



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

School Support System Report and Support Plan

**Ocean State Academy Schools
(OSA-Cranston & OSALC- North Providence)
December 22, 2025**

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><u>Nonpublic Special Education School Program Overview</u></p> <p>Ocean State Academy- Cranston</p> <p>The Ocean State Academy (OSA) is a non-public special education school located in Cranston, Rhode Island and open to serving students from all school districts in the state. Ocean State Academy provides a full-service special education program for a range of K–12 special needs, including: emotional/behavioral disorders, specific learning disabilities, intellectual disabilities, speech-language disorders, developmental delays, autism, ADHD, other health impairments, and multiple disabilities.</p> <p>As OSA guides students toward proactive, productive, and positive decision making within a collaborative setting of community learning, OSA simultaneously delivers customized and intensive academic and behavioral interventions that lead to meaningful milestones, rewarding results, and much brighter futures.</p> <p>Ocean State Academy’s philosophy rests on the belief that student empowerment in all realms of personal growth leads to successful long term outcomes. The school’s flexible and responsive system provides for individualized instruction tailored to encourage active student engagement with curriculum and the cultivation of personal responsibility for critical thinking academically, and socially. Small class sizes with additional paraprofessional support allow teachers to work closely with students in a collaborative process to access common core-driven curriculum and creatively achieve critical skill mastery and mastery of IEP-team derived goals.</p> <p>The Ocean State Academy seeks to create a comprehensive K-12 school that incorporates the best elements of traditional public school settings with the individualized support that students with special needs require. Ocean State Academy strives to have the Academic, Clinical and Transitional services fully</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>N/a</p> <p>Timeline: N/a</p> <p>Progress Check: N/a</p> <p><u>Follow Up Information:</u></p> <p>N/a</p>

integrated so that each element is richly infused with the others so that students are learning and growing in all domains throughout the day. Ocean State Academy wants to work closely with the local school districts and the Rhode Island Department of Education to ensure the school is providing desired services in a manner that is fully compliant and continually improving. In short, to be a school that every community stakeholder is proud to be associated with.

Ocean State Academy Learning Center - North Providence

The Ocean State Academy Learning Center (OSALC) is a non-public special education school located in North Providence, Rhode Island, and open to serving students from all school districts in the state. Within this school of seventeen classrooms, students with Autism Spectrum Disorder (ASD), who require a highly structured and individualized learning environment, are provided comprehensive academic, behavioral, social-emotional, and transition supports aligned with each student’s Individualized Education Program (IEP).

Instruction is delivered in small classroom settings with no more than ten students per class and a staffing ratio of three to six adults, allowing for individualized instruction and consistent implementation of supports. Classrooms are designed to be flexible and predictable, incorporating individual workstations as well as small- and whole-group instructional spaces.

Academic programming is individualized and spans a continuum from functional academics and Activities of Daily Living (ADLs) to standards-based instruction aligned with the Common Core State Standards and Essential Elements, as appropriate. Students are educated at their instructional level while accessing grade-level content to the greatest extent appropriate.

Behavioral supports are embedded throughout the school day and are informed by Applied Behavior Analysis (ABA) practices. OSALC’s Clinical Support Team, comprised of Board-Certified Behavior Analysts (BCBAs), provides direct and consultative services, conducts Functional Behavioral Assessments (FBAs), and develops and supports the implementation of Behavior Intervention Plans (BIPs) in collaboration with classroom staff.

Social-emotional learning services are provided by OSALC’s school social work team, which delivers individual and small-group services aligned with IEP

	<p>goals and supports students' emotional regulation, communication, and social skills.</p> <p>Transition services begin no later than age 14 and focus on postsecondary readiness, employment skills, and independent living. Students participate in school-based and community-based job exploration activities, and students ages 18 and older may participate in OSALC's TransPro program, which provides intensive, community-based vocational experiences.</p> <p>OSALC also offers a satellite (step-down) program for students with ASD who require a less restrictive environment while continuing to receive specialized instruction and therapeutic supports. Placement decisions are made through data review and team collaboration in alignment with Least Restrictive Environment (LRE) requirements.</p> <p>OSALC utilizes ongoing data collection and progress monitoring to guide instructional and programmatic decision-making. Families and sending districts are engaged through regular communication, progress reporting, and IEP collaboration.</p> <p><i>Documentation: Data Analysis; Document Review, Record Reviews</i></p>	
2	<p><u>Student Support and Interventions</u></p> <p>Ocean State Academy – Cranston</p> <p>Ocean State Academy's Educational Leadership Team consists of the Special Education Director, Building Principal, Dean of Students, Clinical Director and Academic Coordinator who communicate on a consistent basis. The leadership team works closely with each school district to develop programming and strategies for implementing Individualized Education Plans. From there, information is disseminated to the leadership team via weekly meetings led by the Building Principal, as well as specifically to teachers through weekly grade-level team meetings led by the Academic Coordinator.</p> <p>Each teacher is required to meet monthly with the school principal to discuss student/teacher achievement goals. During these meetings, teachers must provide the latest assessment data (Renaissance/STAR Testing), progress monitoring data, student portfolios, and be prepared to have in-depth conversations surrounding instructional practices, differentiation, and blended learning strategies. During these meetings, discussions focus on students' progress individually, identifying areas of strength and need, as well as conversations about future strategies to be implemented with the</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>N/a</p> <p>Timeline: N/a</p> <p>Progress Check: N/a</p> <p><u>Follow Up Information:</u></p> <p>N/a</p>

students. Additionally, these conferences are a time to coordinate, collaborate, and implement constructive forms of communication and timelines beneficial to the teaching staff and students. The principal uses this information for future discussions and in-class observations/evaluations. The information that is discussed is then shared with the building Academic Coordinator, who can utilize this knowledge in planning future grade-level meetings and additional guidance for implementation in the classroom.

Weekly grade level meetings give teachers the opportunity to collaborate, share knowledge and experience, while developing professional skills. Topics may include how to use data-driven instructional practices, training on new resources or processes, strategies to improve the station/rotation model, etc. Teachers are also given a platform to openly discuss their challenges and successes. The overall goal of the meetings and subsequent individualized support is to empower teachers to develop their craft.

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

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

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

Ocean State Academy Learning Center- North Providence

Ocean State Academy Learning Center (OSALC) implements a comprehensive, multi-tiered system of student support and interventions designed to improve academic achievement, behavioral outcomes, and social-emotional development for all students. OSALC emphasizes data-driven decision-making, continuous improvement, and shared accountability across instructional, clinical, and administrative systems. Student needs are identified through multiple sources of data, including diagnostic assessments, progress monitoring tools, IEP progress reports, behavioral data, and attendance records. This data is used to inform individualized instructional planning, adjust interventions, and monitor student progress toward established goals.

Academic instruction at OSALC is individualized and aligned with state standards, including the Common Core State Standards and the Essential Elements. Instruction is also aligned with student IEP goals, and through differentiated instruction, small-group and one-to-one instruction, and evidence-based instructional strategies. Behavioral and social-emotional supports are implemented within a Multi-Tiered System of Supports (MTSS) framework and grounded in Positive Behavioral Interventions and Supports (PBIS) and trauma-informed practices. Universal supports promote consistent routines, expectations, and positive school climate, while targeted and intensive interventions are implemented based on student need and monitored for effectiveness. Related services and clinical supports, including speech and language therapy, occupational therapy, physical therapy, counseling, social skills instruction, and case management services, are integrated into the instructional day when appropriate to support skill generalization and alignment across settings.

Oversight of implementation and continuous improvement is provided by a multidisciplinary leadership team comprised of the Director of Special Education, Assistant Special Education Director, Building-Level Principal, Clinical Director, Transition Coordinator, IEP Coordinator, State Testing Coordinator, and Director of Social Work and Case Management Services. This team is responsible for ensuring fidelity of implementation, regulatory compliance, and coordination of services. OSALC maintains a structured system of collaboration and monitoring to support continuous improvement, including monthly School Improvement Team (SIT) meetings focused on data review, program evaluation, and action planning, weekly administrative leadership meetings to support coordination and timely decision-making, bi-monthly teacher meetings to analyze student progress and instructional

practices, and bi-monthly all-staff meetings to ensure consistent communication and alignment with school-wide initiatives.

Families are recognized as essential partners within the OSALC school community and are actively engaged through regular communication and progress reporting, IEP meetings, and collaborative planning. There are also monthly parent-support group meetings led by school social workers, providing support to families with the hope of bridging the gap between school and home. Through the consistent use of data, a coordinated MTSS framework, collaborative leadership structures, and ongoing stakeholder engagement, OSALC demonstrates a sustained commitment to continuous improvement and to improving outcomes for all students.

Clinical Services and Supports

Ocean State Academy- Cranston

The Ocean State Academy Schools' provision of supportive, school-based behavioral health services is supplemented and enhanced using a range of evidence-informed therapeutic practices and modalities that holistically address students' social-emotional development. These practices are designed to account for individualized motivational strategies, varied personality characteristics, and diverse learning styles to meet students where they are developmentally and emotionally. Ocean State Academy intentionally implements integrated clinical and educational supports that address students' needs across academic, behavioral, and social-emotional domains. Through this comprehensive approach, the program supports the development of self-regulation, self-monitoring, and adaptive coping skills, with the hopes of improving students' ability to engage in learning, manage behavior, and demonstrate positive in-school performance.

Alternative Forms of Therapy:

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

Ocean State Academy Learning Center - North Providence

Ocean State Academy Learning Center (OSALC) utilizes an integrated approach that merges clinical expertise with educational best practices. The students' behavioral needs are supported by a team of Licensed and Board-Certified Behavior Analysts (BCBA), who operate under the direction of the Clinical Director. This team implements evidence-based strategies specifically tailored for our student population.

The Clinical Team utilizes the Principles of Applied Behavior Analysis to minimize behaviors that often impede a student's learning and engagement within their environment. A Functional Behavior Assessment identifies these behaviors and the environmental variables that maintain them. Results are used to create a Behavior Intervention Plan, which emphasizes proactive strategies for teaching functionally equivalent replacement skills using positive reinforcement. Data is collected daily to assess progress and drive programmatic decision-making.

The Clinical Team supports each classroom in fostering a supportive atmosphere. This is achieved using visual supports, clear expectations, a structured routine and sensory-friendly accommodations. A student-focused approach utilizes individual interests to help each learner participate and remain engaged in instructional activities. OSALC's clinical foundation acknowledges the differences that can create challenges, however, prioritizes an individual approach to highlight each learner's unique strengths and needs.

Social Emotional Learning

Ocean State Academy- Cranston

The Ocean State Academy social work department is comprised of seven licensed social workers and one case manager. All social workers hold a master's degree in social work, maintain Rhode Island clinical or independent social work licensure, and possess RIDE certification in school social work. Social workers support students ranging in age from five to twenty-two and each carries an assigned caseload.

The social work team is responsible for case management services, IEP development and coordination, crisis intervention, and the provision of ongoing daily social-emotional and behavioral support for students on their caseloads. Services are delivered in alignment with students' IEPs and are designed to support students' access to instruction and overall school functioning.

The department is overseen by two Social Work Leads who provide clinical supervision, consultation, and administrative support to team members, as well as participate in complex case reviews and critical meetings. As Ocean State Academy operates within a therapeutic school model, social work interventions, individualized support plans, and the development of strong therapeutic relationships are essential components in promoting students' academic engagement, emotional regulation, and social-emotional growth.

School Clubs & Groups:

Peer-to-peer interaction is one of the most powerful forms of behavior therapy, offering students opportunities for leadership, organizational skills, creative thinking, problem solving, and expression of selfhood in a friendly, casual environment that promotes mutual trust, camaraderie, and collaborative teamwork. Newsletter staff, Girls' Groups, Boys' Groups, arts & craft clubs, gardening clubs, cleanup crews, graphic novels clubs, student volunteer groups, chess club, committees to organize charitable drives or participate in walk-a-thons, OSA has seen them all boost student engagement and confidence exponentially. OSA strongly endorses the inclusion of organized student groups that meet during free periods or after school and will work with students to establish and maintain them on campus.

Guest Speakers & Mentors:

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

Workforce Development Component:

OSA has extensive experience in laying the groundwork for career readiness and postsecondary pursuits as they relate to ED/BD students and believes that workforce development is the future for all students with challenges. It keeps them focused on longer-term goals, it shows them how and where school learning applies to the real-world in real-life settings, and it stimulates their innate strengths while giving them prospects for their interests and

talents. OSA therefore proposes integrating workforce development/transitional services into the curriculum as much as allowed. These include practical and useful focus areas such as résumé preparation, job interview skills, college application assistance, and attendance at job and college fairs.

Ocean State Academy Learning Center - North Providence

Ocean State Academy Learning Center (OSALC) is committed to fostering students’ social-emotional development as an essential component of academic success, behavioral regulation, and overall well-being. Social-Emotional Learning (SEL) at OSALC is intentionally embedded within the instructional day and supported through a coordinated system of school-based services designed to promote emotional awareness, self-regulation, interpersonal skills, and positive decision-making.

OSALC’s SEL programming is supported by a dedicated Social Work and Case Management Team that provides both direct and indirect services aligned with students’ Individualized Education Programs (IEPs). The team is led by a Director of Social Work and Case Management Services, who is a Rhode Island Department of Education (RIDE) certified School Social Worker, and includes an additional School Social Worker. These two school social workers provide direct counseling services to students who have counseling and social-emotional goals identified on their IEPs. Services may include individual and group counseling, skill-building in emotional regulation and coping strategies, and support for social communication and peer relationships.

In addition to direct counseling services, OSALC employs a team of four Case Managers with educational backgrounds in the social work field. Case Managers play a critical role in supporting students’ social-emotional success by maintaining consistent communication with families and sending districts, coordinating services, and supporting the IEP process. This ongoing collaboration ensures continuity of care, alignment between home, school, and district expectations, and responsiveness to students’ evolving social-emotional needs.

Through direct counseling, coordinated case management, and embedded social-emotional instruction, Ocean State Academy Learning Center provides a comprehensive SEL framework that supports students’ emotional growth, strengthens family and district partnerships, and enhances students’ ability to engage meaningfully in learning and school life.

Academic Interventions and Supports

Ocean State Academy- Cranston

Academic instruction is delivered in small classroom settings, typically consisting of 10–12 students with a certified special education teacher and at least one teaching assistant. Classrooms are designed with flexible learning environments that allow for both collaborative group work and individual, distraction-reduced workspaces. Furniture and workstations can be quickly reconfigured to support varying instructional needs, student preferences, and regulatory demands related to attention, sensory regulation, and privacy.

Instructional planning and curriculum implementation are coordinated collaboratively between classroom teachers and the Academic Coordinator to ensure alignment with state standards, individualized education goals, and student instructional levels. In addition, OSA social workers provide daily therapeutic support within the school environment, helping students develop interpersonal skills, emotional regulation strategies, and readiness to engage in academic learning. Teachers and teaching assistants meet at the beginning and/or end of each school day to review instructional plans, student progress, and necessary adjustments to support learning.

Each instructional day begins with the use of restorative practices. Teachers facilitate a structured circle discussion centered on an essential question, allowing students to process real-time concerns, reflect on social situations, and engage in discussions on relevant topics. This practice supports relationship building, emotional regulation, and readiness for academic instruction.

Classrooms utilize a station-rotation instructional model, in which students rotate through small-group and individualized learning stations in 20–30-minute intervals. Stations may include direct instruction with the teacher, targeted support with a teaching assistant, independent practice, and blended-learning activities. This model allows for increased academic rigor, individualized instruction, integration of technology, and differentiated support aligned with student needs.

OSA places a high priority on goal-directed, data-driven, skills-based instruction in conjunction with exposure to the general education curriculum. Instruction is individualized based on each student’s current skill level rather than chronological grade placement, while still providing access to grade-level

standards to the greatest extent possible. Progress monitoring is conducted using Renaissance Star 360 assessments administered quarterly in reading and mathematics, the 6+1 Traits Writing rubric to assess written language development, and ongoing teacher-created formative and summative assessments. Assessment data is used to identify skill gaps, monitor progress, and inform instructional planning.

OSA employs a blended learning approach to supplement direct instruction. Computer-based programs are used solely as instructional supports, although no new material or core instruction at a student's instructional or challenge level is introduced by technology alone. All direct instruction is delivered and monitored by certified teachers. Blended learning tools allow students to practice skills, reinforce instruction, and discreetly address gaps while maintaining teacher oversight and instructional integrity.

Teachers utilize research-based instructional adaptations across four primary domains: presentation of new material, guided practice, feedback and error correction, and independent or collaborative practice to support skill generalization. Instructional adaptations are dynamic and responsive, evolving based on student needs, instructional context, and learning objectives. These practices are implemented across all grade levels and subject areas, including but not limited to English Language Arts, Mathematics, Science, Social Studies, Physical Education, Health, Fine Arts, and Foreign Language. Due to the use of online curriculum platforms, students may also request coursework beyond required subjects when appropriate.

Instructional materials and intervention programs include, but are not limited to: Renaissance Star 360, Edgenuity, Pathblazer, IXL, Apex Learning Virtual School (as a supplemental resource for high school students), Wilson Foundations, Edmark Reading, WAIT III, Reading A-Z, Education.com, Khan Academy, NewsELA, Nearpod, Prodigy, Zearn, I-Ready, and other research-based academic tools. These resources are selected and assigned based on data, student need, and instructional goals.

OSA maintains the capacity to provide continuity of instruction during building closures or other interruptions through HIPAA-, FERPA-, and COPPA-compliant videoconferencing platforms provided by Prentgraf Ltd., utilizing encrypted Zoom environments. Instruction and related services may also be delivered through Google Classroom and Google Conferencing when appropriate. Students have access to live, real-time instruction and support

through any internet-enabled device, ensuring equitable access to academic services.

Related services, including speech therapy, occupational therapy, physical therapy and social work services, are delivered in alignment with IEP requirements and may be provided in person, via secure videoconferencing, or through a combination of both. These services support students' ability to access instruction, engage in learning, and make meaningful academic progress.

Through its structured, flexible, and data-driven academic model, Ocean State Academy ensures that students receive individualized academic services and interventions designed to remediate gaps, build strengths, and support long-term educational success.

Ocean State Academy Learning Center - North Providence

Ocean State Academy Learning Center (OSALC) provides highly individualized academic supports and interventions designed to meet the unique learning needs of students with Autism Spectrum Disorder. Instruction is delivered in small, structured classroom settings with no more than ten students per classroom and a staffing ratio of three to six staff members, including certified special education teachers, registered behavior technicians, and instructional support personnel. This low student-to-staff ratio allows for intensive individualized instruction, consistent implementation of supports, and ongoing data collection.

Classroom environments are intentionally designed to be flexible and responsive to student needs. Each student has access to an individual workstation to support independent and focused learning, as well as designated areas for small-group and whole-group instruction. This flexible structure allows staff to adjust instructional groupings, pacing, and learning environments based on student readiness, sensory needs, and engagement levels.

Academic programming at OSALC is individualized and aligned with each student's IEP goals and instructional level. Instruction spans a continuum from foundational skills, including Activities of Daily Living (ADLs) and functional academics, to standards-based instruction aligned with the Common Core State Standards and Essential Elements. Students are educated at their instructional level while being exposed to grade-level content to the greatest extent appropriate.

Data collection is an integral component of instructional decision-making at OSALC. Teachers and instructional staff collect ongoing quantitative and qualitative data on student performance, skill acquisition, and progress toward IEP goals. Data sources include direct observation, task analysis, work samples, curriculum-based measures, and progress-monitoring tools embedded within instructional programs. Data is reviewed regularly to evaluate student progress, determine the effectiveness of instructional strategies, and inform adjustments to instruction, supports, and interventions.

When appropriate, students have access to specialized instructional programs and digital resources, including ACE, i-Ready, *News-2-You*, and Unique Learning System. These programs are used to supplement direct teacher-led instruction and provide additional opportunities for skill reinforcement, differentiation, and practice. Data generated from these programs are used alongside teacher-collected data to monitor progress, identify trends, and support data-driven instructional planning aligned with IEP goals.

Through its structured, individualized, and data-driven instructional model, OSALC ensures that students with autism receive comprehensive academic supports and interventions that promote independence, engagement, skill generalization, and meaningful educational progress.

To support students through and in preparation for annual IEP renewals, the student's individual team participates in a pre-IEP meeting. The team may include the classroom teacher, Speech-Language Pathologist, Occupational Therapist/COTA, Physical Therapist/PTA, BCBA, Transition Coordinator, Social Worker, and IEP Coordinator, as appropriate. During this meeting, team members review student progress data from the past year and collaboratively discuss proposed goals and service recommendations within their respective areas.

The IEP Planning Meeting serves as a key component of the School Support System, promoting interdisciplinary collaboration and alignment of supports. This process ensures that instructional and therapeutic goals across domains are coordinated and complementary, rather than duplicative. Through intentional planning, the team supports carryover of targeted skills from related service settings into the classroom, providing the student with consistent opportunities to practice and generalize skills across multiple environments throughout the school day. When appropriate, disciplines may address different components of the same functional skill (e.g., Occupational Therapy supporting fine motor aspects of writing while academic instruction targets written expression), allowing skills to be reinforced across settings.

The team also collaborates to identify appropriate supplementary aids, services, and supports necessary for the student's access to and progress in the curriculum.

An IEP draft is developed prior to the annual IEP meeting and shared with the family and the district LEA. During the IEP meeting, the full team—including the family and LEA representative—reviews the proposed goals, services, and supports and makes revisions as necessary. When appropriate, additional evaluations are recommended and conducted to assess the student's current levels of performance and progress. Evaluation results are reviewed by the team to identify strengths, determine areas of need, and inform the development of data-driven, individualized goals. Through this coordinated School Support System process, families and districts can see how the student's team collaborates to provide consistent, comprehensive, and appropriate supports aligned with the student's individual needs throughout the school day.

School Removals/Disciplinary Policies

Ocean State Academy-Cranston

Ocean State Academy's student behavioral expectations, disciplinary procedures, and intervention protocols are fully aligned with all applicable federal and state laws and regulations. These policies are clearly outlined in the Ocean State Academy Student-Parent Handbook, which is provided to all families upon enrollment and serves as a comprehensive guide to school expectations, procedures, and supports.

To ensure consistent and effective implementation, all staff participate in annual training related to student behavioral expectations and discipline procedures. All staff are TACT2 trained and certified in behavior management and receive ongoing professional development on bullying prevention, student discipline protocols, and special education requirements for students with disabilities. This training ensures that staff are prepared to support student behavior in a manner that is safe, consistent, and responsive to individual student needs.

Ocean State Academy Learning Center - North Providence

Ocean State Academy Learning Center's policies are comprehensively defined in a student parent handbook which is made available to all parents of enrolled students. At Ocean State Academy Learning Center (OSALC), student safety, dignity, and emotional well-being are always our top priorities. We

understand that students with Autism Spectrum Disorder may experience challenges with communication, sensory regulation, emotional control, and understanding expectations. For this reason, our approach to discipline is supportive, individualized, and focused on teaching skills, not punishment.

Behavioral expectations at OSALC are clearly taught, consistently reinforced, and supported through structured routines, visual supports, and positive behavior strategies. When a student demonstrates challenging behavior, staff work to understand the reason behind the behavior, including sensory needs, communication difficulties, or emotional dysregulation. Our goal is always to help students learn safer and more effective ways to express their needs.

OSALC uses a progressive and individualized approach to addressing behavior. Interventions may include staff support, calming strategies, redirection, problem-solving with the student, and communication with families. More serious interventions, like in-school or out-of-school suspensions only considered when necessary to maintain safety and are carefully reviewed by the administration. Any disciplinary response is based on the student's individual needs, developmental level, and IEP supports.

Some behaviors that require additional support or intervention may include unsafe actions, aggression, elopement from the building or school grounds, destruction of property, or possession of unsafe or prohibited items. When behaviors impact safety, OSALC works closely with families, sending school districts, and support teams to determine appropriate next steps, which may include additional services, behavior plan revisions, or changes in placement.

OSALC has strict safety rules regarding weapons, drugs, alcohol, and items that could cause harm. These rules apply at school, on buses, during field trips, and at school-related activities. Any behavior that poses a serious safety risk is addressed immediately and may result in higher-level administrative action, always in coordination with families and districts.

Transportation behavior is also important for student safety. Bus transportation is provided by school districts. If a student has difficulty riding the bus safely, OSALC will communicate with families and districts to support the student and determine appropriate interventions.

To help maintain a calm and predictable environment, OSALC follows a school dress code that promotes safety and minimizes distractions. Attendance is also important, as regular school participation supports both learning and

	<p>behavioral progress. Families are asked to communicate absences so staff can provide appropriate support.</p> <p>For the safety of all students and staff, the school administration may check student belongings when necessary. This practice is used carefully and respectfully and is intended to protect everyone in the school community.</p> <p>At OSALC, discipline is part of the learning process. The team is committed to working in partnership with families to support students in developing self-regulation, communication, and positive behaviors so they can be successful in school and beyond.</p> <p>All staff at Ocean State Academy Learning Center are trained in Safety-Care Crisis Intervention Strategies to ensure the safety and well-being of students and staff. Staff participate in an initial comprehensive Safety-Care course and receive an annual refresher course that reviews the full curriculum to ensure consistent use of current best practices and the highest standard of care. In addition, staff participate in monthly Safety-Care refresher sessions to reinforce skills, review procedures, and respond to emerging safety needs.</p> <p>To support ongoing reflection and continuous improvement, OSALC conducts a weekly Safety-Care trainer meeting comprised of six Safety-Care trainers and members of the administrative team. During these meetings, the team reviews incidents or situations from the prior week that involved safety concerns, analyzes contributing factors, and collaborates on strategies to prevent future incidents and improve staff response. This ongoing collaboration ensures that Safety-Care practices are implemented consistently, effectively, and in alignment with OSALC's commitment to student safety and best practice.</p> <p><i><u>Documentation:</u> Data Analysis; Document Review, Record Reviews</i></p>	
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<p>3</p>	<p><u>Program Continuum</u></p> <p>Ocean State Academy- Cranston</p> <p>Ocean State Academy (OSA) primarily serves students with Emotional Disturbance (ED) and Specific Learning Disabilities (LD) who require a highly structured, therapeutic educational environment. OSA's program continuum integrates academic instruction, behavioral supports, social-emotional learning, and transition services within a cohesive, school-wide framework designed to meet the needs of all enrolled students. Supports are individualized, data-driven, and adjusted based on student progress and readiness.</p> <p>All students at OSA receive standards-aligned academic instruction delivered in small classroom settings with intensive adult support. Classrooms are highly structured and supported by a building-wide token economy and level system, which is implemented consistently across classrooms and common areas. This system establishes clear expectations, reinforces positive behavior, and supports student engagement and accountability throughout the school day. Behavioral expectations, reinforcement strategies, and level progression criteria are explicitly taught and regularly reviewed with students.</p> <p>Academic instruction is differentiated to address individual learning needs, with a focus on skill development, remediation, and access to the general education curriculum to the greatest extent appropriate. Instruction is supported by continuous data collection, including academic performance measures, behavioral tracking within the level system, and observational data, which are used to inform instructional planning and ongoing adjustments.</p> <p>Social-emotional learning and therapeutic supports are provided by OSA's school social work team, who serve as the primary providers of SEL instruction and intervention. School social workers deliver direct services aligned with students' IEP goals, including individual and small-group counseling, crisis intervention, skill-building in emotional regulation, coping strategies, and interpersonal relationships, and ongoing case management. Social workers collaborate closely with instructional staff to integrate social-emotional learning into the classroom environment and to support students' ability to access instruction and maintain behavioral regulation throughout the school day.</p> <p>OSA places a strong emphasis on career readiness and transition planning for all students, particularly at the secondary level. Students have access to 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>N/a</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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robust culinary program that provides hands-on, experiential learning opportunities focused on job skills, responsibility, teamwork, and applied academics. Transition supports also include career exploration activities, job readiness instruction, and exposure to postsecondary pathways. OSA maintains partnerships with community and industry organizations, including a current partnership with Electric Boat (EB) in Quonset, to provide students with meaningful career exposure. Additionally, OSA hosts an annual career fair with over 20 vendors, offering students opportunities to engage with employers, training programs, and community resources. Students are also supported in job exploration activities aligned with their interests, strengths, and postsecondary goals.

Across all components of the program, OSA emphasizes consistent progress monitoring and data-based decision-making. Interdisciplinary teams, including instructional staff and school social workers, regularly review academic, behavioral, social-emotional, and transition-related data to evaluate student progress, guide instructional and therapeutic supports, and ensure alignment with IEP goals. Families and sending districts are engaged through regular communication, progress reporting, and collaborative planning.

Through this comprehensive and integrated program continuum, Ocean State Academy ensures that all students receive consistent, structured, and individualized supports that promote academic achievement, behavioral growth, social-emotional development, and successful transitions to postsecondary opportunities.

Ocean State Academy Learning Center- North Providence

Ocean State Academy Learning Center (OSALC) serves students with Autism Spectrum Disorder (ASD) who require a highly structured, individualized, and therapeutically informed educational environment. The program continuum integrates academic instruction, behavioral supports, social-emotional learning, Applied Behavior Analysis (ABA), related services, and transition programming within a cohesive, school-wide framework designed to address the unique learning profiles and support needs of students with autism. Supports are individualized, data-driven, and adjusted based on ongoing progress monitoring and student responsiveness.

All students at OSALC receive instruction in small, structured classroom settings with intensive adult support. Class sizes are intentionally limited to no more than ten students per classroom and are supported by three to six staff members, including certified teachers and instructional support staff.

	<p>Classroom environments are designed to promote predictability, independence, and engagement, with clearly defined spaces for independent work, small-group instruction, and whole-group learning. Each student has access to an individual workstation to support focus, task completion, and independent skill development.</p> <p>Academic programming at OSALC is highly individualized and aligned with each student's IEP goals and instructional level. Instruction spans a continuum from foundational and functional skills, including Activities of Daily Living (ADLs) and functional academics, to standards-based instruction aligned with the Common Core State Standards and Essential Elements, as appropriate. Instruction emphasizes skill acquisition, generalization, and application across settings while providing access to grade-level content to the greatest extent appropriate.</p> <p>Behavioral supports are embedded throughout the school day and are individualized to meet the needs of students with autism. Structured routines, visual supports, explicit instruction in behavioral expectations, and consistent reinforcement systems are implemented across classrooms to support self-regulation, engagement, and positive behavior. Behavioral progress is continuously monitored through data collection to inform instructional and behavioral adjustments.</p> <p>OSALC provides Applied Behavior Analysis (ABA) support driven by a dedicated Clinical Support Team comprised of Board Certified Behavior Analysts (BCBAs). All students enrolled at OSALC are assigned a BCBA who provides support through either a direct service model or a consultative model, determined by the student's current needs, behavioral presentation, and responsiveness to intervention.</p> <p>BCBAs conduct Functional Behavioral Assessments (FBAs) as needed and develop Behavior Intervention Plans (BIPs) that are individualized, data-driven, and aligned with IEP goals. BIPs are implemented collaboratively with the student's special education teacher and classroom staff to ensure consistency across instructional settings. BCBAs provide ongoing staff training, modeling, data review, and fidelity checks to support effective implementation of behavioral strategies and promote skill generalization.</p> <p>ABA services are integrated into the daily school routine and are designed to support behavioral regulation, communication, academic engagement, and independence. Behavioral data are reviewed by the clinical team to evaluate progress and make timely adjustments to interventions.</p>	
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Social-emotional learning and therapeutic supports are provided by OSALC's school social work team, in collaboration with the clinical and instructional teams. Social workers deliver direct services aligned with IEP goals, including individual and small-group instruction focused on emotional regulation, coping strategies, communication, and social interaction. Social workers also provide crisis intervention, case management, and consultation with instructional staff to support consistency and carryover of social-emotional strategies throughout the school day.

Transition services are available to all students beginning at age 14 and are embedded within the instructional program to support independent living, workplace readiness, and postsecondary planning. Students participate in a variety of school-based and community-based job exploration activities, including operating a school store, managing a laundry service, participating in culinary instruction, and completing structured vocational tasks. OSALC's "Shark Bucks" token economy system reinforces positive behavior while teaching money management and the connection between work and earnings.

Students ages 18 and older may participate in the TransPro program, which provides intensive, community-based vocational experiences as a capstone transition opportunity. Through partnerships with community organizations such as Meals on Wheels and Spumoni's Restaurant, students practice workplace expectations, communication, time management, and task completion in authentic settings.

OSALC also offers a satellite (step-down) program for elementary, middle, and high school students with ASD who do not require the same level of intensive behavioral support as students in the primary classrooms. This program provides a less restrictive environment while maintaining access to specialized instruction, ABA consultation, and therapeutic supports aligned with students' IEPs.

Students in the satellite program have increased opportunities to interact with a broader peer group, including peers enrolled at Ocean State Academy (OSA), supporting social development, independence, and readiness for participation in less restrictive settings. Placement decisions and progression within the satellite program are determined through ongoing data review and collaborative team decision-making.

Data collection and progress monitoring are foundational to the OSALC program. Teachers, instructional staff, BCBAs, and social workers collect ongoing academic, behavioral, functional, and transition-related data through

	<p>observations, task analyses, work samples, curriculum-based measures, and behavior tracking systems. Data are reviewed regularly by interdisciplinary teams to evaluate progress toward IEP goals, determine responsiveness to supports, and guide instructional, behavioral, and programmatic adjustments. Families and sending districts are engaged through regular communication, progress reporting, and collaborative planning.</p> <p>Through this comprehensive and individualized program continuum, Ocean State Academy Learning Center ensures that students with Autism Spectrum Disorder receive consistent, structured, and evidence-based supports that promote academic growth, behavioral regulation, social-emotional development, independence, and successful transitions within the least restrictive environment appropriate.</p> <p><i>Documentation: Data Analysis; Document Review, Record Reviews</i></p>	
4	<p>Adaptive Physical Education (APE)</p> <p>Ocean State Academy- Cranston & Ocean State Academy Learning Center- North Providence</p> <p>Ocean State Academy (OSA) and Ocean State Academy Learning Center (OSALC) currently serve students whose Individualized Education Programs (IEPs) require Adapted Physical Education (APE). Each site is staffed with a Certified Physical Education/Adapted Physical Education Teacher, ensuring that APE services are delivered consistently and in accordance with IEP requirements. These educators hold appropriate certification and are qualified to implement both Physical Education and Adapted Physical Education services.</p> <p>At both OSA and OSALC, Adapted Physical Education evaluations are conducted when recommended by an IEP Team. Evaluation data are gathered using standardized and criterion-referenced assessment tools, including but not limited to the Adapted Physical Education Assessment</p>	<p><u>Noncompliance Finding (if applicable):</u></p> <p>No finding.</p> <p>Regulatory Citation: N/a</p> <p>N/a</p> <p><u>Corrective Action/ Support Plan:</u></p> <p>N/a</p> <p>Timeline: N/a</p> <p>Progress Check: N/a</p> <p><u>Follow Up Information:</u></p> <p>N/a</p>

Scale–II (APEAS-II), the Bruininks-Oseretsky Test of Motor Proficiency, and the Test of Gross Motor Development (TGMD-3). In addition, Physical Education classroom observations are completed to provide the IEP Team with information regarding student engagement, participation, and performance in individual, small-group, and large-group instructional settings.

The Certified APE Teachers at each site actively participate in IEP Team meetings to review evaluation results, assist in determining eligibility for Adapted Physical Education, and make service recommendations. When appropriate, the APE Teachers develop individualized Adapted Physical Education goals that address gross motor development, physical fitness, and social-emotional learning, aligned with student needs and overall IEP objectives.

Physical Education and Adapted Physical Education instruction at both OSA and OSALC is designed to meet students’ physical, developmental, and social-emotional needs. Instructional activities are modified as needed to ensure meaningful participation and access for all students. Accommodations are implemented across individual, small-group, and large-group settings and may include modifications to instructional space, grouping, equipment, rules, or instructional delivery. Programming aligns with Standards-Based Physical Education and National Adapted Physical Education Standards, and activities are selected to promote engagement, skill development, and success.

Social-emotional learning skills are explicitly taught and reinforced during Physical Education and Adapted Physical Education activities in alignment with state social-emotional learning standards. Common best practices include the use of alternative spaces, flexible grouping, multi-modal instruction, rule modifications, and adapted equipment to support participation and learning.

Through Physical Education and Adapted Physical Education programming, students develop essential components of physical fitness, including cardiovascular endurance, muscular endurance, muscular strength, and flexibility. Instruction emphasizes goal setting, self-awareness, and the development of lifelong fitness and wellness habits. The overarching goal of APE and Physical Education at OSA and OSALC is to empower students to make informed choices, meet physical challenges, and develop positive behaviors related to movement, health, and overall well-being.

Documentation: Data Analysis; Document Review, Record Reviews

<p>5</p>	<p>Extended School Year (ESY)</p> <p>Ocean State Academy- Cranston</p> <p>Ocean State Academy Extended School Year (ESY) services are provided to students whose IEP Teams have determined eligibility and necessity for continued educational programming beyond the regular school year.</p> <p>The ESY program consists of an additional 30 instructional days, with a six-hour academic day, and generally operates from early July through mid-August. In all other respects, the ESY program is identical in structure, expectations, and programming to the Regular School Year (RSY).</p> <p>Ocean State Academy Learning Center - North Providence</p> <p>Ocean State Academy Learning Center (OSALC) Extended School Year (ESY) services are provided to students whose IEP Teams have determined that continued programming is required beyond the traditional school year.</p> <p>OSALC operates on a 220-day school calendar. ESY is a direct extension of the Regular School Year (RSY) rather than a separate or reduced program. Instructional programming, staffing, schedules, and expectations during ESY remain consistent with the RSY model, ensuring continuity of services and supports.</p> <p>Due to the nature of OSALC's year-round educational framework, nearly all enrolled students participate in ESY programming in order to maintain educational progress and meet individualized learning needs.</p> <p><i>Documentation: Data Analysis; Document Review, Record Reviews</i></p>	<p><u>Noncompliance Finding (if applicable):</u> No finding.</p> <p>Regulatory Citation: N/a</p> <p><u>Corrective Action/ Support Plan:</u> N/a</p> <p>Timeline: N/a</p> <p>Progress Check: N/a</p> <p><u>Follow Up Information:</u> N/a</p>
<p>6</p>	<p>Parent/Guardian/Family Engagement</p> <p>Ocean State Academy- Cranston</p> <p>At Ocean State Academy (OSA), meaningful parent and family engagement is a foundational component of the school's educational and therapeutic framework. The school prioritizes the establishment and ongoing strengthening of collaborative relationships with families to support student success.</p> <p>Families and students are initially introduced to OSA through a comprehensive intake process, during which parents have the opportunity to</p>	<p><u>Noncompliance Finding (if applicable):</u> No finding.</p> <p>Regulatory Citation: N/a</p> <p><u>Corrective Action/ Support Plan:</u> N/a</p> <p>Timeline: N/a</p> <p>Progress Check: N/a</p>

	<p>visit the school, observe programming, and gain a thorough understanding of OSA’s educational and behavioral philosophy. Intake meetings are facilitated by the OSA Intake Team, which includes the Special Education Director, School Principal, Clinician/Social Worker, Academic Coordinator, and Dean of Students. These meetings provide families with a well-rounded overview of programming, growth mindset philosophy, and student supports, along with guided tour of the school facilities, including classrooms, gymnasium, and culinary program.</p> <p>All IEP meetings require direct parent contact and consent, ensuring families are active participants in educational decision-making. These meetings allow for ongoing dialogue between families and school personnel, fostering collaboration and shared responsibility for student outcomes.</p> <p>OSA conducts formal Parent-Teacher Conferences twice annually, in the fall and spring. These conferences provide families with in-depth academic, behavioral, and social-emotional feedback, supporting continuous student growth and progress monitoring.</p> <p>Teachers and teaching assistants are required to maintain documented communication logs reflecting regular parent contact. Daily communication with families supports transparency and collaboration regarding student progress, homework, projects, behavioral updates, and overall school-day summaries.</p> <p>School social workers and clinicians maintain consistent communication with parents of students on their caseloads through phone calls and in-school meetings. These relationships are essential to supporting students’ social-emotional needs and ensuring continuity between school and home. Clinicians also assist families by providing referrals and guidance related to community-based services and providers, as appropriate.</p> <p>The administrative team, including the Principal, Special Education Director, Dean of Students, and Academic Coordinator, maintains ongoing communication with families through phone calls, emails, memos, conferences, and school-wide notifications to ensure families remain informed and engaged.</p> <p>Office staff maintain daily communication with families regarding attendance, scheduling, and general school matters, further strengthening school-home partnerships.</p>	<p style="text-align: right;"><u>Follow Up Information:</u></p> <p>N/a</p>
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The OSA website serves as an additional engagement tool, offering families detailed information about academic and behavioral programming, the point-level system, restorative practices, peer-modeled culture, career readiness initiatives, school events, and related services.

The School Nurse maintains regular communication with families regarding student health needs, medical histories, and medication management to ensure student safety and well-being.

OSA maintains an open-door policy, allowing parents to communicate with school personnel through phone calls, scheduled meetings, or walk-ins as needed. This approach reinforces accessibility, responsiveness, and a shared commitment to student success.

Ocean State Academy Learning Center - North Providence

At Ocean State Academy Learning Center (OSALC), parent and family engagement is a critical component of the school's educational, behavioral, and therapeutic framework. OSALC is committed to developing and sustaining strong partnerships with families to promote consistency, collaboration, and positive student outcomes.

Families are introduced to OSALC through a comprehensive intake and orientation process, during which parents receive detailed information regarding academic programming, behavioral supports, therapeutic services, and the school's program overview. This process allows families to become familiar with OSALC's structure and expectations while establishing early connections with school personnel.

OSALC hosts two Open House events annually, held in the fall and spring. These events provide families with the opportunity to visit classrooms, meet staff, and gain a deeper understanding of school programming. Parent-Teacher Conferences are embedded within each Open House, ensuring structured, individualized opportunities for families to engage in meaningful discussions regarding student academic progress, behavioral development, and social-emotional growth.

All IEP meetings require direct parent contact and authorization, ensuring that families are active participants in special education planning and decision-making. These meetings support ongoing collaboration, progress monitoring, and shared goal setting.

The OSALC Leadership Team, including the Director of Special Education, Assistant Special Education Director, and other administrative leaders, maintains consistent and proactive communication with families. Communication occurs through phone calls, emails, school-wide messages through the use of *One-Call*, conferences, and meetings, to ensure families remain informed, engaged, and supported.

Teachers and instructional staff maintain daily communication with families through the use of home notes and ClassDojo. These tools provide timely updates regarding student behavior, academic engagement, social-emotional progress, and daily classroom experiences, strengthening the connection between home and school.

OSALC offers monthly Parent Support Groups, facilitated by school social workers. These groups provide families with a supportive forum to discuss challenges, share strategies, and receive guidance related to behavioral regulation, social-emotional development, and navigating community-based resources. The support groups foster community, empower families, and reinforce consistency between school and home. OSALC teacher's assistants also volunteer their time to provide childcare for students during these meetings so parents can comfortably attend during the

School social workers and clinicians maintain regular communication with families of students on their caseloads through phone calls, conferences, and scheduled meetings. These relationships are essential to aligning school-based interventions with family needs. Clinicians also assist families by providing referrals and guidance related to community-based services and supports, as appropriate.

OSALC maintains an open-door policy, encouraging parents to communicate with school staff through scheduled meetings, phone calls, or walk-ins as needed. This approach supports accessibility, responsiveness, and a collaborative school culture centered on student success.

Documentation: Data Analysis; Document Review, Record Reviews

2. EVALUATION / INDIVIDUAL EDUCATION PROGRAM (IEP)

Item #	Review Information	Noncompliance Finding & Corrective Action / Support Plan (if applicable)
1	<p>Specific Compliance Issues (including record reviews as applicable)</p> <p>At this time, there are no known specific compliance issues at Ocean State Academy in Cranston or Ocean State Academy Learning Center in North Providence.</p> <p><i>Documentation: Data Analysis; Document Review, Record Reviews</i></p>	<p><u>Noncompliance Finding (if applicable):</u> No finding.</p> <p>Regulatory Citation: N/a</p> <p><u>Corrective Action/ Support Plan:</u> N/a</p> <p>Timeline: N/a</p> <p>Progress Check: N/a</p> <p><u>Follow Up Information:</u> N/a</p>
2	<p>Student Accommodations and/or Modifications</p> <p>Ocean State Academy- Cranston</p> <p>Oversight of IEP implementation and compliance is supported by the school's IEP Coordinator, who works collaboratively with the Special Education Director and School Principal to ensure adherence to all regulatory requirements.</p> <p>Upon enrollment of a new student, it is expected that the student's assigned classroom teacher and social worker review the student's educational file in its entirety. Under the guidance of the IEP Coordinator, relevant IEP information is appropriately disseminated on a need-to-know basis to staff members directly responsible for supporting the student, including Physical Education teacher, related service providers and transition team members.</p>	<p><u>Noncompliance Finding (if applicable):</u> No finding.</p> <p>Regulatory Citation: N/a</p> <p><u>Corrective Action/ Support Plan:</u> N/a</p> <p>Timeline: N/a</p> <p>Progress Check: N/a</p> <p><u>Follow Up Information:</u> N/a</p>

Confidential information is protected and shared only with authorized personnel.

The IEP Coordinator plays a critical role in maintaining compliance by monitoring IEP timelines, ensuring required services and accommodations are implemented as written, supporting staff in understanding IEP requirements, and providing ongoing consultation to educators to promote high-fidelity implementation of accommodations, modifications, and IEP goals.

OSA's instructional model incorporates individualized, small-group, and whole-group instruction, allowing for flexible, differentiated teaching aligned with the Rhode Island Common Core State Standards. This model supports students in making progress toward IEP goals while participating meaningfully in the general curriculum.

OSA implements Ross Greene's Collaborative and Proactive Solutions (CPS) approach, which encourages students to communicate their needs through a structured, problem-solving process with trusted adults. This approach supports the development of proactive strategies and accommodations that may be individualized or generalized to support students with similar learning and behavioral profiles.

OSA also utilizes a structured token economy and leveled behavioral support system as part of its therapeutic programming. This system reinforces positive behaviors through clearly defined expectations, incentives, and graduated levels of support. Data collected through the token economy system is reviewed regularly by instructional and clinical staff to inform interventions, monitor student progress, and support consistency across settings. When behavioral strategies demonstrate effectiveness, they may be reviewed by the IEP Team, with guidance from the IEP Coordinator, for potential inclusion in the student's IEP.

OSA provides a comprehensive range of instructional, behavioral, and assessment accommodations and modifications, including but not limited to:

- Use of Nonviolent Crisis Intervention (NCI) strategies focused on de-escalation; physical restraint is used only when there is an imminent risk of harm to self, others, or property and in accordance with training and policy
- Access to a reflection or support room, with staff escort when necessary
- Preferential seating away from distractions and in close proximity to an adult

- Use of visual supports and manipulatives
- Repetition of directions and read-aloud of directions when permitted
- Use of word walls, personal dictionaries, charts, and graphs
- Participation in a therapeutic school program utilizing a token economy and leveled behavioral management system, including self-directed breaks, staff-directed breaks, and access to a support room
- Use of incentives and reinforcement systems to increase desired behaviors and reduce undesired behaviors
- Access to sensory regulation strategies, including hand fidgets and visual supports from the Zones of Regulation program
- Ability to request and take breaks during assessments, as appropriate
- Small-group or separate testing locations with peers who have similar accessibility needs
- Extended time to complete assessments, as appropriate
- Verbal or nonverbal redirection back to task or assessment, as needed

Ocean State Academy Learning Center - North Providence

Ocean State Academy Learning Center serves students with Autism Spectrum Disorder who require intensive, individualized academic, behavioral, and social-emotional supports. Instructional and clinical teams collaborate to ensure that IEP-mandated accommodations, program modifications, and supplementary aids are implemented consistently throughout the school day and across all environments.

Instruction is delivered through individualized, small-group, and structured whole-group instruction aligned with the Rhode Island Common Core State Standards or Essential Elements, and adapted to meet the communication, sensory, and learning profiles of students with ASD. Predictable routines, structured transitions, visual supports, and multi-modal instructional approaches are emphasized to promote access, engagement, and regulation.

The school utilizes daily behavior tracking and systematic data collection to monitor student progress and inform instructional and behavioral decision-making. Staff collect Antecedent-Behavior-Consequence (ABC) data to identify behavioral patterns, triggers, and effective interventions. This data is reviewed regularly by teachers, Behavior Analysts, clinicians, and the IEP Coordinator to evaluate the effectiveness of supports and guide adjustments to interventions, accommodations, and Behavior Intervention Plans when necessary. When data indicates a need for additional or revised supports,

findings are reviewed by the IEP Team to determine whether changes to services or accommodations are warranted.

Ocean State Academy Learning Center provides a comprehensive range of supplementary aids and services, program modifications, and supports for school personnel to meet the individualized needs of students with ASD. These supports include case management services coordinated by the Director of Special Education and clinical team, behavior analyst consultation to oversee behavior programming and data review, and autism-specific instructional strategies such as the use of manipulatives, adult modeling, predictable routines, structured transitions, highly organized classroom environments, visual supports including daily schedules and choice boards, sensory break opportunities, access to quiet and low-stimulation spaces, and multi-modal instruction using verbal, gestural, and visual prompting.

Social-emotional and behavioral supports include structured schedules, frequent breaks with the use of timers, non-verbal redirection strategies, and calm, consistent adult communication to support de-escalation. Safety supports are implemented when necessary to maintain student and staff safety and may include the use of escorts or physical restraint by staff trained in Safety-Care Crisis Prevention, in accordance with school policy and state guidelines. Sensory and adaptive supports are also available, including access to adaptive equipment and sensory materials as recommended by occupational therapy providers, as well as adaptive clothing when needed to address disrobing or self-touch behaviors while maintaining student dignity, hygiene, and safety.

Ocean State Academy Learning Center ensures that students with ASD participating in state assessments receive all RIDE-approved accommodations as documented in their IEPs. Students participating in Dynamic Learning Maps assessments receive accommodations aligned with state guidelines, including magnification and spoken audio, individualized manipulatives, human read aloud, and test administrator entry of student responses as appropriate for both ELA/Literacy and Mathematics. Students participating in the Rhode Island Comprehensive Assessment System receive IEP-documented accommodations in accordance with RIDE requirements, which may include small-group or separate testing locations, extended time, frequent breaks, human read aloud or text-to-speech when permitted, and the use of manipulatives or visual supports as allowable.

	<p>All assessment accommodations are selected based on individual student need, documented in the IEP, and implemented by trained staff to ensure equitable access while maintaining test validity and compliance with state assessment requirements.</p> <p><i>Documentation: Data Analysis; Document Review, Record Reviews</i></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 State Academy-Cranston</p> <p>At Ocean State Academy (OSA), the mission of Career and Transition Services is to provide students with the opportunities, instruction, and resources necessary to successfully transition to a variety of postsecondary options, including employment, postsecondary education and training, and independent living. Successful transition is achieved through a comprehensive continuum of instructional strategies, collaborative interdisciplinary team supports, purposeful use of technology, and awareness of and access to community resources.</p> <p>Transition planning at OSA begins no later than age 14, in accordance with IDEA requirements, and continues throughout middle and high school. Transition services are results-oriented and individualized, based on each student's strengths, preferences, interests, and needs, and are documented annually within the student's IEP.</p> <p>Middle School</p> <p>At the middle school level, transition services emphasize career awareness, skill development, and self-discovery. Students participate in developmentally appropriate transition activities embedded within the school day that support the development of executive functioning, responsibility, social-emotional skills, and foundational work behaviors. Instruction focuses on helping</p>	<p>Noncompliance Finding (if applicable): No finding.</p> <p>Regulatory Citation: N/a</p> <p>Corrective Action/ Support Plan: N/a</p> <p>Timeline: N/a</p> <p>Progress Check: N/a</p> <p>Follow Up Information: N/a</p>

students build awareness of personal strengths, interests, and emerging career preferences while developing readiness skills such as task completion, communication, collaboration, and self-regulation.

Middle school transition activities may include structured classroom instruction, school-based work opportunities, and guided exploration of roles and responsibilities within the school community. Informal transition assessments and observations are used to guide instruction and inform future transition planning.

High-School Transition Services

At the high school level, transition services have become increasingly intentional, individualized, and outcome-driven. OSA conducts both formal and informal transition assessments to identify students' strengths, needs, preferences, and interests. Results are reviewed with students and used to develop measurable postsecondary goals related to education and training, employment, and independent living, as appropriate.

High school transition services include direct instruction and hands-on experiences in the following areas:

- Student interviews and self-advocacy skills
- Job searching and completion of job applications
- School-based employment opportunities (e.g., school store, culinary program, school maintenance)
- Assistance with obtaining legal documents (e.g., Social Security cards, birth certificates, state identification, driver's licenses)
- FAFSA completion and financial aid guidance
- College exploration, including college tours and application support
- Internships and job exploration opportunities
- Driver's education classes, when appropriate

OSA staff provide counseling to students regarding transition assessment results and postsecondary goals and work collaboratively with students and families to ensure transition plans align with individual aspirations and needs.

Culinary Program and Vocational Skill Development

A cornerstone of OSA's transition programming is its comprehensive Culinary Program, which provides students with authentic, hands-on vocational training

under the supervision of a head cook and food service safety manager. Students are trained in industry-relevant skills, including:

- Examining food and ingredients for freshness
- Weighing, measuring, and mixing ingredients
- Baking, grilling, frying, boiling, and steaming foods
- Arranging, garnishing, and serving food
- Proper food handling, sanitation, and personal hygiene
- Cleaning and sanitizing workstations and kitchen equipment
- Proper food storage and inventory management

Students utilize professional kitchen equipment such as grills, ovens, blenders and may assume specialized roles (e.g., vegetable prep, fry cook, grill cook) based on skill level and interest. Students also participate in menu design and distribution, food ordering, inventory management, and the preparation of daily breakfast and lunch for staff and students. When appropriate, students are offered the opportunity to obtain ServSafe certification, further supporting employability and postsecondary readiness.

Additional School-Based Transition Opportunities

In addition to culinary programming, students have access to a variety of school-based transition experiences that promote independence, responsibility, and transferable job skills, including:

- Recess Assistant
- School Store Associate
- Beautification Team Member
- Office Assistant
- Sensory Gym Mentor
- Academic and Social Mentor

These roles provide structured opportunities for students to practice workplace expectations, communication skills, time management, and collaboration in a supportive environment.

Interdisciplinary Collaboration and Compliance

Transition services at OSA are delivered through a collaborative interdisciplinary approach involving the transition coordinator, special education teachers, school social workers, related service providers, and administrative staff. OSA provides professional development and technical

assistance to staff regarding transition service requirements and implementation. The program works collaboratively with state agencies, including the Office of Rehabilitation Services (ORS), and ensures that transition services are responsive to students' cultural, linguistic, and diversity-related needs.

OSA regularly evaluates the effectiveness and compliance of its transition services through data collection, progress monitoring, and program review. Progress toward transition goals is reviewed regularly by the IEP Team and used to guide instructional planning and service delivery.

Through this comprehensive, individualized, and IDEA-aligned transition framework, Ocean State Academy supports middle and high school students in developing the skills, experiences, and confidence necessary for successful adult outcomes.

Ocean State Academy Learning Center- North Providence

At Ocean State Academy Learning Center (OSALC) – North Providence, the mission of career and transition services is to provide students with Autism Spectrum Disorder with the instruction, experiences, and supports necessary to successfully transition to postsecondary education, employment, and independent living. Transition services are designed to be results-oriented and individualized, grounded in students' strengths, preferences, interests, and needs, and delivered through a continuum of instructional strategies, interdisciplinary collaboration, and access to community resources.

Transition planning at OSALC begins no later than age 14 and continues throughout middle and high school. Transition goals and services are documented annually in each student's IEP and are reviewed regularly to ensure alignment with student progress and postsecondary outcomes.

Middle School Transition Services

At the middle school level, transition services focus on career awareness, foundational skill development, and self-discovery. Students participate in developmentally appropriate, school-based transition activities embedded within the instructional day that promote responsibility, executive functioning, communication, and social-emotional regulation. These early experiences support students in identifying interests, building confidence, and developing readiness skills necessary for future vocational and independent living success.

High School Transition Services

At the high school level, transition services become increasingly intentional, individualized, and experiential. OSALC conducts both informal and formal transition assessments to identify students' strengths, needs, preferences, and interests. Assessment results are shared with students and families and used to develop measurable postsecondary goals related to education and training, employment, and independent living, as appropriate.

Students participate in a wide range of school-based job exploration activities, including:

- Delivering classroom supplies
- Operating a school-based laundry service (washing, drying, folding, and delivering items)
- Running a school store, where students practice retail skills such as using a point-of-sale system, managing inventory, and serving customers
- Supporting a school-based clothing thrift store by folding, organizing, and maintaining donated clothing to ensure student access to additional resources

OSALC's token economy system, "Shark Bucks," is embedded within transition programming to teach functional money management skills and reinforce the relationship between work and earnings. Students earn Shark Bucks through work participation and responsible behavior and use them to shop in the school store, supporting applied math, decision-making, and financial literacy.

As students progress through the transition program, they are encouraged to explore a variety of work areas and roles. Instruction is designed to help students identify individual strengths, preferences, and support needs, allowing them to build upon areas of interest and develop realistic postsecondary goals. Biweekly classroom push-ins, culinary groups, and ongoing social skills instruction further support independent living skills, workplace readiness, and the development of a clear vision for adult life.

TransPro Program (Ages 18+)

OSALC's TransPro classroom builds upon earlier transition experiences and is designed specifically for students ages 18 and older. TransPro serves as a capstone transition experience, providing more intensive, community-based vocational opportunities aligned with students' postsecondary goals.

	<p>Students enrolled in TransPro, as well as other transition-age students when appropriate, participate in real-world job settings such as Meals on Wheels and Spumoni’s Restaurant. In these authentic environments, students practice following directions, time management, workplace communication, and task completion while receiving structured support and feedback.</p> <p>By gradually increasing responsibility and exposure to a range of in-school and community-based work experiences, including retail, food service, community delivery, and support services—the TransPro program allows students to apply, generalize, and refine skills developed throughout earlier transition programming. This progression supports readiness for employment, continued education, and independent or supported living beyond high school.</p> <p>Collaboration, Data Collection, and Compliance</p> <p>Transition services at OSALC are delivered through a collaborative interdisciplinary approach involving the transition coordinator, special education teachers, school social workers, BCBAs, related service providers, and administrative staff. Progress toward transition goals is monitored through ongoing data collection, work-based performance measures, and observational data. IEP Teams regularly review transition progress and adjust services as needed to ensure continued alignment with IDEA requirements and student outcomes.</p> <p>Through this comprehensive, individualized, and IDEA-aligned transition framework, Ocean State Academy Learning Center supports students with Autism Spectrum Disorder in developing the skills, experiences, and independence necessary for successful adult outcomes.</p> <p><i>Documentation: Data Analysis; Document Review, Record Reviews</i></p>	
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 State Academy- Cranston</p> <p>At Ocean State Academy (OSA), the school social worker is responsible for coordinating referrals to the Office of Rehabilitation Services (ORS) for students in grades 9–12 who have IEPs and are eligible for transition services. Students are typically referred during their 10th-grade year, based on credit accumulation, after a signed release of information is obtained from the parent</p>	<p><u>Noncompliance Finding (if applicable):</u> No finding.</p> <p>Regulatory Citation: N/a</p> <p><u>Corrective Action/ Support Plan:</u> N/a</p> <p>Timeline: N/a</p>

	<p>or guardian. Once a referral is made, the ORS representative is invited to participate in the student’s annual IEP meetings through graduation to support coordinated transition planning.</p> <p>All newly enrolled students at OSA are reviewed during the intake process to determine whether an ORS referral has already been completed. If a referral has not been made and the student meets eligibility criteria, the school social worker initiates the referral process.</p> <p>Students ages 14–21 who are identified with an Intellectual Disability automatically qualify for services through the Behavioral Healthcare, Developmental Disabilities and Hospitals (BHDDH) system. For these students, the school social worker completes and submits a Notification of IEP/Career Development Plan (CDP) meeting to BHDDH at least two weeks prior to the scheduled meeting. Notifications are sent to the designated BHDDH contact to ensure agency participation and coordination.</p> <p>All required documentation, including the ORS school referral form, release of information, and BHDDH meeting notification form, is maintained and readily accessible to the clinical social work team to support timely and consistent implementation of transition-related referrals and services.</p> <p>Ocean State Academy Learning Center-North Providence</p> <p>At Ocean State Academy Learning Center (OSALC), the Transition Coordinator is responsible for coordinating transition-related referrals and agency collaboration for students with Autism Spectrum Disorder (ASD) in grades 9–12 who are eligible for transition services. Transition planning is individualized and student-centered, taking into account each student’s strengths, preferences, interests, and support needs. Students are typically referred to the Office of Rehabilitation Services (ORS) during their 10th-grade year, based on credit accumulation and readiness for postsecondary planning, after a signed release of information is obtained from the parent or guardian.</p> <p>Following referral, the Transition Coordinator ensures that the ORS representative is invited to participate in the student’s annual IEP meetings through graduation to support coordinated planning related to employment, education or training, and independent living. All newly enrolled students with ASD are reviewed during the intake process to determine whether an ORS referral has previously been completed. If a referral has not been made and the student meets eligibility criteria, the Transition Coordinator initiates the</p>	<p>Progress Check: N/a</p> <p><u>Follow Up Information:</u></p> <p>N/a</p>
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	<p>referral process and collaborates with the IEP Team to ensure appropriate supports are in place.</p> <p>Students with ASD ages 14–21 who are also identified with an Intellectual Disability automatically qualify for services through the Behavioral Healthcare, Developmental Disabilities and Hospitals (BHDDH) system. For these students, the Transition Coordinator completes and submits a Notification of IEP/Career Development Plan (CDP) meeting to BHDDH at least two weeks prior to the scheduled meeting. This process ensures that adult service agencies are engaged early and that transition planning reflects the long-term support needs of students with ASD.</p> <p>All transition-related documentation, including ORS referral forms, signed releases of information, and BHDDH meeting notification forms, is maintained and readily accessible to the Transition Coordinator and interdisciplinary team. This structured process supports continuity of services, agency collaboration, and effective transition planning for students with ASD in alignment with IDEA requirements and best practices for autism-specific transition support.</p> <p><i>Documentation: Data Analysis; Document Review, Record Reviews</i></p>	
3	<p>Summary of Performance (SOP) is facilitated by the case managers or social workers as appropriate.</p> <p><u>Ocean State Academy- Cranston</u></p> <p>At Ocean State Academy (OSA), the Summary of Performance (SOP) process is used as a key transition tool to support graduating students in preparing for adulthood and post-secondary success. The SOP provides students with a comprehensive summary of their academic achievement, functional performance, effective accommodations and supports, and serves as an opportunity to build self-advocacy skills across settings.</p> <p>A draft of the SOP is completed collaboratively by members of the student’s educational team who have the most direct knowledge of the student’s strengths, needs, modifications, and accommodations within their respective service areas. The student’s case manager and assigned school social worker then coordinate a meeting with the student to review the document. Participants may include special educators, classroom teachers, the transition coordinator, administrators, and any additional staff members the student requests to be present.</p>	<p><u>Noncompliance Finding (if applicable):</u> No finding.</p> <p>Regulatory Citation: N/a</p> <p><u>Corrective Action/ Support Plan:</u> N/a</p> <p>Timeline: N/a</p> <p>Progress Check: N/a</p> <p><u>Follow Up Information:</u> N/a</p>

During the meeting, the team reviews each section of the SOP with the student and discusses how the document can be used to support the student in postsecondary education, training programs, and/or employment settings. The team provides explicit instruction and guidance on self-advocacy, including how to communicate needs, request accommodations, and describe effective supports in an appropriate and professional manner. Students are also supported in identifying and articulating their strengths and skills, allowing them to confidently highlight qualities that make them a strong candidate for employment or postsecondary opportunities.

Through this structured and collaborative SOP process, Ocean State Academy ensures that students graduate with the tools, knowledge, and confidence needed to advocate for themselves and successfully navigate adult environments.

Ocean State Academy Learning Center-North Providence

At Ocean State Academy Learning Center (OSALC), the Summary of Performance (SOP) process is used as a structured and intentional component of transition planning to support students with Autism Spectrum Disorder (ASD) as they prepare for adulthood and post-secondary environments. The SOP serves as a comprehensive summary of students' academic achievement, functional performance, and effective accommodations and supports, while also promoting self-advocacy and independence across settings.

The SOP process at OSALC is led by the Transition Coordinator, who oversees the development, coordination, and implementation of the document. A draft of the SOP is completed collaboratively by members of the student's educational team who have direct knowledge of the student's strengths, needs, instructional supports, and accommodations within their respective service areas. This collaborative approach ensures that the SOP accurately reflects the student's learning profile and support needs.

The Transition Coordinator schedules and facilitates a meeting with the student to review the SOP. Participants may include special education teachers, classroom teachers, related service providers, administrators, and any additional staff members the student or guardian may request to attend. During the meeting, the Transition Coordinator and team review each section of the SOP with the student and provide explicit instruction on how the document can be used in postsecondary education, employment, training programs, and community-based settings.

	<p>Emphasis is placed on supporting students with ASD in developing self-advocacy skills, including how to clearly communicate needs, request accommodations, and describe effective supports in a manner that is appropriate for adult settings. The team also supports students in identifying and articulating their strengths, interests, and skills, helping them present themselves confidently while acknowledging areas where support may be needed.</p> <p>Through this coordinated and student-centered SOP process, Ocean State Academy Learning Center ensures that students with Autism Spectrum Disorder exit the program with a clear understanding of their strengths, needs, and supports, and are equipped with practical tools to advocate for themselves and navigate postsecondary environments successfully.</p> <p><i><u>Documentation:</u> Data Analysis; Document Review, Record Reviews</i></p>	
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