



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

School Support System Report and Support Plan

**Ocean State Academy
June 12, 2020**

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 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.

TABLE OF CONTENTS

1. Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE)
2. Evaluation/Individual Education Program (IEP)
3. IDEA Transition

**Ocean State Academy
School Support System Review**

Team Member

Team A – Susan Wood, Sandra Cambio Gregoire

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 State Academy (OSA) is a non-public special education school located in Cranston Rhode Island and open to serving students from all school districts in the state. Ocean State Academy provides a full-service special education program for a range of K–12 special needs, including: emotional/behavioral disorders, specific learning disabilities, intellectual disabilities, speech-language disorders, developmental delays, autism, ADHD, other health impairments, and multiple disabilities.</p> <p>Within this secure and nurturing environment, students are taught self-management skills and held accountable for their actions as OSA seamlessly weaves all aspects of the program — academic, behavioral, social, and emotional — into an integrated whole that is called Student Empowerment Movement. This holistic, outcomes-driven model equally balances the unflagging educational commitment to the students with their ever-growing commitment to their own education.</p> <p>As OSA guides students toward proactive, productive, and positive decision making within a collaborative setting of community learning, OSA simultaneously delivers customized and intensive academic and behavioral interventions that lead to meaningful milestones, rewarding results, and much brighter futures.</p> <p>Ocean State Academy’s philosophy rests on the belief that student empowerment in all realms of personal growth leads to successful long term outcomes. The school’s flexible and responsive system provides for individualized instruction tailored to encourage engagement with curriculum and the cultivation of personal responsibility for critical thinking academically and socially. Small class sizes with additional paraprofessional support allow teachers to work closely with students in a collaborative process to access common core driven curriculum and creatively achieve critical skill mastery and mastery of IEP-team derived goals.</p>	

		<p><i>Vision:</i></p> <p>The Ocean State Academy seeks to create a comprehensive K-12 school that incorporates the best elements of traditional public school settings with the individualized support that students with special needs require. Ocean State Academy strives to have the Academic, Clinical and Transitional services fully integrated so that each element is richly infused with the others so that students are learning and growing in all domains throughout the day. Ocean State Academy likewise wants to become solid members of the local community integrated into the daily life of the neighborhood and state. Ocean State Academy wants to work closely with the local school districts and the State Department of Education to ensure the school is providing desired services in a manner that is fully compliant and continually improving. In short to be a school that every community stakeholder is proud to be associated with.</p>	
Result	3	<p>Student Support and Intervention</p> <p>Ocean State Academy's Educational Leadership Team consists of the Special Education Director, Building Principal, Dean of Students, Clinical Director and Academic Coordinator who communicate on a consistent basis. The leadership team works closely with each school district to develop programming and strategies for implementing Individualized Education Plans. From there, information is disseminated to staff via weekly meetings led by the Special Education Director and/or Building Principal, as well as specifically to teachers through weekly grade level team meetings led by the Academic Coordinator.</p> <p>Each teacher is required to meet monthly with the school principal to discuss student/teacher achievement goals. During these meetings, teachers must provide the latest assessment data (Renaissance/STAR Testing), progress monitoring data, student portfolios and be prepared to have in depth conversations surrounding instructional practices, differentiation and blended learning strategies. During these meetings, discussions are based around student's progress individually and identify those areas of strengths and needs, along with conversations about future strategies to be utilized with the students. Additionally, these conferences are a time to coordinate, collaborate and establish constructive forms of communication and timelines beneficial to the teaching staff and students. The principal uses this information for future discussions and in-class observations/evaluations. The information that is discussed is then shared with the building Academic Coordinator, who is able to utilize this knowledge in planning future grade-level meetings and additional guidance for implementation in the classroom.</p> <p>Weekly grade level meetings give teachers the opportunity to collaborate, share knowledge and experience, while developing professional skills. Topics may include how to use data driven instructional practices, training on new resources or processes, strategies to improve the station/rotation model, etc. Teachers are also given a platform to openly discuss their challenges and successes. The overall goal of the meetings and subsequent individualized support is to empower teachers to develop their craft.</p>	

The Academic Coordinator also reviews educational evaluations, meets with individual students, teachers, and/or IEP Teams to develop tailored strategies, accommodations, and modifications to utilize in the classroom to improve student outcomes. Students have honest discussions about their learning experiences based on their educational profiles. The goal is to empower students to use their strengths to overcome or mitigate their challenges.

Students who are not able to consistently access the curriculum develop educational gaps that lead to frustration and avoidance of instructional opportunities. This requires a variety of tools and approaches. The blended learning approach assists teachers in meeting these diverse needs and allows the students to discreetly work on lower level skills they may have missed without the scrutiny from their peers. In order for students to truly be ready to transition back to public school, they need to be able to appropriately articulate their social emotional and academic needs.

In addition to the Educational Leadership Team, teachers are leaders within their classrooms and are charged with supporting the developing educational craft of their teaching assistants. The Dean of Students also provides extensive training and support to the teaching assistants. Teachers can also seek assistance from Interventionists. Interventionists work directly with struggling students within the classroom or in a smaller setting focusing on closing the gaps. The layers of support available lead to growth and empowerment for staff which ultimately leads to growth and empowerment for the students OSA serves.

Clinical Supports and Services

The OSA's provision of supportive school-based behavioral health services is supplemented and enhanced by an array of therapeutic practices and modalities that treat each student's social-emotional development holistically and take into account individualized motivational strategies, different personality types, and diverse learning styles. Ocean State Academy aims to reach each student on all levels that will further healthy development and nourish the ability to self-regulate and self-monitor behaviors and in-school performance.

Social Work Services:

Social Workers can be integrated into the program as needed. Each student is assigned a school social worker from the clinical team. The clinical team is composed of female and male social workers, with two who are Spanish speaking. The clinical team, comprised of social workers, holds varying degrees of expertise in the area of assessment, diagnosis, and treatment methodology. Based on prior school history, review of records, and interviews with family members, the student, district, and outside providers determine the assignment of the school social worker. Most often the student and family will meet their new social worker during the initial intake meeting. In some

instances, a student can be assigned a primary and secondary social worker. This is warranted if the student presents with a high degree of clinical needs. However the program allows for all students to request additional clinical support time during the school week at the discretion of the school clinician.

The social work arm of the support services program will attend to such areas as student attendance, regular student check-ins, collaboration with outside service providers, community referrals to resources and social service agencies, small group activities/discussions, as well as consultation /planning with teachers, parents, and school districts.

Alternative Forms of Therapy:

Certain conditions and situations lend themselves well to various modes of therapy, and certain students will respond particularly favorably to particular forms of therapy. Therefore, to the degree that they are applicable and recommended, The OSA will utilize such therapeutic techniques as movement therapy (exercise, yoga, kinesthetics), sand tray therapy, play therapy, art therapy, music therapy, and meditation therapy.

Social Emotional Learning

The OSA provides education and skill development and implementation of the 5 Core Competency Areas of SEL. The school social worker identifies the strengths and needs of each student as it relates to Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Decision-Making Skills. IEP goals are then based on the needs assessment and this drives the plan for the social emotional learning objectives. This holistic and comprehensive behavioral development program includes preparing students for life inside and outside of school equipping them with skills and proficiencies that will allow independent, autonomous adulthood and successful participation in mainstream society, so OSA endorses the inclusion of life and social emotional learning training to the support services package. These trainings can be either high-level and broadly applicable (like conflict-resolution skills, developing empathy towards others, navigating agency appointments) or very detailed sessions, zeroing in on specific goals (like hygiene or opening and managing a bank account or saying no to peer pressure). Based on available time and on district preferences, The OSA can work social emotional learning skills training into the curriculum informally or formally. Sample areas of skills instruction include: anger management; communication skills; career exploration; peer relationship building, community safety, and ADL.

School Clubs & Groups:

Peer-to-peer interaction is one of the most powerful forms of behavior therapy, offering students opportunities for leadership, organizational skills, creative thinking, problem solving, and expression of selfhood in a friendly, casual environment that promotes mutual trust, camaraderie, and collaborative teamwork. Newsletter staff, Girls' Groups,

Boys' Groups, arts & craft clubs, gardening clubs, cleanup crews, graphic novels clubs, student volunteer groups, committees to organize charitable drives or participate in walk-a-thons—OSA has seen them all boost student engagement and confidence exponentially. The OSA strongly endorses the inclusion of organized student groups that meet during free periods or after school and will work with students to establish and maintain them on campus.

Guest Speakers & Mentors:

The OSA invites community members, business owners, professionals, trades-people, and craftspeople from all walks of life to speak to the students about opportunities available to them, life experiences they've had, lessons learned, and advice to follow. Visitors not only serve as role models the students can emulate, but they often transform into mentors for the students, inviting them on industry tours, offering apprenticeships, and finding outlets for their talents and interests. The more students can visualize their futures and relate to people in positions to which they aspire, the more effective community members and leaders can be in pointing students in the right direction.

Workforce Development Component:

Although school-to-work initiatives are in the nascent stages in terms of The OSA's menu of behavioral support services, OSA has extensive experience in laying the groundwork for career readiness and postsecondary pursuits as they relate to ED/BD students and believe that workforce development is the future for all students with challenges. It keeps them focused on longer-term goals, it shows them how and where school learning applies to the real-world in real-life settings, and it stimulates their innate strengths while giving them prospects for their interests and talents. The OSA therefore proposes integrating workforce development/transitional services into the curriculum as much as allowed; including such practical and useful focus areas as résumé preparation, job interview skills, college application assistance, and attendance at job and college fairs.

School Removals/Disciplinary Policies

Ocean State Academy student behavioral expectations along with disciplinary action protocols and policies align with federal and state laws and regulations. Ocean State Academy policies are comprehensively defined in a student parent handbook which is made available to all parents of enrolled students.

Staff receives annual training addressing behavioral expectations for students. All staff is Tact 2 trained and certified in behavior management. Staff receives training on policies and procedures pertaining to bullying, student discipline procedures, and special education requirements for students with disabilities.

Result	4	<p>Program Continuum</p> <p>Ocean State Academy specializes in providing services to students with significant social, emotional and behavioral challenges. Students enrolled in the program meet eligibility for special education services under one or more of the following diagnoses; Autism Spectrum Disorder, Emotional Disturbance, Intellectual Disabilities, Multiple Disabilities, Other Health Impairment, Specific Learning Disabilities and/or Traumatic Brain Injury; or are on a 45 day diagnostic placement requested by their Individualized Education Planning Team.</p> <p>The Ocean State Academy serves students with a variety of social emotional issues. The school has students in grades K-12. The current enrollment is around 160 students divided roughly evenly between elementary, middle and high school.</p> <p>Class sizes are typically between 8-12 students with a teacher and at least one teaching assistant. Classroom environments feature flexible design with tables that adapt to offer either group working space or individual study carrel working spaces.</p> <p>The classroom teacher works in conjunction with the Academic Coordinator on planning and execution of the curriculum and instruction. The OSA Social Worker team provides additional therapeutic support to students on a daily basis, building strong interpersonal relationships and skills. At the beginning/end of each school day, the teacher and teacher assistant meet to discuss daily/future instructional plans and the execution of those plans. Each day, the class begins with the teacher utilizing Restorative Practices, creating an essential question of the day, in which students circle up to discuss “in the moment” situations or more global topics of interest. Each classroom incorporates the use of the ‘Station-Rotation” model, in which students in small appropriate groups circulate around the classroom in increments of 20-30 minutes, working independently with their teacher, teacher assistant and “blended” stations to create an environment that’s conducive for academic rigor, technology infusion and instructional support.</p> <p>Students have shown increased achievement when given goal directed, data driven, skills based instruction in addition to the general curriculum. High priority is placed on individualizing instruction based on the student’s skill level in each area regardless of where they fall on the continuum. All students in the program are expected to be educated at their instructional level and exposed to the greatest extent possible to the general curriculum. Ocean State Academy utilizes Renaissance Star 360 Assessments quarterly to track progress in reading and mathematics; 6+1 Traits Writing rubric to track written language skills; as well as ongoing teacher created assessments to monitor progress of skill attainment.</p> <p>The students come to us after having suspensions, truancy issues, school transfers, moving, etc. This leads to missed lessons and gaps forming in their learning. When a student doesn’t understand what appears to be simple to their peers, this leads to academic insecurity and further avoidance of academic learning. When a student begins at OSA, staff have an honest conversation with them which opens the door to finding and filling those gaps so they can be more successful. Students also come to OSA above grade level in some areas (sometimes the same student with a weakness in reading may have a strength in math or a love for science). It is equally important to</p>	
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challenge a student in areas of strength. For this reason, OSA uses a blended learning approach using a variety of computer based tools to supplement direct individualized instruction. It is important to note that no new material, concepts, or learning at the students instructional or challenge level is introduced by computer. The classroom teacher is the *only* person allowed to tutor the student at this level.

Empowering students also means empowering teachers. The Ocean State Academy model utilizes research-based adaptation methods which facilitate teacher adjustments within four primary domains: presentation of new material, guided or controlled practice, feedback and error correction, independent/collaborative practice for transference to the real world. Classrooms are therefore rich with curriculum and tools for multi-modal instruction. Even the classroom architecture is flexible. The unique, custom designed, workstations allow the classroom to go from favoring interactive-collaborative learning to one supportive of human needs for privacy and an undisturbed work-space and back again quickly: or for the teacher to achieve any mix of classroom designs as appropriate. This environmental flexibility is critical to the success of the instructional approach which ties the teacher to neither whole group instruction nor a monad/dyad instructional model but rather permits mixed instructional strategies designed to best meet the needs of individual learners as well as the emerging community of learners in each classroom.

The instructional adaptations on a subject by subject basis are not set-specific or finite, but rather evolving and dynamic in nature, according to individual student needs, context, activity, and objectives. Teachers continuously identify activities where students require an adaptation, develop and initiate its use, and evaluate its effectiveness in best meeting student's needs. These adaptations apply to all grades (K - 12) and across the following required subjects: Biology, Science, Physical Science, Basic Mathematics, Algebra (I, II), Geometry, Geometry Subjects, Advanced Mathematics, Social Studies - United States / American Government, World History and Cultures, U. S. History, Economics, Language Arts - Writing, Reading Skills, Writing Process, Literature, Critical Reading / Thinking Skills, Physical Education, Health, Fine Arts, Foreign Language - Spanish (I, II). Due to the online curriculum, students are given the opportunity to request course work beyond the required courses.

Sample of Instructional Materials and particular adaptations:

Renaissance:

Ocean State Academy utilizes the Renaissance Star 360 Program as a data driven progress monitoring tool and instructional resource. Teachers can create learning opportunities based on current assessments. Students are also learning to take assessments seriously as results are used to plan their instruction. The planning tools provide teachers with descriptions of the standards, focus skills, prerequisite skills, along with lesson plans they can utilize for direct instruction.

Edgenuity:

Ocean State Academy currently uses Edgenuity as part of a blended learning approach to provide student's access to their general grade level curriculum with the support of a classroom teacher to address diverse learning needs. This program was carefully selected as it is used by many of the sending districts as well as more restrictive settings some of the students are transitioning to OSA from. This provides continuity for students as their least restrictive changes. Edgenuity provides teachers with over 300 standard-aligned, on-line courses to select from and modify for students in grades 6-12. Teachers are able to view student work, assess learning, and reassign lessons as appropriate. Edgenuity's website states "Online courses and curriculum are built using an instructional model grounded in research and are aligned to state standards, Common Core, and NGSS. The school combines direct-instruction videos featuring expert, on-screen teachers with rigorous assignments, performance tasks, and assessments to engage students and ensure subject-area mastery."

Pathblazer:

Ocean State Academy currently uses Pathblazer as part of a blended learning approach to provide student's access to their general grade level curriculum with the support of a classroom teacher to address diverse learning needs. Pathblazer provides teachers with a K-8 curriculum as well as supplemental materials for Tiers 1-3 interventions as appropriate. Ocean State Academy has aligned Pathblazer with the Renaissance Star 360 Program in order to use data driven assessments to drive the on-line curriculum. Teachers are able to view student progress and assign specific materials to meet individual student needs.

IXL:

Ocean State Academy currently uses IXL as a supplemental program to address individual learning needs for students in grades K-12 for Reading, Math, Social Studies, and Science. Students are able to access any lesson from Pre-K – 12th grade using a smartphone, tablet or computer. As they answer questions, they are given feedback in real time as well as offered additional questions until the skill is mastered. This tool helps students to discreetly fill their gaps that may have formed from lessons they missed.

Apex Learning Virtual School:

As an additional vehicle for instruction and ongoing assessment for the High School Students in particular an online private high school that is fully accredited and that offers full- and part-time options to students who need high-quality alternative education may be instituted. Apex would serve as a supplement to, not a substitute for, OSA-staff-led instruction. Here is just a sampling of Apex advantages:

- Apex boasts an impressive successful pass rate of 90%, with participating students doing better than the national average in subsequent related courses.
- Live academic support is available, in real time, from on-call teachers and tutors via text and video chats.
- The acclaimed courses center on active, personalized learning in which students proceed at their own pace, assisted by such built-in educational tools as text to speech, simulations, and study guides.
- Students are supported by a full team of adults consisting of teachers, counselors, coaches, and tutors.
- ALVS has been fully accredited by the NWAC, an accreditation division of AdvancED, since 1999.

Additional Programs and Resources:

- Wilson Foundations
- Edmark Reading
- WAIT III
- Education.com
- Reading A-Z
- Teachers Pay Teachers
- Google Classroom
- 6+1 Traits Writing Rubrics
- Khan Academy
- Reading Plus (Pilot scheduled for this summer)
- NGSS
- Nearpod
- NewsELA
- Prodigy
- Zearn
- I-Ready

Videoconferencing Platform for the Provision of Special Education Instruction & Related Services:

During the emergency health-related school building closure, a two-way connection between students and teachers was secured by a company called Prentgraf Ltd., which offers numerous online education and therapy programs and devices and uses Zoom at its video conferencing software.

Prentgraf will continue to provide The Ocean State Academy with HIPAA, FERPA, and COPPA compliant encrypted video rooms in which staff and students can connect, live, in real time, face-to-face for future necessary building closures.

		<p>This connection can be made via any Internet-connected device with audiovisual functionality—whether that’s desktop, laptop, tablet, or smartphone—which eliminates all barriers to access for all of the students, whose contact information and home technology equipment the school keeps updated on file. Each Zoom session can accommodate up to 100 participants, so group instruction, when that’s the preferred teaching vehicle per context, will not present an issue at all.</p> <p>In addition, for less sensitive and smaller group communication OCA will be utilizing the Google Classroom and Google Conferencing.</p> <p>In order to maintain the delivery of social work services and to continue to promote their social-emotional learning, students will be given the opportunity to utilize video conferencing or phone calls with their clinician. These services can be provided on an individual or small group basis.</p> <p>In addition and as allowed, drop-in services will be made available within the school. Students will have scheduled times with their clinician, which will allow for a minimal number of individuals engaging in 1 to 1 contact or small groups.</p> <p>As part of the collaboration with Prentgraf, any training or support needed to enable the staff to deliver home instruction will be given immediately upon request, a stipulation that extends to the related services providers as well, for continued and uninterrupted delivery of the following IEP-mandated therapeutic services applicable to the student body:</p> <ul style="list-style-type: none"> • Speech therapy • Occupational therapy • Counseling • Social work services 	
Result	5	<p>Adaptive Physical Education (APE)</p> <p>Ocean State Academy does not have any current students who require Adaptive Physical Education.</p> <p>However, the Physical Education Teacher is certified to teach (APE) if a student requires it through their IEP. Ocean State Academy can and will complete Adapted Physical Education Evaluations when recommended by an IEP team. Some of the formula tools that are frequently utilized to gain data to inform eligibility include APEAS-II, Bruins Ozeretsky Test of Motor Proficiency, and Test of Gross Motor Development (TGMD). The IEP team will also be provided with a Physical Education classroom observation which will provide the team with information regarding student engagement and performance in the small and large group settings.</p> <p>Ocean State Academy’s Certified Adaptive and Physical Educator is available to the IEP team for a discussion of evaluation results, determination of Adapted Physical Education eligibility, and recommendation for service. Carefully crafted personalized</p>	

		<p>Adapted Physical Education goals that focus on gross motor as well as social-emotional learning are proposed to the team.</p> <p>Ocean State Academy's Physical Education/Adapted Physical Education Teacher modifies activities to meet each individual student's physical and social-emotional needs. All accommodations are carefully compiled with throughout individual, small group, and large group physical education activities. Ocean State Academy is careful and thoughtful in terms of delivering Standards-Based Physical Education and Adapted Physical Education National Standards Curriculum. Ocean State Academy personalizes and select physical education activities that are high interest and lend themselves to maximum student engagement. Social-Emotional Learning skills are explicitly taught, based on State Social-Emotional Learning Standards during all Physical Education activities.</p> <p>Common Adapted Physical Education and Physical Education best practices at Ocean State Academy include using a different space for the activity; changing grouping; giving instructions in different modalities; changing game rules; using different equipment. These are just a few of the best practices that support many of the students in the specialized learning community.</p> <p>Students in Adapted Physical education develop physical fitness. The components of fitness including cardiovascular endurance, muscle endurance, muscle strength, flexibility, are all addressed. Emphasis is placed on students developing personalized fitness goals for a healthy lifestyle. The ultimate goal is to empower students to make choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime.</p> <p><u>Documentation:</u> Data Analysis, Interviews</p>	
Result	6	<p>Extended School Year (ESY)</p> <p>ESY services are provided to students for whom the IEP team identifies as requiring them.</p> <p>ESY is an additional 30 day program featuring a six hour academic day generally running from the beginning of July through the mid-August. In all other respects, ESY is identical to RSY</p> <p><u>Documentation:</u> Data Analysis; Interviews</p>	
Result	7	<p>Parent Engagement</p> <p>At OSA, the importance of establishing and strengthening parental ties is an extremely important component to the program. Parents and students are introduced to the</p>	

	<p>programming services vi introductory “intakes”, where families have the opportunity to come, view and learn about the school. Meetings entail an explanation of the program and growth mindset philosophy by the “OSA Intake Team”, which includes the Special Education Director, School Principal, Clinician/Social Worker, Academic Coordinator and Dean of Students, all providing a well-rounded view of the programming along with a personal tour of the building, classrooms, gymnasium and culinary program.</p> <p>All IEP meetings require contact and authorization through the parents, providing the families and school officials additional time for interaction and conversations.</p> <p>OSA conducts two separate Parent/Teacher Conferences in the Fall and Spring, providing in-depth conversations and feedback that is vital for continuous growth of the student population.</p> <p>All teacher/teaching assistants must keep and maintain call logs/journals of parent contact and communication. Constant daily contact with parents is a great way to maintain communication with families on a variety of issues/concerns/announcements (homework, projects, daily progress, synopsis of the school day)</p> <p>School Social Workers and clinicians keep in daily contact with various students on their caseloads and establish important and critical relationships with parents (via phone.in school conferences) creating positive and fruitful connections that are the hallmark of the program. Clinicians also provide families with guidance on community based providers and services as needed</p> <p>Principal/Special Education Director/Dean of Students/Academic Coordinator provides constant communication via phone blasts, emails, memos, calls or conferences to maintain consistent and viable communication with families.</p> <p>Office Staff constantly maintains communication with families on various levels daily, creating a stronger bond between school and home.</p> <p>OSA Website provides parents with in-depth explanations of the academic and behavioral programs, point-level system, restorative community and peer-modeled culture. Up to Date information on career readiness, news and events and related services are detailed for parents to view.</p> <p>School Nurse maintains daily/weekly communication with parents regarding student health, medical history, and medication information.</p> <p>Open-Door Policy- parents have the ability to communicate with school personnel via walk-ins or calls at the parents’ discretion.</p>	
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2. EVALUATION / INDIVIDUAL EDUCATION PROGRAM (IEP)

Indicator	Findings	Support Plan
Result	<p data-bbox="275 207 296 228">1</p> <p data-bbox="338 207 905 228">Student Accommodations and Modifications</p> <p data-bbox="338 272 1367 451">All IEPs are readily accessible to authorized personnel only. Upon receiving a new student, it is the expectation that the student's teacher and assigned social worker will read the student file and disseminate the information to all professionals (Physical Education Teacher, Teaching Assistants, Interventionist, etc.) who need the information to support the student appropriately. Confidential information is kept private and only given to authorized personnel on a need to know basis</p> <p data-bbox="338 488 1356 727">Students come to Ocean State Academy from other academic programs they were not successful in or that could not meet their identified needs. Therefore, in addition to the Accommodation and Modifications documented in their Individualized Education Plans (IEP's), classroom teachers and social workers are charged with determining creative ways for students to access the curriculum and demonstrate their knowledge. The programing allows for individualized, small group, and whole group instruction in order to capitalize on opportunities for students to achieve their IEP Goals and participate to the best of their ability in the general curriculum based on the common core standards.</p> <p data-bbox="338 764 1373 1032">The Ross Greene's approach of Collaborative and Proactive Solutions empowers students to express their needs through a supportive process with a trusted adult. This has led to creative accommodations and modifications that not only benefit the student expressing the need, but peers who have similar profiles. All students are welcome to see if the strategy works for them and are referred by their classroom teacher. Teachers report students who engage in the morning sensory gym return to class ready to learn and have fewer behavioral redirections. Once data is collected on the effectiveness of the strategy, it is brought up to the IEP team for consideration of adding it to the IEP for the student.</p> <p data-bbox="338 1070 984 1091">Additional Sample Modifications and Accommodations:</p> <ul data-bbox="386 1135 1367 1471" style="list-style-type: none"> <li data-bbox="386 1135 1367 1252">• Nonviolent crisis intervention techniques directed at de-escalation; de-escalation strategies up to and including physical restraint when there is a risk for harming self, others, or property; use of a reflection room with escort when unwilling to go on own. <li data-bbox="386 1260 1367 1313">• Preferential seating away from distractions with close proximity to an adult-front perimeter of the room. <li data-bbox="386 1321 1367 1343">• Use of visuals and manipulatives. <li data-bbox="386 1351 1367 1372">• Repetition of directions, read aloud where permitted. <li data-bbox="386 1380 1367 1401">• Use of word walls, personal dictionary, charts, graphs. <li data-bbox="386 1409 1367 1471">• A highly therapeutic school program. The school implements a behavioral management system based on points and levels. The behavior system includes 	

	<p>the use of self-directed breaks, staff-directed breaks and the use of a support room.</p> <ul style="list-style-type: none"> • Incentives and rewards to increase frequency/duration of desired behavior and to decrease undesired behavior. • Access to sensory strategies: access to hand fidgets as needed, visual from the zones of regulation program (zones of regulation chart, stop light cut out) at desk/ or within the classroom. • Allowed to take breaks, at their request, during the testing session. • Tested in a separate location with a small group of students with matching accessibility. • Reasonable extended time to complete the assessment. • Redirected back to the assessment <p><u>Documentation</u>: Data Analysis; Interviews; Document Reviews</p>	
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3. IDEA TRANSITION

Indicator	Findings	Support Plan
Result	<p>1 IDEA Transition Planning At Ocean State Academy the mission of career and transition services is to provide students with the opportunities and resources necessary for transition to a variety of post-secondary options. Successful transition is achieved through a continuum of instructional strategies, collaborative interdisciplinary team supports, utilization of technology, and awareness of and access to community resources.</p> <p>Teaching Ocean State Academy students to:</p> <ul style="list-style-type: none"> • Student Interviews • Completing Job Applications • Job searches • Help with obtaining legal documents. (SSN cards, birth certificates, driver's license, etc.) • FAFSA • Internships • College tours • Student jobs (school store, school maintenance) • Driver's Ed classes • College Applications 	

- Conduct informal and formal transition assessments and/or monitor the administration of transition assessments and career development plan administered by staff to identify strengths, needs, preferences, and interests
- Counsels students regarding transition assessment results and postsecondary goals related to education/training, employment, and independent living if appropriate
- Provide professional development and technical assistance on transition service requirements and the appropriate implementation by staff
- Provides information sessions for students and works collaboratively with state agencies (ORS)
- Ensures transition services consider the impact and needs of children with disabilities related to multicultural and diversity issues
- Conduct regular evaluations of transition services effectiveness and compliance

Culinary Program:

Train students to perform the following duties while under the direction of a head cook, and food service safety manager. Tasks in a typical day include:

- Examining food and ingredients for freshness
- Weighing, measuring, and mixing ingredients
- Arranging, garnishing, and serving food
- Baking, grilling, and frying meats, fish, and vegetables
- Boiling and steaming ingredients
- Cleaning work stations
- Proper food handling
- Sanitizing kitchen instruments
- Storing food in correct areas
- Proper personal hygiene Students use a large supply of kitchen equipment like grills, ovens and blenders. Oftentimes, a student's role is identified by the ingredient they prepare or the type of cooking they do like vegetable cook, fry cook, or grill cook. The students are also an integral part of:

- * Designing and distribution of menus
- * Completing food orders and keeping accurate inventory
- * Preparing breakfast and lunch daily for staff and students

Students are also offered Servsafe certification.

Other Transition Experience Opportunities:

- Recess Assistant
- School Store
- Beautification Team
- Office Assistant
- Sensory Gym Mentor

		<ul style="list-style-type: none"> • Academic/Social Mentor <p><u>Documentation:</u> Data Analysis; Interviews; Record Reviews</p>	
Result	2	<p>The nonpublic special education school 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).</p> <p>At the OSA, the school social worker is responsible for referring students (grades 9-12) who have identified IEPs to the ORS representative. The student is typically referred during the 10th grade year (credits) after a release of information is signed by the parent/guardian. The ORS representative will also be invited to the student's annual IEP reviews up until graduation. Any new students attending the OSA school program will be reviewed upon intake to determine if an ORS referral has been previously made. Students (14-21) identified as ID will automatically qualify for BHDDH services. A Notification to BHDDH of IEP/CDP meeting is completed by the school social worker 2 weeks prior to the scheduled meeting and sent to Carolee Leach. The ORS school referral form, R/O/I, and BHDDH invitation form is readily accessible to the clinical social work team.</p> <p><u>Documentation:</u> Interviews; Document Review</p>	
Result	3	<p>Summary of Performance (SOP) is facilitated by the case managers as appropriate.</p> <p>At Ocean State Academy, the Summary of Performance (SOP) process is utilized as another opportunity to prepare the graduates for advocating for their academic and functional needs across settings as they transition to adulthood. A draft of the form is completed by members of the student's team with the greatest knowledge of strengths, needs, modifications, and accommodations needed for the area they are drafting. The student's case manager, assigned Social Worker, then sets up a meeting with the student and any professional Special Educator, Classroom Teacher, Transition Coordinator, Administrators, etc; as well as any staff member the student would like present. The team reviews the document as well as how the student can utilize the document in the areas of post-secondary education and/or employment. The team will go over each area and strategies with the student on how to advocate/express their needs honestly, while still highlighting what makes the student a good candidate for the position or schooling.</p> <p><u>Documentation:</u> Interviews; Document Review</p>	