

**Rhode Island Department of Education  
Office for Diverse Learners**

***School Support System Report and Support Plan  
for the  
Rhode Island School for the Deaf***

**Final Follow-Up Report  
June 2009**

## **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 whether 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 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 four categories, from School Improvement/Family Engagement to Free Appropriate Public Education in the Least Restrictive Environment. The documentation section of the report distinguishes the source of each 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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**Rhode Island School for the Deaf**  
School Support System Review  
Visit Date: February 26, 2008

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# 1. SCHOOL IMPROVEMENT / FAMILY ENGAGEMENT

Indicator		Findings	Documentation	Support Plan	Final Follow-Up
		<b>Overview</b>			
Performance	1	<p>Currently, approximately 96 students aged 3-21 years attend Rhode Island School for the Deaf (RISD). This reflects a continuing trend of shrinking enrollment, with a 24% reduction in the last five years. Approximately 2/3 of students are eligible for subsidized lunch programs. Race/ethnicity among students is currently reflected by the following percentages: 63% white; 25% Hispanic; 11% black; 1% Asian/Pacific Islander.</p> <p>Students at the school experience a range of hearing ability and hearing loss. Nearly half of the students are Deaf, with a severe-profound hearing loss; the other majority of students are hard of hearing with a variety of profiles; 10 use cochlear implants for auditory access.</p> <p>All students receive deaf education services through individualized education programs (IEPs). Approximately half of RISD students reportedly have additional disabilities requiring special education services beyond those of deaf education. There are very few teachers with special education certification beyond certification as a teacher of the deaf.</p> <p>Most students attend the school full-time; 15% spend part of their day in classes at schools in local communities.</p> <p>Consultation to staff and parents of students with hearing loss enrolled in public and private schools statewide is offered through RISD's Outreach</p>	<p>District Self-Assessment Document Review Data Analysis Information Works! RISD Presentation Interviews</p>		

		<p>Program. This involves 198 students throughout Rhode Island and reflects a growing population, with a 44% increase in this caseload in the last seven years. The majority of Outreach students are hard of hearing, experiencing various levels and types of hearing loss and/or auditory processing challenges; 12 students use cochlear implants to access auditory information; 25 are Deaf, with severe/profound levels of hearing loss.</p> <p>Services to infants, toddlers, and their families are also offered through the school's Family Guidance Program. 23 families are currently engaged. The Family Guidance Program offers specialized support to families of infants and toddlers with hearing loss, supplementing services provided through the State's Early Intervention Program.</p> <p>Hearing screening for children from kindergarten through grade three throughout the public schools of Rhode Island has been provided through the school's Hearing Center for more than two decades.</p> <p>Although RISD serves the majority of Rhode Island students who are Deaf or hard of hearing, many students in the state are served through other public programs or services provided by local school districts or one of the state's four Educational Collaboratives. Some communities employ their own teachers of the deaf.</p>			
Performance	2	<p>Fiscal support for interpreter, medical/nursing, personal care assistants, and other specialized services beyond those available at RISD is provided for RISD students by their home districts. The Northern RI Collaborative acts as fiscal agent for such services. Fiscal supports for related services (occupational</p>			

		therapists, physical therapists, and speech and language) are typically.			
Performance	3	The school administration and faculty anticipate that changing needs of the children they serve will impact the future role of RISD. Population changes cited include children experiencing exceptionalities beyond hearing loss; need for individual medical/nursing services and personal care assistance; needs for extended school year services; unilateral hearing losses; a growing diversity of languages spoken in students' homes; families with limited resources; growing need for assistive technology for children with physical challenges; and technological advances in cochlear implants, with the emergence of families who opt for cochlear implants for their children and seek general education/hearing settings and whose children require a host of auditory-oral services, acoustically modified auditory environments, and collaboration with MAPping centers.	RISD Presentation Faculty Interview		
		<b>Governance and Leadership</b>			
Performance	4	A Board of Trustees serves as the governance structure for the Rhode Island School for the Deaf, based on state legislation passed in 1999.			
Performance	5	The school has experienced fluctuating leadership in the last few years, with the retirement of a long-time director, departure of another director after two years of service, a period of interim leadership, and a new director in the current school year. Unresolved issues related to roles, functions, and relationships among the Board of Trustees, Director, and staff have contributed to an unclear direction and issues affecting communication and morale.  The Outreach Coordinator plans and coordinates the	Administrative & Faculty Interview Document Review Board Communica- tions		

		<p>budget in conjunction with the Northern RI Collaborative, handles student scheduling, and monitors students' academic progress for the "Mainstream" Program at Community Preparatory School, East Providence Career &amp; Technology, and other part-time district placements.</p> <p>The school administration includes an Assistant Director for Academic Programs, a position that has been vacant for approximately 5 years.</p>			
Performance	6	<p>The Director/staff communication practice for the current school year consists of a monthly email communication from the Director and individual staff conferences by appointment. The school held one mandatory 50 minute after school meeting, allowable under the contract, in the fall. There are five additional meetings that will occur this year. All departments (preschool, elementary, middle and high school) convene weekly department level meetings.</p>	Interviews		
		<b>School Improvement</b>			Final Follow-Up
Performance/ Compliance	7	<p>RISD has a school improvement plan from last year although the team was not formally active this year. The Rhode Island's Student Investment Initiative (Budget Articles 31,23, and 18) requires a school improvement team and an ongoing school improvement plan. The previously drafted plan is currently subjected to review and revision. Some of the action plans are being implemented informally by various individuals in the school. A formal school improvement team that is representative of the school community is not currently in place to conduct ongoing, systematic school improvement, including self-study based on student performance, SALT Survey and other data or to create a school improvement plan</p>	Administrative & Faculty Interview Document Review	<p>RISD will re-establish a school improvement team and ongoing school improvement plan.</p> <p><b>Timeline:</b> Immediately and ongoing. Progress check: May, 2009</p>	<p>Issue addressed. School Improvement team met throughout the 2008-09 school year and developed action plans that were incorporated into the</p>

		articulating the school's mission as a state program, student performance objectives, and strategies designed to achieve its mission and student achievement objectives.			school improvement plan.
Performance	8	<p>In general, both instructional and administrative staff report a lack of clarity about school policies and procedures, citing limited articulation or publication of written policies across areas of communication policies, discipline, curriculum, parent involvement, referral-evaluation-IEP procedures, Teacher Support Teams, and a school improvement process. See also findings in Section 3: IEP/Evaluation for additional information.</p> <p>A parent-student handbook is in use at the preschool level. The last adopted student handbook for the high school was updated in 1996. An update was drafted, submitted for Board of Trustees approval, and tabled several years ago pending revisions. Staff report being unaware whether a current handbook has been adopted at the high school level. A procedural guide (manual for staff) regarding special education due process, evaluation, reevaluation, IEP processes and protocols has not been developed.</p>	RISD Presentation Faculty Interview Document Review		
		<b>Professional Development</b>			
Performance	9	Some faculty express a need for school-wide opportunities for staff to generate a coordinated continuum of curriculum through all levels from preschool through high school, to facilitate students' progression from grade to grade and ensure that teachers are aware of grade level expectations across the levels.	Faculty Interviews		
Performance	10	Faculty as a whole report limited awareness of, or participation in, various professional development and	Faculty Interview		

		<p>funding opportunities available through the Rhode Island Department of Education and other organizations throughout the year. Faculty expressed interest in such activities but are unsure about opportunities available for accessing them.</p> <p>Expertise and collegial consultation from Higher Education and Schools for the Deaf in other states that are implementing effective approaches and solutions to aligning curriculum and IEPs to state standards using linguistically and developmentally appropriate methods for students who are Deaf and hard of hearing have not been explored.</p>	RIDE School Support System Faculty Surveys		
Performance	11	<p>RISD faculty express interests and needs for professional development in the following areas:</p> <ul style="list-style-type: none"> <li>• effective behavioral support systems and strategies</li> <li>• how to align curriculum with grade level expectations and NECAP assessments</li> <li>• methods for assessing needs and setting individual targets for students' developmental and linguistic levels</li> <li>• systematic process for generating IEPs that document individual student learning needs, standards-based/individualized goals, accommodations, and modifications in ways that effectively address the challenges of pre-lingual deafness and its impact on language and cognitive development</li> <li>• up-to-date, research-based instructional strategies to boost reading, writing, and math skill development</li> <li>• strategies for differentiating instruction to meet varying levels and abilities within one class</li> <li>• how to maximize the use of technology, especially assistive technology, for instruction</li> <li>• how to implement cooperative learning</li> <li>• ways to incorporate community-based and service learning as part of the instructional program</li> </ul>	Faculty Interview RIDE School Support System Faculty Surveys		

		<ul style="list-style-type: none"> <li>• approaches for effectively supporting communication between students and their families</li> <li>• ways to support ongoing parent involvement in student learning</li> <li>• social studies conference at the middle level</li> <li>• development of an effective system of Performance-Based Graduation Requirements (PBGR)</li> <li>• changing requirements under new Regents Regulations for the Education of Children with Disabilities</li> <li>• Clarification on communication modalities</li> </ul>			
		<b>Partnerships</b>			
Performance	12	<p>The Outreach Coordinator also serves as Athletic Director, managing scheduling, purchasing equipment, recruiting and paying referees, managing transportation, and raising funds for sports events. Sports currently available at RISD include soccer, basketball, and track &amp; field.</p> <p>RISD is a member of the Eastern Schools for the Deaf Athletic Association, the New England Schools for the Deaf and the Coastal Prep League. Developmental athletic teams for middle school age students play against other smaller schools. RISD athletic groups have received a myriad of national awards and trophies.</p>	RISD Presentation Administrator Interview		
Performance	13	<p>Other learning opportunities offered at RISD are <i>Close-Up</i> and <i>Academic Bowl</i>. <i>Close-up</i> offers a yearlong course on the origins of American Government / Current Events and a subsequent week long civics program in Washington, D.C. with many participating public schools and schools for the Deaf from around the US. <i>Academic Bowl</i> offers preparation for and</p>	RISD Presentation		

		participation in academic competitions with other Schools for the Deaf in the Northeast region. A Science Fair is also facilitated. There are after school sports activities but no after school academic or enrichment activities exist.			
		<b>Instructional Strategies / Data based practices instructional initiatives</b>			
Performance	14	<p>Total communication is the umbrella under which an array of communication modes is utilized at RISD. The following descriptions delineate these forms of communication:</p> <ul style="list-style-type: none"> <li>• <b>Communication in American Sign Language (ASL):</b> Use of the visual-gestural language, including semantic, morphological, and phonological structures distinct from English, used in the United States and Canada.</li> <li>• <b>Signed English:</b> use of manual signs in English word order</li> <li>• <b>Simultaneous Communication (Sim Com):</b> use of manual signs and speech at the same time.</li> <li>• <b>Sign Supported Speech:</b> use of sign as needed to supplement verbal communication, to explain occasional words found to be difficult to lip read alone.</li> <li>• <b>Dual Communication:</b> As an instructional strategy, this combines ASL and English for reading and writing activities.</li> <li>• <b>Communication modalities.</b> The variability of communication modalities among staff and communication modality needs among students present a continuing challenge in meeting the needs of all students.</li> </ul> <p><b>Communication: Pre School and Elementary School</b></p>	Faculty and Administrative Interviews		

		<p>Simultaneous Communication is one mode of communication at the preschool and elementary school for group instruction. One strategy is ASL-based for conceptual development and the use of Signed English for instruction, particularly in literacy. For some students, as per their Individualized Education Program (IEP), some activities in the school day are dedicated to the use of oral communication, although there is not an acoustically sound quiet area to support auditory-oral practice or individual intervention.</p> <p>The preschool team includes a bilingual teacher, which facilitates communication access for Spanish-speaking families of preschool children.</p> <p style="text-align: center;"><b>Communication: Middle School</b></p> <p>In the middle school, some staff use a combination of ASL and Simultaneous Communication. Other classes rely primarily on Simultaneous Communication, but alter this depending on the needs of the students. All staff try to individualize their communication to meet student needs.</p> <p style="text-align: center;"><b>Communication: High School</b></p> <p>At the high school, a variety of approaches to group instruction are utilized, including ASL and Simultaneous Communication. For students who are hard of hearing or utilizing oral communication, one literacy class is offered as an oral class utilizing sign-supported speech as necessary.</p>			
Performance	15	A school-wide communication protocol has not been articulated and implemented at RISD. In the corridors, lunchroom, and informal situations, staff converse with students, colleagues, and visitors using variable modes, such as verbal, sign, or both simultaneously.	Administrative and Faculty Interviews Observation Document	A school-wide communication protocol will be developed and implemented by	

		Faculty and administrators express a desire for the school to establish and consistently implement a clear communication policy, such as those in place in many Schools for the Deaf, to ensure that staff use sign in all conversation throughout the school.	Review Record Review	December 2008.	
Performance	16	Curricular materials, particularly textbooks, are outdated. RISD administrators and faculty cite the need for updated curriculum and textbooks that are aligned with grade level expectations and also offer leveled reading at appropriate instructional levels to help students close the gaps in achievement.	Faculty Interview Document Review	A review of curricular materials and textbooks is an ongoing endeavor facilitated by the Director via the budget process with collaborative input from other staff as appropriate. Timeline: Ongoing. Progress check: May 2009	
Performance	17	RISD's Elementary Coordinator has been working with teachers to align the elementary curriculum with Grade Level Expectations. An Elementary Literacy program, including goals, has been articulated and promotes a balanced, linguistic and literature-based reading program within a thematic, unit-based instructional framework. <i>Progress in Mathematics</i> has been implemented as a standards-based approach to mathematics instruction. An integrated, project-based, spiral curriculum from preschool through elementary level has been developed for social studies.	RISD Presentation Faculty Interview Document Review		
Performance	18	Middle school students working in four groups share one large space divided by partitions. Students reaching middle school level with grade level performance as low as 3 <sup>rd</sup> grade level presents an instructional challenge. Team teaching and flexible groupings facilitate individualized approaches, and	RISD Presentation Faculty Interview		

		students are grouped homogeneously for literacy instruction.			
		<b>Use of student assessment and performance data to inform instruction</b>			
Performance	19	Student achievement/performance: Under the most recent School Performance Classifications issued by Rhode Island Department of Education, RISD is classified as evidencing “Insufficient Progress” by missing multiple achievement targets for consecutive years.	RIDE 2006-2007 School Performance Classifications		
Performance	20	The preschool program aligns with the RI Early Learning Standards through implementation of Creative Curriculum, promoted by the RIDE Early Childhood initiative and State Performance Plan requirements.	RISD Presentation Faculty Interview		
Performance	21	At the elementary level, with the support of the Elementary Coordinator, teachers have begun to use NECAP scores to identify and prioritize Grade Level Expectations (GLEs) beginning in kindergarten. The Assessments and GLEs have started to become guides in searching for new textbooks and teaching materials at the elementary level. In addition, elementary staff are getting more comfortable with how to align IEP goals with GLEs, but targeting for individual needs in relationship to the goals is still a challenge.	RISD Presentation Faculty Interview		
Performance	22	The Commissioner has withheld approval of RISD’s system of Performance-Based Graduation Requirements (PBGR) due to insufficient evidence in four areas. The schools’ current goal is to have in place an approved PBGR system by 2010. The school is struggling with Grade Span Expectations (GSEs) as	RISD Presentation Faculty Interview	RISD will continue to work on PBGR requirements. RISD will seek out information from a myriad of sources	

		well, with the high school expressing a need for assistance in addressing GSEs and achieving approval of its PBGR system.		including the RIDE, Office of Middle and High School Reform.  Timeline: Ongoing. Progress check: May 2009	
		<b>Teacher Support Team/Response to Intervention (RTI) practices</b>			Final Follow-Up
Compliance	23	Because the school does not convene a Teacher Support Team, as required in every RI school under 1999 state budget article requirements, a structured process is not in place for teachers to obtain systematic assistance from colleagues in planning, implementing, and evaluating classroom interventions to address individual students' learning or behavioral challenges. In addition, there is no formal process for crisis management and options are being explored.	Administrator and Faculty Interview RIGL Chapter 16-7.1-2. ( <i>Student Investment Initiative</i> )	RISD will provide ongoing intensive professional development that will connect teachers with the RISD Teacher Support Team (TST) and focus on an array of positive behavioral supports and interventions as well as academic interventions. Timeline: Immediately and ongoing. Progress check: May 2009.	Issue resolved. RISD provided professional development to the staff that included positive behavior supports, crisis management, and de-escalation strategies. Members of the faculty and SST worked with a consultant to evaluate and improve TST functions.
	-+	The practice of implementing research-based classroom interventions for struggling learners, collecting ongoing data to assess a student's response	Faculty and Administrative Interviews	See the support plan in the above finding. It is also applicable to	

		<p>to intervention (RTI), and using that data to adjust intervention strategies, is not yet in evidence.</p> <p>With a few exceptions, faculty are generally unaware of RTI practices introduced by IDEA 2004 and have not accessed RTI professional development opportunities underway in the state. A Teacher Support Team, commonly utilized in many RI schools as the organizing structure for developing and implementing RTI practices, is not active at RISD.</p> <p>A Student Support Team at the elementary level can be configured as needed based on individual child needs, but does not have a regular meeting schedule. Faculty at the middle school level cite the need for consistent support from a Student Support Team (see also common planning time finding in Section 2: FAPE/LRE).</p>		this finding.	
		<b>Family Engagement</b>			
Performance	25	In existence for approximately 20 years, Friends of RISD is a school organization focused on assisting RISD in its projects and endeavors through fundraising and activities, such as athletics, Jr. NAD, Close Up, sign language classes, summer programs and scholarships. Friends of RISD is comprised of parents, alumni, and community members. Sign language classes are offered through Friends of RISD and are open to the public. These are available at no cost to parents who can attend.	RISD Presentation Faculty Interview		
Compliance	26	RISD does not have in place a Special Education Advisory Committee as required under the Rhode Island Regulations for the Education of Children with Disabilities.	Record Review Presentation Interview	The RISD Director will be the lead for facilitating a Special Education Advisory	Issue resolved. Recruitment process has

				Committee for RISD.  Timeline: Immediately and ongoing. Progress check: May 2009.	been developed and implemented in 2008/09 school year. Focus for the 2009/10 school year will be to continue to build membership and broaden functions.
Performance	27	The School Accountability for Learning and Teaching (SALT) Survey includes parents in the Survey process. For schools statewide, the average percentage of parents who participate in the SALT Survey is 57%. The participation rate of RISD parents for the last reported SALT Survey is 13%.			
Performance	28	Each Fall, an Open House event is held for parents. The Secondary Transition process is presented as part of the information shared. Transition Night, offered each spring, offers another opportunity for parents to be informed about processes to plan students' transition from school to adult life. Rhode Island Parent Information Center (RIPIN), Office of Rehabilitation Services (ORS), and the Rhode Island Department of Education (RIDE), participate in this event.  A number of other school-wide events welcoming family participation are scheduled throughout the year such as the Annual School Play, Senior Project, and Graduation.	Faculty Interview Parent Interview		

		RISD will have a new school calendar that will be issued May 30th to the new school community. This will contain information regarding events at RISD (i.e., two new dates for fall Open Houses, etc.).			
Performance	29	RISD acknowledges its challenge to address the limited access to communication that many students experience outside of school. Administrators report that less than half of their students' parents learn to use sign language to enable them to communicate with their child. Staff expressed concern about the communication barrier persisting between many deaf students and their families and its subsequent impact on child/parent relationships, families' capacity to support their students' learning, and children's social, emotional, cognitive, and language development.	RISD Presentation Administrator and Faculty Interview		
Performance	30	Faculty express concern about the school's overall limited outreach for parent engagement beyond the early childhood level. There is no evidence of an effective, culturally competent policy, process, and practice to reach out to and engage families to encourage and build their involvement and ability to support their children's communication, learning, and social networks.  There are also no current opportunities for families to participate in strategic planning, school improvement, and other policy decision-making.	Faculty Interview	The Director in conjunction with staff will review and develop strategies for expanded parent outreach at RISD.  Timeline: Ongoing. Progress check: May 2009	

**2. INDIVIDUALIZED EDUCATION PROGRAM / FREE, APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (IEP/FAPE in the LRE)**

Indicator	Findings	Documentation	Support Plan	Final Follow-Up
	<b>Program Continuum</b>			
Performance	<p>1</p> <p>The RISD school program provides a caring environment for students. Despite many administrative turnovers at the school, faculty have maintained their focus on the students and are dedicated to meeting student needs. Small class size offers a positive condition for learning and facilitates opportunity for personalization, active student engagement, and individualized instruction to meet IEP goals.</p> <p>The program continuum at RISD includes the following options:</p> <p><u>School Program:</u> Eight-five percent (85%) of students enrolled at RISD spend their full school day at RISD and participate in small special classes. The majority participate in this option to ensure communication access appropriate to their individual needs, but more than half also evidence additional disabilities requiring specialized strategies to support learning, based on their IEPs.</p> <p>Preschool ratios are approximately 7 children per teacher. At elementary levels, using split class levels of K-1, 2-3, and 4-5, average group size is just under 7 students. At the middle and high school levels, average group size is 5 students.</p> <p>Although the teacher/child ratio in the preschool program meets regulatory requirements, it is not clear whether the preschool classes are arranged to ensure adherence to the regulatory class size limit of ten children per preschool</p>	<p>RISD Presentation Administrative and Faculty Interview Observation</p>		

	<p>classroom. With the increase of new students anticipated, there will be a need to ensure that each group of 8 or more preschool children includes a teacher assistant.</p> <p><u>“Mainstream” Program:</u>  Fourteen (14) students enrolled at RISD spend part of their day in general education classes located in nearby communities, including East Providence High School, East Providence Career and Technical Center, and Community Preparatory School. The Outreach Coordinator oversees interagency arrangements and student services in these settings and attends IEPs meetings on site. He provides orientation for general education staff interacting with the students and, at Community Prep, some academic support to students.</p> <p>RISD’s collaboration with these educational partners was established on an informal basis two decades ago through the initiative of the school’s first director.</p> <p><u>Outreach Program:</u>  Approximately 198 students aged 3- 19 who are enrolled in and participating full time in their respective school districts through out Rhode Island, as well as the students in the Mainstream Program, are assigned to a full time substitute teacher and the Outreach Coordinator/Teacher. These two staff members comprise the Outreach Program, which reaches out to over 30 school districts offering consultation/monitoring for 173 students and direct services to 25, including some students in the mainstream program. In the Outreach group, 25 students are Deaf, 12 use cochlear implants, and 173 are hard of hearing</p> <p>Outreach teachers serve as liaisons between the schools and RISD resources, attend IEP meetings for these students, and occasionally coordinate evaluations with</p>			
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		<p>districts and RISD.</p> <p>There are a variety of ways that RISD receives outreach referrals, with the Family Guidance Program and the Hearing Center at RISD being the primary sources. School districts are also a source of many referrals for the Outreach Program. Due to limited staffing, direct services to the majority of students is not available. Among the caseload are 44 inactive cases where students have not been seen for three years. Recently, 16 outreach students who are preschool age were assigned as another responsibility of the Family Guidance/Preschool Coordinator.</p>			
Performance	2	<p>At the middle and high school levels, staff have also made a concerted effort to encourage and support students to participate in state assessments and cope with the challenges inherent in the experience.</p> <p>Teachers note concern about test bias for students who are Deaf, citing a test item that asks students to trace the history of music up to the iPod. This mismatch between the unique experience of students who are Deaf and the test item assumption has raised questions among teachers regarding the appropriateness of the measure.</p> <p>Staff at the secondary level are struggling with how to align student goals and curriculum with GLEs and Grade Span Expectations (GSEs) while addressing the unique language and literacy needs of students who are deaf or hard of hearing.</p> <p>The need for updated textbooks and learning tools aligned with expectations is cited.</p>	RISD Presentation Faculty Interview		
Performance	3	<p>In Fall of 2007, 11 students participated in Alternate Assessment. As teachers have administered the Alternate</p>	Parent interview Staff		

		Assessment activities with their students, they have begun creating assignment formats aligned with this assessment.	presentation Faculty Interviews Record review		
Performance  Compliance	4	<p>Common planning time</p> <p><u>Preschool</u> The preschool team holds regularly scheduled common planning meetings to plan curriculum, learning activities, and individualized instruction. The team cites the need for consistent participation of a speech/language pathologist on the team, with this position vacant for much of the school year.</p> <p><u>Elementary</u> Elementary faculty have a weekly opportunity for common planning and also convene weekly for Elementary Department meetings.</p> <p><u>Middle Level</u> Middle level teachers have daily opportunity for common planning from 11:45 – 12:30 and also meet weekly for faculty meetings with the secondary level coordinator.</p> <p><u>High School</u> There is currently no common planning time arranged at the high school level. High school faculty meetings are held weekly and focus on immediate student needs. The high school faculty express the need for time to meet to make decisions about evolving curriculum, the new portfolio system, standards-setting, and evaluating student work.</p>	Faculty Interviews	<p>The school will procure a speech and language pathologist to fill the vacant position and provide compensatory services as appropriate.</p> <p>Timeline: Immediately and ongoing. Progress check: September 2008</p> <p>The high school will implement common planning time to stratify the requirements of PBGR.</p> <p>Timeline: September 2008</p>	Issue resolved. 3 Speech and Language pathologists were hired to fill positions and provide compensatory services.
Performance	5	<p>There are Rhode Island students who are Deaf or hard of hearing who are educated in programs not directly connected with the School for the Deaf.</p> <ul style="list-style-type: none"> <li>Some school districts employ full or part-time teachers</li> </ul>	RISD Presentation Administrative and Faculty		

		<p>of the deaf and/or speech pathologists with specialized expertise and serve students on-site within their home districts. In some cases, services include sign interpreters, adaptive visual equipment, FM systems, note takers, and other supports. These programs are solely funded by school districts.</p> <ul style="list-style-type: none"> <li>• School districts are contracting as needed with a private educational audiologist, speech/language therapist and/or teacher of the deaf with specialized expertise in auditory-oral intervention to provide frequent, direct, on-site support to a small number of individual students in general education settings from nursery school through high school who use cochlear implants or amplification for accessing auditory information. These services are purchased directly by school districts.</li> <li>• For young children in the early stages of using cochlear implants whose families are seeking an oral education in a hearing environment but who require a period of intensive auditory-oral intervention, sending school districts are jointly contributing to support children’s participation in the RI Auditory-Oral Program, located in a local elementary school. It provides teachers and speech pathologist with auditory-oral expertise, intensive daily auditory-oral intervention, acoustically adapted facilities, cochlear implant monitoring, collaboration with MAPping centers, structured inclusion, and parent education. The Northern RI Collaborative serves as fiscal and administrative agent for this program, which helps children prepare to general education classes in their home districts.</li> </ul>	Interview		
Performance	6	Some students, particularly at the secondary level, are new to the school from Spanish-speaking countries with	RISD Presentation	RISD will review and implement culturally	

		apparent limitations in development of language systems in English, Spanish, or sign language, The school is unsure of how to address the challenge of culturally and linguistically appropriate assessments and instruction for these students	Faculty Interview	and linguistically appropriate assessments and instructional approaches for these students.  Timeline: Progress check: May 2009.	
Performance	7	The school nurse and school counselor are a valued resource to the school and serve as added supports to students and families in issues related to health, guidance, and overall well-being. The school social worker, offering bilingual outreach for families, has retired. This position has been filled.			
Performance /Compliance	8	There is not a systematic process in place to ensure that personnel hired at RISD after July 3, 1995 demonstrate competency in ASL, consistent with standards adopted by the Board of Examiners of Interpreters for the Deaf. The school acknowledges a range of ASL competency among the current staff, including teachers hired without such assessment since the statute took effect in 1996.	Faculty & Administrator Interview (RIGL 16-25.2-4 <i>Instruction for Deaf and Hard of Hearing Students</i> )	All newly hired teachers must send the certificate of their ASL Competency along with their resumes. (Universities and colleges have started to assess ASL Competency to assess teaching in ASL). Timeline: Immediately and ongoing. Progress check: May 2009.	Issue resolved. A recruiting procedure has been put in place to ensure the school is hiring teachers who are proficient in ASL. No new teachers have yet been hired since this report.

Compliance	9	It is unclear whether all students enrolled at RISD receive instruction from teachers who meet requirements under NCLB and RIDE for Highly Qualified Educators. The majority of the faculty are highly experienced, certified teachers of the deaf, K-12. However, it is not evident, particularly at the secondary level, that every class are taught by a teacher certified in the appropriate subject matter.	Faculty and Administrative Interviews Document review	Placement of teachers will be determined by their respective highly qualified status as of September 2008.  Timeline: September 2008	Issue resolved. Teacher assignments for the 2008-09 school year were determined to ensure that all students are instructed by a highly qualified teacher.
		<b>Facilities</b>			
Performance	10	The long-standing RISD facility as a whole presents a challenge to communication in that it is an open, older structure not designed for preschool, elementary, and secondary education that presents acoustical challenges. Attempts to reduce visual and noise interference through addition of room dividers and carpeting have had limited success as a remedy. Noise interference is exacerbated in instances where air conditioners required for medically fragile students are installed as add-ons. The current physical conditions preclude an effective hearing environment for students with residual hearing and/or cochlear implants.  Construction of a new school is anticipated to begin within the upcoming year. RISD leaders over the last five years have successfully advocated for a new building, with a bond passed with the Rhode Island Department of Administration designated for construction oversight.	Observation Administrator and Faculty Interview		

Performance	11	The school's intercom system is antiquated and not functional for individuals who are Deaf. Emergency buttons in classrooms require speaking and hearing to access (not a visual system), and many are not in working order.	Administrator and Faculty Interview		
Compliance	12	There are no individual evacuation plans for students with mobility challenges nor are there any general evacuation plans posted in classrooms. Teachers perceive that it is their individual responsibility to figure out how to escort each student out of the building in an emergency.	Faculty Interview	Professional development and visual displays of evacuation plans will be immediately posted by the Assistant Director. The plans will be reviewed semi-annually.  Timeline: Immediately and ongoing. Progress check: May 2009	Issue resolved. Evacuation plans were developed, reviewed with staff, and posted in all the appropriate places.

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

Indicator		Findings	Documentation	Support Plan	Final Follow-up
Compliance	1	Records of approximately four students were reviewed prior to the on-site review by the visiting team. These were selected through a stratified random sampling technique to allow the team to consider a representative variety of students. As a general note, the record keeping system at the RISD (main office) improved since the last School Support System review,	Record Reviews	Assurances will be provided to the RI Department of Education, Office for Diverse Learners that compliance issues are	Issue resolved. Records are now kept in locked file cabinets and accessible

		<p>particularly in that IEPs are more fully completed across sections and a log of access has been established. Students' records reviewed were accessible and generally well organized. The following findings in this section illustrate the themes that emerged from the record review that will require district attention. The Director is concerned about accountability in terms of the security of the records. This concern will be rectified by June 2008</p>		<p>addressed and rectified. <i>This Support Plan is applicable for all compliance findings in this section.</i></p> <p>Timeline: Immediately and ongoing. Progress check: May 2009</p>	<p>only upon request. A records management policy has been put in place; staff have been informed and oriented to the procedure. The procedure is posted.</p>
Performance/ Compliance	2	<p>In its annual plan for use of federal funds (Consolidated Resource Plan, or CRP) for the current school year, the school acknowledged the need for professional development for teachers in how to positively engage parents in active, balanced IEP dialogue and constructive decision-making regarding their children.</p> <p>Currently, IEP meetings, particularly at the secondary level, are conducted in ways that sometimes allow disputes about both services and financial matters to arise among RISD faculty or between RISD and local school district representatives. Although RISD faculty are welcoming and evidence a respectful manner with parents, the lack of systematic facilitation, chairing, and recording at meetings are sometimes experienced by parents as disheartening or frightening and discourages their participation. They report being aware of tensions about decisions among staff members and about financial responsibilities between RISD and school departments. This experience discourages involvement in their child's education and in the school. Administrators, faculty, and parents express confusion</p>	<p>Record Reviews SA3,SA4 Faculty interviews Parent interviews Student interview Due Process Document Review</p>	<p>RISD will create and implement a school-wide professional development plan that will include technical assistance from a variety of sources to facilitate IEP meetings consistent with new state guidelines and regulations.</p> <p>Timeline: Immediately and ongoing. Progress check: May 2009</p>	<p>Issue resolved. Plan implemented. IEP Training was provided on-site by the state's IEP Network trainers. In August, a consultant was hired to provide ongoing training and technical assistance throughout the 2009-09 school year. The</p>

		<p>about the various responsibilities among local school districts and RISD for IEPs, services, fiscal support, and accountability.</p> <p>This unresolved issue results in tensions among all parties, disruption in IEP meetings, delays or compromises in service provision, and/or contacts with state officials requiring formal dispute resolution or complaint investigation. Examples include accountability for ensuring IEP development and implementation; responsibility for transportation; responsibility for Extended School Year services; fiscal and program responsibility for specialized services not available at RISD.</p> <p>As a result of misunderstanding regarding these issues, IEP teams sometimes do not include ESY as an option; a service indicated on an IEP is delayed or omitted; a meeting may be cancelled by a local school district after RISD has scheduled it, or a service dispute remains unresolved. Faculty report that availability of services sometimes depends less on student need and more on the student's district of residence and its relationship with the RISD staff rather than student need. Districts express frustration about service decisions made by RISD faculty outside of the IEP process.</p>			<p>consultant provided training to grade level teams, to individual teachers, and other RISD staff who participate in IEP meetings. Several staff attended the IEP cohort Train-the-Trainer workshops provided by the RIDE.</p>
Compliance	3	<p>RISD invites and attempts to engage students' local school district representatives in most students' IEP meetings. IEP team meetings are arranged collaboratively with parents at times mutually available to parents and staff. A RISD support staff person first contacts parents by telephone to identify a meeting time, then follows up with a written IEP notice. Although secondary level students are included in IEP meetings there are some occasions where they experience disputes among the adult IEP team members and make</p>	<p>Faculty Interviews CRP Review Student Interview Parent Interviews Record Reviews SA3, SA4</p>	<p>RISD will create and implement a school-wide professional development plan that will include technical assistance from a variety of sources to facilitate IEP meetings consistent with new</p>	<p>Issue resolved. See above follow-up status report.</p>

		requests for accommodations that are incorporated in the IEP but not implemented. In at least one instance, faculty suggested to a student that s/he did not need to participate in the IEP meeting because an interpreter was not included, with the parent having to advocate for the student's participation.		state guidelines and regulations.  Timeline: Immediately and ongoing. Progress check: May 2009	
		Other IEP/Record Review related findings			
Compliance	4	<b>IEP Protocol</b> A description of students' strengths and needs, which must delineate each area of development and curriculum, is inconsistently entered in IEPs. In some cases, the description focuses on many aspects of the student's personality and one or two developmental areas; in other instances, it delineates some areas and omits others; in some cases, services or accommodations, rather than areas of strength and need, are indicated.	Record Reviews	RISD will create and implement a school-wide professional development plan that will include technical assistance from a variety of sources to facilitate IEP meetings consistent with new state guidelines and regulations.  Timeline: Immediately and ongoing. Progress check: May 2009	Issue resolved. See follow-up status report for Item 2 in this section.
Compliance	5	Although short-term learning objectives are generally delineated in a sequence of measurable intermediate steps, objective evaluation procedures, including criteria, procedure, and schedule for reviewing progress, do not consistently delineate in a clear manner the specific evaluation tasks to be utilized, criteria of success for those tasks, and specific procedure for assessing performance.	Record Reviews	RISD will create and implement a school-wide professional development plan that will include technical assistance from a variety of sources to facilitate IEP meetings consistent with new	Issue resolved. See follow-up status report for Item 2 in this section.

				state guidelines and regulations.  Timeline: Immediately and ongoing. Progress check: May 2009	
Compliance	6	<p>Annual goals in IEPs do not always:</p> <ul style="list-style-type: none"> <li>• address student's progress in the general curriculum.</li> <li>• use standards or grade level benchmarks.</li> <li>• describe performance in measurable ways</li> <li>• align with student needs identified by the student's vocational assessment</li> </ul> <p>Although a standards-based curriculum is underway at the preschool and elementary levels and emerging at the middle school level, all staff are not clear about how to generate measurable annual goals that are aligned with standards while reflecting individual student targets in relationship to those standards.</p> <p>IEPS are generally developed by staff who conduct evaluations, with individuals creating separate components related to their distinct evaluations. Classroom teachers' participation, particularly at the middle and high school level, and genuine group decision-making with parents, teachers, and school districts in creating IEPs, is not fully facilitated.</p>	Record Reviews Faculty Interviews	<p>RISD will create and implement a school-wide professional development plan that will include technical assistance from a variety of sources to facilitate IEP meetings consistent with new state guidelines and regulations.</p> <p>Timeline: Immediately and ongoing. Progress check: May 2009</p>	Issue resolved. See follow-up status report for Item 2 in this section.
Compliance	7	<p>Descriptions of supplementary aids and services, accommodations, and modifications lack specificity; location, frequency/duration, and do not always specify language system assistance being provided. Example:</p>	Record Review Student SA3 Interview Parent interview	<p>RISD will create and implement a school-wide professional development plan</p>	Issue resolved. See follow-up status

Compliance		<p>the term “sign supported instruction” is used as a general term across IEPs, but does not specify ASL, signed English, simultaneous communication, sign supported speech, or a combination, or how the accommodations apply to different instructional settings and subject areas.</p> <p>Accommodations indicated in students’ IEPs are sometimes not implemented, based on budgetary restrictions, and remain unaddressed.</p>		<p>that will include technical assistance from a variety of sources to facilitate IEP meetings consistent with new state guidelines and regulations.</p> <p>The SA3 finding will be addressed and rectified immediately. Progress check: June 2008.</p> <p>Timeline: Immediately and ongoing. Progress check: May 2009</p>	report for Item 2 in this section.
		<b>Evaluation procedures and protocols</b>			
Performance	8	In general, both instructional and administrative staff report a lack of clarity regarding due process, evaluation, reevaluation, and IEP protocols and procedures under IDEA 2004 and the new state special education regulations.	RISD Presentation Faculty Interview Document Review	<p>A procedural manual will be developed and staff will receive in-service training regarding the manual.</p> <p>Timeline: Progress check: May 2009</p>	
Compliance	9	Re-evaluation procedures are conducted in a manner inconsistent with requirements of the Individuals with Disabilities Education Act of 1997 (IDEA) and Rhode	Administrator and Faculty Interviews	RISD will provide IEP training to evaluation staff	Issue resolved. See follow-

		<p>Island Regulations for the Education of Children with Disabilities. Currently, re-evaluation planning is conducted by each student's case manager in consultation with others, with needed evaluations identified at an "Evaluation Planning Meeting" (EPM), an internal staffing conducted in preparation for IEP meetings. This is usually followed by a letter sent to parent for their consent. In EPMs, staff also frequently discuss the student's goals and come to agreement regarding services.</p> <p>This conflicts with IDEA and state regulations that require all re-evaluation and service decisions to be considered and made by the IEP team, including the parent, as part of the IEP review process, consistent with the state IEP decision-making protocol.</p> <p>Student files evidence some documentation of IEP team discussion and consideration of the results of students' re-evaluations. A Team evaluation summary report protocol is not consistently used at all levels that describes findings of re-evaluations and implications for the students' progress in the general curriculum.</p>	Record Review Parent Interview	<p>members; trained staff members will conduct IEP training for all faculty Timeline: Immediately and ongoing. Progress check: May 2009</p> <p>Policy and Protocols will be developed and shared with staff and parents (translated in home languages). Timeline: December, 2008</p>	<p>up status report for Item 2 in this section.</p> <p>Further, the school's Director in coordination with the Board of trustees has developed policies and protocols to address these areas. As they have been developed and approved they have been distributed to staff and families.</p>
Compliance	10	<p>Procedural safeguards, notices, IEPs, and forms are not automatically provided in writing to parents in their native language in cases where a family's primary language is other than English.</p>	Faculty Interviews Record Review Parent Interview	<p>RISD will use Procedural Safeguards and other appropriate notices and IEP forms which will be available to download from the RI Department of Education website. It</p>	<p>Issue resolved. The practice described in the Support Plan for this item has been consistently implemented</p>

				is anticipated that these forms will be translated into other languages.  Timeline: Immediately and ongoing. Progress check: May 2009	in the 2008-09 school year.
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4. TRANSITION					
Indicator		Findings	Documentation	Support Plan	Final Follow-Up
		<b>Pre-School</b>			
Performance	1	<p>For children whose families participate in the Family Guidance Program, RISD offers playgroups for toddlers to ease students' transition to group settings at age three years, and parents are introduced to the preschool staff in advance.</p> <p>RISD has recently restructured its outreach services to children who are turning three years of age. Previously, its Family Guidance Program provided services through age two, with the RISD Outreach Program providing services to children enrolled in their home districts in general education settings. The family Guidance program has been extended recently to provide outreach services through age 5.</p> <p>There is concern about adequate outreach capacity for preschool children using cochlear implants or amplification who require frequent, direct auditory-oral services and related case management within their home communities.</p>	<p>RISD Presentation Faculty Interview Parent Interview Agency interviews Due process and correspondence document review</p>		

Compliance		<p>When preparing at 30 months of age to transition toddlers to preschool services, the school has not articulated a clear transition protocol that ensures each family is well informed about and receives unbiased guidance about the range of preschool options available throughout the state to preschool children who are Deaf and hard of hearing.</p> <p>It is not clear that preschool children have access to a full array of options supported by district or RISD resources, such as community-based general early childhood programs with support, specialized auditory-oral intervention services in general education settings, preschool special classes at RISD, and other options.</p>		<p>RISD Coordinator for Family Guidance is collaborating with Family Services of RI (Early Intervention) to develop clear transition protocols and procedures. Timeline: Immediately and ongoing. Progress check: May 2009</p>	<p>Issue resolved. Protocols and procedure are now in place. RISD has collaborated with EI services to establish these.</p>
Compliance		<p>There is not an effective collaborative process in place between RISD and school districts to ensure that service decisions are based on each individual child's needs and family preferences for communication modality for their child. It has been reported recently that decisions may be influenced by program cost, with services available through RISD at no cost sometimes prevailing over other options. Discussion of cost has occasionally been permitted within IEP meetings in parents' presence. In these instances, families appear to have been discouraged from promoting their wishes for their child's communication modality or for less restrictive educational options and from playing an active role in decision-making about their child's educational program.</p>		<p>RISD will review their needs around this issue and develop a plan for procuring technical assistance in this area.  Timeline: Immediately and ongoing. Progress check: May 2009</p>	<p>Issue resolved. Action plans to address this item have been developed through an extensive needs assessment and strategic planning process occurring through</p>

					the winter and spring of 09.
		<b>Vocational Assessments / procedures, linkages to transition planning / connectivity to the IEP</b>			
Performance	2	<p>RISD has employed a full time Transition Coordinator for nine years at RISD, who is responsible for developing, promoting, and implementing the secondary transition process for students enrolled at the school. The Transition Coordinator is highly experienced in career and employment programs and working with students and adults who are Deaf and very knowledgeable about community-based resources and systems such as SSI, Rehabilitation, Division of Developmental Disability, and Department of Labor.</p> <p>The Transition Coordinator conducts vocational-career assessments for individual students beginning at age 14 years (or earlier if determined by the IEP team) and assists IEP teams, including the student, in generating plans for his or her transition from school to adult life.</p> <p>Vocational/career assessments are comprehensive and individualized and include interest inventories, non-verbal assessments of occupational interests, transition assessment in sign language with deaf norms, and a rating scale.</p> <p>These assessments facilitate career exploration and discussion, assist the student in understanding strengths and weaknesses and how they can be linked with the interest inventory to better inform the career exploration process, identify areas of student need and inform IEP goals to address them, and assist the IEP team in developing measurable IEP goals that meet</p>	RISD Presentation Faculty Interview		

		<p>the needs of the student. This battery of tools offers measures across a very broad scope of learning, life, and educational areas and also provides some linguistically and culturally appropriate ways to assess.</p> <p>Assessments currently utilized include:</p> <ul style="list-style-type: none"> <li>• Becker Reading Free Vocational Interest Inventory</li> <li>• COPSystem Picture Inventory of Careers</li> <li>• Harrington-O’Shea Career Decision Making System</li> <li>• Self Directed Search</li> <li>• Transition Competency Battery</li> <li>• Enderle-Severson Transition Rating Scale-J</li> <li>• Vocational Evaluation</li> </ul>			
Performance	3	<p>An individualized approach is used throughout vocational/career assessment and transition planning. The students’ transition folders focus on employment.</p>	Faculty Interview	<p>Comprehensive school counseling will be re-established in the fall of 2008 and this will include a career exploration component.</p> <p>Timeline: Progress check: December 2008.</p>	
		<b>Secondary Post Secondary outcomes, transition planning and connectivity to the IEP</b>			
Performance	4	<p>The Transition Coordinator facilitates the transition planning process as part of students’ IEP meetings and throughout their school experience. Her role currently includes advocating for a focus on transition as the primary focal point of secondary students’ IEPs, with each student’s transition goals and plan providing the frame for description of student strengths, needs, present levels, goals, course of study, objectives,</p>	Faculty Interviews	<p>RISD will create and implement a school-wide professional development plan that will include technical assistance from a variety of sources to facilitate IEP meetings</p>	

		accommodations, and services.		consistent with new state guidelines and regulations.  Timeline: Immediately and ongoing. Progress check: May 2009	
Compliance	5	<p>Transition planning is partially evident in students' IEPs. However, fully developed transition plans integrated throughout annual IEP goals and objectives, with a related course of study fully integrated within the instructional program are not yet fully adopted. Present levels, goals, and objectives based on the transition plan are drafted but sometimes excluded from the IEP.</p> <p>Students' transition plans tend to be perceived as the business of the Transition Coordinator, but not as an integral part of the high school program and curriculum.</p>	Faculty Interview Record Reviews	<p>The Department Coordinators will ensure that teachers will include the transition plans in their teaching and learning endeavors. Professional development for staff in this area will also be explored and assessed as appropriate.</p> <p>Timeline: Immediately and ongoing. Progress check: May 2009</p>	<p>Issue resolved There is now coordination and integration of transition goals and IEP goals/objectives. Teachers received professional development in transition planning and IEP development.</p>
Performance	6	All RISD freshmen go for a tour at the East Providence Career and Technical Center. If a student is interested, a program is planned. There are also interest inventories and placement tests at East Providence Career and Technical Center that factor into the	Faculty Interviews		

		<p>decision process. Participating students receive academic courses at RISD or East Providence High School and vocational experiences and East Providence Career and Technical Center. The Transition Coordinator and/or Outreach Coordinator monitors each student's progress and brings student progress information back to the RISD team.</p>			
Performance	7	<p>Clearly, high school seniors readily describe their interests, aspirations, and projects or internships they are undertaking to discover their interests, develop their talents, and work toward their career goals. High school faculty are supportive of the senior projects and encourage both students' creativity and connection to academic skill application.</p>	Faculty Interviews		
Performance	8	<p>With reference to the K-12 Comprehensive School Counseling program, the Transition Coordinator has worked to expand the concept of transition to include the elementary level at RISD, offering early exposure to jobs beyond those learned from teacher interviews.</p> <p>At the secondary level, there is a need for development of curriculum in Independent Living and Community Participation and an employment-supportive curriculum.</p> <p>Community-based resources, particularly the Office of Rehabilitation Services (ORS), but also Independent Living Centers, Corliss Center, Goodwill, and state agencies, are utilized. A continuum of work experiences allows students to identify interests, develop "soft" skills transferable to any work setting, and gain confidence and independence working in the hearing community.</p> <p>ORS has funded Senior Year Co-Ops; however, the</p>	Faculty Interviews		

		ORS staff position is now vacant. ORS funds a Summer Work Experience Program for students, with funding limited to one summer per student. This leaves many RISD students unable to access needed summer work experiences for a 2 <sup>nd</sup> or 3 <sup>rd</sup> summer. The ORS mentoring component does continue beyond one year.			
Performance	9	Community work-based experiences are available to students not pursuing college and not enrolled in the East Providence Career and Technical Program. Students who are college bound and/ or enrolled in the East Providence Career and Technical program can participate in a career-co-op in their senior year (this co-op is funded by ORS). Each spring, a Job-Seeking Skills class, which includes a job placement assistance component for summer job placement, is offered. Prior to their senior year, students have the option to participate in a summer community work experience.	Faculty Interviews		
Performance	10	Cutbacks in both RISD staff positions and limitations of outside funding have eliminated RISD job coach positions and other resources supportive of community-based and summer opportunities for students at the secondary level. The Transition Coordinator is the primary job supervisor, job coach, and driver for the senior Co-op experience.	Faculty Interviews		
Compliance		Currently, both the high school schedule and transportation limits preclude students from fully accessing the work experiences available. Students attending the East Providence and Community Prep programs are transported to and from these experiences in the school bus, with a bus driver.		The RISD Assistant Director will ensure that the bus driver is available for transporting students to work experience. RISD will explore	Issue resolved. RISD has in place a bus driver who s

		Students accessing work experiences rely on the RISD school van. Without a van driver, the Transition Coordinator, who holds a chauffeur's license, transports students to work experiences in the school van whenever possible. There are occasions when students are forced to cancel appointments for work experiences when the van or Coordinator are not immediately available.		some advocacy opportunities and options.  Timeline: Immediately and ongoing. Progress check: May 2009	available to provide transportation to work experiences.
Performance	11	RISD generates a Summary of Progress (SOP) for each graduating student. Teachers input into this process has been limited up to this point.	Faculty Interviews	Transition and High School Coordinators will continue to take the lead and encourage classroom teachers input/involvement.  Timeline: Progress check: May 2009	
		<b>Drop-out /Graduation Rates</b>			
Performance	12	The RISD student attendance rate of 93.8% is slightly higher than the state average of 90.4%. Nearly all RISD students stay in school through graduation, although the last reported number of graduating seniors (one) was too small to compare to the state average graduation rate of 89.2%.	<i>Information Works!</i> District Self-Assessment Data Analysis		