



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

School Support System Report and Support Plan

**The Tides School
December 2018**

SCHOOL SUPPORT SYSTEM A Collaborative System of Focused Monitoring

Introduction

The purpose of the School Support System (SSS) is to provide a means of accountability for delivery of programs and services for students with exceptionalities. The School Support System model is designed to promote the involvement of the whole school district, general educators as well as special educators and parents. It is designed to learn if the district meets the regulations and what effects programs and services have on student outcomes. Finally, the SSS develops a school support plan for training and technical assistance.

To accomplish this the SSS includes these components:

- **The Orientation Meeting:** The Rhode Island Department of Education (RIDE) staff meets the Local Education Agency (LEA) to plan the site review and identify issues or initiatives that may influence programs or service delivery.
- **Data Analysis Meeting:** The RIDE staff meets to review LEA demographic information on selected reports including: the 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.

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**Nonpublic School
School Support System Review**

Team Member

Team A – Susan Wood and 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	<p>1 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	<p>2 Program Overview</p> <p>Tides Family Services is a not for profit social service agency operating in the tradition of the De La Salle Christian Brothers serving youth and their families since 1983. Tides is a non-residential day school program for referred students who are unsuccessful in their public school district placements. They may be wayward and/or adjudicated youth ages 9-21.</p> <p>Mission Statement</p> <p>The Mission of Tides Family Services is to provide youth and their families with the services they need at a critical time in their lives. Tides provide a range of services that promote family preservation and support youth in the community through traditional, as well as nontraditional programs.</p> <p>The School Support System Focused Monitoring Process will focus on the Tides School. The Tides School, located at two sites, is a trauma informed program that works with students challenged by a variety of social, emotional and behavioral health related issues. They school sites provide an alternative placement for students allowing them to achieve their educational goals in a smaller, therapeutic setting. The schools provide students with programs that develop competency in the basic skills of reading, writing, problem solving and computation. The instructional services provided at The Tides Schools are designed to provide a personalized approach to curriculum.</p>	
Result	<p>3 Student Support and Intervention</p> <p>When students become enrolled in either of the Tides School sites, they take part in progress monitoring to assess their academic performance and their level of need. A variety of assessments are performed including Reading A-Z, DIBELS, CORE Vocabulary Test, CORE MAZE Comprehension Test, WADE (Wilson Assessment of Decoding and Encoding), and MBSP (Monitoring Basic Skills Progress). The Tides School also conducts Social/Emotional/ Behavioral assessments. These assessments</p>	

include OHIO Scales, a Biopsychosocial completed with the parents, and a trauma screen. This measurable data helps when developing behavior plans and goals for IEPs.

The educational program is a combination of specific curriculum designed to meet the common core standards with some self-guided supplemental computer based programs such as IXL and a more comprehensive virtual learning program. Each student is assessed as to the appropriateness of these programs based on their needs during the enrollment process. Because students are referred from a variety of districts we work closely with each school department to ensure student academic plans are designed to meet district requirements. For secondary students, we ensure that each program is aligned to meet the requirements of capstone projects, portfolios and common tasks required for graduation. Students also participate in state testing. Secondary students earn a high school diploma from their sending district.

For special education students, teachers are responsible for providing differentiated instruction designed to meet each student's unique learning needs as determined by the IEP. The Tides School also assumes responsibility of developing the annual IEP and convening IEP review meetings as needed at other time. If a student requires an IEP support service (physical therapy, occupational therapy, speech, etc.) the sending district will provide the service.

Academic Curricula:

IXL Learning- math, reading, science

Khan Academy

ck-12-science

Duolingo

EngageNY- math

Science A-Z

Reading A-Z

Mega Words

Wordly Wise

6+1 Write Traits

Wilson Reading Program

Stevenson Reading Program

Scholastic Magazines (Jr, Scholastic, Choices, Math, Storyworks, Science World)

Math- Pacemaker, AGS, Prentice Hall

Science- SRA, Power Basics, PCI Education, Prentice Hall, Glencoe

Social Studies- Glencoe, Harcourt Achieve, PCI Education

English- Glencoe, Prentice Hall, Vocabulary Workshop, chapter books

Text books that are provided by the school districts

Documentation: Data Analysis; Interviews

Clinical Supports and Services

Clinical supports and services at the Tides Schools are facilitated as a team approach. All faculty and support staff are responsible for the overall well-being of all students socially, emotionally and behaviorally. Clinical supports are provided by the school social worker via IEP goals and objectives, small group instruction, topical groups based on student need (self-esteem, conflict resolution, communication, self-care, and daily living skills) and family engagement. Individual counseling is provided through the IEP process. Home visits are also provided on an individual basis as needed. School social workers and clinical support staff will also attend off site physician and provider appointment meetings with parents/students as needed. School Social workers and clinical support staff utilize a variety of widely accepted treatment modalities including, but not limited to Trauma Focused-Cognitive Behavioral Therapy (TF-CBT), CBT, Family Systems Therapy, Expressive Therapy, Narrative Therapy, Dialectal Behavioral Therapy (DBT skills) and Motivational Interviewing.

Social Emotional Learning

A primary goal of the Tides School is to provide a safe and nurturing environment for the students. This school program uses a variety of behavior modification tools designed to deescalate behaviors in the short term as well as modify student behaviors for the long term. The system is strengths-based where students are always in a position to earn something for their positive efforts. The school uses a token economy system where students can earn a specific number of points per class. Each student's point chart is individually based to address identified areas of need. At the end of each week, students are able to 'cash-in' their points for a gift card or carry points over to the following week if they choose. This system is also flexible enough to accommodate students who need more immediate positive reinforcement. There is a level system connected to the points system. The more points a student earns, the higher level they achieve. With each level increase, students will have increasing privileges. Specific privileges and gift cards are developed in collaboration with the students.

The overall concept focuses on therapeutic approaches, constant dialogue with students and families, rapport building and an awareness of the effect of trauma on student readiness to learn. This approach informs all aspects of our program, from academics to social/emotional approaches and disciplinary measures.

The Tides School employs support staff who work as job coaches and community support for students. They help students explore and seek out employment opportunities, coordinate with any post-secondary programs and provide some clinical support under the supervision of the school's clinical director or school social worker.

Documentation: Data Analysis; Interviews

		<p>School Removals/Disciplinary Policies</p> <p>Throughout the Tides Schools behavioral expectations along with disciplinary action, protocols and policies are comprehensively defined in the student/parent handbook.</p>	
Result	4	<p>Program Continuum</p> <p>The Tides Schools average 30 students per year split between the two sites. We use a 2-1 student to staff ratio. Both the Pawtucket site and the West Warwick site are certified from 5th to 12th grade. Currently we have a mix of 7th graders to 12th graders. Instruction is small group or individualized based on student need. Classes average 4-6 students per group. At both sites, curriculum along with instructional strategies support the common core state standards (CCSS), faculty use a comprehensive approach to school-wide content area instruction aligned to the CCSS. In addition, all students who read below grade level have a Personal Literacy Plan (PLP).</p> <p>Pawtucket site: There are approximately 16 students at the Pawtucket site. Students attend all content area classes (ELA, math, science, history, health, ELL and reading support as appropriate). The Tides School Pawtucket has 4 certified special education teachers. One teacher is also certified as an ELL instructor. In addition, there is also the Dean of Students, a school social worker and support staff on site.</p> <p>The Pawtucket School has a full gymnasium and a designated workout area with gym equipment. Students also participate in art class. Students also have opportunities to participate in academic field trips.</p> <p>West Warwick site: There are approximately 13 students at the West Warwick site. Students attend all content area classes (ELA, math, science, history, health, and reading, math and writing support as appropriate). The West Warwick site has two certified special education teachers as well as a math and writing coach. In addition, there is also the Dean of Students, a school social worker and support staff on site.</p> <p>The West Warwick School participates in physical education at the Kent County YMCA and participates in art class at the Artist Exchange. There is also a designated work out area at Tides with gym equipment. Students also have opportunities to participate in academic field trips.</p> <p>The math and writing coach from The West Warwick School also work collaboratively with the teaching staff at the Pawtucket School. In addition, the math and writing coaches consult with the special education teachers and base lessons off of the IEP goals.</p> <p><u>Documentation:</u> Data Analysis; Interviews</p>	

Result	5	<p>Adaptive Physical Education (APE)</p> <p>The Tides School employs a certified physical education and Health teacher who is certified in APE. Currently no students enrolled that need adaptive P\physical E\education per their IEP.</p> <p><u>Documentation:</u> Data Analysis</p>	
Result	6	<p>Extended School Year (ESY)</p> <p>ESY is provided per the IEP as appropriate in coordination with the sending school district. Academic needs are addressed through pre/post assessments to address student progress and maintenance of skills learned.</p> <p>There is also a Seamless Summer program. Students can attend this program to make up work, maintain their school routines and engage in recreational community-based activities. This is free and open to all students.</p> <p><u>Documentation:</u> Data Analysis; Interviews</p>	
Result	7	<p>Parent Engagement</p> <p>The Tides Schools have two staff (one at each site) identified as the parent engagement coordinator.</p> <p>Informal and formal parent/teacher/clinical support meetings occur on a weekly basis.</p> <p>Various parent activities are offered (Open House, brunches, graduation related activities). Staff report that these events are well attended. Social workers facilitate home visits and make community support connections as appropriate. In addition, social workers and clinical support staff frequently communicate to parents by phone.</p> <p>There is also a parent advisory group that meets every other month. This group offers topical presentations on adolescent issues such as conflict resolution, self-care, communication with teens, IEP rights and relationships, as well as hands on activities such as cooking.</p> <p>If requested by parent or per the IEP, parents receive daily/weekly updates that address behavioral and/or academic performance.</p> <p><u>Documentation:</u> Data Analysis; Interviews</p>	

2. EVALUATION / INDIVIDUAL EDUCATION PROGRAM (IEP)

Indicator	Findings	Support Plan
Result	<p data-bbox="247 245 275 266">1</p> <p data-bbox="310 245 877 272">Student Accommodations and Modifications</p> <p data-bbox="310 310 1182 337">Staff have access to IEP evaluations and assessments in student records.</p> <p data-bbox="310 370 1339 548">Student accommodations and modifications are implemented per the students IEP. Both the Pawtucket and West Warwick sites have an IEP Binder which is located in the main office. This binder holds all current IEPs. Teachers and support staff have access to students' accommodations, present levels of academic and functional performance, goals, and supplementary aids and services/program modifications/supports for school personnel through the IEP Binder.</p> <p data-bbox="310 581 1272 670">In addition to having access to the IEP binder, teachers also receive a copy of the student's IEP goal(s) that pertain to the subject they teach, accommodations and modifications.</p> <p data-bbox="310 703 573 730">Reevaluation Process</p> <p data-bbox="310 735 1346 946">When a student is due for a three year review (or sooner if warranted), the IEP team will meet to discuss what evaluations will be conducted. The educational evaluation will be administered by a special education teacher from Tides or from the school district. The sending district will conduct the psychological evaluation and social history. The sending district will also provide the speech, physical and occupational evaluations if needed. The IEP team will then meet to review the evaluation results and open the IEP to make changes and insert test results as necessary and appropriate.</p> <p data-bbox="310 979 1310 1036">Internal training has been provided and overseen to ensure that baselines, goals and objectives are written with quantifiable measurability.</p> <p data-bbox="310 1101 1045 1128"><u>Documentation:</u> Data Analysis; Interviews; Document Reviews</p>	

3. IDEA TRANSITION

Indicator	Findings	Support Plan
Result	<p>1 IDEA Transition Planning</p> <p>At the Pawtucket and West Warwick sites the Director of Special Education acts as the case manager and is responsible for facilitating the vocational assessment and transition planning with their respective students. Teachers reported using the Transition Planning Inventory (TPI), Jist Works, Interest Inventories, Career One Stop, transition folders to document transition activities by individual students as the primary vocational assessment tool. Transition related activities include, but not limited to, college visits, guest speakers, student interview skill development, assisting students in registering students in CCAP and BVCAP, assisting students in registering for Drivers Education.</p> <p>In addition, we have begun working with Skills for Rhode Island's Future to help with assisting students with jobs after graduation.</p> <p>A representative from Tides also attends the Transition Advisory Council; which is through the Northern Rhode Island Collaborative Regional Transition Center. This group meets approximately 6 times a year.</p> <p>Work internships and career exploration activities include: horse farms, Mustard Seed Farm, and Goddard Park riding facility, J and F Automotive, Harvest Kitchen, Perfect Puppy, Potter League for Animals, West Warwick Food Bank warehouse, North Kingstown Animal Shelter tour and meeting to apply for an internship, Tour of URI microbiology lab and meeting with guest speakers specific to a range of careers in science.</p> <p><u>Documentation:</u> Data Analysis; Interviews; Record Reviews</p>	
Result	<p>2 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 high school level, the Clinical Support Specialist (Pawtucket site) and the Dean of Students (West Warwick site) is the point person who works with the LEAs in assisting with referrals to the Office of Rehabilitative Services (ORS) and the Department of Behavioral Healthcare, Developmental Disabilities and Hospitals (BHDDH) and is responsible for transportation to and from the evaluation sites.</p> <p><u>Documentation:</u> Interviews; Document Review</p>	

Result	3	Summary of Performance (SOP) Summary of Performance (SOP) is facilitated by the Director of Special Education (Pawtucket site) and the Dean of Students (West Warwick site) in conjunction with the overall team. <u>Documentation:</u> Interviews; Document Review	
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