

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

School Support System Report and Support Plan

The Tides Schools

February 2014

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 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 required by the district as well as resources and time lines to improve programs and services.

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THE Tides School
SCHOOL SUPPORT SYSTEM REVIEW

TEAM

***Team* – Susan Wood and Jane Keane**

1. FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE/LRE)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
	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.	IDEA Overview Data Analysis Observation Interviews		
Result	2	<p>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, alternative program for wayward, truant and 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 of 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.</p> <p>The Tides School programs work with students challenged by a variety of social emotional and behavioral health related issues. They provide an alternative placement for students allowing them to achieve their educational goals in a smaller, therapeutic setting. The school provides 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>	IDEA Overview Data Analysis Interviews		

Result	3	<p>Instructional Strategies</p> <p>School faculty are engaged in analyzing student data such as the Key Math 3, the Woodcock Reading Mastery III, Test of Written Language, Reading Interest Inventory, OHIO Risk Assessment System, Efforts to Outcomes data, the New England Common Assessment Program (NECAP) assessment, teacher generated assessments, student work and performance along with classroom observations to discuss instructional strategies and cross content area planning.</p> <p>All students upon entry to Tides will engage in a range of assessments addressing both academic and behavioral outcomes from which to base individualized planning.</p>	IDEA Overview Data Analysis Observation Interviews		
Result	4	<p>Student Support and Intervention</p> <p>At the Pawtucket site there is a reading specialist who works with all students who are below grade level in reading. She facilitates personal literacy plans (PLPs) as appropriate. Reading support is provided one-on one. There are three students who are English Language Learners and on PLPs. The Special Education Coordinator facilitates the PLPs for those students. Content class ratios are typically not more 3-4 students to one adult. Every day the staff meets to discuss student needs and challenges. This is also an opportunity for cross-content instructional planning.</p> <p>Tides West Warwick faculty meet daily to discuss student needs and concerns both academically and behaviorally. Through this process interventions are identified, tracked and evaluated. As appropriate each student is supported by their special education teacher, social worker and Dean of Students.</p> <p>Social Emotional Resources and Supports</p> <p>The Dean of Students at Tides Pawtucket and the West Warwick site work in conjunction with the social workers, and all other staff to facilitate behavior management</p>	IDEA Overview Data Analysis Observation Interviews		

		<p>planning, strategies, de-escalation techniques and individual student interventions and support as appropriate. Behavior management is facilitated through a four tier level system that provides students with incentives (tangible and monetary) to improve academic standings along with positive relationship building within the whole school community.</p> <p>Throughout the Tides Schools behavioral expectations along with disciplinary action, protocols and policies are comprehensively defined in a student/parent handbook.</p> <p>Clinical Supports and Services</p> <p>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 workers 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. Students requiring individual counseling are provided through the IEP process.</p>			
Result	5	<p>The Tides Continuum</p> <p>Pawtucket site:</p> <ul style="list-style-type: none"> -There are approximately 14 students at the Pawtucket site. Students attend all content area classes (ELA, math science, math, social studies, health, and reading support as appropriate). Classes occur in small groups or individualized settings. -There are also three students who are English Language Learners at the school. All are on Level I per their Access testing. The Providence School Department has assigned an ELL teacher (Providence Public Schools employee) to be at Tides on a full-time basis for those three students (since the first day of school). She is able to co-plan with the content area teachers. 	<p>IDEA Overview Data Analysis Interviews Record Review</p>		

	<p>The Providence School Department sends a speech and language pathologist to service two students as well as a bilingual speech pathologist who serves the students who are English Language Learners.</p> <p>The family consumer science teacher comes to the Pawtucket site every other week for a culinary class. Students can also go to the West Warwick site on a weekly basis to attend additional culinary classes.</p> <p>West Warwick Site There are currently 14 students participating in an upper middle level/high school educational environment. Content area classes address ELA, science, math, reading support social studies and health. Class size ranges from four to seven per content class. Instructional strategies are individualized to support student specific and behavioral needs.</p> <p>At both sites curriculum along with instructional strategies support the common core state standards (CCSS), faculty will continue to need a comprehensive approach to school-wide content area instruction aligned to the CCSS.</p>		<p>Tides will continue to engage in ongoing professional development / technical assistance in the area of common core state standards.</p> <p>Timeline: Immediately and ongoing; Progress check: December 2014</p>	<p>The Tides School teachers have continued to engage in both internal professional development sessions and outside trainings related to CCSS instructional planning and its relationship to PARCC testing that begins in March 2015. Some staff have attended RIDE ELA and Math PARCC assessment training workshops in 11/2014 and 12/2014. Additional staff are scheduled to attend on January 21, 2015. Ongoing professional</p>
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					development topics are presented on alternating Friday afternoon meetings. Teachers are encouraged to participate in other trainings as they become available to support their work in CCSS.
Result	6	<p>Administrative Structure</p> <p>At the West Warwick and Pawtucket site the Special Education Administrator supervises curriculum, IEP development, transition planning, common core alignment oversight and professional development of all student specific needs both academically and behaviorally.</p> <p>The clinical program director oversees all aspects of individual student needs academically, behaviorally, family and home school community. Connection to LEA direction via school counselor for student transcripts and overall possibility of transitioning to home school community. Responsibilities may include IEP specific counseling, topical group activities, home school supports along with family interventions and supports.</p> <p>At the Pawtucket site, there is a Special Education Coordinator who is the assigned case manager for the students. She also works with the teachers on curriculum issues, coordinates with the reading specialist as needed and facilitates the education testing.</p> <p>The Education Coordinator is point for communication with the respective district, portfolios tasks, truancy issues and behavioral concerns.</p> <p>The Dean of Discipline is lead for student's movement in the building, calculating the daily level system points and other discipline/ behavioral concerns.</p>	IDEA Overview Data Analysis Observation Interviews Record Review		

Compliance	7	<p>Certification Issues</p> <p>Per RIGL 300.456 (2) 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 Tides School is an approved nonpublic school that serves middle and high school age students.</p> <p>Tides Pawtucket Site:</p> <p>-Teacher 1. The teacher is currently not emergency certified nor taking classes toward certification.</p> <p>-Teacher 2. The teacher is currently not emergency certified nor taking classes toward certification.</p> <p>-Teacher 3. The teacher currently not emergency certified nor taking classes toward certification.</p> <p>-Math classes are currently being taught by two individuals who are not certified educators.</p>	IDEA Overview Data Analysis	<p>Students will be taught by appropriately certified teachers per the regulations (for all classes) at all sites.</p> <p>Timeline: Immediately and going : Progress check: September 2014</p>	<p>As of September 2014 three teachers each provide academic instruction in two subject areas at the Tides School Pawtucket . All three teachers are appropriately certified. Two teachers hold current middle/secondary special education certificates and one teacher holds a current emergency certificate in middle/secondary special education. Two teachers from the previous school year are no longer teaching at The Tides School.</p>
Result	8	<p>Physical Education is provided per the IEP at the Pawtucket site by a certified physical education teacher.</p>	IDEA Overview Data Analysis Record Review		

Result	9	<p>Extended School Year (ESY).</p> <p>ESY is provided per the IEP as appropriate. Academic needs are address through pre / post assessments to address student progress and maintained 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>	IDEA Overview Data Analysis Record Review		
Result	10	<p>Parent Engagement</p> <p>Various parent activities are offered (Open House, brunches, graduation related activities). Staff report these events are well attended. Social workers facilitate home visits and make community support connections as appropriate.</p> <p>There is also a parent advisory group that meets every other month. This group offers topical presentation on adolescent issues such as conflict resolution, self-care, communication with teens, IEP rights and relationships, hands on activities such as cooking.</p>	IDEA Overview Data Analysis Observation Interviews		

2. EVALUATION/ INDIVIDUAL EDUCATION PROGRAM (IEP)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Result/ Compliance	1	<p>Records of four students were reviewed prior to the on-site review by the team leaders. Students' records were very accessible. The record review process identified the following:</p> <ul style="list-style-type: none"> - Though significantly detailed present levels of functional performance are not always based on quantitative baseline data that will be used to develop measurable goals in the areas needing specialized instruction. - Though baselines are significantly documented they are not always quantifiable, measurable statements that define what the student can currently do in the area of need remains unclear. 	IDEA Overview Data Analysis Interviews Record Review	Assurances will be provided to the Rhode Island Department of Education, Office of Student, Community and Academic Supports, that compliance issues are addressed and rectified.	
		<p>All record review concerns were addressed and verified as corrected.</p> <p>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements) (RI Regulations Subpart D</p>	IDEA Overview Data Analysis Interviews Record Review	This Support Plan is applicable for all compliance findings in this section.	

		Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)		All record review concerns were addressed and verified as corrected.	
Result	2	All accommodations and modifications are implemented per the students IEP.	IDEA Overview Data Analysis Interviews		

3. IDEA TRANSITION					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Result	1	<p>IDEA Transition Planning</p> <p>At the Pawtucket and West Warwick sites the Special Education Coordinator 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, Way to Go RI, as the primary vocational assessment tool. Transition related activities include college visits, guest speakers, student interview skill development.</p> <p>The core content teachers are assigned students for “transition advisors”. They meet with their students typically once a week to work on transition goals and community-based activities.</p>	IDEA Overview Data Analysis Interviews		
Result	2	At the high school level the Educational Coordinator (Pawtucket site) and the Dean of Students (West Warwick site) is the point for the Office of Rehabilitative Services (ORS) referrals at the school.	IDEA Overview Data Analysis Interviews Record Review		
Result	3	Summary of Performance (SOP) is facilitated by the Special Education Coordinator (Pawtucket site) and the Dean of Students (West Warwick site) in conjunction with the overall team.	IDEA Overview Data Analysis Interviews Record Review		

