

Best Practices Model Transition Program for Special Needs Students **(BPMTP)**

- 1) Training for administration, district personnel, parents, students, PTA/SEPTA , CSEA affiliates and the local business community in understanding the transition component of the IEP
 - a. Overview of the transition requirement
 - b. District plan for implementation of the transition mandate, (mission statement)
 - c. How local resources, (grants, local businesses, school district, community and parent groups), can be used for effective implementation
 - d. Develop priority and target areas based upon the ‘Best Practices Transition Program for Special Needs Students’ (BPMTP)

- 2) Identifying district personnel who will form a district Transition Team
 - a. Identify present building level teams
 - b. Identify current staff, transition roles and responsibilities
 - c. Develop a delivery system of transition activities for high school life skills/ADL programs

- 3) Providing Staff Development for Transition Team members
 - a. IEP Development for infusion of Transition activities, (assessments, interest inventories and other transition data), into the IEP
 - b. Training workshops for staff in completing Educational and Student Level I assessments

- 4) Developing local business partnerships to assist students in the acquisition of career awareness, career exploration and career development skills. (CDOS, SCANS, Universal Foundation Skills)
 - a. Develop a 'School to Career' Job Shadowing Program utilizing local businesses, (Chamber of Commerce, Rotary Club, Lions, Kiwanis, not for profit, others), and school district departments
 - b. Create a brochure to develop and/or enhance local business partnerships for community based transition activities
 - c. Identify barriers (liability, transportation, supervision) to build partnerships
 - d. Develop solutions to resolve barriers

- 5) Identifying, developing or enhancing in-district transition activities
 - a. Allocate work-study resources, (stipends, grant funding)
 - b. Career classes/CTE courses/electives/school clubs, others
 - c. Identify Middle and High School transition activities
 - d. Create a school store or other entrepreneurship with special education oversight to develop work-based activities

- 6) Providing training to develop, update or enhance assessment documents and protocol.
 - a. Parent and student questionnaires/surveys
 - b. Transition timeline by grade/age
 - c. Career assessments (2 Formal Interest Inventories, MS,HS)
 - d. Staff workshop for IEP training, 'Transition Data and the New IEP'

- 7) Developing district protocol for post secondary programs, adult service providers and agency referrals.
 - a. Building articulation/responsibilities
 - b. Agency and service provider contacts, (OPWDD, ACCES-VR, DMH)
 - c. Develop 'Student Transition Handbook for Post Secondary Programs' for IEP and 504 students
 - d. Follow-up procedures

- 8) Developing district protocol, (safety net) for out of district students, adult service providers and agency referrals.
 - a. Contact list for distribution of Level I Assessments for out of district students
 - b. Agency and service provider contacts, (OPWDD, ACCES-VR, DMH)
 - c. Follow-up procedures

- 9) Determining school district needs in order to develop a summer program for special needs students
 - a. Summer transition program based upon 12 month IEP
 - b. Duration (six weeks)
 - c. Frequency, individual student IEP's
 - d. Acquisition of ADL, work-study and functional academics

- 10) Determining how school district protocol provides evaluation of IEP's for special needs students.
 - a. Program placement which provides transition planning to prepare students to be college, career and life ready
 - b. Effectiveness of transition planning programs in determining future outcomes for special needs students as evidenced by student exit summaries and Indicator 14 follow up
 - c. Assign district designee for Indicator #14 reporting with PIAR, (Potsdam Institute for Applied Research), as per SED requirement