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:
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.
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.
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.
(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.
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

<table>
<thead>
<tr>
<th>Special Education Status</th>
<th>Graduates</th>
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Targets

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<tr>
<td>67.6</td>
<td>70.3</td>
<td>72.9</td>
<td>75.6</td>
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## Indicator #2 Dropout
### Cumulative Data

<table>
<thead>
<tr>
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</thead>
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<tr>
<td>Non-Special Education</td>
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<td>6.9</td>
<td>6.1</td>
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<td>5.9</td>
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<td>2.3</td>
<td>2.6</td>
<td>2.9</td>
<td>2.1</td>
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<tr>
<td>Special Education</td>
<td>12.3</td>
<td>15.5</td>
<td>12.8</td>
<td>12.5</td>
<td>12.7</td>
<td>22.6</td>
<td>18.8</td>
<td>21.5</td>
<td>20.7</td>
<td>22.1</td>
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</tbody>
</table>

**Targets**

|        | 14.5 | 14.0 | 13.6 | 13.3 | 13.0 |

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CONNECTICUT STATE DEPARTMENT OF EDUCATION
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

<table>
<thead>
<tr>
<th>School Year</th>
<th>Indicator #13 (% of students)</th>
<th># of LEAs</th>
<th>Percentage of LEAs</th>
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<tbody>
<tr>
<td>2009-2010</td>
<td>77.80%</td>
<td>124</td>
<td>86.70%</td>
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<tr>
<td>2010-2011</td>
<td>93.80%</td>
<td>74</td>
<td>52.00%</td>
</tr>
<tr>
<td>2011-2012</td>
<td>99.70%</td>
<td>13</td>
<td>9.10%</td>
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<tr>
<td>2012-2013</td>
<td>99.98%</td>
<td>2</td>
<td>1.40%</td>
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<tr>
<td>2013-2014</td>
<td>99.71%</td>
<td>9*</td>
<td>6.29%</td>
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<tr>
<td>2014-2015</td>
<td>99.92%</td>
<td>9*</td>
<td>6.29%</td>
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<tr>
<td>2015-2016</td>
<td>99.93%</td>
<td>7* (2)</td>
<td>4.93%</td>
</tr>
<tr>
<td>2016-2017</td>
<td>99.87%</td>
<td>10* (1)</td>
<td>6.99%</td>
</tr>
<tr>
<td><strong>2017-2018</strong></td>
<td><strong>99.92%</strong></td>
<td><strong>8</strong></td>
<td><strong>5.59%</strong></td>
</tr>
<tr>
<td><strong>2018-2019</strong></td>
<td><strong>99.97%</strong></td>
<td><strong>3</strong></td>
<td><strong>2.10%</strong></td>
</tr>
</tbody>
</table>

* Citations through both the SEDAC Desk Audit and BSE File Review.

(#) Citations through BSE File Review.
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

<table>
<thead>
<tr>
<th>Secondary Transition Planning IEP Checklist (2016)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secondary Transition Planning IEP Checklist (PDF) (2016)</td>
</tr>
<tr>
<td>Lista de Control para Planeamiento de Transición en IEP de Connecticut (2016)</td>
</tr>
<tr>
<td>IEP Rubric for Scoring Secondary Transition (2016)</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Enrolled in Higher Education</td>
<td>Data</td>
<td>49.12%</td>
<td>49.73%</td>
<td>46.66%</td>
<td>51.34%</td>
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<tr>
<td></td>
<td>Target</td>
<td>49.00%</td>
<td>49.00%</td>
<td>49.00%</td>
<td>49.00%</td>
</tr>
<tr>
<td>Higher Ed. or Comp. Employed</td>
<td>Data</td>
<td>63.27%</td>
<td>73.57%</td>
<td>65.24%</td>
<td>66.62%</td>
</tr>
<tr>
<td></td>
<td>Target</td>
<td>63.00%</td>
<td>63.00%</td>
<td>63.00%</td>
<td>63.00%</td>
</tr>
<tr>
<td>Higher Ed., Training, or any employment</td>
<td>Data</td>
<td>77.69%</td>
<td>86.51%</td>
<td>78.74%</td>
<td>79.23%</td>
</tr>
<tr>
<td></td>
<td>Target</td>
<td>77.00%</td>
<td>77.00%</td>
<td>77.00%</td>
<td>77.00%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Cohort C</th>
<th>SEDAC Audit/BSE File Review Winter 2020 (Oct. 19 data) and Parent Survey Summer 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ashford</td>
<td>Branford</td>
</tr>
<tr>
<td>Canton</td>
<td>Chaplin</td>
</tr>
<tr>
<td>Easton</td>
<td>Ellington</td>
</tr>
<tr>
<td>Kent</td>
<td>Killingly</td>
</tr>
<tr>
<td>New London</td>
<td>North Canaan</td>
</tr>
<tr>
<td>Salem</td>
<td>Salisbury</td>
</tr>
<tr>
<td>Stratford</td>
<td>Suffield</td>
</tr>
<tr>
<td>Westbrook</td>
<td>Weston</td>
</tr>
<tr>
<td>Regional SD#1</td>
<td>Regional SD#6</td>
</tr>
</tbody>
</table>
Secondary Transition Resources
Secondary Transition Resources

- **CSDE Secondary Transition - Planning From School to Adult Life webpage**
- 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](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 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)
# CSDE/SERC 2019-2020
## Secondary Transition At-A-Glance

### 2019 - 2020 Professional Learning Opportunities

#### Secondary Transition Calendar At-a-Glance

<table>
<thead>
<tr>
<th>Date(s)</th>
<th>Time</th>
<th>Session</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building a Secondary Transition Assessment Toolkit: The Why &amp; How</td>
<td>9:00 AM - 3:30 PM</td>
<td>The Why &amp; How - Session A</td>
<td>EASTCONN, Hampton</td>
</tr>
<tr>
<td>10/29/19, Tuesday</td>
<td>10/29/19, Friday</td>
<td>RENEW Facilitator Training Institute</td>
<td>Four Points Sheraton Meriden, Meriden</td>
</tr>
<tr>
<td>10/29/19, Monday</td>
<td>10/29/19, Thursday</td>
<td>RENEW Facilitator Training Institute</td>
<td>Four Points Sheraton Meriden, Meriden</td>
</tr>
<tr>
<td>11/06/19, Wednesday</td>
<td>11/06/19, Friday</td>
<td>RENEW Facilitator Training Institute</td>
<td>Four Points Sheraton Meriden, Meriden</td>
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<tr>
<td>11/06/19, Wednesday</td>
<td>11/06/19, Friday</td>
<td>RENEW Facilitator Training Institute</td>
<td>Four Points Sheraton Meriden, Meriden</td>
</tr>
<tr>
<td>Moving Above and Beyond Compliance with Secondary Transition IEPs</td>
<td>8:30 AM - 4:00 PM</td>
<td>The ‘How-To’ for Successful Secondary Transition for Students with Mental Health Issues</td>
<td>Chrysalis Center, Hartford</td>
</tr>
<tr>
<td>02/27/20, Thursday</td>
<td>02/27/20, Friday</td>
<td>The ‘How-To’ for Successful Secondary Transition for Students with Mental Health Issues</td>
<td>Chrysalis Center, Hartford</td>
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<tr>
<td>04/02/20, Thursday</td>
<td>04/02/20, Friday</td>
<td>The ‘How-To’ for Successful Secondary Transition for Students with Mental Health Issues</td>
<td>Chrysalis Center, Hartford</td>
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<tr>
<td>05/19/20, Tuesday</td>
<td>05/19/20, Wednesday</td>
<td>The ‘How-To’ for Successful Secondary Transition for Students with Mental Health Issues</td>
<td>Chrysalis Center, Hartford</td>
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#### Person-Centered Planning with MAPS & PATH: A Train the Trainer Session

<table>
<thead>
<tr>
<th>Date(s)</th>
<th>Time</th>
<th>Session</th>
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<tr>
<td>01/09/20, Thursday</td>
<td>01/09/20, Friday</td>
<td>Person-Centered Planning with MAPS &amp; PATH: A Train the Trainer Session - Session A, Day 1 of 2</td>
<td>EASTCONN, Hampton</td>
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<td>01/10/20, Friday</td>
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<td>Person-Centered Planning with MAPS &amp; PATH: A Train the Trainer Session - Session A, Day 2 of 2</td>
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<tr>
<td>03/23/20, Monday</td>
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<td>Person-Centered Planning with MAPS &amp; PATH: A Train the Trainer Session - Session C, Day 1 of 2</td>
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<td>05/27/20, Wednesday</td>
<td>05/27/20, Thursday</td>
<td>Person-Centered Planning with MAPS &amp; PATH: A Train the Trainer Session - Session D, Day 2 of 2</td>
<td>EdAdvance, Litchfield</td>
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<td>Person-Centered Planning with MAPS &amp; PATH: A Train the Trainer Session - Session D, Day 2 of 2</td>
<td>EdAdvance, Litchfield</td>
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</tbody>
</table>

To register for these and other CSDE/SERC events, please go to [https://ctserc.org/events](https://ctserc.org/events).

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

SERC
STATE EDUCATION RESOURCE CENTER
EQUITY | EXCELLENCE | EDUCATION

CONNECTICUT STATE DEPARTMENT OF EDUCATION
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
Connecticut Secondary Transition Community of Practice (CoP)

www.cttransition.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

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

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

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

Nicole Fenech
Transition Coordinator/ IEP Compliance
Stamford Public Schools
Phone: (203) 321-7348
NFenech@StamfordCT.gov

Tom Dufort
Director
Norwich Transition Academy
Norwich Public Schools
Phone: (860) 934-1901
tdufort@norwichpublicschools.org

Bill Donehey
Performance Improvement Manager
Mohegan Sun
Phone: (860) 862-7011
wdonehey@mohegansun.com
Contact Information

Diane M. Murphy
Education Consultant
Performance Office
Diane.Murphy@ct.gov
Office: 860-713-6891

Alycia M. Trakas
Education Consultant
Bureau of Special Education
Alycia.Trakas@ct.gov
Office: 860-713-6932