

Rhode Island Department of Education
Office of Special Populations

School Support System Report and Support Plan for the
Tides School
May 22-23, 2007

SCHOOL SUPPORT SYSTEM

A Collaborative System of Focused Monitoring

Introduction

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

To accomplish this the SSS includes these components:

- **The Orientation Meeting** The Rhode Island Department of Education (RIDE) staff meets with the school/educational setting 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 school/educational setting demographic information on selected data areas: the LEA annual plan, census information, and information collected through record review, staff questionnaires and parent interviews. To ensure that the child is at the center of the study, all analyses begin with the child. Thus, a sample of approximately 30 students with exceptionalities is selected; the records of these students are reviewed; their parents, teachers and related service providers are interviewed, and their classrooms are observed. The result is an in-depth, unified examination of the actual provision of programs and services for students with exceptionalities. The RIDE staff compiles a preliminary summary of their analyses of this data.
- **Presentation by the School/Educational Setting Review** The on-site review begins with a presentation of programs by teachers and staff. The presentation provides the review team with general and specific information on delivery of programs and services to students. Following this presentation, on-site reviews to all schools are made. The team members interview school administrators and teaching staff. Parents and central office staff are also interviewed. The team gathers sufficient information and works with the school/educational setting personnel to generate a report, covering the following:
 - The schools/educational settings compliance with the state and federal regulations, relative to the education of students with exceptionalities.
 - The quality and effectiveness of programs and services provided by the school/educational setting.
 - The need for professional development and technical assistance that will enable the school/educational setting to improve programs and services.
- **The Support Plan** The RIDE team, School/Educational Setting central office and building administrators meet to review the data and complete a report of results. The group designs a professional development/technical assistance support plan with timelines for implementation. This plan enables the school/educational setting to correct areas of non-compliance and to strengthen promising programs and correct areas of weakness in order to improve services and programs for all students.
- **The SSS Report** The report summarizes the findings from the various data sources. The format of the report uses four divisions: Indicators, Findings, Documentation, and Support Plan. Indicators describe either performance or compliance. Findings can include a variety of some six categories, from School Improvement to Free Appropriate Education in the Least Restrictive Environment. The documentation section of the report distinguishes the source of the finding. The support plan reflects the response to the described findings. The support plan describes the corrective action required by the school/educational setting as well as resources and time lines to improve programs and services.

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The Tides School
School Support System Review
May 22-23, 2007

Team: Jane Keane and Susan Wood
Rhode Island Department of Elementary and Secondary Education
Office of Special Populations

1. SCHOOL IMPROVEMENT/ FAMILY ENGAGEMENT					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	1	<p>Tides Family Services is a not for profit social service agency operating in the tradition of the De LaSalle Christian Brothers serving youth and their families since 1983. Tides is a non residential, alternative program for wayward, truant and adjudicated youth ages 9-21.</p> <p style="text-align: center;">Mission Statement</p> <p style="text-align: center;"><i>The mission of Tides Family Services is to provide the neediest youth and their family with the services they need at a critical time in their lives. Tides provide a range of services that promote family preservation and support of youth in the community through traditional, as well as non traditional programs.</i></p> <p style="text-align: center;">Goal</p> <p style="text-align: center;"><i>The goal is to uphold the Christian Brothers Mission: "To touch the lives of the young and their families....and offer their presence and service for authentic human development of those entrusted to our care.</i></p> <p>The Tides staff of outreach workers, social workers, and clinicians meet children and youth where they are: In the streets, the schools, Family Court, their homes, at the neighborhood basketball courts, wherever the children and youth gather, Tides follows. The Tides program response to the hard to serve, at risk population of young people in the communities of Central Falls, Coventry, Pawtucket, Providence, Warwick, West Warwick, and Woonsocket, and Cranston through prevention and intervention programs including Tides Learning</p>	Document Presentation Faculty Interviews	<p>The Tides Administration will initiate with Tides Family Service a Tides Schools, School Improvement Plan/Strategic Plan, to address overall school goals, student outcomes, instruction, program design, budgets, facilities and so forth.</p> <p>Timeline: Ongoing. Progress Check: December 2007</p>	The Special Education Administrators are in the process of reviewing previous strategic plans and developing a committee to plan for a new strategic plan for The Tides School.

		<p>Center, Tides Outreach Project, Youth New Futures, Day Reporting Center, Youth Diversion, and the Latino Outreach Project.</p> <p><u>Services Provided By Tides Family Services</u></p> <ul style="list-style-type: none"> • Clinical Counseling • Outreach and Tracking • Court Diversion • Alternative Education • Student and Parent Advocacy • Home Base Therapeutic Services • Latino Outreach Services • Juvenile Justice Support Program • Wayward Youth Assessments • Special Education Evaluations • Specialized Sexual Victim and Offender Counseling • Clinical Outreach and Enhanced Outpatient Services (EOS) <p>The School Support System Focused Monitoring process will focus on the Tides School.</p>			
Performance	2	<p>In-service workshops covering a range of topics are held within Tides Schools, with presentations being facilitated by Tides staff or outside professionals. Typical discussions have addressed Behavior Management and Interventions, SRA Direct Instruction, Crisis Prevention Intervention (CPI), Differentiated Instruction and Transition Planning / Summary of Performance just to name a few.</p> <p>Professional development varies across school sites depending on faculty and student needs.</p>	<p>Document Presentation Faculty Interviews</p>		
Performance	3	<p>The Tides Schools have several collaborations and partnerships with community based agencies connecting Tides with the larger community and</p>	<p>Document Presentation Faculty</p>		

		providing the many services needed to help successfully reconnect children with their schools and their families. Examples include but are not limited to the following; Ronald McDonald House Charities, Feinstein Foundation, Best Buy, Staples, Target, Home Depot, Pentair Foundation and Individual Learning etc.	Interviews		
Performance	4	<p>The Special Education Director (Providence/West Warwick) facilitates formal assessments (math reading and written language) for students on an as needed basis to support the development of an IEP. For Educational and Psychological evaluations the Tides School may facilitate the testing and or the sending LEA as appropriate.</p> <p>The practice of reviewing student work and assessments to inform instruction is informal. Across the Tide Schools, the Special Education Directors provide special education services and supports as directed by student IEP's. Additionally they also provide assistance to the general education teachers regarding IEP goals/objectives to meet the special education needs of the students. The Special Education Director of Providence and West Warwick garners written input from the teachers (on a specific data form) meets with them to review that written input and then drafts IEP.</p>	Document Presentation Faculty Interviews	<p>The Tides Schools Administration will develop and implement practices and structured protocols for reviewing student work, assessments and evaluations to inform instruction and program initiatives (all sites).</p> <p>Timeline: Ongoing. Progress Check: December 2007</p>	<p>Tides School administration has established a protocol and adjusted responsibilities such that regularly scheduled meetings will be held in all three school sites that include participation of Prov./West Warwick Sp. Ed. Director to review student work and conduct and review educational assessments, as needed to inform instruction and program initiatives. This adjustment has been implemented as of 9/07</p>
Performance	5	Grants have been awarded to support the purchase of effective, research-based reading, math and	Document Presentation		

		<p>science books, computers, software programs and individual student reading comprehension software licenses and hands-on learning tools (digital cameras, printers, scanners, photo supplies) through the local support of Ronald McDonald House Charities, Feinstein Foundation, Best Buy, Staples, Target, Home Depot, Pentair Foundation, and IndiVisual Learning. A grant request has been submitted, and an on-site visit was completed, but awards have not yet been announced. Request is for an audio book library, a library collection of DVD's that align with The National Geography Standards and additional student software licenses in vocabulary development and reading comprehension.</p>	<p>Faculty Interviews</p>		
Performance	6	<p>Each school meets informally every morning and afternoon to plan for the days activities and or debrief the day. Student concerns and planning are discussed during this time.</p> <p>Faculty meetings at Providence and West Warwick occur on a week basis to informally discuss routine business, program issues, student work, problem solving, student progress and instructional strategies.</p> <p>Currently faculty meetings are not scheduled for in Tides Pawtucket although there are informal opportunities to discuss student needs.</p> <p>Utilization of Review Meetings are held for students who are involved in the Tides Family Services Outreach and Tracking Programs to review individual student program goals. The meeting is comprised of the school social worker, case managers, school administration and when appropriate, teachers, students and families.</p>	<p>Document Presentation Faculty Interviews</p>	<p>Tides School Administration will develop and implement structured opportunities with staff to discuss student progress and program design to enhance student outcomes.</p> <p>Timeline: Ongoing. Progress Check: December 2007</p>	<p>In addition to informal daily meetings, faculty meetings are occurring on a weekly basis following a consistent protocol at all three school sites. All schools are utilizing the same protocol to ensure consistency and thoroughness of topics needing to be addressed.</p>

Performance	7	Tides Family Services host parent/family discussions and workshops addressing topical issues such as Advocating For Your Kids In School, Depression In Teens And Adults, Communicating With Your Teen, Drugs And Alcohol, Rewarding And Consequence Behaviors, Stress Management, Divorce, Adoption, Single and Foster Planning and Strategies for Dealing with Challenging Behaviors. In addition food and child care are provided. Additionally Tides Family Services provides services to parents in the form of educational and legal advocacy at no cost to families.	Document Presentation Faculty Interviews		
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2. FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE/LRE)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance/ Compliance	1	<p>The Tides Schools work with students challenged by a variety of social emotional and behavioral health related issues. They provide an alternative placement for students allowing them to achieve their educational goals in a smaller, therapeutic setting. The school provides students with programs that develop competency in the basic skills of reading, wiring, problem solving and computation.</p> <p>With the small number of students attending the Tides Schools most instruction is provided according to individualized plans and ability levels. The instructional services provided at the Tides Schools are designed to provide a personalized approach to curricular implementation. Students enrolled on a short-term basis (10 school days to maximum of 45 school days) will have a curriculum that mirrors their public school program. Students assigned for a longer period of time (i.e. for than 45 school days but less those 90 school days) will</p>	Document Presentation Faculty and Student Interviews		

	<p>be provided a curriculum that integrates both their public school program of studies and the Tides curriculum.</p> <p>At Tides Schools the current curriculum provides students with mathematics, math/Life skills, social studies,, science, and English. Each Tides School site has individualized curriculum approaches.</p> <p>Students have a period of informal physical activities ranging from playing basketball and or lifting weights at the Pawtucket setting. Students at the Providence and West Warwick schools engage in physical activities at the local YMCA. For those students who have met their appropriate behavioral level attend the local YMCA and or the CCRI Lincoln Campus for additional physical activities. Currently at the Tides School sites students do not have access to a structured physical education/health curriculum provided by a certified physical education/health teacher.</p> <p>Providence The Tides School in Providence currently has 14 students and of that number 14 have IEP's. The staffing configuration is as follows: .5 Special Education Director/. 5 Special Educator 1 Principal/Transition Coordinator 1 Dean of Students 2 Teachers 1 Social Worker</p> <p>The curriculum alignment at the Tides Providence is informally aligned with the Providence School District Scope and Sequence. Teachers reported reviewing the scope and sequence and trying too match it with student needs within the IEP.</p>		<p>The Tides School Administration will secure Rhode Island certified staffing positions for science (Tides Pawtucket), physical education /health and art (all sites).</p> <p>Timeline Immediately and ongoing. Progress Check: September 2007</p>	<p>Before the opening of the 2007-08 school year, Tides secured emergency certification for science teacher, (Teacher of Secondary Science)and also hired a part time certified physical education/health teacher who works three days per week, providing instruction for all students at the three school sites.</p> <p>Regarding art: Students in West Warwick and Providence schools continue to attend art classes in the community while a certified art teacher (working in another capacity for Tides Family Services) is adjusting her schedule and preparing to begin</p>
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	<p>West Warwick The Tides School in West Warwick currently has 15 students all of which have IEP's. The staffing configuration is as follows: .5 Special Education Director / .5 Special Educator 1 Principal / Teacher 2 Teachers 1 Social Worker 1 Behavior Specialist</p> <p>The curriculum alignment at the Tides West Warwick is aligned to the West Warwick School District.</p> <p>Pawtucket The Tides School in Pawtucket currently has 17 students. The staffing configuration is as follows: 1 Principal 2 Dean of Students 3 Teachers .5 School Social Worker</p> <p>The curriculum planning at Tides Pawtucket is developed with the support of school administrators and teachers themselves. Educators use varying text along with utilizing internet and other material and supply sources to support instruction. Teachers plan with review notes developed through their research and inquiry and currently do not utilize lesson planning books to structure instruction. It was unclear how the Tides Pawtucket curriculum was aligned to sending districts.</p> <p>With the recent departure of the Science Teacher at the Pawtucket school, students are receiving first aid instead of a science curriculum.</p>		<p>The Tides School Administration will review and establish an alignment of curriculum with the sending districts relative to the needs of the attending students.</p> <p>Timeline Immediately and ongoing. Progress Check: September 2007</p>	<p>providing art instruction in all three schools as of week of October 9, 2007</p> <p>The RI statewide curriculum is being utilized in all three school sites. Faculty meetings have been held to discuss and to distribute binders with hard copies of the Reading, Written and Oral Communication and Math GLEs and/or GSEs as well as the web site address to access a range of</p>
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		<p>Reading opportunities are incorporated in a student's free time and are not structured as a part of the overall scheduled/ or curriculum (i.e. a structured literacy program).</p> <p>Arts exploration is not available at Tides Pawtucket.</p> <p>In regard to the above information, it is unclear how the Tides Schools will provide students with FAPE along with opportunities to meet the required credits for graduation.</p>			<p>instructional resources available through RIDE.</p> <p>Lesson plan books are now being utilized by all Tides teachers.</p> <p>Reading instruction, including new technology software and other specific methodologies (Wilson Reading and National Reading Styles Institute materials) have been incorporated into students' daily schedules to address decoding needs and/or comprehension as needed in all three schools.</p>
Performance	2	<p>Extended School Year (ESY) is available to students who qualify via the IEP process. It is also available as a voluntary part time tutorial summer program designed to allow students to make-up course work missed during the regular school year. Students can earn up to two credits of schoolwork during the summer program.</p>	<p>Document Presentation Faculty and Student Interviews</p>		

		<p>For students requiring more than two credits have three options to earn credits needed.</p> <ol style="list-style-type: none"> 1. Students may complete two major projects during the summer vacation along with their summer school program to earn two additional credits. Students could earn no more than a C on the projects but would be able to earn the credits required. This would allow students to earn a total of four credits during the summer recess. 2. Students may complete the summer school program, earning two credits. They could then return to school in the fall as a "transition" student and be given the opportunity to complete extra assignments and /or attend after school tutoring sessions to complete the required amount of credits. Upon earning those credits, the student will be placed in the appropriate grade. 3. If a student is unable to attend summer school but does not want to be held back a year, they will have the opportunity to participate in credit retrieval during the academic year. <p>The Providence site will also host a summer school program for the first time in summer 2007. Previously summer school has been offered to Providence students at another Tides location. There is also an individual who is contacted to assist student with vocational/ transition planning. This occurs on a weekly basis.</p>			
Performance	3	The Tides Schools students have supplemental computer programs in math and reading. They are	Document Presentation	Tides Schools Administration will investigate upgrading	During the summer of 2007,

		scheduled daily at the Providence and West Warwick schools. Pawtucket has the programs but currently are not utilizing it. Across the schools the computers are older, hence slower, thus making it laborious to run the program (especially the math one) so students and teachers tend to get frustrated quickly.	Faculty and Student Interviews	current technology or the procurement of new technology systems/structures that will provide appropriate access to supplemental computer programs. Timeline: Ongoing. Progress Check: September 2007	Tides Family Services became the recipient of 82 gently used computers, many of which have been installed in all three schools. There are now adequate numbers of upgraded computers available for student use in all three schools.
Performance	4	Shared staffing at Tides Schools includes a Special Education Director (Providence and West Warwick) vocational coordinator, culinary program instructor, and vocational carpentry program instructors. Also, as needed by program, Tides Social workers (Youth New Futures, Youth Outreach, Day Reporting Center, Clinical Fee For Service).	Document Presentation Faculty Interviews		
Performance	5	A culinary arts program is provided to interested Tides School students. The program is currently providing instruction and hands on experiences in planning, budgeting, menu writing, and career exploration for 7 students.	Document Presentation Faculty Interviews		
Performance	6	Tides contracts with The Art Company in Cranston for art exploration. Students from the Tides Providence and West Warwick Schools attend this program.	Document Presentation Faculty Interviews		
Performance	7	Students at Tides Schools are encouraged to participate in their local school extra curricula activities (i.e. sports and other after school	Document Presentation Faculty		

		programs in their home districts). In addition, students may also attend local schools either full or part time to better meet their educational needs.	Interviews		
Performance	8	<p>The Dean of Students at Tides Pawtucket and Providence Schools works in conjunction with the social workers, principals and all other staff to facilitate behavior management planning, strategies, de-escalation techniques and individual student interventions and support as appropriate.</p> <p>Behavior management is facilitated through a four tier level system that provides students with incentives to improve academic standings along with positive relationship building within the whole school community.</p> <p>Additionally throughout the Tide Schools disciplinary policies and practices are clearly defined.</p>	Document Presentation Faculty Interviews		
Performance	9	<p>Professional development and consultation for positive behavioral interventions is provided by a consulting agency (Creative Options), as well as being provided via professional staff who are trained and experienced in working with youth with behavioral challenges.</p> <p>Programs are provided through local law enforcement agencies (i.e. Gang Unit, Drug Detection Dogs, and Safety Programs et.)c to the faculty and students.</p> <p>Some of the social workers are Tides School social workers and some are associated with the Youth New Futures. This is a program within the Tides Family Service facilitated by the social workers who provide counseling in small groups the case</p>	Document Presentation Faculty Interviews		

		workers provide family outreach tracking probation attendance once a month the social workers meet as a Treatment Team meeting.			
Compliance	10	<p>Per <u>RIGL 300.456 (2) All special education programs in any private and state operated day or residential school shall meet the same standards as those established for public school programs.</u></p> <p>The Tides School is an approved nonpublic school that serves high school age students. The two Special Education Directors reported that they provide the special education services to students as per their IEPs. The following is the current configuration of the Tides teaching staff and the certification needs.</p> <p><u>Tides School (Pawtucket)</u></p> <ul style="list-style-type: none"> - Teacher 1 status: No certificates. -Teacher 2 status: Expired emergency certification <p>Teacher 3 status: Not appropriately certified for all subjects that the teacher teaches.</p> <ul style="list-style-type: none"> - Teacher 4 status: Appropriately certified. <p><u>Tides School (Providence)</u></p> <ul style="list-style-type: none"> - Teacher 1 status: No certificates. -Teacher 2 status: No certificates. <p><u>Tides School (West Warwick)</u></p> <ul style="list-style-type: none"> -Teacher 1 status: No certificates. 	Document Faculty Interviews	<p>Tides Schools Administration will assure that all faculty secure appropriate Rhode Island certification and continued professional development.</p> <p>Timeline Immediately and ongoing. Progress Check: September</p>	<p>Before school opening in August, 2007, all current Tides teachers without proper certification obtained emergency certificates. Four teachers received certification as special educators-mild-moderate mid/sec and one teacher received certification in secondary biology.</p> <p>During summer, 2007, newspaper advertisements were run. There was only one certified applicant who accepted a position at a public high school prior to our interview session.</p>

-Teacher 2 status: Not appropriately certified.

3. EVALUATION/ INDIVIDUAL EDUCATION PROGRAM (IEP)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
		The Tides School will continue to assist the respective LEAs, that they work with in providing a free and appropriate public education (FAPE) to the students they serve in accordance and adherence to the RI Regulations. <i>This is applicable to all items in this section in addition to the record review addendum.</i>		Assurances will be provided to the RI Department of Education, Office of Special Populations that compliance issues are addressed and rectified. <i>This Support Plan is applicable for all compliance findings in this section.</i> Time Line/ Immediately and ongoing. Progress Check: September 2008	
Performance	1	Student intake documentation/packet was not consistent throughout the record reviews.	Faculty Interviews Record review	Tides Schools Administration will develop and implement an intake packet (for utilization at all school sites) to be completed for all students upon entry to program. Timeline: Ongoing. Progress Check: December 2007	Tides School sp. ed. directors, principals and deans of students have held meetings to adopt consistent intake documentation forms/packets across all three schools. Monthly adstaff meetings have been scheduled for the 2007-08 school year to discuss and ensure that practices are consistent and in compliance in all

Compliance	2	The Tides Special Education Directors reported that they were the special educators that provide special education services and support as per student's IEPs. Both individuals hold life professional certification as special educators. On two of the reviewed records, JK7 and JK8, neither individual signed as the special education teacher. It is unclear who was providing special education services per the IEP.	Faculty Interviews Record Review	Tides Schools Administration will provide faculty with technical assistance to address IEP development along with IEP roles and responsibilities. Timeline Immediately and ongoing. Progress Check: September 2007	schools. During the 2007-08 school year, two professional development days as well as a portion of faculty meetings will be used to address IEP development as well as roles and responsibilities. This will be provided by Tides special education directors as well as outside agency trainers. Training is being scheduled for our next professional development day on Transition Services.
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4. TRANSITION					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	1	<p>The Tides School engages in a number of vocational career related exploration activities:</p> <ul style="list-style-type: none"> There is collaborative involvement with New England Institute of Technology to develop certificate courses for students who may be currently enrolled at Tides Schools or who graduate from Tides in marketable career fields (i.e. entry level certificate programs in basic computer skills, occupational therapy assistance, etc.). Community-based trips and meetings with 	Document Presentation Faculty Interviews		

		<p>admissions advisors at CCRI; facilitation of completion and submission of enrollment application and federal financial aid forms.</p> <ul style="list-style-type: none"> • Student introduction and exposure to Youth Build and Job Corps programs including field trips and interviews with representatives. • Community-based experiences to the New England Institute of Technology open house events. • Job coaching and student assistance in obtaining part time paid employment at Tides Family Services established retail industry partner, TJX (parent company of TJ Maxx, Bob's Store, Home Goods, A.J. Wright and Marshalls). • Staff facilitated student participation in NetworkRI classes on resume writing, interview skills, post-secondary training opportunities and attending job fairs. • Placement of students for internships in vocational carpentry field. • Student paid internships within the Tides Family Services agency (i.e. as tutor to enhance staff skills in computer literacy, to assist in office/clerical duties, light cleaning. 			
Performance/ Compliance	2	<p>Secondary / Post Secondary Outcomes / Vocational Assessments</p> <p>Pawtucket utilizes the Office of Rehabilitative Services (ORS) for students 17 years of age (as appropriate) to initiate the vocational planning and</p>	Document Presentation Faculty Interviews	The Tides Schools Administration will provide technical assistance for faculty to incorporate vocational assessment outcomes along with transition planning in the	Professional development in the area of transition planning will continue with training on the

<p>assessment process. A number of staff along with a transition coordinator at the Pawtucket site provide students with job site applications and may at times provide job site visits. However, it is unclear how this process along with ORS documentation is incorporated into an overall curriculum component addressing all aspects of vocational career planning.</p> <p>Providence: The Principal is the primary conduit for connections with outside agencies (Office of Rehabilitative Services, etc.). Outside agency representatives attend the IEPs meetings as needed. There is an area of the school designated where students can access their transition binders and have a variety of career related materials and books. A transition coordinator comes to the school on Fridays to work either one-on-one or in small groups (during free choice time).</p> <p>West Warwick – A transition coordinator has facilitated some activities addressing career vocational exploration with (some) students as appropriate.</p> <p>At the Providence and West Warwick sites an interest inventory is facilitated by the Special Education Director. This initiative has just begun. In addition, the Providence and West Warwick sites have initiated transition binders for students. This practice has not been established at the Pawtucket site.</p> <p>Across the Tides Schools a number of vocational career related activities take place (interest inventories, Office of Rehabilitative Services involvement, job site application, college visits etc.). However a comprehensive approach individualizing</p>	<p>IEP.</p> <p>Timeline Immediately and ongoing. Progress Check: September 2007</p> <p>Tides School Administration will develop and implement comprehensive and individualized vocational career initiative (at all sites) including</p>	<p>next professional development day (fall, 2007)</p> <p>Also Tides is working with LEA administrators to address the need for vocational assessments through the sending districts for their students attending Tides School.</p> <p>Tides Sp. Ed director (West Warwick/Prov.) is supervising the consistent engagement of students in transition activities in all 3 schools and that their identified vocational assessment outcomes are contained in their IEP transition service goal and woven into cross curriculum planning and instruction.</p>
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		vocational career related planning (including being embedded into the IEP) is not coordinated at each school site or across the Tides Schools.		assessment, instruction, community, and employment experiences/opportunities. Timeline Immediately and ongoing. Progress Check: September 2007	
Compliance	3	Summary of Performance for eligible students attending the Tides Schools has not been initiated.	Document Presentation Faculty Interviews	The Tides Schools Administration will develop a Summary of Performance (SOP) for eligible students. Timeline Immediately and ongoing. Progress Check: September 2007	Spring, 2007 training has been provided to Tides School staff regarding Transition Planning, including Summary of Performance (SOP). Additional P.D. is being arranged to focus more specifically on selected aspects, including SOP for fall, 2007. Summaries of Performance have been completed for some eligible students at this time, with the remainder targeted to be finished in October, 2007.

