



Rhode Island  
SCHOOL FOR THE DEAF

Director  
Prospectus



# About the School

## A CENTER OF EDUCATIONAL INNOVATION AND SUCCESS

Founded in 1876, the Rhode Island School for the Deaf (RISD) is a co-educational public special needs school for students in grades Pre-K through 12. It provides extensive and individualized services for Deaf and Hard of Hearing (D/HH) children ages 3-22 in both its school setting as well as through a number of initiatives, including Parent-Infant-Program, Preschool, and Early Childhood, Speech and Occupational Therapy Services, Out-of-School Time activities, Academic and Career Exploration Partnerships, Transitional Services, and an Audiology Center.

### MISSION

The Rhode Island School for the Deaf is a critical, strategic, and responsive educational center committed to educational excellence for children who are Deaf or Hard of Hearing, an important low-incidence population. The Rhode Island School for the Deaf's mission is to ensure that all Rhode Island children who are Deaf or Hard of Hearing become literate, independent, and productive citizens who set and achieve life goals.

### THE RHODE ISLAND SCHOOL FOR THE DEAF WILL ACCOMPLISH THIS MISSION THROUGH THE FOLLOWING:

- Serving students wherever they learn in Rhode Island;
- Providing leadership, advocacy, and educational expertise that advances a continuum of educational options that honor individual children's needs and are based upon a comprehensive, whole-child assessment;
- Dedication to proven best educational practices in language and communication access and the utilization of American Sign Language and English;
- Forging partnerships with families, school districts, and agencies;
- Establishing and maintaining high expectations for all students through an accessible, engaging, standards-based curriculum that promotes social, vocational, and post-secondary success and utilizes state-of-the-art technology;
- Respect for the diverse cultures and perspectives of families and students; and
- Encouraging and supporting students' choices and self-determination to ensure their post-secondary experiences.



# WHO WE ARE

## DIVERSITY STATEMENT

Rhode Island School for the Deaf is committed to fostering a diverse, equitable, and inclusive community. This commitment embraces differences within our school community, including but not limited to differences in physical and cognitive abilities, hearing status and identity, race, ethnicity, nationality, language, religion, gender identity and expression, sexual orientation, and socio-economic status.

## GUIDING PRINCIPLES

The Rhode Island School for the Deaf is a statewide resource center with a service delivery system guided by principles. Effective services to students must:

- Be mindful of diversity and respect the importance of student and family choice;
- Be flexible and mobile;
- Be supportive of families and school districts;
- Include partnerships with other organizations, including those to whom families or school districts are referred; and
- Provide resource hubs that ensure families and children entering through any “door” have prompt access to services.

# Core Values

We celebrate the positive identity of all deaf and hard of hearing children through healthy family support, linguistic competence, and high quality education that provides options and different pathways to personal success.

Our students have the right to an educational program that is rigorous and prioritizes the integration of academic, social, and emotional development.

Early language acquisition is the foundation of a quality education. Along with early identification and early language development, respect for deaf individuals and access to deaf and hard of hearing peers and role models are important to foster optimal intellectual, social, and emotional growth.

Deaf and hard of hearing children should be provided full language and communication access in school and in the community. No matter what the child’s hearing level, thoughtful and individualized language planning provides the best opportunity to maximize language access for learning.

Rhode Island School for the Deaf is a public school and statewide resource. We are committed to early hearing testing and to building the capacity of all RI educators to better serve deaf and hard of hearing students in their classrooms, wherever they learn in the State.

We believe that children will benefit when their families and RI School for the Deaf build strong partnerships.

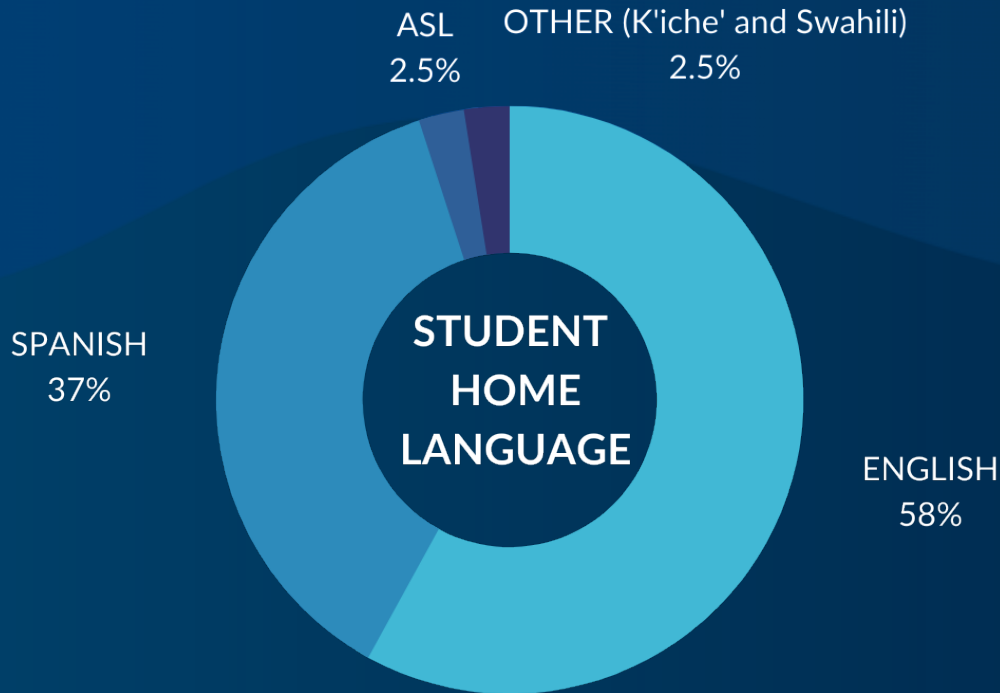
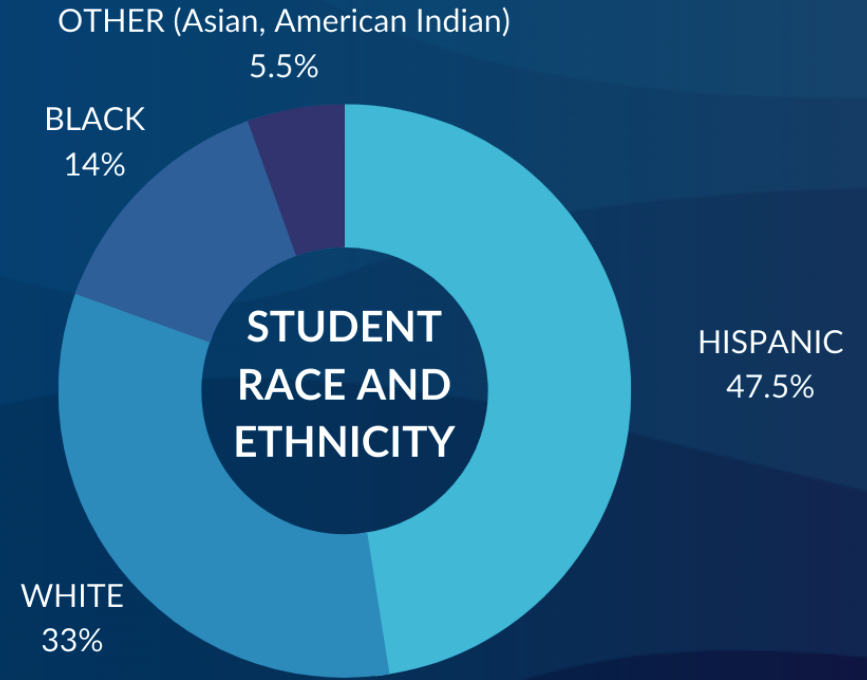
We value and welcome diversity in our student body and commit to academic and social programs that support equity for all students and families, providing thoughtful attention to individuals from underrepresented groups.

Information will be provided to families whenever possible in the language of the home.

American Sign Language and English are two separate languages with different grammar and syntax. Both languages are equally valued in our School, and students learn the unique grammatical, semantic, pragmatic structures and features of both languages through a bilingual approach that keeps the languages separate.

A substantial body of research demonstrates that fluency in American Sign Language and written English offers deaf and hard of hearing students tremendous opportunities for academic and social success, thus both languages should be important parts of a language-rich and fully accessible learning environment.

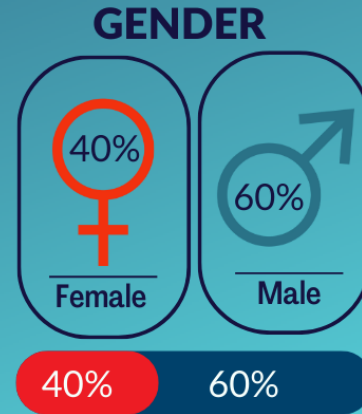
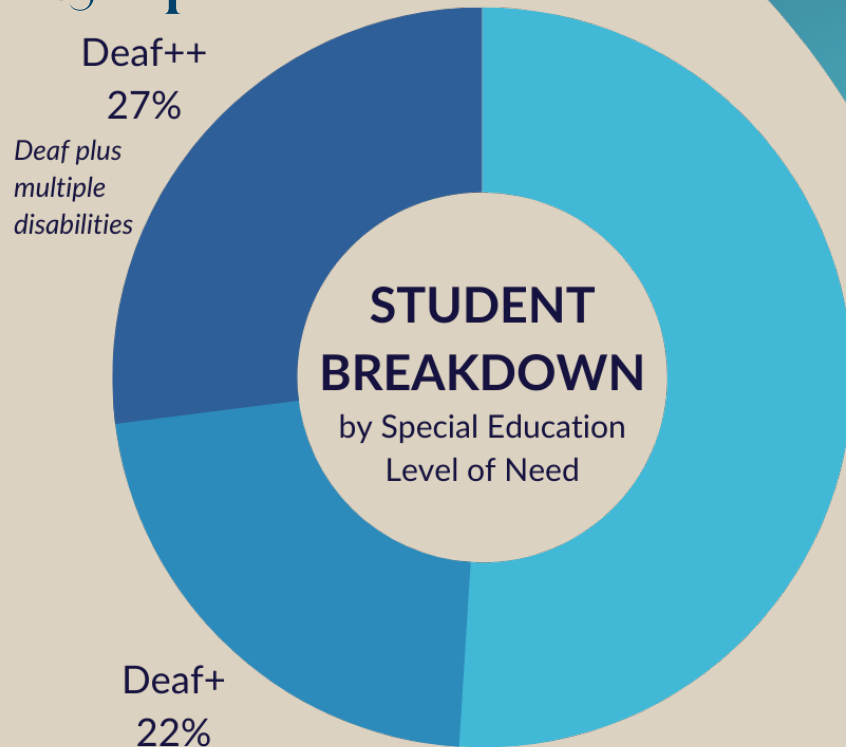
# Student Demographics



**29%**  
**ENGLISH LANGUAGE LEARNERS**

Based on the student body from grades 1-12.

## Student Demographics



Deaf  
51%  
Only documented disability



# 23

## IN OUTREACH PROGRAM

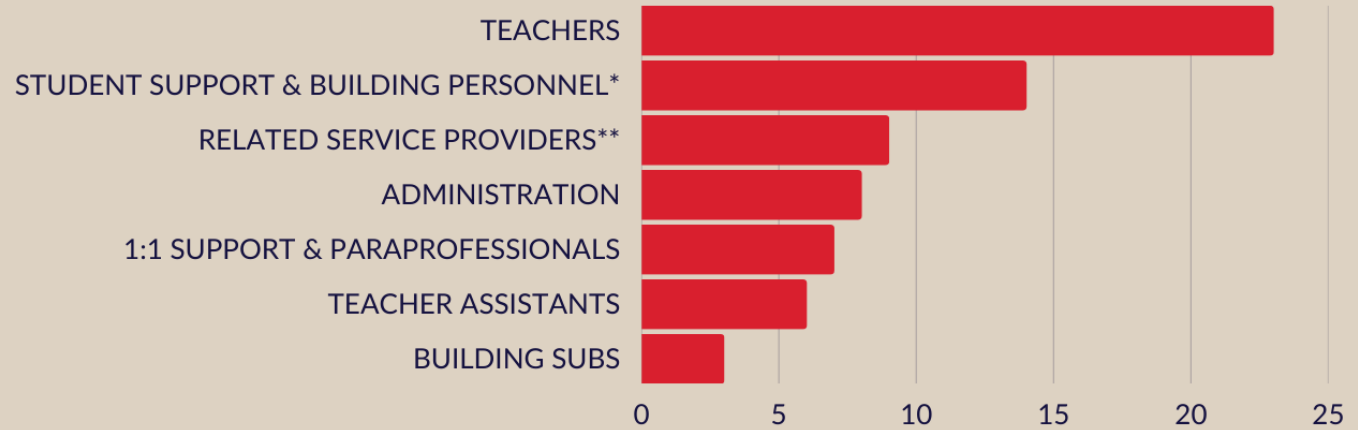
Number of students served in our outreach program.



# Staff Demographics



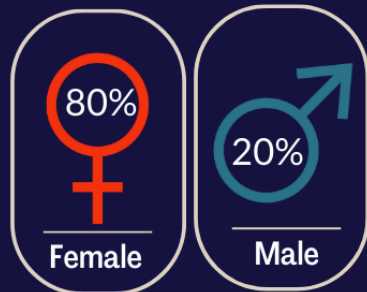
## STAFF NUMBERS BY CATEGORY



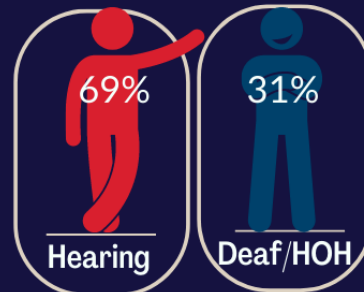
\*Librarian, Nurse, School Secretary, Career Coordinator, Building & Grounds Crew, IT Manager, and ASL/English Staff Interpreters

\*\* Audiology, Counseling, OT, PT, SLPs, School Psychologist

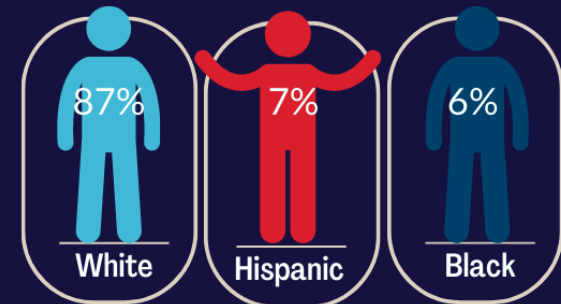
### GENDER



### DEAF/HEARING



### RACE



# Programs & Services





## PARENT INFANT AND TODDLER PROGRAM

The Parent Infant/Toddler Program (PIP) is designed to serve Deaf and hard-of-hearing children and their families from infancy to three years of age. PIP focuses on four key areas of development: Language, Interaction, Emotional Growth, and Education. Deaf and hearing adults direct the PIP program which strives to empower families and build the confidence of hearing parents as their child's primary teachers and language models.



## K-12 EDUCATION

Our bilingual-bimodal, American Sign Language and English, academic environment fosters mastery of both languages in addition to a cohesive curriculum aligned to the Rhode Island State Standards. Classes include the core content areas of American Sign Language, English Language Arts, Mathematics, Science, and Social Studies, and the Arts, as well as Deaf Studies, Health Education, Career and Technology Education, and Physical Education.



## ARTS @ RISD

RISD students are encouraged to access the world and express themselves by communicating through the arts. All students at RISD take visual arts classes and participate in an end-of-the-year Community-wide, Student Arts & Culture Night. All students at RISD are enrolled in ARTS classes preschool-grade 12. RISD considers art as the school's third language of instruction. Students participate in an annual community Arts & Culture Night every June. RISD collaborates with the Rhode Island School of Design Museum for all grade levels.



## TRANSITION SERVICES

Transition services guide students toward meaningful, long-term outcomes and to prepare them for adulthood. The IEP team, in collaboration with the student and their family, determines what type of post-secondary services may be needed. There are two programs designed and implemented to support students: Independence Academy and Transition Academy.



Detail from  
RISD's  
mosaic mural



**INDEPENDENCE ACADEMY** is a prevocational, special education service for 18-21-year-old alternative assessment students, which is defined as students who are allowed, under Federal law, to be waived from traditional State assessments. The program focuses on successful life skills and decision-making, adult health, leisure, community resources, and functional academics.

**TRANSITION ACADEMY** is a one-year post-grad program addressing unmet transition needs to prepare for successful employment. The program focuses on financial literacy, issues of adult healthcare, advocacy, and literacy classes tailored specifically to prepare students for the world of work, along with a year-long cooperative work training experience in the community.

## EXTRACURRICULAR ACTIVITIES AND AFTER-SCHOOL PROGRAMS

Extracurricular and after-school programs allow students to participate in extracurricular activities that enrich learning and school life at RISD such as:

- Annual Gallaudet University High School Academic Bowl Competition
- Annual Gallaudet University Middle School Battle of the Books
- Annual Rochester Institute of Technology Middle School Math Team competition
- Junior National Association for the Deaf (JrNAD)
- Karate Club
- LEGO Robotics
- Afterschool Arts
- Shakespeare in the City Theatre Production
- Special Olympics Unified Volleyball and Basketball
- Yearbook
- Community Service



## ATHLETICS

Athletics is integral to the educational and social process at RISD. Numerous extracurricular athletic activities include varsity soccer, basketball, and track and field. Other sports offerings include unified Volleyball and unified Basketball. Athletic programs start with middle school grades at the developmental league level, and continue through high school at a more competitive varsity level.

### AUDIOLOGY CLINIC

The RISD Audiology Center, an on-site facility, provides comprehensive audiological testing, free of charge, to all children in the State. Consultative services are provided to local school districts on a fee-for-service basis. These services may include audiology screening, staff training, procurement and proper use of FM systems, recommending acoustical accommodations to maximize learning, troubleshooting devices, or in-classroom strategies.

A team of audiology support personnel, under the supervision of a licensed audiologist works in the community to screen approximately 50,000 school children annually. Approximately 4% of these children are referred for further diagnosis annually. About 2% of these children are identified as deaf or hard of hearing. This diagnosis has a direct impact on the type of systems and philosophy that optimally supports their language acquisition, education, and learning.



### OUTREACH SERVICES

The RISD Compass Outreach Services Program provides specialized services to districts, agencies, and schools to better support students who are deaf and hard of hearing in their educational setting, regardless of type or degree of hearing levels, wherever they learn in the State. RISD leads its outreach services with the belief that the school is committed to building Rhode Island's capacity to educate deaf and hard of hearing students well wherever they are learning. Classroom learning analysis, Staff PD, audiology services, SLP evaluations, ASL instruction for paraprofessionals, and educational psychology testing are all services that a school district or charter school may request on a fee-for-service basis. Initial consultations are free of charge.



### OTHER SERVICES

RISD, through its qualified and licensed staff, provides the following services to students: behavioral support, counseling, diagnostic audiology center, enhanced services for students with disabilities beyond the general education program, extended school year, occupational and physical therapy, orientation and mobility, and speech & ASL language services.

# RISD BOARD OF TRUSTEES

The RISD Board of Trustees is responsible for developing and approving all educational and administrative policies to meet the needs of all children served by RISD. The RISD Board legislative mandate includes the following roles and responsibilities:

1. To identify the needs of deaf and hard of hearing children in the state of Rhode Island.
2. To develop educational policies to meet the needs of deaf and hard of hearing children served by the school for the deaf.
3. To appoint a director of the school to serve as its chief executive officer and to approve assistant directors from nominations made by the director.
4. To provide policy guidance and participate in budget development.
5. To develop staffing policies which ensure that all students are taught by educators of the highest possible quality.

In addition, the Board is responsible for hiring and evaluating the school's Director. The Trustees ensure oversight of resources, policies, financial budgeting and hiring of school leaders will be aligned to emphasize these expectations: RISD requires strong leadership, proficient teaching, clear bilingual and learning programming, multiple opportunities for parent engagement, and

continuous high standards for Deaf Education at the school.

A full RISD Board comprises nine members appointed by the Board of Education, which receives nominations from the Board Chair. The board composition must include at least five (5) of its nine (9) seats must be occupied by Deaf and hard-of-hearing members. Standing committees include the Budget and Finance Committee, Personnel Committee, Health and Wellness Committee, and Policy Committee.

In addition to the Rhode Island Board of Trustees, the Rhode Island Department of Education is very active in supporting the Director and the school. RIDE provides support on the Comprehensive School Improvement Status, a federal designation.

## STRATEGIC PLAN

The current RISD strategic plan has been extended to the close of the 2022-2023 school year. The next Director will have the opportunity to partner with the Board of Trustees in defining the strategic direction of RISD's future. This will be achieved through the development of a new strategic plan in collaboration with the Board of Trustees and school community.

## FISCAL & BUDGET

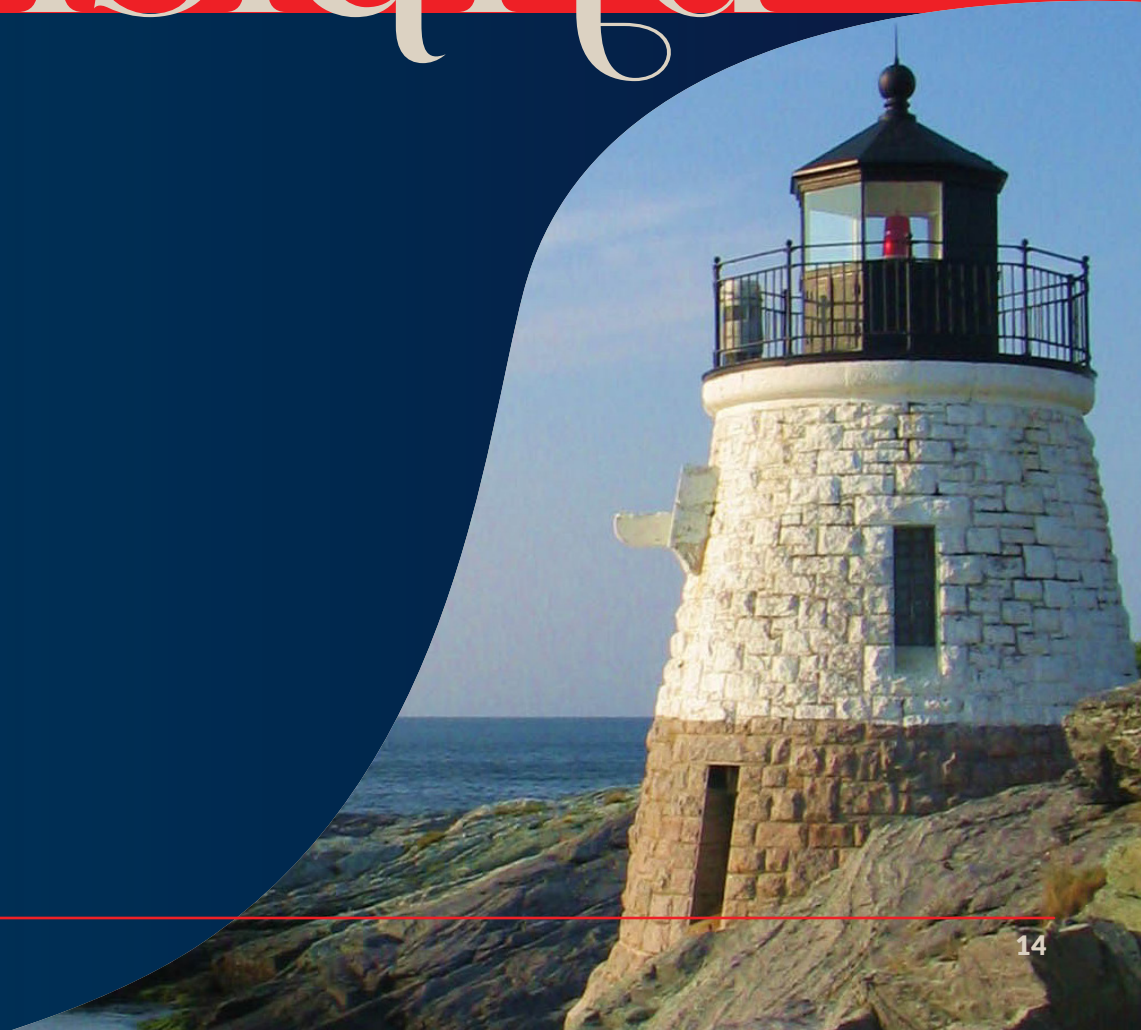
Rhode Island School for the Deaf is a state government agency. As a state agency, RISD receives 87% of its funding from the state and 13% from grants and fees for service. The RISD annual operating budget is approximately \$9,000,000 (nine million dollars).

	FY 2023	FY 2022
GENERAL	\$7,940,337	\$7,727,092
FEDERAL	\$420,053	\$585,119
RESTRICTED	\$605,166	\$619,732
CAPITAL	\$100,000	\$250,000
TRANSFORMATION	\$59,000	\$59,000
	<b>\$9,124,556</b>	<b>\$9,240,943</b>

RISD's Fiscal Years (FY) run from July 1 to June 30.



About  Rhode Island



## ABOUT RHODE ISLAND

# The Ocean State

Rhode Island, the Ocean State, is loved for its many beaches, the historic city of Newport, and the up-and-coming capital city of Providence, rich with culture and iconic dining. In addition, visitors love the unspoiled Block Island, easily reached by ferry from the fishing village of Point Judith. Other parts of the state are rich in history, farms, and beautiful outdoor and hiking getaways.

While many may know that Rhode Island is among the smallest states in the union—only about 48 miles long and 37 miles

wide— it is, however, the second most densely populated state. As a result, the New England state exhibits many of the charms and characteristics of the region, inhabited by towns, meandering rivers, and roads flowing through charming neighborhoods and communities. With four seasons, residents can enjoy all of the benefits of each, from basking on beaches in the summer to enjoying the beautiful colors of Fall and the snow, sports, and winter festivals.



## Community

The Deaf and hard-of-hearing community of Rhode Island is a strong community of interconnected organizations and populations representing diverse demographic groups.

The community has a plethora of organizations that serve various community needs ranging from human service, domestic violence, advocacy, interpreter services, and other similar services. Many higher education institutions in the area provide services to the Deaf and hard-of-hearing community, including Brown University, the University of Rhode Island, and Rhode Island College.

The Rhode Island Commission on the Deaf and Hard of Hearing (RICDHH) is recognized as the central resources and advocate for the Deaf, Deaf-Blind, and Hard-of-Hearing citizens in Rhode Island, providing innovative leadership in public policy, advocacy, service delivery and accessibility throughout the Ocean State. RICDHH often

hold their board meeting and community events at the school's cafeteria and gymnasium.

RISD is proud to have hosted an ASL Slam event at RISD as part of the national CODA Conference; provided a six week ASL class for the Providence public school bus monitors; ran a Gingerbread Express project to help parents provide gifts during the holiday season; ran a counseling internship program; sends students to Jr. NAD; operates an annual flu clinic as well as COVID vaccination clinic; participates in Battle of the Books annually; is a member of the ESDAA; runs after school programs in martial arts, arts & crafts clubs; cooking clubs; supported Shared Reading Program for families and 2023 Reading Across Rhode Island events, provides annual opportunities for spanish-speaking families to have ASL immersion classes with daycare provided to their children.



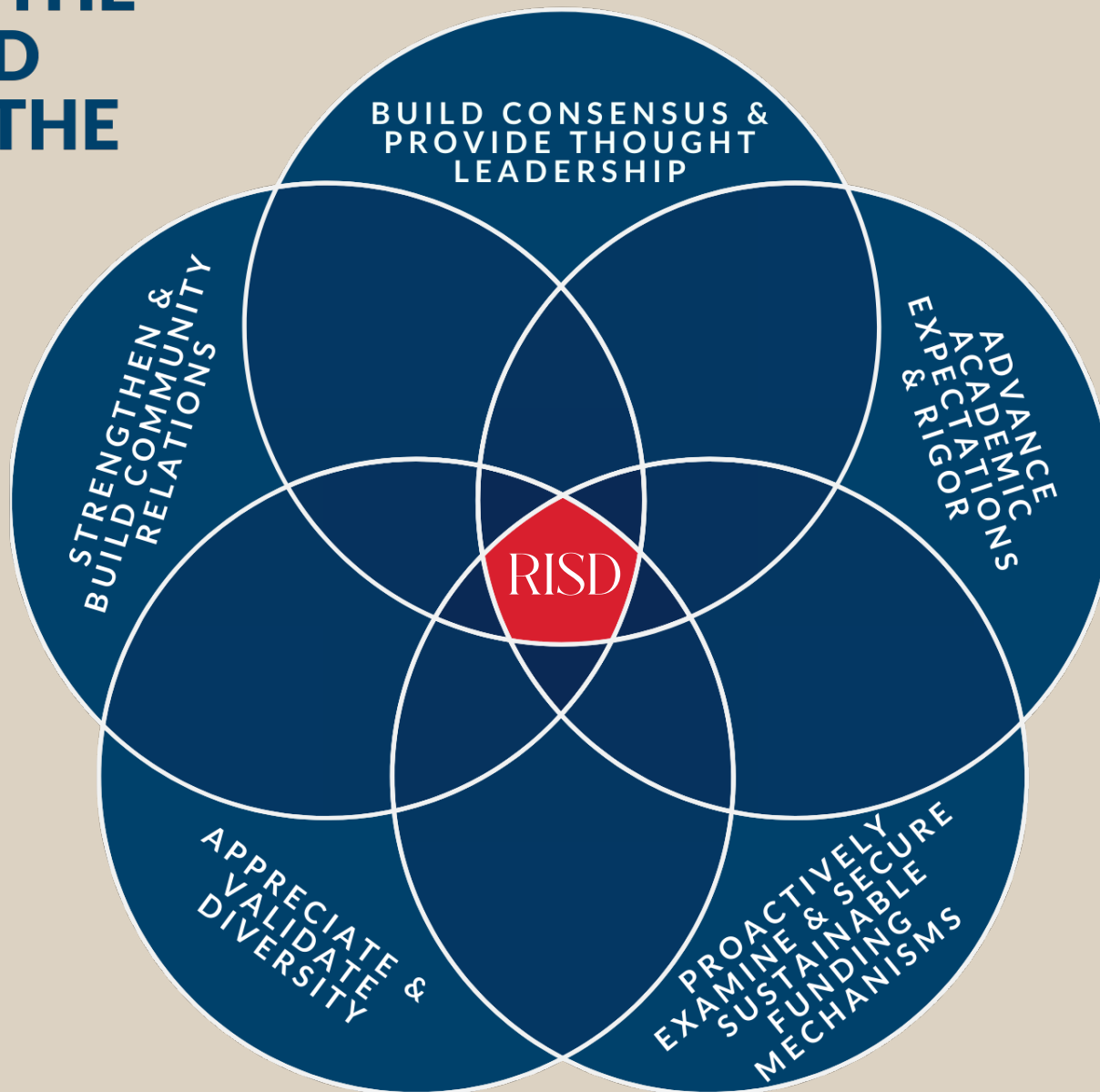
# Director Leader Profile

The Rhode Island School for the Deaf director leader profile was developed with input from a diverse group of stakeholders from the RISD community, including contributions from over 80 focus group participants and more than 55 responses to the community survey. The search committee and RISD Board of Trustees will use the director leader profile and the job description during the interview process to evaluate the best person for the position.

**TAP OR SCAN HERE TO LOAD  
THE ASL VERSION OF RISD  
DIRECTOR LEADER PROFILE.**



# THE IDEAL DIRECTOR OF THE RHODE ISLAND SCHOOL FOR THE DEAF WILL:



# DIRECTOR LEADER PROFILE

## BUILD CONSENSUS & PROVIDE THOUGHT LEADERSHIP

The RISD director will navigate and strengthen the numerous and various collaborative relationships integral to student and school success, building upon prior successful leadership experience. This includes external entities such as the Rhode Island Department of Education (RIDE), state agencies and bodies, Local Education Agencies (LEAs), education and professional organizations, other schools and programs (both local and national), external funding agencies, and the Deaf, DeafBlind, and hard of hearing community. With a focus on regular, effective, and transparent communication, the new leader will aim to engage constituent groups and secure their input in situations where it is needed.

The new leader will respectfully and diplomatically nurture relationships with faculty and staff, parents and families, and students. The ideal director also possesses the

collaborative spirit and vision required to develop a strategic plan and shared vision with the RISD Board of Trustees that builds on existing momentum. The new director will also be adept at collaborating and negotiating with bargaining units at the school to build collaborative outcomes that prioritize the growth and best interests of students.



## ADVANCE ACADEMIC EXPECTATIONS & RIGOR

The ideal director will be well-versed in the science of learning and possess a rich educational background with learners of all ages and with success in fostering a positive learning environment for all. The new leader will build upon the progress RISD has made and increase the academic expectations for students that they can strive for, meet, and exceed. This entails well-thought out decision-making processes that center student learning and in the setting of these expectations. The new leader will ensure that faculty and

staff contributions, expertise, and experience regarding these expectations are solicited and respected. RISD currently has a number of opportunities for student enrichment which enable them to realize their potential in a variety of settings beyond the classroom. The incoming director will collaborate with local schools and organizations to expand these enrichment opportunities while also creatively seeking ideas for making courses and opportunities more relevant to student learning.

# DIRECTOR LEADER PROFILE



## PROACTIVELY EXAMINE & SECURE SUSTAINABLE FUNDING MECHANISMS

The new director will maintain and expand relationships with RIDE and members of the Rhode Island General Assembly, increase collaboration with other schools and programs, and creatively seek out new funding partners in order to ensure that RISD is adequately and consistently supported in its educational endeavors and maintains its financial health. The new leader will demonstrate a successful track record in writing and

securing grants, ideally possessing experience in forming and directing a grant-writing team. The incoming director will recognize the staffing needs of RISD and fill positions in ways that maximize their impact throughout the school's curricular initiatives. The new leader will maintain a commitment to growing student enrollment in order to achieve the critical mass necessary to provide enhanced educational opportunities.

## STRENGTHEN & BUILD COMMUNITY RELATIONS

RISD is in a unique position to expand its central and transformative role in the Deaf, DeafBlind, and hard of hearing community and throughout the state as a whole. The new director understands this potential, and possesses the imagination and insight necessary to enable its realization. The new leader can facilitate this by shaping and articulating the new strategic vision of the school, strengthening and building an empowered community that supports the RISD mission. The incoming director will therefore be able to effectively and fluently communicate in American Sign Language (ASL), and they will have a deep, abiding understanding of the Deaf, DeafBlind, and hard of hearing community – an understanding that honors their lived experiences. The new leader will also have a firm grasp on the importance of language acquisition and its profound effects on the lives of Deaf

students and staff. With these insights in mind, the next director will foster a community that students, faculty/staff, families, and other stakeholders want to participate in and maintain.

Building this community requires that the incoming leader be visible, both internally within the school and externally to the larger community and state. They will be a skilled time manager, knowing when and where to shift their attention for maximum impact, and they will be talented in sharing their leadership and delegating as needed so that internal and external community members feel valued, encouraged, and engaged. The new director is interactive and approachable, and recognizes the importance of maintaining school traditions to build community.

# DIRECTOR LEADER PROFILE

## APPRECIATE & VALIDATE THE DIVERSITY OF THE RISD COMMUNITY

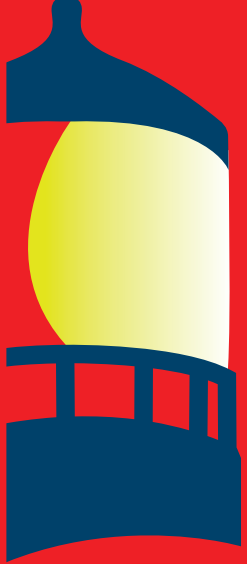
The new leader possesses comprehensive, wide-ranging leadership experience and skills in educational settings with culturally and linguistically diverse student, family, and staff populations, and they are committed to validating the vast experiences and needs of those in the RISD community. The new director will proactively ensure that the educational environment is structured for all students to succeed, inclusive of their unique and varied needs. The next leader has the discernment necessary to recognize that students, staff, and community members alike benefit from opportunities that allow the whole person to flourish: intellectually, culturally,



Detail from RISD's mosaic mural

linguistically, emotionally, and socially. The incoming director understands that the multicultural and multilingual diversity of the students and their families presents unparalleled and valuable opportunities to expand and strengthen connections to and engagement with the school, and the new leader will be adept with using multiple means of communication in a timely and informative way in order to bring everyone into the community. Finally, the next leader is highly motivated to work towards ensuring that the administration, faculty, and staff of the school reflect the diversity of the students and families they serve.





# Director Job Description

The Director is responsible for designing, implementing, leading, and managing the strategic goals and objectives of the Rhode Island School for the Deaf as established by the Board of Trustees. This position is located in the Rhode Island School for the Deaf (RISD). The position reports to the Board of Trustees of the RISD.

# JOB DESCRIPTION



## **GENERAL STATEMENT OF DUTIES:**

The Director is responsible for designing, implementing, leading, and managing the strategic goals and objectives of the Rhode Island School for the Deaf as established by the Board of Trustees.

## **LEADERSHIP, MANAGEMENT AND COLLABORATION:**

The functions of leadership, management, and collaboration are to be integrated to achieve both product and process objectives. Teamwork and mutually supportive methods are ascribed as successful outcomes necessary for providing high-quality service and achieving high-performance standards. Work must be conducted in ways that include and involve those who have a stake in the outcome, most specifically the students of the RISD, and must ensure that issues related to diversity, equity, and inclusion are addressed in a comprehensive fashion.

The Director of the RISD must possess an uncompromising belief in the capacity of all children to learn to high levels and be successful and in the power of a

school leader to provide the conditions that make that possible. Must be an advocate for students and schools and demonstrate a positive commitment to the role of the RIDE as an advocate for all children, but most specifically, students attending the RISD.

## **SUPERVISION RECEIVED:**

Works in cooperation with colleagues with considerable latitude for the exercise of initiative and independent judgment; work is reviewed upon completion of results obtained and on the collaborative process used in achieving results. The Director is subject to an annual performance assessment conducted by the Board of Trustees.

## **SUPERVISION EXERCISED:**

Facilitates, directs, coordinates, and assesses the work of professional, internal and external technical and support staff. Participates in the RI model of educator evaluation. Work is reviewed in process, as necessary, and upon completion for achieving desired results, as are collaborative processes used in achieving results.

## JOB DESCRIPTION

### ILLUSTRATIVE EXAMPLES OF WORK AND ESSENTIAL FUNCTIONS:

- Develop strategic processes to ensure alignment with state standards, assessments, and structures for accountability to ensure high-quality instructional delivery to all students; identify goals, objectives and activities for relevant and developmentally appropriate instructional programs.
- Coordinate statewide initiatives and programs, including Compass Outreach and the statewide audiology program.
- Collaborate with Board Chairperson to enable the Board to achieve excellence in its governance.
- Promote and facilitate effective working partnerships between the Board, RIDE, school districts, Alumni, RI-EHDI, RICDHH, and the school community.
- Ensure the quality and delivery of programs offered at and by the RISD, including community-based programs and outreach that provide services to the Deaf and Hard-of-Hearing community.
- Recruit, hire, train, and evaluate all staff; review and update position descriptions as needed; supervise, manage and oversee administrative and operational support staff.
- Identify standards for performance and work collaboratively with appropriate staff to set, implement and meet performance goals.
- Actively promote the RISD, its mission, programs and services with a strong, positive image to all stakeholders.
- Actively promote awareness and understanding of Deaf and Hard of Hearing issues by building positive relationships with clients, students, their families, and community resources.
- Collaborates with LEAs to develop parent-friendly materials to help parents know the policies and practices that work to help students attain the skills and knowledge necessary for college and careers.
- Performs other duties and takes on necessary responsibilities as assigned/needed.

# JOB DESCRIPTION

## MINIMUM REQUIREMENTS

- Documented experience in working with students with disabilities; experience working with very diverse Deaf and Hard of Hearing children.
- Excellent communication skills in writing and presentations to audiences with multiple stakeholders.
- Results-oriented, achievement-driven approach to tasks and strong attention to detail, and excellent organizational skills; ability to work independently and take the initiative; highly developed leadership and interpersonal skills; the ability to maintain positive working relationships in a diverse environment.
- Capacity to advocate, negotiate, and represent the Rhode I School for the Deaf in collective bargaining situations.
- Communication, organizational, and management skills of a high order, including the ability to plan, implement, receive information and directives and disseminate information, and communicate clearly and effectively with all stakeholders.
- Knowledge of applicable Federal, State, and Local laws, rules, and regulations.

## PREFERRED QUALIFICATIONS

- Knowledge of and experience with American Sign Language.
- Experience implementing Equity Diversity and Inclusion initiatives.
- Experience working with or within unionized workplaces.
- Experienced with public relations.

## SALARY RANGE

- \$130,000 - \$140,000/yr.



TAP OR SCAN HERE TO  
LOAD THE BUILDING LEVEL  
ADMINISTRATOR  
CERTIFICATION INFORMATION.

## EDUCATION

Master's Degree in Education, Administration, Leadership, or a related field.

## CERTIFICATIONS

Building Level Administrator certification or ability to obtain certification within an agreed-upon period of time after hire. Tap or scan the QR code below left to get the information about Building Level Administrator. RI full certification is comparable to National Association of State Directors of Teacher Education and Certification (NASDTEC) stage three or higher certificates and is recognized by other states for certificate reciprocity.

## EXPERIENCE

Minimum five years experience working in education or its equivalent (including teaching) with a minimum of three years of administrative experience with an excellent documented track record of effectiveness in a leadership position and/or any combination of knowledge, skills, and experience that is substantially equivalent.



# How to Apply

**PLEASE SEND ALL QUESTIONS, NOMINATIONS,  
AND APPLICATIONS TO:**

Shane Feldman, Chief Executive Officer  
Kellynnette Gomez, Consultant  
Innivee Strategies, Inc.  
[apply@innivee.com](mailto:apply@innivee.com)

Interested candidates should submit a cover letter, resume, and three references to [apply@innivee.com](mailto:apply@innivee.com). All applications submitted by noon on Friday, March 17, 2023, will receive full consideration.

**FOR MORE  
INFORMATION  
ABOUT THE RHODE  
ISLAND SCHOOL FOR  
THE DEAF, PLEASE  
VISIT [RIDEAF.RI.GOV](http://RIDEAF.RI.GOV).**

The Rhode Island School for the Deaf is an Affirmative Action/Equal Opportunity Employer.