



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

School Support System Report and Support Plan

**Ocean Tides School
November 2019**

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 Members

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 |
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| 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 a few students who have completed the Ocean Tides residential 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, Computer Programming, Horticulture, Landscape Design, Engineering, and Technology. Ocean Tides is partnered with the Community College of Rhode Island (CCRI), University of Rhode Island (URI) and the Carpenters Union Local 330 and Local 94, which greatly benefits the students in areas of Computer Science, Carpentry and vocational arts.</p> <p><u>Documentation</u>: Data Analysis, document review, interviews</p> | |

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| 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.), Renaissance Star Reading[®] STAR, the Group Mathematics Assessment and Diagnostic Evaluation (G.M.A.D.E.), Metryx Gradpoint, STEMScopes Science Learning Modules, 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 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.</p> <p>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.</p> <p>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 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 and steady improvement in most areas for students beginning with the 2013-2014 school year and continuing through the 2018-2019 school year. During this past school year, the RICAS results showed students achievement within statewide levels with 38% of students meeting or exceeding expectations in English and 30% in math. Ocean Tides had mixed</p> | |
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results for the High School students in the PSAT and SAT as they are getting more used to the test over the last year.

Ocean Tides Information Technology (IT) course for student learning has an articulation agreement with the Community College of Rhode Island (CCRI) and University of Rhode Island through the CS4RI Program and work collaboratively with them. The IT personnel at Ocean Tides assists the students in successfully completing Computer Literacy I & II. These courses are offered every quarter and students receive a semester grade. All students in the Ocean Tides program must participate in Computer 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.

Clinical Supports and Services

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.

Ocean Tides Narragansett Program has an After-Care program which follows those students that have finished their time as residents in a six-month program that provides students with counseling, mentorship, and the ability to have someone to look over them. Staff also communicates with Family Court, other service providers, and DCYF. The goal of the program is to help minimize the chance for recidivism and provide support to both the student and the family as they readjust to home and home school life.

Both the Providence and Narragansett Ocean Tides programs have a Mentor and Mentee program set up within it. Each student is assigned a teacher/mentor that they work with throughout their time in both programs. Each teacher a maximum of three mentees. The goal is to create and improve connections between students, the school and the instructors.

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| | | <p>Social Emotional Learning</p> <p>At Ocean Tides social and emotional learning (SEL) follows the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. Ocean Tides has developed a class that all students take weekly in their weekly class rotation that helps them to understand and work with CASEL’s Widely Used Framework Identifies Five Core Competencies: The class addresses - Self-awareness: Working with students to know your strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset.” Self-management: Effectively manage stress, control impulses, and motivate yourself to set and achieve goals. Social awareness: Understand the perspectives of others and empathize with them, including those from diverse backgrounds and cultures. Relationship skills: Communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.</p> <p>Responsible decision-making: Make constructive choices about personal behavior and social interactions based on ethical standards, safety, and social norms.</p> <p>Ocean Tides has both the certified Social Studies teacher and the Clinical staff co-teach the class and work with all of the students to best improve the understanding of their emotions. All Ocean Tides Staff have been trained using Conscious Discipline, which is a social and emotional intelligence classroom management program designed to give teachers the discipline skills they need to address the emotional and social issues of children in the twenty-first century. Both campuses have monthly work on this topic and subject-matter with peer leadership to better understand the students and have all staff participate as both teacher and learner.</p> <p>School Removals/Disciplinary Policies Disciplinary policies and practices are clearly defined through the student/parent handbook.</p> <p><u>Documentation</u>: Data Analysis, document review, interviews</p> | |
| Result | 4 | <p>Program Continuum</p> <p>There are approximately 50 students at both Ocean Tides school sites and 24 are students with IEPs. Students are fully included in all core content classes. Students are able to return</p> | |

to their districts as Ocean Tides provides similar programming as to their district offerings. Ocean Tides also provides credit recovery and educational gap programming so the students will be at the age appropriate grade level or close to the correct grade level once they return to their district.

The Ocean Tides School provides a comprehensive curriculum with most students taking a college preparatory and general education with vocational opportunity program. Though Civics, English 9 and other courses are not leveled, they are taught at the college preparatory level. Much work goes into baselining the students to their appropriate reading levels and math levels and great care is spent working to help them fill in many of the educational gaps they have had over the course of their prior educational experiences.

In addition to their high school diploma, students may earn certificates through the Culinary Arts Program, Computer Technology program and the Building/Construction Program. Students are also able to earn college credits through the Community College of Rhode Island (CCRI) and the University of Rhode Island in the areas of Technology. Ocean Tides has also joined the Statewide Civics and Financial Management Curriculum. 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 construction technology, small engine repair, 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-County Community Action, local Narragansett businesses. 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 updated RIDE, DOE and Department of Justice guidelines for career and technical education that were recently approved by the RIDE. Ocean Tides has a weekly Homework Club at its Narragansett Campus. Students have a certified teacher in-charge who leads students to complete assignments they have missed during the school day and help them complete assignments they were struggling with during regular classes.

Documentation: Data Analysis, document review, interviews

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| Result | 5 | <p>Adaptive Physical Education (APE)</p> <p>To date, Ocean Tides does not have any students requiring adaptive physical education (APE). Ocean Tides does currently have physical education/health teachers certified in APE. The Ocean Tides PE/Health teachers have completed certification towards their Health/APE certification for this 2019-2020 school year. While Ocean Tides does not currently have any students in need of an evaluation for APE, Ocean Tides does have all of the students taking the Health classes and curriculum to fulfill their .5 Health requirement. If Ocean Tides does have students in the 2019-2020 school year that are in need of APE physical education, the school can have the teachers instruct and evaluate due to their certifications.</p> <p><u>Documentation:</u> Data Analysis, document review, interviews</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, document review, 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 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 available a contact person to find out about their purpose and to help them take the first step in getting involved.</p> <p>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.</p> | |

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| | <p>Ocean Tides Adaptation of National Standards for Family/School Partnerships:</p> <ol style="list-style-type: none"> 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 are done to the families by our 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 fluency programs, science labs for more hands-on activities, building and construction, culinary, work study, internships and community based learning. 5. Sharing Power: Student leadership-Student Council 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. <p><u>Documentation:</u> Data Analysis, document review, interviews</p> | |
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2. EVALUATION / INDIVIDUAL EDUCATION PROGRAM (IEP)

| Indicator | Findings | Support Plan |
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| Result | <p>1 Student Accommodations and Modifications</p> <p>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</p> | |

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| | <p>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><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</p> <p>Case managers are responsible for completing the vocational assessment for all age appropriate students. Ocean Tides utilizes Harrington O’Shea and O*NET as its main vocational assessment programs at this time. Ocean Tides is transitioning with RIDE to a new program by 6/2020 after WaytogoRI was terminated 3/2019. Students also go out to internships and job shadowing experiences, in the local Providence and Narragansett Campuses with local businesses who participate with the school program.</p> <p>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 the Guidance Office. Career assessments are conducted through O*NET Federal Career Assessments. Ocean Tides has a good working relationship with many area colleges and universities. Both Ocean Tides Campuses are testing sites for RICAS, RINGSA, PSAT 10 and SAT annual evaluations.</p> | |

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| | | <p>Ocean Tides have students who choose to attend a technical training programs such as New England Institute for Technology, Local 94 Carpenters Union, RI Plumbers and Pipe fitters Local 597, Lincoln Technical and 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 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>Ocean Tides (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 16 years, the Director of Special Education completes the application for ORS in order to assist the students and prepare them for graduation. In recent years ORS has had a very close relationship over the last three years. ORS has been very efficient in working with potential candidates and meeting with them and processing them for possible eligibility for ORS Pre-ET services as the students are in school. ORS has worked with 6 students between both campuses over the last two school years and has had success in helping students in various services to help their employment capabilities.</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><u>Documentation:</u> Interviews; Document Review</p> | |