



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

School Support System Report and Support Plan

**Ocean Tides School
October, 2015**

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 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 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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**Nonpublic School
School Support System Review**

Team Member

Team A – Susan Wood

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

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

Indicator		Findings	Support Plan
Result	1	<p>The RIDE, Office of Students, 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.</p>	
Result	2	<p>Program Overview</p> <p>The Ocean Tides School is one school with two campuses. The Narragansett campus, the main campus, is a residential school for boys grades seven through twelve. The student body is comprised of Ocean Tides' residential students and students referred by their school district for education purposes (both general education and special education). The Providence campus is an alternative day school on a 9:00-3:00 schedule, 180 days per year, for at-risk boys in grades seven through twelve. The student body at this campus is comprised of students referred by their school district and some students who have completed the Ocean Tides program and wish to complete their education at the Ocean Tides School.</p> <p>The Ocean Tides School is accredited by the New England Association of Schools and Colleges (NEASC), and is licensed by the Rhode Island Department of Education (RIDE).</p> <p>The Ocean Tides School offers Vocational Programming at both campuses. Students are involved in areas such as: Culinary Arts, Carpentry/Woodworking, Landscape Design, Engineering, and Technology. Ocean Tides is partnered with the Community College of Rhode Island (CCRI) which greatly benefits the students.</p>	
Result	3	<p>Student Support and Intervention (academics)</p> <p>As students enter Ocean Tides, they are given a series of evaluations over a period of time such as: the Group Reading Assessment and Diagnostic Evaluation (G.R.A.D.E.), the Group Mathematics Assessment and Diagnostic Evaluation (G.M.A.D.E.), Metryx Gradpoint and Virtual Learning Math Modules (VLMM) to obtain an educational needs baseline. The data results show that 75% of the students are below grade level in the area of math with 50% on a second to third grade math level. This area will be the primary focus for staff development. Over the past several</p>	

years, Ocean Tides has focused on improving reading scores. Ocean Tides would like to continue to have a secondary focus in the area of reading so all students will continue to show good improvement. As of now, there are no results from the PARCC Assessments to show gains or losses.

The population of students in need of remedial tutorial services has decreased for ELA, and reading and increased in the area of math. Both the G.R.A.D.E. and the G.M.A.D.E. tests determine the need for a Personal Literacy Plan (PLP) and the need for tutoring in math. These evaluations indicate those students in need of tutoring both during school hours and after school hours to improve their level of proficiency. The VLMM results will help to expand student access to high quality, focused and flexible math instruction to ensure proficient levels of math achievement. The math modules are designed to address individual student skill gaps. The remedial tutoring services in the area of math is for all eligible students. Ocean Tides is also using GradPoint to assist students in the four core area classes as a supplemental portion of education and to increase academic rigor.

Learner Outcomes and mastery tasks, use of G.R.A.D.E. and G.M.A.D.E. testing for reading and mathematics two (2) times per year and all student are evaluated upon entry using both evaluative tools listed above to identify each student's academic strengths and weaknesses. Additionally, Ocean Tides is utilizing the Virtual Learning Math Modules (VLMM) to help expand student access to high quality, focused and flexible math instruction to ensure proficient levels of math achievement. All of these assessments are norm-referenced and based on scientific research. The reports from all of these evaluations indicate the progress that is being measured for the students. Teachers evaluate the Learner Outcomes and mastery tasks which show an increase/improvement in each core area. The data has shown consistent improvement in most areas for students beginning with the 2013-2014 school year. During this school year, the NECAP results showed students achieve a 3 or 4 in the areas of reading and writing; several of the students received a score of 4 with honors. However, this school year 2014-2015, the students participated in the PARCC assessment so the results may not be as impressive as this is the first year of testing with this evaluation instrument.

Ocean Tides Information Technology course for student learning has an articulation agreement with the Community College of Rhode Island (CCRI) and work collaboratively with them. The IT personnel at Ocean Tides assists the students in successfully completing Literacy I & II. This course is offered every quarter and students receive a semester grade. All students in the Ocean Tides program must participate in Literacy I & II if they have not already completed one of these courses within their sending districts. The outcome is the successful completion of the course and the students receive certificates of achievement with competencies completed successfully.

		<p>Student Support and Intervention (social emotional)</p> <p>The program utilizes Positive Behavior Supports to help students accomplish their goals and meet their needs in a socially acceptable manner, while building upon each student's unique strengths, talents and interests. This safe environment helps students feel comfortable taking risks within and outside of the classroom. A positive atmosphere is designed to build competence for students to thrive socially, emotionally, physically, and academically. The student experience is supported and fortified in all areas. Students work directly with group living, educational faculty, guidance for post-secondary education, and social services. All faculty members are trained to create a nurturing, developmentally-appropriate learning environment while providing challenging opportunities for student success. A strategies approach to learning, based on individual strengths and weaknesses, is utilized with all students in the classroom. Whenever necessary, teachers differentiate instructional materials and their instructional style to meet each student's present learning style and ability.</p> <p>Clinical Supports and Services</p> <p>Counseling and guidance are individualized to meet students' unique needs and to ensure that functionally-equivalent appropriate behaviors are instructed and reinforced. Clinical services are offered at both campuses through a contracted clinical psychologist. Communication with the home setting ensures that parents are equipped with the same positive behavior support strategies that the Ocean Tides faculty are trained to employ with the students. Social service personnel, under the direction of the Director of Social Services, individualize their family sessions to focus on the unique goals and concerns of each family. The In-Home Consultation provides families with the unique opportunity to have Ocean Tides provide customized recommendations suited perfectly to their homes. The social service workers meet weekly with each young man and bi-monthly with each young man and his family.</p> <p>School Removals/Disciplinary Policies</p> <p>Disciplinary policies and practices are clearly defined through the student/parent handbook.</p>	
Result	4	<p>Program Continuum</p> <p>There are approximately 55 students at both Ocean Tides school sites and 18 are students with IEPs. Students are fully included in all core content classes. Students are able to return to their districts as Ocean Tides provides similar programming as to their district offerings. Ocean Tides also provides credit recovery so the students will be at the age appropriate grade level or close to the correct grade level once they return to their district.</p>	

		<p>The Ocean Tides School provides a comprehensive curriculum with most students taking a college preparatory program. Though civics, English 9 and other courses are not leveled, they are taught at the college preparatory level.</p> <p>In addition to their high school diploma, students may earn certificates through the Culinary Arts Program, The Building/Construction Program and the Technology Program. Students are also able to earn college credits through the Community College of Rhode Island (CCRI) in the areas of Technology and Engineering. Students participating in the career/technical areas certificates of achievement are given to students each semester by the instructor. Additionally, Ocean Tides provides mini workshops in the areas of plumbing, electrical, carpentry and automotive. These workshops are utilized by students to expand their repertoire of skills. The use of internships and mentorships within the community are offered to students who excel in the career/technical programs. Ocean Tides has collaborations with colleges and universities, summer job opportunities through Tri Town Community Action and South County Community Action. If a student is eligible under the Workforce Investment Act, Ocean Tides will assist with summer job placement in the greater Providence area and South County area. Students are also given opportunities to be certified in OSHA and job readiness skills. Ocean Tides follows the new guidelines for career and technical education that were recently approved by the RIDE.</p>	
Result	5	<p>Adaptive Physical Education (APE)</p> <p><u>Documentation:</u> Data Analysis; State Performance Plan</p> <p>To date, Ocean Tides does not have any students requiring adaptive physical education (APE). Ocean Tides does not currently have a physical education/health teacher certified in APE. It is unclear how students would be screened and evaluated for APE as no one is appropriately certified.</p>	<p>Timeline: Immediately and ongoing</p> <p>Ocean Tides will develop a plan to evaluate students who may be in need of adaptive physical education.</p> <p>Progress Check: August 2016</p> <p><u>FOLLOW-UP FINDINGS:</u></p>
Result	6	<p>Extended School Year (ESY)</p> <p>Ocean Tides has a Summer School program for the residential students, however, no current students, have qualified for ESY.</p> <p><u>Documentation:</u> Data Analysis; Interviews</p>	
Result	7	<p>Parent Engagement</p> <p>At all individual education program meetings, Ocean Tides discusses with the parent their right to attend and are encouraged to attend their individual communities LAC (Local Advisory</p>	

Committee). Ocean Tides stresses the importance of getting the parents voice heard where it can have an impact and a place where shared concerns can be discussed and problem-solve common concerns. Ocean Tides provides the dates that each LAC meets and if possible a contact person to find out about their purpose and to help them take the first step in getting involved.

Ocean Tides has four meetings a year. At Reflection Day when report cards are distributed, award recognitions are given and the success of the students is celebrated. Parents are invited and encouraged to attend. As part of the ceremony, the Director of Special Education invites the parents of special education students to meet to discuss mutual concerns or to learn the latest information and guidance from the Rhode Island Department of Education.

Ocean Tides Adaptation of National Standards for Family/School Partnerships:

1. Welcoming all families: Each Fall, a family picnic is planned and all family members are invited to attend. All families receive copies of the Parent Handbook and school calendar to keep informed of expectations and events.
2. Communicating Effectively: Ocean Tides Counselors meet at least monthly with parents, IEP meetings, Reflection Day, Transition meetings, Family Day, and weekly phone calls by the social workers.
3. Supporting Student Success: Reflection Day at the end of each quarter is done to celebrate student accomplishments with every student recognized for their individual success through: Student of the week, point sheets, record of compliments, in class supports, individual attention to all in need, use of technology, counseling, and guidance counseling.
4. Speaking up for Every Child: Fully inclusive learning environment, GradPoint to provide credit recovery or enrich learning experiences, reading programs, science labs for more hands on activities, building and construction, culinary, work study, internships and community based learning.
5. Sharing Power: Student leadership weekly group, School Improvement Team, and Parent Advisory Committee.
6. Collaborating with the Community: Mentors for Senior Projects, internships with community businesses, community service performed by students, work study, work closely with LEAs (Local Education Agency), Group Homes, mental health clinics, co-writing grants with community partners.

2. EVALUATION / INDIVIDUAL EDUCATION PROGRAM (IEP)

Indicator	Findings	Support Plan
Result	<p data-bbox="260 245 281 266">1</p> <p data-bbox="321 245 884 272">Student Accommodations and Modifications</p> <p data-bbox="321 310 1356 808">Student accommodations and modifications are made according to the IEP as appropriate. Teachers receive copies of the accommodation page of the IEP for the students in their classes. At the beginning of each school year, the Director of Special Education provides the teachers with a folder which includes a list of IEP students. The list has the student name, grade, disability, IEP due date and the LEA for each student. Then each teacher is provided with the following parts of the student's IEP which has the Present Levels of Functional Performance and Present Levels of Academic Achievement pages, the goal pages, and the Supplementary Aids and Services/Program Modifications/Supports for School Personnel page. Each of these IEP sections for each student are reviewed with all teachers, to include art, physical education/health, and computer lit, in addition to the four content area teachers. Teachers are reminded to keep this folder of information in a locked draw or file cabinet within their classrooms. Throughout the course of the school year, as more students arrive, the same procedure is completed, this time by the case managers. This is done through daily afternoon meetings at both campuses so all teachers are aware of the students disability, their educational limitations (if there are any), their strengths, and accommodations.</p> <p data-bbox="321 841 1056 868"><u>Documentation:</u> Data Analysis; Interviews; Document Reviews</p>	

3. IDEA TRANSITION

Indicator	Findings	Support Plan
Result	<p data-bbox="260 1089 281 1110">1</p> <p data-bbox="321 1089 642 1117">IDEA Transition Planning</p> <p data-bbox="321 1154 1346 1247">Case managers are responsible for completing the vocational assessment for all age appropriate students. Ocean Tides utilizes WaytogoRI.org as its main vocational assessment. Students also go out to internships and job shadowing experiences, etc.</p> <p data-bbox="321 1284 1339 1458">In addition, students are assisted in filling out the college financial aid forms, college entrance requirements and applications, assistance through scholarships provided by Ocean Tides, bringing students on tours of the facilities and appointments for course selections. All of these services are provided through our Guidance Office. Career assessments are conducted through WaytogoRI.org. Ocean Tides has a good working relationship with many area colleges and</p>	

		<p>universities.</p> <p>Ocean Tides has some students who choose to attend a technical training program such as New England Institute for Technology or MTTI. The Ocean Tides Guidance Department helps students to transition to these training sites by bringing the students on tours, assisting with applications, assisting with FAFSA forms for scholarships and assistance with tuitions.</p> <p>When possible, Ocean Tides assists students in securing employment once they graduate from Ocean Tides. The majority of the Ocean Tides students choose to attend college, technical training schools or the military. There are very few graduates from Ocean Tides who need employment after the summer as they are attending school, but those who are in need are assisted.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Record Reviews</p>	
Result	2	<p>The nonpublic Special education school (special education director and case manager) works with the sending districts in assisting with referrals to the Office of Rehabilitative Services (ORS) and to the Department of Behavioral Healthcare, Developmental Disabilities & Hospitals (BHDDH). Every year, once a student reaches the age of 17 years, the Director of Special Education completes the application for ORS in order to assist the students and prepare them for graduation. In the past years, the ORS counselors have come to the school to meet with the students. During the 2014-2015 school year, this did not happen as every time the package was submitted, ORS would say they never received it. One of the educational advocates assisted the Director of Special Education last year in doing three packets for three different students and every time, Ocean Tides was still told they were not in receipt of the applications. Though Ocean Tides continually try to get a counselor to assist the students and the students of the districts, last year Ocean Tides was unsuccessful. However, all other years prior, Ocean Tides was successful in obtaining services for the students. During the 2014-2015 school year, one student was recommended to BHDDH. While the student did not technically qualify for their services, they did try to put him in as psychiatrically disabled, due to his cognitive testing, his behaviors, but because he turned 18 years of age prior to graduation, he did not follow their recommendations.</p> <p><u>Documentation:</u> Interviews; Document Review</p>	
Result	3	<p>Summary of Performance (SOP) is facilitated by the case managers as appropriate. As the school year approaches the end and Ocean Tides has a more accurate picture of who will be with us for graduation and who will have left, the case managers complete the SSOP with each</p>	

	<p>student. This is provided to the student but a copy is also kept on file in the event the student misplaces it. Ocean Tides keep this document with other senior documents (senior project, senior portfolio, etc.). If and when there is a need for this information, it is kept in a locked, secured location at the main campus of Ocean Tides (Narragansett).</p> <p><u>Documentation:</u> Interviews; Document Review</p>	
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