

Rhode Island Department of Education  
Office for Diverse Learners

School Support System Report and Support Plan

Ocean Tides Non Public School System  
September 22-23, 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 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 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 approximately 30 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 outcome 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 required by the district as well as resources and time lines to improve programs and services.

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Ocean Tides Non Public School System  
School Support System Review  
September 22-23, 2009

Team: Jane Keane, Susan Wood and Erin Schenck

1. SCHOOL IMPROVEMENT / FAMILY ENGAGEMENT					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Outcome	1	<p>Ocean Tides is a Lasallian residential and educational facility founded in 1975 by the De La Salle Christian Brothers for young men in need of adjudicated residential treatment.</p> <p><b><i>Ocean Tides Mission Statement</i></b>  <i>Ocean Tides is a Lasallian school and residential program that believes every person referred to the program is a unique individual worthy of respect, and needing care and attention. Ocean Tides believes that they assume responsibility for the growth and welfare of a fellow human being. They believe that each individual who comes to them has the capacity to learn and to achieve success in his personal and behavioral development. They further believe that this is accomplished through everyday experiences and interactions of the individuals with them as concerned human beings and through the programs designed for the individual youngster...Ocean Tides aims to help such a boy so that he can change directions, so that instead of going nowhere, he can be going somewhere.</i></p> <p><b>School Improvement Plan/Team</b>  Ocean Tides initiated their School Improvement Plan and team development in March of 2007. The School Improvement Team is comprised of school administrators, the special education director along with two staff representatives from each campus and meets monthly. Staff representation is redefined annually. The School Improvement Team is currently addressing the following goals:</p> <ul style="list-style-type: none"> <li>• Ocean Tides will continue to implement the new diploma requirements that became effective in 2008 and refine any specific detail in response to those details currently being refined by the RIDE.</li> <li>• Students will develop their own Individual Learning Plans and establish achievement goals for their future. The Individual Learning Plans will enable students to focus on goals and how to use the time in high school to accomplish their personal objectives in conjunction with completing graduation requirements.</li> </ul>	Document, Faculty and Student Interviews Observations		

		<ul style="list-style-type: none"> <li>• Students not currently on grade level will have a Personal Literacy Plan developed by the reading/English teacher to enable students to improve their reading proficiency</li> <li>• Ocean Tides will expand their vocational education program to enhance the employability of their students through career exploration and job skills training while completing their secondary education program.</li> </ul>			
Outcome	2	<p><i>The Ocean Tides programs consist of the following:</i></p> <p><b>Ocean Tides Narragansett Residential Program</b> offers an alternative setting for at-risk youth who have been in legal difficulty on numerous occasions. Youth are accepted either directly from home as a condition of probation ordered by the Family Court, or they enter from the State Training School on “Temporary Community Placement”. Each young person spends approximately one year with Ocean Tides and or up to a maximum of 18 months, providing youth with skills and knowledge to direct positive behavioral outcomes and decision making.</p> <p>The <b>De La Salle Hall</b> is a six-bed honor dorm located on the Narragansett campus. Students who have proven personal growth and positive behavior changes in their daily lives earn a spot in De La Salle Hall.</p> <p><b>Extension Homes</b> provide a more intensive experience for youth to prepare to return to their home school community while remaining in a part of the Ocean Tides Program. There are two Extension houses in the greater Providence area, Gallogly House and the Hillside House. Pullman House is located in Cranston. While in an extension house, youth attend the Ocean Tides School, a vocational school or the Community College of Rhode Island.</p> <p><b>Ocean Tides’ Narragansett School</b> is a residential educational setting on the main campus for young men grades seven through twelve who are attending the Ocean Tides Residential Program. The School offers a high school diploma, a certified special education program, and is licensed by the Rhode Island</p>	Document, Faculty, Parents and Student Interviews Observation		

		<p>Department of Education, and accredited by the New England Association of Schools and Colleges (NEASC).</p> <p><b>Ocean Tides' Providence Campus</b> is an alternative day school, for at risk young men in grades nine through twelve. The school offers students a high school diploma, a certified special education program, and is licensed by the Rhode Island Department of Education, and accredited by the New England Association of Schools and Colleges (NEASC).</p> <p><i>The Ocean Tides is a CARF accredited for its Residential Treatment and Mental Health Juvenile Justice.</i></p> <p><b>For the purposes of this report the focus will address the Ocean Tides School Special Education Program</b></p>			
Outcome	3	<p><b>Professional Development</b></p> <p>Ocean Tides provides tuition assistance in the amount of \$400.00 for faculty who are continuing their education. Faculty must commit to Ocean Tides a two year employment plan. In addition professional development is provided through job embedded activities. The following are examples of professional development opportunities provided to faculty and staff.</p> <p>Grade Quick – Electronic Grading  Concourse and Easy Cat to look up what is in the library  Differentiated Instruction  How the Brain Works  Foundations, Adventures, Mastery Exploration (FAME)</p> <p>Technology Expansion</p> <ul style="list-style-type: none"> <li>• Power Point development</li> <li>• Integrated technology for lesson planning and curriculum development</li> <li>• Portable Mimeo White Board</li> <li>• Dragon Naturally Speaking</li> <li>• Kurzweil</li> </ul> <p>At the end of the school year faculty review all content area curriculum and instruction including physical education and all</p>	Document, Faculty and Student Interviews Observation		

		<p>electives to plan for the upcoming school year. Faculty redesigns instructional strategies, learning outcomes and create new syllabus for the upcoming classes. Examples include review of curriculum mapping, developing math components for Carpentry and Wood Turning and planning for a new course “ Physics First”)</p> <p>In addition faculty and staff participate in annual orientation activities which include training and certification in CPR,Crisis Prevention Intervention CPI, First Aid and Blood Borne Pathogens.</p>			
Outcome	4	<p><b>Instructional Strategies and Assessments</b></p> <p>Ocean Tides School offers secondary education courses in the core content areas of English, Math, Science, Social Studies, Electives, Health, and Physical Education. These are further broken down into the traditional major academic courses offered in a public high school and electives as much as possible to meet each student’s unique academic needs. Instructional strategies include but are not limited to the following;</p> <ul style="list-style-type: none"> <li>• Curriculum Mapping</li> <li>• Cross Curriculum Quarterly Projects</li> <li>• Physics First/RI TTI</li> <li>• Standards Based Curriculum</li> <li>• Literacy Development (PLP Development )</li> <li>• The Lexia reading program</li> <li>• Foundations, Adventures, Mastery, Exploration (FAME)</li> <li>• My Reading Coach and My Fluent Reader</li> <li>• Advisory Period</li> <li>• Dragon Naturally Speaking</li> <li>• Differentiated Instruction</li> <li>• Multi Sensory Approaches</li> <li>• Weekly Lesson Planning Aligned to the Curriculum</li> </ul> <p>Faculty at the Ocean Tides School use the following assessments and performance data to inform instructional practices;</p> <ul style="list-style-type: none"> <li>• NECAP</li> <li>• GRADE</li> </ul>	Document, Faculty, Parents and Student Interviews Observations		

		<ul style="list-style-type: none"> <li>• WJIII</li> <li>• Teacher generated assessments</li> <li>• Learner Outcomes/Every class and content area</li> <li>• Point Sheets</li> </ul>			
Outcome	4	<p><b>Common Planning</b> Daily debriefing meetings are held in the morning and afternoon at the Narragansett School Campus. Faculty address students need academically and behaviorally, critical issues, review of new students, daily scheduling and upcoming events. Monthly, teachers present progress up dates (treatment notes) along with the social services staff and residential staff.</p> <p>The Providence School Campus starts their day with a school wide student meeting. Together students and faculty set the tone of the day by discussing student generated quotes, trivia, and student work. In addition the faculty debriefs every afternoon addressing similar issue as noted in above finding. The inclusion teachers meet once a week to plan collaborative instructional strategies.</p> <p>Daily communication is electronically managed to provide up to date data and student information for morning and afternoon debriefing meetings informed by the residents, schools and social service department.</p>	Document, Faculty and Student Interviews		
Outcome	5	<p><b>Family Engagement</b> Each year the Ocean Tides Special Education Department convenes a meeting with parents of students with IEP's. This meeting provides an opportunity for families to offer ideas for improving programs and services and a collaborative atmosphere to work together to solve any issue and or problems that may arise.</p> <p>The Narragansett School sponsors a family picnic at the end of August so that parents / guardians can meet and talk with all of the faculty and staff that will be working with their child.</p> <p>The Providence School sponsors a Parent Night during the first semester so that parents/guardians can meet and talk with</p>	Document, Faculty, Parent and Student Interviews		

	<p>school faculty and staff about their child’s behavioral and educational program.</p> <p>The Social Service Department of Ocean Tides is comprised of six Social Workers. Social Workers facilitate home visits to maintain home school communication along with parent training and support. Additionally they will assist in the communication necessary for family participation in the overall planning for their child in the Ocean Tides programs along with the IEP process. Other social service supports are provided to families through agencies and programs such as DCYF, Probation Officers, Group Home Social Workers and Communities for People. All agencies responsible for students are in close contact with the school as well as with families and or guardians.</p>			
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2. FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE/LRE)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Outcome	1	<p><b>Educational Continuum</b></p> <p>The Ocean Tides Schools provide individualized instruction using special education strategies as well as provision of challenging material to meet the diverse abilities levels of the students enrolled. Since this is a fluid population there is a need to continually assess both the academic and behavioral needs of each student. This may include the use of both the Title I tutor and the special educator working individually with small groups or in the classroom as a co-teacher along with consultation with regular education teacher and staff.</p> <p>Currently Ocean Tides provides specialized instruction for 85 students, of that total, 48 are students with IEP’s.</p> <p>The <b>Ocean Tides’ Narragansett School</b> is a residential school for young men grades seven through twelve who are in the Ocean Tides Residential Program. The School offers a high school diploma, a certified special education program, and is licensed by the Rhode Island Department of Education, and accredited by the New England Association of Schools and Colleges (NEASC). The Narragansett Campus is currently providing special instruction and support services for 43</p>	<p>Document, Faculty, Parents and Student Interviews Classroom Observations</p>		

		<p>students, of that total 23 are students with IEP's.</p> <p>The <b>Ocean Tides' Providence Campus</b> is an alternative day school, for at risk young men in grades nine through twelve. The school offers students a full high school diploma, a certified special education program, and is licensed by the Rhode Island Department of Education, and accredited by the New England Association of Schools and Colleges (NEASC). The Providence Campus is currently providing special educational supports and services for 42 of that total 25 are students with IEP's</p>			
Outcome	2	<p><b>Behavior Management Strategies</b> <b>Stipend Program</b></p> <p>Day students at the Providence Campus are eligible for inclusion in the stipend Program. After a two week orientation period and as long as the school rules are being followed a student is eligible to earn a stipend as follows;</p> <ul style="list-style-type: none"> <li>• \$1 for each class where the academic requirements are met and behavior is appropriate.</li> <li>• \$2 extra per day for coming to school on time and remaining through the end of the day.</li> </ul> <p><i>Student's achievement is a focus of positive behavioral support incentives often provided through monetary awards.</i></p> <p>Daily Sheets are used as a feedback forum between staff and students. At the end of each day the teaching staff will add a comment on progress of the student in school. The statement is short and constructive.</p> <p>Throughout Ocean Tides School individualized behavioral interventions and strategies are implemented through <b>Complements, Sanctions and Consequences</b> addressing individual student accountability and alternative behavioral outcomes.</p> <p><b>Point Sheets</b> are a comprehensive assessment of the student's progress throughout the school program. New point sheets are distributed on Monday morning homeroom. The sheet has a numerical value each day from 0-5 in certain classroom requirement such as appropriate behavior, class work,</p>	Document, Faculty, Parent and Student Interviews		

		<p>cooperation, language and respect. The students receive one point for each completed requirement. A zero in class work will result in time off the student's weekend and or failure to earn points and or incentives.</p> <p><b>In-School Suspension/Alternate Class Setting</b> will be facilitated for students who engage in inappropriate behavior necessitating a separate learning setting for a period of time. All academic services and supports are provided for students.</p> <p><i>The Ocean Tides Programs have clearly defined policies and protocols addressing student removals and disciplinary procedures.</i></p>			
Outcome	3	<p><b>Social Emotional Learning</b></p> <p>Ocean Tides provides a coordinated treatment program, integrating all aspects of life through their residential and educational programs. The programs are flexible enough to meet the treatment needs of a range of youths, helping young people by providing a blend of direction, correction and affirmation. In this way the youngster may re-enter his community life in stages that provide necessary supports while developing self-sufficiency.</p> <p>Each student is assigned a Social Worker to provide therapeutic support and family linkages. In addition Social Workers facilitate specialized topical groups such as Human Sexuality, Substance Abuse Education, Anger Management, along with a Perspective Fathers Group.</p> <p>A <b>Reflection Day</b> is held each quarter to recognize student's achievements academically and/or behaviorally. The event is to celebrate student success in a variety of ways (Best Academic Student, Most Improved Student, Least Sanctions, and Student with the Most Complements etc). Every student is recognized for his successes. This day is also utilized as an opportunity to provide students with their report cards. Each recognition is supported with a financial stipend.</p> <p>The Providence campus facilitates two <b>Leadership Groups</b> that</p>	Document, Faculty, and Student Interviews		

		<p>are held once a week. The group is a semi-structured psycho-educational group addressing topics such as Defining Leadership, Communication Skills and Managing Decision Making and Problem Solving. The group is lead by the Clinical Psychologist and the School Counselor.</p> <p>Ocean Tides Schools facilitate an advisory program for all students. Each teacher is assigned three to four students and follows them until they are either transition from the Narragansett campus to the Providence campus and or graduate. Advisors are knowledgeable about that student's social emotional academic and career goals and support student's progress towards graduation. They assist students with their Individual Learning Plans along with their portfolio development. Student advisors compile their students' progress monthly and share this information during a morning/afternoon faculty debriefing meeting.</p>			
Compliance	3	<p>Per RIGL 300.903 (b) All special education programs in any private and state operated day or residential school shall meet the same standards as those established for public school programs.</p> <p>The OceanTides School is an approved nonpublic school that serves high school age students. The Special Education Director reported that they provide the special education services to students as per their IEPs. The following is the current configuration of the Ocean Tides teaching staff and the certification needs.</p> <p><b><u>Ocean Tides School (Narragansett)</u></b> Two members of the faculty need emergency certifications (1 in Science, 1 in Social Studies) and one other needs to take the Praxis to attain certification in Physical Education.</p> <p><b><u>Ocean Tides School (Providence)</u></b> One member of the faculty needs emergency certification in ELA. One needs to take the Praxis to attain certification in Art.</p>	Document, Faculty Interviews	<p>Ocean Tides Administration will assist and monitor, as appropriate, that all staff have proper certification</p> <p>Timeline: Immediately and ongoing. Progress Check March 2010. Final completion on or before August 31, 2010.</p>	Issue resolved

3. EVALUATION/ INDIVIDUAL EDUCATION PROGRAM (IEP)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Outcome		<p>The Ocean Tides Schools will continue to assist the respective LEAs, that they work with in providing a free and appropriate public education (FAPE) to the students they serve in accordance and adherence to the RI Regulations.</p> <p><i>This is applicable to all items in this section in addition to the record review addendum.</i></p>			
Outcome	1	<p>Entrance and exit protocols and criteria are clearly defined and planned for. Students enter the residential programs through the judicial process and attend school throughout their adjudication and or probation. Every effort is made to collect appropriate data for individualizing programs and services for all youth including their educational program.</p> <p>Day program students enter into the school program through a referral from the local education authority, an interview at the Ocean Tides School and or by acceptance by Ocean Tides upon successful completion of the residential component. Students are required to fill out a registration form which gives statistical data and appropriate emergency notification/medical coverage information.</p> <p>LEA's are requested to provide all transcripts, complete health records, evaluations completed, including Team Reports along with contact information. The referral packet is reviewed for appropriateness of placement and the referred student is then interviewed for confirmation.</p> <p>Transcripts and other school records including health records educational evaluations psychological evaluations and any other evaluation that are appropriate will be sought from all prior school districts or placements where the student has been in school to determine grade placement and number of credits a student has achieved toward a high school diploma.</p> <p>Ocean Tides Schools, after receiving all relevant material will then provide the student with the WJ III assessment to plan for those students individualized education program.</p>	Document, Faculty, Parent and Student Interviews		

		An aftercare program is provided for student returning to their home school community. The student's social worker will continue to provide that student with individualized social and emotional support along with continued educational planning for up to three months.			
Outcome	2	Record Review findings met all IDEA requirements.	Document, Faculty Interviews Record Reviews		

4. TRANSITION					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Outcome	1	<p><b>Transition Planning</b></p> <p>Ocean Tides Schools provide all students assistance with post-secondary school planning. The school guidance counselor addresses post-secondary interest and provides assistance in complete all applications and financial aid forms required to enter a college technical school or other training that the students desires.</p> <p>A variety of vocational assessment such as Way To Go RI, Sigma 10, Career Scope and the TPI are facilitated with all students in designing and implementing a vocational / educational plan addressing individual student post secondary goals.</p> <p>Options for students attending Ocean Tides</p> <ul style="list-style-type: none"> <li>• On Site Work Experience</li> <li>• Internships / unpaid</li> <li>• Work Study</li> <li>• Service Learning</li> </ul> <p><b>Digital Portfolios Undergraduates</b></p> <p>Students compile a portfolio by selecting his best work from all classes and maintain the collection. This should demonstrate a</p>	Document, Faculty, Parent and Student Interviews		

		<p>comprehensive picture of the progress made. Students reflect and evaluate their own learning experiences and performance in school.</p> <p>All students receive 20 hours of service learning experiences. (Alliance for Better Long Term Nursing an interactive program for students and patients)</p> <p>All seniors are referred to ORS. If students are eligible, opportunities for continued support and vocational training are provided to the students. Students are provided with a vocational assessment to determine next steps and or community linkages.</p> <p>Ocean Tides work closely with CCRI and New England Tech to enable opportunities for students.</p> <p>A Transition fair is hosted at New England Technical Institute where Ocean Tides students attend.</p> <p>Work Experiences in the Providence Campus for eligible students include but not limited to the following sites</p> <ul style="list-style-type: none"> <li>• Good Will Industries</li> <li>• R.I. Food Bank</li> <li>• Duncan Donuts</li> <li>• LIF Industries-Laser Technology</li> <li>• PC Troubleshooters</li> <li>• Providence Children’s Museum</li> </ul> <p>At the Narragansett Campus students work on site with the Landscaping and Kitchen along with exploratory employment opportunities such as at Charlie O’s, and PJ’s Restaurant and Flood Ford/Mazda.</p>			
Outcome	2	The special education case manager along with the Ocean Tides School Special Education Administrator provides each student as appropriate with their summary of performance.	Document, Faculty and Student Interviews		
Outcome	3	Students at Ocean Tides School and choose to receive either their home school diploma (sending LEA) and or the Ocean Tides School diploma.	Document, Faculty, Parent and Student Interviews		

	<p>If a home school diploma is desired, faculty at Ocean Tides School work in conjunction with the sending LEA to identify and align all unique PBGR requirements necessary for students to graduate and receive their diploma.</p> <p>To receive an Ocean Tides School diploma students need a minimum of 21 credits as follows.</p> <ul style="list-style-type: none"> <li>4 credits in English</li> <li>4 credits in Math</li> <li>3 credits in Social Studies (U.S. History II &amp; RI History)</li> <li>3 credits in Science</li> <li>2 credits in Physical Education/Health</li> <li>0.50 credits in Fine Arts</li> <li>0.50 credits in Computer Literacy</li> <li>4 credits in electives</li> </ul> <p>Students are promoted by unites of credits accumulated from year to year. To progress to the next grade level students must attain a minimum number of credits within four major academic subjects regardless of credits achieved. Credits are awarded on a semester basis.</p> <p><b>Senior Project Required for all Seniors</b></p> <p>Each student completes a physical product evolving from the research which involves a minimum of 20 hours of work outside of class with their mentor be completed during the second semester or earlier if approved by administration. The completion of the project must involve a definite learning stretch that shows that the student has had to go beyond his current level of knowledge and expertise. This project must demonstrate a new learning experience for the student to build on skills he already possesses.</p> <p><b>Digital Portfolios</b></p> <p>In addition to the typical student portfolio, seniors have an additional segment that chronicles their progress as they develop their Senior Project research paper along with the creation of a product. Work logs are documented and managed and contain information such as a copy of the research paper, photographs, mentor verification, planning guides and other</p>			
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		pertinent items as a documentation of the journey the student has taken with Senior project.			
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