



CONNECTICUT STATE DEPARTMENT OF EDUCATION

Best Practices in Secondary Transition Planning and Services

Diane M. Murphy, Performance Office

Alycia M. Trakas, Academic Office, Bureau of Special Education

Panel: Nicole Fenech, Stamford Public Schools
Tom Dufort, Norwich Transition Academy
Bill Donehey, Mohegan Sun

Performance Matters Forum
October 17, 2019

Federal and State Requirements



Federal and State Requirements

Secondary Transition Laws and Regulations

Individuals with Disabilities Education Act (IDEA, 2004) Regulations:

- [Sec. 300.1 Purposes](#)
- [Sec. 300.43 Transition Services](#)
- [Sec. 300.305 Additional requirements for evaluations and reevaluations](#)
- [Sec. 300.320 Definition of individualized education program](#)
- [Sec. 300.321 IEP Team](#)

Connecticut Regulations Regarding Secondary Transition:

- [Section 10-76d-1 \(a\) General Requirements](#)
- [Section 10-76d-8 \(a\) Written Notice](#)
- [Section 10-76d-12 \(b-h\) Transfer of rights; exception](#)

Connecticut Laws/Statutes Regarding Secondary Transition:

- [Public Act 19-49: An Act Concerning Transitional Services For Children With Autism Spectrum Disorder](#)



IDEA, 2004

Sec. 300.1 Purposes

The purposes of this part are—

- (a) To ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs **and prepare them for further education, employment, and independent living;**
- (b) To ensure that the rights of children with disabilities and their parents are protected;
- (c) To assist States, localities, educational service agencies, and Federal agencies to provide for the education of all children with disabilities; and
- (d) To assess and ensure the effectiveness of efforts to educate children with disabilities.



IDEA, 2004

[Sec. 300.43 Transition Services](#)

- (a) Transition services means a coordinated set of activities for a child with a disability that—
- (1) Is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;
 - (2) Is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and includes—
 - (i) Instruction;
 - (ii) Related services;
 - (iii) Community experiences;
 - (iv) The development of employment and other post-school adult living objectives; and
 - (v) If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.
- (b) Transition services for children with disabilities may be special education, if provided as specially designed instruction, or a related service, if required to assist a child with a disability to benefit from special education.



IDEA, 2004

Sec. 300.305 Additional requirements for evaluations and reevaluations

(e) Evaluations before change in eligibility.

- (1) Except as provided in paragraph (e)(2) of this section, a public agency must evaluate a child with a disability in accordance with §§300.304 through 300.311 before determining that the child is no longer a child with a disability.
- (2) The evaluation described in paragraph (e)(1) of this section is not required before the termination of a child's eligibility under this part due to graduation from secondary school with a regular diploma, or due to exceeding the age eligibility for FAPE under State law.
- (3) For a child whose eligibility terminates under circumstances described in paragraph (e)(2) of this section, a public agency must provide the child with a summary of the child's academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child's postsecondary goals.



IDEA, 2004

Sec. 300.320 Definition of individualized education program

(b) Transition services. Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, and updated annually, thereafter, the IEP must include—

- (1) Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and
- (2) The transition services (including courses of study) needed to assist the child in reaching those goals.

(c) Transfer of rights at age of majority. Beginning not later than one year before the child reaches the age of majority under State law, the IEP must include a statement that the child has been informed of the child's rights under Part B of the Act, if any, that will transfer to the child on reaching the age of majority under §300.520.



IDEA, 2004

Sec. 300.321 IEP Team

(b) Transition services participants.

(1) In accordance with paragraph (a)(7) of this section, the public agency must invite a child with a disability to attend the child's IEP Team meeting if a purpose of the meeting will be the consideration of the postsecondary goals for the child and the transition services needed to assist the child in reaching those goals under §300.320(b).

(2) If the child does not attend the IEP Team meeting, the public agency must take other steps to ensure that the child's preferences and interests are considered.

(3) To the extent appropriate, with the consent of the parents or a child who has reached the age of majority, in implementing the requirements of paragraph (b)(1) of this section, the public agency must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services.



Connecticut Public Act No. 19-49

Commencing with the first IEP developed for students diagnosed with Autism Spectrum Disorder who are at least 14 years old, the Individualized Education Program (IEP) shall include:

- Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment and, where appropriate, independent living skills; and
- Transition services, including course of study, needed to assist the student in reaching these goals.

[34 Code of Federal Regulation (CFR) Section 300.320(b)]

The post secondary/transition goals must be reviewed annually as part of the Annual Review Process. DORS is not required to address transitional services for students until the age 16 yrs.

The following transition requirements still apply:

- The LEA must invite the student to attend the Planning and Placement Team (PPT) meeting where postsecondary goals and transition services are to be discussed.
- If the student does not attend the PPT meeting, the LEA must take other steps to ensure that the student's preferences and interests are considered.
- To the extent appropriate, with the consent of the parents or a child who has reached the age of majority, the LEA must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services.

[34 CFR Section 300.321(b)]



Current Statewide Data



CSDE IDEA Part B Indicator Resources

[Special Education Data Application and
Collection Documentation](#)



Indicator #1 Graduation Cumulative Data

Graduates					
Special Education Status	Four-Year Graduation Rate by Year				
	2013-14	2014-15	2015-16	2016-17	2017-18
Non-Special Education	90.3	90.8	91.3	91.8	92.0
Special Education	65.2	65.6	65.2	66.7	65.1
Targets	67.6	70.3	72.9	75.6	78.2



Indicator #2 Dropout Cumulative Data

Special Education Status	Non-Graduates									
	Four-Year Other Rate by Year					Four-Year Still Enrolled Rate by Year				
	2013-14	2014-15	2015-16	2016-17	2017-18	2013-14	2014-15	2015-16	2016-17	2017-18
Non-Special Education	6.6	6.9	6.1	5.3	5.9	3.1	2.3	2.6	2.9	2.1
Special Education	12.3	15.5	12.8	12.5	12.7	22.6	18.8	21.5	20.7	22.1
Targets	14.5	14.0	13.6	13.3	13.0					



Indicator #1 Graduation & #2 Dropout Resources & Tools

[Indicator 1: Graduation and Indicator 2: Dropout](#)

Indicator #1 and #2 Contact:

Jay Brown

Education Consultant

Connecticut State Department of Education

Bureau of Special Education

Phone: (860) 713-6918

Jay.Brown@ct.gov



Indicator #13 Secondary Transition Cumulative Data

School Year	Indicator #13 (% of students)	# of LEAs	Percentage of LEAs
2009-2010	77.80%	124	86.70%
2010-2011	93.80%	74	52.00%
2011-2012	99.70%	13	9.10%
2012-2013	99.98%	2	1.40%
2013-2014	99.71%	9*	6.29%
2014-2015	99.92%	9*	6.29%
2015-2016	99.93%	7* (2)	4.93%
2016-2017	99.87%	10* (1)	6.99%
2017-2018	99.92%	8	5.59%
2018-2019	99.97%	3	2.10%
<p>* Citations through both the SEDAC Desk Audit and BSE File Review. (#) Citations through BSE File Review.</p>			



Indicator #13 Secondary Transition Planning Requirements

Post-School Outcome Goal Statement (PSOGS)

- Written as measurable statements in terms of what the student will achieve **after** leaving secondary school.
- Every student must have a minimum of **two** PSOGS, **each with a separate, corresponding annual IEP goal(s) and short-term objectives:**
 - One PSOGS related to *Postsecondary Education or Training*; **and**
 - One PSOGS related to *Employment*; **and, where appropriate**
 - One PSOGS related to *Independent Living Skills* (which incorporates *Community Participation*).

Annual IEP Goals and Related Objectives

- For each PSOGS, there must be **a separate, corresponding annual IEP goal(s) with related short-term objectives.**
 - More than one box may be checked at the top of page 7, but **only ONE transition box may be checked per annual IEP goal** (i.e., postsecondary education/training OR employment OR independent living skills).
 - All short-term objectives must relate to the PSOGS transition area checked at the top.



Indicator #13 Secondary Transition

Resources and Tools

	<p><u>Secondary Transition Planning IEP Checklist (2016)</u> <u>Secondary Transition Planning IEP Checklist (PDF) (2016)</u></p> <p><u>Lista de Control para Planeamiento de Transición en IEP de Connecticut (2016)</u></p>
	<p><u>Secondary Transition Planning IEP Checklist – District Summary (2016)</u></p>
	<p><u>IEP Rubric for Scoring Secondary Transition (2016)</u></p>

**Compliance can come as the result of good practice,
but good practice RARELY comes as a result of compliance.**

Lindsey Anderson/George Washington University



Indicator #14 Post-School Outcomes

Cumulative Data

		2013-14	2014-15	2015-16	2016-17	2017-18
Enrolled in Higher Education	Data	49.12%	49.73%	46.66%	51.34%	86.40%
	Target	49.00%	49.00%	49.00%	49.00%	49.00%
Higher Ed. or Comp. Employed	Data	63.27%	73.57%	65.24%	66.62%	91.60%
	Target	63.00%	63.00%	63.00%	63.00%	63.00%
Higher Ed., Training, or any employment	Data	77.69%	86.51%	78.74%	79.23%	95.32%
	Target	77.00%	77.00%	77.00%	77.00%	77.00%

Survey data reported as a percentage of responders.

Response Rate in FFY 2017 (40.7%) when compared to FFY 2016 (13.8%).

National Student Clearinghouse Data responsible for this improvement.



Indicator #14 Post-School Outcomes and PSOS Resources & Tools

[Post-School Outcomes and Post-School Outcome Survey](#)

Resources for the CT Post-School Outcome Survey (PSOS)

- [PSOS Reminder Postcard](#)
- [PSOS Sample Letter](#)
- [PSOS Survey](#)
- [PSOS Informational Video](#)
- [PSOS Flyer for LEA's to use during Exit PPT](#)

Results from Previous CT Post-School Outcome Survey

- [Connecticut Post-School Outcomes Survey \(PSOS\), 2016-2017 School Year Exiters of Special Education Services Executive Summary \(January 2019\)](#)



SEDAC Updates

Several New SEDAC Reports in the works for October 2019:

- Indicator #13:
 - New Transition Report for students with Autism who were 13 years old last 10/1.
- Indicator #14:
 - The PSOS is delivered to all students one year after having exited from special education and is used to gather data in response to Indicator 14.
 - LEAs report PSOS Student Contact Information, collected from the Summary of Performance ED635 (SOP/ED635), in SEDAC for all students who were reported as exiting their district between July 1 and June 30 of the previous school year.
 - The PSOS Student Contact Information Data Collection will open in SEDAC on **December 1, 2019**. The data is due by **April 15, 2020**.
 - SEDAC Data Collection can be found under:
 - Reporting
 - Mandatory Off-cycle Reports
 - #10. Summary of Performance (SOP/ED635) – Contact Information Collection



Next up for Audit

Cohort C						
<i>SEDAC Audit/BSE File Review Winter 2020 (Oct. 19 data) and Parent Survey Summer 2020</i>						
Ashford	Branford	Bridgeport	Bristol	Brookfield	Brooklyn	Canaan
Canton	Chaplin	Colchester	Cornwall	Coventry	Derby	East Hartford
Easton	Ellington	Farmington	Griswold	Hamden	Hampton	Hartland
Kent	Killingly	Ledyard	Manchester	Mansfield	Monroe	New Britain
New London	North Canaan	North Haven	North Stonington	Oxford	Plainville	Redding
Salem	Salisbury	Scotland	Sharon	Shelton	South Windsor	Sprague
Stratford	Suffield	Thompson	Trumbull	Vernon	Waterford	Watertown
Westbrook	Weston	Westport	Willington	Wilton	Winchester	Windsor Locks
Regional SD#1	Regional SD#6	Regional SD#9	Regional SD#11	Regional SD#19	DMHAS	CTECS



Secondary Transition Resources



Secondary Transition Resources

- [CSDE Secondary Transition - Planning From School to Adult Life webpage](#)
- [Easing into Secondary Transition: A Comprehensive Guide to Resources and Services in Connecticut \(April 2019\)](#)
- For a list of CT Transition Programs:
 - Go to [EdSight](#);
 - Select Overview, then Find School/District; and
 - In the left hand column, select Transition Programs.
- [*The Bureau Bulletin*](#)
- [Secondary Transition Resources \(Back to School One-Pager\)](#)
- [CT Secondary Transition Youth Advisory Board \(YAB\)](#)



Secondary Transition - Planning From School to Adult Life

Overview

Documents/Forms

Related Resources

Resources for Students and Families

Easing Into Secondary Transition

IDEA Part B Indicators: 1, 2, 13, and 14

- Indicator 1: Graduation & Indicator 2: Dropout
- Indicator 13: Secondary Transition
- Indicator 14: Post-School Outcomes and Post-School Outcomes Survey (PSOS)

Laws/Regulations

CT Transition Programs

Contact



Easing into Secondary Transition: A Comprehensive Guide to Resources and Services in Connecticut

We are excited to let you know that the *Easing into Secondary Transition: A Comprehensive Guide to Resources and Services in Connecticut* has been revised and is available electronically at: <https://portal.ct.gov/SDE/Special-Education/Secondary-Transition/Easing-into-Secondary-Transition>.

This guide was developed as a result of a collaborative effort between the Connecticut State Department of Education (CSDE), the Department of Rehabilitative Services (DORS), the Department of Mental Health and Addiction Services (DMHAS), the Department of Developmental Disabilities (DDS), the Regional Educational Service Centers (RESCs), the State Education Resource Center (SERC), and the Connecticut Parent Advocacy Center (CPAC). The guide may be used as a resource for educators, students, and families throughout Connecticut to identify secondary transition resources and services. We hope you will utilize this valuable tool as you navigate through the secondary transition planning process.

[Contact Section](#)

[Related Resources Section](#)

[Frequently Asked Questions \(FAQs\) Section](#)

Questions related to this document may be directed to Alycia Trakas at 860-713-6932 or Alycia.Trakas@ct.gov.



Secondary Transition Professional Learning Opportunities



Secondary Transition Professional Learning Opportunities

- [CSDE/SERC Catalog](#)
- [CSDE/SERC 2019-2020 Secondary Transition At-A-Glance](#)
- CSDE/SERC What Parents Need to Know about Secondary Transition Planning Services
- [CSDE/SERC Training Module: Transition Assessment](#)
- [CSDE/SERC Training Module: Transition Goals 101](#)
- [CSDE/RESC Alliance 2019-2020 LifeCourse Planning Tools Flyer](#)
- [CT Secondary Transition Community of Practice \(CoP\)](#)



2019-2020 SERC Catalog

STATE EDUCATION RESOURCE CENTER
**PROFESSIONAL
LEARNING
CATALOG**
2019-2020



CSDE/SERC 2019-2020

Secondary Transition At-A-Glance

2019 - 2020 Professional Learning Opportunities

Secondary Transition Calendar At-a-Glance

To register for these and other CSDE/SERC events, please go to <https://ctserc.org/events>.

Date(s)	Time	Session	Location
Building a Secondary Transition Assessment Toolkit: The Why & How			
10/22/19, Tuesday	9:00 AM - 3:30 PM	Building a Secondary Transition Assessment Toolkit: The Why & How - Session A	EASTCONN, Hampton
10/23/19, Wednesday	9:00 AM - 3:30 PM	Building a Secondary Transition Assessment Toolkit: The Why & How - Session B	Chrysalis Center, Hartford
11/06/19, Wednesday	9:00 AM - 3:30 PM	Building a Secondary Transition Assessment Toolkit: The Why & How - Session C	EdAdvance, Litchfield
Moving Above and Beyond Compliance with Secondary Transition IEPs			
02/27/20, Thursday	9:00 AM - 3:30 PM	Moving Above and Beyond Compliance with Secondary Transition IEPs - Session A	EdAdvance, Litchfield
04/02/20, Thursday	9:00 AM - 3:30 PM	Moving Above and Beyond Compliance with Secondary Transition IEPs - Session B	ACES, Hamden
05/19/20, Tuesday	9:00 AM - 3:30 PM	Moving Above and Beyond Compliance with Secondary Transition IEPs - Session C	EASTCONN, Hampton
Person-Centered Planning with MAPS & PATH: A Train the Trainer Session			
01/09/20, Thursday	9:00 AM - 3:30 PM	Person-Centered Planning with MAPS & PATH: A Train the Trainer Session - Session A, Day 1 of 2	EASTCONN, Hampton
01/10/20, Friday	9:00 AM - 12:30 PM	Person-Centered Planning with MAPS & PATH: A Train the Trainer Session - Session A Day, 2 of 2	EASTCONN, Hampton
03/23/20, Monday	9:00 AM - 3:30 PM	Person-Centered Planning with MAPS & PATH: A Train the Trainer Session - Session B, Day 1 of 2	Chrysalis Center, Hartford
03/24/20, Tuesday	9:00 AM - 12:30 PM	Person-Centered Planning with MAPS & PATH: A Train the Trainer Session - Session B, Day 2 of 2	Chrysalis Center, Hartford
05/27/20, Wednesday	9:00 AM - 3:30 PM	Person-Centered Planning with MAPS & PATH: A Train the Trainer Session - Session C, Day 1 of 2	EdAdvance, Litchfield
05/28/20, Thursday	9:00 AM - 12:30 PM	Person-Centered Planning with MAPS & PATH: A Train the Trainer Session - Session C, Day 2 of 2	EdAdvance, Litchfield

Date(s)	Time	Session	Location
RENEW Facilitator Training Institute			
10/11/19, Friday	8:30 AM - 4:00 PM	RENEW Facilitator Training Institute, Day 1 of 4	Four Points Sheraton Meriden, Meriden
10/24/19, Thursday	8:30 AM - 4:00 PM	RENEW Facilitator Training Institute, Day 2 of 4	Four Points Sheraton Meriden, Meriden
10/25/19, Friday	8:30 AM - 4:00 PM	RENEW Facilitator Training Institute, Day 3 of 4	Four Points Sheraton Meriden, Meriden
12/04/19, Wednesday	8:30 AM - 4:00 PM	RENEW Facilitator Training Institute, Day 4 of 4	Red Lion Hotel, Cromwell
The 'How-To' for Successful Secondary Transition for Students with Mental Health Issues			
11/08/19, Friday	9:00 AM - 3:30 PM	The 'How-To' for Successful Secondary Transition for Students with Mental Health Issues - Session A	Chrysalis Center, Hartford
04/29/20, Wednesday	9:00 AM - 3:30 PM	The 'How-To' for Successful Secondary Transition for Students with Mental Health Issues - Session B	Chrysalis Center, Hartford
The Person-Centered Planning Process for Secondary Transition Planning: An Overview			
10/30/19, Wednesday	9:00 AM - 3:30 PM	The Person-Centered Planning Process for Secondary Transition Planning: An Overview - Session A (Conducted in Spanish)	Chrysalis Center, Hartford
11/02/19, Saturday	9:00 AM - 3:30 PM	The Person-Centered Planning Process for Secondary Transition Planning: An Overview - Session B	Red Lion Hotel, Cromwell
12/05/19, Thursday	9:00 AM - 3:30 PM	The Person-Centered Planning Process for Secondary Transition Planning: An Overview - Session C	EASTCONN, Hampton
04/22/20, Wednesday	9:30 AM - 3:30 PM	The Person-Centered Planning Process for Secondary Transition Planning: An Overview - Session D (Conducted in Spanish)	Marriott, Trumbull

To register for these and other CSDE/SERC events, please go to <https://ctserc.org/events>.

If you have questions regarding content, please contact:
Missy Wrigley, SERC Consultant,
860-632-1485, ext. 397, or wriglev@ctserc.org

If you have questions regarding registration, please contact:
Lauren Johns, SERC Project Specialist,
860-632-1485, ext. 256, or johns@ctserc.org



What Parents Need to Know about Secondary Transition Planning Services

“What is the student’s dream for life after high school?” Parents and other family members are vital to the transition planning process, especially because a student’s ethnicity and culture must be considered when developing a plan for secondary transition. To become informed participants in the transition process, family members must know about the Individuals with Disabilities Education Act (IDEA 2004) regulations specific to the Individualized Education Program (IEP) and transition services at the secondary level, as well as about adult service agencies that can provide supports.

Secondary Transition Specialists are currently available for presentations to families of students with disabilities at the middle and high school levels about the basics of secondary transition planning and services. Family members learn how the transition IEP is supported by other district initiatives, including Student Success Plans and the CT Core Standards. In addition, families learn how to use a variety of transition documents (Building a Bridge, Transition Bill of Rights, CT CORE Transition Skills) to support students in the transition to adult life.

These presentations can be customized to meet the needs of a particular target audience. Parent nights, transition expos, and PTA/SEPTA meetings are ideal opportunities to offer this information. School districts as well as private and state agencies are welcome to request this free, unique professional learning experience.

There is no fee for the presentation!

For content questions, presentation information, or to schedule a presentation, please contact:

Missy Wrigley, Consultant at the State Education Resource Center (SERC), at (860) 632-1485, ext. 397 or wrigley@ctserc.org

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CSDE/SERC Secondary Transition Online Modules

- [CSDE/SERC Training Module: Transition Assessment](#)
- [CSDE/SERC Training Module: Transition Goals 101](#)



CSDE/RESC Alliance 2019-2020 LifeCourse Planning Tools Flyer

FREE

CONNECTICUT STATE DEPARTMENT OF EDUCATION **CSDE** RESC Alliance

LifeCourse Planning Tools

19-20

Charting the LifeCourse, a universally-designed person-centered planning framework, is a tool to assist individuals and families of all abilities and ages to develop a vision of a good life. Participants in this hands-on learning session will understand the importance of person-centered/futures planning, become familiar with the LifeCourse tools, and how to use them to support the development of the IEP and Transition Planning.

9:00 a.m. to 3:00 p.m.
(8:30 a.m. registration)

All people have the right to live, love, work, play and pursue their life aspirations in their community.

Bring any snacks and/or lunch as there is no food service available for this workshop.

LEARN	CREC	A.C.E.S.
October 3 Register	October 1 Register	November 25 Register
February 4 Register	April 29 Register	May 4 Register
May 4 Register		
44 Hatchette Hill Road Old Lyme, CT 06371 06106	111 Charter Oak Avenue Hartford, CT 06106	205 Skiff Street Hamden, CT 06517
EDADVANCE	EASTCONN	C.E.S.
September 12 Register	October 8 Register	November 13 Register
March 12 Register	December 10 Register	February 4 Register
May 14 Register	March 3 Register	April 2 Register
4 Mountainview Terrace, Ste. 201 Danbury, CT 06180	376 Hartford Turnpike Hampton, CT 06427	25 Oakview Drive Trumbull, CT 06611

For questions or assistance with registration, please contact Deborah Richards at denrichards@crec.org or 800-524-4025








Connecticut Secondary Transition Community of Practice (CoP)

www.cttransition.org



**CONNECTICUT
TRANSITION**
Community of Practice

2019-2020 COP Meeting Dates

DATE	TIME	LOCATION
Thursday, October 24, 2019	9:00 a.m. – 12:00 p.m.*	Chrysalis Training & Conference Center 255 Homestead Ave., Hartford, CT
Thursday, December 12, 2019	9:00 a.m. – 12:00 p.m.*	Chrysalis Training & Conference Center 255 Homestead Ave., Hartford, CT
Thursday, March 5, 2020	9:00 a.m. – 12:00 p.m.*	Chrysalis Training & Conference Center 255 Homestead Ave., Hartford, CT
Thursday, June 4, 2020	9:00 a.m. – 12:00 p.m.*	Chrysalis Training & Conference Center 255 Homestead Ave., Hartford, CT

***NOTE:** New Participant Orientation & Networking from 8:30-9:00 a.m. prior to each meeting.

For assistance or to request accommodations, please contact: Lauren D. Johns at SERC:
(860) 632-1485, ext. 256 or johns@ctserc.org.

Secondary Transition Panel

Nicole Fenech
Stamford Public Schools



Using Available Resources to Increase IEP Compliance & Improve Practice

To address corrective action for non-compliance with indicator #13, Stamford Public Schools is:

- Using the Secondary Transition Planning IEP Checklist to develop a transition audit process for department heads and administrators.
- Using the Transition Task Force (TTF) materials to guide professional development workshops and create an immediately accessible transition manual.
- Attending CSDE/SERC Secondary Transition workshops.



Family Partnership in the Secondary Transition Planning Process

To empower our families as advocates and engage them in what is intended to be a collaborative process, Stamford Public Schools has:

- Developed a Parent Transition Advisory Council.
- Provided a Series of Transition Talks and Clinics for Networking and Support.



Community/Business Partnerships

Stamford Public Schools has successfully developed mutually beneficial community partnerships that not only meet the needs of individual students, but the specific needs of an organization as well. Mutually beneficial partnerships include:

- Bareburger
- Chartwells Schools
- Home Goods
- Party City
- Safari Stan's Pet Center
- The Marriott Hotel and Spa
- Valvoline



Secondary Transition Panel

Tom Dufort
Norwich Transition Academy

Bill Donehey
Mohegan Sun



Using Data to Create Effective IEPs/Secondary Transition Plans

- Use age-appropriate transition assessments and students' preferences/interests to coordinate a great placement.
- Write effective, measurable IEP Goals and Objectives.
- Train job coaches on students' individual goals, objectives, and learning styles.
- Effective scheduling to allow for peer mentorship.



Norwich Transition Academy

Community/Business Partners:

- Big Y World Class Market
- Dodd Stadium
- Goodwill Industries
- Lisbon Public Schools
- Mohegan Sun (Multiple Departments)
- Norwich Public Schools
- Papa Gino's Pizzeria



Norwich Transition Academy & Mohegan Sun

- Met to discuss a skill-based work experience.
- Developed a task-based and skill-based breakdown of varied department work sites.
- Communicate frequently to adjust work experiences, based on the needs/interest of current student population.



Coordinated Transition Services

- Job coaches record data on specific objectives on every student, every day on site.
- Data is shared daily with program director.
- Daily/Weekly data trends are shared with students to help student develop internal awareness of performance, as well as individual strengths and weaknesses related to a given skill set.
- This data correlates directly to IEP objectives and is used to identify baseline/targets for annual plans.
- This process allows students to become active participants in the IEP development process by clearly identifying which aspects of performance at a given setting need to be addressed to attain individual employment goals.



Mohegan Sun

- Mohegan Sun:
 - 161 departments
 - >1,000 job titles
 - > 7,000 employees
- Rewrote job descriptions / created job training manuals.
- Viability (Community Enterprises) Program (job specific)
- Student Vocational Inclusion Program (task specific):
 - 1st year: multi-department track
 - 2nd year: focused department track
- Students make and bring their lunch daily, receive a free uniform, and can obtain a state gaming license.



Mohegan Sun Site Rotation

Student Department Rotation Schedule 2018-19

Month	August	September	October	November	December	January	February	March	April	May	June
Norwich -1		Wardrobe	Fitness Ctr	Dist. - Req's	Dist. -Storage	EVS	Wardrobe			Choice	Fitness Ctr
Norwich -2		HouseKeeping	Wardrobe	Fitness Ctr	Dist. - Req's	Dist. -Storage	EVS	Stewarding	Grill FOH	HouseKeeping	Wardrobe
Ledyard		Culinary - Bake Shop/ Garde Mange		Wardrobe	Fitness Ctr	Dist. - Req's	Dist. -Storage	EVS	Stewarding	Grill FOH	HouseKeeping
Montville		EVS	Pool Attendant	HouseKeeping	Wardrobe	Fitness Ctr	Dist. - Req's	Dist. -Storage	EVS	Culinary - Seasons Buffet	
Montville		Culinary - Seasons Buffet		Grill FOH	HouseKeeping	Wardrobe	Fitness Ctr	Dist. - Req's	Dist. -Storage	EVS	Stewarding
Waterford		Wardrobe	Fitness Ctr	HouseKeeping	Stewarding	Grill FOH	HouseKeeping	Wardrobe	Fitness Ctr	Dist. - Req's	Dist. -Storage
UCP		Grounds Crew			Dist. - Req's	HouseKeeping	EVS	Wardrobe	Grounds Crew		

Culinary = Bake Shop, Garde Mange, Seasons Buffet - Culinary Utility Tasks

If you feel you would like to go back to an area that proved to be more beneficial for the student, let me know ahead of time and I will accommodate as best as possible

Department Rotation Schedule 2019-20

Month	Students	August	September	October	November	December	January	February	March	April	May	June
Norwich		On Boarding	HR Wardrobe/Fitness Ctr.		Distribution - Warehouse		EVS	Wardrobe			Choice	Fitness Ctr
Norwich		On Boarding	HouseKeeping		HR Wardrobe/Fitness Ctr.		Distribution - Warehouse		FOH Dining Attendant		EVS	
Ledyard		On Boarding	Culinary - Bake Shop/ Garde Mange		HouseKeeping		HR Wardrobe/Fitness Ctr.		Distribution - Warehouse		FOH Dining Attendant	
Montville		On Boarding	EVS		Culinary - Seasons Buffet		HouseKeeping		HR Wardrobe/Fitness Ctr.		Distribution - Warehouse	
Montville		On Boarding	Culinary - Seasons Buffet		EVS		FOH Dining Attendant		HouseKeeping		HR Wardrobe/Fitness Ctr.	
Waterford	2/2	On Boarding	Distribution - Warehouse		FOH Dining Attendant		EVS		Culinary - Seasons Buffet		HouseKeeping	
Project Search	2	On Boarding	Wardrobe			Coat Check			Fitness Ctr			
Project Search	2	On Boarding	Grounds Crew			Hskpg/EVS			Wardrobe			



Mohegan Sun Partners

- Connect-ability
- Day of Mentors (October 16, 2019)
- LEARN's Annual Disability Summit (March 28, 2020)
- Project Search/UCP
- Transition Academy Partners: Ledyard, Montville, Norwich, and Waterford
- Viability, Inc.

- Triangle bridge from program to program.



Mohegan Sun Next Steps

- Bring model to Bridgeport & Windsor Locks.
- MEND: Mohegan Employment Network on Disability.
- Learning Lab in Eagleview Employee Center (computer-based learning lab).



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