



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

School Support System Report and Support Plan

**Ocean Tides
December 2023**

SCHOOL SUPPORT SYSTEM

A Collaborative System of Cyclical Monitoring

Introduction: The School Support System (SSS) provides accountability for delivery of programs and services for students with disabilities. 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 nonpublic special education school 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 nonpublic special education demographic information on selected reports including: the state performance 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 stratified random selection of students with IEPs is selected; the records of these students are reviewed; their parents/guardians, teachers and related service providers are interviewed, and their classes 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 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 of schools are made. The team members interview school administrators and teaching staff. Parents and central office staff are also interviewed. The team gathers data-based 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 disabilities.
 - The quality and effectiveness of programs and services provided by the district.
 - The need for professional development and technical assistance that will enable the nonpublic special education school to improve programs and services.
- **The Corrective Action/Support Plan:** The RIDE team, and the nonpublic special education school meet to review the data and complete a report of results. The group designs a professional development/technical assistance corrective action/support plan with timelines for implementation and correction of any noncompliance. All findings of noncompliance must be corrected as soon as possible but no later than one year from the State's written notification of noncompliance. This plan enables the nonpublic school to correct areas of non-compliance and to strengthen promising programs and correct areas of weakness to improve services and programs for all students.
- **The SSS Report:** The report summarizes the findings from various data sources. The format of the report uses five divisions: Indicators, Findings, Noncompliance, and Corrective Action/Support Plan. Indicators describe either result or compliance in the topical areas of Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE), Evaluation/Individual Educational Program (IEP) and IDEA Transition. The documentation is listed in both the Findings and Noncompliance sections of the report. The corrective action/support plan reflects the response to the described finding and actions by the district as well as resources and timelines to improve programs and services. All findings of noncompliance must be corrected as soon as possible but no later than one year from the State's written notification of noncompliance.
- **Subsequent & Timely Follow / Verification Process & Reporting:** RIDE, IDEA Quality Assurance personnel will work with nonpublic special education school to verify correction, including reviewing subsequent data to ensure correction of noncompliance. Also, within the one-year monitoring timeframe RIDE personnel will return to the nonpublic special education school and follow up to ensure ongoing compliance is maintained. This will include, as applicable, program spot checks/reviews and record reviews. Our baseline number of records will not go below six. Pending subsequent and timely verification, a letter closing the SSS monitoring process will be issued.

SCHOOL SUPPORT SYSTEM
A Collaborative System of Focused Monitoring

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**Nonpublic School
School Support System Review**

RIDE Team Leaders

Team A – Susan Wood; Sandra Cambio Gregoire

The RIDE, Office of Student, Community & Academic Supports School Support System process is 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)

Item #	Review Information	Noncompliance Finding & Corrective Action / Support Plan (if applicable)
1	<p>Nonpublic Special Education School Program Overview</p> <p>The Ocean Tides School is one school with two campuses. The <u>Narragansett campus</u>, the main campus, is a residential program for males' grades seven through twelve, with a school component. The student body is comprised of Ocean Tides' residential students who are court ordered and referred by either the RI Court System or from the RI Training School/Division of Children, Youth & Families (DCYF).</p> <p>The <u>Providence campus</u> is an alternative day school on a 9:00am-3:00pm schedule, 180-days per year, for special education students, males only, in grades seven through twelve. The student body at this campus is comprised of students referred by their school district for education purposes (both general education and special education).</p> <p>The Ocean Tides School is accredited by the New England Association of Schools and Colleges (NEASC) and licensed by the Rhode Island Department of Education (RIDE) as a nonpublic special education school.</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, and Horticulture.</p> <p><u>Documentation:</u> Data Analysis; Document Review; Observation</p>	<p><u>Noncompliance Finding (if applicable):</u></p> <p>No finding.</p> <p>Regulatory Citation: N/a</p> <p><u>Corrective Action/ Support Plan:</u></p> <p>Timeline: N/a</p> <p>Progress Check: N/a</p> <p><u>Follow Up Information:</u></p> <p>N/a</p>

2	<p>Student Support and Interventions</p> <p>As students enter Ocean Tides, they are given STAR Assessments through Renaissance Learning. The STAR Assessments provide the data and insight to help educators identify student needs, plan instruction, and measure growth. STAR Reading is a K-12 comprehensive reading assessment test with all the insights needed to guide literacy growth. STAR Math is a math assessment that helps increase math mastery with actionable insight into each student's skills and subskills. Both the STAR Reading and STAR Math are administered three times per year with approximate intervals of 90 days. The data results show that 75% of the students are below grade level in math with 50% on a second to third grade math level. This area will be the primary focus for staff professional 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 reading so all students will continue to show improvement. As of now, the results from the PSAT, SAT, and RICAS have shown students to be below grade level in the areas of both Reading and Math. Ocean Tides provides Credit Recovery to students at both programs. Ocean Tides recently purchased the program Edmentum to help alleviate the educational gap. By using credit recovery, it enables students to be closer or at the age-appropriate grade level.</p> <p>Clinical Services and Supports</p> <p>Counseling and guidance are individualized to meet students' unique needs and to ensure that functionally equivalent appropriate behaviors are instructed and reinforced. Counseling services are provided at the Providence Campus via a school social worker (LICSW). This social worker works with all students and their families. 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.</p> <p>At the Narragansett campus, social service personnel under the direction of the Director of Social Services (LICSW), individualize their family sessions to focus on the unique goals and concerns of each family. The social service workers meet weekly with each young man and bi-monthly with each young man and his family.</p> <p>Ocean Tides Narragansett Program has an After-Care program which follows those students that have finished their time as residents in a</p>	<p><u>Noncompliance Finding (if applicable):</u></p> <p>No finding.</p> <p>Regulatory Citation: N/a</p> <p><u>Corrective Action/ Support Plan:</u></p> <p>Timeline: N/a</p> <p>Progress Check: N/a</p> <p><u>Follow Up Information:</u></p> <p>N/a</p>
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six-month program that provides students with counseling, mentorship, and the ability to have someone to look over them. Staff also communicate with Family Court, other service providers, and DCYF. The program's goal is to help minimize the chance for recidivism and provide support to the student and family as they readjust to home and home school life.

Social Emotional Learning

Ocean Tides is utilizing CASEL's widely used framework which identifies five core competencies that are addressed in their IEPs: - 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. Responsible decision-making: Make constructive choices about personal behavior and social interactions based on ethical standards, safety, and social norms.

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

Academic Interventions and Supports

Ocean Tides provides Credit Recovery to students at both programs. Ocean Tides utilizes Edmentum to alleviate the educational gap. By using credit recovery, it enables students to be closer or at the age-appropriate grade level.

School Removals/Disciplinary Policies

Disciplinary policies and practices are clearly defined through the student/parent handbook.

	<i>Documentation: Data Analysis; Document Review; Record Reviews</i>	
3	<p>Program Continuum</p> <p>There are approximately 40 students between the Narragansett and Providence campuses. The Narragansett campus (at the time of the monitoring review) had four (4) students with IEPs. This number was confirmed via the State's special education census. The Providence campus had seventeen (17) students with IEPs. There is a full-time special education teacher at each of the school campuses.</p> <p>Students with IEPs are fully included in all core classes and various content areas (i.e., wood shop, computers).</p> <p>Students at the Narragansett have a transition meeting when ready to return to district and home. Once the student leaves Narragansett residential program, they return to their district and the district, together with the family, decides the placement of the student.</p> <p>The Ocean Tides School provides a curriculum with most students taking a college preparatory and general education with vocational opportunities. 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 time is spent working to help them fill in many of the educational gaps they have had over the course of their prior educational experiences.</p> <p>In addition to their high school diploma, students may earn certificates through the Culinary Arts Program (Narragansett campus), Computer Technology program and the Building/Construction Program. Ocean Tides uses the Statewide Civics and Financial Management Curriculum. Students participating in the career/technical areas may receive certificates of achievement given to students each semester by the instructor.</p> <p>The Narragansett Ocean Tides program has a mentor and mentee program set up within it. Each student is assigned a teacher/mentor that they work with throughout their time in the program. Each teacher has a maximum of three mentees. The goal is to create and improve connections between students, the school, and the instructors.</p> <p><i>Documentation: Data Analysis; Document Review; Record Reviews</i></p>	<p><u>Noncompliance Finding (if applicable):</u></p> <p>No finding.</p> <p>Regulatory Citation: N/a</p> <p><u>Corrective Action/ Support Plan:</u></p> <p>Timeline: N/a</p> <p>Progress Check: N/a</p> <p><u>Follow Up Information:</u></p> <p>N/a</p>

4	<p>Adaptive Physical Education (APE)</p> <p>To date, Ocean Tides does not have any students requiring adaptive physical education (APE). Ocean Tides currently employs two emergency certified Physical Education teachers; one in Narragansett (currently participating in a program through URI) and one in Providence who is newly emergency certified in this area. It should be noted that while Ocean Tides does not currently have any students in need of an evaluation for APE, Ocean Tides also does not have teachers certified as of the 2023-2024 school year to provide health to students as they are not certified in this area. However, as one can teach out of their area for 20% of their assignment, thus, both physical education teachers teach health.</p> <p><u>Documentation:</u> Data Analysis; Document Review, Record Reviews</p>	<p><u>Noncompliance Finding (if applicable):</u></p> <p>No finding.</p> <p>Regulatory Citation: N/a</p> <p><u>Corrective Action/Support Plan:</u></p> <p>Timeline: N/a</p> <p>Progress Check: N/a</p> <p><u>Follow Up Information:</u></p> <p>N/a</p>
5	<p>Extended School Year (ESY)</p> <p>No current students from the Narragansett and the Providence campuses have qualified for ESY.</p> <p>Ocean Tides does have a summer school program, entitled "5th Quarter", for residential students at the Narragansett campus.</p> <p><u>Documentation:</u> Data Analysis; Document Review; Record Reviews</p>	<p><u>Noncompliance Finding (if applicable):</u></p> <p>No finding.</p> <p>Regulatory Citation: N/a</p> <p><u>Corrective Action/Support Plan:</u></p> <p>Timeline: N/a</p> <p>Progress Check: N/a</p>

		<p><u>Follow Up Information:</u></p> <p>N/a</p>
6	<p>Parent Engagement</p> <p>At all individual education program meetings, Ocean Tides discusses with the parents 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 called "Reflection Days" when report cards are distributed, award recognitions are given, and the success of the students is celebrated. The Providence campus chose not to have a Reflection Day this quarter.</p> <p>Ocean Tides Adaptation of National Standards for Family/School Partnerships:</p> <ol style="list-style-type: none"> 1. Welcoming all families: All families receive copies of the Parent Handbook and school calendar to keep informed of expectations and events. 2. Communicating Effectively: Ocean Tides social service workers meet at least monthly with parents, IEP meetings, Reflection Day, Transition meetings, and weekly phone calls are made to the families by our social service 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, Edmentum, to provide credit recovery or enrich learning experiences, reading fluency programs, science labs for more hands-on activities, building and construction, 	<p><u>Noncompliance Finding (if applicable):</u></p> <p>No finding.</p> <p>Regulatory Citation: N/a</p> <p><u>Corrective Action/Support Plan:</u></p> <p>Timeline: N/a</p> <p>Progress Check: N/a</p> <p><u>Follow Up Information:</u></p> <p>N/a</p>

	<p>culinary, work study, internships and community-based learning.</p> <ol style="list-style-type: none"> 5. Sharing Power: Student Leadership-Student Council weekly group, School Improvement Team. 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). <p><u>Documentation:</u> Data Analysis; Document Review; Record Reviews</p>	
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2. EVALUATION / INDIVIDUAL EDUCATION PROGRAM (IEP)

Item #	Review Information	Noncompliance Finding & Corrective Action / Support Plan (if applicable)
1	<p>Records of 6 students were reviewed prior to the on-site review by the monitoring team leaders. Students' records were accessible. Narragansett records were well organized. Providence records were not organized at all, making it challenging to locate documents. The record review process identified by following <u>noncompliance findings</u>:</p> <ol style="list-style-type: none"> 1. General comment: The Providence campus has had challenges maintaining basic organized confidential files with original signatures and consent information (see item #2, #6 and #8 in this box as specific examples). 2. Record SW1. There seems to have been a meeting on 3-1-22 to discuss the reevaluation results, as there is an attendance sheet and an evaluation report represented as one stapled document (pages 1-5). Yet further in the files there is a continuing document of that first document also stapled together (pages 8-10). Very 	<p><u>Noncompliance Finding (if applicable):</u></p> <p><u>Noncompliance Findings:</u> Please note that the detailed list of any record review noncompliance including student names has been shared with Ocean Tides at the data analysis meeting. The details of those findings (without names) are shared in this report as well as follow-up requirements.</p> <p>Professional development/technical assistance will be provided to the special educators and any other staff as determined appropriate by the Special Education Director. Areas for professional development/technical assistance include understanding the IEP process, the use of the Power School platform, case manager</p>

	<p>unorganized and unclear why they are separated and located in different places in the file or what document(s) were discussed and reviewed. (§300.303).</p> <ol style="list-style-type: none"> 3. IEP transition assessments were not seen in the file unless it was done by a school district. Record SW1 had the O'Shea and Star assessment scores listed as the assessment tools. Additionally, "Transition Services needed to help reach my post school goals" listed the Career Scope Inventory and the O'Net but none were seen in the file. SW2 had the O'Shea and Star testing scores and SW3 only the O'Shea. Same for records SC1 and SC3. It was apparent that that a transition scope and sequence of per grade is not structured or aligned. (§300.320; §300.43). See also Section 3 (Item #1 for further information and additional support plan) 4. Assurance of Transition Services boxes not checked on the IEP SC1, SC3 (§300.320; §300.43). (See also Section 3 Item #1 for further information and further support plan information) 5. Meeting invitations did not include pre-employment transition services (Pre-Ets). Transition Planning is there but not Pre-Ets §300.320(b)(2). 6. Record SW1. Consent for the most recent reevaluation was "agreed by phone" on 1/20/22 with no subsequent follow up documentation or an original signature (hard copy or electronic/DocuSign or video via zoom/teams/) §300.300. The consent for the reevaluations was in the "permanent release" section of the red file. A consent for a prior reevaluation is not a "permanent release." 7. Narragansett IEP goals were very basic/cookie cutter (SC1, SC2) and not individualized per the student. The school has recently adopted Power School and now requires the special educators to use that platform. This platform will assist educators in individualized IEP writing. §300.320 (See also Item #2 in this section). 8. Prior written notice not seen in files (§300.322). SW1, SW2. The red files (Providence) need to be organized to accurately reflect 	<p>responsibilities and overall records maintenance protocols. Further, Ocean Tides will develop a consistent (across both campuses) file organization process. The Providence campus will organize all current records and files adhering to a consistent organizational and storage process.</p> <p>Regulatory Citation: (300.320; §300.43, §300.320; §300.43; §300.320, §300.322, §300.115)</p> <p>These findings must be corrected as soon as possible but no later than one year from the State's written notification of noncompliance.</p> <p><i><u>Documentation:</u> Data Analysis; Record Reviews; Interviews; Observation</i></p> <p><u>Corrective Action / Support Plan:</u></p> <p>Verification (including reviewing subsequent data) will be facilitated by the Rhode Island Department of Education, Office of Student, Community and Academic Supports, that compliance issues are addressed and rectified.</p> <p>Timeline: Immediately</p> <p>Progress Check: July 2024</p>
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	<p>contents as their disorganization causes compliance issues and concerns.</p> <p>9. Education environment "placement" box not checked (§300.115)(A) SC1, SC3. The use of the IEP platform "Power School "will assist in special educators not leaving any boxes blank on the IEP.</p> <p><i>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</i></p>	<p><u>Follow Up Information:</u></p>
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1	<p>Specific Noncompliance Issues</p> <p>#1.) Ocean Tides hired an individual who was listed on the RIDE licensing application as the Curriculum Director/Coordinator however, this individual is not certified in Rhode Island nor does this individual have certification as a District Level Administrator Curriculum, Instruction and Assessment certification from another State. Ocean Tides was informed by RIDE that this person could not be the Curriculum Director/Coordinator.</p> <p>Ocean Tides leadership then informed RIDE that the individual was a teacher assistant not the Curriculum Director/Coordinator. The roles and responsibilities of the teacher assistant need to be clarified and defined so all staff understand what the job responsibilities of a teacher assistant are because of the varying staff perceptions and understandings.</p> <p>The monitoring team was also informed by Ocean Tides leadership during the initial review of information that all the individuals who work at Ocean Tides are all viewed as “educators” regardless of certification status. While that sentiment can be philosophically applied, it does not apply in a regulatory manner, and this philosophical view is part of the staff confusion around roles and responsibilities which need to be addressed and clarified. §300.903. Please see the corresponding “Follow up Information #1” for the resolution of this specific issue.</p> <p>#2.) As the Principal of Narraganset was out on sick leave for 2 weeks (at the time of this monitoring review) there were individuals covering in his absence. None of those individuals, however, had a building-based administrative certification. This was observed at the school’s morning meeting and in interviews.</p>	<p><u>Noncompliance Finding (if applicable):</u></p> <p>Noncompliance Findings: Per Section 300.903 (b) All special education programs in any private and state operated day or residential school <u>shall</u> meet the <u>same</u> standards as those established for public school programs. These findings should serve as a vehicle for the *certified administration/leadership team (including the special education director) to regroup, review and refine Ocean Tides protocols, policies, and procedures to clarify roles and responsibilities based on educational best practices with the student’s needs (academic and social emotional) being the priority.</p> <p>*Rhode Island certification</p> <p>Regulatory Citation: §300.903, §300.320 This finding must be corrected as soon as possible but no later than one year from the State’s written notification of noncompliance.</p> <p><u>Documentation:</u> <i>Data Analysis; Document Review, Record Reviews</i></p> <p><u>Corrective Action/ Support Plan:</u></p> <p>Verification (including reviewing subsequent data) will be facilitated by the Rhode Island Department of Education, Office of Student, Community and Academic Supports, that compliance issues are addressed and rectified.</p> <p>Timeline: Immediately</p> <p>Progress Check: July 2024</p> <p><u>Follow Up Information:</u></p> <p>#1.) In January of 2024, the noncertified individual was put in a different position and, as such, has <u>no</u></p>
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	<p>There is confusion amongst teaching staff in Narragansett about who is a school and/or central office administrator* and who is not. The principal was cited as the lead for the school, however in his absence, teachers and staff thought the Dean of Students was the assistant principal and/or second in charge. After that, the two other noncertified individuals were believed to be in charge. Having noncertified individuals in charge and/or staff perceiving that they are in charge during the principal's absence does not adhere to the same standards as the public schools. §300.903.</p> <p>*Rhode Island certification as an administrator is necessary to be an educational administrator in a nonpublic special education school. What specific administration certification is needed depends upon the role.</p> <p>#3.) In Narragansett, the special educator, after consulting with the social service worker writes the social emotional/counseling goals for the IEP. The social service worker then provides those services per the IEP. This is done under the supervision of a school social worker; however, the school social worker currently does not write the goals or attend the IEP meetings. (§300.903, §300.320). Moving forward the school social worker agreed to write the goals with input from the social service worker and attend the IEP meetings.</p> <p><u>Documentation:</u> Data Analysis; Document Review, Observation, Interviews</p>	<p>educational curriculum or supervision responsibilities, thus, resolving issue #1. Subsequent data review will verify if this continues to be resolved.</p> <p>#2.) Ocean Tides will submit evidence of refined or revised protocols and procedures and clarifying roles and responsibilities to staff.</p> <p>#3.) Moving forward the school social worker agreed to write the goals with input from the social service worker and attend the IEP meetings. Subsequent record reviews and interviews will verify if this is corrected.</p>
2	<p>Student Accommodations and/or Modifications</p> <p>Ocean Tides has acquired a new IEP and 504 Writing Program entitled Power School. It falls in line with many districts in RI. All documents are stored within this program for easy access. Teachers have all been provided a username and password to access the</p>	<p><u>Noncompliance Finding (if applicable):</u></p> <p>No finding.</p> <p>Regulatory Citation: N/a</p>

	<p>special needs student IEPs. Student accommodations and modifications are made according to the IEP as appropriate. At the beginning of each school year, the Director of Special Education provides the special education teachers/case managers (with a folder which includes a list of IEP students). The list has the student's name, grade, disability, IEP due date and the LEA for each student. The case managers provide the general education teachers with the names of the students who have IEPs so they can go into Power School and locate the student's IEP. The teachers also can view the Summary page so they can quickly see the goals and objectives, modifications, and accommodations. Throughout the school year, as more students arrive, the teachers are alerted that a student with an IEP has arrived, and they need to check on the student documents through Power School. This is done through daily afternoon meetings at both campuses, so all teachers are aware of the student's disability, their educational limitations (if any), their strengths, and accommodations.</p> <p><u>Documentation:</u> Data Analysis; Document Review, Record Reviews</p>	<p><u>Corrective Action/ Support Plan:</u></p> <p>Timeline: N/a</p> <p>Progress Check: N/a</p> <p><u>Follow Up Information:</u></p> <p>N/a</p>
2	<p>Teaching and Learning</p> <p>Both the Narragansett and Providence campuses have many teachers that are emergency certified, thus, the need for administrative* oversight and support is strong. The following are examples of some practices that need to be revised and clarified.</p> <p>*Rhode Island certified administrators</p> <p><u>Result Findings</u></p> <p>#1) Teachers at the Narragansett campus reported that they take turns driving students to GED classes/exams. They leave their classes in the morning and return in the afternoon. Other teachers then function as substitute teachers who cover their classes in their</p>	<p><u>Noncompliance Finding (if applicable:</u></p> <p>No noncompliance findings. These are result findings. The support plan is for the "Result's Findings #1, #2, #3". These result findings should serve as a vehicle for the *certified educational administrative team (including the special education director) to regroup, review and refine Ocean Tides protocols, policies and procedures based on educational best practices with the student's needs (academic and social emotional) being the priority.</p> <p>*Rhode Island certification</p> <p>Regulatory Citation: Per Section §300.903 (b) All special education programs in any private and state</p>

	<p>absence. It is unclear why any teacher would leave their classes/students for a morning and or all day to drive students to GED classes when others who do not have instructional classes (e.g., director of programs, director of administration, group living staff, etc.) could be tapped to do so. The monitoring team witnessed this occur at the school's morning meeting when volunteers were requested to take a student to GED for the morning. A teacher volunteered to do so and then someone else volunteered to cover their classes. While teachers want to help and assist wherever they can, the priority, of course, should be to their student's instructional time and not driving students to appointments instead of teaching. This could easily become a compliance issue if the students are not receiving their services because their teacher is driving a student to GED class/exam etc.</p> <p>#2.) Ocean Tides has a school counselor who works four days a week (.75). This position currently divides the .75 into three days (Tuesday, Wednesday & Friday) at the Narraganset campus and one day (Thursday) at the Providence campus although Providence had significantly more students with IEPs. It is unclear why the school counselor does not physically spend two days at each campus which also relates to transition planning. Please see Section 3, item# 1 for additional information.</p> <p><u>Documentation:</u> Interviews, Document Review, Observation</p>	<p>operated day or residential school <u>shall</u> meet the <u>same</u> standards as those established for public school programs. (§300.903). <i>Please keep this caution in mind when the *certified administrative team (including the special education director) is regrouping.</i></p> <p>*Rhode Island certification</p> <p>These result findings must be corrected as soon as possible but no later than one year from the State's written notification of noncompliance.</p> <p><u>Corrective Action/ Support Plan:</u> Verification (including reviewing subsequent data) will be facilitated by the Rhode Island Department of Education, Office of Student, Community and Academic Supports, that these result issues are addressed and rectified.</p> <p>Timeline: Immediately</p> <p>Progress Check: July 2024</p> <p><u>Follow Up Information:</u></p>
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3	<p>Consolidated Resource Plan (CRP-IDEA-Part B)</p> <p>A component of the School Support System (SSS) review is the IDEA, Consolidate Resource Plan (CRP -fiscal funding). The Narragansett Campus has a contract with Rhode Island Department of Children Youth & Families (DCYF) thus making them a limited LEA and eligible to receive IDEA funds through the CRP application process. Special education director oversight of special education funds is critical for the ongoing clear and consistent budget planning and execution to improve and sustain best practice results for students with IEPs and ensure compliance with regulatory requirements. Thus, there is a critical priority need for the special education director to have administrative oversight and authority on how and when federal IDEA monies are spent in the district. This is, naturally, tied to an aligned and connected array of interventions, materials, supports and technical assistance which are necessary to ensure compliance with the IDEA requirements (300.320).</p> <p><i><u>Documentation:</u> Data Analysis; Document Review, CRP review</i></p>	<p><u>Noncompliance Finding (if applicable):</u></p> <p>No compliance findings but a caution to continue to ensure that the special education director has oversight of all IDEA-Part B monies via the CRP process.</p> <p>Regulatory Citation: N/a</p> <p><u>Corrective Action/ Support Plan:</u></p> <p>Verification (including reviewing subsequent data) will be facilitated by the Rhode Island Department of Education, Office of Student, Community and Academic Supports, that compliance is adhered to.</p> <p>Timeline: N/a</p> <p>Progress Check: N/a</p> <p><u>Follow Up Information:</u></p>
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3. IDEA TRANSITION

Item #	Review Information	Noncompliance Finding & Corrective Action / Support Plan (if applicable)
1	<p>IDEA Transition Planning</p> <p>Ocean Tides utilizes Harrington O’Shea and O*NET as its main vocational assessments. As noted in the record review section (Section 2, item #1) no Ocean Tides vocational assessment documents were seen in the records nor were any individuals able to discuss what the results of these specific student assessments were or how they were embedded into the IEPs. Additionally, students did not recall taking these assessments or reviewing the results. It was apparent from the records and the IEPs that that the transition scope and sequence per grade is not structured or aligned. (§300.320(b); §300.43).</p> <p>The Providence campus has a Care Team that meets weekly to discuss student’s needs. This team includes the special educator, special education director, social worker, nurse, and school counselor. This could be an opportunity for the school counselor to connect the students' vocational needs with opportunities for meaningful transition experiences in the community.</p> <p>If these programs are set up by the School Counselor, students go to internships and job shadowing experiences, in the local Providence and Narragansett Campuses with local businesses who participate with the school program. Currently there are no (0) internships and job shadowing experiences happening at the Providence campus.</p> <p>The Office of Rehabilitative Services (ORS) representative works with the Providence campus to assist students in securing employment once they graduate from Ocean Tides.</p> <p><u>Documentation:</u> <i>Data Analysis; Interviews; Record Reviews</i></p>	<p><u>Noncompliance Finding (if applicable):</u> <u>Noncompliance Finding:</u> Se also Section 2 (item #1) Vocational assessment documents/data will be reflected in the student's physical record and as an embedded part of the IEP process and overall transition planning. The special education case managers will complete their respective student’s vocational assessment and transition planning process. Further, Ocean Tides will develop a scope and sequence of transition assessments and transition related opportunities (as evidenced through programming and reflected in the individualized IEPs for both campuses). Protocols and procedures of the transition IEP process will be reviewed with the special educators to ensure effective communication of the students' individualized needs and compliance and assurance of transition services.</p> <p>The school counselor will develop and connect the students' vocational needs with opportunities for meaningful transition experiences in the community (e.g., job shadowing, internships etc.) on the Providence campus.</p> <p>Regulatory Citation: §300.320(b); §300.43 §300.320 (b) Transition services. For a child with a disability, beginning at age fourteen (14) or younger if deemed appropriate by the IEP team and updated annually, thereafter the IEP must include (1) Appropriate measurable postsecondary goals based on age appropriate transition assessments related to training, education, employment goals based upon age appropriate transition assessments related to training,</p>

		<p>education, employment and where appropriate independent living skills; and (2) The transition services (including course of study) needed to assist the child in reaching those goals.</p> <p>This finding must be corrected as soon as possible but no later than one year from the State's written notification of noncompliance.</p> <p><u>Corrective Action/ Support Plan:</u></p> <p>Verification (including reviewing subsequent data) will be facilitated by the Rhode Island Department of Education, Office of Student, Community and Academic Supports, that compliance issues are addressed and rectified.</p> <p>Timeline: Immediately</p> <p>Progress Check: July 2024</p> <p><u>Follow Up Information:</u></p>
2	<p>Both the Narragansett campus and Providence campus refer students, through the IEP meetings, to the Office of Rehabilitative Services (ORS) and to the Department of Behavioral Healthcare, Developmental Disabilities & Hospitals (BHDDH).</p> <p>In recent years ORS has had a very close relationship, particularly with the Providence campus. ORS works with potential candidates and meets with them for possible eligibility for ORS Pre-ET services as the students are in school. ORS has worked with qualified students from the Providence campus and has had success in gaining employment. Last year, the social worker (LICSW) at the Providence campus assisted</p>	<p><u>Noncompliance Finding (if applicable):</u></p> <p>No finding.</p> <p>Regulatory Citation: N/a</p> <p><u>Corrective Action/ Support Plan:</u></p> <p>Timeline: N/a</p>

	<p>one of our seniors and his family to complete the BHDDH application. This year, our ORS representative has facilitated three adult applications during this first quarter of school.</p> <p>Both representatives from ORS and BHDDH attend the meetings in Narragansett, but due to the students' unknown situations and the length of time they will be at the residential program, most students decline the offer from both agencies.</p> <p><u>Documentation:</u> Data Analysis; Document Review, Record Reviews</p>	<p>Progress Check: N/a</p> <p><u>Follow Up Information:</u></p> <p>N/a</p>
3	<p>Summary of Performance (SOP) is facilitated by the case managers as appropriate. The Director of Special Education provides the case managers with the names of the graduating seniors. From there, the case managers will conduct a record review for each student and facilitate completion of the Summary of Performance to review at the IEP meeting.</p> <p><u>Documentation:</u> Data Analysis; Document Review, Record Reviews</p>	<p><u>Noncompliance Finding (if applicable:</u></p> <p>No finding.</p> <p>Regulatory Citation: N/a</p> <p><u>Corrective Action/ Support Plan:</u></p> <p>Timeline: N/a</p> <p>Progress Check: N/a</p> <p><u>Follow Up Information:</u></p> <p>N/a</p>