to rules, more interaction with peers and staff, improved appearance, and connection with mentor.</p> <p><b>Pre-employment/Job Readiness Program</b></p> <p>This is a 12-week employment skills program intended to increase successful employment upon release. Topics include resume writing, preparing for interviews, how to discuss criminal history during a job interview, and other related topics.</p>	
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		<p><b>Work Ethic – Bring Your A Game to Work</b>  Bring Your A Game to Work has identified the seven workplace skills that are the building blocks of work ethic. This 9-week program is designed to give participants a deep understanding of each of the seven workplace skills. Each class is one hour and thirty minutes long. Offered to anyone who is interested in becoming a highly valued employee.</p> <p><u>Documentation:</u> Data Analysis; Interviews</p>	
Result	4	<p><b>SPP Disproportionate Representation (State Performance Plan Indicator #9 and #10)</b></p> <p>This is not applicable to the RI Department of Corrections Education Unit.</p>	
Result	5	<p><b>Suspension (State Performance Plan Indicator #4a):</b></p> <p>This is not applicable to the RI Department of Corrections Education Unit as “suspension” is not applicable. Documentation: Data Analysis; State Performance Plan</p>	
Result	6	<p><b><u>Multi-tiered System of Support (MTSS)/Social Emotional Supports/Social Emotional Resources/Positive Behavioral Supports</u></b></p> <ul style="list-style-type: none"> <li>• <b>Secondary level (18-22 years of age):</b> School Social Worker (SSW) visits all facilities on a regular basis to monitor attendance and progress of special education students. The school social worker utilizes cognitive behavioral therapy and mindfulness techniques to support clients in understanding and addressing their emotions and behaviors.</li> <li>• Due to the setting in which the students and the social worker are meeting, there is a large focus on ensuring that clients are taking care of their physical and mental health. The school social worker discusses with clients the importance of them having at least a 30 minute [healthy] social interaction daily, eating, exercising a half hour a day or hour every other day, ensuring they are eating healthy foods and drinking water, and getting 6-8 hours of sleep a night.</li> <li>• The school social worker and student work on identifying triggers and practicing coping skills to be utilized when students begin to experience feelings of great sadness, stress, anxiety, and/or anger.</li> </ul>	

		<ul style="list-style-type: none"> <li>• The school social worker provides psychoeducational services on topics including, but not limited to healthy relationships, self-esteem and self-worth, communication skills, parenting, trauma, grief, and loss.</li> <li>• The school social worker provides case management and referral services, as necessary.</li> <li>• In the facilities that allow it, students are provided with a journal. When a student poses a problem in class that does rise to the level of an institutional violation of the discipline policy, school social worker will work with teacher and student to address issue. Assigned adult counselors are informed for additional support.</li> </ul> <p>Faculty received training in “How Being Trauma – Informed Improves Criminal Justice Systems Responses. This training is specifically tailored for criminal justice professionals, and is designed to increase participants’ understanding of trauma, create an awareness of the impact of trauma on behavior, and develop trauma-informed responses.</p> <p><u>Documentation:</u> Policy 11.01-6 DOC, “Inmate Discipline” addresses behavioral expectations along with disciplinary action protocols.</p>	
Result	7	<p><b>Program Continuum High School Level</b></p> <p>At the Adult Correctional Institutions, there are anywhere between 10 and 25 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"> <li>• Age-appropriate inmates are interviewed about any relevant special education history</li> <li>• Inmates who received special education sign consent for evaluation(s)</li> <li>• Sending school records received</li> <li>• Evaluation completed</li> <li>• IEP held; services defined</li> </ul> <p>There are a myriad of programs and services that inmates, as appropriate, may avail themselves of. These include the following:</p> <p><b>General Equivalent Development (GED) Test Program:</b> The Education Unit is a free-standing GED Test Center recognized and approved by the American</p>	



	<p>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><b>High School Equivalency Program (GED):</b> 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 four parts of the GED Examination: Literature and Written Expression, Science, Social Studies, and Mathematics. (Ongoing, days and evenings).</p> <p><b>Adult Basic Education Program (ABE)</b> 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)</p> <p><b>Special Education/Title I Program:</b> This program provides legally required support services for all inmates 22 years of age or younger including those who 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)</p> <p><b>English as a Second Language (ESL):</b> Instruction in English is provided for those whose native language is other than English. Content includes speaking, reading, writing, and listening. Our staff was trained in EL strategies and legalities at the beginning of the school year, September 2019, as we have this population in all buildings but no specific ESL certified staff in any. EL is all inclusive and any teacher can attend to non-English speaking students under the EL umbrella. EL students can, of course, participate in class, but their primary focus must be on learning the English language. All teachers were provided with an EL syllabus and materials to attend to all levels of EL language acquisition. This runs from the basic alphabet to the ESL books used in ESL classes.</p>	
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	<p>At the conclusion of the course participants should be able to communicate effectively with native English speakers. (Ongoing, days and evenings)</p> <p style="text-align: center;"><b>Vocational Education Programs</b></p> <p>(Note: Limited number of programs are offered as previously, Carpentry/Cabinet Making (Levels I, II and III) were suspended in 2020 due to Covid)</p> <p>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. (Suspended in 2020 due to COVID)</p> <p style="text-align: center;"><b>Post-Secondary Education Programs, Academic</b></p> <p><b>Community College of Rhode Island:</b> Participants can 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, evenings, and weekends pending space availability)</p> <p><b>Law Clerk Training:</b> A 5.5-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 as needed)</p> <p style="text-align: center;"><b>Post-Secondary Education Programs, Vocational</b></p> <p>(Note: Offerings vary by Building and semester)</p> <p><b>Computer Literacy:</b> Instruction in the Windows Operating System and Microsoft Office applications including Word, Excel, and Access. (Ongoing, offered simultaneously in several facilities)</p> <p><b>Construction Technology (100 hours):</b> 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 and Medium Security)</p>	
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	<p><b>Culinary Arts Assistant Certificate Program:</b> This program consists of classroom, laboratory, and internship training in Food Sanitation, Restaurant Operations, and Food Production. The program includes approximately 100 hours of instruction and successful completers are also awarded the National Restaurant Association “ServSafe” certificate. (Offered at various times)</p> <p><b>Food Manager’s Certification Program (18 hours):</b> 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 population)</p> <p><b>Introduction to HVAC (25 hours):</b> 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. (Instructor needed)</p> <p><b>Introduction to Plastering and Drywall (30 hours):</b> 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. (*Instructor needed)</p> <p><b>OSHA Workplace Safety (10 hours):</b> Basic safety requirements for working on large construction work sites in New England. OSHA 10-hour card awarded upon completion.</p> <p><b>New Program:</b> Polaris Manufacturing Extension Partnership’s (MEP) Fast Track to Computer Numerical Control (CNC) program, funded Through this Real Jobs RI program, in partnership with CCRI, will prepare trainees for good-paying careers in CNC manufacturing, one of Rhode Island’s fastest growing industries.</p> <p><b>Phase 1:</b> Earn 13 college credits in this 19-week program that introduces the fundamentals of manufacturing, safety, precision measurement and blueprint</p>	
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		<p>reading. Get job interview training, resume building, help finding your first position in manufacturing as a CNC operator, Quality Control person, or entry-level manual machinist or toolmaker and earn your OSHA-10 certification.</p> <p style="text-align: center;"><b>Institutional Library Services</b></p> <p><b>Law Library:</b> The law library provides inmates with required access to legal material.</p> <p><b>General Reading Library:</b> This system continues to provide recreational reading materials throughout the facilities. The Education Unit adheres to all Office of Library Information Services (OLIS) standards that do not conflict with Institutions and Operations policies.</p>	
Result	13	<p><b>Local Special Education Advisory Committee (LAC)</b></p> <p>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. Documentation:</p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p>	
Result	14	<p><b>School Efforts to Partner with Parents (State Performance Plan Indicator #8)</b></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	15	<p><b>Drop Out / Graduation Rate (State Performance Plan Indicator #1 and #2)</b></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/ Compliance	1	<p>Records of approximately three 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> <p>-Random IEP items were not measurable or information missing. Overall record review yielded few compliance issues.</p> <p>-It was unclear if referrals were made to the Office of Rehabilitative Services and/or the Department of Behavioral Healthcare, Developmental Disabilities &amp; Hospitals (BHDDH) (see also Transition Section 3, item #4)</p> <p><i>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements, 300-320)</i></p> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p>	<p>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.</p> <p><b>Timeline:</b> Immediately</p> <p><b>Progress Check:</b> February 2023</p> <p><b><u>FOLLOW-UP FINDINGS:</u></b></p> <p>Professional development/technical assistance meetings with RIDE professionals and DOC special education teachers were held. All IEP components were reviewed including completing every item and making items both observable and measurable.</p> <p>Students are specifically asked if there is anyone additional, they would like to attend their IEP meeting (parent, previous service provider or school).</p> <p>The DOC expanded the range of internal providers that are invited to IEP meetings. Invitations are extended to internal agencies or entities if they are in any way part of the individual's treatment plan.</p>

Result	2	<b>Child Outreach</b>  This is not applicable to the RI Department of Corrections Education Unit Documentation.	
Result	3	<b>Child Find (State Performance Plan Indicator #11)</b>  Child Find and Evaluation (Federal DOE Dear Colleague Letter Dec.5, 2014) 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 need 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. 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.  <u>Documentation: Data Analysis</u>	
Result	4	<b>Student Accommodations and Modifications</b>  Throughout the district special educators receive a monthly update via staff meeting that includes IEP placement recommendations, and modifications such as request for glasses or preferential seating. Documentation: Data Analysis; Interviews; Document Reviews  <u>Documentation: Data Analysis; Interviews; Document Reviews</u>	
Result	5	<b>Specific Learning Disabilities Determination (SLD)</b> 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 implemented as warranted.  <u>Documentation: Interviews; Data Analysis</u>	

Result	6	<b>Due Process Information (State Performance Plan Indicators)</b>  Over the past three years the Adult Correctional Institution has had no (zero) complaints, mediations, or hearings Documentation:  <u>Documentation:</u> Data Analysis, RIDE, Due Process Data Base	
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### 3. IDEA TRANSITION

Indicator		Findings	Support Plan
Result	1	<b>Part C to Part B Transition (Indicator #12)</b>  This is not applicable to the RI Department of Corrections Education Unit  <u>Documentation:</u> Data Analysis; Interviews; State Performance Plan	
Result	2	<b>IDEA Transition Planning at the Middle Level</b>  This is not applicable to the RI Department of Corrections Education Unit	
Result	3	<b>IDEA Transition Planning at the High School Level</b> 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 the 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	

		<p>Transition Planning Inventory, Holland Self Directed Search, Jist Job search Knowledge and Attitude Inventories, Carey Group BITS, and RI DOC Pre-Release Resources Handbook.</p> <p>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.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Record Reviews</p>	
Result/ Compliance	4	<p>The social worker point for referrals to the <b>Office of Rehabilitative Services (ORS)</b> and to the <b>Department of Behavioral Healthcare, Developmental Disabilities &amp; Hospitals (BHDDH)</b>. See also Record Review (Section 2, Item #1)</p> <p><u>Documentation:</u> Interviews; Document Review (RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements, 300-320)</p>	<p>DOC will ensure that direct referrals are made to LEA's, Office of Rehabilitative Services (ORS) and Department of Behavioral Healthcare, Developmental Disabilities &amp; Hospitals (BHDDH) as appropriate.</p> <p><b>Timeline:</b> Immediately</p> <p><b>Progress Check:</b> February 2023</p> <p><b><u>FOLLOW-UP FINDINGS:</u></b></p> <p>The DOC expanded the range of internal providers that are invited to IEP meetings. Invitations are extended to internal agencies or entities if they are in any way part of the individual's treatment plans.</p> <p>Students are specifically asked if there is anyone additional, they would like to attend their IEP meeting (parent, previous service provider or school).</p> <p>Meetings with ORS have occurred to establish appropriate contacts and protocols to allow for a basis of understanding of roles moving forward.</p>



Result	5	<p>The social worker facilitates the <b>Summary of Performance (SOP)</b> as appropriate.</p> <p><u>Documentation:</u> Interviews; Document Review</p>	
Result	6	<p>Youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, and transition services. The Department of Corrections is 100% compliant with the requirements. <b>(State Performance Plan Indicator #13)</b></p> <p><u>Documentation:</u> Interviews; Document Review</p>	
Result	7	<p>NA due to small cell size (% 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 74% <b>(State Performance Plan Indicator #14)</b></p> <p><u>Documentation:</u> Interviews; Document Review</p>	