



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

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**School Support System Report and Support Plan**

**RI School for the Deaf  
June 2018**

**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 sample of approximately 20 students with exceptionalities is selected; the records of these students are reviewed; their parents, teachers and related service providers are interviewed, and their classrooms are observed. The result is an in-depth, unified examination of the actual provision of programs and services for students with exceptionalities. The RIDE staff compiles a preliminary summary of their analyses of this data.
- **Presentation by the LEA and School Site Review:** The on-site review begins with a presentation of programs by teachers and staff. The presentation provides the review team with general and specific information on delivery of programs and services to students. Following this presentation, on-site reviews to all schools are made. The team members interview school administrators and teaching staff. Parents and central office staff are also interviewed. The team gathers sufficient information and works with the LEA personnel to generate a report, covering the following:
  - The district's compliance with the state and federal regulations, relative to the education of students with exceptionalities.
  - The quality and effectiveness of programs and services provided by the district.
  - The need for professional development and technical assistance that will enable the LEA to improve programs and services.
- **The Support Plan:** The Ride team, LEA central office and building administrators meet to review the data and complete a report of results. The group designs a professional development/technical assistance support plan with timelines for implementation. This plan enables the school and district to correct areas of non-compliance and to strengthen promising programs and correct areas of weakness in order to improve services and programs for all students.
- **The SSS Report:** The report summarizes the findings from the various data sources. The format of the report uses four divisions: Indicators, Findings, Documentation, and Support Plan. Indicators describe either performance or compliance. Findings can include a variety of some six categories, from School Improvement to Free Appropriate Public Education in the Least Restrictive Environment. The documentation section of the report distinguishes the source of the finding. The support plan reflects the response to the described findings. The support plan describes the corrective action by the district as well as resources and time lines to improve programs and services.

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**Record Review Team Leaders**

**Team A – Susan Wood, Sandra Cambio Gregoire, Kerri Sorensen,**

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	<p>1</p> <p><b>Least Restrictive Environment Data (State Performance Plan Indicator #5)</b></p> <p>Rhode Island School for the Deaf (RISDeaf ) is a state public Special Education school that makes efforts in several ways to connect students with peers outside the school environment and in general education settings where it is individually appropriate. Students in the high school may attend classes both academic and vocational at East Providence High School or at their district's high school. This year RISDeaf currently has four students attending the East Providence Career and Technical Center 8 hours per week. Juniors and seniors have the opportunity to participate in a co-op work experiences with supported job placements in the community. RISDeaf has a number of interscholastic sports teams including soccer, track and basketball in which students compete against other schools in the area. RISDeaf collaborated with Mariposa, an integrated preschool that leased classroom space in the building through the 2016-17 school year. This afforded us with the opportunity to provide some inclusive experiences for our preschoolers. Currently the preschool has grown significantly so the space was needed this school year. When appropriate RISDeaf has hearing siblings and CODAs (children of deaf adults) attend the preschool to provide for more integration and to be peer models.</p> <p>Least Restrictive Environment (LRE) for a deaf or hard of hearing child is one that supports the child’s strengths and meets the child’s need for meaningful language and communication access, social interaction, and educational achievement. It includes quality ongoing and interactive participation in planned and incidental learning opportunities with a variety of peer and adult role models. Research informs us that young students are particularly motivated by the need to belong, and older students are motivated by the need to make connections. RISDeaf is committed to planning for its students in a manner that ensures the best chance of belonging and for making clear and coherent connections to the “world around us.”</p>	

Result	2	<p><b>Participation and performance of children with IEPs on statewide assessments (State performance Plan Indicator #3):</b></p> <p>One hundred percent of the students at RI School for the Deaf receive special education services through an IEP. In the 2015-16 school year 100% participated in the math assessment and 96.6% participated in the reading assessment. On the reading assessment 10.7% of students were proficient and 3% were proficient in math. The strategies and goals listed below are identified in the school's reform plan, a plan that is required to develop as a priority school. These strategies and goals are in place to help close the achievement gaps for the students. The following will continue to be offered:</p> <ul style="list-style-type: none"> <li>• Specific services and programs to families of Hispanic heritage who do not speak English as the school plans increased literacy support. Services include American Sign Language (ASL), Reading to Deaf Children and Families Count.</li> <li>• More after school activities and regular after school tutoring with an expansion of offerings. An afterschool coordinator was hired to expand and oversee programming.</li> <li>• Elective courses and virtual learning opportunities.</li> <li>• More frequent parent teacher conferences especially at the secondary level.</li> <li>• Access to practical family-friendly American Sign Language classes.</li> <li>• To continue to conduct more frequent and deeper analysis of reading assessment data in the younger grades.</li> <li>• Specific professional development for teachers and instructional staff in literacy strategies for students who are deaf and hard of hearing.</li> <li>• Increase number of student homes that have a videophone to aid with school to home communication.</li> <li>• Continued efforts to improve student attendance through outreach to the families.</li> <li>• Administer a student incentive program to improve attendance.</li> <li>• Provide all middle and secondary students with Chrome books and to provide access to internet at home for those who cannot afford it.</li> </ul> <p><b>Over-arching goals and strategies continue to be:</b></p> <p>A. Maintain a school-wide shared approach to language and communication development that allows full access to the general curriculum for all deaf and hard of hearing students and their families.</p>	
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		<ul style="list-style-type: none"> <li>• The acquisition of language and literacy skills.</li> <li>• Academic development and achievement in content areas.</li> <li>• The development of the social and interpersonal communication skills necessary to be successful, post-high school.</li> </ul> <p>B. Dramatically improve student achievement in the critical areas of English Language Arts and Math.</p> <ul style="list-style-type: none"> <li>• Adopting and adapting curriculum models in literacy and mathematics that are challenging for all students and fully aligned to all applicable standards.</li> <li>• Adopting and adapting proven instructional tools and carefully monitoring the use of those instructional techniques in all classrooms.</li> <li>• Implementing a rigorous faculty and staff evaluation process including a prescribed communication skills evaluation.</li> <li>• Improve educator quality and sustain educator skills.</li> </ul> <p>C. Develop and implement a school-wide accountability system that;</p> <ul style="list-style-type: none"> <li>• Includes required state assessments and additional assessments that have been used successfully with deaf and hard of hearing students nationally, but previously not used in RI.</li> <li>• Includes formative and summative assessments which are aligned to the Common Core Standards.</li> </ul> <p>D. Dramatically improve parent and community engagement by;</p> <ul style="list-style-type: none"> <li>• Expanding the parent and family involvement program to include targeted activities proven to increase meaningful parent and family involvement in similar settings.</li> <li>• Developing organized and supportive community involvement program.</li> </ul> <p>E. Dramatically strengthen social and emotional services and behavioral supports for students and their families.</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	
Result	3	<p><b>Multi-Tiered System of Support (MTSS) Response to Intervention (RTI)/<u>Academics</u></b></p> <p><b>Elementary Level, Middle Level, High School Level</b></p>	

		<p>RISDeaf teams meet to problem solve around student need in an effort to develop evidence-based interventions to respond to student needs. The school has developed and revised its school reform plan annually. The plan identifies multilayered school wide initiatives and interventions designed to improve the achievement of all students. Each school level, early childhood, elementary, middle and high meet weekly. When necessary other support staff is invited to work with teachers to identify strategies and develop academic interventions for students at risk for academic failure. These team members work closely with staff to design and provide evidence based interventions. Individual student data from STAR reading and math benchmark assessments, ASL assessments, readability and writing data, classroom formative and summative data and documentation is often used along with other evaluations and assessments to identify students at risk and gather diagnostic information to inform intervention development.</p> <p>As described above each level, early childhood, elementary, middle and high also conduct weekly Professional Learning Community (PLC) meetings with teachers and support staff. Topics at these meetings vary but the focus is often around looking at student data and problem solving at the group and individual level. Since formal and meaningful language acquisition is the key and most relevant factor determining student success at this school, language planning occurs formally by the Language Team PLC members. This group, which meets weekly, is composed of three Speech-Language Pathologists, two ASL Specialists, one Reading Specialist, and an administrator. Language samples, formal language testing in both ASL and English, and student and parent surveys about language use outside of school are analyzed to design a language plan to move individual students forward to a goal of independent and successful language use that is strong enough for learning. Many students develop BICS (Basic Interpersonal Communication Skills) more easily, but intentional language planning is essential to help deaf students develop CALP (Cognitive Academic Language Proficiency). This is guided by the Individual Language Plan.</p> <p><i><u>Documentation:</u> Data Analysis; State Performance Plan</i></p>	
Result	4	<p><b>SPP Disproportionate Representation (State Performance Plan Indicator #9 and #10)</b></p> <p>RI School for the Deaf cell size is too small for public reporting.</p> <p><i><u>Documentation:</u> Data Analysis; State Performance Plan</i></p>	



Result	5	<p><b>Suspension (State Performance Plan Indicator #4a):</b> Significant discrepancy in the rate of suspensions (for students with IEPs) greater than 10 days as compared to the rate of suspensions (for students without IEPs) greater than 10 days. This was not applicable for the RI School for the Deaf as no students with IEPs were suspended for greater than 10 days.</p> <p><b>State Performance Plan Indicator #4b</b> 0 had: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.</p> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	
Result	6	<p><b><u>Multi-tiered System of Support (MTSS)/Social Emotional Supports/Social Emotional Resources/Positive Behavioral Supports</u></b></p> <p><b><u>Elementary, Middle and High School Levels</u></b></p> <p>The Elementary and Middle school follow the Responsive Classroom model and the High School follows Developmental Design, a program much like Responsive Classroom but developed for older students. RI School for the Deaf has a school counseling team consisting of a school counselor/guidance counselor, a school social worker, a behavior support assistant and a school psychologist. They provide a wide range of services including counseling, social skills training, assessment and evaluation, comprehensive school counseling, individual student behavior support, crisis intervention and family support. The school counselor provides direct service per student IEPs but also runs short term targeted social skills groups as needs emerge. The counselor also has drop in office hours for students who need support on an as needed basis.</p> <p>There is a targeted school wide behavior support team called the Well Being Team. Students can be referred to the Well Being team through teacher or staff referral or based on student referral data that is collected and tracked by the Special Education Director. The team provides support to teachers and their students who are not responding sufficiently to the school-wide approaches to social emotional growth and development. This team meets weekly to monitor student data, make recommendations to classroom</p>	

		<p>teachers, and when necessary conduct functional behavior assessments and develop positive behavior intervention plans.</p> <p><b>School Removals/Disciplinary Policies.</b> Behavioral expectations along with disciplinary action protocols and policies are comprehensively defined in a student handbook and in the parent handbook.</p> <p><u>Documentation:</u> <i>Data Analysis</i></p>	
Result	7	<p><b><u>Preschool Continuum</u></b></p> <p>The Preschool program is located at the RI School for the Deaf. The program received 4 stars through the RI Bright Stars accreditation process. The district collects early childhood outcomes data on all children with IEPs as required by the federal Office of Special Education Programs. Teachers collect and enter authentic assessment information into an on-line child portfolio. This assessment information is used to shape and individualize instruction and to demonstrate progress. Language acquisition and development is monitored formally through the Martha French Communication Competency Scale and the Gallaudet University VL2 ASL Checklist.</p> <p>There is a preschool classroom currently consisting of 7 students. It adheres to a modified Reggio Emilia philosophy which is based on the principles of respect, responsibility, and community through exploration and discovery in a supportive and enriching environment based on the interests of the children through the use of learning centers. Learning is guided by the RIELDS. Students receive any services that might be identified in their IEP including:</p> <ul style="list-style-type: none"> <li>• Specialized instruction – Physical health and motor development social and emotional development, language development, literacy, cognitive development, mathematics, science, social studies and creative arts</li> <li>• Audiology</li> <li>• Assistive Technology</li> <li>• Speech and Language</li> <li>• Occupational Therapy</li> <li>• Physical Therapy</li> <li>• Adaptive physical education</li> <li>• Counseling</li> <li>• Behavior Support</li> <li>• Health Services</li> </ul>	

		<p>In this school 0 percent of preschool children received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).</p> <p><b>(State Performance Plan Indicator #6).</b> This is currently not available at this setting, but the school is exploring the possibility of integrated preschool experience. In the past RISDeaf collaborated with Mariposa, a Bright Stars highly rated and integrated preschool that leased classroom space in the building through the 2016-17 school year. This provided us with the opportunity to provide some inclusive play and learning experiences for the preschoolers. When appropriate and available the school has hearing siblings and CODAs (children of Deaf adults) attend the preschool to provide for more integration and to serve as peer models.</p> <p><b>Indicator #6</b></p> <p>A. In this district, the percent of preschool children aged 3-4 with IEPs attending a general education early childhood program and receiving the majority of special education services in the general early childhood program was 0%.</p> <p>B. The percent of children aged 3-5 with IEPs attending a separate special education class, separate school or residential facility was 100% attending RI School for the Deaf.</p> <p><b>Statement 2.</b> The percent of preschool children who were functioning within age expectations in each Outcome by the time they exited the program were:</p> <ul style="list-style-type: none"> <li>▪ Positive social-emotional skills (including social relationships); 33%</li> <li>▪ Acquisition and use of knowledge and skills (including early language/communication and early literacy); 33% and</li> <li>▪ Use of appropriate behaviors to meet their needs 33%</li> </ul> <p><i>Documentation: Data Analysis; State Performance Plan</i></p>	
Result	8	<p><b>Program Continuum Elementary Level</b></p> <p>There are 32 students at the elementary level and all have IEPs. The special education program continuum is as follows:</p>	

		<p>The program continuum at elementary consists of a focus on language acquisition for deaf children. The school uses a bilingual bimodal approach to language and communication. This requires the separation of languages for clarity, correct grammar, syntax and transition to written language. Hence, the primary language of instruction: American Sign Language, is most often used in the classroom but also Spoken English or Sign supported English are used depending on the language plan for individual students.</p> <p>At all school levels the following is offered:</p> <ul style="list-style-type: none"> <li>• Specialized instruction – Language Acquisition, Academic Skill Development, Work Habits and Social Emotional</li> <li>• Audiology</li> <li>• Assistive Technology</li> <li>• Speech and Language</li> <li>• Occupational Therapy</li> <li>• Physical Therapy</li> <li>• Adaptive physical education</li> <li>• Counseling</li> <li>• Behavior Support</li> <li>• Health Service</li> </ul> <p><u>Documentation:</u> Data Analysis; Interviews; Observation</p>	
Result	9	<p><b>Program Continuum Middle Level</b></p> <p>There are 12 students attending RI School for the Deaf Middle School, 12 are students with IEPs. The special education program continuum is as follows:</p> <p>The program continuum at the middle school consists of a focus on language acquisition for deaf children. The school uses a bilingual bimodal approach to language and communication. This requires the separation of languages for clarity, correct grammar, syntax and transition to written language. Hence, the primary language of instruction: American Sign Language, is most often used in the classroom but also Spoken English or Sign supported English are used depending on the language plan for individual students.</p> <p>At the middle school levels the following is offered:</p> <ul style="list-style-type: none"> <li>• Specialized instruction – Language Acquisition, Academic Skill</li> </ul>	

		<p>Development, Work Habits and Social Emotional</p> <ul style="list-style-type: none"> <li>• Transition services focusing on beginning transition assessments, interest inventories, job exploration, postsecondary exploration and other college and career readiness activities</li> <li>• Audiology</li> <li>• Assistive Technology</li> <li>• Speech and Language</li> <li>• Occupational Therapy</li> <li>• Physical Therapy</li> <li>• Adaptive Physical Education</li> <li>• Counseling</li> <li>• Behavior Support</li> <li>• Health Service</li> <li>• Life Skills training</li> <li>• Functional academics</li> </ul> <p><i>Documentation: Data Analysis; Interviews; Observations</i></p>	
Result	10	<p><b>Program Continuum High School Level</b></p> <p>At RI School for the Deaf High School there are approximately 23 and 23 have IEPs. The program continuum is as follows:</p> <p>The program continuum at the high school consists of a focus on language acquisition for deaf children. The school uses a bilingual bimodal approach to language and communication. This requires the separation of languages for clarity, correct grammar, syntax and transition to written language. Hence, the primary language of instruction: American Sign Language, is most often used in the classroom but also Spoken English or Sign supported English are used depending on the language plan for individual students.</p> <p>At the high school levels the following is offered:</p> <ul style="list-style-type: none"> <li>• Specialized instruction – Language Acquisition, Academic Skill Development, Work Habits and Social Emotional</li> <li>• Transition services focusing on on-going transition assessments, interest inventories, work exploration and experiences including summer work and coop, postsecondary exploration in college and career readiness activities, the transition academy and the independence academy</li> <li>• Audiology</li> </ul>	

		<ul style="list-style-type: none"> <li>• Assistive Technology</li> <li>• Speech and Language</li> <li>• Occupational Therapy</li> <li>• Physical Therapy</li> <li>• Adaptive Physical Education</li> <li>• Counseling</li> <li>• Behavior Support</li> <li>• Health Service</li> <li>• Life Skills training</li> <li>• Functional academics including financial literacy</li> </ul> <p><i>Documentation: Data Analysis; Interviews; Observation</i></p>	
Result	11	<p><b>Adaptive Physical Education (APE)</b></p> <p>Adaptive Physical Education is provided per the IEP. The Physical Education teacher is also certified in adaptive Physical Education.</p> <p><i>Documentation: Data Analysis; Interviews; Observation</i></p>	
Result	12	<p><b>Extended School Year (ESY)</b></p> <p>Extended school year is provided to students who are deemed eligible by their IEP team. The program generally runs through the month of July for up to 4.5 hours per day and up to 5 days per week. Older high school students may participate in a summer work program focusing on transition goals and language and communication in the community. Younger students work on IEP goals identified by the team with a strong emphasis on language, literacy and math.</p> <p><i>Documentation: Data Analysis; Interviews</i></p>	
Result	13	<p><b>Local Special Education Advisory Committee (LAC)</b></p> <p>The RI School for the Deaf maintains a Local Special Education Advisory Committee (LAC) although it should be noted that parents can choose to participate in the LAC in their district as well. Since all of the students are on IEPs RISDeaf tries to combine parental functions so as not to burden parents with too many responsibilities that require them to attend an unreasonable number of meetings. This year the LAC leadership worked with other interested parents to reactivate the PTO. The Special Education Administrator</p>	

		<p>or the Director attend all meetings. The LAC has active members and identified co-chairs.</p> <p>Accomplishments to date include: reactivating the PTO, increasing the number of parent leaders, providing ASL classes in Spanish to Spanish speaking families, participating in strategic planning.</p> <p>Goals for the LAC include increasing parent engagement and involvement in all school activities. Providing input to the Administration on policy revisions and development.</p> <p><u>Documentation:</u> <i>Data Analysis; Interviews; Observation</i></p>	
Result	14	<p><b>School Efforts to Partner with Parents (State Performance Plan Indicator #8)</b></p> <p>The public school district’s rate of parent participation in the annual Special Education Statewide Parent Survey (2016-2017) is 15% of parents whose children have IEPs.</p> <p>The school did well in all three areas and in fact out-performed the overall state average in all three as well. The percent favorable in the category - Teachers and Administrators was 98%, School’s efforts to Partner with Parents was 96%, The School was 96% and the Overall percentage rating was 96%.</p> <p>The school will continue to reach out to parents sending notifications and encouraging them to complete the survey annually. RISDeaf will provide opportunities for parents to use school computers during school wide meetings to complete the surveys as well and will provide the number of the school secretary to parents who may have questions or need additional assistance with receiving and completing the survey.</p> <p><u>Documentation:</u> <i>Data Analysis; State Performance Plan</i></p>	
Result	16	<p><b>Drop Out / Graduation Rate (State Performance Plan Indicator #1 and #2)</b></p> <p>The RI School for the Deaf graduation rate was not reported in last year’s performance report for the 2015-2016 school year, because RISDeaf did not have any seniors in that school year. The state average rates were 85.3% for all students and 63.5% for students with disabilities. The school’s rates for the 2017-18 school year, was 100% with four students graduating and moving on</p>	

	<p>to college. One student graduating and employed in part time work and two additional students graduating and transitioning to Adult Developmentally Disabled (DD) service provider agencies.</p> <p>The RI School for the Deaf drop-out rate was not reported in last year's performance report for the 2015-2016 school year, because RISDeaf did not have any students drop out in that school year. The state average rates were 8.8% for all students and 17.8% for students with disabilities.</p> <p><u>Documentation:</u> <i>Data Analysis; State Performance Plan</i></p>	
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## 2. EVALUATION / INDIVIDUAL EDUCATION PROGRAM (IEP)

Indicator		Findings	Support Plan
Result	1	<p>Records of approximately four (4) 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>The records were well organized and compliant with regulatory requirements.</p> <p><i>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</i></p> <p><u>Documentation:</u> <i>Data Analysis; Interviews; Observation</i></p>	
Result	2	<p><b>Student Accommodations and Modifications</b></p> <p>The IEP team determines the accommodations and modifications that the student needs at the student's IEP meeting. The student's parents, teachers, LEA and related service providers attend the meeting and contribute to the discussion regarding accommodations and modifications. The school uses a web based IEP program so all the staff who work with a student have access to the students IEP through the program and can access the list of accommodations and modifications at any time. School level teams meet regularly to discuss student need and review progress. The Special Education Director and the Director attend these meetings regularly and provide guidance as needed.</p> <p><u>Documentation:</u> <i>Data Analysis; Interviews; Document Reviews</i></p>	



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

Indicator		Findings	Support Plan
Result	1	<p><b>IDEA Transition Planning at the Middle Level</b></p> <p>The school has a transition coordinator who meets individually with each student the first year they move to the transition IEP (8<sup>th</sup> grade most often), and every year thereafter. The transition coordinator conducts transition assessments and begins to work with the student to think about post school goals and postsecondary hopes and dreams. The focus during middle school is to determine general areas of interest and provide exposure to various careers and opportunities in education and training. The transition coordinator also reaches out to the student's parent to begin the discussion of what are their future goals for their child after they finish high school. For students who may require significant support throughout life the transition coordinator may also begin to discuss with the parents future planning and outreach to other agencies that might be involved as the child gets older (i.e. ORS, BHDDH).</p> <p>The school also follows the Comprehensive School Counseling model. The transition coordinator, school guidance counselor, school social worker and school psychologist all conduct short lessons throughout the year, with students at all levels on academic responsibility and organizational skills, career exploration and social emotional skill development. The school guidance counselor also begins the process of developing the Individual Learning Plan with all middle school students.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Record Reviews</p>	

Result	2	<p><b>IDEA Transition Planning at the High School Level</b></p> <p>The school has a transition coordinator who meets individually with each student annually. The transition coordinator conducts transition assessments and continues to work with the student to think about post school goals and postsecondary hopes and dreams. The focus during high school is about determining areas of interest and providing more concrete work experiences and exploring and visiting institutions for higher education and training. The transition coordinator also reaches out to the student's parent/s annually to continue the discussion of future goals for their child after high school. For students who may require significant support throughout life the transition coordinator will support the parents in applying to other agencies for services that will be required in providing support to the student as they exit school.</p> <p>The transition coordinator conducts vocational evaluations with students in their junior year. During the summer between their junior and senior year many students participate in a summer work program. The summer work program is a 5-6 week paid work experience.</p> <p>Students who will most likely pursue employment and training after high school can attend the Transition Academy. At the Transition Academy students generally participate in internships for part of the day and take classes in life skills and financial literacy and practice other skills to develop independence.</p> <p>Students who have more significant disabilities participate in the Independence Academy after finishing grade 12. This is similar to the Transition Academy but students generally require more support and staffing to participate in internships and there is a strong emphasis on life skills training.</p> <p>The school also follows the Comprehensive School Counseling model. The transition coordinator, school guidance counselor, school social worker and school psychologist all conduct short lessons with students at all levels on academic responsibility and organizational skills, career exploration and social emotional skill development. The school guidance counselor also continues the process of monitoring and further developing Individual Learning Plan with high school students.</p> <p>The school has a collaborative agreement with the East Providence Career and Technical Center. Many of the students attend the program, choosing a vocational area of interest. The administration in East Providence has been flexible with scheduling so that the students can attend for 2 hours in the</p>	
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		<p>morning and be able to complete the vocational program in 2-3 years while still attending RISDeaf for academic content. Students who plan to attend the East Providence program spend 5 years in high school so that they can complete all the required course work in both settings.</p> <p><u>Documentation:</u> <i>Data Analysis</i></p>	
Result	3	<p>The Transition Coordinator is the point for referrals to the Office of Rehabilitative Services (ORS) and to the Department of Behavioral Healthcare, Developmental Disabilities &amp; Hospitals (BHDDH). The school social worker who speaks Spanish is available to assist families in with the referral and application process as well. The school secretary sends IEP invitation notices to representatives from ORS and BHDDH (when appropriate).</p> <p><u>Documentation:</u> <i>Interviews; Document Review</i></p>	
Result	4	<p><b>Summary of Performance (SOP) is facilitated by the case managers as appropriate.</b></p> <p>The guidance counselor with assistance from the student's case manager completes the summary of performance prior to graduating or exiting school at the age of 21. A summary of performance was completed for two students who were in the program last year through the age of 21 who did not have traditional transcripts as they were part of the Life Skills Program and both participated in Alternate Assessment.</p> <p><u>Documentation:</u> <i>Interviews; Document Review</i></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 RI School for the Deaf are 100% compliant with the requirements. <b>(State Performance Plan Indicator #13)</b></p> <p><u>Documentation:</u> <i>Interviews; Document Review</i></p>	
Result	7	<p>The Transition Outcome Survey was not completed last year as RISFD had no graduates in the 2015-16 school year. The Survey will be completed this spring</p>	

		with the graduates from the 2016-17 school year.  <i><u>Documentation:</u> Interviews; Document Review</i>	
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